

AIMS AND EXPERIENCES OF TURKISH WOMEN RUGBY PLAYERS AND
THEIR COACHES

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ABSTRACT

AIMS AND EXPERIENCES OF TURKISH WOMAN RUGBY PLAYERS AND THEIR COACHES

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The purposes of this study were to examine the aims and experiences of the Turkish women rugby players and coaches in the sport. Research questions were asked: 1) why do women rugby players and their coaches participate in rugby? 2) What are the experiences of women rugby players and their coaches, including the perception of competence, confidence, connection, character (4Cs) and perceived use of teaching styles during the training? and 3) Which problems do the women rugby players and their coaches faced with during the rugby participation? Study participants were 69-woman rugby players and their coaches (n=7) from the eight

out of 11 teams competing in 2018 Turkish Woman Rugby Championship League. Data on 4Cs of the athletes were collected by a validated survey package. Data on players' perception of the coaches' use of teaching methods was examined by the Coaches' Use of Teaching Methods Scale – Athlete Version. A semi-structured interview was conducted with coaches (n=7) and with the randomly selected three volunteer players (n=23) from seven teams to examine the aims and experiences of the players and coaches. Findings indicated that the main reason for rugby participation of women was the physical nature of the sport. Inventory findings on the perception of athletes' 4C outcomes were moderate to high. Coaches' use of teaching methods perceived by the players indicated the dominant use of coach-centered Reproductive methods. Players, as their experiences, mostly mentioned physical benefits of rugby, and coaches reported personal social outcomes. Interview findings indicated several problems.

Keywords: Coaching, women rugby, athlete outcomes.

ÖZ

TÜRKİYE’DEKİ KADIN RAGBİ OYUNCULARININ VE ANTRENÖRLERİNİN AMAÇLARI VE DENEYİMLERİ

Kocatürk, Eren

Yüksek Lisans, Beden Eğitimi ve Spor Bölümü

Tez Danışmanı: Prof. Dr. Mustafa Levent İNCE

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Çalışmanın amacı Türkiye’deki kadın ragbi oyuncularının ve antrenörlerinin ragbi branşındaki amaç ve deneyimlerini incelemektir. Bu amaçla çalışmada; kadın ragbi oyuncuları ve antrenörleri 1) neden ragbiye katılım sağlamaktadır? 2) spora özgü yetkinlik, öz güven, bağ, karakter gelişimi ve antrenörler tarafından kullanılan öğretim yöntemleri ilgili deneyimleri nelerdir? ve 3) ragbiye katılımları sırasında ne gibi sorunlarla karşılaşmaktadırlar? sorularına cevap aranmıştır. Çalışmada karma araştırma yöntemi kullanılmıştır. Soruları derinlemesine anlamak adına hem nitel hem nicel veri toplama yöntemleri kullanılmıştır. Katılımcılar, 2018 Türkiye Kadın Ragbi Şampiyonasına katılmış 69 sporcu ve onların antrenörleridir (n=7). Nicel

olarak, oyuncuların gelişimsel çıktıları olan “Yetkinlik”, “Güven”, “Bağ” ve “Karakter”i (Cote & Gilbert, 2009) incelemek için bir envanter paketi (Vierimaa, Erickson, Cote, & Gilbert, 2012), oyuncuların antrenörlerinin kullandıkları öğretim yöntemleri algısını değerlendirmek için ise “Beden Eğitimi Öğretmenleri Öğretim Stilleri Değer Algıları-Sporcu uyarlaması (BEÖSDA-Sporcu)” (Kılıç ve İnce, baskıda) anketi kullanılmıştır. Nitel olarak, yedi takımdan rastgele seçilmiş 3 oyuncu ve bir takımdan rastgele seçilmiş iki oyuncu (n=23) ve antrenörleri (n=7) ile yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Bulgulara göre sporcuların spora katılımındaki temel amaçlarının ragbinin mücadeleye dayalı bir spor olması olduğu saptanmıştır. Sporcuların “Yetkinlik”, “Güven”, “Bağ” ve “Karakter” gelişimi algıları orta ve yüksek olarak bulunmuştur. Sporcuların kullanılan öğretim yöntemleri algıları 5’li Likert ölçeğinde baskın olarak antrenör merkezli (ortalama=3.49, SS=0.085), bunu takiben problem çözme (ortalama=3.29, SS=1.08) ve sporcunun başlattığı-tasarladığı (ortalama=2.49, SS=1.03) yaklaşımlar olarak sıralanmıştır. Sporcular tecrübelerinde en çok ragbi’nin fiziksel yararlarından (f=16, 69.57%) ve antrenörleride sosyal çıktılarında (f=4) bahsetmişlerdir. Görüşme sonuçlarında karşılaşılan sorunlar; Federasyon, maç ve antrenman sahaları, kulüp, spor sakatlıkları ve bazı kişisel durumlar olarak bulunmuştur.

Anahtar Kelimeler: Antrenörlük, kadın ragbisi, sporcu çıktıları.

To Mini

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In this journey of writing thesis and graduating from Ms, I am only the tip of the iceberg.

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LIST OF ABBREVIATIONS

4Cs	Athletes' developmental outcomes of competence, confidence, connection, and character
CUTEMS-Athlete	Coaches' Use of Teaching Methods Scale – Athlete Version
CART-Q	Coach-Athlete Relationship Questionnaire
CSAI-2R	Competitive State Anxiety Inventory-2
PABSS	Prosocial and Antisocial Behaviors in Sports Scale
Rugby 7s	7-a-side version of rugby
Rugby 15s	15-a-side traditional form of rugby
Rugby 10s	10-a-side version of rugby
Rugby 12s	12a-side version of rugby
FIRA	Federation Internationale de Rugby Amateur
RWC	Rugby World Cup
IRFB	International Rugby Football Board
IRB	International Rugby Board

CHAPTER 1

INTRODUCTION

1.1. Background

Rugby is an invasion game that needs physical performance and a team sport that bring players to be a social and healthy life (What is Rugby, 2014). Rugby has several variations such as; Tag Rugby, Touch Rugby, Wheelchair Rugby, Beach Rugby, Rugby Sevens (7s), Rugby 10s, Rugby 12s, and Rugby 15s. A traditional and most popular form of the game is Rugby 15s (15 players in the field for each team), and Rugby 7s (7 players in the field for each team) following it (What is Rugby, 2014). Full Rugby 15s match has 80 min. duration and playing 15-a-side, on the other hand, Rugby 7s is also played full-size Rugby court and 7-a-side, so there are much more spaces and the full match is 14 minutes long. To the score, 'Try' players need to cross Try line, and they have to put the ball to do ground intentionally (Laws of the Game Rugby Union, 2019).

An early form of rugby was played in 1823 as a male sport (Timeline, 2016). Then, the sport developed in Britain and nine European countries independently formed "Federation Internationale de Rugby Amateur" (FIRA) in 1934, which has now 47 members, including Turkey. The first documented women rugby match played in England in 1917. Rugby became a professional sport in 1995 (Slack, 2004). Rugby 7s became an Olympic sport in 2016 (History of Rugby in the Olympics, 2014). Today rugby is one of the most popular sports in the world. Rugby World Cup (RWC) is one of the most significant sports events in the

world after the Summer Olympics and Football World cup that hosted in every four years for seven weeks (Slack, 2004). In RWC 2015, about 120 million fans watched the final game, which is the highest peak audience for a sports event after the 2014 football World Cup (RWC 2015 declared most prominent and best tournament to date, 2015).

In Turkey, the first rugby team was founded in 1945. In 1947 the first derby of Turkey was played by Galatasaray and Fenerbahçe. However, after this date clubs closed the rugby teams and rugby had not been played until the early 2000s at clubs' level in Turkey. In 2005, American Football and Rugby were involved Turkish Baseball and Softball Federation. Afterward, in 2007 name changed again as Turkish Baseball, Softball, American Football and Rugby (Resmi Gazete, 2007) and first league played in 2007. Finally, in 2011, the federation took its' latest name, Turkish Rugby Federation (Resmi Gazete, 2011).

Considering the contact sport nature of rugby with a high level of physical injury risks (Sebesan et al., 2016; Clarke et al., 2015; Gardner et al., 2014; Taylor et al., 2011) and physical requirements including power, strength, and speed, it is physiologically very demanding (Reykene et al, 2018; Barkell et al., 2016; Pyne et al., 2012; Goodale et al., 2016) and labeled as a masculine sport (Kanemasu & Molnar, 2017; Joncheray & Tlili, 2013). Previous studies in countries where rugby is popular indicate that women's participation in the sport is not very welcomed. For example, in France 80% of woman's family against them to play rugby because of injury risk (two-third) and social perspectives: “rugby is not a sport for women” (one third) (Joncheray & Tlili, 2013). Broad (2001) revealed that rugby players reported sexist attitudes from their families and friends in the United States (Broad, 2001). Also, Joncheray and Tlili (2013) found similar results with for France, and in New Zealand Women National Team (The Black Ferns), half of them report playing a masculine game is a challenge for them (Chu et al., 2003), in Fiji playing rugby is also problematic because of social issues (Kanemasu & Molnar, 2017).

Even though there are social barriers toward women's participation in rugby, the number of women rugby organizations and number of women rugby players' increases. Women rugby included in the 2016 and 2020 Olympic Games like men's rugby, and there have been World Rugby Women's Sevens Series including 16 teams since 2012 (History of Rugby in the Olympics, 2014). After the inclusion of the Olympic Games, athletes, and public interest to Women's Series is significantly increased (About HSBC World Rugby Sevens Series, 2017).

Women rugby players should be able to improve their competence, confidence, connection, and characters by sports participation as well as the men players (Cote & Gilbert, 2009). According to the Cote and Gilbert's (2009) conceptualization, competence includes "the sport-specific technical and tactical skills, performance skills, improved health and fitness, and healthy training habits." Confidence describes "the internal sense of overall positive self-worth." Connection refers to "the positive bonds and social relationships with people inside and outside of sport." Character indicates "the respect for the sport and others, integrity, empathy, and responsibility." Competence, confidence, connection, and character are often referred to in the literature as the 4C's of coaching outcome.

In order to understand the development of women rugby players 4C's, in-depth examination of the players and coaches' experiences in the rugby setting is critical. Specifically, an examination of the 4C development of players, aims and experiences of women players and coaches during rugby participation, including the coaches' use of teaching methods need attention. Unfortunately, there is limited information on these issues in women rugby not only in Turkey but also globally (Reyneke, 2018).

Improving women rugby players' performance at the optimum level, both players and coaches aims and expectations need to be aligned with 4C's of coaching outcome. Moreover, the training or learning experiences, which are designed by the coaches to improve the players' performance, should target the

4C's. In the sport pedagogy literature, it is firmly stated that sports instructors and coaches usually use coach-centered approaches and there is a need for using more autonomy supported athlete-centered instructional approaches (teaching methods) in their training context to reach the aims of teaching/coaching (Kılıç & Ince, 2017c; Kılıç & Ince, in press; Ince & Hünük, 2010).

In Turkey, to my knowledge, there is no study examining the women rugby context. Identifying the women rugby players and their coaches' aims and experiences in the Turkish context, and athletes' perception of 4C development can provide vital information to create more positive rugby experiences and coaching context for those athletes.

Therefore, the purpose of this study is to examine the Turkish women rugby context by examining the aims and experiences of the players and coaches, and the perception of players' competence, confidence, connection and character development in the setting.

1.2 Research questions

Following research questions are asked to examine the aims and experiences of Turkish women rugby players and their coaches.

1. Why do women rugby players and their coaches participate in rugby?
2. What are the experiences of women rugby players and their coaches?
 - a) What is the perception of woman rugby players about competence, confidence, connection, and character development by participating in sport?
 - b) How do the women rugby players perceive the used teaching methods during the training?
 - c) What are the experiences of players and coaches during the rugby participation?

3. Which problems do the women rugby players and their coaches faced with during rugby participation?

1.3. Significance of the study

Rugby is labeled as a masculine sport when considered its characteristics (Cleary, 2000; Wright & Clarke, 1999; Nauright & Chandler, 1996). The masculinity of sport creates a necessity to understand the aims and experiences of women and their coaches in a rugby context. Aims and experiences of women rugby players revealed in studies where the rugby is popular (Joncheray & Tlili, 2013, Broad, 2001, Chu et al., 2003, Kanemasu & Molnar, 2017). On the other hand, there is no study conducted on rugby context in Turkey. Since rugby is a developing sport in Turkey, it is important to understand women athletes' and their coaches' aims and experiences to contribute to the development of rugby.

Murray and Howat (2009) implied that it is important to understand aims of women in rugby to understand if there is gender-role conflict or not that caused by the masculinity of sport and understanding their experiences is helpful to find out the existence of any social barrier (Joncheray & Tlili, 2013). The original contribution of this study is to understand women aims that help us to improve their rugby experiences, and it helps us to bring new players to playing rugby. Second, examining their experiences provide us to information to developed Turkish women rugby. For example, finding out positive experiences could provide us to improve rugby context all around Turkey and uncovering problems, and their needs give us a chance to fix them and provide information for developing instructional designs to improve positive rugby experiences not only for women but also for men rugby too.

The last contribution of this study to help the development of Turkish women rugby is exploring the perception of athlete's 4C's coaching outcomes and teaching methods. Women rugby players need to improve their 4C's for the complete development (Cote and Gilbert, 2009) and to maximize teaching aims for rugby context; coaches should use athlete-centered instructional approaches

together with coach-centered approaches (Kılıç & Ince, 2017c; Kılıç & Ince, in press; Ince & Hünük, 2010). Finding out the perception of 4C and teaching methods allows us to improve the learning environment and positive rugby experiences. In short, this study helps us information to improve Turkish women rugby and Turkish rugby in general. This study also provides information to expand literature for coaching effectiveness and social perspective of rugby.

1.4 Definition of the terms

Turkish women rugby players: Players who are playing in the Turkish women Rugby 7s league.

Competence: High level of achievement in sport-specific technical skills, tactical skill, and physical skills (Martens, 2004; Kılıç, 2019).

Confidence: The belief or degree of certainty individuals possess about their ability to be successful in sport (Vealey, 1986; Kılıç, 2019).

Connection: The quality of relationships and the degree of interaction with peers and coaches in the immediate sports environment (Vierimaa et al., 2012; Kılıç, 2019).

Character: Moral development and sportpersonship (Bredemeier & Shields, 1996); the engagement in prosocial behaviors and avoidance of antisocial behaviors (Kavussanu & Boardley, 2009) (Kılıç, 2019).

Teaching methods: Teaching methods which are used by the coaches; reproductive, problem-solving, athlete initiated/designed (Kilic and Ince, 2017c)

Reproductive Methods: Use of Command, Practice, Reciprocal, Self-Check and Inclusion styles (Kılıç & Ince, 2017c)

Problem-Solving Methods: Use of Guided, Convergent and Divergent Problem Solving styles (Kılıç & Ince, 2017c)

Athlete initiated/designed Methods: Use of Learner Designed, Learner Initiated and Self-Teaching styles (Kılıç & İnce, 2017c)

CHAPTER 2

LITERATURE REVIEW

In this section, characteristics of rugby, and research related to the aims and experiences of women rugby players' and their coaches in sport participation are presented.

2.1. Characteristics of rugby

2.1.1. Development of rugby

An early form of rugby was introduced by William Webb Ellis in 1823. A student took the ball to hand and start running in a football match and this creates the game rugby football (Timeline, 2016). Then, the sport developed in Britain and International Rugby Football Board (IRFB) –known as World Rugby- is formed in 1886 by Ireland, Scotland, and Wales as a men sport. According to the historical resources, a woman touring team was formed in 1891 in New Zealand. However, the team is disbanded due to public pressure against the women presence in the sport. Later, in 1917 the first documented women rugby match played in England between Cardiff Ladies and Newport Ladies. First major women rugby tournament was Women's World Cup in 1991 (The Evolution of Women's Rugby, 2018).

Other critical points in the development of rugby are the establishment of an international federation, declaration of professionalization, and acceptance to the Olympic program. Nine European countries independently formed "Federation Internationale de Rugby Amateur" (FIRA) in 1934, which has 47 members

including Turkey. IRFB declared that rugby is an open game, which means players can get paid for playing rugby in 1995 (Slack, 2004). As a result of this declaration, rugby becomes a professional sport.

At the beginning of the 20th century, rugby was an Olympic Sport. Initially, in 1900, 1908, 1920 and 1924 Rugby 15s (each team includes 15 players at the field) was played in the Olympic Games. However, rugby was removed from the Olympic Games after 1924. In 2016, Rugby 7s (each team includes 7 players at the field) was again included into the Olympic Games by the International Olympic Committee (History of Rugby in the Olympics, 2014).

In Turkey, Reşat Ersü from Fenerbahçe built up the first rugby team in cooperation with Haydarpaşa High school in 1945. In 1947 first derby of Turkey was played by Galatasaray and Fenerbahçe with around 18.000 audiences. Fenerbahçe won the match with 12-0 score after that Galatasaray decided to close rugby club, and other clubs started to close their clubs. Approximately 50 years later, Ottomans Rugby FC, built by Marc Mercier in 1999 (Seco, 2012 Saadetyan, 2015). In 2005, American rootball and rugby were involved Turkish Baseball and Softball Federation. Afterward, in 2007 name changed again as Turkish Baseball, Softball, American Football and Rugby (Resmi Gazete, 2007) and first league played in 2007. Finally, in 2011, the federation took its' latest name, Turkish Rugby Federation (Resmi Gazete, 2011).

According to the 2016 World Rugby data, currently, 2.2 million women were playing rugby from 121 different countries (Global Rugby Participation, 2017). Today, in Turkey, even there is no official record, there are approximately 165 women, and 192 men are playing Rugby 7s, and almost 330 men playing Rugby 15s in the Turkish Championship league teams. There is no women 15s team (Ligler, 2019).

2.1.2. Components of good performance

Using the Cote & Gilbert's (2009) framework on coaching effectiveness, excellent performance in rugby can be evaluated by examining the players' competence (sport-specific fitness, technique, and tactic), confidence, connection, and character development. Even though there are plenty of studies examining the competence of women rugby players in the literature, there were limited studies to authors' knowledge directly dealing with the confidence, connection, and character of the players. Women rugby players' confidence, connection, and character are usually examined in the studies examining the experiences of athletes. Therefore, findings on these issues are presented in the experiences subtitle of the literature review. Recent studies examining the competence of women rugby players have been presented below.

Rugby is a contact sport which required high physical abilities. There are some studies examining women rugby players' competence components (Table 2.1). For example, Pyne et al. (2012) on 32 national women Rugby 7s players reported the need for power and endurance in conditioning programs to improve the competence of players. Goodale et al. (2016) examined the 24 national-level women rugby players and found that players who were older with more significant training experiences, and had the more upper body strength and aerobic fitness played longer in international level games. Winning team players in international events had better aerobic fitness and higher running speed during the games (Goodale et al., 2017; Reykene et al. 2018). Lockie et al. (2016) indicated the positive influence of horizontal power in the technical skill and multidirectional speed of women rugby players. At another study, Barkell et al. (2017a) found that evasive footwork (agility) provided perturbation, which was also associated with being a success in women Rugby 7s. Moreover, perturbation was more effective when it was made at the middle of the field and close to try line (Barkell et al. 2017a).

By examining the data of 2014 World Women Rugby 7s series, Barkell et al. (2016) identified the technical skills which helped to win. They used video footage of 30 quarter and semi-final games and coding through game variables, and they found that winning women teams had more passes, ball-jolting-tackles, gaining space from handling turnovers and quick and successful lineouts. Barkell et al. (2017b) also found tactical features in 35 knock-out matches in a tournament. According to their findings, positive phase momentum was associated with doing four or more passes and winning wide rucks in Rugby 7s. At another study, Griffin et al. (2017) indicated the influence of defensive pressure on technical skill execution frequency.

Table 2.1. Studies examining the competence need of women rugby players

Author (Year)	Participants	Data collection tools/instruments	Main Findings
Reykene et al. (2018)	15 women rugby players from highly ranked international teams	VX sport 220 (GPS Device)	More significant winning margins were associated with higher total running distance and greater high-speed running distance.
Barkell et al. (2016)	30 women's IRB 2014 World Rugby 7s series quarter and semi-finals matches	Footage and coding through game variables	Winning women team made more passes and ball-jolting-tackles, gained more possession through handling turnovers, used quick lineouts and had less ineffective lineouts
Pyne et al. (2012)	32 women National 7s squat players	4m maximal sprint test, Standing vertical jump test, YoYo intermittent recovery level 1 test	To improve fitness, women rugby players should focus on power, muscle size, and endurance in conditioning programs.
Griffin et al. (2017)	24 women rugby 7s national team players	Video footage	Defensive pressure altered the frequency of technical skill execution. The contested defense was also shown to provide opportunities for Rugby 7s players to develop the essential skills required for evasive moves and line break situations.
Barkell et al. (2017a)	65 women 7s game	Video footage	Perturbation associated with success in women's sevens. Mostly occurred one was evasive footwork in the middle of the field.
Barkell et al. (2017b)	35 women's 2014 WR 7s series knock-out matches	Video footage	Positive phase momentum associated with four or more passes and winning wide rucks in women's Rugby 7s. Phase momentum was a critical aspect of success in rugby sevens.
Goodale et al. (2016)	24 national team level women Rugby 7s players	Skinfold, 10m, 20m, 40 m sprint test; 1RM test; standing long-jump and standing triple long jump; 1600m time trial test	Age, training experience, upper body strength (bench-press), aerobic fitness (1600m) differentiated athletes playing minutes.
Lockie et al. (2016)	8 women collegiate rugby players 8 women college-aged recreational team sport athletes	20m sprint, 505 CoD test, Vertical jump and standing broad jump	Horizontal power contributed to multidirectional speed in collegiate women rugby players
Goodale et al. (2017)	20 National 7s women Rugby	GPS and HR straps	Winning teams had greater running distances at higher speeds.

2.2. Aims of women rugby players in the sport

Murray & Howat (2009) imply that it is crucial to understand the women players' aims in rugby to understand gender-role conflict deeply because of the masculinity of sport. Therefore, examining the women rugby players' aims in participation in sport is critical. There are studies that were conducted in Australia, French, New Zealand, Fiji, and US women rugby setting in this topic (Table 2.2).

Murray & Howat (2009) examined 40 women rugby union players from South Australia, and they found that players participate in rugby because of three main reasons; 1) influence of family (sport family) and friends, 2) personal benefits such as; being fit and fun, lastly 3) social interactions like; lifelong friendship, club spirit.

A study by Joncheray & Thilili (2013) examining the 197 French first division women rugby players' aims of participation in sports revealed physical exercise and team spirit and competition. Another study by Joncheray, Level & Richard (2016) using semi-structured interviews with 12 French women national team rugby union players indicated that players started rugby either suggestion of their parents or found 'by chance' through school or university.

In New Zealand, Clearly (2000) did in-depth interviews with 3 Black Ferns Players (New Zealand National Women Rugby Team) to examine players' reasons and aims in sport participation. Clearly, (2000) found that players participated in sports due to the encouragement of other women rugby players, and they expected to be physically fit and active, and have fun by participation. A study by Chu et al. (2003) on 23 Black Ferns in New Zealand found the main reason for participation as being part of 'rugby family.' In this study, players also revealed different reasons to participate in a sport like the physical nature of sport (contact sport) and opportunity like traveling and meeting new people.

In Fiji, women Rugby setting, Kanemasu & Molnar (2017) found that players' main reasons for participation in rugby were to show the social environment that women can play rugby too. In the US setting, Chase (2006) found reasons for US women rugby players' participation in sport as the physical nature of the sport and competitiveness of the game.

Table 2.2. Studies examining the aims of women rugby players' participation in sport

Author (Year)	Participants	Data collection tools/instruments	Main Findings
Joncheray & Tlili (2013)	197 French first division women rugby players	Questionnaire & Interview	Team spirit, competition, and physical exercise.
Murray & Howat (2009)	40 women rugby union players from South Australia	Semi-structured interviews	Influence of family and friends, personal benefits such as fun and fitness, and social interaction & club camaraderie, and club spirit.
Clearly (2000)	3 Black Ferns. New Zealand women rugby players	In-depth interviews	Encouragement of other rugby playing women, being physically fit and active, and having fun.
Chu et al. (2003)	23 Black Ferns. New Zealand women rugby players	Semi-structured interviews	Encouragement of friends, physical nature of the sport, a requirement of intelligence, rugby family, and opportunity to travel and meet new people.
Kanemasu & Molnar (2017)	10 women players 3 officials in Fiji	Semi-structured interviews	To show the social environment that women can play rugby.
Chase (2006)	94 women rugby players in the Midwestern US	In-depth interviews and field observations	Physical nature of the game became fully invested in competitive athletics and resisted notions of ideal female bodies.

2.3. Experiences of women rugby players during participation

2.3.1. Experiences with respect to the health of the players, physical demand of sport, the social setting of the sport, connection to teammates and administrative issues

There are studies examining the experiences of women rugby players during participation in sport from the French, Australia, New Zealand, Fiji, US, and UK settings (Table 2.3.). Those studies indicated positive and negative experiences of the players with respect to the health of the players, physical demand of sport, the social setting of the sport, connection to teammates and administrative issues (Table 2.3, Table 2.4).

Findings of Joncheray & Thili (2013) on the 197 French first division women rugby players indicated that women were not motivated to play by an attraction risk and 31% of them stop playing rugby because of injury. Two-thirds of the players reported their concerns related to the fear of injuries, which possibly influence the players' confidence in sport participation. In this study, even positive family support toward participation in sport reported by the players'; they also noted that their mothers were opposed to their involvement in the game.

In sports science and medicine literature, plenty of studies examined the physical load and injury rate in women rugby settings (Table 2.3). For example, a big scale study examining the 27824 women and 100989 men rugby participants' injury prevalence indicated that women were most frequently injured from the head (23%) and shoulder (12.3%) (Sebesan et al., 2016). Clarke et al. (2015) examined the women Rugby 7s players in a tournament and found that during a 2-day women Rugby 7s tournament players had substantial muscle damage. According to Taylor et al. (2010), the incidence of match injury was 35.5/1000 player-hours during the 2010 IRB Women's Rugby World Cup. Knee-ligament injuries were the most common (15%), and it resulted in most days lost (43%). The tackle was the cause of most injuries. A meta-analysis by Gardner et al.

(2014) indicated that the incidence in women Rugby 15s was 0.55 per 1000 player match hours. A concussion is a common injury sustained and reported in match play, and to a lesser extent during practice by players.

Table 2.3. Some studies examining the physical load and injury rates in women rugby

Author (Year)	Participants	Data collection tools/instruments	Main Findings
Sebesan et al. (2016)	27,824 women, 100,989 men rugby participation figures from 2007 to 2013	National Electronic Injury Surveillance System	Women were most frequently injured in the head (23%), and shoulder (12.3%). Men were most frequently injured in the face (18.2%) and head (15.9%).
Clarke et al. (2015)	Women Rugby 7s players	Countermovement-jump [CMJ] test, muscle damage capillary creatine kinase [CK], perceived soreness, and perceived recovery	During a 2-day women Rugby 7s tournament players had substantial muscle damage. However, there was little change in the lower-body neuromuscular function.
Taylor et al. (2011)	285 women rugby players.	Injury surveillance during the 2010 IRB Women's Rugby World Cup	Incidence of match injury was 35.5/1000 player-hours; mean severity was 55.0 days and median severity 9 days. Only one training injury was reported. Knee-ligament injuries were the most common (15%) and resulted in most days lost (43%). The tackle was the cause of most injuries.
Gardner et al. (2014)	37 studies	Meta-analysis Online Databases	The incidence of concussion in women's Rugby-15s was 0.55 per 1,000 player match hours. A concussion is a common injury sustained and reported in match play and to a lesser extent during practice by Rugby Union players.

Study of Murray & Howat (2009) on the Australian women rugby players indicated the presence of a supportive social setting to overcome the traditional masculine identity of Rugby. Clearly (2000) found as a result of an in-depth interview with 3 Black Ferns players of New Zealand that

Even the players see each other every day; they never get tired of each other.

"players feel the flow while playing" and "sport helps them to know themselves." These findings indicated the experience of connection and development of self-awareness in the rugby setting by the women players. Chu et al. (2003)

examining the experience of 23 Black Ferns players of New Zealand indicated that almost half of the players were not perceived being part of a predominantly male game as a problem and they saw it as a challenge in a positive way. Players reported no administrative barriers to their continued involvement to the sport. They also noted the positive supports of peers to play rugby. However, they stressed the few women in coaching and administration of sport. Findings of Chu et al. (2003) indicated the positive social setting that encourages the players in playing rugby and good connection. However, findings also indicated the male dominance in women rugby coaching and administration.

In U.S. women rugby settings, players reported positive and negative experiences and expanded literature with new ideas. Some players reported that even they were competitive athletes in other sports, rugby culture especially change their thoughts and feelings about their bodies (Chase 2006). Fallon and Jome (2007) reported from their interviews with 11 women rugby player that these athletes faced with three different gender-role conflicts; perceived as not feminine enough, managing both masculinity and femininity and perceived as too feminine. However, athletes develop some strategies to handle these conflicts. Another study from the U.S., Ezzell (2009) did in-depth and semi-structured interviews with 13 women rugby players, 2 of their coaches, and a former player. Ezzell (2009) found that these players create a heterosexual-fit identity that helps them to fight against the sexist and homophobic view. A more recent study from Adjepond (2016) expands this knowledge. Adjepond (2016), completed in-depth interviews with 15 women rugby player from Texas and California, concluded that sportswomen faced with a challenge because of their bruises which were equated with victimization.

Another recent study from the U.S. gives us some positive experiences and physical experiences of women in rugby. Madrigal et al. (2015) interviewed with five men and six women in USA Rugby's National College 7s tournament. They found two primary reasons behind their enthusiasm through pain; passion for sport and sport ethic. Passion for sport includes; love of the sport, the meaning

of the sport, and desire to be on the field and sport ethics means; helping the team, game time sacrifice, personality, minimize, and accepted the behavior. Women athletes reported some injury experiences such as; concussion, dislocated jaw, jammed/broken fingers, broken arms, sprained ankles but not mentioned it as a problem; also they did not want to tell their injuries to coaches to cause of fear from being held out. Findings of Madrigal et al. (2015) make connections with the development of confidence, connection, and character of players in rugby settings.

Women rugby players' experiences in Fiji are examined by Kanemasu & Molnar (2017). According to their findings, Fijiana's recent international successes (Fiji national team) helped the women rugby players to handle hegemonic articulation between rugby and ethnonational identity, at the meantime the masculinist, traditionalist discourse may have lost its significance. This study indicated that international success has power in shaping the social and cultural prejudices in sport.

In the U.K., Russell (2004) reported that even rugby participation increases the perception of their bodies positively; it was temporary. Because of feminine physical attractiveness, body satisfaction was decreased in the social environment. Players were also feared from perceived as lesbian or naturalness of body concern. Gill (2007) also found similar findings in the rural British community. In their social environment, rugby players did not perceive as '*real*' or '*normal*' women.

Table 2.4. Studies examining the experiences of women rugby players' participation in sport

Author (Year)	Participants	Data collection tools/instruments	Main Findings
Joncheray & Tlili (2013)	197 French first division women rugby players, 15 employees or volunteers with the French Rugby Federation	Questionnaire & Interview	Women were not motivated to play by an attraction to injury risk. 31% of them stopped playing rugby because of injury. Half of the women said that they were advised not to play rugby. Two-thirds of the players reported concerns related to the fear of injuries. The other third of our sample wrote that they were told 'rugby is not a sport for women.' Although the family is the primary influence for playing rugby (44%), half of the players' mothers are opposed to their involvement in the game.
Chu et al. (2003)	23 Black Ferns New Zealand women rugby players	Semi-structured interviews	10 participants did not perceive as a problem that being part of a predominantly male game, 9 said that they saw it as a challenge. They did not face administrative barriers to their continued involvement in sport, unlike soccer. Peers encouraged them to play rugby. Black Ferns received media exposure. Being Black Ferns experienced as 'excellent' and 'awesome.' Reported few women in coaching and administration.
Murray & Howat (2009)	40 female rugby union players from South Australia	Semi-structured interviews	The presence of a supportive social environment (family and teammates - the close-knit bond of the players-) helped them to overcome the traditional masculine identity of rugby.
Adjepong (2016)	15 women rugby players in Texas and California	In-depth Interviews	The analysis offers a way to think about how women's embodiment not only allows them to push back against normative gender in different contexts but may also subject them to forms of harassment that reifies violence as male terrain Sportswomen challenge how women's bruises are equated with victimization.
Gill (2007)	Women's rugby team in a rural British community	Participant-observation and interviews	Gender identity tends to be essentialized along heterosexual lines. This normalization is the product of external forces, denying them social standing because they are not 'real' or 'normal' women. In order to overcome this 'abnormality,' the players internalize heterosexual femininity as usual. In so doing, the presence of the 'abnormal' or lesbian team members represents a threat. They police themselves actively, leaving little or no room for lesbian players to exist.

Table 2.4. (Continued)

Author (Year)	Participants	Data collection tools/instruments	Main Findings
Clearly (2000)	3 Black Ferns New Zealand women rugby players	In-depth interviews	Even though they saw each other every day, they never got tired of each other. Players felt the 'flow' while playing rugby. Rugby helped to know themselves.
Kanemasu & Molnar (2017)	10 women rugby players and 3 officials	Semi-structured interviews	Following the Fijiana's (Fiji national Rugby team) recent international successes, greater acceptance by and prominence in mainstream rugby may be creating a transformative fissure in the athletic gender regime, which may grow in its counter-hegemonic impact and scope as it expands into an alternative rugby discourse. Women's rugby may successfully align itself with the hegemonic articulation between Rugby and ethnonational identity, while the masculinist, traditionalist discourse may dampen in its significance. Despite these improvements, players did not have support (financial, technical, or emotional) from family and public, and they were exposed to violence from family and community. Some of them left their families.
Madrigal et al. (2015)	5 men and 6 women rugby players participating in USA Rugby National College 7s tournament	Interview	Athletes' willingness to engage in play through pain behaviors and their reasons for doing so collapsed into two major themes; namely, passion for sport and sport ethic. Passion for the sport was composed of: (a) love of the sport, (b) meaning of the sport, and (c) desire to be on the field. Sport ethic included: (a) helping the team, (b) game time sacrifice, (c) personality, (d) minimize, and (e) accepted behavior. Female's injury experiences are; concussion, dislocated jaw, jammed/broken fingers, broken arms, sprained ankles, ACL tears. Both males and females explained not wanting their coaches to know they were injured for fear of being held out of play.
Russell (2004)	10 women rugby players, 10 cricketers, and 10 netballers (UK)	Semi-structured interviews	Although sports participation did lead to positive perceptions of their bodies, this effect was transient. Once placed in a social environment, body satisfaction decreased, and women's perceptions of their bodies changed because of a perceived demand to conform to socially accepted and expected norms of (heterosexual) physical attractiveness. Fear of being perceived as a lesbian, and the perceived naturalness of body concern were also identified.

Table 2.4. (Continued)

Author (Year)	Participants	Data collection tools/instruments	Main Findings
Fallon & Jome (2007)	11 women rugby players (US)	Interview	Women rugby players perceived some specific discrepant or conflicting expectations for their gender-role behavior. Participants also perceived that women Rugby players experience gender-role conflict regarding these discrepant expectations in three different ways (perceived as not feminine enough, managing both masculinity and femininity, perceived as too feminine) yet participants reported little distress stemming from the conflict. Instead, participants demonstrated numerous strategies for negotiating expectations and resolving conflict to avoid distress from discrepant expectations.
Ezzell (2009)	13 women rugby player, 2 of their coaches and a former player (US)	In-depth, semi- structured interviews	Rugby players created a unique identity as heterosexist-fit—simultaneously robust, heterosexual, and conventionally attractive. The women’s presentation of the heterosexist-fit identity helped them respond to sexist and homophobic stigma and backlash to women’s participation in sport.
Joncheray et al. (2016)	12 French national women rugby union team players.	Semi-structured interviews	Majority of players said that they did not feel the need to meet feminine social norms, while others want to free themselves from the masculine identity caused by the fact that they play rugby. Some of the players set limits on this double identity, which is sometimes identified as a constraint.
Chase (2006)	94 women rugby players in the Midwestern US	In-depth interviews and field observations	Players articulated the profound ways in which their participation in rugby changed how they thought and felt about their bodies. For most of these women, participation in sport alone did not engender this change—almost all of them were competitive athletes in other sports before rugby. Instead, their specific participation in the game and culture of rugby produced this change. A small number of women in this study chose to limit their involvement in the social aspects of rugby as well as to limit the number of people whom they knew as Rugby players.

2.3.2. Experiences with respect to coaches use of teaching methods

Even though there are a high number of studies on teachers' use of teaching methods in the physical education setting, there is limited research examining the coaches' use of teaching methods during sports practice. To the author's knowledge, no study focuses explicitly on the rugby coaches' use of teaching methods.

In the physical education setting, it is very well documented that teachers' mainly use the reproductive command and practice teaching methods and they rarely use the productive teaching methods including problem-solving or learner initiated methods (Ince & Hunuk, 2010; Kulinna & Cothran, 2003). Importance of coaches' use of athlete-centered coaching and teaching is recommended with coaching books and standards. However, there is a lack of study examining the coaches' use of teaching methods in the coaching setting. To my knowledge, there is only one study dealing with the athletes' perception of the coaches' use of teaching styles (Kilic & Ince, 2016). According to the findings of this study, similar to the teachers' use of teacher-centered teaching approaches in the physical education setting, athletes perceive the dominant use of reproductive coach centered teaching methods in the sport setting.

Considering the studies mentioned above, it is clear that women rugby setting is interesting to examine due to it is male-dominated, physically, and socially challenging situation for the participation of the women. Women rugby is new to the Turkish context, and there is no study examining the players and coaches' perception of aims, their experiences, and problems in Turkey. A comprehensive examination of the setting might provide the required information for creating a supportive training environment for the women rugby players.

CHAPTER 3

METHOD

3.1. Research Design

In this study, a mixed-method research design was used. Quantitative and qualitative data collection methods were used to answer the research questions. This approach preferred to examine aims and experiences in women rugby coaching context in a deep sense (Fraenkel, Wallen, & Hyun, 2012).

3.2. Participants

Study participants were 69 women rugby players and their coaches (n=7) from the eight out of 11 teams competing in 2018 Turkish Woman Rugby Championship League. The total number of woman rugby players in the 11-team league was 165. The current participants were representing 41.81% of the population.

Participants mean age was 20.71 years (SD=3.81). Players mean rugby playing experience was 2.34 years (SD=1.89). Seven players were playing Rugby less than one year with two months of minimum experience, three players were playing one year and thirteen players were playing rugby more than two years with 8 years of maximum experience. Their mean time spent with the current coach was 2.00 years (SD=1.87), and mean training per week was 4.03 days (SD=1.49). Coaches mean age was 28.43 years (SD=6.61). Their mean rugby coaching experience was 4.36 years (SD=3.24). Coaches mean time spent with the current players was 2.66 years (SD=6.61), and they were present in the

training of the players 2.86 days per week (SD=1.07). Six of the coaches were man, and one of them was a woman. One of the coaches had a foreign nationality (England).

Table 3.1. Characteristics of the study participants

Participants	Age (Years) Mean ± SD	Rugby Experience (Years) Mean ± SD	Time Spend with Coach/Player (Years) Mean ± SD	Training per Week (Days) Mean ± SD
Players (n=69)	20.71±3.81	2.34±1.89	2.00±1.87	4.03±1.49
Coaches (n=7)	28.43±6.61	4.36±3.24	2.86±2.02	2.86±1.07

3.3. Data Collection Procedures

Initially, approval of the Middle East Technical University Human Research Ethics Committee was obtained at the beginning of the study (Protocol Number: 2017-EGT-169) (Appendix A). After that, rugby coaches were visited, and the researcher informed them about the aim of the study. All of the coaches accepted to participate in the study. After getting the agreement of coaches, teams were visited one by one, and players were informed about the study. Players were asked for volunteer participation in the study. After that, players completed the questionnaires.

Then, a semi-structured interview was conducted with the coach of the team (n=7). Moreover, a semi-structured interview was performed with the randomly selected three volunteer players (n=23) from seven teams and two volunteer players from one team.

3.4. Data Collection Instruments

3.4.1. Inventories, scales, questionnaires

In order to collect data on the competence, confidence, connection and character of the athletes Adapted Sport Competence Inventory (Vierimaa et al., 2012; Kilic and Ince, 2017a) (Appendix C), Competitive State Anxiety Inventory-2 (Vierimaa et al., 2012; Kilic and Ince, 2017b) (Appendix D), Coach-Athlete Relationship Questionnaire (CART-Q) (Jowett and Ntoumanis, 2004; Altintas,

Cetinkalp, & Asci, 2012) (Appendix E) and Prosocial and Antisocial Behavior in Sport Scale (PABSS) (Kavussanu and Boardley, 2009; Sezen-Balcikanli, 2013) (Appendix F) were used, respectively. Players' perception on the instructional methods which were used by the coaches in the training setting was examined by Coaches' Use of Teaching Methods Scale – Athlete Version (CUTEMS-Athlete) (Kılıç & Ince, in press) (Appendix G).

Sport Competence Inventory (Vierimaa et al., 2012; Kilic and Ince, 2016): The inventory measures the athletes' perceived competence by athletes, coaches, and peers (team members) ratings by the three versions (self, coach, and peer) of the instrument for each athlete of a team (Appendix C). The versions include questions in the areas of technical skills, tactical skills, and physical skills at a 5-point Likert scale ranging from 1 (not at all competent) to 5 (extremely competent). The reliability of the Turkish inventory was examined by Kilic & Ince (2017a). According to their findings, internal consistency for the athletes, coaches, and teammate versions were .81, .86, and .88, respectively.

The Self-Confidence Subscale of Revised Competitive State Anxiety – 2 (CSAI-2R) (Vierimaa et al., 2012; Kilic and Ince, 2017b): The scale examines the trait confidence. It has five items answered on a 4-point scale ranging from 1 (not at all) to 4 (very much so) (Appendix D). Kilic & Ince (2017b) reported the construct validity of the Turkish version of the scale with an internal consistency value of .76.

Coach-Athlete Relationship Questionnaire (the CART-Q) (Jowett & Ntoumanis, 2004; Altintas, Cetinkalp, & Asci, 2012): The questionnaire includes eleven items examining the perceived coach-athlete relationship on a 7-point scale (1 = Not at all to 7 = Extremely) (Appendix E). It consists of three sub-dimensions; closeness, commitment, and complementary. Altintas, Cetinkalp, and Asci (2012) reported the psychometric properties of the Turkish version of the questionnaire. According to their findings, the internal consistency of the questionnaire was between .82 to .90.

Prosocial and Antisocial Behavior in Sport Scale (PABSS) (Kavussanu & Boardley, 2009; Sezen-Balcikanli, 2013): The scale included 20 items examining athletes' prosocial (e.g., "helped an injured opponent") and antisocial behaviors (e.g., "deliberately fouled an opponent") during training/competitions. Turkish version of the scale was studied by Sezen-Balcikanli (2013) (Appendix F).

Use of Teaching Methods Scale – Athlete Version (CUTEMS-Athlete) (Kılıç & Ince, in press): The scale made up of 11 scenarios with four questions that are scored 5-point Likert-type scale ranging from 'Never' to 'Always.' These questions examine the athlete's perception on; how often their coach use these teaching methods if this makes training fun for athletes or not (enjoyment) if it helps athletes to learn or not (learning), and if its motivate athletes or not (motivation). The scale is developed by Kılıç & Ince (in press). CUTEMS-Athlete has three subscales, including reproductive, problem solving, and athlete initiated/designed teaching methods (Appendix G). Kılıç & Ince (in press) reported the exploratory and confirmatory factor validity of the scale.

3.4.2. Interview

First coaches informed about research and asked for their volunteer involvement. Second, researcher went their hometown (Samsun-Istanbul-Eskisehir-Ankara) and a semi-structured interview was conducted with coaches and players one by one before or after trainings. Interviews took 15 minutes' average. Interview questions included; "What are your aims in rugby playing/coaching?", "What are your expectations from playing/coaching rugby?", "What are the contributions of rugby training/coaching for you?" "How does the rugby playing/coaching affect your personal life?" and "Which difficulties are you facing with during the rugby playing/coaching?" (Appendix H and Appendix I).

3.5. Data Analysis

Quantitative data collection tools were analyzed by descriptive statistical methods, including mean and standard deviation. Interview data was first fully transcribed and then examined with the content analysis method (Wolcott, 1994; Saldana, 2009). Descriptive coding was used to analyze the aggregate data's essential topics to help answer the essence of the study (Saldana, 2009; p. 70). Descriptive coding categorizes data at a basic level to provide an organizational grasp of the study (Saldana, 2009; p. 73).

CHAPTER 4

RESULTS

This study aimed to examine the aims and experiences of Turkish women rugby players and their coaches. Following research questions were asked; (1) why do women rugby players and their coaches participate in rugby? (2) What are the experiences of women rugby players and their coaches? (2a) what is the perception of women rugby players about the competence, confidence, connection, and character development by participating in sport (2b) how do the women rugby players perceive the used teaching methods during the training? (2c) what are the experiences of players and coaches during the rugby participation? (3) Which problems do the women rugby players and their coaches faced with during the rugby participation? Findings of each research question are presented below.

4.1. Why do women rugby players and their coaches participate in rugby?

According to interview results, the main reason for rugby participation was physical nature (contact sport, combat sport) of sport. 19 players out of 23 (82.61%) presented the physical nature of sport as their main reason to participate in rugby. Two players mentioned similarities of rugby with American football. One of them said, *“There was no women American football team, and I choose rugby.”* and the other player mentioned, *“I can express myself in physical sports, it fits me, and I find myself.”*

Another reason reported by the players was team sports characteristics of the rugby. Fourteen (60.87%) women participated in the sport because of team

sports characteristics and five of them (21.74%) especially mentioned team spirit in rugby. Moreover, four players (17.39%) started rugby with friends' suggestions, and another four said that they started because it was an exciting and new sport for them. Two of athletes just wanted to try rugby (8.7%) other two wanted their physical advantage in rugby, and another two players' started rugby because of the competitive nature of the sport.

Players (4.35%) also mentioned some reasons that why they start rugby participation; *“for socialization” (S1)*, *“supportive of kickboxing” (S5)*, *“to do physical exercises and condition” (S5)*,

I cannot find a basketball team. I want to continue the active sport, and I start rugby (S6).

I did not know rugby. I am studying physical education, and I do not have a [specialized] sports branch. I want to have a [specialized] sport branch (S7).

“for fun, I want a hobby” (S12), *“I know before coming rugby, it makes me feel strong” (S14)*, *“I did not know what is rugby, teacher suggest me to play” (S16)*, and *“I like watching rugby, I decided to start” (S23)*.

During interviews, players also reported their career expectations in rugby as an athlete. From rugby participation, 95.5% were expecting to be a *“national team player”* (1 out of 23, was already a national team player). Players also reported their expectations as *“being successful”* and *“being a good player”* in rugby (21.7%). Moreover, three players (13.4%) mentioned their expectations as *“having a good time,”* two athletes (8.7%) said, *“[they] want to play rugby in other countries.”* Two of the players (8.7%) who were studying physical education teacher education mentioned their expectations as a possible good effect of having a rugby playing experience on their vitae, and they believed that it might have a good effect on their future physical education teaching career. Lastly, one player (4.4%) also mentioned that she *“wants to continue as a [rugby] coach in future,”* and another one said, *“Just want to expect to discharge her energy.”*

According to findings on coaches, two of them said that they want to develop successful players and help them during the athletic career; *“train Olympic athletes, give a future to aggressive and problematic youths (Coach1)”* and

I want to train qualified rugby players, spread rugby in my city, I want to help who take a dislike to sport and make them like sport again (Coach5).

Another two coaches mentioned the need for coaching in women rugby;

I got injured [as a rugby player], and the women team didn't have a trainer (Coach2).

and the woman coach said, *“There was no coach, I had to be coach, but I like teaching (Coach3)”*. One coach chooses rugby because of similarities with wrestling; *“I see myself as a trainer; it is close to wrestling I think I can do that; after the first experience I like it (Coach4)”*. The coach with foreign nationality mentioned;

I was getting older and cannot play rugby so I would like to give my experience to others. I like watching their improvements. I want to support women, especially in Turkey, they are second-class. I have two daughters (Coach6).

The last Coach also talked about teaching rugby to others, and he said;

I like teaching; I want to teach rugby, I want to gain experience in teaching, it also helping my master degree (Coach7).

4.2. What are the experiences of women rugby players and their coaches?

Women players' experiences on the rugby setting were evaluated by examining their perception of competence, confidence, connection and character development and their perception of teaching methods used by the coach during training by using appropriate validated scales in the literature; and by interviewing to see their experience in the setting with their own words. Coaches' perception of experiences during the coaching women rugby was examined by interview findings. Findings of each research sub-question are given below.

4.2.1. What is the perception of women rugby players about competence, confidence, connection, and character development by participating in sport?

According to the Sports Competence Inventory findings, mean technical competency perception of the players was (Mean=3.41, SD=0.70) on a 5 point Likert scale. Mean tactical and physical competency perceptions of the players were (Mean=3.26, SD=0.76) and (Mean=3.52, SD=0.75), respectively (Table 4.1).

Table 4.1. Sports Competence Inventory findings on the women rugby players perceived technical, tactical and physical competence

Variable	Mean±SD
Competence	
Technical	3,41± 0,70
Tactical	3,26±0,76
Physical	3,52±0,75

Possible minimum score: 1, possible maximum score: 5

The Revised Competitive State Anxiety-2 (CSAI-2R) (Vierimaa et al., 2012; Kilic and Ince, 2017b) scale findings indicated that mean perceived confidence score of the players were (Mean=3.13, SD=0.74) on a 4 point Likert scale (Table 4.2).

Table 4.2. The Revised Competitive State Anxiety-2 (CSAI-2R) scale findings on the women rugby players perceived confidence

Variable	Mean±SD
Confidence	3,13±0,74

Possible minimum score: 1, possible maximum score: 4

According to the Coach-Athlete Relationship Questionnaire findings on the connection perception of the players under the three subcategories including closeness, commitment and complementary, players mean perception of closeness, commitment and complementary were (Mean=6.28, SD=1.18),

(Mean=5.53, SD=1.33) and (Mean=6.17, SD=1.19), respectively on a 7 point Likert scale (Table 4.3).

Table 4.3. Coach-Athlete Relationship Questionnaire findings on the women rugby players perceived connection with respect to closeness, commitment and complementary

Variable	Mean±SD
Connection	
Closeness	6,29±1,18
Commitment	5,53 ±1,33
Complementary	6,17±1,19

Possible minimum score: 1, possible maximum score: 7

Prosocial and Antisocial Behavior in Sport Scale (PABSS) findings on examining the perceived character development of women rugby players indicated that players mean perceived prosocial behaviors towards to teammates and opponents were (Mean=3.90, SD=0.92) and (Mean=3.07, SD=1.11), respectively. According to the findings, players mean perceived antisocial behaviors towards teammates and opponents were (Mean=1.52, SD=0.59) and (Mean=1.51, SD=0.58), respectively, on a 5 point Likert scale (Table 4.4).

Table 4.4. Prosocial and Antisocial Behavior in Sport Scale (PABSS) findings on the women rugby players perceived prosocial and antisocial behaviors towards teammates and opponents

Variable	Mean±SD
Character	
Prosocial Behaviors to Teammates	3,90±0,92
Prosocial Behaviors to Opponents	3,07±1,11
Antisocial Behaviors to Teammates	1,52±0,59
Antisocial Behaviors to Opponents	1,51±0,58

Possible minimum score: 1, possible maximum score: 5

4.2.2. How do the women rugby players perceive the used teaching methods during the training?

Analysis of the coaches' use of teaching methods perception by the athletes indicated that mostly used teaching methods in a 5-point Likert scale were Reproductive methods including command, practice, reciprocal, self-check and inclusion (Mean=3.49, SD=0.85). Problem-Solving methods including guided, convergent, and divergent problem solving were used to a lesser extent (Mean=3.29, SD=1.08) as compared to Reproductive methods by the coaches according to the perception of players. Athlete-initiated/designed methods including the learner initiated, learner designed and self-teaching was the least used methods by the coaches (Mean=2.49, SD=1.03) according to the perception of the players (Table 4.5).

Analysis of the perceived values of Reproductive, Problem Solving & Athlete-initiated/designed methods by the athletes with respect to fun indicated that Reproductive methods (Mean=3.75, SD=0.70) and Problem Solving methods (Mean=3.74, SD=0.81) perceived as funnier than the Athlete-initiated/designed methods (Mean=3.03, SD=1.09). Perceived learning values of the teaching methods were as follow: Reproductive (Mean=4.00, SD=0.73), Problem Solving (Mean=4.00, SD=0.73), and Athlete-initiated/designed (Mean= 3.22, SD=1.09) (Table 4.5).

For learning, Productive Approach (Mean=4.00, SD=0.73) has higher mean than Reproductive Approach (Mean=3.98, SD=0.61) but they are too close. Again their Reproductive Approach (Mean=3.91, SD=0.67) & Productive Approach (Mean=3.88, SD=0.76) motivation scores are high and close. Least perceived fun (Mean=3.03, SD=1.09) learning (Mean=3.2, SD=1.09) and motivation (Mean=3.18, SD=1.07) approach is Athlete-designed/initiated Approach.

Table 4.5. Players' use and value perception of teaching methods

Teaching Method	Value perception			
	Use	Fun	Learning	Motivation
	Mean ± SD	Mean ± SD	Mean ± SD	Mean ± SD
Reproductive	3,49±0,85	3,75±0,70	3,98±0,61	3,91±0,67
Problem Solving	3,29±1,08	3,74±0,81	4,00±0,73	3,88±0,76
Athlete- initiated/designed	2,49±1,03	3,03±1,09	3,22±1,09	3,18±1,07

Possible minimum score: 1, possible maximum score: 5

4.2.3. What are the experiences of players and coaches during the rugby participation?

According to the interview findings, women rugby players experiences following outcomes as a result of their rugby participation; physical benefits (f=16, 69.57%); being fit (f=7, 30.44%), physically getting strong (f=7, 30.44%), getting faster (f=4, 17.39%), healthy life style (f=3, 13.04%), feeling energetic (f=2, 8.7%), having new friends (f=11, 47.83%), socially active (f=9, 39.13%), being family (team-spirit) (f=5, 21.74%), life-long friends (f=5, 21.74%), being team (f=5, 21.74%), teaching solidarity (f=2, 8.7%), increasing self-confidence (f=16, 69.57%).

Some of the players also mentioned about personal benefits including; helping planning life (f=8, 34.78%), being more responsible person (f=4, 17.39%), learning keep calm in problems (f=4, 17.39%), learning discipline (f=2, 8.7%), strong character (f=2, 8.7%). Two of athletes mentioned that they got injured, but it did not affect them negatively, and one of them said that about her injury

Once I got a concussion, but it was fun, after the match if I had buries I feel that I did a good job (S7).

Other experiences that players mentioned were; “getting used to cold (S5)”, “increasing concentration (S19)”, “travel and see different cities, and friends (S1)”, “being brave (S10)”, “feeling powerful in dangerous situations (S13)”, “being more careful (S10)”, “developing leadership skills (S7)”, “gaining

sport knowledge (S1)”, “even its contact sport , being fair play, helping anger management (S8)’, “spending good time (S12)”, “more ambition (S17)”, “wider perception (S17)”, “in short; life itself (S19)”, “make me realize my physical and mental talents (S21)”, “helping other branch physically (S23)”, “feeling successful makes me happy (S14)”, “giving me life goal (S14)”, “making effort make me happy (S6)’, “after the match I am relaxing and happy (S9)”, “taking my stress (S6)”, and “after training I am a more positive person (S18)”.

There were also stresses of players on cultural experiences as follow; *“People show more respect to me because I am a sport woman (S4)”*,

While walking, I feel confident as woman, I realize my power, social environment respects me because of success in a hard branch, and my family supports me after success (S22).

and *“Rugby represents women and women power (S19)”*. They were taking reaction from their environment; *“They are saying are you crazy why are you playing rugby? (S16)”*. *“Is there rugby in Turkey? However, these make me happy” (S16)*, and *“They are saying, how can you play contact/combat sport, but I like it (S1)”*.

Some players mentioned about their negative experiences during participation; *“Making mistakes in training make me feel bad (S9)”, “There is not enough team spirit (S4)”, “If you don’t know right technique, you can get injured (S14)”, “When other players didn’t come it affect me bad (S10)”*.

Coaches also reported some positive and negative experiences. Most of the coaches, reported they are more social than before (f=4); *“I have a better human relationship, I am more patient (C1, C5)”*, and

It helps to develop decision-making and humanity that affects all aspects of my life (C1).

, and

I see new places in Turkey and the world and meet new people all around world (C5).

Moreover, learning while teaching (f=3) and increased perception (f=3) followed socialization, which is stated by coaches. Some of them said that their self-confidence increased (f=2), and their sport performance increases while teaching (f=2).

Coaches also stated personal social outcomes;

It makes me happy when they are learning new thing... also, I am gaining leadership (C3).

“I can find a place in society for myself (C4)”, ‘I can make plans effectively... and I feel myself useful (C4)”, “Coaching save my life... also, I can make empathy (C5)”, “Feel me young, coaching is my life (C1)”. C6, who had two daughters, mentioned that

Rugby is motivation to rest of my life. Proud to see them win, they win I win. My two daughters love my girls; they are looking at girls as role models.

Negatively, most coaches complain about it was taking too much time *“Sometimes I cannot see my girls (C6)”. C3 and C7 mentioned about players; “Sometimes my players do not give what I deserve,” “When my player did not see my sacrifices and act ungrateful, it hurts me” respectively. C4 is talked about personal goals; “I did not be champion, I would like to,” and had some issues with his family; “My family wants me to concentrate on wrestling which creates a problem.”*

4.3. Which problems do the women rugby players and their coaches faced with during rugby participation?

Interview findings indicated problems related to the Federation, match and training fields, club, injuries, and some personal issues.

About Federation, five players stated that they were not playing enough match, S3 said, *“Even we have federation we are playing very few matches.”* Four players also mentioned that the Federation did not support teams financially.

Moreover, two players complained about the poor organization of tournaments concerning the quality of food and accommodation.

Problems with match and training fields indicated the statements with the quality of match and training fields that were not grass or poorly groomed grass. Moreover, two of athletes reported they did not have match fields, and another two players mentioned that in tournaments match fields were terrible, and some of the artificial turf which causes injuries. Other problems are about training fields, and two players reported that training fields were too bad, one of the players said that their field was mud most of the time. S11 and S14 mentioned about priorities, and they said,

Fields are soccer players, they have priority, and we are hardly finding training fields.

Another player mentioned that they could not find training fields easily. One player complained about the distance of training fields, which were far away from her home, which creates a problem. Five of the athletes said that in winters could not train because of the cold weather. Besides, one athlete complained about the hot weather too.

Reported problems with clubs were as following; 11 players reported that their clubs did not support them; eight of them said they were lack of materials such as jersey, ball, and tackle pad. S7 said, *“We are going away matches with our money, the club does not supply our bus.”*

About health problems, 13 players reported about problems created by injuries. Six players said that because of injuries their (university) lessons affected negatively, S15 said:

I am studying at physical education teacher education program, and when I injured, I failed from practical lessons.

Five players mentioned about injury created problems in their daily life; S5 said “*Injuries don’t let me do daily needs*”; S22 stated, “*I had to quit my job because of injury*”, and S21 said that

While I have injury mentally I am in a bad mood all the time; I also cannot concentrate my lessons while I have injury.

In addition to injuries, seven players mentioned excessive tiredness because of training, one of them add that it affects lessons, and others said she could not sleep enough time. Moreover, nine players stated about personal physical problems; four of them said that they did not have enough physical capacity; two of them state that they could not run because of high body mass index, three different athletes said that they were not flexible, they did not have enough power, and they did not like running which creates problems in training.

In personal problems; S4 said that “*Our coach is not qualified enough,*” S23 state that “*I have some problems with teammates.*” S4 talked about rugby’s status in Turkey,

It is a risk sport. I expect more discipline and professionalism in training. Rugby is too amateur in Turkey.

Findings indicated that the reason behind the social problems was mostly masculine and physical nature of the sport. Eleven players mentioned about problems because of masculinity. Six of them mentioned problems caused by the physical nature of the sport, and three players stated positive experiences on this issue. One player reported the view of her family as a masculine sport; S3;

My Family says its masculine sport why are you playing it is not for woman, why don't you play volleyball.

Five players said that only their friends and social environment see rugby as a masculine sport, not their families; S15 “*Some relatives and friends said its masculine, but I like it*”, S19 “*In school they are saying masculine; they are not seeing me as woman*”. , and

When I meet someone, how can you play well done, it is rough and masculine sport, they are saying (S17).

Two of them also mentioned support from their families; S23 & S11 stated precisely the same sentence *“I have family support. However, my people in my social setting saying why you are doing masculine sports, rough sports”*.

Another five players stated the critics of people in their social setting as rugby is a masculine sport, not suitable for women; S5 *“Cultural, social environment creates constraints”*,

Injury effect bad, if I had bruises in my eyes, my social environment thinks that my husband beat me (S10).

Injury effects bad, I am lawyer, my social environment think that lawyers should not play rugby; they do not associate rugby with my work (S12).

S20 *“My social environment saying that why you don't play softer sports”*, S13 *“They are saying masculine to wrestling, football, not rugby”*.

Six players stated about problems caused by the physical nature of the sport, and one said that she did not see as a problem; S7

My family making problem when I got injured. Sometimes social environment says it is too rough you might get injured. However, it is not a problem.

, and S8 *“Nobody says it is masculine, my family just afraid of injuries,”* also

My family and friends think that rugby is not suitable for me, they are saying you are delicate you can be injured. They are saying like that because of injury risk, not the masculinity (S9).

Nobody says masculine, but they are saying why you are not doing other sports because of physical characteristic of sport (contact, combat) (S10).

, and

My family and friends are saying its fit to you they are not saying masculine. However, they are saying you can get injured because of the physical characteristic of sport (S12).

There were also players mentioning the support of their families and people in their social setting; S6 *“My family supports me there is no social problem”*, S13 *“Nobody says masculine, my family support me”*, and S12, *“No one says it’s masculine; they are saying rough sports are fit to me.”*

Coaches reported the same problems with players about materials, fields, and club support. Four of them said that they did not have enough material. C5 stated, *“Due to lack of equipment, sometimes I cannot do what I want in training.”* Three coaches mentioned about terrible fields, and C1 said the same thing with his player *“Fields are far away.”* Another problem was club support, and two coaches said that money becomes problematic and C6 stated that *“Hard to get support from club. We had to found sponsors”*; C2 said,

..... does not let us find a sponsor and do not give material. In winter when weather is too cold we cannot do training and does not give sports hall.

and C4 mentioned *“..... does not give us money for buses”*. Moreover, three coaches mentioned about personal money issues, they said that they were not earning money, but it would be nice if they earn money. Two of the coaches mentioned about management problems. C6 said that

In Turkey, timing is hard (federation tell us everything at the last time, there is no schedule).

and C1 mentioned about youth setup *“There is no youth setup, whoever comes start from basic.”* Furthermore, coaches mentioned about problems with players. Three coaches complained about too much discontinuity of players to training, C4 said that *“Lack of players make training ineffective,”* and C6 *“Getting everybody to training at the same time,”* stated this as a problem. C7 and C5 talked about level differences of players create a problem. C5 mentioned that

Hard them to keep together train at the same time and old ones affect negatively.

Four coaches stated problems that arise from the physical nature of sport, and they said C3 “*Some players scare, it’s hard to teach toughness (contact and combat)*”, C5 “*Because of physical nature of sport some players think if they can play or not*”, C6 “*Fear because of physicality (tackle) and throwing themselves to someone*”, C4,

Hard to prepare players’ physical competitiveness, players lack in physical competitiveness (I am questioning myself), Physical condition is not growing up (new ones).

and C4 also mentioned different problem from his training “*When some players make a mistake, they lost their concentration quickly*”. C4 and C6 stated that “*Players jealous each other for the first 7s*”, and

Players do not like each other; Girls fighting each other, little things become bigger (For older girls).

like a problem. C1 mentioned about family problems, and he said, “*Parents do not support and sometimes say child to do not go to rugby.*” C6 talked about smoking and said that his players smoke too much. Our only woman coach (C3) mentioned about a masculinity problem, and she said that

Family, boyfriend and social environment says; you are like man, you can beat us too. Rugby is not esthetic, so when a women play, it repellent to people.

CHAPTER 5

DISCUSSION

The aim of the study is to find out the aims and experiences of Turkish women rugby players and their coaches. Data was collected by surveys and interviews. In this chapter, findings will be discussed concerning related literature.

5.1. Aims of women rugby players and their coaches

The interview findings indicated that the main reason behind the Turkish women rugby players participating in rugby is a physically challenging nature of sport (being a contact and combat sport) (82.61%). Previously, studies in New Zealand and the United States on women rugby players reported similar findings (Fields et al., 2008; Chase, 2006; Chu et al., 2003). Chu et al. (2003) found one of the main reasons for Black Ferns playing rugby as the physical demand for the sport. Moreover, In the United States, two different studies noted similar results (Fields et al., 2008; Chase 2006). Fields et al. (2008) gave details about the physical demand of sport as aggressive nature and contact nature of rugby that attracted women in the United States.

Interestingly, in the current study, two players mentioned about absence of American football, and that is why they choose rugby; also one player said about not being able to reach a basketball team. This means that participating in rugby was not the first preferences for some of those players. In the French setting, findings of Joncheray et al. (2016) might provide insight into the situation in Turkish women rugby context. Joncheray et al. (2016) found that one of the reasons for French women's participation in rugby as "by chance" in school or

their life settings. It means that at the first place women did not think about participating rugby. However, with given opportunities, they started rugby, and they became rugby players.

Another profoundly stated reason by the players was the motivation to participate in a team sport. Fourteen women (60.87%) started rugby in Turkey because it is a team sport and has a team spirit. Some of these players (f=9), previously had been participated individual sports as athletics, and they did not know what the rugby is in detail, that is why they only attracted by being team sport of rugby. They want to try a team sport after an individual one. In the previous studies in other cultures, findings showed that women players stress on the team spirit and social interaction in rugby. In French, Murray and Howat (2009) found social interactions as one of the main reasons for women to start rugby. Similarly, in New Zealand, Black Ferns reported as being part of 'rugby family' as the main motive to start rugby (Chu et al., 2003).

The current study also reveals that some participants were football players and wrestler at the same time with rugby. One player also going wrestling because of its' physical nature (contact, combat sport). Moreover, this player mentioned about team spirit of rugby especially. Furthermore, five other players had football experiences, even one player like rugby because of tackling they mentioned physical nature of sport in a general way but they stated that they could not find team spirit of rugby in other branches. One player also said fair play of rugby. So these results indicate that even physical nature of sport attract women, this might not be special for rugby, on the other hand rugby's values (respect, integrity-fair play-, discipline, solidarity-team spirit- and passion) are special to rugby that attract women to participate this sport (Rugby's Values, 2014).

According to the findings, other reasons to participate in rugby by the players are; friends' suggestions (17.39%), it's a different sport after their other branches (17.39%), just want to try rugby (8.7%), desire to use their physical advantage in rugby (8.7%), and competitive nature of sport (8.7%). These reasons are also

stated in the studies on women rugby players in other cultures. Chase (2006) stated the competitiveness as one of the critical reason to participate in women players in rugby in the United States. In French (Murray and Howat, 2009) and New Zealand (Clearly, 2000; Chu et al. 2003) found friends' suggestion as one of the main motives of women players' participation in rugby.

However, unlike Turkey, no women started rugby just because it is new (not well-known) sport and they want to try it in other countries where rugby is already a popular sport. In countries like New Zealand and French, rugby is a popular sport and women know what rugby is. Since rugby is not a well-known sport in Turkey, players' might want to try to learn it if they love or not.

In literature, other reported reasons behind the women rugby participation are the influence of family, personal benefits, including physical fitness, health benefits, fun, and opportunity like traveling and meeting new people. In Turkey, different players mentioned similar things. One player stressed on the fun; another player noted the socialization. Some of the players' also stated the personal benefits, including continue to active sport and improve physical fitness.

Previously, women rugby coaches' motive to start coaching is not described clearly. In the current study, two coaches mentioned about helping people (players), and they could do through rugby. Some of the coaches mentioned that they had no chance to function as a player due to injury history or being old to function as a player in the team, and their team needed a coach. Two coaches also reported that they were enjoying teaching as a coach. These findings indicated that coaches' aims (or philosophies) were far away from performance-oriented coaching aims.

5.2. Experiences of women rugby players and coaches

In the current study, women rugby players' competence perception concerning technical (rugby skills like tackling, passing, kicking, etc.), tactical (decision on positioning, running to right place and spaces, etc.) and physical (acceleration,

speed, agility, endurance, etc.) dimensions were above the average. Players' perceived confidence and connection level on playing rugby was high. However, player perceptions' self-confidence of their daily life data did not collect in this study, so data were not normalized. For example, if one player confident in her daily life she can directly confident in rugby participation too. But interview results show that increases in self-confidence of 16 players Moreover, except two players had some sport participation past, this can indicate that reason for their high level of competence perceptions could be their past experiences not the rugby participation. However, interview showed that 16 players reported physical benefits of rugby participation, so interview results could indicate that rugby participation effect players' competence and confidence positively. Concerning perceived prosocial and antisocial behavior (character), findings indicated that players were good toward prosocial behaviors for teammates. However, they were average toward prosocial behaviors for opponents. These finding indicated that players were happy with their improvements in 4C dimensions in women rugby setting in Turkey. Coaches' were successful except developing prosocial behavior toward the opponents concerning players' perception. There is a dearth of research examining the 4C dimensions of women rugby players in the literature to compare with the findings of this study. Therefore, future studies on perceived 4C development of women rugby players' is needed in other cultures.

Findings on Turkish women rugby players' perceived using of teaching methods by the coaches indicated that coaches were dominantly using the Reproductive Approach. Coaches were also using Problem Solving Approach but to a lesser extent. Coaches' used the Athlete-initiated/designed approach rarely. However, for fun, learning, and motivation players' believed that all three teaching approaches had merit. Considering the studies in physical education and coaching setting for the use of reproductive, problem solving and athlete initiated/designed approaches (Kılıc & Ince, 2016; Oaten, 2013; Ince & Hunuk, 2010; Kulinna & Cothran, 2003), it can be said that use of problem-solving approaches are useful in women rugby.

This might be related to the richness of tactical variations in rugby. Therefore, coaches' might also use the problem-solving approach more in their sport setting. This finding may be informative for how to increase the use of problem-solving teaching methods in physical education and other sport settings. In physical education and other sports coaching, teachers and coaches may focus on developing students, and athletes' tactical development, and possibly this would require the use of more problem-solving teaching methods. However, why the use of athlete-initiated/ designed teaching methods is used in lesser extent in coaching setting is a topic of future studies.

Findings of the current study indicated positive and negative experiences of players during rugby participation. Getting fitter, faster and stronger, developing friendship were among the positive experiences of Turkish women rugby players. However, having and the injury was the primary negative experience of the players.

Positive experiences including the physical development, development of friendship, team spirit, confidence and sportsmanship in rugby participation of women are also reported previously in other countries (Madriral et al., 2015; Chase, 2006). Negative experience as a having an injury is also reported in other countries in women rugby (Sebesan et al., 2016; Madriral et al. 2015).

Like Turkish women rugby players, their coaches also stated that they were more socially active and had a broader perception of life than before. They also mentioned that they were learning while teaching. They also mentioned about how coaching influences their lives positively as; *“Coaching save my life,” “Rugby is motivation to rest of my life,” “Proud to see them win, they win I win.” “My two daughters love my girls; they are looking for girls as role models.”* These results indicated that even the coaches were amateur, they had strong bonds with rugby, and this was positively affecting their lives.

As a negative experience, coaches said that coaching was taking too much time. Coaches also mentioned that when the player performs poorly during the

matches, they feel unhappy. There is a need for more research in other countries about the coaches' experiences during women rugby setting to compare with the findings of current research.

5.3. Problems of women rugby players and their coaches during rugby participation

In the Turkish women rugby setting, players and coaches reported problems related with Federation, match and training fields, club, injuries and some personal issues (such as the perception of women sport and rugby in the country, relation with the teammates).

Problems with the Federation were about the lack of financial support to teams, few matches, and bad organizations. This problem might be rooted in the structure of the Turkish Federation. Rugby Federation includes three more different branches; American Football, softball and baseball in Turkey. Financial resources of the Federation are limited and could not support the four branches. Kanemasu and Molnar (2017) also reported similar findings in the Fiji context. Fijian women rugby player also hardly had financial or technical support from rugby bodies. In other countries (U.S, England, New Zealand, South Australia, and French) where the rugby and women rugby is popular, Federations' financial resources are stronger. In the Turkish setting, clubs are also financially weak. Rugby and women rugby teams are not the main sports for those clubs. Rugby is relatively a new sport and physical resources, including training and match fields, and other equipment are not readily available in the study setting.

Another problem stated with the participants of the study was related to the masculinity and physical demand of the sport, which increased the risk of injury. Similar findings reported in other countries too. For example, in South Australia, society perceived rugby as a non-feminine sport and traditional masculinity of rugby limit or minimize rugby participation (Muray and Howet, 2009). In French, women rugby players see their friends and social environment as a barrier (Joncheray and Tlili, 2013). Another study from French reveals that some

women rugby players want to free themselves from masculine identity and others stick in between femininity and masculinity (Joncheray et al., 2016) and in U.S. athletes worry about being too masculine or too feminine (Fallon and Jome, 2007).

Turkish women rugby players also stated the influence of injuries and excessive tiredness caused by rugby training, which affects their academic or daily life negatively as a problem. Similar findings reported in other countries too. For instance, In France, Joncheray and Tlili (2013) found that % 31 had to quit rugby because of injuries.

Coaches also complained about the amateurism of rugby in Turkey. Since it is an amateur sport in Turkey, coaches do not earn money. According to the coaches, other problems created by amateurism lack of attendance of players to training. Since players have their school or job obligations, it is hard to force players to come training regularly. Sometimes, players' exams or job obligations are overlapping with training. Coaches said that this made training inefficient. Another problem noted by the coaches was related to the performance differences of the players in the team. Since there are a limited number of coaches in a team due to financial constraints of the club, coaches train newcomers and old players at the same time, which is a problem for coaches.

Coaches also mentioned about problems caused by players, for example, the presence of extreme competitiveness and disagreements between the women players. The reasons behind these issues should be examined in depth in future studies.

5.4. Conclusion

In this research, the first purpose was to examine the aims of women rugby players, and their coaches participate in rugby. The second purpose of the study was to identify players and coaches' experiences with respect development of competence, confidence, connection, and character, used teaching methods and positive and negative experiences during the rugby setting. The ultimate purpose

was to examine the players and coaches' views on the problems during the women rugby participation.

Findings related to the first purpose indicated that women players' aims to participate in rugby were related to the physically challenging nature of sport, to be a part of team sport, feeling team spirit, socialization, having fun, trying themselves in a new sport, developing their physical fitness, and using their Rugby experience in other sports or coaching in future. Coaches' aim was helping the players to improve their performance.

Findings related to the second aim of the study indicated that women rugby players' perception of competence, confidence, connection, and character was good except prosocial behavior toward the opponents in character dimension. Players' report on prosocial behaviors for opponents was average. According to the views of players, coaches were dominantly using the Reproductive teaching approaches in their training setting. Coaches were also using the Problem-Solving approaches in training. However, the use of Learner-initiated/designed approaches was limited by the coaches. Players believed that all three teaching approaches had merit for developing learning, fun, and motivation in rugby. Players' positive experiences were related to improving the sport-specific fitness, developing a friendship. Having an injury was the primary negative experience of the players. Coaches reported being socially active, having a broader perception of life, and love of teaching/learning as a positive experience, and spending extended time in coaching without earning money, and feeling unhappy when players perform poorly as negative experiences during coaching in women rugby.

Findings related with the third purpose indicated that players and coaches had problems related with Federation, match and training fields, clubs, injuries, amateur sport setting (earning no money), perception of the sport by the society (masculine nature of the sport), and some personal issues including some of the players' extreme competitiveness, disagreements with teammates, and readiness level differences between the players.

5.5. Implications and Recommendations

This study was the first study examining the Turkish women rugby setting. Therefore, findings on the aims and experiences of the players and coaches in the setting are an original contribution to the related literature.

In general, findings of the study implied that there is a need to create professional learning groups to discuss the aim of performance coaching setting for women rugby players and coaches. Current aims of both players and coaches in participating in sport are shallow and partly depend on the well-accepted coaching aims of performance setting of Cote & Gilbert (2009) in the literature.

Players' perception of competence, confidence, connection, and character (except prosocial behaviors toward opponents) development due to participation in rugby is good as measured by the survey package. However, interview findings with coaches and players indicate that some of the players have weaknesses in all components — players' perception of coaches' use of Reproductive and Problem Solving Teaching Approaches (methods) is good. However, the perceived use of athlete-centered Learner-initiated /designed Teaching Approaches is low. Players' positive experiences were related to improving the sport-specific fitness, developing friendship, and their negative experience is mostly related to sports injuries. Coaches are happy to experience being socially active, teaching/learning except spending a long time without earning money on women rugby.

Players and coaches had problems related with Federation, match and training fields, clubs, injuries, amateur sports setting, perception of the sport by the society, and personal issues like extreme competitiveness, disagreements with teammates, and readiness level differences between the players.

Current study also reveals different masculinity reports. Three player were former or ongoing football players and one player were also wrestler. They mentioned that their environment sees football and wrestling as a masculine sport.

Based on the findings mentioned above following recommendations were done;

Recommendations

1. Educational opportunities for the players and coaches to discuss the aims of coaching for performance setting should be provided.
2. Educational opportunities for coaches to use of athlete-centered teaching methods (especially Learner-initiated/designed methods) should be developed.
3. Women Rugby players should be supported against social critics on women's participation in rugby.
4. Coaches should be educated for teaching to players with different readiness level.
5. Turkish Rugby Federation should be restructured by using the critics of the players and coaches similar to the well-performing Rugby Federations in other countries.
6. More research on women rugby setting should be conducted to make sound comparisons between different cultural settings.
7. Research on the Turkish National women rugby team should be conducted to reveal more information for both literature and women rugby players and their coaches.
8. More research should be conducted in other sports to make sound comparisons on the women's aims and experiences in different sports.
9. More research should be conducted according to years of rugby experiences to make sound comparisons between new players and experienced player.
10. More research should be conducted on competence and confidence scale to distinguish their own confidence and past sport participation experience from their rugby participation effects.

5.6. Limitations of the study

While evaluating the findings of the current study readers should consider the following limitations of the study;

1. Findings of this study can only be generalized to Turkish women rugby players who are playing in the Turkish League.
2. 4C, and teaching methods data were collected by the inventories, scales, and questionnaires from the players. Related findings depend on the limitations of data collected by these instruments. It is assumed that participants completed the instruments honestly.
3. Interviews were conducted in players and coaches living and training setting by the researcher. It is assumed that participants answered the interview questions honestly.
4. In confidence scale no normalization made, so confidence results could be indicating that their own confidence, not the consequence of their rugby participation.

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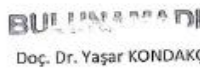

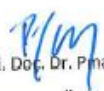


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APPENDICES

A. HUMAN SUBJECTS ETHICAL COMMITTEE APPROVAL

<p>UYGULAMALI ETİK ARAŞTIRMA MERKEZİ APPLIED ETHICS RESEARCH CENTER</p> <p>DUMLUPINAR BULVARI 06800 ÇANKAYA ANKARA/TURKEY T: +90 312 210 22 91 F: +90 312 210 79 59 Sayı: 28620816/ <i>247</i> www.ueam.metu.edu.tr</p>	<p> ORTA DOĞU TEKNİK ÜNİVERSİTESİ MIDDLE EAST TECHNICAL UNIVERSITY</p> <p>07 KASIM 2017</p>
<p>Konu: Değerlendirme Sonucu</p>	
<p>Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)</p>	
<p>İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu</p>	
<p>Sayın Prof.Dr. Mustafa Levent İNCE ;</p> <p>Danışmanlığımı yaptığınız yüksek lisans öğrencisi Eren KOCATÜRK'ün "Türkiye'deki Kadın Ragbi Sporcularının ve Antrenörlerinin Spordaki Amaçları ve Deneyimleri" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-EGT-169 protokol numarası ile 01.12.2017 - 30.12.2018 tarihleri arasında geçerli olmak üzere verilmiştir.</p>	
<p>Bilgilerinize saygılarımla sunarım.</p>	
<p> Prof. Dr. Ayhan SOL Üye</p>	<p> Prof. Dr. Ş. Halil TURAN Başkan V</p>
<p> Doç. Dr. Yaşar KONDAKÇI Üye</p>	<p> Prof. Dr. Ayhan Gürbüz DEMİR Üye</p>
<p> Yrd. Doç. Dr. Pinar KAYGAN Üye</p>	<p> Doç. Dr. Zana ÇITAK Üye</p>
	<p> Yrd. Doç. Dr. Emre SELÇUK Üye</p>

B. INFORMED CONSENT FORM FOR PLAYERS AND COACHES

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Beden Eğitimi ve Spor Bölümü Yüksek Lisans öğrencisi Eren Kocatürk tarafından Prof. Dr. Mustafa Levent İnce danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amaçları, Türkiye'deki Kadın Ragbicilerin ve Antrenörlerinin ragbiye katılım amaçlarını ve ragbideki katılımları sırasında karşılaştığı zorlukları tespit etmek ve antrenmanda kullanılan öğretim stilleri hakkındaki görüşlerini öğrenmek ve son olarak sporcuların bakış açısından antrenörlerinin etkililiğini değerlendirmektir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden yaklaşık 15 dk sürecek 5 ayrı anket yanıtlamanız istenecektir. Daha sonra rasgele seçilecek olanlarla yaklaşık 20 dk sürecek karşılıklı görüşmede yapılandırılmış sorular yöneltilen olacaktır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma, genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yanda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Çalışma sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Beden Eğitimi Bölümü öğretim üyelerinden Prof. Dr. Mustafa Levent İnce (E-posta: mince@metu.edu.tr) ya da yüksek lisans öğrencisi Eren Kocatürk (E-posta: e171696@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

C. ADAPTED SPORT COMPETENCE INVENTORY

Sporda Yetkinlik Envanteri

Spor yetkinliđi, kiřinin spordaki belirli bir görevi başarılı bir şekilde gerçekleştirme yeteneđidir. Bu ankette hem kendinizin hem de takım arkadaşlarınızın spor yetkinliklerini derecelendireceksiniz.

Lütfen her bir soruyu cevaplarken bildiđiniz diđer tüm **ragbicilere** göre kendinizi ne kadar becerili veya yetkin olarak algıladıđınızı göz önünde bulundurunuz. Lütfen soruları içtenlikle cevaplayınız. Her bir soruda, **belirtilen özel alanları dikkate alarak** derecelendirme yapınız.

Size en uygun olan düzeyi **iřaretleyiniz**. “5” sizin yař grubunuzdaki en yetkin sporcuyla temsil ederken, “1” sizin yař grubunuzdaki en az yetkin sporcuyla temsil etmektedir.

Cevaplarımız tamamen gizli tutulacaktır.

Bu bölümde kendinizi deđerlendireceksiniz.

<i>Lütfen ařađıdaki alanlarda kendinizin spor yetkinliđini derecelendiriniz.</i>					
Teknik beceriler (pas, tackle, ruckta vücut pozisyonu vb.)	Hiç Yetkin Deđil	Biraz Yetkin	Ortalama Yetkin	Çok Yetkin	Son Derece Yetkin
	1	2	3	4	5
Taktik beceriler (örneğin Karar verme, boşluđa göre uygun kořu yapma vb .)	Hiç Yetkin Deđil	Biraz Yetkin	Ortalama Yetkin	Çok Yetkin	Son Derece Yetkin
	1	2	3	4	5
Fiziksel beceriler (örneğin Kuvvet, hız, çabukluk, dayanıklılık, esneklik vb.)	Hiç Yetkin Deđil	Biraz Yetkin	Ortalama Yetkin	Çok Yetkin	Son Derece Yetkin
	1	2	3	4	5

Sporda Yetkinlik Envanteri (Takım Arkadaşı Değerlendirme)

Bu bölümde adlı kişiyi değerlendireceksiniz.

<i>Lütfen aşağıdaki alanlarda bu kişinin spor yetkinliğini derecelendiriniz.</i>					
	Hiç Yetkin Değil	Biraz Yetkin	Ortalama Yetkin	Çok Yetkin	Son Derece Yetkin
Teknik beceriler (pas, tackle, ruckta vücut pozisyonu vb.)	1	2	3	4	5
Taktik beceriler (örneğin Karar verme, boşluğa göre uygun koşu yapma vb.)	1	2	3	4	5
Fiziksel beceriler (örneğin Kuvvet, hız, çabukluk, dayanıklılık, esneklik vb.)	1	2	3	4	5

Sporda Yetkinlik Envanteri (Antrenör değerlendirme)

Spor yetkinliği, kişinin spordaki belirli bir görevi başarılı bir şekilde gerçekleştirme yeteneğidir. Bu ankette sporcularımızın spor yetkinliklerini derecelendireceksiniz.

Lütfen her bir soruyu cevaplarken bildiğiniz diğer tüm atletlere göre sporcunuzu ne kadar becerili veya yetkin olarak algıladığınızı göz önünde bulundurunuz. Lütfen soruları içtenlikle cevaplayınız. Her bir soruda, **belirtilen özel alanları dikkate alarak** derecelendirme yapınız.

Size en uygun olan düzeyi **işaretleyiniz**. “5” sporcunuzun yaş grubundaki en yetkin sporcuyu temsil ederken, “1” sporcunuzun yaş grubundaki en az yetkin sporcuyu temsil etmektedir. Cevaplarınız tamamen gizli tutulacaktır.

<i>Lütfen aşağıdaki alanlarda bu kişinin spor yetkinliğini derecelendiriniz.</i>					
Teknik beceriler (pas, tackle, ruckta vücut pozisyonu vb.)	Hiç Yetkin Değil	Biraz Yetkin	Ortalama Yetkin	Çok Yetkin	Son Derece Yetkin
	1	2	3	4	5
Taktik beceriler (örneğin Karar verme, boşluğa göre uygun koşu yapma vb.)	Hiç Yetkin Değil	Biraz Yetkin	Ortalama Yetkin	Çok Yetkin	Son Derece Yetkin
	1	2	3	4	5
Fiziksel beceriler (örneğin Kuvvet, hız, çabukluk, dayanıklılık, esneklik vb.)	Hiç Yetkin Değil	Biraz Yetkin	Ortalama Yetkin	Çok Yetkin	Son Derece Yetkin
	1	2	3	4	5

D. COMPETITIVE STATE ANXIETY INVENTORY-2

Sporda Kendine Güven Envanteri

Aşağıda sporcuların ragbi ile ilgili duygularını tanımlamak amacıyla kullandıkları çeşitli ifadeler bulunmaktadır. Her bir maddeyi okuyunuz ve **ragbi oynarken** genellikle nasıl hissettiğinizi gösteren uygun numarayı işaretleyiniz.

Kendime güveniyorum.	Hiç değil			Son derece fazla
	1	2	3	4
Zorlukların üstesinden gelme konusunda kendime güveniyorum.	Hiç değil			Son derece fazla
	1	2	3	4
İyi performans sergilediğimden eminim.	Hiç değil			Son derece fazla
	1	2	3	4
Kendime güveniyorum çünkü hedefime ulaştığımı zihnimde canlandırıyorum.	Hiç değil			Son derece fazla
	1	2	3	4
Baskıların üstesinden gelebileceğim konusunda kendime güveniyorum.	Hiç değil			Son derece fazla
	1	2	3	4

E. COACH-ATHLETE RELATIONSHIP QUESTIONNARIE

Antrenör-Sporcu İlişkisi Anketi (Sporcu)

Bu anket antrenörünüzle olan ilişkinizi değerlendirmek amacıyla hazırlanmıştır. Lütfen içtenlikle cevaplandırınız. Cevaplarınız tamamen gizli tutulacaktır.

1. Antrenörümeye yakınlımdır.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7
2. Antrenörümeye bağılıyım.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7
3. Antrenörümü severim.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7
4. Antrenörüm ile çalışırken kendimi rahat hissedirim/rahatımdır.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7
5. Antrenörümeye güvenirim.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7
6. Spor kariyerimin şu anki antrenörümle gelecek va adettiğini düşünüyorum.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7
7. Antrenmanda antrenörümün çabalarını boşa çıkarmamaya çalışırım.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7
8. Antrenörümeye saygı duyarım.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7
9. Antrenörümün performansımı artırmak için gösterdiği fedakarlığı takdir ederim.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7
10. Antrenörüm ile çalışırken elimden gelenin en iyisini yapmaya hazırım.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7
11. Antrenörümle çalışırken ona karşı samimi ve içten bir tutum benimserim.	Hiç Değil	1	2	3	4	5	6	Son Derece Fazla 7

F. PROSOCIAL AND ANTISOCIAL BEHAVIOUR IN SPORT SCALE

Sporcu Davranışı Ölçeği

Aşağıda ragbi antrenmanlarında/maçlarında gerçekleşebilecek davranışların listesi yer almaktadır. Lütfen sporunuzu yaparken edindiğiniz tecrübeleriniz hakkında düşüncünüz ve bu sezon bu davranışları **ne sıklıkta** yaptığınızı uygun numarayı işaretleyerek belirtiniz.

Lütfen içtenlikle cevaplandırınız.

Bu sezon ben...	Asla	Nadiren	Bazen	Sıklıkla	Çok sık
1. Takım arkadaşına düzeltme verdim.	1	2	3	4	5
2. Rakibimi olumsuz eleştirdim.	1	2	3	4	5
3. Takım arkadaşımınla tartıştım.	1	2	3	4	5
4. Rakibime yardım ettim.	1	2	3	4	5
5. Rakibime kasten faul yaptım.	1	2	3	4	5
6. Rakibim sakatlandığında antrenmanın/müsabakanın durdurulmasını istedim.	1	2	3	4	5
7. Takım arkadaşımı sözlü olarak taciz ettim/takım arkadaşına kötü davrandım.	1	2	3	4	5
8. Takım arkadaşımı cesaretlendirdim.	1	2	3	4	5
9. Bana yapılan kötü bir faulden sonra aynı şekilde karşılık verdim.	1	2	3	4	5
10. Sakatlanan rakibime yardım ettim.	1	2	3	4	5
11. Takım arkadaşımı olumsuz eleştirdim	1	2	3	4	5
12. Takım arkadaşımı olumlu eleştirdim.	1	2	3	4	5
13. Rakibimi kızdırmaya/tahrik etmeye çalıştım.	1	2	3	4	5
14. Takım arkadaşına küfür ettim.	1	2	3	4	5
15. Takım arkadaşımı iyi performans sergilediği için kutladım.	1	2	3	4	5
16. Rakibimi sakatlamayı denedim.	1	2	3	4	5
17. Kasıtlı olarak rakibimin dikkatini dağıttım.	1	2	3	4	5
18. Takım arkadaşına kötü performans sergilediği için öfkelenim.	1	2	3	4	5
19. Kasti olarak müsabaka kurallarını ihlal ettim/çiğnedim.	1	2	3	4	5
20. Rakibimi fiziksel olarak tehdit ettim/rakibime fiziksel olarak göz dağı verdim.	1	2	3	4	5

G. USE OF TEACHING METHOD SCALE ATHLETE VERSION

Sporcular

S

Antrenmanda Kullanılan Öğretim Stilleri Değerlendirme Anketi

Yönerge

Aşağıda antrenörlerin antrenmanlarında kullandıkları özgü 11 adet öğretim stili ile ilgili senaryolar bulacaksınız. Her bir senaryoyu dikkatle okuduktan sonra altında verilen maddeler doğrultusunda kendi antrenörünüze en uygun olan kutucukları doldurunuz.

Öğretim Stili Senaryoları

1. Antrenör becerileri parçalara böler ve becerinin doğru yapılışını gösterir. Sporcular antrenör kendilerine söylediği anda ve tam olarak antrenörün söylediği gibi yapmaya çalışırlar. Antrenör sporculara geribildirim (düzeltme) verir ve sporcular antrenörün gösterdiği örneğe benzer şekilde yapmaya çalışırlar.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Antrenör spor salonunda sporcuların bir becerinin farklı bölümlerini veya değişik becerileri çalışabilecekleri birkaç istasyon hazırlar. Sporcular istasyonlar arasında gidip gelirler ve hareketleri (etkinlikleri) kendi hızlarında yaparlar. Antrenör etrafta dolaşır ve ihtiyaç olduğunda sporcuya yardım eder.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. İki sporcu antrenörün hazırlamış olduğu bir hareket üzerinde birlikte çalışır. Bir sporcu hareketi (etkinliği) uygularken diğer sporcu eşine geribildirim (düzeltme) verir. Sporcular birbirlerine iyi geribildiri vermelerine yardımcı olabilecek bir kontrol listesi kullanabilirler.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Sporcular bir konu üzerinde bireysel olarak çalışırlar ve çalışmalarını kendileri kontrol ederler. Sporcular konuyu öğrenirken antrenör, onlara kendi kendilerine geribildirim (düzeltme) vermelerini sağlayacak bir kontrol listesi sunabilir.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Antrenör farklı zorluk seviyeleri olan bir öğrenme etkinliğini planlar. Sporcular, üzerinde çalışmak istedikleri seviyeyi seçerler. Sporcular etkinliğin seviyelerini değiştirerek kendi becerilerine uygun olacak şekilde etkinliği kolaylaştırma ya da zorlaştırma kararı alabilirler.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Antrenör sporculardan bir hareket probleminin çözümü getirmelerini ister. Antrenör sporculara konuya özel bir dizi soru sorar ve sporcular, antrenörün keşfetmelerini istediği doğru cevabı bulana kadar kendi cevaplarını denirler.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Sporcular bir beceriyi veya konuyu mantıksal sorgulama yöntemini kullanarak öğrenmeye çalışırlar. Antrenör sporculara bir soru sorar. Sporcular bunu sorgular ve farklı çözümler üzerinde düşünürler. Sporcular soru üzerinde eleştirel düşünerek ve çözümleri deneyerek sorunun tek doğru cevabını keşfedebilirler/keşfetmeye çalışırlar.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Antrenör sporculardan bir hareket problemini çözmelerini ister. Sporcular sorulan hareket problemine değişik çözümler keşfetmeye çalışırlar. Sporcuların soruyu doğru cevaplamaları için çok sayıda yol vardır.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Antrenör genel konuyu seçer fakat sporcular öğrenme deneyimi ile ilgili kararların çoğunu kendileri verirler. Sporcular antrenörün rehberliği altında ne öğreneceklerine karar verirler ve daha sonra antrenöre danışarak kendilerine kişisel bir öğrenme programı tasarlarlar.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Sporcular hem ne öğreneceklerine hem de nasıl öğreneceklerine kendileri karar verirler. Antrenör ve sporcular temel bazı ölçütleri belirlerler fakat sporcular nasıl ve neyi öğrenecekleri hakkındaki kararların tamamından sorumludurlar. Sporcu ihtiyaç duyarsa, antrenör bilgi vererek yardımcı olabilir.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Sporcu yeni bir şey öğrenmek konusundaki her şeye kendi karar verir. Antrenörü bu sürece katıp katmayacaklarına bile sporcular karar verir. Antrenör sporcunun öğrenme konusunda verdiği kararları kabul eder.

	Hiç	Nadiren	Ara sıra	Sıklıkla	Her Zaman
Antrenörüm bu yöntem ile antrenman yaptırmaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin antrenmanı eğlenceli hale getireceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin hareketleri ve kavramları öğrenmemde yardımcı olacağını düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bu yöntemin beni öğrenmeye motive edeceğini düşünüyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H. INTERVIEW PROTOCOL FOR PLAYERS

“Türkiye'deki Kadın Ragbi Sporcularının ve Antrenörlerinin Spordaki Amaçları ve Deneyimleri” Çalışması

Görüşme Formu (Sporcularla)

Merhaba bu çalışmanın amacını daha önceki bilgilendirme görüşmemizde size aktarmıştım ve sizde çalışmaya katılmaya gönüllü olduğunuzu bildirmiştiniz. Çalışma amacı doğrultusunda birazdan size sorular yönelteceğim. Bu sorulara içtenlikle cevap vermenizi bekliyorum. İzininiz olursa görüşmenin ses kaydı alınacak ve daha sonra çözümlenecektir. Çözümlemeler sizle paylaşılacak ve teyidiniz olmadan kullanılmayacaktır.

Sorular

Katılımcının Demografik özellikleri

Yaşı	
Ragbi deneyimi (Ay-Yıl)	
Haftada kaç gün antrenman yapıyor?	
Şu anki antrenörü ile ne kadar süredir çalışmakta?	
Ragbi dışında spor geçmişisi varmı?	
Lisanslı olduğu spor kulübü	

1-Ragbi'ye katılım amacınız nelerdir?

- Neden?

2-Ragbi sporundan beklentileriniz nelerdir?

- Neden?

3-Ragbi'nin size olan katkıları nelerdir?

- Katılımdan beklediğiniz ama karşılanmayan ihtiyaçlarınız var mı?
- Neden

4- Ragbi spor dışındaki yaşamınızı nasıl etkiliyor?

- Olumlu (Özgüven, sosyal etkileşim, arkadaşlarla ilişkiler, zaman yönetimi, akademik başarı...)
- Neden
- Olumsuz (Özgüven, sosyal etkileşim, arkadaşlarla ilişkiler, zaman yönetimi, akademik başarı...)
- Neden

5- Ragbi çalışmalarında/katılımında karşılaştığınız zorluklar nelerdir?

- Fiziksel
- Psikolojik
- Antrenörlük niteliği
- İmkanlar
- Kültürel (maskülen spor vb)

6- Çalışma amaçları doğrultusunda sizin eklemek istediğiniz herhangi bir konu var mı?

Görüşme burada tamamlanmıştır. Zaman ayırdığınız için çok teşekkür ederim.

I. INTERVIEW PROTOCOL FOR COACHES

“Türkiye'deki Kadın Ragbi Sporcularının ve Antrenörlerinin Spordaki Amaçları ve Deneyimleri” Çalışması

Görüşme Formu (Antrenörlere)

Merhaba bu çalışmanın amacını daha önceki bilgilendirme görüşmemizde size aktarmıştım ve sizde çalışmaya katılmaya gönüllü olduğunuzu bildirmiştiniz. Çalışma amacı doğrultusunda birazdan size sorular yönelteceğim. Bu sorulara içtenlikle cevap vermenizi bekliyorum. İzininiz olursa görüşmenin ses kaydı alınacak ve daha sonra çözümlenecektir. Çözümlemeler sizle paylaşılacak ve teyidiniz olmadan kullanılmayacaktır.

Sorular

Katılımcının Demografik özellikleri

Yaşı	
Ragbi Antrenörlük deneyimi (Ay-Yıl)	
Takımla haftada kaç gün antrenman yapıyor?	
Şu anki takımı ile ne kadar süredir çalışmakta?	
Ragbi dışında antrenörlük geçmişi varmı?	
Antrenörü olduğu spor kulübü	

1-Ragbi Antrenörlüğü yapmaktaki amacınız nelerdir?

- Neden?

2-Ragbi Antrenörlüğün'den beklentileriniz nelerdir?

- Neden?

3-Ragbi Antrenörlüğü'nün size olan katkıları nelerdir?

- Antrenörlük'ten beklediğiniz ama karşılanmayan ihtiyaçlarınız var mı?
- Neden

4- Ragbi Antrenörlük dışındaki yaşamınızı nasıl etkiliyor?

- Olumlu (Özgüven, sosyal etkileşim, arkadaşlarla ilişkiler, zaman yönetimi, akademik başarı...)
- Neden
- Olumsuz (Özgüven, sosyal etkileşim, arkadaşlarla ilişkiler, zaman yönetimi, akademik başarı...)
- Neden

5- Ragbi çalışmalarında/antrenmanlarda karşılaştığınız zorluklar nelerdir?

- Fiziksel
- Psikolojik
- Sporcunun niteliği
- İmkanlar
- Kültürel (maskülen spor vb)

6- Çalışma amaçları doğrultusunda sizin eklemek istediğiniz herhangi bir konu var mı?

Görüşme burada tamamlanmıştır. Zaman ayırdığınız için çok teşekkür ederim.

J. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Kocaturk, Eren

e-mail: erenkocaturk91@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BS	Middle East Technical University, Department of Physics	2015
BS	Ankara University, Department of Physical Education and Sports Teaching	2017-date
MS	Middle East Technical University, Department of Physical Education and Sport	2015-date

WORK EXPERIENCE

2014-2016 Assistant Coach of METU Rugby Men

2015-2016 Assistant Coach of ANKU Rugby Men and Women

2016-2018 Head Coach of METU Rugby Women

2018-date Head Coach of METU Rugby Men

2012-date Rugby Player at METU RUGBY

MAJOR ACHIEVEMENTS

Ten Times Turkish Rugby Sevens National Player

Five Times Turkish Rugby Union National Player

One Time University 7's leagued champion with ANKU Rugby

Four Times Turkish Rugby Union Champion with METU Rugby

Researcher Role; According to researcher background, we can indicate that his perception and knowledge about topic is valuable and increase reliability of study.

K. TURKISH SUMMARY/TÜRKÇE ÖZET

1.Giriş

Ragbi oyunculara sosyal ve sağlıklı yaşam kazandıran, yüksek düzeyde fiziksel uygunluk gerektiren ve alan kazanmaya dayalı bir takım sporudur (What is Rugby, 2014). Ragbi'nin çeşitli türleri vardır. Bunlar içinde en yaygın olarak oynananları geleneksel olan 15'li ragbi ve 7'li ragbidir. 15'li ragbi maçı 80 dakika olup sahada her takımın 15 oyuncusu bulunmaktadır. Öte yandan 7'li ragbi de aynı sahada oynanmasına karşın takımların sahada 7'şer oyuncuları bulunmakta ve maç 14 dakika sürmektedir. Sayı (Try) yapmak için oyuncuların sayı çizgisini (Try line) geçip topu kendi istekleriyle yere deđdirmeleri gerekmektedir (Laws of the Game Rugby Union, 2019).

Ragbi ilk olarak 1823'te erkek sporu olarak oynanmıştır. Daha sonra 1934'de Britanya ve dokuz Avrupa ülkesinin oluşturduğu şu an Türkiye'de dahil olmak üzere 47 üyesi olan 'Uluslararası Amatör Ragbi Federasyonu' kurulmuştur (Federation Internationale de Rugby Amateur; FIRA). İlk kayıtlı kadın maçı ise 1917'de İngiltere'de oynanmıştır. Ragbinin 7'li formu 2016'da Olimpiyat Oyunları programına alınmıştır (History of Rugby in the Olympics, 2014). Günümüzde ragbi dünyanın en popüler sporları arasındadır. Türkiye'de ise ilk takım 1945'de Fenerbahçe ve Haydarpaşa Lise'si işbirliği ile Reşat Ersü tarafından kurulmuştur. 1947'de ise Galatasaray ve Fenerbahçe arasında Türkiye'nin ilk derbisi oynanmıştır. Bu tarihten sonra Galatasaray başta olmak üzere ragbi kulüpleri kapanmış ve 2000'lere kadar kulüp seviyesinde ragbi oynanmamıştır (Seco, 2012 Saadetyan, 2015). Ragbi branşı, 2005 yılında Türkiye Beyzbol ve Softbol federasyonu altında kurulmuştur. 2011 yılından itibaren ise Türkiye Ragbi Federasyonu altında yer almaktadır (Resmi Gazete, 2011).

Ragbi yüksek sakatlanma riskinin olduđu bir spor olması (Sebesan et al., 2016; Clarke et al., 2015; Gardner et al., 2014; Taylor et al., 2011) ve güç, kuvvet ve hız gibi fiziksel gerekliliklerinden dolayı fizyolojik olarak zorlu (Reykene et al., 2018; Barkell et al., 2016; Pyne et al., 2012; Goodale et al., 2016) ve maskülen bir spor olarak tanımlanmaktadır (Kanemasu & Molnar, 2017; Joncheray & Tlili, 2013). Bazı araştırmalar kadınların ragbiye katılımlarında sosyal çevrenin yeterince destekleyici olmadığını göstermektedir. Örneğin, Fransa’da yapılan bir çalışmada kadın ragbi oyuncu ailelerinin % 80’inin sakatlanma riskinden dolayı çocuklarının/eşlerinin ragbi oynamalarına karşı oldukları (katılımcıların üçte ikisi) ve ”ragbinin kadın sporu olmadığını” (katılımcıların üçte biri) düşündükleri gösterilmiştir (Joncheray & Tlili, 2013). Broad (2001) Amerika’da ailelerinden ve arkadaşlarından cinsiyetçi davranışlara maruz kalan kadın ragbi oyuncuları olduğunu raporlamıştır (Broad, 2001). Yeni Zelanda Kadın Ragbi Milli Takımı (The Black Ferns) üzerinde yapılan bir çalışmada sporcuların maskülen bir spor yapmanın sosyal açıdan zorlayıcı olduğunu düşündüklerini göstermiştir (Chu et al., 2003). Benzer bir bulgu, Kanemasu ve Molnar (2017) tarafından Fiji’deki kadın ragbi bağlamında yapılan bir çalışmada da saptanmıştır.

Araştırmalarda gösterilen sosyal çevre engellerine rağmen kadın ragbi organizasyonlarının ve kadın ragbi oyuncularının sayıları artış göstermektedir. Erkeklerde olduğu gibi, 7’li kadın ragbisi 2016 ve 2020 olimpiyatları programına alınmıştır (History of Rugby in the Olympics, 2014). 16 takımın dahil olduğu Dünya Ragbi Kadınlar 7’li serisi ise 2012’den beri oynanmaktadır (About HSBC World Rugby Sevens Series, 2017).

Başarı için kadın ragbi oyuncularının erkeklere benzer şekilde spora özgü hareket yetkinliklerini, öz güvenlerini, bağlarını ve karakterlerini geliştirmeleri gerekmektedir (Cote & Gilbert, 2009). Cote ve Gilbert sporcular tarafından başarı için sahip olunması gereken bu unsurları yetkinlik (spora özgü teknik ve taktik beceriler, performans becerisi, sağlık ve fiziksel uygunluk gelişimi ve düzenli antrenman alışkanlığı), öz güven (içselleşmiş olumlu özsaygı), bağ (sporun içindeki ve dışındaki insanlarla yapıcı ilişki ve sosyal ilişkiler) ve

karakter (spora ve diđerlerine saygı, birlik, empati ve sorumluluk), (4C) olarak kavramsallařtırmıřtır.

Kadın ragbi oyuncularının 4C'lerini anlamak iin, oyuncuların ve antrenörlerinin ragbideki deneyimlerini derinlemesine incelemek gerekmektedir. Özellikle, oyuncuların 4C gelişimlerinin, kadın oyuncu ve antrenörlerinin ragbi katılımındaki amaç ve deneyimlerinin ve antrenörlerin kullandığı öğretim yöntemlerinin incelenmesi gerekmektedir. Türkiye ve Dünya'da, kadın ragbisinde bu konular hakkındaki bilgiler sınırlıdır (Reyneke, 2018).

Kadın ragbi oyuncularının performansını ideal seviyeye getirmek iin, hem oyuncuların hem de antrenörlerin amaç ve beklentileri 4C antrenörlük çıktıları ile örtüşmelidir. Antrenörler tarafından sporcunun performansını geliřtirmek iin tasarlanan antrenman ve öğrenim deneyimi 4C'yi hedef almalıdır. Spor pedagojisi literatüründe, spor eğitimcileri ve antrenörlerin genel olarak antrenör-merkezli yaklaşımları kullandığı saptanmıştır. Spor ortamında öğrenim/antrenörlük amaçlarına ulaşmak iin, özerkliği destekleyen sporcu-merkezli öğretim yöntemlerinin daha sık kullanımının önemi çeřitli arařtırmalarda vurgulanmıştır (Kılı & Ince, 2017; Kılı & Ince, in press; Ince & Hünük, 2010).

Bu alıřmanın amacı Türkiye'deki kadın ragbi oyuncularının ve antrenörlerinin amaç ve deneyimlerini incelemektir. Bu amaç dođrultusunda üç temel arařtırma sorusu sorulmuřtur;

1. Kadın ragbi oyuncuları ve antrenörleri neden ragbiye katılım sağlamaktadır?
2. Kadın ragbi oyuncuları ve antrenörlerinin deneyimleri nelerdir?
 - a) Kadın ragbi oyuncularının spora özgü yetkinlik, öz güven, bađ ve karakter gelişimi algıları nedir?
 - b) Kadın ragbi oyuncularının antrenörler tarafından kullanılan öğretim yöntemi algıları nedir?
 - c) Kadın ragbi oyuncuları ve antrenörlerinin ragbi katılımındaki deneyimleri nelerdir?

3. Kadın ragbi oyuncularını ve antrenörlerini ragbiye katılmaları sırasında ne gibi sorunlarla karşılaşmaktadırlar?

2.Yöntem

Çalışmada karma yöntemli araştırma tasarımı kullanılmıştır. Veriler toplanırken nitel ve nicel veri toplama yöntemlerinden yararlanılmıştır. Bu yöntemin seçilmesindeki amaç kadın ragbisi ve antrenörlük ortamındaki amaç ve deneyimleri daha derinlemesine incelemektir (Fraenkel, Wallen, & Hyun, 2012).

Çalışmanın katılımcıları 2018 Türkiye Kadın Ragbi Şampiyonasına katılmış 11 takımdan 8'inin sporcuları (n=69) ve bunların antrenörleridir (n=7). Ligdeki toplam oyuncu sayısı 165 olup, çalışmaya katılan sporcular popülasyonun %41.81'ini temsil etmektedir. Çalışmaya katılan antrenörlerden bir tanesi kadın altı tanesi ise erkek antrenördür. Erkek antrenörlerden bir tanesi yabancı uyrukludur. Katılımcıların diğer özellikleri aşağıda verilmiştir (Tablo 1).

Tablo 1. Katılımcı özellikleri.

Katılımcılar	Yaş (Yıl) Ortalama ± SS	Ragbi Deneyimi (Yıl) Ortalama ± SS	Antrenör/Sporcu ile Geçirilen Zaman (Yıl) Ortalama ± SS	Haftalık Antrenman (Gün) Ortalama ± SS
Sporcular (n=69)	20.71±3.81	2.34±1.89	2.00±1.87	4.03±1.49
Antrenörler (n=7)	28.43±6.61	4.36±3.24	2.86±2.02	2.86±1.07

Orta Doğu Teknik Üniversitesi Etik Kurulundan izin alındıktan sonra antrenörler ile iletişime geçilmiş ve çalışmanın amacı hakkında bilgilendirilmişlerdir. Daha sonra takımlar teker teker ziyaret edilip gönüllük esasını anketler uygulanmıştır. Daha sonra antrenörlerle ve yedi takımdan üçer ve bir takımdan da iki sporcu ile birebir görüşmeler yapılmıştır.

Çalışmada kullanılan anketlerin güvenilirlik ve geçerlilikleri başka çalışmalarda daha önce gösterilmiştir. Bunlar yetkinlik değerlendirmek için; “Uyarlanmış

Sporda Yetkinlik Envanteri” (Vierimaa et al., 2012; Kilic and Ince, 2017a) (Appendix C), öz güven değerlendirmek için; “Revize Edilmiş Yarışma Durumluk Kaygı Envanteri” (Vierimaa et al., 2012; Kilic and Ince, 2017b) (Appendix D), bağ değerlendirmek için; “Antrenör-Sporcu İlişkisi Anketi” (Jowett and Ntoumanis, 2004; Altintas, Cetinkalp, & Asci, 2012) (Appendix E) ve karakter değerlendirmek için; “Sporda Prososyal ve Antisosyal Davranış Ölçeği” dir (Kavussanu and Boardley, 2009; Sezen-Balcikanli, 2013) (Appendix F). Sporcuların öğretim yöntemleri algılarını değerlendirmek için ise “Antrenmanlarda Kullanılan Öğretim Stilleri Anketi-Sporcu Sürümü” kullanılmıştır (Kılıç & Ince, in press) (Appendix G).

Yarı yapılandırılmış görüşmelerde antrenör ve sporculara ”Ragbi’ye katılım amacınız nelerdir?”, ”Ragbi sporundan beklentileriniz nelerdir?”, ”Ragbi’nin size olan katkıları nelerdir?”, ”Ragbi spor dışındaki yaşamınızı nasıl etkiliyor?”, ”Ragbi çalışmalarında/katılımında karşılaştığımız zorluklar nelerdir?” soruları yöneltilmiştir (Appendix H ve Appendix I).

Nicel verileri analiz ederken betimsel istatistik yöntemi kullanılmıştır. Nitel veriler ise tamamen çözümlendikten sonra içerik analizi yöntemi ile incelenmiştir (Wolcott, 1994; Saldana, 2009).

3.Bulgular

3.1. Kadın ragbi oyuncularını ve antrenörlerini neden ragbiye katılım sağlamaktadır?

Görüşme sonuçlarına göre 23 oyuncudan 19’u (%82.61) ragbiye katılım sebeplerinin sporun fiziksel doğası (darbe sporu, mücadele sporu) olduğunu belirtmişlerdir. Diğer sebepler ise; sporun takım sporu oluşu (14 oyuncu, %60.87), ragbiye özel takım ruhu oluşu (5 oyuncu, %21.74), arkadaş tavsiyesi (4 oyuncu, %17.39), kendileri için yeni ve heyecan verici bir oyun oluşu (4 oyuncu, %17.39), sırf denemek için (2 oyuncu, %8.7), fiziksel avantajlarını ragbide kullanabilmek için (2 oyuncu, %8.7) ve sporun rekabete dayalı bir branş olması

(2 oyuncu, %8.7) olarak ifade edilmiştir. Oyuncuların % 95.5'i ise milli takım oyuncusu olmak istediklerini belirtmiştir.

Antrenörlerin katılım sebepleri ise; başarılı oyuncular yetiştirmek ve sporculara spor kariyerinde yardımcı olmak (n=2), kadın ragbisindeki antrenör ihtiyacı (n=2), güreş branşına olan benzerliği (n=1), yaşlandığı ve kadınları desteklemek (n=1) ve öğretimde tecrübe kazanmak (n=1) olarak saptanmıştır.

3.2. Kadın ragbi oyuncularını ve antrenörlerinin deneyimleri nelerdir?

3.2.1. Kadın ragbi oyuncularının spora özgü yetkinlik, öz güven, bağ ve karakter gelişimi algıları nedir?

Kadın ragbi oyuncularının spora özgü yetkinlik algıları üç alt boyutta incelenmiştir; teknik, taktik ve fiziksel. Bulgular tablo 2'de sunulmuştur.

Tablo 2. Kadın ragbi oyuncularının spora özgü yetkinlik algıları

Değişken	Ortalama±SS
Yetkinlik	
Teknik	3,41± 0,70
Taktik	3,26±0,76
Fiziksellik	3,52±0,75

Mümkün olan en düşük puan: 1, mümkün olan en yüksek puan: 5

Revize Edilmiş Yarışma Durumluk Kaygı Envantri sonuçları algılanan öz güven'i göstermektedir (Tablo 3).

Tablo 3. Kadın ragbi oyuncularının öz güven algıları

Değişken	Ortalama±SS
Öz güven	3,13±0,74

Mümkün olan en düşük puan: 1, mümkün olan en yüksek puan: 4

Antrenör-Sporcu İlişkisi Anketi'ne göre sporcuların algıları 3 alt boyutta incelenmiştir; yakınlık, bağlılık ve tamamlayıcılık. Bulgular tablo 4'de sunulmuştur.

Tablo 4. Kadın ragbi oyuncularının yakınlık, bağlılık ve tamamlayıcılık algıları

	Değişken	Ortalama±SS
Bağ	Yakınlık	6,29±1,18
	Bağlılık	5,53 ±1,33
	Tamamlayıcılık	6,17±1,19

Mümkün olan en düşük puan: 1, mümkün olan en yüksek puan: 7

Sporda Prososyal ve Antisosyal Davranış Ölçeği'ne göre kadın ragbi sporcularının karakter algısı dört alt boyutta incelenmiştir; takım arkadaşına karşı prososyal davranışlar, rakibe karşı prososyal davranışlar, takım arkadaşına karşı antisosyal davranışlar ve rakibe karşı antisosyal davranışlar. Bulgular tablo 5'te sunulmuştur.

Tablo 5. Sporda Prososyal ve Antisosyal Davranış Ölçeği'ne göre kadın ragbi sporcularının takım arkadaşlarına ve rakibe karşı olan prososyal ve antisosyal algıları

	Değişken	Ortalama±SS
Karakter	Takım arkadaşına karşı prososyal davranışlar	3,90±0,92
	Rakibe karşı prososyal davranışlar	3,07±1,11
	Takım arkadaşına karşı antisosyal davranışlar	1,52±0,59
	Rakibe karşı antisosyal davranışlar	1,51±0,58

Mümkün olan en düşük puan: 1, mümkün olan en yüksek puan: 5

3.2.2. Kadın ragbi oyuncularının antrenörler tarafından kullanılan öğretim stilleri algıları nedir?

Sporcuların antrenmanlarda kullanılan öğretim yöntemi algıları 3 ana alt boyutta incelenmiştir; tekrar üretim (reproductive, antrenör merkezli), problem çözme ve sporcunun başlattığı/tasarımı. Bulgular Tablo 6'da sunulmuştur.

Tablo 6. Kadın ragbi oyuncularının antrenmanlarda kullanılan öğretim yöntemi ve değer algıları

Öğretim Stilleri	Kullanım Ortalama±SS	Değer algısı		
		Eğlence Ortalama±SS	Öğreticilik Ortalama±SS	Motivasyon Ortalama±SS
Tekrar üretim (Antrenör merkezli)	3,49±0,85	3,75±0,70	3,98±0,61	3,91±0,67
Problem çözme	3,29±1,08	3,74±0,81	4,00±0,73	3,88±0,76
Sporcunun başlattığı/tasarımı	2,49±1,03	3,03±1,09	3,22±1,09	3,18±1,07

Mümkün olan en düşük puan: 1, mümkün olan en yüksek puan: 5

3.2.3. Kadın ragbi oyuncuları ve antrenörlerinin ragbi katılımındaki deneyimleri nelerdir?

Görüşme sonuçlarına göre kadın ragbi oyuncularının deneyimleri; fiziksel faydaları (f=16, %69.57); fit olmak (f=7, %30.44), fiziksel olarak kuvvetlenmek (f=7, %30.44), hızlanmak (f=4, %17.39), sağlıklı yaşam stili (f=3, %13.04), enerji dolu hissetmek (f=2, % 8.7), yeni arkadaşlar edinmek (f=11, %47.83), sosyal olarak aktif olmak (f=9, %39.13), aile gibi olmak (takım ruhu) (f=5, %21.74), hayat boyu arkadaşlıklar (f=5, %21.74), takım olmak (f=5, %21.74), dayanışmayı öğrenmek (f=2, %8.7) öz güven artışı (f=16, %69.57) olarak saptanmıştır. Bunların yanısıra bazı oyuncular kişisel olarak kendilerine yarar sağladığından, kişisel tecrübelerden, kültürel tecrübelerden ve bazı olumsuz tecrübelerden bahsetmişlerdir.

Antrenörlerin olumlu deneyimleri arasında; daha sosyal olmak (f=4), öğretirken öğrenmek (f=3), bakış açılarının genişlemesi (f=3), öz güven artışı (f=2) ve öğretirken kendi spor performanslarının yükselmesi (f=2) bulunmaktadır. Bunların yanı sıra bazı sosyal çıktılar rapor etmişlerdir. Olumsuz olarak; antrenörlüğün çok fazla vakit aldığı, oyuncu kaynaklı, kişisel hedef kaynaklı ve aile kaynaklı bazı deneyimlerden bahsetmişlerdir.

3.3. Kadın ragbi oyuncularını ve antrenörleri ragbiye katılımları sırasında ne gibi sorunlarla karşılaşmaktadırlar ?

Görüşme sonuçlarına göre sorunlar ; Federasyon, maç ve antrenman sahaları, kulüp, sakatlık ve bazı kişisel sorunlardan kaynaklanmaktadır.

Federasyon hakkında; beş oyuncu yeterli maç olmadığını, dört oyuncu Federasyonun takımları maddi olarak desteklemediğini ve iki oyuncu da organizasyonların kalitesizliğini vurgulamışlardır.

Maç ve antrenman sahasına yönelik sorunlar , sahaların çim olmayışı veya bakımsız olduğudur. Ek olarak, iki oyuncu maç sahalarının olmayışını, iki oyuncu maç sahalarının kötü oluşunu ve bazı maç sahalarının sakatlıklara sebebiyet veren halı sahada olduğunu vurgulamışlardır. Bazı oyuncular antrenman sahası bulamadıklarını söylemiş ve bir oyuncuda antrenman sahasının çok uzakta olduğunu ifade etmiştir. Beş oyuncu ise kışın aşırı soğuklarda antrenman yapamadıklarını ve bir oyuncuda aşırı sıcakta sorun yaşadığını belirtmiştir.

Kulüpler hakkında; 11 oyuncu kulüplerin onları desteklemediğini ve 8 oyuncuda; forma, top gibi eksikleri olduğunu vurgulamıştır. Sağlık bağlamında ise 13 oyuncu sakatlıkların sebep olduğu sorunlardan bahsetmiştir. Altı oyuncu sakatlıkların derslerini kötü etkilediğini, beş oyuncu sakatlıkların günlük yaşamlarını olumsuz etkilediğini söylemiştir. Sakatlıkların yanı sıra, yedi oyuncu aşırı yorgunluğun sorun olduğunu, bir oyuncu bunun derslerini olumsuz etkilediğini ve bir diğer oyuncuda yeterince uykusunu alamadığını belirtmiştir. Dokuz oyuncu ise fiziksel yetersizliklerinin sorun olduğuna değinmiştir.

Bazı kişisel sorunların yanı sıra, sonuçlara göre sosyal sorunların arkasında en çok sporun fiziksel doğası ve maskülen bir spor oluşu bulunmaktadır. Onbir sporcu maskülenlikten kaynaklı sorunlar söylemiş ve altı oyuncu fiziksel doğasından kaynaklı sorunlardan bahsetmiştir. Bunların yanı sıra üç oyuncu ise ‘aile desteği’ gibi sosyal olarak olumlu deneyimlerinden bahsetmiştir.

Antrenörlerden üçü maddi sorunlardan bahsetmiş ve bu işten para kazanamadıklarını vurgulamıştır. İki antrenör yönetsel problemleri dile getirmiş, bir antrenör ise altyapının olmadığından yakınmıştır. Bunlara ek olarak üç antrenör sporcuların antrenmalara olan devamsızlıklarından sıkıntı çektiklerini söylemiştir. İki antrenör ise antrenmandaki sporcuların seviye farkının (yeni başlayan ile 3-4 yıllık tecrübeli oyuncu) sorun yarattığını ifade etmiştir. Dört antrenör sporun fiziksel doğasından kaynaklanan sorunlardan bahsetmiştir. İki antrenör sporcu kaynaklı sorunlardan bahsetmiş olup bir antrenörde ebeveyn kaynaklı sorunları dile getirmiştir. Son olarak ise çalışmanın tek kadın antrenörü sporun maskülenliğinden kaynaklı sorundan bahsedip, düşüncelerini “*Aile, erkek arkadaş, arkadaş çevresi -Erkek gibisin ,sen bizide döversin diyorlar. Sporun estetik olmayışı kadın yapınca insanlara itici geliyor*” olarak ifade etmiştir.

4. Tartışma ve Sonuç

4.1. Kadın ragbi oyuncularını ve antrenörlerini neden ragbiye katılım sağlamaktadır?

Görüşme sonuçlarına göre Türkiye’deki kadın ragbi oyuncularının spora katılımındaki asıl amacı branşın doğasındaki fiziksel zorlayıcılık olarak saptanmıştır (%82.61). Bu sonuç daha önce Amerika Birleşik Devleti ve Yeni Zelanda da yapılmış bazı çalışmalarla paralellik göstermektedir (Fields ve ark., 2008; Chase, 2006; Chu ve ark., 2003). Çalışmada iki sporcu buldukları okulda Amerikan futbolu ve basketbol branşları olmadığı için ragbiyi seçtiklerini belirtmişlerdir. Benzer olarak, Joncheray ve ark. (2016) yaptıkları çalışmada Fransa’daki kadınların ragbiye katılım sebepleri arasında ‘şans eseri’ katılımın olduğunu da bulgulamıştır.

Türkiye’deki ragbi katılımının diğer ana sebebi ise ragbinin bir takım sporu oluşu ve ragbiye ait takım ruhundan kaynaklandığını göstermiştir (%60.87). Bu sonuçlarda ragbinin popüler olduğu Fransa ve Yeni Zelanda’da yapılan çalışmalar ile benzerlik göstermektedir (Murray ve Howat, 2009, Chu ve ark. 2003). Diğer ülkelerden farklı olarak Türkiye’de ragbi branşı popüler olmadığı

için; önce branşı deneyip sonra sevip sevmeyeceklerine karar vermek için spora başlayan kişilerin olduğu da görülmüştür.

Daha önce yapılmış çalışmalarda antrenörlerin neden ragbi antrenörlüğüne başladıkları tanımlanmamış olup Türkiye'deki antrenörlerin katılım sebepleri şu şekildedir; insanlara yardım etmek, sakatlıktan dolayı ragbi oynayamamak, takımın antrenöre ihtiyaç duyması ve öğretmekten zevk almak. Bu sonuçlara göre antrenörlerin koçluk amaçları performansa yönelik koçluktan uzaktır.

4.2. Kadın ragbi oyuncularını ve antrenörlerinin deneyimleri nelerdir?

Bulgulara göre kadın ragbi oyuncularının yetkinlik, öz güven, bağ ve karakter algıları, karakter bağlamının alt boyutundaki “rakibe karşı prososyal davranışlar” dışında iyi çıkmıştır. Rakibe karşı prososyal davranışlar boyutu ise ortalama çıkmıştır.

Kadın ragbi sporcularının öğretim yöntemleri algısına göre en çok kullanılan yöntem tekrar üretim (antrenör merkezli) olarak saptanmıştır. Sporculara göre antrenörler problem çözme yöntemini arasıra kullanırken, sporcunun başlattığı/tasarımı öğretim yöntemini daha az kullanmaktadır. Bunun yanı sıra sporcular üç öğretim yönteminde ragbideki öğreticilik, eğlence ve motivasyon gelişimi için gerekli olduğunu düşünmektedir. Antrenörlerin problem çözme yöntemini kullanmaları ragbinin taktiksel açıdan zengin bir branş olmasından kaynaklanabilir. Antrenörlerin sporcunun başlattığı/tasarımı öğretim yöntemini neden az kullandıklarını bu çalışma verileri ile açıklamak mümkün değildir ve gelecekteki çalışmalarda incelenmelidir.

Bu çalışmada kadın ragbi oyuncularının bazı olumlu ve olumsuz deneyimleri saptanmıştır. Olumlu deneyimleri daha önce yapılmış bazı çalışmalar ile paralellik göstermiştir. Olumlu deneyimler arasında; fiziksel gelişim, yeni arkadaşlıklar, takım ruhu, öz güven gelişimi vardır (Madrigal ve ark., 2015; Chase, 2006). Başlıca olumsuz deneyim ise sakatlık olarak bulunmuştur. Bu durum kadın ragbiciler üzerindeki geçmiş çalışma bulguları ile paralellik göstermektedir (Sebesan ve ark., 2016; Madrigal ve ark. 2015). Antrenörlerde

olumlu olarak, daha sosyal olduklarını, hayata olan bakış açılarının genişlediğini ve öğretirken öğrendiklerini söylemişlerdir. Sonuçlar ışığında antrenörlerin amatör oldukları, ragbi ile kuvvetli bir bağlarının olduğu ve ragbinin hayatlarını olumlu bir şekilde etkilediği söylenebilir. Olumsuz olarak ise antrenörlüğün çok fazla zaman aldığını ve maçlarda sporcular kötü performans sergilediği zaman mutsuz olduklarını belirtmişlerdir. İlgili literatürde Türk kadın ragbi antrenörlerinin deneyimleri ile diğer ülkelerdeki antrenörlerin deneyimlerini karşılaştırmak için yeterince çalışma yoktur.

4.3. Kadın ragbi oyuncularını ve antrenörlerini ragbiye katılımları sırasında ne gibi sorunlarla karşılaşmaktadırlar ?

Çalışmaya göre karşılaşılan sorunlar; Federasyon, maç ve antrenman sahası, kulüp, sakatlık ve bazı kişisel sorunlar olarak saptanmıştır. Federasyon ile ilgili olan sorunlar; takımlara yeterli maddi destek sağlanmaması, az maç olması ve organizasyonların kötü olmasıdır. Bu sorunların sebebi, Federasyonda ragbi dışında 3 branşın bulunuyor olması ve toplam bütçenin 4 branş için kullanılması olabilir. Benzer sorun Fiji de de kadın ragbi oyuncularının ragbi yetkililerinden yeterli maddi ve teknik destek alamamaları olarak saptanmıştır (Kanemasu ve Molnar, 2017). Ragbinin popüler olduğu diğer ülkelerde (A.B.D., İngiltere, Yeni Zelanda, Güney Afrika ve Fransa) yapılan çalışmalarda bu konuda bir problem vurgulanmamıştır. Türkiye'deki kulüplerde finansal olarak zayıftır. Ragbinin kulüpler için göreceli olarak yeni bir branş olması da bazı gerekliliklerin (saha, top) kolayca bulunamamasına neden olmaktadır.

Sporcular tarafından değinilen diğer sorunlar ise, sporun maskülen oluşu ve sakatlık riskinin arttıran sporun fiziksel doğası olarak bulgulanmıştır. Güney Afrika, Fransa ve A.B.D.'de yapılan çalışmalarda da ragbinin maskülen bir branş oluşu ve sosyal çevredeki cinsiyetçi söylemler kadınların ragbiye katılımında çekinciler yaratmaktadır (Muray ve Howet, 2009, Joncheray ve Tlili, 2013, Joncheray ve ark., 2016, Fallon ve Jome, 2007). Sporcular aynı zamanda sakatlıklar ve aşırı yorgunluğun, akademik ve günlük hayatlarında sorunlar

yarattığını söylemiştir. Fransada yapılan bir çalışmada ise katılımcıların %31'i sakatlıklar yüzünden ragbiyi bıraktıklarını belirtmiştir (Joncheray ve Tlili, 2013).

Türkiye'de antrenörlerin en büyük sorunu ise sporun amatör oluşu olarak saptanmıştır. Antrenörler aynı zamanda sporcu kaynaklı, sporcular arası aşırı rekabet ve geçimsizlik gibi sorunlardanda bahsetmişlerdir. Bunun sebepleri gelecekteki çalışmalarda derinlemesine incelenmelidir.

5.Çıkarım ve Öneriler

Çalışma bulgularına göre bazı öneri ve çıkarımlar şu şekildedir;

1. Oyunculara ve antrenörlere, içeriği performans odaklı antrenörlük hedefleri olan eğitim olanakları sağlanmalıdır.
2. Antrenörlere içeriği atler-merkezli öğretim yöntemleri (özellikle sporcunun başlattığı/tasarladığı yöntem) olan eğitim imkanları sağlanmalıdır.
3. Kadın Ragbi oyuncularına, Türkiye'deki kadın ragbi katılıma karşı olan sosyal algıya karşı destek verilmelidir.
4. Antrenörler, farklı hazır bulunuşluk seviyelerdeki sporcuları geliştirmek üzere eğitimler almalıdır.
5. Diğer kültürler ile anlamlı karşılaştırmalar yapılabilinilmesi için, kadın ragbisi hakkında daha fazla çalışma yapılmalıdır.
6. Türkiye Ragbi Federsayonu, sporcuların ve antrenörlerin fikirlerini ve diğer başarılı ragbi federasyonlarının yaptıklarını göz önünde bulundurarak yeniden yapılanmalıdır.
7. Antrenörlere ve literatüre daha fazla bilgi sağlanması amacı ile Türkiye Ragbi Kadın Milli takımı ile araştırmalar yapılmalıdır.
8. Kadınların diğer spor branşlarındaki amaç ve deneyimlerini anlamlı bir şekilde karşılaştırmak için daha fazla çalışma yapılmalıdır.
9. Yeni oyuncular ile tecrübeli oyuncular arasında anlamlı karşılaştırmalar yapmak için ragbi oynama yıllarına bağlı daha fazla araştırma yapılmalıdır.

10. Sporcuların yetkinlik ve özgüven algı sonuçlarının ragbi katılımlarından mı yoksa geçmiş tecrübelerinden mi kaynaklandığını daha iyi anlayabilmek için daha fazla çalışma yapılmalıdır.

6. Çalışmanın Sınırlılıkları

1. Çalışmanın bulguları sadece Türkiye Ragbi Liginde oynayan Kadın ragbi oyuncuları için geçerlidir.
2. Anket ve görüşme bulguları, envanterlerin sınırlılıklarını içeriyor olup, katılımcıların dürüst bir şekilde yanıtladıkları varsayılmıştır.
3. Özgüven ölçeğinde normalizasyon yapılmamıştır. Sonuçlar ragbi katılımları yerine kendi öz güvenleri olabilir.

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