

ISTANBUL BILGI UNIVERSITY
INSTITUTE OF GRADUATE PROGRAMS
ORGANIZATIONAL PSYCHOLOGY MASTER'S DEGREE PROGRAM

EXPLORING THE MOTIVATIONAL DYNAMICS OF ELITE SPORTS AND
KAMA MUTA EXPERIENCE IN TÜRKİYE: A SECONDARY RESEARCH

Melisa Seray İŞCAN

121632006

Prof. Dr. İdil İŞİK

ISTANBUL

2024

Exploring the Motivational Dynamics of Elite Sports and Kama Muta Experience
in Türkiye: A Secondary Research

Türkiye'de Elit Sporlarda Motivasyon Dinamiklerinin ve Kama Muta
Deneyiminin İncelenmesi: İkincil Araştırma

Melisa Seray İŞCAN

121632006

Tez Danışmanı: Prof. Dr. İdil IŞIK

Bahçeşehir Üniversitesi

Jüri Üyesi: Dr. Öğr. Üyesi Gergely CZUKOR

İstanbul Bilgi Üniversitesi

Jüri Üyesi: Dr. Öğr. Üyesi Ryan Macey WISE

İstanbul Bilgi Üniversitesi

Tezin Onay Tarihi: 20.05.2024

Toplam Sayfa Sayısı: 68

Anahtar Kelimeler

1) Kama Muta

2) Motivasyon

3) Elit Sporcular

4) Spor

5) Müşterek Paylaşım İlişkisi

Keywords

1) Kama Muta

2) Motivation

3) Elite Athletes

4) Sport

5) Communal Sharing Relationship

ACKNOWLEDGEMENTS

I would like to thank my advisor, Prof. Dr. İdil Işık, for her constant support and guidance throughout this thesis. Her mentorship has been invaluable. I also want to thank my family, who have supported and believed in me throughout my life. I can never repay you for all your efforts. Lastly, I would like to thank my boyfriend, who has been there for me since high school and supported me in all of my academic journey.

May, 2024

Melisa Seray İşcan

TABLE OF CONTENTS

| | |
|---|------|
| ACKNOWLEDGEMENTS..... | iii |
| TABLE OF CONTENTS | iv |
| LIST OF ABBREVIATIONS..... | vii |
| LIST OF TABLES | viii |
| TABLE OF FIGURES..... | ix |
| ABSTRACT..... | x |
| ÖZET..... | xi |
| CHAPTER 1 | 1 |
| INTRODUCTION..... | 1 |
| 1.1. ELITE SPORTS AND ELITE ATHLETICISM | 3 |
| 1.2. TURKISH OLYMPIC PREPARATION CENTERS (TOPC)..... | 6 |
| 1.3. MOTIVATION AND SPORTS | 7 |
| 1.4. KAMA MUTA..... | 10 |
| 1.5. KAMA MUTA AND SPORTS..... | 14 |
| CHAPTER 2 | 16 |
| METHODS | 16 |
| 2.1. SELECTED INTERVIEWS AND PARTICIPANT CHARACTERISTICS..... | 18 |
| 2.2. INTERVIEW PROTOCOL USED IN THE ORIGINAL RESEARCH. | 20 |
| 2.3. PROCEDURES | 21 |
| 2.4. DATA ANALYSIS | 21 |
| CHAPTER 3 | 23 |

| | |
|---|-----------|
| RESULTS | 23 |
| 3.1. MOTIVATION..... | 24 |
| 3.1.1. Intrinsic Motivation | 24 |
| 3.1.1.1. Sports Being the Essence of Life | 25 |
| 3.1.1.2. Reaping the Rewards of One’s Efforts..... | 26 |
| 3.1.1.3. Guiding the Future Generations..... | 27 |
| 3.1.2. Extrinsic Motivation | 27 |
| 3.1.2.1. Family and Social Context..... | 28 |
| 3.1.2.2. The Effect of the Coach | 29 |
| 3.1.2.3. The Effect of the Spectators | 30 |
| 3.1.3. Amotivation | 30 |
| 3.1.3.1. Devotion | 31 |
| 3.1.3.2. Making Excuses..... | 31 |
| 3.1.4. Goals | 31 |
| 3.2. NATIONAL SENTIMENTS | 33 |
| 3.2.1. The “Us” Language..... | 33 |
| 3.2.2. Ambition..... | 34 |
| 3.2.3. Motivation..... | 35 |
| 3.2.4. Feeling Proud..... | 36 |
| 3.2.5. Collective Success | 37 |
| 3.3. EMOTIONAL RESPONSES | 39 |
| 3.3.1. Positive Emotions | 40 |
| 3.3.2. Negative Emotions..... | 41 |

| | |
|---|-----------|
| 3.3.3. Coping Mechanisms | 43 |
| 3.4. PHYSIOLOGICAL RESPONSES | 46 |
| 3.5. SUMMARY OF THE RESULTS | 47 |
| CHAPTER 4 | 48 |
| DISCUSSION | 48 |
| 4.1. IMPLICATIONS OF THE RESEARCH | 54 |
| 4.2. LIMITATIONS OF THE RESEARCH | 55 |
| 4.3. FUTURE RESEARCH | 55 |
| 4.4. CONCLUSION..... | 56 |
| REFERENCES..... | 57 |
| APPENDICES | 62 |
| APPENDIX 1: Interview Questions/ Elite Athletes (English Version) | 62 |
| APPENDIX 2: Interview Questions/ Elite Athletes (Turkish Version)..... | 63 |
| APPENDIX 3: Interview Questions/ Sport Federation Executives (English Version) | 64 |
| APPENDIX 4: Interview Questions/ Sport Federation Executives (Turkish Version) | 66 |
| APPENDIX 5: Ethics Board Approval | 68 |

LIST OF ABBREVIATIONS

TOPC: Turkish Olympic Preparation Centers

SPLISS: Sport Policy Factors Leading to International Success



LIST OF TABLES

| | |
|---|----|
| Table 2.1 Demographic Information of Elite Athletes..... | 18 |
| Table 2.2 Demographic Information of Sports Federation Executives..... | 19 |
| Table 3.1 Themes and Subthemes | 23 |



TABLE OF FIGURES

| | |
|---|----|
| Figure 3.1 Subthemes of Motivation..... | 24 |
| Figure 3.2 Subthemes of Intrinsic Motivation | 24 |
| Figure 3.3 Subthemes of Extrinsic Motivation | 27 |
| Figure 3.4 Subthemes of Amotivation | 30 |
| Figure 3.5 Subthemes of National Sentiments | 33 |
| Figure 3.6 Subthemes of Emotional Responses | 40 |
| Figure 3.7 Mentioned Physiological Responses | 46 |

ABSTRACT

The aim of this thesis is to investigate the experience of kama muta in the field of sports, with a focus on the motivational aspects of the concept. The qualitative study in this thesis is based on secondary data, provided by the TUBITAK 221K434 Project, "Psychosocial Safety at Sports: Modeling the Determinants of Psychological Health in Elite Athletes", which aims to investigate the psychosocial safety of elite sports. This thesis investigates the motivation and the experience of kama muta in elite athletes and sports federation executives in Türkiye (n=53). Participants are all over 18 years old; for elite athletes, the participants' ages are under 24. In the original project, the one-to-one interviews were conducted with participants that were approximately 25 minutes in duration. Semi-structured interviews were conducted and if participants shared some other things related to the research, additional questions were directed accordingly. Secondary data analysis was conducted, and the data was re-coded with a thematic focus on kama muta. The analysis yielded four master themes: motivation, national sentiments, emotional responses, and physiological responses. Elite athletes and sports federation executives mention associations related to the experience of kama muta in the sports they are involved with, even though they do not label it as kama muta. Four aspects that define kama muta are present in the current data, except the fifth aspect, the emotion label. Since this thesis is secondary research, the interviewers did not include specific questions that label kama muta, so it is reasonable not to have a label of kama muta.

Since the success of elite athletes is not just an individual aspect but also related to several benefits to countries, discovering ways to facilitate athletes' success and psychological health is essential. In addition, since no research focuses explicitly on kama muta in the sports field and limited research on kama muta with an organizational focus, this thesis is a crucial step to fill this lack of research.

Keywords: Kama Muta, Motivation, Elite Athletes, Sport, Communal Sharing Relationship

ÖZET

Bu tezin amacı spor alanında kama muta deneyimini incelemek ve kavramın motivasyonel yönlerine odaklanmaktır. Tezde yer alan nitel çalışmada ikincil veri analizi kullanılmaktadır. Bu tezin nitel çalışması, TÜBİTAK 221K434 Projesi tarafından sağlanan ikincil verilere dayanmaktadır. "Sporda Psikososyal Güvenlik: Elit Sporcularda Psikolojik Sağlığın Belirleyicilerinin Modellenmesi" başlıklı bu proje, elit sporda psikososyal güvenliği araştırmayı amaçlamaktadır. Bu tez, Türkiye'deki elit sporcular ve spor federasyonu yöneticilerinin motivasyon ve kama muta deneyimlerini araştırmaktadır (n=53). Katılımcıların hepsi 18 yaşın üzerindedir; elit sporcular için katılımcılar 24 yaşın altındadır. Projede katılımcılarla ortalama 25 dakika süren birebir yarı-yapılandırılmış görüşmeler gerçekleştirilmiştir. İkincil veri analizi gerçekleştirilmiş olup, veri kama muta odaklı tematik bir yaklaşımla yeniden kodlanmıştır. Analiz sonucunda dört ana tema ortaya çıkmıştır: motivasyon, milli duygular, duygusal tepkiler ve fizyolojik tepkiler. Elit sporcular ve spor federasyonu yöneticileri, dahil oldukları sporlarda kama muta deneyimini yaşadıklarına dair ipuçları vermiş olup, bu deneyimi kama muta olarak etiketlememektedirler. Mevcut verilerde, kama muta'yı tanımlayan beş yönün dördü bulunmaktadır, duygu etiketi dışında. Bu tez ikincil araştırma olduğundan, araştırmacılar mülakatta spesifik olarak kama muta ile alakalı sorular dahil etmemiştir. Dolayısıyla katılımcıların kama muta'yı etiketini kullanmamaları anlaşılabilir.

Elit sporcuların başarısı sadece bireysel değil, aynı zamanda ülkeler için de çeşitli faydalar sağlayan bir konudur. Bu yüzden sporcuların başarısını ve psikolojik sağlıklarını desteklemenin yollarını bulmak önemlidir. Ayrıca, spor alanında kama muta üzerine özellikle odaklanan herhangi bir araştırma olmaması ve kama muta üzerine organizasyonel odaklı sınırlı araştırmanın bulunması nedeniyle, bu tez bu araştırma eksikliğini gidermek için önemli bir adımdır.

Anahtar Kelimeler: Kama Muta, Motivasyon, Elit Sporcular, Spor, Müşterek Paylaşım İlişkisi

CHAPTER 1

INTRODUCTION

This thesis focuses on kama muta experience in the sports field, with a sample of elite athletes who are competing/aim to compete in international competitions, such as the Olympics, and sports federation executives of different sports branches in Türkiye. This thesis seeks to examine the kama muta experience of the participants via secondary data analysis, focusing on the motivational aspect.

Sport is an important concept both for the individuals of the society and the nations themselves. For society, participating in a sportive activity, especially in youth, can be an essential way of socializing, a healthy lifestyle, and creating a career path other than the academic field. In addition, in many countries, supporting a sports team, like football or basketball, is an important component of society, even a vital element of the individual's social character (Dilnoza, 2023).

Even though most people are interested in team sports such as football and basketball, many individual sports branches exist. Many sports branches included in international competitions are individual sports, especially in the Olympics, such as swimming, athletics, and archery (Olympics.com, n.d.). For individual sports, the athletes' performance is more important for success than athletes who perform team sports, since other team members can influence the sports team's success.

The term "elite athlete" refers to athletes who pursue excellence in sports, which leads to participation and success at the professional level or Olympics (Baillie et al., 2014). This participation at professional-level competitions, especially international competitions, is not just related to individual athletes but also a nation-level representation of the athletes' countries. Since elite athletes represent their countries in international competitions, sports have developed into a mean to cultural, social, economic, and prestigious benefits for countries (Aykın & Bilir, 2013). The success of the elite athletes, hence the countries, is the fundamental goal of the athletes and sports policies of countries.

Athletic success in international-level games is related to several factors, which the model “Sport Policy Factors Leading to International Success (SPLISS)” aims to categorize. These factors are at three layers: micro, meso, and macro. Micro factors of sportive success include personal factors, such as athletes’ individual characteristics and social aspects (De Bosscher et al., 2006). The most influential individual characteristics involve mostly motivational aspects (Gibbons et al., 2003); psychological health and emotion-related factors can be classified as individual characteristics of athletes, as included at the micro level of the SPLISS model. Studying the psychological health and emotions of the athletes and improving these conditions can result in athletic success.

In the domain of emotions, kama muta could be related to the athletes’ experience (Colleou, 2023). Fiske and his colleagues defined the concept of kama muta in 2017 (Fiske et al., 2017). Kama muta is a positive emotion resulting from the sudden intensification of communal sharing and characterized by physiological responses like moist eyes, goosebumps, and a lump in the throat (Fiske et al., 2017). Kama muta is a Sanskrit word and can be translated into English as “being moved by love” (Zickfeld et al., 2017). Even though some words are similar to what kama muta explains, no word fully describes the feeling of kama muta in any other language, so the feeling is universally named kama muta (Fiske et al., 2017). According to Zickfeld and colleagues (2017), kama muta is a universal emotion experienced similarly cross-cultural. The experience of kama muta can lead to a sense of belonging and connection with individuals (Fiske et al., 2019).

In the sportive context, athletes’ identification and sense of integration with their nation and country, as well as with their sports branches, teams, or team members, can be related to the experience of kama muta (Colleou, 2023). In addition, motivational aspects related to kama muta could influence the sense of personal accomplishments of individual athletes (Colleou, 2023), which could influence the athletic performance like all beliefs and attitudes (Gee, 2010). However, no research investigates kama muta in that context. This thesis aims to investigate kama muta in the sports field through secondary data analysis of one-

to-one interviews with elite athletes in Türkiye and sports federation executives, which can also provide valuable information for both athlete-level and organizational-level aspects of kama muta.

1.1. ELITE SPORTS AND ELITE ATHLETICISM

The term of elite athlete has multiple definitions on how to define the elite category. Swann and colleagues (2015) conducted a literature review to identify different definitions of elite athletes and tried to create a comprehensive definition. They found that the definitions were made under similar themes. The most often used theme is international and national competitive level (Swann et al., 2015). These studies defined elite athletes as competing in international and/or national-level competitions. Another definition refers to experience at different levels as the determinant, such as general or international experience (Swann et al., 2015). In short, elite athletes compete at the professional level, like the Olympics, and pursuing excellence motivates them to participate in sports (Baillie et al., 2014).

The sports field has become more than a resource for entertainment or physical activity for a long time. The international, as well as national, competitions and organizations, like the Olympic Games, bring into prominence of sports field as a competition between nations and countries. The success of other nations is related to the facilitation of the nation's elite sports policy (Grix & Carmichael, 2012), providing support for the competitive nature of elite sports. The elite sport is supported by governments via increased financial investments to increase the chance of competition with other nations (De Bosscher et al., 2006).

In international games, the representation of a country is related to several aspects that can facilitate or damage a country's image. Representation in international competitions can contribute to nation-building via a sensation of international recognition (Allison & Monington, 2002). Especially success in the Olympic Games, which is seen as one of the most significant mega-international sporting events (Roche, 2000), can influence the countries' representations.

Success in the Olympic Games is generally defined by the number of medals won (Papanikos, 2020). Papanikos (2020) proposes several factors as indicators of Olympic success in the literature, such as population size, economy and politics, and national sports policies. The success in elite sports is related to countries' economic, social, and prestigious conditions (Aykın & Bilir, 2013). Related to the mentioned benefits of Olympic success, countries seek to improve their chance of success in the Olympic Games with the strategies they develop.

De Bosscher and colleagues (2006) proposed a framework for examining the nations' sports policies and created a model titled "Sport Policy Factors Leading to International Success (SPLISS)". This model investigates the inputs, throughputs, and outputs of a nation's sports policy that can influence international sportive success. According to the SPLISS model (De Bosscher et al., 2006), three different levels of factors are the determinators of international success in sports: macro-level, meso-level, and micro-level. Macro-level includes factors that cannot be controlled, such as geography, population, and climate. These factors can influence sportive success; however, controlling them is impossible. The second factors, i.e., meso-level factors, include sports policies and politics. These factors can be improved with accurate strategies and could increase international sports' success in the long term. The last factors are micro-level factors. Micro-level includes the individual factors, such as genetics, and the influence of the athletes' social cycle, like coaches, family, and friends (De Bosscher et al., 2006). Analyzing the aforementioned factors, researchers proposed that there is not only one factor that influences international sport success but a combination of various factors, with the most influential ones for long-term success including talent management and mass participation in sports (De Bosscher et al., 2015).

Micro-level factors, which are the individualistic aspects of international sports success, have factors that are mostly controllable (except for genetics, for instance). In a study investigating the effect of genetic factors on athletic performance, a summary of the existing literature is provided in the light of genetics, especially for young athletes. They found that some specific genes are

consistently associated with success-related aspects, such as endurance (Guth & Roth, 2013). However, according to researchers, the associations cannot be considered as predictive. In addition, they mentioned that the application of genetic testing for the selection of talent become more popular, although they suggested that there is not enough evidence for the usefulness of these types of tests (Guth & Roth, 2013). Since genetics is not controllable, and cannot be considered predictive enough, other individual factor affects athletic success and can be controllable. These individual factors could involve athletes' dedication and persistence, competitiveness, focus, natural talent, and many other individual characteristics that could affect the sportive success (Gibbons et al., 2003) and social relational factors of athletes and their environment.

Another study on micro-level factors examines especially the athletes' "microsystems", which involves athletes' families, friends, and coaches to determine the factors contributing to or inhibiting athletic performance. According to the study, athletes referred to personal and social factors as the contributors to athletic development and success. Personal factors mainly included the athletes' drive to succeed and their dedication, as well as their love and enjoyment of the sport, positive mindset, and talent (Duffy et al., 2006). The social factors included social support from family and friends and the effect of coaching, including the coach's dedication, knowledge, and the permanency of coaching (Duffy et al., 2006). In addition, they examined the perceived inhibitors of athletic development and success. Athletes perceived the lack of funding and appropriate facilities and equipment as the leading causes of inhibition, in addition to the lack of specialist advice and treatment (Duffy et al., 2006).

According to Gibbons and colleagues (2003), besides being a determinant of success, individual factors such as dedication and competitiveness, focus, and natural talent are "at the heart of Olympic development" and propose that the most influential individual factors are mostly related to motivation and the ability of hard work. Motivational factors can be affected by an emotional process called *kama muta* (Fiske et al., 2019), which will be discussed in the next section.

1.2. TURKISH OLYMPIC PREPARATION CENTERS (TOPC)

In Türkiye, Turkish Olympic Preparation Centers (TOPC) is a project of the Ministry of Youth and Sports, and the elite athlete sample of this thesis is based on TOPCs. The TOPC Project was implemented in 2013 to develop young athletes at the professional level who will compete in international competition areas to represent Türkiye. By scouting and developing young, talented athletes; the Ministry aims to increase the participation, success, and quantity of medals in international competitions, mainly the Olympics.

TOPC members have an age range of 15-23 to be involved in TOPCs. The athletes can stay as boarders in TOPCs since some athletes' families live in different cities. These athletes live in TOPCs and train there. However, the athletes can continue to live with their families and use the facilities to train. The boarding athletes sleep, train, and spend their leisure time in the facilities; with some restrictions on time, they can also spend time outside. The coaches and sports specialists, such as psychologists, physiotherapists, and dietitians, are members of TOPCs that primarily aim to train and develop elite athletes.

The TOPCs also include study time to support elite athletes' sustainability of dual-careers. Since elite athletes are involved with sports as an occupation and have intense periods of training and competitions, continuity to their school can be hard. For that reason, TOPCs involve additional lectures for student-athletes to support their education.

In addition, TOPCs provide "TOPC wage" to the elite athletes who are involved with TOPCs, since athletes' only role is to train and compete in international competitions to represent Türkiye.

In every TOPC, there are different sports branches regarding the physical condition of the facility. Some TOPCs are extremely big and involves lots of different branches in the facility; however, some of them specializes in one branch. There are TOPCs in 22 different cities in Türkiye in 21 different sport branches (priorly Paralympics were also included, but not actively nowadays). According to

the activity report in 2019 of the Ministry of Youth and Sports in Türkiye, the facilities officially involve 1133 athletes and 301 coaches (Ministry of Youth and Sports, 2019).

TOPCs are complex organizations that involve members like elite athletes who can be seen as employees since it is their occupation to be involved with sports and they gain income. Coaches can be seen as mid-level executives since they are responsible for their team of athletes. In addition, every TOPC has an executive, the TOPC director, who organizes the whole TOPC.

1.3. MOTIVATION AND SPORTS

Motivation can be defined as the attribute that affects the initiation, direction, intensity, and persistence of behavior (Vallerand, 2007). More specifically, it is the behavior's underlying reason (Guay et al., 2010). Motivation can be intrinsic, meaning it stems from personal factors and comes from within; or it can be extrinsic, stems from outside factors such as reinforcements (Lai, 2011).

Self-determination theory (SDT) is a motivation theory that emphasizes intrinsic motivation through its relation to external rewards (Deci & Ryan, 2012). Intrinsic motivation plays a role in the human need for competence and autonomy (self-determination), a means of psychological freedom (Deci & Ryan, 2012). According to SDT, people are inherently active and have intrinsic motivation, and these qualities can develop over time through social-environmental effects (Deci & Ryan, 2012). However, as the authors proposed, several pieces of research in literature consistently show external effects, such as reinforcements like monetary rewards and threats of punishment, can interfere with the autonomy of individuals and can threaten intrinsic motivation (Deci et al., 1999). In contrast, factors that facilitate the experience of competence and autonomy, such as positive feedback and choice, can foster intrinsic motivation (Deci et al., 1999).

Another motivation theory focusing on intrinsic, extrinsic, and amotivation, is entitled the Hierarchical Model of Intrinsic and Extrinsic Motivation (HMIEM). Intrinsic motivation includes performing the activity for itself and related

satisfaction (Deci, 1971). Extrinsic motivation refers to performing an activity not for the individual's pleasure but as a means to an end (Vallerand, 2007). Amotivation states the lack of intention to act, an absence of motivation (Vallerand, 2007). In the context of sports, Vallerand (2007) suggested that the state of amotivation is related to athletes' experience of incompetence and lack of both intrinsic and extrinsic motivation.

Motivation is one of the most important psychological factors of sportive success (Gould et al., 2002). Intrinsic and extrinsic motivation can determine athletes' sportive participation and success. Athletes with intrinsic motivation love what they do, and the sport gives them enjoyment; in extrinsic motivation, athletes seek outside benefits of sport, such as material or social rewards related to sports (Durovic et al., 2020). Intrinsic motivation is an important determinant of success in sports (Durovic et al., 2020); however, the effect of extrinsic motivation should not be underestimated as well. Intrinsic motivation satisfies the psychological needs of athletes, namely, the experience of autonomy, competence, and a sense of connection with the team, and this results in the necessary motive to achieve their goals in sports (Vallerand, 2007).

Kolev (2020) examined the effect of the intrinsic motivation of adolescent volleyball players on high levels of achievement in sports. Male university volleyball team athletes (n=21) completed the self-report questionnaires measuring intrinsic motivation. Kolev (2020) found that most participants have high intrinsic motivation, including the desire for realization, victory in competitions, and development and growth in volleyball (Kolev, 2020). In addition, the research found that the athlete-coach relationship at training and during competitions is a strong motivating factor for athletes (Kolev, 2020).

Moen et al. (2014) investigated the relationship between the external motivation of athletes, goal orientation, and burnout among 211 elite junior athletes. The participants were involved in several different branches of sports, such as biathlon, skiing, and shooting. Self-report questionnaires were provided to participants. Results showed that extrinsic motivation positively correlates with

athletes' hard work compared with other performance-oriented athletes (Moen et al., 2014; Petranchuk, 2019).

As mentioned before, kama muta is a positive emotion characterized by a sudden increase in communal sharing experience, and this emotion is conceptualized with five aspects. One of these aspects includes motivation as the determinant. Specifically, the motivational aspect consists of an increased devotion to the existing communal sharing relationship, aiming to strengthen, repair, and sustain communal sharing (Fiske et al., 2019). A study intends to investigate the kama muta experience of immigrants in Norway and its effect on the acculturation process in Norway (Blomster Lyshol et al., 2022). The motivation of acculturation is characterized by the motivation to adopt Norwegian culture, which can increase the experience of kama muta. Furthermore, increasing the kama muta experience can motivate immigrants to further adopt Norwegian culture. So, researchers hypothesized that there is a bi-directional relationship between kama muta and motivation of acculturation. Study 1 involves interviews with 18 participants who immigrated to Norway in the last 10 years; and Study 2 involves 142 participants that provide self-report questionnaires that measure concepts like kama muta experience in Norway, acculturation, and bicultural identity integration. Results showed that the experiences of kama muta, which in this research is characterized by concepts like positive contact with Norwegians (such as receiving help and friendship) and appreciating the aspects of being a Norwegian (such as values and nature), facilitated the motivation to adopt Norwegian values and identity (Blomster Lyshol et al., 2022). In addition, the authors suggest that the experience of kama muta related to Norway contributes to psychological well-being and sociocultural adaptation to Norway (Blomster Lyshol et al., 2022).

In another mixed methods research that investigates the experience of kama muta in the workplace. The research included eight participants for the qualitative study, which one of the participants was an Olympic athlete; and the quantitative study included 164 participants. The research found that the kama muta is present in the workplace and can affect the dynamics of the workplace and the experiences

of individuals (Colleou, 2023). A connection with the motivation is obtained as an output of the qualitative part of the research. Participants stated that the experience of kama muta is related to positive effects on participants' work lives, such as feeling happy, valued, and united. Having enjoyable and challenging experiences, as characterized by the experience of kama muta in the workplace, can foster individuals' motivation to sustain giving time and effort into their work (Colleou, 2023).

Kama muta, which is fundamentally defined by the increased communal sharing relationship in the context of commonalities of individuals, such as nationality and joint responsibility for a task, can relate to the sports field. Especially in elite sports, competing and representing one's country and nation could result in the experience of kama muta. In addition, kama muta could impact the elite athletes' motivation towards strengthening and sustaining communal sharing relationships, as the research conducted by Blomster Lyshol et al. (2022) proposed, and increased motivation to adopt the values and identity of the related nation, could improve the athletes' identification with their teams and the nation, and can result with increased athletic performance and success.

As mentioned above, motivation is related uniquely to sports and kama muta and could influence the relationship between sports and kama muta.

1.4. KAMA MUTA

Increased communal sharing experience evokes a positive emotion called kama muta (Fiske et al., 2019). Communal sharing is one of the most fundamental forms of sociality and can be defined as the experience of people belonging together, caring, and trusting each other (Fiske et al., 2019). In a communal sharing relationship, the primary aim is to benefit others, the group they belong to, rather than the personal needs or goals, without expecting something in return (Çelebi, 2021). Communal sharing is included in Relational Models Theory by Fiske (2004). According to the Relational Models Theory, people relate to each other in four different ways, and one of them is communal sharing. Communal sharing occurs

when the commonalities of individuals are on focus; these common features could include kinship, religion, employment, and many other concepts. Specifically, the features that could be important for the aim of this thesis are nationality and joint responsibility for a task (Fiske, 2004). Kama muta occurs when the sense of commonalities among individuals, communal sharing, suddenly intensifies (Fiske et al., 2019). This intensification of communal sharing is temporal, it fades in time, as the word “sudden” signifies (Zickfeld et al., 2020).

The individuals who experience kama muta can define it as “being moved” or “touched” in English (Fiske et al., 2019). However, since there is no direct translation of the experience kama muta defines (Fiske et al., 2017), and for emphasizing its cross-cultural and universal properties (Zickfeld et al., 2017); it is universally named as kama muta. People may experience kama muta in three ways: first-person, second-person, and third-person.

- a) First-person kama muta is defined as an individual’s experience of intensified communal sharing caused by another entity that is unaware of and does not intentionally affect the communal sharing experience (Fiske et al., 2019).
- b) In second-person kama muta, the individual experiences kama muta due to an intentional act from another entity that acts to intensify communal sharing specifically (Fiske et al., 2019).
- c) Lastly, third-person kama muta occurs when an individual observes others, intensifying communal sharing between or among them (Fiske et al., 2019).

Kama muta is usually characterized by physiological responses the individuals experience, such as moist eyes and tears, goosebumps, a lump in the throat, and a warmth in the chest (Fiske et al., 2017). Even though the physiological responses may be similar to other emotions, such as sadness, kama muta is found to be a different emotion than sadness (Seibt et al., 2017); however, sometimes, it can accompany other emotions (Fiske et al., 2019). Zickfeld and colleagues (2020) proposed that self-reports are not objective enough to differentiate between sadness and kama muta. They researched to distinguish between the psychophysiological

responses of kama muta and sadness. In that study, researchers attached physiological sensors to participants to measure their physiological responses to several videos. Researchers selected these videos to create three emotional responses: kama muta, sadness, and awe. Videos are presented to individuals, and their physiological responses are recorded. Self-reports after the presentation of the videos were also collected. Collected self-reports proved that the selected videos evoked the intended emotions separately, kama muta videos resulted in the highest self-report of kama muta. As that research intended, physiological responses to different videos are compared to provide information on whether kama muta is physiologically distinct from sadness or awe. The results showed that physiological responses associated with kama muta differ from sadness and awe (Zickfeld et al., 2020), providing evidence for kama muta as a distinct emotion. In the case of kama muta, both the sympathetic and the parasympathetic nervous systems activate, whereas sadness activates the parasympathetic system more and awe activates the sympathetic system (Zickfeld et al., 2020). Some specific brain regions are activated or deactivated during the mentioned emotional states; however, this thesis is not interested in the cognitive processes that deeply.

Kama muta is a cross-cultural emotion (Zickfeld et al., 2017). Even though there are different names to describe kama muta in other languages, the emotion is universal. Zickfeld and colleagues (2019) investigated kama muta in 19 countries, intending to test the cultural differences and similarities. The research found that although there are some differences in bodily sensations and the intensity of the experience related to kama muta, it is a universal emotion experienced cross-culturally (Zickfeld et al., 2019). In different cultures, different emotional labels that unintentionally define kama muta without even noticing the specific emotion or the emotional label could exist. For instance, when someone is watching the reunion of long-lost relatives or remembering an experience that is accompanied by joyous tears, the emotion experienced is kama muta (Zickfeld et al., 2019).

Another research aim was to validate a self-report measure for conceptualizing kama muta across cultures by a specially developed tool of

KAMMUS two, which conceptualizes kama muta with five aspects: appraisal, valence, sensations, motivation, and labels (Zickfeld et al., 2019), and the scale consists of parts that intend to measure these aspects separately. Specifically, these five aspects include (Fiske et al., 2019): evoked by a sudden intensification of participating or observing a communal sharing relationship; a positive emotion which people report as positive and seek to reexperience the emotion; in the intense experience of kama muta, people experience physiological sensations such as moist eyes, goosebumps, and warm feeling in the chest; people aim to strengthen, repair and sustain the communal sharing relationship; and lastly, people may define it as “being moved”, “touched” in English, and different labels may exist in other languages such as *émouvoir* in French (Fiske et al., 2017). After measuring these features, an overall score of kama muta is computed by averaging or summing the scores of different aspects (Zickfeld et al., 2019). According to that study, for verifying the existence of kama muta, all factors should relate to kama muta separately and correlate highly with each other. However, these aspects are not necessary for proving the existence of kama muta but strengthen the possibility of its presence (Seibt et al., 2017).

As mentioned above, one aspect that characterizes kama muta is the motivation to engage, facilitate, and sustain communal sharing relationships (Fiske et al., 2019). Since communal sharing relationships could include the perception of commonalities of individuals by the means of specific features, in the context of international sports and elite athleticism, these relationships could consist of the commonalities based on nation and team membership, which Fiske (2004) proposed as joint responsibility for a task. Elite athletes representing their countries in international competitions could experience increased communal sharing relationships, called kama muta, based on their identities as members of their nation and team. This membership could facilitate the experience of kama muta; kama muta could motivate elite athletes to engage and facilitate communal sharing relationships. Engaging and facilitating communal sharing relationships may cause elite athletes to train and perform better at competitions to serve their nation and

team. In that context, the motivational aspect of kama muta is essential for the scope of this thesis.

1.5. KAMA MUTA AND SPORTS

Kama muta in sports is not widely studied. The literature only involves a thesis that partially focuses on kama muta in the sports field (Colleou, 2023), which is mentioned above briefly. This thesis investigates the kama muta experiences in the workplace. The researcher proposed that with her background and experiences as an athlete, she thinks that the athletic field is a suitable context to experience kama muta; so, the researcher included one Olympic athlete to gain insight into kama muta (Colleou, 2023). The research conducted both qualitative and quantitative analysis. Qualitative analysis was conducted to gain detailed insight into the experience of kama muta in the workplace. The results showed that kama muta is an emotion that can take place in the working context, and could positively affect employees (Colleou, 2023).

In Colleou's research (2023), the participants described the experience related to kama muta as an extreme joy that causes them to continue, even in the case of extreme tiredness. The same participant suggests that sharing these intense experiences with coworkers facilitates interpersonal relationships, "creating life-long friendships". The participant also proposes that personal accomplishments in sports could serve as a motivation factor and can evoke kama muta.

The Olympic athlete also mentions their friends' accomplishments and how witnessing them succeed resulted in the experience of kama muta. This relation could be observed in this thesis with sports federation executives, who witness the athletes' success and failure, who are a part of their sports federations, and the representatives of their nation. Zickfeld (2020) created a doctoral dissertation that involves the first systematic test of the kama muta theory. In that dissertation, the author stresses that the co-occurring characteristics should be present for defining emotion as kama muta. Zickfeld (2020) gives an example of how athletes feel when they win a competition that they are "moved". The author underlines that if the

athletes do not experience an intensified communal sharing relationship, like a feeling of unity, for instance sudden feeling of becoming one with their nation, country, and coach, the emotion cannot be described as kama muta (Zickfeld, 2020). Without the intensified communal sharing relationships, the experienced emotion resulting from an athlete's success in a competition could be called "pride" (Tracy & Robbins, 2004). This differentiation should be considered while studying kama muta, especially in sports. In addition, focusing on all the components of kama muta that should be present in the experience is crucial to defining kama muta.

Athletes we define as elite are not involved with sports for hobbies, health, or any other cause, but sports are their occupation. They spend most of their days practicing, aiming to improve, and reaching their highest potential. For this reason, understanding the dynamics in the organizations they are involved (such as Turkish Olympic Preparation Centers, aka TOPC) is critical for defining and improving the conditions of elite athletes. With an organizational focus on elite athletes and the organizations they are involved, sports context is a field that can be studied more deeply. In addition, sports federations are organizations acknowledged by the Ministries, which can influence at the micro level, such as elite athletes' psychological health and support materials, to a macro level, like the success at international games. For these reasons, sports could be a field not just sports psychologists are studying but also can be studied by organizational psychologists.

CHAPTER 2

METHODS

This thesis uses secondary data analysis that aims to understand the kama muta experience in the sports field, especially in elite sports. The secondary data comes from the TUBITAK Project 221K434 Psychosocial Safety at Sports: Modeling the Determinants of Psychological Health in Elite Athletes. The project is still in process at the time this thesis is written.

The original TUBITAK project aimed to understand the physical, psychological, and social safety conditions of elite athletes, especially in terms of their working relationships with coaches, institutions, and federations preparing for the Olympics, through examining these relationships.

For this purpose, the project involves both qualitative and quantitative phases to gain comprehension. The qualitative phase involves one-to-one semi-structured interviews conducted by the project team. The interviews lasted 25 minutes on average and aimed to explore the psychosocial safety perceptions, psychological capital, needs, and potential actions from the perspectives of athletes, coaches, and sports organizations. It focuses on Olympic training centers where elite athletes, who compete in elite sports disciplines included in the scope, are trained for participation in the Olympics, named as Turkish Olympic Preparation Centers (TOPC). TOPCs are located in 22 different cities of Türkiye and for the project, field trips were included in 17 cities to conduct the interviews.

The project sample includes elite athletes, coaches, sports specialists (psychologists, dietitians, physiotherapists, etc.), and sports federation executives. All of the participants are above the age of 18.

Before the interviews, informed consent was collected from the participants. With their permission, the interviews were voice-recorded. Semi-structured interview technique was used, and the questions were initially focused on understanding the participants' perception and knowledge of

psychosocial safety. In addition, dual career was another focus of the interviews, especially for the elite athletes.

The Psychosocial Safety at Sports Project aims to investigate the psychosocial risk factors in elite sports that influence the psychological health of elite athletes. The project includes one-to-one interviews with athletes, coaches, and sports experts (psychologists, dietitians, etc.). In-depth interviews were done with athletes, coaches, and sports organizations to learn more about their perspectives on psychosocial safety, psychological capital, needs from these viewpoints, and possible next steps. The questions of the interviews were developed by the original project's team and focused on understanding the mentioned concepts. The original set of questions from the interviews is available both in Turkish and English in Appendix 1 and 2.

The project's qualitative phase included 151 participants (78 athletes, 34 coaches, and 38 sports specialists). The collected voice recordings of the 151 interviews were transcribed via the software Sonix. To identify sections in the transcripts of each interview that were unclear, contained spelling errors, or were inaccurately transcribed, the project team used the tracking function within the Sonix software. This involved comparing the text versions while re-listening to the audio recordings. Corrections were made to unclear sections during the respective time frames, and each interview was archived as an independent text file, coded with the interview code number.

In this thesis, these transcribed interviews were used as secondary data.

2.1. SELECTED INTERVIEWS AND PARTICIPANT CHARACTERISTICS

A total of 53 participants from the original study were included in the secondary analysis through a systematic selection process. At first, all the transcribed interviews of the original project were read carefully, and then, selections were made based on the existence of the following themes: intrinsic motivation and national emotions. At this stage, a more deductive approach was applied. The selection of the participants and the coding process were directed by these predefined themes. The original project sample that the data comes from includes 78 athletes. This thesis's secondary analysis focused on 46 (30 male, 16 female) athletes (Table 2.1).

Table 2.1 Demographic Information of Elite Athletes

| Sports Field | Total | Female | Male |
|--|--------------|---------------|-------------|
| Skill-dominant: accuracy | 2 | 0 | 2 |
| Stamina-based | 4 | 2 | 2 |
| Skill-dominant: combat | 2 | 1 | 1 |
| Stamina-based | 6 | 2 | 4 |
| Stamina-based | 1 | 0 | 1 |
| Skill-dominant: combat | 2 | 0 | 2 |
| Skill-dominant: difficulty and artistic | 2 | 0 | 2 |
| Winter Olympics | 3 | 0 | 3 |
| Skill-dominant: combat | 6 | 3 | 3 |
| Stamina-based | 3 | 2 | 1 |
| Stamina-based | 3 | 2 | 1 |
| Skill-dominant: accuracy | 2 | 1 | 1 |
| Winter Olympics | 2 | 1 | 1 |
| Stamina-based | 1 | 0 | 1 |
| Stamina-based | 2 | 1 | 1 |
| Skill-dominant: combat | 5 | 0 | 5 |

In the original project, 11 interviews were held with the sports federation executives (Table 2.2), and seven of these interviews with the executives (6 male and 1 female) were used as the secondary data for this thesis.

Table 2.2 Demographic Information of Sports Federation Executives

| No. | Gender | Olympics Games (Summer/Winter) | Category of the branch | Role |
|-----|--------|--------------------------------|---|-------------------|
| 1 | Female | Summer | Skill-dominant: accuracy | Secretary-General |
| 2 | Male | Summer | Skill-dominant: difficulty and artistic | Unit Coordinator |
| 3 | Male | Summer | Skill-dominant: accuracy | Secretary-General |
| 4 | Male | Summer | Skill-dominant: combat | Secretary-General |
| 5 | Male | Summer | Stamina-based | Secretary-General |
| 6 | Male | Summer | Skill-dominant: combat | President |
| 7 | Male | Summer | Stamina-based | Secretary-General |

As the Table 2.1 and 2.2 show the anonymization of the sample branches of the selected athletes and sports federation executives is based on the specified classification of sports branches based on the article by Shi and colleagues (2022). They classify branches into Summer Olympics (SO) and Winter Olympics (WO). In addition, they included sub-categories for the Summer Olympics.

In this thesis, the sample comes from 14 different cities (Adana, Ankara, Artvin, Bolu, Bursa, Erzurum, Gaziantep, Izmir, Kahramanmaras, Kocaeli, Konya, Rize, Sakarya, Samsun). The elite athletes are members of these 14 cities' TOPCs. Athletes use the facilities of TOPCs and spend most of their days training in the centers, and most of them live in the centers since their hometowns are far away. The athletes in TOPCs are elite athletes who prepare and may compete or compete actively in international games, including the Olympics.

The interviews of sports federation executives took place in the city of Ankara, where all the sports federations have their center offices since they are included in the Ministry of Youth and Sports in Türkiye. The interviewed sports federation executives have different roles in their organizations. These roles include secretary-general, unit coordinator, and president.

Elite athlete participants' age range is 18-24, collected as categorical data in the original project.

2.2. INTERVIEW PROTOCOL USED IN THE ORIGINAL RESEARCH

For the secondary data analysis, the interviews in the scope of the project titled Psychosocial Safety at Sports, funded by TUBITAK, were used in this thesis.

There is no direct question related to kama muta in the interviews. For this reason, this thesis uses secondary data analysis as the primary research method. In addition to the interviews that took place in the TOPCs, the sports federations are included in the project research. The aim is to understand the perspective and influence of the sports federations as organizations, which can affect the success and performance of elite athletes, especially for the sport branches the federations represent. Sports federations are influential organizations in sportive contexts since the organizations fund, support, and organize the preparation of athletes before and during the competitions.

The participants involved in TOPCs were selected based on convenience sampling at the time TOPCs were visited. The participants provided informed consent and voluntary participation took place. Participants were informed about the nature of the research and questions, and they were informed that if they felt physically or psychologically uncomfortable during the interview, they could discontinue the interview without facing any negative consequences.

2.3. PROCEDURES

This thesis uses secondary data analysis of qualitative interviews provided by the TUBITAK project entitled Psychosocial Safety at Sports.

The ethics committee approval had already been received for the aforementioned project; however, additional ethics committee approval was obtained for this thesis that has the permission to use the already approved project of Psychosocial Safety at Sports. The dataset involves 78 interviews with elite athletes and 11 with sport federation executives. This thesis uses 46 interviews with elite athletes and seven interviews with sports federation executives; thus, a total of 53 interviews are used for the analysis in this thesis. In the original project, the average duration of the one-to-one interviews is 25 minutes. The interviews were recorded with the participants' permission, to use the records for a more accurate analysis. Records were anonymized by the project team and transcribed via an application named Sonix.ai.

2.4. DATA ANALYSIS

Secondary data analysis was conducted in two phases by using interviews with elite athletes and sports federation executives within the scope of the TUBITAK project Psychosocial Safety at Sports:

a) Deductive Review and Selection of the Interviews: The interviews were selected through a deductive process, with the predetermined criteria of intrinsic motivation and national sentiments. Deduction in qualitative research seeks to find the already known context of features in the data to gain an understanding of the individual case (Reichertz, 2013). With this approach, the aim was to select only the most relevant interviews for this thesis. Each interview was read carefully and open-coded with a perspective of the experience of motivation and kama muta.

b) Inductive Thematic Analysis of the Interviews: These interviews were analyzed using the MAXQDA 2022 program with the thematic approach. Thematic

analysis in research is conducted to identify and interpret the patterns of meaning, or themes, in the data (Lyons & Coyle, 2021). In this thesis, the aim was to identify and interpret the concepts of motivation and kama muta in the data with the thematic analysis. During the coding process, an inductive approach was followed. Inductive approach in qualitative analysis is used to find new versions of what is already known in the collected data (Reichert, 2013). In this thesis, the pre-collected data is coded with an inductive approach that seeks to find concepts related to motivation and kama muta. According to Roulston (2013), in the analysis of the interviews, researchers read the interviews, and then the focus coding process is conducted. After the coding is completed, the main themes are created which are the arrangements made on the codes to create more elaborative categories. Finally, assertions are developed about the main interest of the research. In this thesis, this approach was used to conduct an inductive qualitative analysis. At first, the interviews of elite athletes and sports federation executives are open coded separately. After completing the open-coding process, the codes were organized to reveal the parent themes. With the use of the Smart Coding Tool of the MAXQDA 2022, sub-themes were created under the parent themes. When the coding process is completed, the two separate files of elite athletes and sports federation executives are merged into a single document.

During the analysis, the interviews were coded in their original language, Turkish. After the coding process was completed, the segments were translated into English. After the coding process was completed, the segments were translated into English by ChatGPT, and then back-translated into Turkish to ensure accurate translation. Subsequently, the author made necessary changes related to concepts like cultural attributes that were not accurately translated by ChatGPT. Finally, the five defining aspects of kama muta were considered while organizing the master themes.

CHAPTER 3

RESULTS

This chapter presents the results of the qualitative analysis. The data analysis yielded four parent themes: motivation, national sentiments, emotional responses, and physiological responses. The frequencies of the parent themes and sub-themes are reported in the table, within next to the parentheses of every theme.

Table 3.1 Themes and Subthemes

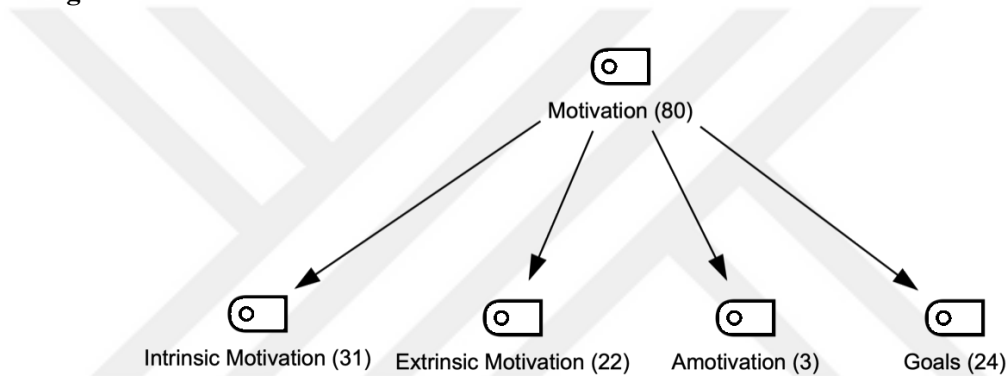
| Theme | Subtheme |
|---------------------------------|---|
| 1. Motivation (160) | 1.1 Intrinsic Motivation (31) 1.2 Extrinsic Motivation (22) 1.3 Amotivation (3) 1.4 Goals (24) |
| 2. National Sentiments (104) | 2.1 The “Us” Language (19) 2.2 Ambition (6) 2.3 Motivation (25) 2.4 Feeling Proud (6) 2.5 Collective Success (23) |
| 3. Emotional Responses (73) | 3.1 Positive Emotions (14) 3.2 Negative Emotions (34) 3.3 Coping Mechanisms (15) |
| 4. Physiological Responses (13) | |

3.1. MOTIVATION

This parent theme includes the participants motivation to start, continue, and develop in the sportive fields.

The parent theme of motivation includes four subthemes: Intrinsic Motivation, Extrinsic Motivation, Amotivation, and Goals. This theme involves the concepts that drive athletes to continue and develop their skills in sports, other than the national context, which will be investigated separately.

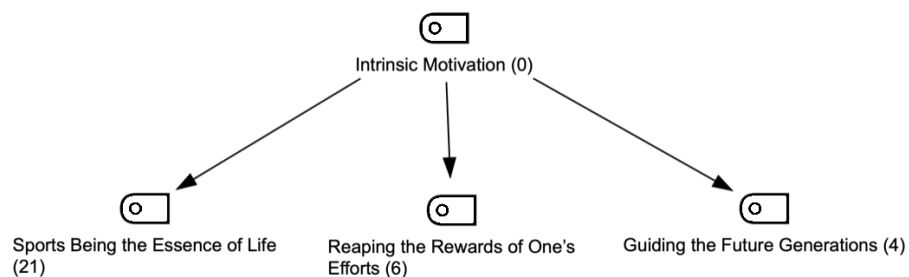
Figure 3.1 Subthemes of Motivation



3.1.1. Intrinsic Motivation

The subtheme of intrinsic motivation comprises three subthemes: sport being the essence of life, reaping the rewards of one's efforts, and guiding future generations. These three subthemes' segments portray the intrinsic motivation of the participants.

Figure 3.2 Subthemes of Intrinsic Motivation



3.1.1.1. Sports Being the Essence of Life

In the context of intrinsic motivation, the most frequently specified concept by the participants was that sports have become the life itself, the essence of the life for the participants. One of the elite athletes mentioned that: “Everyone is the same, there is no one different here. Because everyone dedicates themselves to the sports community. Someone outside and an athlete are very different.” (*Participant 15, athlete, skill-dominant: accuracy*)

Another participant mentioned that his family did not approve that he wanted to be involved with sports. However, the sport is so important to the person that he would do it anyway.

“Because I want to be a canoeist, I have devoted myself to this sport, let me put it that way. I devoted myself without even trying it. Even if my family didn't support me, I would go somehow. Almost all athletes in Türkiye have such a story in general.” (*Participant 10, athlete, stamina-based*)

Participants mentioned that they have devoted themselves to sports. Their desire in life is to be involved with sports and have success in their sportive field. One of the participants suggests that:

“I've been in this field for 10 years. I mean, of course, I can go and become a physical education teacher, I've learned everything. But, you know, I don't know if we've fallen in love with canoeing or how it's said, but one wants to be involved in this.” (*Participant 10, athlete, stamina-based*)

Another participant mentions that:

“Actually, before starting judo, I used to play football. I've always enjoyed exerting my body in sports, keeping my body active like this. In fact, I liked judo from the very first day I started, and I've been successful at it. That encouraged me to continue.” (*Participant 23, athlete, skill-dominant: combat*)

These statements show that the sport is a vital concept in the athletes' lives, even when their social cycle does not approve of it or even when they did not start to be involved with sports.

3.1.1.2. Reaping the Rewards of One's Efforts

Another one of the intrinsic motivation resources for the participants was that they reap the rewards of their efforts. These rewards are not just merely external rewards such as medals or gratifications but also internal rewards of success.

One of the participants mentions:

“Entering TOPC, for me, is like embracing sports. I felt successful in a sport. So now that I've entered TOPC, maybe I'll dedicate my whole life to sports, and we'll progress through sports. Because entering TOPC is not an easy thing. Because this is an Olympic preparation center, raising high-level athletes. So, I'm happy to be one of them.” *(Participant 40, athlete, skill-dominant: combat)*

As the participant mentions, the internal reward of knowing that you are a successful athlete who is involved in TOPC and can represent your country in international games in the future is the driving force to become a better athlete and train more.

Another participant mentions that both internal and external rewards related to sports are pushing him to continue the sports.

“I'm trying a new move in training, and the satisfaction that comes from its success, or experiencing a new atmosphere when I go to competitions, or the satisfaction of standing on the podium and receiving a medal when I succeed, that feeling reinforces my determination to continue.” *(Participant 16, athlete, skill-dominant: difficulty and artistic)*

As the participant mentions, internal rewards, such as successfully completing a sportive act, and external rewards, such as getting a medal on the podium, can motivate athletes to continue and develop in sports.

3.1.1.3. Guiding the Future Generations

For some of the participants, the driving force of their motivation in sports is to guide and educate future generations. In that context, a participant indicates that:

“So, right now, my only desire is to invest in this sport. Because it needs it. Football doesn't need to produce football players, nor does basketball need to produce basketball players. But individual athletes like us need to continue in this sport, otherwise our sport will die. I will do my best to continue with this.” (*Participant 22, athlete, skill-dominant: accuracy*)

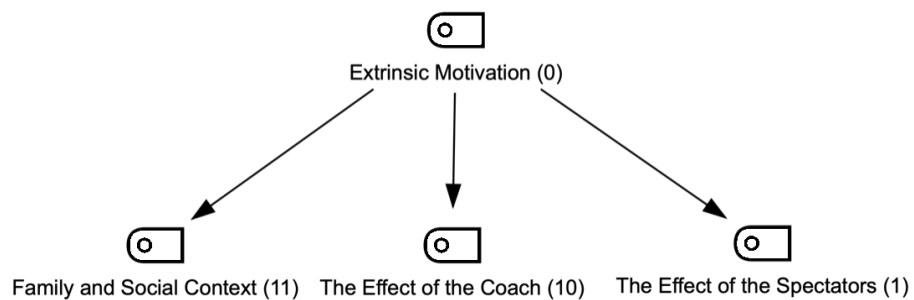
Another athlete mentioned: “I am currently studying coaching. If I become a great champion in the future, I plan to coach the next generations.” (*Participant 45, athlete, skill-dominant: combat*)

As segments implement, guiding future generations to become successful in their sportive field can be another motivator of athletes in sports.

3.1.2. Extrinsic Motivation

The subtheme of extrinsic motivation involves three subthemes: family and social context, the coach's effect, and the spectators' effect.

Figure 3.3 Subthemes of Extrinsic Motivation



3.1.2.1. Family and Social Context

According to the participants, the most frequently mentioned external motivators were the family and the social context of the athletes. One of the participants indicates that:

“It seems that it is one of the things that most connects me to sports and keeps me in. I mean, first of all, for myself, to make myself happy, and then for the happiness of my family, to see the people around me who support me, my coaches, friends, and other family members. also, being happy makes me happy. These kinds of feelings help me stay within this sport.”

(Participant 53, athlete, stamina-based)

Another participant mentioned the role of her father as:

“Generally, what motivates me the most, aside from these, is my father. Just seeing him there... After all, think about it; for example, my father couldn't do this when he was younger, so I feel like I have to do it. So, there's also a sense of obligation.” *(Participant 11, athlete, skill-dominant: combat)*

Besides their family, the role of friends is also an essential contributor to athletes' motivation. One of the participants mentioned as:

“When I achieve a ranking in the race, my friends also feel happy for me, they approach me with congratulations and encouragement. This really pleases me. I feel genuinely happy when they congratulate me or say things I enjoy. I'm the type of person who gets excited very quickly.” *(Participant 26, athlete, stamina-based)*

However, sometimes the role of family and the social context can be negative. For instance, an athlete mentioned this side of the role as:

“Because people, some of them, put a lot of pressure. You know, school is important, being successful and having a profession are important, etc. Now, when you achieve a ranking in Europe or worldwide, since you also receive

recognition, everyone focuses more on that, so they constantly pressure me.” (Participant 43, athlete, skill-dominant: combat)

3.1.2.2. The Effect of the Coach

Coaches can influence athletes in different aspects. In TOPCs, most of the athletes are boarders, so they spend most of their time in TOPCs and interact with their coaches more than they can with their friends and families.

Like all human relationships, the interactions between athletes and coaches can be positive and negative. One of the participants mentions the positive effect of the interactions with the coach:

“My relationship with my coach is perfect. We've been together for years, and since he has known me since I was a child, he takes care of us like his children. We have spent a lot of time together and done many things together. He is always behind me; he has a lot of confidence in me. I also have a lot of trust in him. In sports, if you don't trust your coach, success doesn't come. That's why the love and trust between us are always very high. Likewise, he always motivates me.” (Participant 31, athlete, stamina-based)

Another participant indicates the importance of the interactions with the coach: “For example, in my opinion, a source of motivation, a teacher, or a coach who will motivate me is needed at first.” (Participant 20, athlete, stamina-based)

Negative interactions with coaches are also a reality in sports. An athlete demonstrates this situation as:

“Normally, maybe we need to have some disagreement among ourselves as friends, but they are the ones who get upset with each other. Of course, that reflects negatively on us. Our training sessions go poorly because their faces are downcast. Then they ask us, 'Why aren't you motivated?' Well, because there isn't a coach welcoming us with a smile when we enter the gym.” (Participant 29, athlete, skill-dominant: combat)

3.1.2.3. The Effect of the Spectators

Having spectators in the gym or especially in competitions can affect the athletes' motivation. One participant mentions to this topic as:

“For example, sometimes spectators come, they support us, and so on. For example, this really affects psychology, it motivates a person a lot. It's always like this abroad. Over 30,000 spectators come. There isn't much value in Türkiye because it's not well-known, but abroad, from what I've experienced in competitions, it really motivates a person.” (*Participant 49, athlete, Winter Olympics*)

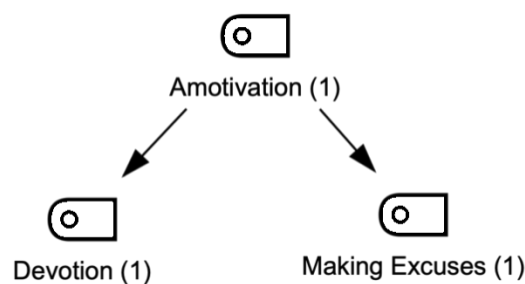
3.1.3. Amotivation

Amotivation of athletes is not frequently mentioned in the data, however, there are some instances. One of the participants mentioned amotivation as:

“Regarding life, I have no plans, no hope. Maybe because I am doing sports, maybe because of the current situation of our country, which I think if you ask any young person, they would say the same, but I have no plan. I mean, if something comes up today, I wouldn't say 'I had this plan, why did this happen to me?!.’” (*Participant 52, athlete, stamina-based*)

The theme amotivation involves two subthemes, which are devotion and making excuses.

Figure 3.4 Subthemes of Amotivation



3.1.3.1. Devotion

One participant describes the amotivation state as related to the need for sacrifice, and devotion, which is not desirable to the participant as:

“Coaching isn't my thing, but if I were to coach and prepare athletes for the national team from lower levels, it would be like this: For example, I would have kids swim two, three, or four days a week, whatever is needed. Initially, I would only focus on them for two-hour sessions, not worrying about their performance or the national team stuff. They're not about me. No, I can't do it. Because it's a matter of sacrifice.” (*Participant 52, athlete, stamina-based*)

So, it should be considered while studying with athletes that the same thing could mean different things for different athletes, such as devotion, which some of the athletes mentioned devotion before as an intrinsic motivator for them.

3.1.3.2. Making Excuses

The other concept that has been mentioned related to the amotivation of the participants is making excuses.

The participant mentions that: “That's like psychology. Sometimes when people feel a little pain, they lie to themselves because they want to skip the training. This time, they rate their pain as seven out of five and deceive themselves.” (*Participant 48, athlete, Winter Olympics*)

3.1.4. Goals

The last subtheme of the parent theme of motivation is athletes' goals. Goals are one of the crucial contributors to the athletes' motivation to be involved in sports.

Participants frequently mentioned their goals and the relation of these goals in their motivation to continue training and becoming a better version of themselves. One of the participants mentioned: “I also want to see myself on the

Olympic podium, and I live accordingly. I train with that in mind. Most likely, this is the goal for many athletes.” (*Participant 34, athlete, stamina-based*)

Another athlete also highlights the goal of competing in the Olympics as: “Frankly, I made a big promise to myself. I said, 'I won't quit that sport until I go to the Olympics.’” (*Participant 9, athlete, stamina-based*)

One of the participants mentioned the importance of assigning goals and referred that the same event can create unique responses in different athletes.

“In 2018, I went to the Balkan Championships with the national team for the first time. Back then, of course, I was a bit younger and more relaxed. But as success increased, that ease disappeared. I think there is a bit more pressure. When I went to my first European Championship in 2019, I was very stressed, extremely so, because it was my first experience. Afterwards, we came fourth there. One of my friends, for example, was upset that we came fourth and quit the sport. Whereas I thought I could do better and continued.” (*Participant 34, athlete, stamina-based*)

As the next participant mentioned, his goals force him to persist in training when he struggles to cope with the training burden.

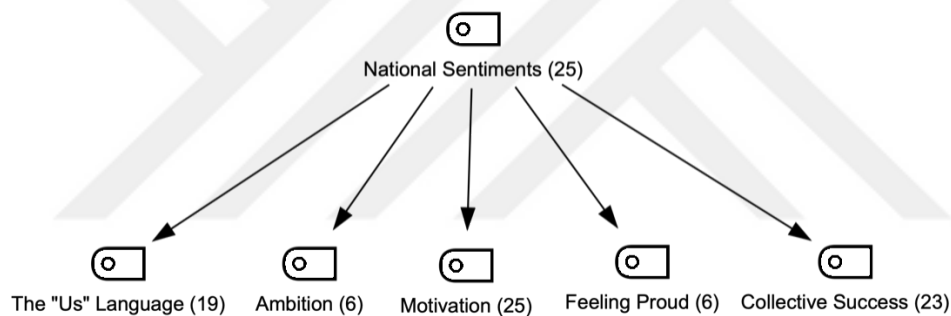
"It's both beautiful and challenging at the same time. Because there are two training sessions per day, constantly... I mean, the training lasts for 2 hours and it's exhausting. But on the other hand, you set a goal, and when you achieve that goal, you feel happy. Of course, your motivation increases.” (*Participant 25, athlete, stamina-based*)

3.2. NATIONAL SENTIMENTS

This theme involves experiences, emotions, and behaviors related to national context.

The parent theme of national sentiments involves five subthemes: the “Us” Language, Ambition, Motivation, Feeling Proud, and Collective Success. Since the participants are elite athletes and sports federation executives who currently represent or may represent the country and nation in the future, this theme is essential to understanding the dynamics.

Figure 3.5 Subthemes of National Sentiments



3.2.1. The “Us” Language

The subtheme of the "us" language can be associated with the experience of *kama muta* since the participants mention not just themselves but the group they belong to. In general, the participants feel themselves as a part of the nation of Türkiye and see themselves as the representatives of the nation. One participant mentioned as: “What I like the most is the respect. The fact that any outsider respects us. From the perspective of Türkiye, we are waving the flag of our country. I’m actually quite emotional about that, because of the homeland.” (*Participant 41, athlete, stamina-based*)

Another participant also mentioned as: “We are the ones doing this, we are the ones participating in this sport, we are the ones bringing this medal to Türkiye.

It seems to me that they should adapt to us, according to our perspective.”
(Participant 43, athlete, skill-dominant: combat)

The “us” language can take place even though the athletes speak only about themselves, not others. For instance, an athlete indicated as: “I was only eleven years old. At the age of eleven, I entered the national team for the first time. We went straight there, and I won 4-5 medals.” (Participant 17, athlete, skill-dominant: difficulty and artistic)

For some participants, in addition to their belongingness to the nation, the sports club they belong to also evokes feelings of unity. A participant mentioned that situation as:

“There's also club pressure in national competitions. There's quite a bit of club pressure in national competitions. Especially Fenerbahce and Galatasaray stand out, and being second, not being surpassed by Galatasaray, creates pressure as I am a Fenerbahce athlete.” (Participant 33, athlete, stamina-based)

3.2.2. Ambition

Since the athletes feel united with the nation and should represent the nation in the best way possible, ambition is a reality. This ambition is not just on individual-level, but also on a nationwide level. An athlete mentioned this ambition with the words:

“I have a very ambitious personality, and I really love javelin-throwing. I have made a promise to myself and to my country, and I want to fulfill it. I want to feel that spiritual sense, those feelings I miss, I want to regain them.”
(Participant 30, athlete, stamina-based)

One of the participants mentioned their ambition in international games against their teammates who represent the same country and the contradiction they feel:

“You're competing with your own friend, which makes it a bit more awkward. You want your friend to succeed, but you also want to succeed yourself. You don't feel as sad when you can't succeed because you think, 'Well, my close friend already won.' You still feel like 'One of us won, the medal did not go to someone outside of us.' and so on.” (*Participant 10, athlete, stamina-based*)

3.2.3. Motivation

This subtheme of motivation is especially important in the context of kama muta since the subtheme involves motivational aspects of the participants related to their nation and country. One participant mentioned the motivation as:

“My biggest dream was ski jumping. That was also the case while I was doing ski jumping. Waving my flag in the best way possible. When I saw those wearing the Turkish national jersey, I felt proud. For example, I feel completely different when I put the Turkish national jersey on now.” (*Participant 37, athlete, Winter Olympics*)

The same athlete also indicated:

“Last year was extremely challenging, to be honest. It was the Olympic season. All athletes struggled. And there's also a huge burden on us: the flag. Carrying its weight was extremely difficult. We don't struggle during training, but when we enter the race, we only think about the country. That's a bit, it's a bit difficult for us.” (*Participant 37, athlete, Winter Olympics*)

One of the participants mentioned that her motivation is only intrinsic, not related to any external rewards, related to the nation: “And I have made a promise to myself and to my country, and I want to fulfill it. I want to feel that spiritual sense, those feelings I miss, I want to regain them.” (*Participant 30, athlete, stamina-based*)

“My only concern is that I miss those national feelings, I miss those feelings, I want to regain them. And while javelin-throwing, it's because I see javelin

as my partner and teammate. It's like I'm dancing with them." (*Participant 30, athlete, stamina-based*)

The athletes see their sportive success as serving their country, their nation. An athlete indicated that:

"My first goal is to win a medal, to stand on the podium. I believe in the future, that is, I believe that the goals will be set later on. But my first goal is sportsmanship, to serve my country. Then, the rest will follow." (*Participant 13, athlete, skill-dominant: combat*)

Another participant mentioned this feeling as:

"The state says, 'You're an athlete who can participate in the Olympics at your age, we've taken you under the state's protection, we pay your salary, necessary correspondences are being made, you go to training. So, after this facilitation is provided, how shall I put it, it saddens a person to waste the effort the state gave.'" (*Participant 21, athlete, skill-dominant: accuracy*)

One participant discussed the feeling related to the nation via the national flag:

"Last year I couldn't achieve a ranking. The year before that, I was the second in Türkiye. This year, in my final year, I aim to become the champion of Türkiye. After that, I aim to achieve rankings in cups and represent my flag at the European Championships, that's my first goal." (*Participant 14, athlete, skill-dominant: combat*)

3.2.4. Feeling Proud

In this subtheme, participants discussed their pride related to the national concepts. A participant indicated the pride related to the Turkish flag as: "It's a huge pride to carry the Turkish flag." (*Participant 37, athlete, Winter Olympics*)

A sports federation executive mentioned the pride of wearing the Turkish national jersey as:

“When you see one of our athletes standing there in the star and crescent Turkish national jersey, with a sense of belonging, winning a medal, you can't help but feel proud in that moment. Standing out among so many people naturally bring pride.” (*Participant 1, sports federation executive, skill-dominant: accuracy*)

Another participant indicated the pride related with their friends' success as:

“We've already succeeded. For example, there's xxx, our friend. He became sixth in the Olympics. He achieved a first for Türkiye in the Winter Olympics. We were very motivated, for instance. We showed that we could do it, too. It was the first time something like that happened in the Winter Olympics for us, approaching to the sixth place. We were very proud, for instance, that something like this came from us. Hopefully, there will be even better things from us in 2026.” (*Participant 32, athlete, Winter Olympics*)

One of the participants mentioned the pride related to the belief that they represent the country in a good way:

“Indeed, there is a difference, for example, we can change people's opinions about Türkiye. We have our tights, you know, racing tights, we exchange them with different countries, Italy, Germany, etc. We started winning medals in the last 2-3 years, and in 2020 the most, we won. Before that, for example, Türkiye wasn't a preferred exchange country. In 2021, people came to us, for instance. So, apparently, we have been able to represent something correctly.” (*Participant 33, athlete, stamina-based*)

3.2.5. Collective Success

In the subtheme of collective success, the segments show the sense of unity and focus on commonalities in nation, team, or sports branches. One of the athletes mentioned the need for success in her sports branch:

“However, until that time, I want to do this in the most efficient way and actually pave the way for this branch, I want to open the way for what can be done. Because historically, we don't have a single gold medal in the Olympics, for example. Isn't that interesting? It's very sad to me, and why not be a Turkish person?” (*Participant 30, athlete, stamina-based*)

A participant mentioned the feelings she felt when a teammate individually achieved a ranking.

“So, actually, we face this situation in many sports. When we go abroad, we don't see each other as rivals. We are a team there, actually. That's how I see it, frankly. For example, my teammate recently returned from the World Cup with second place, and his individual achievement made me as happy as if I had achieved it. So, I didn't feel saddened by the fact that he surpassed me. Because I know that one day, I will be in the same position, the young athletes coming up behind me will also be in the same position.” (*Participant 22, athlete, skill-dominant: accuracy*)

One participant mentioned the effect of common goals in the sense of unity as:

“Because we are all united in a common goal, a common objective. The goal is to show our success in Türkiye. Then, to enter the national team and raise the flag. Now, because of this common goal, everyone is in harmony. It progresses very nicely and comfortably.” (*Participant 17, athlete, skill-dominant: difficulty and artistic*)

One of the sports federation executives indicated the experiences related to success as:

“There, when any kid wins a medal abroad, you feel ecstatic, why? Because you also have a share in it. You've put in effort, you've worked hard. If the child is training, you're also doing something for them here. You have also contributed. So, any success achieved there also becomes a source of pride

for us. Ultimately, we say we have a share in this too." (*Participant 1, sports federation executive, skill-dominant: accuracy*)

An athlete mentioned that they are a team with their coaches and the success is a result of that team's effort.

"Because most people's coaches propel them forward. We are like a team. For example, are you an individual athlete? Everything is indeed individual, but you are a team with your coach. That's how I see it. So, the influence of the coach is significant." (*Participant 33, athlete, stamina-based*)

Another athlete indicated the negative effect of coaches when they do not see themselves as a team with the athletes:

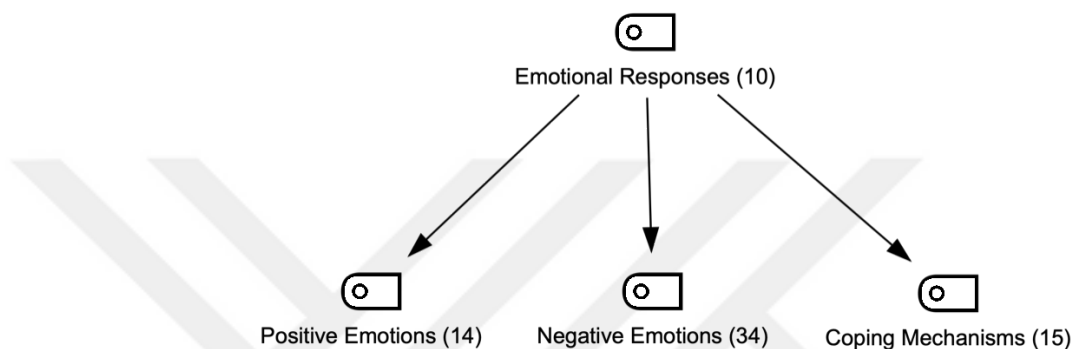
"I can never get any technical lessons from the other coach, nor can I get an answer when I ask a question. So, in fact, we are all coaches and athletes. Okay, we are rivals because we do an individual sport, but simultaneously, we are competing on the same team. We need to be good with each other, our communication too. I struggled with this. They were a bit like rivals themselves. For example, they eliminated this system, and more medals came, but I still feel it among them. The competition that should be among the athletes is present among the coaches." (*Participant 29, athlete, skill-dominant: combat*)

Another participant also mentioned the competition in Türkiye, but the difference when competing abroad is: "When we are in Türkiye, due to being in the national team or because of ranking points, different dimensions come into play, creating a competitive atmosphere among us. But it's not like that when we are abroad." (*Participant 22, athlete skill-dominant: accuracy*)

3.3. EMOTIONAL RESPONSES

The parent theme of emotional responses involves the subthemes of positive emotions, negative emotions, and coping mechanisms. Since one of the aspects that defines kama muta is that it is a positive emotion, this theme holds a vital place.

Figure 3.6 Subthemes of Emotional Responses



3.3.1. Positive Emotions

An athlete mentioned feeling something they cannot describe, but a positive emotion close to pride.

“They made me feel proud, and, you know, it's like pride for me, or should I say joy, happiness, I'm not sure, but for me, these things were more important. Because I'm doing this kind of work, but actually, I'm doing it for myself, and sometimes, I'm doing it for the country as well.” (*Participant 51, athlete, stamina-based*)

Another athlete describes the feeling as pride. “I feel terrific, very proud. For example, just seeing the smiles on my family's faces makes me really happy. Even just standing tall, I think, gives a really nice feeling.” (*Participant 8, athlete, stamina-based*)

One of the participants defined kama muta with words: “I mean, my chest swells with pride, honestly, that's how I feel. So, it's a nice feeling.” (*Participant 53, athlete, stamina-based*)

A sports federation executive mentioned the intense emotional experiences as: “It's very intense, of course; the emotions there are very intense.” (*Participant 4, sports federation executive, skill-dominant: combat*), and as: “I'm getting emotional even just talking about it, that's what I mean.” (*Participant 4, sports federation executive, skill-dominant: combat*)

The same participant indicated the need to share the emotion with others, via an “us” language: “Of course, people want to share it. They want to share the success and the feeling.” (*Participant 4, sports federation executive, skill-dominant: combat*)

Another sports federation executive indicated the emotions they feel as:

“A child is training, but you are also doing something for them here. You also have your contribution. Therefore, every success achieved there also becomes a source of pride for us. We also say, "We also have a share in this success." So, it's impossible not to feel joy. If a child is happy, we are twice as happy, to that extent.” (*Participant 1, sports federation executive, skill-dominant: accuracy*)

3.3.2. Negative Emotions

In sports, negative emotions are also a reality. Both athletes and sports federation executives reported several cases of negative emotions. One of the athletes mentioned the pressure of training and competing at the national level:

“When you're in the national team marathon, all coaches inevitably put pressure, especially your own coach. So, they say you should do this training better. Also, to look good in the eyes of the national team, you should perform well in this training. Even our facial expressions were noticed; they said don't frown. Because the head coaches of the national team are very concerned about these things, they say it seems like we don't want it. They interfered with our facial expressions; there was such a strange pressure. We

were coming fourth and being questioned why we came forth.” (*Participant 34, athlete, stamina-based*)

Another athlete mentioned the feelings in instances of failure as:

“Yeah, psychologically, I might feel down for about a month, but then I'd say, ‘Well, let me see how much I lost by. If it's just one second, I'll be agitated, but I'll tell myself, 'Next time, I'll make it up.'” (*Participant 9, athlete, stamina-based*)

The sports federation executives also mentioned negative emotions about observing the athletes in competitions. A sports federation executive indicated the importance of not objecting one's feelings to the athletes as:

“Because when you go there, the kids are already burdened with tons of pressure. Shooting with the national jersey is a huge burden. The psychology there is a completely different challenge. They carry and endure all of these. Moreover, if someone in a suit tells them, ‘You didn't shoot well,’ it would be even more torturous. We're putting all our effort to prevent this from happening.” (*Participant 5, sports federation executive, stamina-based*)

The same sports federation executive also mentioned the negative emotions they experienced when they saw that athletes could not reach their full potential:

“It's truly a devastating feeling for me. Because, as I mentioned, we know their previous preparation periods and the camps they attended. We know the competitions they've participated in before, the scores of the arrows they've shot. But when they can't achieve that level of performance, it saddens us.” (*Participant 5, sports federation executive, stamina-based*)

One of the other executives also mentioned this side of the negative emotions with the words:

“Indeed, in sports, you can't always win. But we always get mad at when they can't perform. I mean, someone will lose, someone will win. But the

point we get sad about is sometimes they're working hard, but they can't catch that day, or they can't show that effort. Sometimes we feel sorry for them, but sometimes we get angry too. When someone loses to an opponent they could have beaten, who doesn't take the job seriously, or isn't motivated, we express our anger and have the necessary conversations.”
(Participant 2, sports federation executive, skill-dominant: difficulty and artistic)

Another executive discussed the resting effect of the emotions they felt: “Even now, my eyes are filling up. Maybe you can see, it happens, you know.”
(Participant 4, sports federation executive, skill-dominant: combat)

The same executive also mentioned the longing for success in the sports branch.

“There is also longing, you know, right now, it hasn't happened; I mean, in the history of a federation that's 90, 100 years old, there hasn't really been a European or World ranking. Our Olympic success is currently limited to participation only.” *(Participant 4, sports federation executive, skill-dominant: combat)*

An executive indicated the trust they feel in their athletes even if negative emotions are present:

“Negativity can indeed have a significant impact, but we don't reflect that negativity onto the athletes. Because we know that these kids, even if not now, one day, we will surely catch up to this train and get on board. And we will do something someday, we know that.” *(Participant 1, sports federation executive, skill-dominant: accuracy)*

3.3.3. Coping Mechanisms

Especially for the experiences of negative emotions, coping mechanisms with these emotions gain importance. Participants mentioned several coping

mechanisms in case of these kinds of instances. One of the athletes indicates this situation as:

“I generally prefer to experience most things internally. I mean, I really enjoy living everything within myself without projecting or expressing it outwardly. I've tried to suppress these feelings by listening to music. Besides that, I've looked for some solutions by analyzing my own videos. Additionally, I watched videos of professional athletes, their races, their training sessions, and their daily lives. This way, I found a solution for myself.” *(Participant 18, athlete, stamina-based)*

An athlete mentioned the vitality of mental health and coping mechanisms in case of negativity.

“Because ultimately, it's their job to keep us here and going. I mean, tomorrow or the day after, I could leave because of mental issues. You've probably seen it too, an Olympic champion in Tokyo withdrew from the race, citing mental health problems. This shows how important mental health is for people.” *(Participant 33, athlete, stamina-based)*

Another athlete indicated his coping strategy as going with the flow, not stressing too much.

“Because, due to the eight years of experience I've had, I've tasted both success and failure. You end up in a dilemma when you overthink too much about whether something will work or not. Because in sports, you sometimes have to make sudden decisions. You have to act quickly. Additionally, even the slightest mistake affects the arrow we shoot. It can lead to significant misses. That's why we just draw and shoot, thinking "if it happens, it happens; if not, it doesn't." *(Participant 12, athlete, skill-dominant: accuracy)*

Sports federation executives also have their own ways of coping with negative emotions. One executive mentioned as:

“Whether we win or lose, we gather around the dinner table in the evening. There's nothing else to be done. For us, food and conversation serve as both consolation and celebration. In any case, everyone sits at the dinner table as friends. Success is celebrated, but there's no talk about defeat.” (*Participant 5, sports federation executive, stamina-based*)

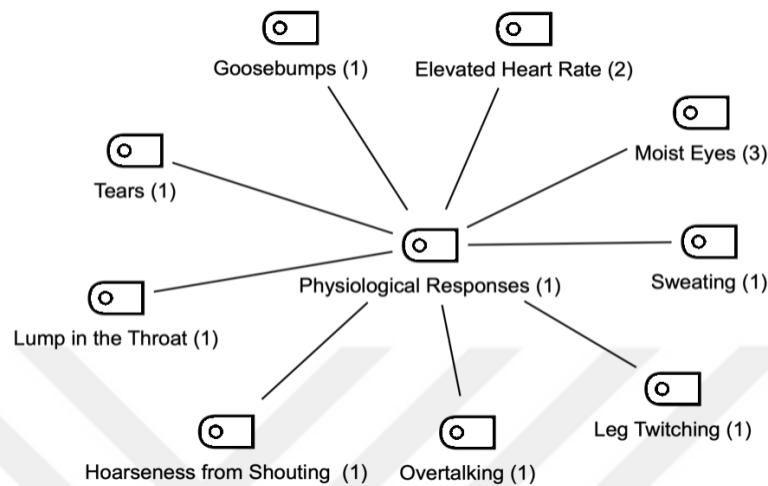
Another executive mentioned that they are focusing on future games. “Of course, there's an impact for a while. After that, life goes on. Whether it's positive or negative, other matches start. We focus on them.” (*Participant 4, sports federation executive, skill-dominant: combat*)

An executive participant mentioned praying as the primary mechanism for themselves. “We pray, yes. Prayer is our totem. So, we pray and say, ‘God, grant us success.’ That's it, we don't have any other such thing. We pray.” (*Participant 1, sports federation executive, skill-dominant: accuracy*)

The same participant also mentioned hiding somewhere in cases of failure. “We sometimes experience negative emotions. For example, in the early days, when we went to races and our athletes weren't fully prepared yet, or when they couldn't even make it to the finals, whether A-team or B-team, you inevitably feel a bit down. You enter a mode where you want to hide away, like sitting at the edge of the stands where nobody can see you. It can have a serious negative impact.” (*Participant 1, sports federation executive, skill-dominant: accuracy*)

3.4. PHYSIOLOGICAL RESPONSES

Figure 3.7 Mentioned Physiological Responses



A few participants recalled physiological responses related to their experiences in the competitions. One of the sports federation executives recalls of experiencing goosebumps, moist eyes, and tears.

“Being next to an athlete right now is really... Even just talking about it gives me goosebumps. I mean, that atmosphere, the atmosphere of the athlete during the competition... Being with them, supporting them, it's really special.” (*Participant 4, sports federation executive, skill-dominant: combat*)

“In the semi-final match, everyone, including officials and volunteers, supports our team as close as possible. It might involve physical actions. Our eyes are filled with tears; we're crying and all.” (*Participant 4, sports federation executive, skill-dominant: combat*)

The same participant refers to the lump of the throat with the words:

“A great success came, something happened. Well, in the intensity of emotion... Now, they call, they call from there, I can't talk. They say something, but I can't speak. There are times when we hang up the phone

without saying anything, let me put it that way.” (*Participant 4, sports federation executive, skill-dominant: combat*)

Another executive mentioned an elevated heart rate:

“Maybe our heart rate is 160. Because I know that excitement, I say that our managers and administrators have already experienced this arrow-shooting ceremony and caught that virus. Usually, they go to international activities. Maybe we’re more excited than the athlete on the line about this.” (*Participant 5, sports federation executive, stamina-based*)

3.5. SUMMARY OF THE RESULTS

The data analysis revealed four parent themes, some including sub-themes. These parent themes are Motivation, National Sentiments, Emotional Responses, and Physiological Responses. Each sub-theme includes segment samples that give an insight into what the participants experience and point out. Kama muta, as mentioned in the literature review, has five main definitive aspects. In the data analysis, the coding of the interview segments, which are reported above, appeared to be in line with the four main aspects of kama muta. The lack of the fifth aspect of kama muta in the data is discussed later.

CHAPTER 4

DISCUSSION

This thesis aimed to investigate if kama muta exists in the sports field, and if so, how it is experienced by elite athletes and sports federation executives. 53 participants were included, which involved 46 elite athletes and 7 sports federation executives. This thesis used secondary qualitative data analysis as the primary method of research. The TUBITAK project entitled "Psychosocial Safety at Sports: Modeling the Determinants of Psychological Health in Elite Sports" provides the data.

Kama muta is a positive emotion that arises from a suddenly intensified communal sharing relationship and, when strongly felt, is usually accompanied by specific bodily sensations (Fiske et al., 2017). This communal sharing relationship emerges when people focus on the commonalities with a group, which can be a nation and joint responsibility for a task (Fiske, 2004).

Since elite athletes may represent or currently represent their nation in international competitions, kama muta can explain their experiences in training and competitions. Sports federation executives also share the need for success and intense preparation periods for international competitions with the athletes, both financially and morally. For this reason, they also can be prone to experience kama muta.

With the intense preparation and competition periods, sport is a professional occupation for elite athletes, rather than an entertainment source or a healthy lifestyle. So, like every employee, their experiences in the organizations they are involved are an essential context for organizational psychology. In addition, having an insight into the experiences of sports federation executives could provide a viewpoint for the processes of the sports federations as organizations.

Elite athletes are professionals who are involved with sports as their occupation. Their organizations are sports clubs, sports federations, and in this data, the Turkish Olympic Preparation Centers, where they live and train. Since they make a living from sports, they are employees in their sportive organizations. They are prone to any issues that Organizational Psychology involves as problems faced in the organizations. Approaching the sports field with an organizational aspect could facilitate these athletes' issues they face in the organizations they are involved, which would improve their physical and psychological well-being, as well as the organizational performance. Furthermore, since this organizational performance is a label for sportive success, it is also related to the nation's international competition and success.

The analysis of the interviews conducted with the MAXQDA 2022 revealed four master themes related to the experiences of elite athletes and sports federation executives. These parent themes are motivation, national sentiments, emotional responses, and physiological responses.

The parent theme of motivation involves the subthemes of intrinsic and extrinsic motivation of participants, in addition to amotivation and goals. This parent theme is related to participants' motivation to start and continue sports, and development. The theme does not involve motivational aspects related to national sentiments, since the related segments are coded separately for the sake of this thesis.

The literature suggests that amotivation in athletes is related to a lack of competence, and lack of intrinsic and extrinsic motivation (Vallerand, 2007); the athletes mentioned a lack of intrinsic and extrinsic motivation as "Regarding life, I have no plans, no hope", and a sensation of incompetence as "No, I can't do it, because it is a matter of sacrifice". These participants' state of amotivation is related to their sports engagement. Since they are not motivated, they do not plan their future and work for it, as described by the words "... they lie to themselves because they want to skip the training". Since there are no motivational experiences of these athletes, the amotivation state cannot be examined for the experience of kama muta.

As mentioned in the literature review, motivation is one of the determinators of kama muta. Specifically, it is defined as an increased devotion to the communal sharing relationship (Fiske et al., 2019). The athletes mentioned their devotion, dedication, and commitment to the sports they perform. They feel like a group with athletes and perceive the others as an outgroup, which can be described by the expression "Someone outside and an athlete are very different". In line with the literature, intrinsic motivation is related to a sense of connection with the team. The fact that most of the athletes in the participants perform individual sports, does not mean that there is no team. They feel like a team with their coaches, "Everything is actually individual, but you are a team with your coach", and with the other athletes in their branches, "When we are abroad, we are a team".

The athletes feel that sport is the most important thing, it is the essence of life. As expressed with the words "I have devoted myself to this sport", their primary goal in life is to be involved with the sports they would like to perform. They also want to guide the future generations that will follow them, "Individual athletes like us need to continue in this sport, otherwise our sport will die". Guiding the future generations in sports, for making the sports live, is an indicator of how much these athletes are committed to the sports. They aim to keep their sports alive and bring in young athletes to the sports for the continuation, it is clear that their primary goal is the benefit of their sports, rather than themselves. This proves that the athletes feel a communal sharing relationship with the sports. In addition, they identify themselves with the groups they belong, and they feel a sense of unity and connection, without specifically labeling it that way but their words speak for themselves, "... we are the ones participating in this sport..." and "The fact that any outsider respects us". This "us" language supports the fact that the athletes feel a communal sharing relationship, mostly through nationality and joint responsibility for a task.

Extrinsic motivators are also important sources of motivation for elite athletes. These extrinsic motivators could relate to their social environment, families, friends, and coaches. Athletes' social environment influences the athletes'

continuation and development in sports, as expressed by "... and then for the happiness of my family, my coaches, friends... These kinds of feelings help me stay within this sport".

The literature proposes that when people feel a sudden intensification of a communal sharing relationship, they experience kama muta. The communal sharing relationship is related to commonalities of individuals, such as nationality and joint responsibility for a task, as Fiske (2004) suggested. In that context, the data provided several specimens. In addition to those mentioned above "us" language, the national sentiments of the athletes and the collective success are related to that context. For the athletes, other than their intrinsic or extrinsic motivation mentioned before, their nation-related motivation is a driving force to continue and develop in the sports. Wearing the national jersey is especially important to them since they represent their nation in international areas. As suggested "When I put the Turkish national jersey on now, I feel completely different", they mention a "pride" related to carrying the national flag. Both athletes and sports federation executives label their experience as pride; when they win a medal, wear the national jersey, carry the national flag, and represent their country in a good way in international competitions. The data did not provide any specific labeling related to kama muta, since this thesis is secondary research, and also the concept of kama muta needs to be more well-known by lay people. However, their sense of belonging, and the increased communal sharing relationship when they experience or observe success in international competitions as the representatives of the Turkish nation, which they define as "pride", could indicate that kama muta is indeed experienced.

Supporting the fact that the reported instances of pride can be not just pride, but kama muta, an expressed feeling that cannot be described clearly, but has a positive valence is present, with the words "... it's like pride for me, or should I say joy, happiness, I'm not sure...".

As expressed by "My chest swells with pride...it's a nice feeling", the reported experience can be kama muta since it has physiological aspects and comes with a sense of unity with the nation, a joint responsibility for representing Türkiye

in the best way possible, "Because we are all united in a common goal, a common objective. The goal is to show our success in Türkiye. Then, to enter the national team and raise the flag". This joint responsibility of representing Türkiye and being successful in international competitions arose in many different interviews. "We don't have a single gold medal in the Olympics, for example. Isn't that interesting? It's very sad to me, and why not be a Turkish person?". The athlete does not say "Why not me?" or "Why not my teammate?", but she says, "Why not be a Turkish person?". The goal is not just individualistic but having success as a nation and as a Turkish athlete. Supporting that sense of unity, "When we are abroad, we are a team. He is my competitor, we come to compete, but I don't have that feeling there." Even though it is an individual sport, and they compete for individual ranking in the international competitions, they do not feel that they are rivals, since they are teammates representing their nation abroad. Priorly mentioned literature indicated that the Olympic athlete participant felt *kama muta* when s/he witnessed their friends' accomplishments (Colleou, 2023). Supporting that, athletes mentioned feeling "proud" when their friend succeeds, "We've already succeeded. For example, there's xxx, our friend. He became sixth in the Olympics. He achieved a first for Türkiye in the Winter Olympics... We were very proud, for instance, that something like this came from us". As I proposed before, the fact that they feel a sense of unity with their group due to nation and joint responsibility for a task, positive valence emotion is present in the experiences, they constantly use an "us" language rather than first person singular pronoun; the experienced emotion is *kama muta*, not just pride. This inference is also in line with the existing literature that proposes witnessing a friend's accomplishment results in experiencing *kama muta* in sports.

Others defined this emotion as an intense emotion that they want to share with others, again using an "us" language, "They want to share the success and the feeling." Noting that participants do not mention someone else in these instances, but their personal experiences with an "us" language support that they perceive a unity with the groups they belong to, which is the TOPC, team, and nation for this sample. The common goal, the joint responsibility of all these groups is to succeed

in international competitions as Turkish athletes, representing the nation abroad, "We have our tights, you know, racing tights, we exchange them with different countries... Before that, for example, Türkiye wasn't a very preferred country for exchange. In 2021, people came to us, for instance. So, apparently, we have been able to represent something correctly". This athlete suggests that when they become successful and win medals in international competitions, they change the other athletes' perceptions of Türkiye. Another important key point here is the fact that the same athlete mentioned other athletes as "We exchange them (the tights) with different countries, Italy, Germany, etc.". As seen here, not Italian, or German "athletes", but the athlete sees them as Italy and Germany; and sees herself as the representative of Türkiye. This is also an indicator of how the athletes feel a sense of unity with their group, which is mostly the nation.

While studying kama muta, the physiological aspects are also vital for defining the emotion. Goosebumps, moist eyes, tears, a lump of the throat, and swelling of the chest which correlate with the warm sensations of the chest are the mentioned physiological responses the participants experienced and that are included in the defining characteristics of kama muta. Even though this thesis uses secondary data analysis, which can explain why more participants did not mention these physical sensations, the data provided that the physical indicators of kama muta are experienced by the athletes and sports federation executives in instances of success.

Overall, four indicators of kama muta are present in the current thesis, except the fifth indicator, labels of the emotion. However, it is reasonable not to have data that includes labeling of kama muta, since it is secondary research, and the clear Turkish phrases that can be synonyms of kama muta are not present in the literature.

4.1. IMPLICATIONS OF THE RESEARCH

The sports field has become more than an entertainment source for the public, but a competitive area between nations and countries. International competitions, like the Olympics, can facilitate a country's image worldwide. Governments increase their funding for sports, aiming to develop their competitive skills and accomplishments. Since elite athletes are the ones who represent the nation and the country in competitions, nationally and internationally, the development of these athletes is a key to success as a nation. The athletes' success is not only a physical concept but also a social, emotional, and psychological concept. Both the literature suggests and the data show, that athletes' motivation, either intrinsic or extrinsic, is related to commitment to sports and success. When athletes feel motivated, their sense of identification with the team and nation, the groups they belong to, is facilitated. This identification with the group results from the experience of *kama muta*, which in fact results in an increased motivation to sustain the existing communal sharing relationship. In conclusion, when athletes are motivated, they begin to sense a commitment to their group, which results in *kama muta*. *Kama muta* facilitates the athletes' motivation to continue, develop, and succeed in sports, affecting the overall nation since they are the representatives in international competitions.

In addition, sports federations are one of the key organizations that are involved with athletes. Understanding the process in these organizations, and the executives' experiences of the athletes' successes and failures gives an insight into the operations of the federations. The results of this thesis offer that understanding and facilitating *kama muta* does not just result in individual-level effects, but also can affect the success of a nation. For these reasons, nations' sports policies should involve emotional aspects, including a focus on facilitating a sense of commonalities between the athletes, the team, and the nation, which is an indicator of *kama muta*. This increased commitment is one of the key indicators of athletic success.

The strength of this thesis lies in the fact that the relationship between kama muta and sports has not been studied prior. This creates a novel area for future research that can progress from the fact that the sports field is a suitable context for research on kama muta. The increased focus on motivation in this thesis, since it is widely studied in the context of sports and also one of the determinators of kama muta, provides insight into how motivation, sports, and kama muta relate to each other.

4.2. LIMITATIONS OF THE RESEARCH

There are some limitations to this thesis. Since this thesis uses secondary data analysis, qualitative research that includes interviews with elite athletes, including direct questions on the experience of kama muta can strengthen the discussed inferences. Kama muta is not a well-known concept, so it is important to include questions with explanations, which can improve the instances that are reported about the experience. Additionally, adding a quantitative phase to the study could improve the research. Using both qualitative and quantitative data analysis would provide a better insight into the experiences of elite athletes. Lastly, this thesis involves a sample of athletes involved with Turkish Olympic Preparation Centers and executives of the sports federations in Türkiye. For the generalizability of the results, a more inclusive sample that could involve the athletes, not just TOPC members but of other organizations and nations, and an increased quantity of executives could be involved.

4.3. FUTURE RESEARCH

Future research can improve the research in this area by focusing on the limitations of this thesis. Conducting mixed-method research that focuses on the experience of kama muta in the sports field would improve the understanding of the phenomenon. Focused questionnaires that primarily aim to reveal the underlying mechanisms of kama muta in sports-related individuals could be beneficial. In addition, the interviews that are conducted with a sense of understanding kama muta, including specific questions that label and define

kama muta could create novel areas of research in sports. Since one of the defining aspects of kama muta is the emotional label that is provided by the participants, directly focusing on kama muta rather than secondary research is another important way to conduct research on this concept. Finally, the generalizability of the results is important in every research. The sample of this thesis is from Türkiye, specifically from Turkish Olympic Preparation Centers (TOPC), where elite athletes prepare for the competitions. The findings of this thesis may not be generalizable to overall athletes. In future research, including athletes from different nations and countries, and a wider range of sports branches and ages could improve the research. Since the concept is related to communal relationships, cross-cultural research could be conducted to identify different patterns of experience in elite athletes. Increasing the quantity of the sample that are sports federation executives could also be beneficial for a deeper understanding of the executive perspective of the experience of kama muta.

4.4. CONCLUSION

The primary aim of this thesis was to understand the concept of motivation and experience of kama muta in the sports field with a sample of elite athletes and sports federation executives. Secondary research was conducted to analyze the qualitative data and reveal the parent themes. The analysis yielded four parent themes: Motivation, National Sentiments, Emotional Responses, and Physiological Responses. The revealed parent themes align with the significant definitive components of kama muta. The missing aspect, the emotional label, is not found in the current analysis. Conducting a mixed research analysis with primary data could improve the understanding of the field. In addition, expanding the sample to obtain more generalizable results could also be an essential aspect of future research.

REFERENCES

- Allison, L., Monington, T. (2002). Sport, prestige and international relations. *Government and Opposition*, 37(1), 106–134.
- Aykın, A.G., & Bilir, F. P. (2013). Hükümet Programlari Ve Spor Politikaları. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 22(2), 239-254.
- Baillie, P. H. F., Davis, H. IV, & Ogilvie, B. C. (2014). Working with elite athletes. In J. L. Van Raalte & B. W. Brewer (Eds.), *Exploring sport and exercise psychology* (pp. 401–425). American Psychological Association.
- Blomster Lyshol, J. K., Pich, O., & Seibt, B. (2022). Moved to Norway, Then Moved by Norway: How Moments of Kama Muta Is Related with Immigrants' Acculturation. *Journal of Cross-Cultural Psychology*, 53(9), 1117-1144.
- Colleou, S. K. (2023). *Kama Muta in The Workplace* [Master's thesis, University of Oslo].
- Çelebi, E. (2021). The effect of organization-public relations on sports fan loyalty. *Journal of Human Sciences*, 18(1), 94–103.
- De Bosscher, V., De Knop, P., Van Bottenburg, M., & Shibli, S. (2006). A Conceptual Framework for Analysing Sports Policy Factors Leading to International Sporting Success, *European Sport Management Quarterly*, 6(2), 185-215.
- De Bosscher, V., Shibil, S., Westerbeek, H., & Van Bottenburg, M. (2015). *Successful Elite Sport Policies: An international comparison in 15 nations (SPLISS 2.0)*. Meyer & Meyer Verlag.
- Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18, 105–115.

- Deci, E.L., Koestner, R. and Ryan, R.M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125, 627–668.
- Deci, E. L., & Ryan, R. M. (2012). Self-determination theory. *Handbook of theories of social psychology*, 1(20), 416-436.
- Dilnoza, Y. (2023). Sports, Culture and Society. *American Journal of Social Sciences and Humanity Research*, 3(11), 152-163.
- Duffy, P. J., Lyons, D. C., Moran, A. P., Warrington, G. D., & MacManus, C. P. (2006). How we Got Here: Perceived Influences on the Development and Success of International Athletes. *The Irish Journal of Psychology*, 27(3-4), 150-167.
- Đurović, D., Veljković, A. A., & Petrović, T. (2020). Psychological aspects of motivation in sport achievement. *Facta Universitatis, Series: Physical Education and Sport*, 465-474.
- Fiske, A. P. (2004). Relational Models Theory 2.0. In N. Haslam (Ed.), *Relational models theory: A contemporary overview* (pp. 3–25). Lawrence Erlbaum Associates Publishers.
- Fiske, A. P., Schubert, T., & Seibt, B. (2017). “Kama muta” or “being moved by love”: A bootstrapping approach to the ontology and epistemology of an emotion. *Universalism without uniformity: Explorations in mind and culture*, 79.
- Fiske, A. P., Seibt, B., & Schubert, T. (2019). The Sudden Devotion Emotion: Kama Muta and the Cultural Practices Whose Function Is to Evoke It. *Emotion Review*, 11(1), 74–86. <https://doi.org/10.1177/1754073917723167>
- Gee, C. J. (2010). How does sport psychology actually improve athletic performance? A framework to facilitate athletes’ and coaches’ understanding. *Behavior modification*, 34(5), 386-402.

- Gibbons, T., McConnel, A., Forster, T., Riewald, ST., Peterson, K. (2003). *Reflections on success:US Olympians describe the Success Factors and obstacles that most influenced their Olympic development. USOC report phase II, 48p.*
- Grix, J., & Carmichael, F. (2012). Why do governments invest in elite sport? A polemic. *International journal of sport policy and politics*, 4(1), 73-90.
- Gould, D., Dieffenbach, K., & Moffett, A. (2002). Psychological characteristics and their development of Olympic champions. *Journal of Applied Sport Psychology*, 14, 172–204.
- Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80(4), 711–735.
- Guth, L. M., & Roth, S. M. (2013). Genetic influence on athletic performance. *Current opinion in pediatrics*, 25(6), 653.
- International Olympic Committee. (n.d.). *Olympic sports*. <https://olympics.com/en>
- Kolev, P. (2020). Research of Adolescent Volleyball Players Intrinsic Motivation for Achievement of High Sports Results. *Research in Kinesiology*, 48(1-2), 35-37.
- Lai, E. R. (2011). Motivation: A literature review. *Person Research's Report*, 6, 40-41.
- Lyons, E., & Coyle, A. (Eds.). (2021). *Analysing qualitative data in psychology*. Sage.
- Ministry of Youth and Sports. (2019). Faaliyet Raporu [Activity Report]. Retrieved from <https://sgb.gsb.gov.tr/Sayfalar/3765/3396/faaliyet-raporlari.aspx>.

- Moen, F., Federici, R. A., & Skaalvik, E. M. (2014). Junior athletes' goal orientation, motivation, and emotional and physical exhaustion. *International Journal of Coaching Science*, 8(2), 25-41.
- Papanikos, G. T. (2020). The participation legacy at Olympic Games. *Athens Journal of Sports*, 7(4), 251-262.
- Petranchuk, T. (2019). *The Impact of Extrinsic Motivation on Athletic Performance*. State University of New York.
- Reichertz, J. (2013). Induction, Deduction, Abduction. In *The SAGE Handbook of Qualitative Data*. Sage.
- Roche, M. (2000). Mega-events and modernity: Perspectives and themes. In *Megaevents and Modernity: Olympics and Expos in the Growth of Global Culture*. Routledge.
- Roulston, K. (2013). Analysing Interviews. In *The SAGE Handbook of Qualitative Data*. Sage.
- Seibt B., Schubert T. W., Zickfeld J. H., Fiske A. P. (2017). Interpersonal closeness and morality predict feelings of being moved. *Emotion*, 17(3), 389–394.
- Shi, J., Li, G., Xue, S., & Nie, Q. (2022). From zero to hero: The spatio-temporal patterns and migration influence mechanism of world-class athletes in China. *Heliyon*, 8(11), e11532. <https://doi.org/10.1016/j.heliyon.2022.e11452>
- Swann, C., Moran, A., & Piggott, D. (2015). Defining elite athletes: Issues in the study of expert performance in sport psychology. *Psychology of sport and exercise*, 16, 3-14.
- Tracy, J. L., & Robins, R. W. (2004). Show your pride: Evidence for a discrete emotion expression. *Psychological science*, 15(3), 194-197.
- Vallerand, R.J. (2007). Intrinsic and extrinsic motivation in sport and physical activity. In: G. Tenenbaum, & R.C. Eklund (Eds.), *Handbook of sports psychology*, (pp. 59-80). Hoboken, NJ: John Wiley & Sons, Inc.

Zickfeld, J. H., Schubert, T. W., Seibt, B., & Fiske, A. P. (2017). Empathic concern is part of amore general communal emotion. *Frontiers in psychology, 8*, 723.

Zickfeld, J. H., Schubert, T. W., Seibt, B., Blomster, J. K., Arriaga, P., Basabe, N., ... & Fiske, A. P. (2019). Kama muta: Conceptualizing and measuring the experience often labelled being moved across 19 nations and 15 languages. *Emotion, 19*(3), 402.

Zickfeld, J. H. (2020). *From being moved to kama muta: Conceptualizing and characterizing a social relational emotion from cultural, physiological, and trait perspectives* (Doctoral dissertation, University of Oslo]. https://www.sv.uio.no/psi/forskning/aktuelt/arrangementer/disputaser/2020/Zickfeld/janis_zickfeld.pdf

Zickfeld, J. H., Arriaga, P., Santos, S. V., Schubert, T. W., & Seibt, B. (2020). Tears of joy, aesthetic chills and heartwarming feelings: Physiological correlates of Kama Muta. *Psychophysiology, 57*(12), e13662.

APPENDICES

APPENDIX 1: Interview Questions/ Elite Athletes (*English Version*)

| Elite Athlete | Coach | Sport Experts |
|--|--|--|
| What psychosocial risks may you be exposed to in the field of sports? | What psychosocial risks may both you and your athletes be exposed in the field of sports? | What psychosocial risks may both you and your athletes be exposed in the field of sports? |
| Do you receive psychological and social support during your preparation process? | How much time do you spend with the athletes you work with? | How do you address the psychological and social support needs of the athletes you work with? |
| Have you experienced any injuries or accidents during the time you have been involved in sports? | Do you foresee any other career opportunities for both yourself and the athletes you coach? | Have you received any training to provide social or psychological support to the athletes you work with? |
| Is simultaneously sustaining sports and educational life challenging for you? | Have you experienced any injuries or accidents during the time you have been involved in sports? | |
| Do you receive support from your family and social environment? | How do you address the psychological and social support needs of the athletes you work with? | |
| If you were to stop doing sports, do you have another dream or backup plan? | Have you received any training to provide social or psychological support to the athletes you work with? | |

APPENDIX 2: Interview Questions/ Elite Athletes (*Turkish Version*)

| Elit Sporcu | Antrenör | Spor Uzmanı |
|--|---|---|
| Spor alanında hangi psikososyal risklere maruz kalabilirsiniz? | Spor alanında hem siz hem de sporcularınız hangi psikososyal risklere maruz kalabilir? | Spor alanında hem siz hem de sporcularınız hangi psikososyal risklere maruz kalabilir? |
| Hazırlık süreçlerinizde psikolojik ve sosyal destek alıyor musunuz? | Birlikte çalıştığınız sporcularla ne kadar vakit geçiriyorsunuz? | Birlikte çalıştığınız sporcuların psikolojik ve sosyal destek ihtiyaçlarını nasıl karşılıyorsunuz? |
| Spor yaptığınız süre boyunca herhangi bir yaralanma veya kaza geçirdiniz mi? | Hem kendiniz hem de çalıştırdığınız sporcular için başka bir kariyer imkânı ön görüyor musunuz? | Birlikte çalıştığınız sporculara sosyal veya psikolojik destek olabilmek için herhangi bir eğitim aldınız mı? |
| Spor ve eğitim hayatını birlikte sürdürmek sizi zorluyor mu? | Spor yaptığınız süre boyunca herhangi bir yaralanma veya kaza geçirdiniz mi? | |
| Aileniz ve sosyal çevrenizden destek görüyor musunuz? | Birlikte çalıştığınız sporcuların psikolojik ve sosyal destek ihtiyaçlarını nasıl karşılıyorsunuz? | |
| Spor yapmayı bırakırsanız başka bir hayaliniz veya yedek planınız var mı? | Birlikte çalıştığınız sporculara sosyal veya psikolojik destek olabilmek için herhangi bir eğitim aldınız mı? | |

APPENDIX 3: Interview Questions/ Sport Federation Executives (*English Version*)

1. When did you start working in this organization? What are your duties?
2. How is your communication with the athletes and coaches you work with?
3. What psychosocial risks may both you and your athletes be exposed to in the field of sports?
4. How do you address the psychological and social support needs of the athletes you work with?
5. Have you received any training to provide social or psychological support to the athletes you work with? Do you provide such training and support to employees working with athletes?
6. In your opinion, what are the challenges that athletes face in Türkiye?
7. How would you describe the relationship between your federation and TOPC (Turkish Olympic Preparation Centers)?
8. How do you evaluate the financial resources of your organization?
9. What are your thoughts on the state financially supporting professional sports? Do you think it is necessary to ensure participation in sports and increase success in sports?
10. How do you evaluate the budgets for Sports Federations allocated by the Ministry?
11. As a federation, what are you doing to support the development of coaches?
12. During your tenure, have any of your athletes experienced any injuries or accidents? What was done afterward? How was the athlete supported, and did they continue with sports?
13. Can you establish sufficient communication with official sports organizations in Türkiye? Are you supported? In your opinion, what kind of structure would be better?
14. Is there any support provided for athletes to prepare for their careers after sports?
15. What opportunities are provided to athletes in competitions, like the Olympics?

16. What is done to monitor the development of athletes? This could include research centers or similar agreements.
17. Are there channels through which athletes can communicate their requests or complaints, and how does the process work?
18. What is the role of the federation in selecting athletes for the national team and the Olympics?
19. What is the role of the federation in selecting coaches for the national team and the Olympics?
20. In your opinion, what needs to be done to increase success in sports, especially in Olympic disciplines, in Türkiye?
21. Do you experience distinct positive emotions when interacting with your athletes or being with them during competitions? Can you describe a specific situation?
22. Do you experience distinct negative emotions when interacting with your athletes or being with them during competitions? Can you describe a specific situation?
23. Is there a specific place or time associated with these emotions?
24. While experiencing these emotions, did you think of anything specific? Did you do anything special?
25. What do you do after experiencing these emotions?
26. Have you noticed any physical changes in yourself?
- Moist eyes
 - Goosebumps
 - Feeling a lump in your throat
 - Chest swelling, feeling warmth or coldness
27. How do you feel when your athletes win or lose a competition? (If the participants didn't provide sufficient answers to the first two questions)

APPENDIX 4: Interview Questions/ Sport Federation Executives (*Turkish Version*)

- 1-Bu kurumda çalışmaya ne zaman başladınız? Görevleriniz nelerdir?
- 2-Birlikte çalıştığınız sporcular ve antrenörlerle iletişiminiz nasıl?
- 3-Spor alanında hem siz hem de sporcularınız hangi psikososyal risklere maruz kalabilir?
- 4-Birlikte çalıştığınız sporcuların psikolojik ve sosyal destek ihtiyaçlarını nasıl karşılıyorsunuz?
- 5-Birlikte çalıştığınız sporculara sosyal veya psikolojik destek olabilmek için herhangi bir eğitim aldınız mı? Sporcularla birlikte çalışanlara bu tarz eğitimler ve destekler sunuyor musunuz?
- 6-Türkiye’de sizce sporcuların karşılaştığı zorluklar nelerdir?
- 7- Federasyonunuz ile TOHM’lar arasındaki ilişkiyi nasıl tanımlarsınız?
- 8-Kurumunuzun maddi imkanlarını nasıl değerlendiriyorsunuz?
- 9-Devletin profesyonel sporu finansal olarak desteklemesi konusunda ne düşünüyorsunuz? Sizce bu spora katılımın sağlanması ve sporda başarının artması için gerekli mi?
- 10-Bakanlığın Federasyonlar için ayırdığı bütçeleri nasıl değerlendirirsiniz?
- 11-Federasyon olarak, antrenörlerin gelişmesi ve desteklenmesi için neler yapıyorsunuz?
- 12- Çalıştığınız süre boyunca sporcularınız herhangi bir yaralanma veya kaza geçirdi mi? Sonrasında neler yapıldı? Sporcu nasıl desteklendi ve spora devam etti mi?
- 13-Türkiye’de sporla ilgili resmî kurumlarla yeterli iletişim kurabiliyor musunuz? Destekleniyor musunuz? Sizce nasıl bir yapı olsa daha iyi olurdu?
- 14- Sporculara spor sonrası kariyerlerine hazırlanmaları için herhangi bir destek sunuluyor mu?
- 15- Olimpiyatlar, müsabakalar gibi yarışmalarda sporculara ne gibi imkanlar sağlanıyor?
- 16- Sporcuların gelişimleri takip etmek üzere neler yapılıyor? Bu bir araştırma merkezi olabilir benzer anlaşmalar olabilir.

17-Sporcuların herhangi bir istek ya da şikâyetleri olduğunda bunları size iletebilecekleri kanallar mevcut mu ve süreç nasıl işliyor?

18-Milli takıma ve olimpiyatlara sporcu seçerken federasyonun bu süreçteki rolü nedir?

19-Milli takıma ve olimpiyatlara antrenör seçerken federasyonun bu süreçteki rolü nedir?

20- Türkiye’de sporda ve özellikle olimpik branşlarda başarıların artırılması için sizce neler yapılması gerekiyor?

21-Sporcularınızla ilgilenirken veya müsabakalarda onların yanındayken belirgin pozitif duygular yaşıyor musunuz? Nasıl bir durumdu?

22-Sporcularınızla ilgilenirken veya müsabakalarda onların yanındayken belirgin negatif duygular yaşıyor musunuz? Nasıl bir durumdu?

23-Spesifik bir mekan veya zamanı var mı?

24-Bu duyguları yaşarken spesifik bir şey düşündünüz mü? Özel bir şey yapıyor muydunuz?

25-Bu duyguları yaşadktan sonra ne yapıyorsunuz?

26-Kendinizde fiziksel deęişikler hissetiniz mi?

- [] Gözlerin yaşarması

- [] Tüylerin diken diken olması

- [] Boğazın takılması

- [] Göğüsün kabarması, sıcaklık veya soğukluk hissetme gibi

27-Müsabaka kazandıklarında ve müsabaka kaybettiklerinde nasıl duygular yaşıyorsunuz? (Eğer katılımcı ilk iki soruda yeterli cevap vermediyse)

APPENDIX 5: Ethics Board Approval

Etik Kurul Deęerlendirme Sonucu bu tezin basılı versiyonunda mevcuttur.

