

Evaluation of the Social Skill Levels of the Horseman Jereed Players with Respect to Different Variables*

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ABSTRACT

The aim of this study is to evaluate the social skill levels of the horsemen jereed players in Turkey. 330 players from different cities in Turkey have attended to the research. Social Skills Inventory developed by Riggio in 1986 has been used to evaluate the social skill levels of the players. This inventory which is a self-identifying test tool consisting of 90 terms was translated in to Turkish by Galip Yüksel in 1993. Grade point averages, minimum and maximum grades, standard deviation and range values have been calculated as the identifying parameters to evaluate and analyze the data obtained from SBE and personal information forms collected from the players attending to study. Independent groups T test and analyses of variance (ANOVA) have been used to determine if the data provided in the forms like the age, education, life quality and marital status of the players have a considerable effect on their social skill levels. In conclusion, it is seen that jereed players have mid-level social skills both in general and sub-dimensions. Moreover, it has been concluded that the social skills levels of the ones who are single ($p=0,005$), under 21 ($p=0,000$ - $p=0,013$ - $p=0,002$) or over 42 ($p=0,000$ - $p=0,026$), university graduate ($p=0,000$ - $p=0,000$) and living under good ($p=0,001$ - $p=0,000$) to very good life standards ($p=0,000$ - $p=0,000$) have better social skills levels than those who're married, over 21 or under 42, high school, junior or middle school graduate, living under bad to very bad life standards.

Key Words: Horseman jereed, social skills, traditional sports.

Atlı Cirit Sporcularının Sosyal Beceri Düzeylerinin Çeşitli Değişkenlere Göre İncelenmesi

ÖZET

Bu araştırmanın amacı Türkiye'deki atlı cirit sporcularının sosyal beceri düzeylerini incelemektir. Araştırmaya Türkiye'nin çeşitli illerinden 330 atlı cirit sporcusu katılmıştır. Atlı cirit sporcularının sosyal beceri düzeylerini ölçmek için 1986 yılında Riggio tarafından geliştirilen sosyal beceri envanteri (SBE) kullanılmıştır. Kendini tanımlama türünden bir ölçme aracı olan ve 90 maddeden oluşan bu envanter 1993 yılında Galip Yüksel tarafından Türkçeye çevrilmiştir. Araştırmaya katılan atlı cirit sporcularına uygulanan kişisel bilgi formu ve SBE'den elde edilen verilerin değerlendirilmesi ve analizinde; ölçeğin 6 alt boyutu ve toplam puanları için tanımlayıcı istatistikler kapsamında yer alan puanların aritmetik ortalamaları, minimum ve maksimum puanlar, standart sapma değerleri ve ranj değerleri hesaplanmıştır. Çalışmada kişisel bilgi forumunda yer alan sporcuların yaş, eğitim durumu, refah seviyesi ve medeni hallerinin sosyal beceri düzeylerine yönelik puanlarının birbirinden anlamlı derecede farklı olup olmadığını belirlemek için bağımsız gruplar T testi ve tek yönlü varyans analizi (ANOVA) kullanılmıştır. Atlı cirit sporcularından bekâr olanların evli olanlara göre ($p=0,005$), 21 yaş altı ($p=0,000$ - $p=0,013$ - $p=0,002$) ve 42 yaş üzeri olanların ($p=0,000$ - $p=0,026$) diğer yaş aralıklarında bulunanlara göre, Eğitim düzeyi lisansüstü olanların ($p=0,000$ - $p=0,000$) ilköğretim ve lise mezunu olanlara göre, İyi ($p=0,001$ - $p=0,000$) ve Çok iyi refah seviyesine sahip olanların ($p=0,000$ - $p=0,000$) çok kötü ve kötü refah seviyesine sahip olanlara göre sosyal beceri düzeylerinin daha yüksek olduğu saptanmıştır. Elde edilen bulgular doğrultusunda, araştırmaya katılan atlı cirit sporcularının hem sosyal beceri düzeylerinin genelinde, hem de alt boyutlarında orta düzeyde sosyal beceriye sahip oldukları sonucuna varılmıştır.

Anahtar Kelimeler: Atlı cirit, sosyal beceri, geleneksel sporlar.

INTRODUCTION

Sport is one of the completing pieces of the Turkish culture which is widespread over a large geography and a long history. The number of the activities under different branches of sports is actually a measure and evidence of national culture and folk. These sports differ according to characteristics of the society in which it is performed. Today, there are traditional

local-specific sports still carrying the customs of that specific location as well as with the others which are spread to world and gained an international interest (15,25,38). Traditional Turkish Sports value "fair play" and competition more than winning or victory. These sports provide historical environment of the ages when they are performed and reflect the society's national and religious culture and customs. These customs and ceremonial scenes in these sports make

this activity as a traditional national cultural value (18,1,39). Nomadic Turks brought their traditional sports like horse ridding, archery, wrestling, shooting, soapwort, hunting with hawks, horsemen jereed to everywhere they migrated. This led their desire for competition and challenge sharpened (22). Among these sports, horsemen jereed, is a special traditional activity performed in special days to amuse and entertain people. The horsemen jereed, which previously has been a valued and popular activity, is unfortunately not given enough importance nowadays and this valuable activity of sports is being performed in 11 provinces of Turkey under the supervisory of Turkish Traditional Sports Federation.

Horsemen Jereed

Horsemen jeered is one of the oldest games in Turkish history. It is one of the most amusing and entertaining sport activities attracted Anatolian people’s attention and enhanced the increase in the mentality, horse ridding capabilities, battle techniques and sportsmen specialities of Turkish troops (13,15,19,37). This sport, having no seasonal or time boundary, may be an internationally “noticeable” activity with its cultural and national specialities (37). The exact start date of horsemen jeered is not known. However, some sources mention that it is originated from Middle Asia. Some other sources, on the contrary, claim that it has only been played during Ottoman and Seljuk ages (16,23,40). It can be concluded that, due to the warrior characteristics and close relationship with horses of Turks, it may have been herited from generation to generation throughout Turkish history.

Horseman jereed was the commonest game, which sultans were proud to exhibit it to foreigner ambassadors, played in Ottoman palaces. Jereed players are named as cüнди. It was a great pleasure for sultans to exhibit jereed to foreigner ambassadors (23,37). It is known that, Kıpçaks in Egypt and Memluk Cerkez also played this “barbari” style jeered game.

Ottomans loved this game so much that they made playing jereed at the city square a tradition where the army rests on Fridays. In Ottoman palaces jereed

was played by cüндies. Cüнди word is used for skilled riders only. It has been times when the cüндies or the horses were injured or even died. That’s why Sultan Mahmud II forbid Jereed in September 1826 (23,15,37). Since Ottomans loved this game very much, they found this prohibition unpleasant and kept playing this game in different places of the empire at weddings, fairs and ceremonies.

Horsemen jeered game field is an area with following dimensions. Width of minimum 30 meters (50 meters max), length of minimum 90 meters (160 m max.) and bounded with clearly visible 15 cm thick lines. The field drainage must be good and the soil must be filtered out from course gravels and covered with a 5-6 cm thick aired and softened sand layer.

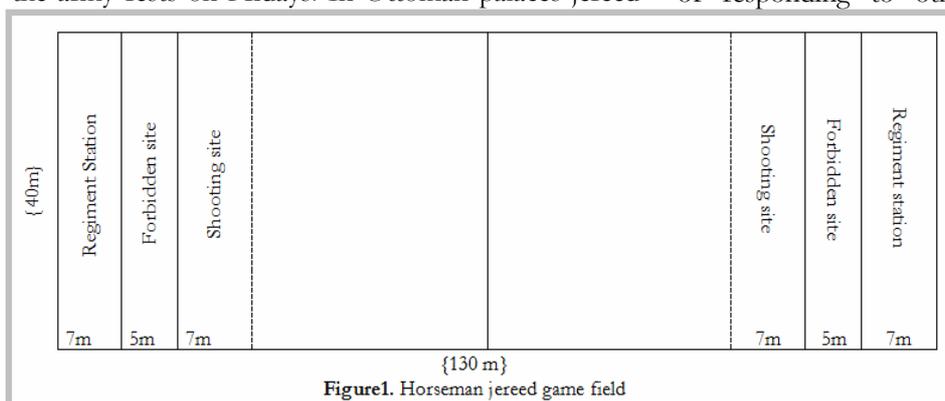
A standard game field is 40 meters in width and 130 meters in length. There are two 7 meters long areas located at the heads of the field where the horses are put in an order. This area is called as the “regiment station”. In front of each regiment stations, right before the shooting site, there are 5 meters long areas called as the “forbidden site” at where opposite team’s players are not allowed to violate. After the forbidden sites there are 7 meters long areas called as the “shooting site” bounded by dashed lines where shooting is allowed (fig. 1).

Social Skills

Many descriptions have been made about the social skills but none of them have been accepted universally. The reason of why a mutual and comprehensive description could not have been made is that, although social skills is thought to be an easy manner, it actually depends on the individual personality, intelligence, language, conception, behaviour and interactions with the environment. Factors like social relationships, social cooperation, education, psychology, psychiatry and special care explains the reason of multiple descriptions of social skills (6,40).

People interact with each other with their social skills. It is important for an individual to have social skills leading to receive positive responses from the community. Social skills actually mean the capability of having positively accepted behaviours. The capability of responding to others actions in a reasonable

manner by understanding the meaning of their responses, initiating, continuing and ending inter personal relations can be listed under the scope of social skills. As a prerequisite for a successful interpersonal relationship, social skills are gained and improved from childhood with help of learning and



experience (4,6,17,38,41).

Some descriptions brought to social skills are as follows:

Riggio, describes social skills as a learnable specialty including verbal intelligence which is a key element of general intelligence (41), Libermen et.al describes social skills as oral, verbal and mental capabilities to maintain a good living in a society, Hersen and Eisler describe as individuals' capability to conform with the environment, La Greca describes social behaviours leading to good interpersonal relations and Howing et.al describes social skills as problems solving and interaction starting behaviours in a community.

Spence describes social skills as an individual's capability to show the required behaviours in order to be successful in communal living and divides the capabilities into 2 as oral and physical responses. Physical responses include eye contact, mimics, posture and social distance whereas oral responses include voice tone, volume, fluent and understandable speech.

Trower is evaluating social skills in two categories as content and continuity. Social skills include behaviours during a social contact like looks and head moves in content. Continuity includes an individual's capabilities to receive feedback from other individuals according to some rules and aims. Trower is distinguishing the concepts of "social skills" and "social skill" from each other. Social skills are described as the identifiable successiveness of actions controlled by rules that ordinary people use during social interaction, whereas social skill is the process of generating capable behaviour aimed to a certain goal (9,24,7,9).

When looked at the mutual point of above shown descriptions, socials skills play an integral role in building and maintaining good relations in a community and, at the same time, receiving positive response from the society.

According to Cartledge and Milburn, following behaviours are common in descriptions of social skills. Communal order is continuing with the capabilities of individuals generated from their social skills. When the effect of mental health on social relations in communal living is taken into consideration, the importance of social skills on mental health becomes obvious. As understood, social skills have a great place in an individual's relation with the community and environment. Individuals need their social skills especially during their childhood and preliminary education years (5,14,24).

Social skills have been divided into sub-categories as they are also considered as a whole. Socials skills placed in the Social Skills Inventory which has been

developed by Riggio are as follows:

- Emotional expressivity: means the capability of an individual to express their emotional messages both verbally and mentally
- Emotional Sensitivity; means the capability to understand, analyze and respond others non-verbal actions.
- Emotional Control; means the capability to organize and control an individual's emotional and non-verbal reactions.
- Social expressiveness; means the capability of verbal expressiveness and social relationship building
- Social Sensitivity; means the capability to understand, analyze and respond others social actions.
- Social control; means the capability of playing a social role and expressing an individual's social existence (41).

The aim of this study is to analyze the social skill levels of horsemen jeered players with respect to changing variables.

MATERIAL & METHOD

As of year 2010, 330 licensed male horseman jared players are making this experiment group. A total of 1412 jared players all over Turkey are making the population whereas 330 licensed male players, who could be reached for this study, are representing the sample group. Social Skills Inventory (SSI) has been used to identify the social skill levels of the players with also the help of General Scanning Model. The data acquisition tool for this study is developed by Riggio (1986), which then was revised in 1989, in order to measure the social skill level. This "self identification" tool is applicable for individuals above age 14 and consisting of 90 items and 6 sub-scales. Each sub-scale is consisting of 15 items. A likert type key was prepared for the items in the inventory. The highest grade in the key is 5 and the lowest is 1. An attendant can take a maximum of 450 and a minimum of 90 points from the whole inventory. The minimum and maximum points can be 15 and 45 from the sub-scales. Taking the maximum point (450) in to consideration, it is determined that a score between 90-120 point is low, 211-330 points is medium and 331-450 points is high. For the sub-scales, low is between 15-35, medium is between 36-55 and high is between 56-75 (3).

SSI calculates the total general social skills level which includes social proficiency and social skills together. This Inventory has been translated into Turkish in 1998 and has been studied for its accuracy. After these studies, it is concluded that this inventory

can be used to accurately measure the social skills of the individuals. Moreover, a personal information form has been used in this research to determine the personal specialities like age, education level, marital status and life quality of the horsemen jeered players.

Analyses of Data

The data obtained from above mentioned tools have been analysed with SPSS version 16. The arithmetic averages, minimum and maximum values, standard deviation and range values have been calculated from the points received from six sub-scales of the inventory and grand totals under the roof of identifying statistics. Analyses of variance test (ANOVA) and Independent Groups test (t-Test) have been used in order to identify if there is a considerable difference between individuals with respect to their ages, education levels, life qualities and marital status.

RESULTS

In this section, identifying statistics belonging to the data obtained from the research done to measure the social skill levels of the horsemen jeered players, T and ANOVA tests are given.

When table 1 is examined; it is seen that, the average point of all attendees from SSI is 281,47, the

average point taken from the DA sub-scale is 48.44, from DD 48.44, from DK 44.50, from SA 48.62, from SD 47.07 and from SK 47.82. If the points are analysed, it will be noticed that the average points particularly taken from Social Expressivity, Social Control and social emotional Sensitivity are higher than others.

In general, it is seen that the attendee players have moderate social skills both in general and sub-scales. The results of T test, which is run to see if there is a considerable difference between social skills with respect to players' marital status, are given in table 2.

Table 2 shows that there is a considerable difference between social skills with respect to players' marital status ($p=0.005$). This considerable difference is on singles' favor. Therefore, singles have higher social skills than marrieds. Moreover, identifying statistics and ANOVA test are run to see if there is a difference with respect to age. Table 3 shows the results.

Table 3 shows that individuals (jeered players) 21 and below have higher social skills points. Table 4 shows the result of ANOVA test run to see if there is a considerable difference between the social skill levels with respect to player ages.

Table 1. Identifying statistics obtained from the SSI.

	N	Range	Min. Point	Max. Point	Mean	S. Dev.
DA	330	38	25	63	44,87	5,386
DD	330	44	27	71	48,44	8,571
DK	330	38	27	65	44,50	5,540
SA	330	38	32	70	48,62	7,202
SD	330	37	27	64	47,07	6,748
SK	330	43	30	73	47,82	8,044
GT	330	142	225	367	281,47	26,100

Note: Maximum point available is 450 and the lowest is 90

Table 2. T Test results with respect to players' marital status.

	Marital Status	N	Mean	S. Dev.	t	P
Grand Total	Married	255	278,65	21,630	-2,870	,005
	Single	75	291,35	36,230		

Table 3. Identifying Statistics obtained from SSI to see the difference with respect to ages.

Age intervals	N	Mean	S. Dev	Minimum	Maximum
21 and below	38	304,71	41,230	244	367
22-27	63	269,44	19,344	225	320
28-33	92	280,83	23,717	230	329
34-41	83	276,78	19,323	238	331
42+	54	287,43	20,742	226	330
Total	330	281,47	26,100	225	367

Table 4. ANOVA Results showing social skill levels with respect to player ages.

	Sum of squares	SD	Average of squares	F	P
Inter-Groups	33412,245	4	8353,061	14,236	0,001
Within Groups	190699,889	325	586,769		
Total	224112,133	329			

Table 5. Games-Howell analyses for the age groups.

(I) Age	(J) Age	Difference btw averages (I-J)	Standard Error	P
<i>21 and below</i>	22-27	35,27(*)	7,119	,000
	28-33	23,88(*)	7,131	,013
	34-41	27,93(*)	7,017	,002
	42 +	17,28	7,260	,137
22-27	21 -	-35,27(*)	7,119	,000
	28-33	-11,38(*)	3,472	,011
	34-41	-7,34	3,231	,161
	42+	-17,98(*)	3,729	,000
28-33	21 -	-23,88(*)	7,131	,013
	22-27	11,38(*)	3,472	,011
	34-41	4,04	3,258	,727
	42 +	-6,60	3,752	,402
34-41	21-	-27,93(*)	7,017	,002
	22-27	7,34	3,231	,161
	28-33	-4,04	3,258	,727
	42+	-10,64(*)	3,531	,026
42 +	21-	-17,28	7,260	,137
	22-27	17,98(*)	3,729	,000
	28-33	6,60	3,752	,402
	34-41	10,64(*)	3,531	,026

According to the results of ANOVA test shown under table 4, There is a considerable difference between groups [F(4,325)= 14,236; p=0,001]. Since the variances are not distributed homogeneously, Games-howell test, which is one of the multiple comparison tests, has been used in order to see between which age groups this difference occurs. Table 5 shows the results.

In table 5, it is seen that individuals below 21 have higher social skill levels than others. Although there is no considerable difference between individuals in 22-27 age interval and the ones in 34-41 age interval, it is seen that they have lower social skill levels than horsemen jeered players 42 and above.

Identifying statistics and ANOVA analyses have been run in order to see if there is a considerable difference between horsemen jeered players with respect to education levels which is another variable used in this research. The identifying statistics belonging to the education levels have been given in table 6.

Table 6 shows that players having a master degree have higher social skill levels than others. ANOVA test was run to determine if education level really matters. Results are presented under table 7.

Table 7 shows that there is a considerable difference between the groups with respect to education levels [F(3,326)= 5,753; p=0,001]. Since the variances are not distributed homogeneously, Games-howell test, which is one of the multiple comparison tests, has been used in order to see between which education levels this difference occurs. Table 8 shows the results.

According to table 8, there is no considerable difference between players having bachelor degree and the ones with master degree. However, there is a difference between elementary and high school degree players. This considerable difference is on favor of the players with master degree. These players have higher social skill levels than those with elementary and high school degrees. The players with elementary, high school and bachelor degree have more or less equal social skills. Moreover, the affect of life quality on

players' social skills have been tested with ANOVA in this research. The Identifying Statistics and results of ANOVA have been presented under tables 9 and 10 consecutively.

Table 9 shows that players with good-very good life quality have higher social skills than those with bad-very bad life qualities. Result of the ANOVA Test has been presented in table 10.

Table 6. Identifying statistics received from SSI belonging to the education levels.

Education Level	N	Mean	S. Dev	Min	Max
Elementary	171	277,50	20,321	225	354
High School	134	283,25	30,331	230	367
Bachelors	20	296,95	32,647	249	356
Masters	5	307,40	3,130	306	313
Total	330	281,47	26,100	225	367

Table 7. ANOVA results according to points received from SSI.

	Sum of squares	SD	Average of squares	F	P
Inter-Groups	11268,362	3	3756,121	5,753	,001
Within Groups	212843,772	326	652,895		
Total	224112,133	329			

Table 8. Games-Howell analyses for the education levels.

(I) Education	(J) Education	Average differences (I-J)	Standard Error	p
elementary	High School	-5,74	3,046	,237
	Bachelors	-19,45	7,464	,073
	Masters	-29,90(*)	2,092	,000
HighSchool	Elementary	5,74	3,046	,237
	Bachelors	-13,70	7,756	,313
	Masters	-24,15(*)	2,971	,000
Bachelors	Elementary	19,45	7,464	,073
	High School	13,70	7,756	,313
	Masters	-10,45	7,433	,510
Masters	Elementary	29,90(*)	2,092	,000
	High School	24,15(*)	2,971	,000
	Bachelors	10,45	7,433	,510

Table 9. Identifying statistics for points obtained from SSI according to life qualities.

Life quality	N	Mean	S. Dev	Minimum	Maximum
Very Bad	7	258,71	8,401	252	269
Bad	21	258,38	14,722	226	274
Normal	123	283,65	31,187	225	367
Good	141	281,89	20,320	238	331
Very Good	38	289,76	25,912	256	354
Total	330	281,47	26,100	225	367

Table 10. ANOVA results for the points obtained from SSI with respect to life qualities.

	Sum of Squares	SD	Average of Squares	F	P
Inter-Groups	18043,512	4	4510,878	7,114	,001
Within Groups	206068,621	325	634,057		
Toplam	224112,133	329			

Table 11. Games-Howell analyses according to life qualities.

(I) LQ	(J) LQ	Differences of average(I-J)	Standard Error	P
Very Bad	Bad	,33	4,517	1,000
	Normal	-24,94(*)	4,241	,000
	good	-23,18(*)	3,607	,001
	Very Good	-31,05(*)	5,268	,000
Bad	Very Bad	-,33	4,517	1,000
	Normal	-25,27(*)	4,270	,000
	Good	-23,51(*)	3,640	,000
	Very Good	-31,38(*)	5,291	,000
Normal	Very Bad	24,94(*)	4,241	,000
	Bad	25,27(*)	4,270	,000
	Good	1,76	3,292	,984
	Very Good	-6,11	5,057	,746
Good	Very Bad	23,18(*)	3,607	,001
	Bad	23,51(*)	3,640	,000
	Normal	-1,76	3,292	,984
	Very good	-7,87	4,538	,423
Very Good	Very Bad	31,05(*)	5,268	,000
	Bad	31,38(*)	5,291	,000
	Normal	6,11	5,057	,746
	Good	7,87	4,538	,423

According to table 10 there is no considerable difference between the groups [F(4,325)= 7,114; p=0,001]. Since the variances are not distributed homogeneously, Games-howell test, which is one of the multiple comparison tests, has been used in order to see between which life quality levels this difference occurs. Table 11 shows the results.

According to table 11, there is a considerable difference between players having good-very good life quality and the ones with bad-very bad and normal life qualities. This difference is on favour of the individuals with normal-good ver good life qualities. These individuals have higher social skills than the ones with bad-very bad life qualities. Moreover, there is no considerable difference between the players with normal, good and very good life qualities and social skills of these individuals are more or less equal.

DISCUSSION

The results found with this research have been discussed and analysed with respect to many variables. In general, it is found that horsemen jeered players have moderate social skills in general and in sub-scales. According to a study done on all departments of faculty of education by Sağlam et al. (34), it is found that social skills of the students are at moderate level. Aşar (2) concluded after his research named "Determination of Physical Training and Sports Teachers' Social Skill Levels" that teachers have high social skills. Aşar and Öztürk Kuter (3) found that students of Uludag University Department of Physical Training and Sports have moderate social skills. Karahan et al. (26) have conducted a research on 1276 students from Ondokuz Mayıs University's Education,

Science and Literature, Engineering, Religion, Agriculture, Medicine and Dental Faculties. This research showed that 13% of the students have low, 18% of them have high social skills. The rest, 68%, have mostly moderate skills. When compared with other researches with the same aim, this study shows similar results.

It is concluded with this research that single individuals have higher social skills than marrieds. According to Meriç (31), children of divorced couples have lower skills than other kids.

According to another variable, which is the ages of the individuals, of this study, "young" players under age 21 have higher social skills than mature individuals. Kapıkıran et al. (25) claims with their research named "Social Skills of Pre-school Children: A Status Determination" that, 4 year old kids have higher skills than 5 year olds by taking their teacher's on kj as reference. Durualp et.al, have found that 18-19 year old teens have higher social skills under Social Sensitivity sub-scale.when these results are examined, it can be concluded that age variable has a major effect on individuals social skills and youngs have advantage on this. When compared with other researches with the same aim, this study shows similar results.

Another conclusion of this study is that players with bachelor and master degree have similar social skills with each other. However their score is than the ones with elementary and high school degrees. Karayurt and Akyol (28) have concluded that academic degree and social skills are directly proportional. Seven (35) also found that a mother's social skill increases with increasing level of education. Aşar and Öztürk

Kuter (3) found after their research that graduates of vocational high schools have higher social skill levels than the ones graduated from Anatolian and Regular High Schools. According to Duralp et.al, mother's education level has effect on child's social skills. However, father's education level did not show a relation with child's skill level. Özabacı (33) claims that the social skill relation between parents with elementary degree and their kids is low. In general, it is concluded after these researches that increasing level of education is leading to a higher level of social skills which promotes the same idea with other researches done with same aim.

This research claims that life quality has an important effect on social skill level. The players with very low to low life qualities have lower social skill levels than others. Moreover, it is concluded that increasing life quality results in an increased social skill level. Seven (2008) claims that children living under good life circumstances have higher social skills than those living under bad circumstances. Avşar and Öztürk Kuter (3) concluded that kids with high socio-economic living standards have higher social skills than those with low socio-economic standards. Karahan et al. (26) claims children who feel happy have higher social skills than the ones who do not feel the same. Ditommaso et al. (10) found after their study named "Emotional Bonding Types of Young Adults, Social Skills and Loneliness" which is carried on 183 university students, that social skills have an effect on loneliness and emotional bonding. Therefore, it can be concluded that life quality is directly affecting the social skills level. The result of this research governs the same idea though.

Suggestions in line with this research are listed below:

1. Turkish Traditional Sports Federation should initiate necessary action in order to increase the social skill levels, which has been generally found as moderate, of horsemen jeered players.
2. Since higher education level is leading to a higher social skills level, training seminars should be organized for horsemen jeered players.
3. As the results of many researches also support the effect of age and education on social skills, jeered clubs should recruit young and educated individuals.
4. By taking the life quality's effect on social skills into consideration, both the federation and clubs should financially support jeered players as they perform this sport.

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