



Türk Milli Takım boksörlerinin empati ve kendine saygı düzeylerinin saldırganlık ile ilişkisinin bazı değişkenler açısından incelenmesi

Vahit ÇİRİŞ¹ , Ersan KARA² 

¹Kırşehir Ahi Evran Üniversitesi Spor Bilimleri Fakültesi

²Kırşehir Ahi Evran Üniversitesi Spor Bilimleri Fakültesi

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Özet

Sporcular için empati hem başarıyı elde etme hem de rakibiyle hoşgörülü bir ilişki kurmada önemli bir yetkinliktir. Empati başkalarının duygusal tepkilerini anlamaya yardımcı olan, etkili iletişim kurabilmek için oldukça kolaylaştırıcı bir beceri olup, bir konuya kendi perspektifi dışında, ben-merkezcilikten uzak ve karşıdaki kişinin bakış açısı ile bakabilmeyi gerektirir. Araştırma Modeli: Çalışma tanımlayıcı ve kesitsel türdedir. Evren ve Örneklem: Çalışma Türk Milli Boks takımı sporcuları ile yapılmış olup, kolayda örnekleme yöntemiyle Temmuz ve Ağustos 2021'de araştırmaya katılmayı kabul eden 62 sporcu ile gerçekleştirilmiştir. Sonuç: Saldırganlık değişkeni bakımından erkek ve kadınlar arasında anlamlı düzeyde farklılık çıkmıştır. Empati, Kendine Saygı ve Saldırganlık değişkenleri bakımından antrenman süresi seviyeleri arasında anlamlı farklılık bulunmamıştır. Varyans analizi sonuçlarına göre değişkenler bakımından ekonomik durum seviyeleri arasında anlamlı farklılık bulunmamıştır.

Anahtar Kelimeler: Spor, Boks, Empati, Kendine Saygı, Saldırganlık

Examination of empathy, self-esteem and aggression levels of Turkish National Team Boxers in terms of certain variables

Abstract

Empathy is an important competence for athletes both to achieve success and to build a relationship with their competitors based on tolerance. Empathy is a skill that helps to understand others' emotional reactions and facilitates establishing an effective relationship with them, and it requires the ability to look into a subject from a perspective different from one's own by stripping off self-centeredness and through the perspective of others. The aim of the study is to examine the empathy, self-esteem and aggression levels of Turkish national team boxers in terms of certain variables. The study was conducted with a descriptive and cross-sectional design. The study population consisted of the athletes of the Turkish National Boxing team, and it was conducted with the participation of 62 athletes who were selected through convenience sampling method and who agreed to participate in the study between July-August 2021. A statistically significant difference was determined between male and female athletes' aggression levels. No significant difference was found between empathy, self-esteem, and aggression levels in terms of training duration. According to the results of the variance analysis, no statistically significant difference was determined between empathy, self-esteem, and aggression levels in terms of economic status.

Keywords: Aggression, Boxing, Empathy, Self-esteem, Sports

Sorumlu Yazar/ Corresponded Author: Vahit ÇİRİŞ, E-posta/ e-mail: vahit.ciris@ahievran.edu.tr.

Genişletilmiş Türkçe Özet, makalenin sonunda yer almaktadır.

INTRODUCTION

Empathy is a significant ability for athletes to achieve success and to establish a tolerance-based relationship with their competitors. Empathy is a skill that helps to understand others' emotional reactions and facilitates establishing an effective relationship with them, and it requires the ability to look into a subject from a perspective different from one's own by stripping off self-centeredness and through the perspective of others (Dökmen, 2015: s.53.). An athlete with developed empathy skills can predict his/her competitor's move in advance and by understanding his/her mood, s/he can find the opportunity to determine his/her strategy accordingly. Besides, athletes having a high skill of empathy within the scope of fair play shows their competence in tolerance, respect, self-control, and responsibility taking (Sezer-Balçıkanlı & Sezen, 2017). In their study, Dorak and Vurgun (2006) examined empathy skills of athletes and determined that variables such as the type of sports, athlete's gender, parents' educational level, and sports experience were effective on empathy, and that as empathic perception increased, team coherence also increased. In the study they conducted on professional football players, Balçıkanlı and Yıldırım (2011) investigated sportsmanship level and empathic tendency, and they reported that as empathic skills of the football players developed, their sportsmanship behaviors similarly improved. It is possible for individuals with improved empathic skills to understand events with their ethical dimensions. In a study conducted, it was found that respect levels of football players with improved empathic skills for the competitor, social norms and rules, and management were significantly high (Elik, 2017).

Similar to all individuals, athletes' self-esteem is important in terms of both their personal identity and athletic identity. Self-esteem is a determining factor in the individual's feeling proud of himself/herself, as well as in his/her establishing relations with others and achieving success. Self-esteem is based on the individual's accepting, approving, and valuing himself/herself (Bingöl & Alpkaya, 2016). In a study in which self-esteem levels of high school students who did sports and did not do sports were compared, self-esteem levels of the students who did sports were found to be higher, and that this situation was affected by demographic variables (Böke, 2018). In another study, individual athletes and team athletes were compared in terms of self-esteem levels, and individual athletes were found to have higher levels of self-esteem, and this situation was determined to stem from the individual athlete's taking the whole responsibility of the game and competing against one's competitor alone (Tülin et al., 2018). In a study in which self-esteem levels of professional football players were analyzed according to demographic variables, it was determined that football players' age, marital status, duration

of playing football professionally, annual income, and the league category in which they played created a significant difference in their self-esteem scores (Aydoğan, 2016). In another study in which 64 elite athletes participated, self-esteem levels of athletes according to their sports branch were examined. When the athletes were ordered according to positive sense of self, it was reported that those with the highest sense of self were the athletes who were engaged in table tennis, followed by volleyball, rowing, badminton, and karate (Teşneli, 2007). Hence, it can be claimed that sense of self and self-esteem levels of individuals are affected by their reasons for choosing the sports branch or their experiences in the branch they choose, and that the branch chosen is important in this regard.

Another concept related with empathic skills and self-esteem in terms of athletes is aggression. Although sports involve competition by its nature, there is no sports branch that includes aggression. It is known that doing sports has positive effects in terms of reducing aggression, and that while sports meets the individual's need to move, it also diminishes aggression through many gains such as entertainment, play, joy, socialization, gaining status, and being successful (Bingöl & Alpkaya, 2016). In a study, when those who did sports and who did not were compared in terms of self-esteem and aggression, it was seen that self-esteem showed a significant difference in favor of males, and that aggression was lower in those who did sports (Birinci, 2019). In a study in which aggression levels of university students were examined according to their status of doing sports, aggression levels were found to be higher in male students who did not do any sports and who were younger, and among the students who did sports, those with lower level of income were determined to display more aggression (Öztürk, 2019). In a study which examined aggression levels of female volleyballers and footballers, it was determined that female footballers had higher scores of destructive aggressions, and that as the level of education decreased in female volleyballers, destructive and passive aggression scores increased (Özdemir & Abakay, 2017). In a study conducted on athletes who engaged in combat sports, male athletes were more aggressive compared to female athletes, as those in the age group of 15-17 years were more aggressive compared to other age groups (Güvendi & Pehlivan, 2020).

Boxing, which is included in combat sports, is an individual sports branch in which it is aimed to achieve superiority over one's competitor, and it is a skill game and defense art that requires hard work to be successful. While boxers need to be physically strong against the strikes they are exposed to during training and the match, they also have to be psychologically strong in terms of controlling their temper, auto-control, self-control, and anger management.

As per the nature of combat sports, situations such as taking strikes from the opponent, being wounded, getting injured, or being beaten lead boxers to experience physical problems, and they are also negatively affected psychologically. Although there are many studies on the physical health of boxers in the literature, studies which evaluate them psychologically are comparatively fewer. Hence, in the present study it was aimed to examine the empathy, self-esteem and aggression levels of Turkish national team boxers in terms of certain variables. As a result of the study, a contribution will be made to the literature on boxers' empathic perceptions, self-esteem levels, and aggression, and information that will help to make plans to get boxers to be psychologically empowered will be provided.

METHOD

Research model

The study has a descriptive and cross-sectional design.

Population and sample

The study population consisted of the athletes of the Turkish National Boxing team, and it was conducted with the participation of 62 athletes who were selected through convenience sampling method and who agreed to participate in the study between July-August 2021. Due to the infection risk in the COVID-19 pandemic process, informed consent forms and questionnaire forms were prepared as online forms to collect the study data, and the data were collected through simple snowball method. Ethical approval for the study was obtained from Kirsehir Ahi Evran University Social Sciences Ethics Board dated 04.03.2021 and numbered 2021/1.

Table 1. Distribution of the participants according to their introductory characteristics

Variables	N	%	
Gender	Male	45	72,6
	Female	17	27,4
Education Status	High school	30	48,4
	University	32	51,6
Marital status	Single	60	96,8
	Married	2	3,2
Economic situation	Bad	21	33,9
	Middle	32	51,6
	Good	9	14,5
Reason for choosing boxing	Father's profession	15	24,2
	Like fighting	33	53,2
	Weight loss / exercise	14	22,6

Table 1. (continuation of the table) Distribution of the participants according to their introductory characteristics

Variables	N	%	
Number of workouts per day	1 time	20	32,3
	2 times	37	59,7
	3 and above	5	8,1
Training time	60-120 minutes	42	67,7
	121 minutes and above	20	32,3
Total	62	100,0	
Age	19,79±2,88		
Professional boxing experience (years)	5,6±3,8		

The mean age of the boxers participating in the study was 19,79±2,88 years and their Professional boxing experience was 5,6±3,8 years.

It was determined that the majority of them were male, high school graduates, single individuals and they evaluated their economic status as “medium”.

When the reasons for choosing boxing are examined, 53,2 % of them choose boxing because they like to fight, 46,8% train 5-6 times a week, 59,7% train twice a day, and 67,7% have 60 hours of training time. It was found to be 120 minutes (Table 1).

Data collection tools

The study data were collected through Identifying Information Form prepared by the researchers, the Toronto Empathy Questionnaire, Self-Esteem Scale, and Buss-Perry Aggression Questionnaire.

Identifying information form

The form involves 5 questions inquiring about certain sociodemographic characteristics and physical activity status.

Toronto empathy questionnaire (TEQ)

The form was developed by Spreng et al. in 2009, and the Turkish validity and reliability study of the questionnaire was conducted on Turkish university students by Totan et al. (2012). The questionnaire consists of 13 questions measuring empathy. The scale items are scored between 1-5 (1=never, 5=always). Items 1, 3, 5, 7, 8, 9, 11, and 12 are reversely scored. The total scale score ranges from 13 to 65. High scores obtained indicate high level of empathy (Totan et al., 2012).

Self-esteem scale (SES)

The scale was developed by Bogenç in order to evaluate the individual's self-esteem level. SES is a 5-point Likert type scale consisting of 20 items. 15 of the items include positive statements, while the remaining 5 items have negative statements (items 3, 4, 6, 7, and 12). The

responses to be given to the items are scored as “Always”, “Frequently”, “Sometimes”, “Rarely”, and “Never.” The lowest score to be obtained from the scale is 20, while the highest score is 100. High scores show the individual’s high level of self-satisfaction (Bogenc, 2005: s.143-152).

Buss-perry aggression questionnaire (BPAQ)

The scale was developed by Buss and Perry (1992) in order to measure aggressive characteristics. The 5-point Likert type scale is scored between 1= extremely uncharacteristic and 5=extremely characteristic. The scale has 29 items under 4 subscales, there are 9 items under Physical Aggression (items 2, 5, 8, 11, 13, 16, 22, 25, and 29), 5 items under Verbal Aggression (items 4, 6, 14, 21, and 27), 7 questions under Anger (items 1, 9, 12, 18, 19, 23, and 28), and 8 items under Hostility (items 3, 7, 10, 15, 17, 20, 23, and 26). Items 9 and 16 are reversely coded. The scale was adapted to Turkish by Demirtaş-Madran (2012). The Cronbach’s alpha coefficient of the total scale was determined to be 0.85 (Demirtaş-Madran, 2012).

Data analysis

SPSS 25.0 statistical package software was used for statistical data analysis. In the analysis of descriptive data, number, percentage, mean, and standard deviation were employed. Parametric tests anova and t-test were used. Statistical significance level was set at $p < 0.05$.

RESULTS

Table 2. T- test results regarding the difference between male and female athletes in terms of the variables of self-esteem, empathy, and aggression

Variables	Gender	N	Mean	Standard Error	t	p
Empathy	Female	17	53.82	1.20	-1.165	0.249
	Male	45	51.09	1.36		
Self-esteem	Female	17	73.94	4.07	0.769	0.445
	Male	45	77.04	1.95		
Aggression	Female	17	69.82	4.08	2.737	0.008
	Male	45	84.11	2.81		

A significant difference was determined between male and female athletes’ aggression levels ($p=0.008 < 0.05$). The mean score of females were determined to be lower than males in terms of this variable. In terms of the variables of empathy and self-esteem, no significant difference was found between the genders.

Table 3. T-test results regarding the difference between single and married athletes in terms of the variables of self-esteem, empathy, and aggression

Variables	Marital Status	N	Mean	Standard Error	t	p
Empathy	Single	60	51.78	1.08	-0.287	0.775
	Married	2	53.50	2.50		
Self-esteem	Single	60	76.12	1.84	-0.233	0.817
	Married	2	78.50	10.50		
Aggression	Single	60	79.82	2.47	-0.841	0.404
	Married	2	91.50	19.50		

No significant difference was found between married and single athletes in terms of the variables of empathy, self-esteem, and aggression.

Table 4. T-test results regarding the difference between high school graduates and university graduates in terms of the variables of self-esteem, empathy, and aggression

Variables	Educational Status	N	Mean	Standard Error	t	p
Empathy	High school	30	51.83	1.51	-0.005	0.996
	University	32	51.84	1.48		
Self-esteem	High school	30	74.20	2.42	-1.078	0.286
	University	32	78.06	2.63		
Aggression	High school	30	77.20	3.29	-1.187	0.240
	University	32	83.00	3.50		

No significant difference was found between high school graduates and university graduates in terms of the variables of empathy, self-esteem, and aggression.

Table 5. T-test results regarding the difference between training durations in terms of the variables of self-esteem, empathy, and aggression

Variables	Training Duration	N	Mean	Standard Error	t	p
Empathy	60-120	42	51.71	1.19	-0.170	0.865
	120+	20	52.10	1.13		
Self-esteem	60-120	42	75.64	1.98	-0.442	0.660
	120+	20	77.35	3.75		
Aggression	60-120	42	79.79	3.00	-0.239	0.812
	120+	20	81.05	4.34		

No significant difference was found between empathy, self-esteem, and aggression levels in terms of training duration.

Table 6. Variance analysis results regarding the difference between economic statuses in terms of the variables of self-esteem, empathy, and aggression

Variables	Economic Status	N	Mean	Standard Error	F	p
Empathy	Poor	21	51.67	1.79	0.144	0.866
	Moderate	32	51.56	1.58		
	Good	9	53.22	2.20		
Self-esteem	Poor	21	72.67	3.08	1.755	0.182
	Moderate	32	76.59	2.62		
	Good	9	83.00	3.12		
Aggression	Poor	21	76.67	4.14	1.355	0.266
	Moderate	32	79.97	3.31		
	Good	9	89.22	7.12		

According variance analysis, no statistically significant difference was determined between empathy, self-esteem, and aggression levels in terms of economic status.

DISCUSSION and CONCLUSION

A significant difference was found between males and females in terms of the variable of aggression ($p=0.008<0.05$). The mean score of females in this variable was lower. This result shows that males displayed more aggressive behavior than females. In the literature, Taşdemir and Demirkan (2022) found aggression levels of male students to be higher than those of the female students. In the study they conducted on taekwondo athletes, Kahveci et al. (2020) found that gender variable had no effect on aggression. There are study results in the literature that overlap with the results of the present study. In the study they conducted, Sønderlund et al. (2014) determined that males were more aggressive than females. Çelik et al. (2017) also found that male athletes exhibited more aggressive behaviors compared to female athletes. In the study they conducted with the participation of high school students, Yamak et al. (2019) found that gender did not have a significant effect on aggression, but that the mean score of males was higher than that of females. Shokoufeh and Turkmen (2019) found in their study that aggression levels of females were higher than those of males. On the other hand, there are studies in the literature showing higher aggression levels in males compared to females (Archer, 2004; Richardson & Hammock, 2007; Şahinler et al., 2020). In the present study, no difference was found in terms of the variables of empathy and self-esteem.

In the study, no significant difference was determined between married athletes and single athletes in terms of empathy, self-esteem, and aggression variables. Similarly, no significant difference was found between high school graduates and university graduates in terms of the three variables. In the study they conducted on taekwondo athletes, Kahveci et al.

(2020) concluded that there was a significant difference in favor of high school students and university students in terms of educational status variable.

In the present study, no significant difference was found between training durations in terms of empathy, self-esteem, and aggression variables. In the study they conducted on university students, Shima et al. (2022) found that shorter duration of exercise decreased empathy levels of male students, while it increased empathy levels of female students. Krisnawati et al. (2021) determined that doing sports increased empathy levels of athletes. In his study, Koç (2022) concluded that individuals with higher sports age had lower levels of aggression.

According to variance analysis results, no significant difference was found between economic statuses in terms of the variables. In their study, Kahveci et al. (2020) found that individuals with higher levels of income also had higher levels of aggression.

Suggestions

Based on the results of the study, the following recommendations can be made:

The study can be repeated with a wider participation.

The results that lead to high aggression levels of male athletes can be investigated more depth.

The subject can be researched again in terms of different variables.

GENİŞLETİLMİŞ ÖZET

GİRİŞ

Sporcular için empati hem başarıyı elde etme hem de rakibiyle hoşgörülü bir ilişki kurmada önemli bir yetkinliktir. Empati başkalarının duygusal tepkilerini anlamaya yardımcı olan, etkili iletişim kurabilmek için oldukça kolaylaştırıcı bir beceri olup, bir konuya kendi perspektifi dışında, ben-merkezcilikten uzak ve karşıdaki kişinin bakış açısı ile bakabilmeyi gerektirir (Dökmen, 2015). Empatik becerisi gelişmiş bir sporcu rakibinin hamlesini önceden tahmin ederek ve içinde bulunduğu ruh halini anlayarak ona göre strateji belirleme fırsatını bulabilir (Beyaz, 2016). Empatik becerisi gelişmiş bireylerin olayları ahlaki boyutları ile daha iyi kavraması da mümkün olmaktadır. Her birey gibi sporcu bireylerin kendine saygı duyması bireysel kimliği kadar, sporcu kimliği açısından da önemlidir. Özsaygı bireyin kendi kendisiyle gurur duymasında, aynı zamanda bireyin diğerleriyle ilişkisinde ve başarılı olmasında belirleyici bir faktör olmaktadır. Dövüş sporları içinde yer alan boks sporu bireysel sporlardan olup, belli kurallar çerçevesinde rakibine üstün olmayı hedefleyen, başarılı olmak için çalışılması

gereken bir beceri oyunu ve savunma sanatıdır. Boksörlerin yoğun antrenmanlar ile maç esnasında maruz kaldığı darbelere karşı fiziksel olarak güçlenmesi gerekirken, soğukkanlılığını koruma, otokontrolü, özdenetimi ve öfke kontrolünü sağlama gibi psikolojik olarak güçlü olmaları da gerekmektedir.

GEREÇ VE YÖNTEM

Çalışma tanımlayıcı ve kesitsel türdedir. Çalışma Türk Milli Boks takımı sporcuları ile yapılmış olup, kolayda örnekleme yöntemiyle Temmuz ve Ağustos 2021’de araştırmaya katılmayı kabul eden 62 sporcu ile gerçekleştirilmiştir. Araştırma verileri araştırmacılar tarafından hazırlanmış Tanıtıcı Bilgi Formu, Toronto Empati Ölçeği, Kendine Saygı Ölçeği ve Buss-Perry Saldırganlık Ölçeği ile toplanmıştır. Bu formda bazı sosyo-demografik verileri ve fiziksel aktivite yapma durumunu değerlendirmeye yönelik 7 soru bulunmaktadır. 2009 yılında Spreng ve arkadaşları (2009) tarafından geliştirilmiştir. Totan ve arkadaşları (2012) tarafından Türk üniversite öğrencileri üzerinde TEÖ’nin geçerlik ve güvenilirlik çalışması yapılmıştır. Ölçek empatiyi test eden 13 sorudan oluşmaktadır. Yüksek puanlar yüksek empati düzeyine işaret etmektedir (Totan ve ark., 2012). Bogenç (2005) tarafından geliştirilmiştir. Kişinin kendine olan saygı düzeyi hakkında bilgi edinmek amacıyla hazırlanmıştır. Ölçekten alınacak en düşük puan 20, en yüksek puan ise 100’dür. 20 ile 100 arasında değişen puanların yüksek olması kendinden hoşnutluğa işaret eder. (Bogenç, 2005). Buss ve Perry (1992) tarafından agresif özellikleri ölçmek amacıyla geliştirilmiştir. Ölçeğin Türkçe uyarlaması Demirtaş Madran (2012) tarafından yapılmıştır. Tüm ölçek için Cronbach’s Alpha değeri ise 0,85 olarak belirlenmiştir (Demirtaş, 2012). Bu çalışmada istatistiksel analiz için SPSS 25.0 istatistik programı kullanılacaktır. Ölçek iç tutarlılıkları için Cronbach kat sayısı, tanımlayıcı verilerin analizinde sayı, yüzdeler dağılım, ortalama, standart kullanılmıştır. Parametrik yöntemlerden anova ve t-testi kullanılmıştır. İstatistiksel anlamlılık düzeyi $p < 0,05$ olarak belirlenmiştir.

BULGULAR

Saldırganlık değişkeni bakımından erkek ve kadınlar arasında anlamlı düzeyde farklılık çıkmıştır ($p=0,008 < 0,05$). Kadınların bu değişken bakımından ortalamaları daha düşük çıkmıştır. Bu sonuç erkeklerin kadınlardan daha saldırgan davranış sergilediğini göstermektedir. Empati, Kendine Saygı ve Saldırganlık değişkenleri bakımından evli ile bekarlar arasında anlamlı farklılık çıkmamıştır. Empati, Kendine Saygı ve Saldırganlık değişkenleri bakımından eğitim durumu lise olanlar ile üniversite olanlar arasında anlamlı farklılık bulunmamıştır. Empati, Kendine Saygı ve Saldırganlık değişkenleri bakımından antrenman süresi seviyeleri arasında anlamlı farklılık bulunmamıştır. Varyans analizi sonuçlarına göre değişkenler bakımından ekonomik durum seviyeleri arasında anlamlı farklılık bulunmamıştır.

TARTIŞMA ve SONUÇ

Saldırganlık değişkeni bakımından erkek ve kadınlar arasında anlamlı düzeyde farklılık çıkmıştır. Kadınların bu değişken bakımından ortalamaları daha düşük çıkmıştır. Bu sonuç erkeklerin kadınlardan daha saldırgan davranış sergilediğini göstermektedir. Literatür incelendiğinde Taşdemir ve Demirkan (2022) erkek öğrencilerin saldırganlık düzeylerinin kız öğrencilerden yüksek olduğu sonucunu bulmuşlardır. Bunun karşın alanyazında erkeklerin saldırganlık düzeylerinin kadınlardan yüksek olduğunu bulan çalışmalarında olduğu görülmektedir (Archer, 2004; Richardson & Hammock, 2007; Şahinler ve ark., 2020). Empati, Kendine Saygı ve Saldırganlık değişkenleri bakımından antrenman süresi seviyeleri arasında anlamlı farklılık bulunmamıştır. Shima ve arkadaşları (2022) üniversite öğrencileri ile yaptıkları çalışmada egzersiz süresinin kısalma durumunun erkeklerin empati düzeylerini düşürürken kadınların empati düzeylerini artırdığı sonucunu bulmuştur. Krisnawati ve arkadaşları (2021) spor yapmanın bireylerin empati düzeylerini artırdığı sonucunu bulmuşlardır.

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KATKI ORANI CONTRIBUTION RATE	AÇIKLAMA EXPLANATION	KATKIDA BULUNANLAR CONTRIBUTORS
Fikir ve Kavramsal Örgü <i>Idea or Notion</i>	Araştırma hipotezini veya fikrini oluşturmak <i>Form the research hypothesis or idea</i>	Vahit ÇİRİŞ Ersan KARA
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	Vahit ÇİRİŞ Ersan KARA
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	Vahit ÇİRİŞ Ersan KARA
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	Vahit ÇİRİŞ Ersan KARA
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	Vahit ÇİRİŞ Ersan KARA
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