Adaptation of Individual and Team Character in Sport Questionnaire to Turkish

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Abstract

The aim of this study was to make validity and reliability of Turkish form of the individual and team character in sport questionnaire (ITCSQ) which was developed by Davidson et al., (2000). Scale was designed to measure outcomes related with character in the sport environment. 438 participants were voluntarily included into the study in two stages as pilot and main study. After the controlling of the answers, incorrect and incompletely filled scale forms were taken out, 170 people were taken for the pilot study and 268 people were taken into the consideration for the validity and reliability of the scale. Firstly, language validity was provided through expert opinion. Validity of scale to Turkish culture was assessed with confirmatory factor analysis and reliability of scale was assessed with split-half reliability methods and it was seen that fit indices were in acceptable level for six subscales. In conclusion, the internal consistency for all scale was .83 and for the six subscale respectively were .74, .80, .82. Obtained data by the application of Turkish form of scale showed that adapted scale which had 3 factors, 44 items and 5 Likert type scoring tool, was a valid and reliable scale.

Keywords: sport, individual, team, character, scale, validity, reliability

1. Introduction

By nature, human beings are moving entities and the importance of movement has been emphasized in the development of human beings since the ancient times (Proios et al., 2010). The assumptions which require physical activity such as sports or physical education develop morals or character are especially stressed and they attract the attention of researchers.

Character is an individual's unique nature, being at peace with oneself and having self-control (TDK, 2017). Although this concept has been expressed differently within time, its general meaning comes from the Greek root of "charassein" and is defined as integrity and unconditional acceptance (Jakubowski, 2013). Character is the visible manifestation of a few processes related with each other. It is showing honesty, respect, determination or courage and the end product of one or more psychological processes and mostly it is expressed as three general categories related to each other and almost impossible to seperate from each other as cognition, impact and behavior (Davidson et al., 2004). Since sport is a multidisciplinary area that influences and develops all these categories as a whole, and since it is seen as a tool by some researchers in learning and debating through cooperation with team mates, creating solutions to moral disputes and teaching self-control, fairness and ethics (Weiss and Bredemeier, 1990; Shields and Bredemeier, 1995, cited from Gaines, 2012), it is an important tool in shaping individuals' character. The assumption that participation in sports can influence character development and character development can influence participation in physical activity and sports shows that bilateral association between character and participation in sport (Laborde, Guillen and Mosley, 2016). Thus, it is thought that a great number of options such as the type of sport branch, whether it is a team sport and whether it is done individually or as a group can influence the individuals in different levels.

All sports can provide a chance for moral reasoning. However, team sports and group activities have the potential to develop values such as integrity, responsibility and cooperation (Wandzilak, 1985). For this reason, team character is the collective structure of all the values that prepare each member of the team to act in terms of morals and it is a model of intentions (Petrick and Quinn, 1997). Norms shared by teams create significant effects on individual team members' moral reasoning and behaviors. The number of friends who would show aggressive behaviors under similar conditions considered as moral atmosphere and motivating variables is seen as the greatest predictor of athletes' aggression attempts.

That is, athletes' perceptions about team norms are the most consistent prediction tools for cheating or aggression behaviors that express them. In addition, there are also studies in literature which show that athletes' perceptions of cheating or aggression behaviors that coaches ask from athletes for team norms or team atmosphere are more effective than the cheating or aggression states that their best friends, most popular players, team captains or parents will ask from them. Thus, the coach's role is not to impose ideas or roles, but to encourage, ease and lead the necessary dialogue that causes an understanding, common interest and mutual commitments (Nucci et al., 2008). The team should be turned into a value based community because moral wish should be formed both irreducibly individually and also socially. Team is assessed in social dimension since it reflects a deep moral wish such as fairness, mercy, affection, respect and responsibility and because of the necessity of living moral commitment in a society, and also in individual dimension because of athletes' tendency of training themselves more in order to gain experience. Careful coaches can make use of the advantages of situations by turning their teams into affectionate and responsible communities which accept moral values as the core of communities. In addition, coaches can encourage team dialogue to create a moral environment suitable for character development and positive social behavior; they can focus on common benefits and encourage common responsibility (Power et al., 1989). Thus, individual and team character analysis will be useful in terms of an athlete's adapting to the environment he is in, that is identifying with the team, in addition in terms of coach's seeing the general tendencies of the group while designing the sport environment. For this reason, individual and team character in sport scale was adapted to Turkish culture and was accessed to the use of researchers. This scale gives researchers the opportunity to assess athletes' points of view about to what extent team mates are in harmony with them, that is how much they reflect them in terms of individual dimension; to assess team mates' views about interest-commitment and collective responsibility, that is, their states of assessing friends and interpreting their behaviors and lastly, to assess athletes' point of view about coaches' attitudes towards transferring values or experiences of developing character.

2. Method

Turkish adaptation of individual and team character in sport questionnaire was realized by following the scientific steps that should be followed in adaptation studies such as language validity, pilot application of scale items and validity and reliability studies.

Study group: The research includes two parts. In the first part of the research, participants were reached for pilot study. At this stage, 170 individuals were included in the pilot study and the answers of 12 individuals who did not respond suitably for the questionnaire form were not assessed. In the second part, 268 individuals were included in the validity and reliability studies of the data collection tool and again in this part, the answers of 16 individuals were taken out. Studies in literature show that the number of participants reached is sufficient for adaptation studies. Related with this issue, while Tabachnick and Fidell (2007) state that at least 300 people should take part in factor analysis studies, Bryman and Cramer (2001) stated this number to be five or ten times the number of items in the scale, and Hair et al. (1998) stated that a group as big as the five times of the total number of items in the scale was sufficient for adaptation studies of a group.

Original form used for adaptation studies: "The individual and team character in sport questionnaire" which was adapted into Turkish, was developed by Davidson et al., (2000). The original form consists of 3 dimensions and 48 items. The first scale is the "value rating" scale. In this dimension, there are expressions which aim to measure values such as sportsmanship, personal responsibility and perseverance. The second scale is "community climate" scale and it is divided in two sub-dimensions as caring and connectedness and collective responsibility, and it includes participants' caring and acceptance to their friends. The third scale is "character development experiences" scale and it includes expressions about the coaches' experiences about character supporting experiences. Alpha values for sub-dimensions were found as .80 for Values Rating, .73 for Caring and Connectedness, .83 for Collective Responsibility and .81 for Character Development Experiences and 4 Likert type rating was used in the scale.

Data analysis and procedure: The adaptation study was started with regard to the expression of the authors who developed the scale that "it may be used or duplicated without permission of the authors". First, through translate-retranslate method, the scale was translated into Turkish by experts in their field, later, it was retranslated into English, with the help of other experts the scale was checked for semantic shift, when it was seen that there was no shift, it was decided to use the form translated into Turkish.

Meydan and Şeşen (2011) state that Confirmatory Factor Analysis (CFA) is a method which is used to test whether the data in hand fits the original structure discovered previously (cited from: Seçer, 2015). Thus, CFA was used to test whether the scale was suitable for Turkish culture. Through lisrel analysis program, the data obtained were checked for fit values of CFA such as X2/df, RMSEA, CFI, NNFI, NFI, IFI, RFI, GFI and AGFI.

3. Results

Table 1. Participants' age/gender distributions

Age	Gender Men		Women		Total	
	n	%	n	%	n	%
18 and younger	12	2.7	9	2.1	21	4.8
19-20 years of age	80	18.3	104	23.7	184	42.0
21-22 years of age	84	19.2	53	12.1	137	31.3
23-24 years of age	46	10.5	16	3.7	62	14.2
25 and older	32	7.3	2	0.5	34	7.8
Total	254	58.0	184	42.0	438	100.0

According to Table 1, when the participants' age distributions were examined, it was found that 4.8% were in the age group of 18 and younger, 42% were in the age group of 19-20, 31.3% were in the age group of 21-22, 14.2% in the age group of 23-24 and 7.8% were in the age group of 25 and older.

Table 2. Participants' branch/gender distributions

Branch	Gender Men		Women		Total	
	n	%	n	%	n	%
Football	130	29.7	50	11.4	180	41.1
Volleyball	19	4.3	39	8.9	58	13.2
Basketball	24	5.5	17	3.9	41	9.4
Handball	11	2.5	18	4.1	29	6.6
Athleticism	9	2.1	14	3.2	23	5.3
Judo	8	1.8	12	2.7	20	4.6
Gymnastics	2	0.5	16	3.7	18	4.1
Wrestling	22	5.0	0	0.0	22	5.0
Kickboxing	12	2.7	4	0.9	16	3.7
Boxing	2	0.5	7	1.6	9	2.1
Karate	3	0.7	2	0.5	5	1.1
Badminton	0	0.0	3	0.7	3	0.7
Muay Thai	2	0.5	1	0.2	3	0.7
Taekwondo	3	0.7	0	0.0	3	0.7
Rowing	2	0.5	0	0.0	2	0.5
Table tennis	2	0.5	0	0.0	2	0.5
Dart	2	0.2	0	0.0	2	0.5
Shooting	0	0.0	1	0.2	1	0.2
Bocce	1	0.2	0	0.0	1	0.2
Total	254	58.0	184	42.0	438	100.0

Table 2 gives the distribution of the participants in terms of their branches. It can be seen that the branches of 41.1% were football, 13.2% were volleyball, 9.4% were basketball and 6.6% were handball.

Table 3. Participants' Experience in Sports /Gender Distribution

Experience in Sports	Gender Men		Women		Total	
	n	%	n	%	n	%
5 Years and less	38	8.7	72	16.4	110	25.1
6-8 Years	52	11.9	53	12.1	105	24.0
9-11 Years	91	20.8	45	10.3	136	31.1
12-14 Years	46	10.5	11	2.5	57	13.0
15 Years and more	27	6.2	3	0.7	30	6.8
Total	254	58.0	184	42.0	438	100.0

When the distribution of the participants were examined in terms of their experience in sports, it was found that 25.1% had 5 years and less experience in sports, 24% had 6-8 years of experience in sports, 31.1% had 9-11 years of experience in sports, 13.1% had 12-14 years of experience in sports and 6.8% had 15 years and more experience in sports.

Table 4. Distribution of ITCSQ items in terms of dimensions and sub-dimensions

Dimension	Item Number
Values rating	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Community Climate (Caring/Connectedness, Collective Responsibility)	17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32
Character Development Experiences	33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48

Table 4 gives the distribution of scale items in terms of dimensions. It can be seen that the dimensions of "Values rating", "Community Climate (Caring/Connectedness, Collective Responsibility)" and "Character Development Experiences" each have 16 items.

Table 5. Results of Pilot Study

	Corrected Total Item Correlation		Corrected Total Item Correlation
Item1	.30	Item 25	.48
Item 2*	.44	Item 26*	.54
Item 3	.41	Item 27	.47
Item 4*	.18	Item 28	.43
Item 5*	.35	Item 29*	.35
Item 6	.34	Item 30	.61
Item 7	.42	Item 31	.49
Item 8	.37	Item 32*	.40
Item 9*	.39	Item 33	.51
Item 10	.41	Item 34	.59
Item 11	.37	Item 35	-.14
Item 12*	.31	Item 36	.44
Item 13	.18	Item 37	.23
Item 14*	.35	Item 38	.39
Item 15	.33	Item 39	.47
Item 16	.38	Item 40	.57
Item 17	.52	Item 41	.54
Item 18	.42	Item 42	.36
Item 19*	.30	Item 43	.42
Item 20	.41	Item 44	.41
Item 21	.42	Item 45	.63
Item 22	.55	Item 46*	.30
Item 23*	.55	Item 47	.56
Item 24	.32	Item 48	.44

*reversed items

Table 5 shows that as a result of pilot study, the corrected total item correlation distributions of items differed between -.20 (item35) and .63 (item45), while internal consistency coefficient was found to be .91. However, when the items which have less than .30 item total correlation are deleted, internal consistency coefficient becomes .93. Thus, items 4, 13, 35 and 37 which had less than .30 item total correlation were deleted.

Table 6. CFA results of the items of the scale[*]

Fit index	Perfect fit criterion	Acceptable fit criterion	Research finding	Result
X2/df	≤3	4-5	2.09	Perfect fit
RMSEA	≤ .05	.05-.10	0.064**	Acceptable fit
CFI	≥ .95	≥ .90	0.90	Acceptable fit
NNFI	≥ .95	≥ .90	0.91	Acceptable fit
NFI	≥ .95	≥ .90	0.92	Acceptable fit
IFI	≥ .95	≥ .90	0.92	Acceptable fit
RFI	≥ .95	≥ .90	0.90	Acceptable fit
GFI	≥ .90	≥ .85	0.85	Acceptable fit
AGFI	≥ .90	≥ .85	0.86	Acceptable fit

[*]Reference: (Seçer, 2015, p. 122; Meydan and Şeşen, 2011, p.37; [**]MacCallum et al., 1996, cited from: Hooper et al, 2008, p. 54).

First level confirmatory factor analysis and later on modification changes were conducted on the scale form which consisted of 44 items; however, it was found that there were items with item factor loads of less than .30 and that these

items decreased fit values (item1, item 2, item 5, item 10, item 19, item 23, item 27, item 46). Thus, after these items were deleted, confirmatory factor analysis was reconducted with the remaining 36 items. In the light of the data obtained, it was found that X2/df value had "perfect fit", while RMSEA, CFI, NNFI, NFI, IFI, RFI, GFI and AGFI values had "acceptable fit". The finalized Path diagram is given below.

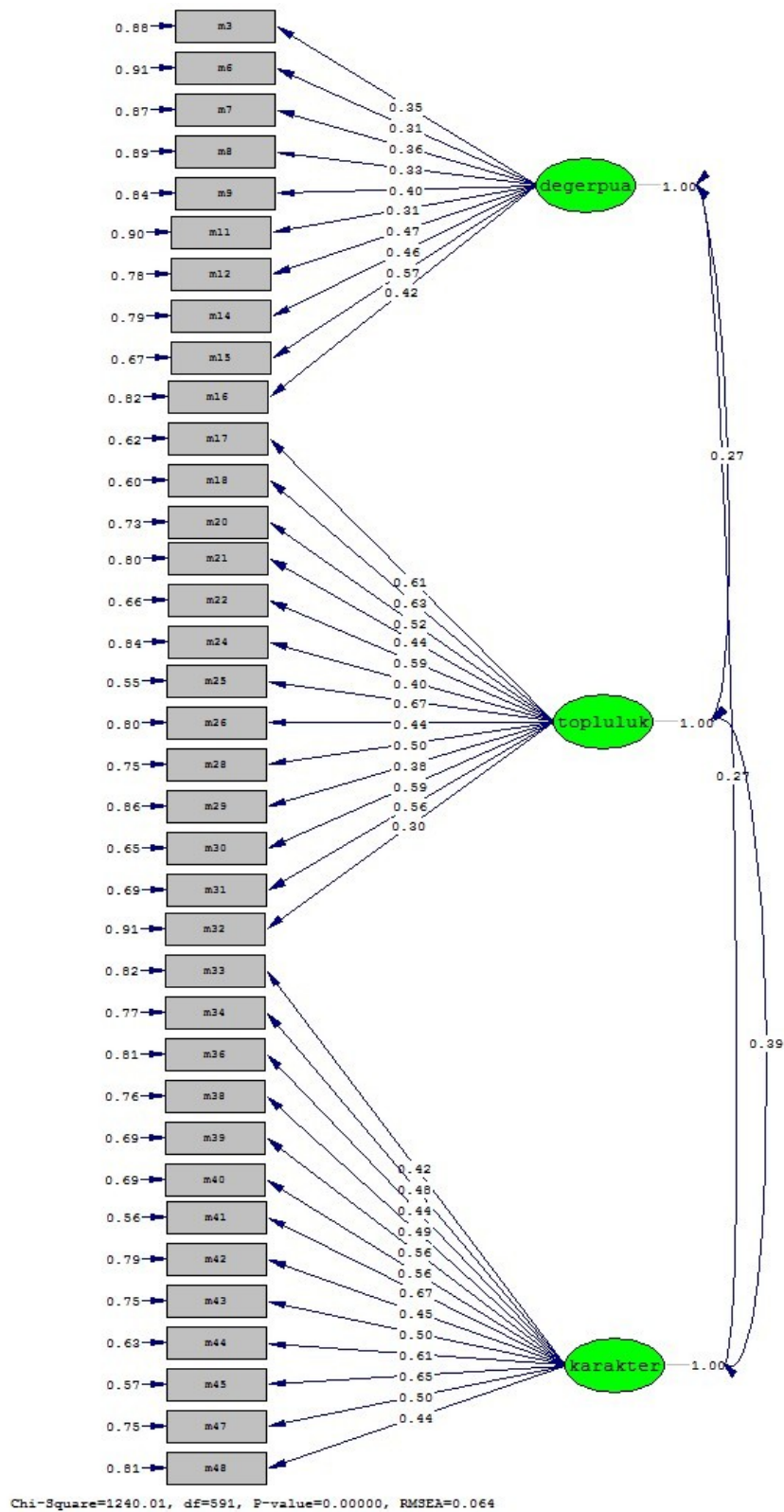Chi-Square=1240.01, df=591, P-value=0.00000, RMSEA=0.064

Figure 1. Path diagram of first-level confirmatory factor analysis

When the Path diagram is examined, it can be seen that item factor loads differ between 0.30 and .67.

Table 7. Reliability results of the scale

Dimensions	Internal consistency	Split half reliability
Values rating	.74	.75
Community Climate	.80	.73
Character Development Experiences	.82	.73
Total Scale	.83	.87

Table 7 gives the reliability results of the scale. Total internal consistency of the scale was .83, while split half test reliability was .87. Internal consistency and split half reliability results of the sub-dimensions were .74/.75 for values rating sub-dimension, .80/.73 for community climate sub-dimension and .82/.73 for character development experiences sub-dimension.

4. Discussion and Conclusion

In sports environment, scales are commonly resorted methods to determine the existing states and expectations of participants about characters and values. Jang (2013) developed a sport character scale and in this scale, there were 27 expressions that athletes were asked to answer in the sub-dimensions of honesty, anti-sociality, compassion, sportsmanship and fairness. For the sub-dimensions, alpha values were found as .91 for honesty, .87 for anti-sociality, .79 for compassion, .83 for sportsmanship and .91 for fairness and 6-likert type was used for scale rating. Doty (2005) also developed a scale to determine the sports characteristics of participants to sports activities in United Nations military academy. Carron et al., (1999) developed a team norm scale to predict the power of collective team expectations within the framework of team norms defined by Munroe et al. (1999) related with the athletes' competition, training, out-of-season and social states. Similarly, Shields et al. (1995) developed a team norms scale that banned cheating and aggression. In their study they conducted on adolescent athletes who did team sports, Guiverneau and Duda (2002) developed a scale by making changes in moral atmosphere measurements to examine the effects of aggression potential in a wider range (Nucci et al., 2008). Widmeyer, Brawley and Carron (1985) developed a group environment scale. A scale is a tool that measures team unity both socially and also as a duty and it is a tool that is resorted in studies about team unity. In addition, Stephens et al. conducted a study of "moral behavior judgments in young athletes" to determine the moral behavior judgments of athletes who do team sports (Bredemeier, 1994; Stephens et al., 1997). Gürpınar (2014) conducted a study to adapt "attitudes of taking moral decisions in infrastructure sports" scale into Turkish.

As a conclusion, there are scales of determining norms within a team or internalizing with the team, interests with the team and the team character. However, since such studies are limited in our country and such scales are needed, the adaptation of "Individual and Team Character in Sport Questionnaire" was checked for adaptation to Turkish culture and the questionnaire form was adapted and presented for the use of researchers by following the necessary scientific steps. In Turkish adaptation, Individual and Team Character in Sport Questionnaire (appendix 1) has three factors and 36 items in total. In the Turkish questionnaire form, items 5, 7, 8, 18, 20 and 23 are scored reversely. In addition, the fact that total item correlation values obtained as a result of findings differ between .30 and .67 shows that the values calculated for the questionnaire are sufficient. As a conclusion, since the adapted scale has an internal consistency coefficient greater than .70 and item total correlation greater than .30 (Büyüköztürk, 2007) and meets sufficient CFA fit indices (Seçer, 2015; Meydan and Şeşen, 2011; MacCallum et al., 1996, cited from: Hooper et al, 2008, p. 54), it can be said that "Individual and Team Character in Sport Questionnaire" is a suitable, valid and reliable scale for Turkish culture.

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Appendix: Questionnaire Form

	1. Below are descriptions of the way different people think or act. Please mark the answer that describes how much these people are LIKE YOU. These people,	NOT like me at all	Mostly NOT like me	Somewhat like me	Mostly like me	Exactly like me
1	Show respect to their teammates, even if they do not agree with them.	1	2	3	4	5
2	Do not give up and they keep trying after they have made a mistake.	1	2	3	4	5
3	Are never rude to players on the other team.	1	2	3	4	5
4	Take time outside of practice to improve their skills.	1	2	3	4	5
5	Make negative comments about their coaches to each other.*	1	2	3	4	5
6	Congratulate opponents who have played well or won.	1	2	3	4	5
7	Believe it is OK not to obey the rules as long as they don't get caught.*	1	2	3	4	5
8	Would hurt an opponent if it would help them to win the game. *	1	2	3	4	5
9	Continue to play hard, even if their team is losing.	1	2	3	4	5
10	Can be counted on to do their part of the team.	1	2	3	4	5

	2. Think about your teammates. Do you agree or disagree with these statements about them?	Completely DISAGREE	Somewhat DISAGREE	Not Sure	Somewhat Agree	Totally Agree
11	Players trust each other.	1	2	3	4	5
12	When players hurt another teammate, they try to make up for it (by apologizing, or doing something nice).	1	2	3	4	5
13	Players care about each other.	1	2	3	4	5
14	Players on this team are kind to one another.	1	2	3	4	5
15	Players on this team encourage one another, even when they are losing.	1	2	3	4	5
16	When the players on this team see someone being picked on, they try to stop this.	1	2	3	4	5
17	Players encourage one another, even those who aren't very good athletes.	1	2	3	4	5
18	Players who aren't very good athletes are picked on or are excluded. *	1	2	3	4	5
19	Players work together to develop new skills.	1	2	3	4	5
20	Players don't care if their team mates cheat to win.*	1	2	3	4	5
21	Players try to get their teammates to follow the team rules.	1	2	3	4	5
22	Players take extra time to help their team mates who are struggling.	1	2	3	4	5
23	Players gossip about one another.*	1	2	3	4	5

3. Think about the coaches and your team. How FREQUENTLY did the following happen?		Almost NEVER	Rarely	Sometimes	Often	Almost always
24	The coaches talked to me about moral values (such as respect, responsibility, fairness).	1	2	3	4	5
25	The coaches were available to talk with players about problems that were bothering them.	1	2	3	4	5
26	The coaches talked to me about the importance of my role on the team.	1	2	3	4	5
27	The coaches talked to me about their expectations and goals for practice.	1	2	3	4	5
28	The coaches listened carefully to my explanations about why I disagreed with them.	1	2	3	4	5
29	I thought about how the coaches act before making an important decision.	1	2	3	4	5
30	As a team, we talked about how we can meet our personal and team goals.	1	2	3	4	5
31	Players on the team were given rewards for their good behavior.	1	2	3	4	5
32	The coaches asked for my opinion before setting up rules.	1	2	3	4	5
33	The coaches explained the reason for a team rule or punishment.	1	2	3	4	5
34	The coaches help me track my progress toward my goals.	1	2	3	4	5
35	The coaches tried a lot to help every player.	1	2	3	4	5
36	The coaches were fair to everyone.	1	2	3	4	5

*Reversed Items

Appendix: Turkish Form of Questionnaire

1. Aşağıda farklı kişilerin eylem ve düşüncelerini içeren ifadeler yer almaktadır. Lütfen bu insanların ne kadar **SİZİN GİBİ** olduğunu işaretleyerek belirtiniz. **Bu insanlar,**		Hiç Benim Gibi DEĞİL	Çoğunlukla Benim Gibi DEĞİL	Biraz Benim Gibi	Çoğunlukla Benim Gibi	Tamamen Benim Gibi
1	Takım arkadaşlarıyla aynı fikirde olmasalar da onlara saygı gösterirler.	1	2	3	4	5
2	Hata yaptıktan sonra vazgeçmez denemeye devam ederler.	1	2	3	4	5
3	Başka takımdaki oyunculara karşı asla kaba davranmazlar.	1	2	3	4	5
4	Becerilerini geliştirmek için antrenman dışında da çalışmaya vakit ayırırlar.	1	2	3	4	5
5	Kendi aralarında antrenörleri hakkında olumsuz yorumlar yaparlar.*	1	2	3	4	5
6	İyi mücadele eden ya da galip gelen rakiplerini tebrik ederler.	1	2	3	4	5
7	Yakalanmadıkları sürece kurallara uymalarına gerek olmadığına inanırlar.*	1	2	3	4	5
8	Eğer oyunu kazanmalarına yardımcı olacaksa rakibine zarar verirler. *	1	2	3	4	5
9	Takımları kaybediyor olsa bile mücadele etmeye devam ederler.	1	2	3	4	5
10	Takımda kendi paylarına düşenleri yapmaları konusunda güvenilir.	1	2	3	4	5

	2. Takım arkadaşlarınızı düşünün. Onlarla ilgili yazılı olan ifadelere **KATILIP KATILMADIĞINIZI** belirtin.	Tamamen KATILMIYORUM	Biraz KATILMIYORUM	Emin DEĞİLİM	Biraz Katılıyorum	Tamamen Katılıyorum
11	Oyuncular birbirine güvenirler.	1	2	3	4	5
12	Oyuncular herhangi bir takım arkadaşlarını incittiklerinde bunu telafi etmeye çalışırlar (özür vb.).	1	2	3	4	5
13	Oyuncular birbirleriyle ilgilenirler.	1	2	3	4	5
14	Bu takımdaki oyuncular başkasına karşı kibardırlar.	1	2	3	4	5
15	Bu takımdaki oyuncular kaybediyor olsalar da birbirlerini cesaretlendirirler.	1	2	3	4	5
16	Bu takımdaki oyuncular birinin suçlandığını gördüklerinde bu durumu engellemeye çalışırlar.	1	2	3	4	5
17	Oyuncular birbirlerinin yanı sıra çok iyi olmayan sporcuları da cesaretlendirirler.	1	2	3	4	5
18	Bu takımda iyi olmayan sporcular suçlanır ya da dışlanırlar. *	1	2	3	4	5
19	Oyuncular yeni becerileri geliştirmek için birlikte çalışırlar.	1	2	3	4	5
20	Oyuncular takım arkadaşlarının kazanmak için hile yapmasını umursamazlar.*	1	2	3	4	5
21	Oyuncular takım arkadaşlarının takım kurallarına uymaları için çaba gösterirler.	1	2	3	4	5
22	Oyuncular mücadele eden takım arkadaşlarına yardım edebilmek için fazladan zaman ayırırlar.	1	2	3	4	5
23	Oyuncular birbirleri hakkında dedikodu yaparlar.*	1	2	3	4	5

	3. Antrenörleri ve takımı düşünün. Yazılı olanlar ne kadar **SIKLIKLA** oldu.	Neredeyse HİÇ	Nadiren	Ara sıra	Sıklıkla	Neredeyse Her zaman
24	Antrenörler ahlaki değerler (saygı, sorumluluk, adalet gibi) hakkında benimle konuştu.	1	2	3	4	5
25	Antrenörler oyuncuları rahatsız eden problemler konusunda konuşmak için hazırdı.	1	2	3	4	5
26	Antrenörler benimle takımdaki rolümün önemi konusunda konuştu.	1	2	3	4	5
27	Antrenörler antrenmandaki amaçları ve benden beklentileri hakkında konuştu.	1	2	3	4	5
28	Antrenörler onlarla neden aynı fikirde olmadığım konusunda yaptığım açıklamaları dikkatlice dinledi.	1	2	3	4	5
29	Antrenörlerin önemli bir karar vermeden önce nasıl davrandıkları ile ilgili düşündüm.	1	2	3	4	5
30	Bir takım olarak bireysel ve takım ile ilgili amaçlarımızı nasıl yerine getirebileceğimizi konuştuk.	1	2	3	4	5
31	Takımdaki sporculara iyi davranışları için ödüller verildi.	1	2	3	4	5
32	Antrenörler kuralları belirlemeden önce benim fikrimi de aldı.	1	2	3	4	5
33	Antrenörler takım için konulan kuralın ya da cezanın nedenini açıkladı.	1	2	3	4	5
34	Antrenörler hedeflerime ilerleme sürecimi takip etme konusunda bana yardımcı olur.	1	2	3	4	5
35	Antrenörler her bir sporcuya yardım edebilmek için oldukça çaba harcadı.	1	2	3	4	5
36	Antrenörler herkese karşı adildi.	1	2	3	4	5

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