



# International Alliance for Health, Physical Education, Dance and Sport (IAHPEDS)

2026 World Congress, Istanbul, Türkiye  
June 24-28, 2026

## Abstract Book



All the abstracts in this book were reviewed by the Scientific Committee

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IAHPEDS 2026  
WORLD CONGRESS

"Breaking down barriers through  
sport, health, physical education  
and dance for everyone"



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### 3rd IAHPEDS

International Alliance for Health,  
Physical Education, Dance, and Sport  
World Congress

Türkiye Olympic  
Committee (TMOK)  
Ataköy - İSTANBUL



June  
24 - 28,  
2026

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Dr. Yavuz Lima  
Dr. Walter Ho  
Dr. Xiaolu Liu  
Dr. Xiaofen Hamilton

## Scientific Program

| Time                                                                                                       | 24 June, 2026<br>Wednesday                                                                                                                             |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inclusive Movement and Participation: From Research to Practice, From Involvement to Transformation</b> |                                                                                                                                                        |
| <b>SESSION PRESENTATIONS</b>                                                                               |                                                                                                                                                        |
| <b>Inclusive Physical Education Practices and Research</b>                                                 |                                                                                                                                                        |
| 09.00 - 12.00                                                                                              | <b>Paralympic Sport Experience Workshops - Ahmet Cömert Sports Hall</b>                                                                                |
|                                                                                                            | <b>Content:</b>                                                                                                                                        |
|                                                                                                            | Goalball                                                                                                                                               |
|                                                                                                            | Sitting Volleyball                                                                                                                                     |
|                                                                                                            | Wheelchair Sports                                                                                                                                      |
|                                                                                                            | Paralympic School Day Practices                                                                                                                        |
| 09.00 - 12.00                                                                                              | <b>Workshop 1 - Turgut Atakol Conference Hall</b>                                                                                                      |
|                                                                                                            | Paul Schempp<br>Differentiators Between Good and Great Coaches                                                                                         |
| 12.00 - 13.00                                                                                              | Lunch                                                                                                                                                  |
| 13.00 - 14.15                                                                                              | <b>Lecture 1 - Turgut Atakol Conference Hall</b>                                                                                                       |
|                                                                                                            | Triple Self / Triple Thinking<br>Ziya Azazi                                                                                                            |
| 13.00 - 14.15                                                                                              | <b>Workshop 2 - Ahmet Cömert Sports Hall</b>                                                                                                           |
|                                                                                                            | Dr. Gülsüm Hatipoğlu Özcan<br>Developmental Movement Education in Early Childhood                                                                      |
| 14.15 - 14.45                                                                                              | <b>Social Activity</b>                                                                                                                                 |
|                                                                                                            | Para Dance Show & Recreational Dance Event                                                                                                             |
| 14.45 - 16.00                                                                                              | <b>Workshop 3 - Ahmet Cömert Sports Hall</b>                                                                                                           |
|                                                                                                            | Dr. Sibel Nalbant - Dr. Ahmet Sansi<br>Adapted Physical Activity and Sport Practices                                                                   |
| 16.00 - 16.45                                                                                              | <b>Social Activity</b>                                                                                                                                 |
|                                                                                                            | BLR'IZ Event                                                                                                                                           |
| 16.45 - 17.45                                                                                              | <b>Keynote Presentation I - Turgut Atakol Conference Hall</b>                                                                                          |
|                                                                                                            | Dr. Mehmet Yanardağ                                                                                                                                    |
| 16.45 - 17.45                                                                                              | Unlocking the Power of Lifelong Physical Activity in Individuals with Autism: Continuous Professional Development Through a Transdisciplinary Approach |
| 18.00 - 18.45                                                                                              | <b>Opening Ceremony - Turgut Atakol Conference Hall</b>                                                                                                |
|                                                                                                            | <b>Ziya Azazi- Contemporary Sufi Dance Performance</b>                                                                                                 |
|                                                                                                            | <b>Rhythm and Various Performance</b>                                                                                                                  |
|                                                                                                            | <b>Protocol Speeches</b>                                                                                                                               |
|                                                                                                            | Dr. Salih PINAR (Türkiye) - IAHPEDS Europe and Middle East Representative- Congress Co-Chair                                                           |
|                                                                                                            | Dr. Gregory Soukup (USA) - IAHPEDS President                                                                                                           |
| 18.45                                                                                                      | Dr. Av. Murat Aksu (Türkiye) - President of the Turkish National Paralympic Committee                                                                  |
|                                                                                                            | Dr. Veli Ozan Çakır (Türkiye) - President of Turkish National Olympic Committee                                                                        |
| 18.45                                                                                                      | <b>Opening Reception (Türkiye Olympic Committee)</b>                                                                                                   |

**3rd IAHPEDS**  
International Alliance for Health,  
Physical Education, Dance, and Sport  
**World Congress**

**Türkiye Olympic  
Committee (TMOK)**  
Ataköy - İSTANBUL



**June  
24 - 28,  
2026**

| Time          | 25 June, 2026                                                                                                                                                                                                                   |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | Thursday                                                                                                                                                                                                                        |
|               | <b>ORAL SESSIONS (A)</b>                                                                                                                                                                                                        |
|               | <b>Health / Dance / Sport / Physical Education</b>                                                                                                                                                                              |
|               | <b>Oral Session 1 - Congress Hall A (PE - Turgut Atakol Conference Hall)</b>                                                                                                                                                    |
|               | <b>Session Chair: Dr. Rajesh Kumar</b>                                                                                                                                                                                          |
|               | Assessing Global Works of Quality Physical Education: Instrument Development and Application<br><b>Walter Ho</b>                                                                                                                |
|               | Exploring College Students' Lived Experiences and Attitudes Toward Physical Education: A Qualitative Inquiry<br><b>Sabado, Marvin Luis, Arroyo, J.P.M., Maciejewski, R.S.J., Ulanday, M.E.D., Madrigal, N.R.</b>                |
|               | College Students' Attitude towards Physical Education Classes in a State University in the Philippines<br><b>Ulanday, MARIE ELOISA, Arroyo, J.P.M., Maciejewski, R.S.J., Sabado, M.L.C., Madrigal, N.R.</b>                     |
|               | <b>Oral Session 2 - Congress Hall B (Sport - Sinan Erdem Hall)</b>                                                                                                                                                              |
|               | <b>Session Chair: Dr. Adil Deniz Duru</b>                                                                                                                                                                                       |
|               | Context Conditions of Elite Sport Systems in Singapore and the Philippines: Developing and Applying the Elite Sport System Context Condition Questionnaire (ES-CCQ)<br><b>Ralph Ramos, Veerle De Bosscher, Nicholas de Cruz</b> |
|               | Talent Development in Sport: A Survey of Policy and Practice in Singaporean Athletes<br><b>Lee Kok Sonk, Ian Koe</b>                                                                                                            |
|               | Play Within Safe Boundaries: Empowering University Sports through Strategic Campus Security<br><b>Mirza Raza Ali Baig</b>                                                                                                       |
| 09.00 - 10.00 | <b>Oral Session 3 - Congress Hall C (Health - Jerfi Firatlı Hall)</b>                                                                                                                                                           |
|               | <b>Session Chair: Dr. Holly Alperin</b>                                                                                                                                                                                         |
|               | Lauve Wellbeing: The Power of Values and the Physical Dimension for Community Health and Development<br><b>Timothy Lynch, Xiaofen D. Hamilton, Chenhao Wu, YucenLi, Gregory J. Soukup, Wendy Goff</b>                           |
|               | Rethinking Curriculum: Embedding Field Experience into Undergraduate Public Health<br><b>Heather Barton-Weston, Gregory Soukup, Erlinda Lopez-Rodriguez</b>                                                                     |
|               | Vaccine Hesitancy as a Systemic Response: Experiences of Hispanic Female Nurses in South Texas<br><b>Kathryn Martinez</b>                                                                                                       |
|               | <b>Oral Session 4 - Dance - Congress Hall D</b>                                                                                                                                                                                 |
|               | <b>Session Chair: Dr. Halil Korkmaz</b>                                                                                                                                                                                         |
|               | Lead, Follow, or Both? Reimagining Gender Roles in Social Dance<br><b>Peggy Domingue</b>                                                                                                                                        |
|               | Effects of Creative Learning in Rhythm-based Dance in Physical Education<br><b>Itsuka Tamaki, Akane Yamazaki</b>                                                                                                                |
|               | What Do Instructors Attend to When Evaluating Creative Dance?<br>A Focus on Visual Gaze Toward Movement as Influenced by Dance Experience<br><b>Akane Yamazaki, Itsuka Tamaki</b>                                               |
| 10.00 - 10.15 | Coffee Break                                                                                                                                                                                                                    |
|               | <b>SESSION PRESENTATIONS (A)</b>                                                                                                                                                                                                |
|               | <b>Session Presentation 1 - Congress Hall A (Sport - Turgut Atakol Conference Hall)</b>                                                                                                                                         |
|               | <b>Session Chair: Dr. İlker Yücesir</b>                                                                                                                                                                                         |
|               | Athlete Development Models and Early Specialization in Sports<br><b>Selda Bereket Yücel</b>                                                                                                                                     |
| 10.15 - 11.00 | <b>Session Presentation 2 - Congress Hall B (PE - Sinan Erdem Hall)</b>                                                                                                                                                         |
|               | <b>Session Chair: Dr. Marie Eloisa D. Ulanday</b>                                                                                                                                                                               |
|               | Enhancing Students' Game Performance through Situated Set Plays<br><b>Fatih Dervent</b>                                                                                                                                         |
| 10.15 - 11.00 | <b>Session Presentation 3 - Dance-Congress Hall D</b>                                                                                                                                                                           |
|               | <b>Session Chair: Dr. Pınar Yaprak</b>                                                                                                                                                                                          |
|               | Using Dance/Movement to Address Social Issues<br><b>Fran Anthony Meyer, Peggy Domingue, Tarin Hampton</b>                                                                                                                       |
|               | <b>KEYNOTE PRESENTATION I &amp; ORAL SESSIONS (B)</b>                                                                                                                                                                           |
|               | <b>Keynote 1 - Congress Hall A (Dance - Turgut Atakol Conference Hall)</b>                                                                                                                                                      |

| Time                     | 25 June, 2026                                                                                                                                                                                                                         |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | Thursday                                                                                                                                                                                                                              |
| 11.05 - 12.05            | <b>Session Chair: Dr. Rajkumar Karve</b><br>Movement as Text, Dance as Lens: The Representation of the Indigenous through Dance in the Philippine Education System<br><b>Michiko Aseron</b>                                           |
|                          | <b>Oral Session 5 - Congress Hall B (Sport - Sinan Erdem Hall)</b>                                                                                                                                                                    |
|                          | <b>Session Chair: Dr. Ralph Andrew Ramos</b><br>Exploring the Motor Coordination, Physical Fitness, and Technical Performance of Young Sailors: Findings of a Scoping Review<br><b>İrmak Hürmeriç-Altunöz</b>                         |
|                          | Effect of Weight Training Exercises for the Development of Upper Body Muscle Strength and Endurance among Rowers of Telangana State<br><b>Vislavath Ashok</b>                                                                         |
|                          | Effect of Core Strength Training for Development of Explosive Power among Boxers of Osmania University<br><b>Gurunam Singh Chug</b>                                                                                                   |
|                          | <b>Oral Session 6 - Congress Hall C (Health - Jerfi Fıratlı Hall)</b>                                                                                                                                                                 |
|                          | <b>Session Chair:</b><br>Breaking Down Barriers: Making Health Education Accessible Across Cultures<br><b>Amy Lauren Smith</b>                                                                                                        |
|                          | Socialization of Health Education Teachers: Factors Influencing Curricular and Pedagogical Choices in the K-12 Health Education Classroom<br><b>Holly Alperin</b>                                                                     |
|                          | <b>Panel Discussion I - PE - Congress Hall D</b>                                                                                                                                                                                      |
|                          | <b>Session Chair: Dr. Hayri Ertan</b><br>How AI is Transforming and Supporting the Work of Physical Education Teachers.<br><b>Naoki Suzuki, Xiaofen Hamilton, Walter Ho</b>                                                           |
| 12.05 - 13.00            | Lunch                                                                                                                                                                                                                                 |
| <b>ORAL SESSIONS (C)</b> |                                                                                                                                                                                                                                       |
| 13.00 - 14.00            | <b>Oral Session 7 - Congress Hall A (PE - Turgut Atakol Conference Hall)</b>                                                                                                                                                          |
|                          | <b>Session Chair: Dr. Fatih Dervent</b><br>Rethinking Assessment:<br>Aligning Practices with the Principles of Nonlinear Pedagogy (NLP) in PE<br><b>Louis Ho, Chow Jia Yi, Chue Kah Loong</b>                                         |
|                          | <b>Oral Session 8 - Congress Hall B (Sport - Sinan Erdem Hall)</b>                                                                                                                                                                    |
|                          | <b>Session Chair: Dr. Xiaofen Hamilton</b><br>Youth Engagement in Sports and Physical Activity in Singapore: Patterns, Barriers, and Motivators<br><b>Heng Yeow Yap</b>                                                               |
| 13.00 - 14.00            | Influence of Health Locus of Control and Emotional Intelligence on Children Athletes' Resilience During Competition in Jlebu-Ode<br><b>Adeogun Adekunle Olanrewaju</b>                                                                |
|                          | From Olympic Values to Olympic Achievement: An Analysis of Türkiye's Olympic Ecosystem<br><b>Hülya Ünlü</b>                                                                                                                           |
|                          | <b>Oral Session 9 - Congress Hall C (Health - Jerfi Fıratlı Hall)</b>                                                                                                                                                                 |
|                          | <b>Session Chair: Dr. Tarin Hampton</b><br>Impact of One Year of Regular Physical Activity on 60-Year-Old Male's Health- A Case Study<br><b>Gregory J. Soukup, Sr., Heather Barton-Weston, Timothy Lynch, Erlinda Lopez-Rodriguez</b> |
|                          | Perceived Effects of Participation in Exercise on Mental Health and Well-Being among Secondary School Students in Benin Metropolis, Nigeria<br><b>Faleke Mary Abidemi</b>                                                             |
|                          | Examining the Role of Perfectionism and Coping Strategies in Predicting Coach Burnout<br><b>Emine Sapmaz, Ali Kızılet, Gözde Ersöz Ay</b>                                                                                             |
| 13.00 - 14.00            | <b>Oral Session 10 - Dance - Congress Hall D</b>                                                                                                                                                                                      |
|                          | <b>Session Chair: Dr. İlker Yücesir</b><br>Understanding the Challenges Faced by Pre-Service Physical Education Teachers in Teaching Dance: Implications for Teacher Education<br><b>Shu Mei Karen Heng</b>                           |



| Time          | 25 June, 2026                                                                                                                                                                                                                    |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <b>Thursday</b>                                                                                                                                                                                                                  |
|               | Perfection in Motion: Differences in Wellbeing Across Perfectionism Profiles in Dancers<br><b>Luis Calmeiro, Eirean Fletcher</b>                                                                                                 |
|               | Martial Arts as Dance<br><b>Nancy Kane</b>                                                                                                                                                                                       |
| 14.00 - 14.15 | Coffee Break                                                                                                                                                                                                                     |
|               | <b>KEYNOTE PRESENTATION II &amp; ORAL SESSIONS (D)</b>                                                                                                                                                                           |
|               | <b>Keynote 2- Congress Hall A (Health - Turgut Atakol Conference Hall)</b>                                                                                                                                                       |
|               | <b>Session Chair: Dr. Selda Bereket Yücel</b>                                                                                                                                                                                    |
|               | Physical Literacy, Healthy Lifestyle, Longevity: Simple or Complex En Route<br><b>Hasan Birol Çotuk</b>                                                                                                                          |
|               | <b>Oral Session 11 - Congress Hall B (PE - Sinan Erdem Hall)</b>                                                                                                                                                                 |
|               | <b>Session Chair: Dr. Tim Lynch</b>                                                                                                                                                                                              |
| 14.15 - 15.15 | Using Motion Capture Data to Support Natural Science Perspectives on Movement in Physical Education<br><b>Naoki Suzuki</b>                                                                                                       |
|               | <b>Oral Session 12 - Congress Hall C (Sport - Jerfi Fıratlı Hall)</b>                                                                                                                                                            |
|               | <b>Session Chair: Dr. Fran Meyer</b>                                                                                                                                                                                             |
|               | The Turkish Adaptation and Psychometric Properties of the Perceived Available Social Support in Sport Questionnaire<br><b>Mehmet Arman Apaydın, Gözde Ersöz Ay</b>                                                               |
|               | <b>ORAL SESSIONS (E)</b>                                                                                                                                                                                                         |
|               | <b>Oral Session 13 - Congress Hall A (PE - Turgut Atakol Conference Hall)</b>                                                                                                                                                    |
|               | <b>Session Chair: Dr. Naoki Suzuki</b>                                                                                                                                                                                           |
| 15.20 - 16.20 | Physical Exercise – A Tool for Children's Development<br><b>Rajesh Kumar</b>                                                                                                                                                     |
|               | <b>Oral Session 14 - Congress Hall B (Sport - Sinan Erdem Hall)</b>                                                                                                                                                              |
|               | <b>Session Chair: Dr. Fatih Dervent</b>                                                                                                                                                                                          |
|               | Masculinity in Sport: Hegemonic Norms, Resistance, and Negotiation<br><b>Jeong Dae Lee, Seunghyun Hwang</b>                                                                                                                      |
|               | A Comparison of Doping and Neuro-Enhancement in Sports, Arts, and Education within the Context of Fair Play<br><b>Mehlika Nuran Gündoğmuş; Tuna Uslu</b>                                                                         |
| 15.20 - 16.20 | <b>Oral Session 15 - Congress Hall C (Health - Jerfi Fıratlı Hall)</b>                                                                                                                                                           |
|               | <b>Session Chair: Asst. Prof. Marvin Luis C. Sabado</b>                                                                                                                                                                          |
|               | Impact of Targeted Nutrition and Strategic Exercise on Physical Fitness in Student-Athletes<br><b>Alpana Bajpai</b>                                                                                                              |
|               | Breaking the Silence: Barriers to Opioid Management in the Lives of Mexican Immigrant Women<br><b>Angela Delgado, Anali Martinez, Zoe Acosta, Jamie Harrison, Heather Barton-Weston, Gregory Soukup, Erlinda Lopez-Rodriguez</b> |
|               | A Bibliometric Analysis of the Literature on Concussion in Child and Adolescent Athletes<br><b>Ayşe Yaren Kurden, Gözde Ersöz Ay</b>                                                                                             |
|               | <b>POSTER SESSIONS (A) - TMOK Entrance Area</b>                                                                                                                                                                                  |
|               | <b>Session Chair: Dr. Hasan Birol Çotuk</b>                                                                                                                                                                                      |
| 16.20 - 17.00 | The Relationship Between Bilateral Balance and Jump Asymmetries and Neuromuscular Performance Quality in Taekwondo Athletes<br><b>Şerife Özcan, Şerife Yaprak, Salih Çetinkaya, Emel Çetin Özdoğan</b>                           |
|               | AI and the Evidence: Can We Trust What We See or Rather PROMPT!<br><b>David C. Berry</b>                                                                                                                                         |
|               | The Effect of Isometric Hamstring Strength on Deceleration and Change of Direction Performance<br><b>Yusuf Öksüz</b>                                                                                                             |
|               | The Relationship Between Quality of Life and Physical Activity in Community College Students<br><b>Jerry Loflin</b>                                                                                                              |

| Time                                               | 26 June, 2026                                                                                                                                                                               |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | Friday                                                                                                                                                                                      |
| <b>ORAL SESSIONS (F)</b>                           |                                                                                                                                                                                             |
| <b>Health / Dance / Sport / Physical Education</b> |                                                                                                                                                                                             |
| 09.00 - 10.00                                      | <b>Oral Session 16 - Congress Hall A (PE - Turgut Atakol Conference Hall)</b>                                                                                                               |
|                                                    | <b>Session Chair: Dr. Greg Soukup</b>                                                                                                                                                       |
|                                                    | Fitness Testing Anxiety Scale Components: A Literature Review<br><b>Xiaofen Hamilton, Chenhao Wu, Yucen Li, Timothy Lynch, Yongshun Wang, Mark Worrell</b>                                  |
|                                                    | NEP 2020 and Physical Education in India: Opportunities, Challenges, and Global Comparisons<br><b>Anil Kumar Mishra, Rammanohar Lohia</b>                                                   |
|                                                    | Bibliometric Analysis of Parental Attitudes in Sports Using the VOSviewer Application<br><b>Melek Erol, Gözde Ersöz Ay</b>                                                                  |
|                                                    | <b>Oral Session 17 - Congress Hall B (Sport - Sinan Erdem Hall)</b>                                                                                                                         |
|                                                    | <b>Session Chair: Dr. Fatih Dervent</b>                                                                                                                                                     |
|                                                    | Effect of Core Strength Training and Plyometric Exercises on the Development of Explosive Power among Women Kho Kho Players of the University of Lucknow<br><b>Neeraj Jain, Sumit Singh</b> |
|                                                    | The Effects of Face-to-Face and Online HIFT Training on Physical Fitness in Sedentary Individuals<br><b>Serra Ayşe Çakar Saka, Asiye Filiz Çamlığüney</b>                                   |
|                                                    | <b>Oral Session 18 - Congress Hall C (Health - Fıratlı Hall)</b>                                                                                                                            |
| 10.00 - 10.15                                      | <b>Session Chair: Dr. Peggy Domingue</b>                                                                                                                                                    |
|                                                    | Applied Strategies in Play-Based Fitness Training for Enhancing Gross Motor Proficiency in Children with Autism<br><b>Elif Tuğçe Şen, Cihan Aygün</b>                                       |
|                                                    | Brand Equity in Sportswear: The Case of The Big 3<br><b>Kerem Er, İtir Erhart</b>                                                                                                           |
|                                                    | <b>KEYNOTE PRESENTATION III &amp; ORAL SESSIONS (G)</b>                                                                                                                                     |
|                                                    | <b>Keynote 3- Congress Hall A (PE -Turgut Atakol Conference Hall)</b>                                                                                                                       |
|                                                    | <b>Session Chair: Dr. Gıyasettin Demirhan</b>                                                                                                                                               |
|                                                    | Enhancing the Quality of Physical Education: Rethinking Sport Instructors' Competencies for the Future<br><b>Levent İnce</b>                                                                |
|                                                    | <b>Oral Session 19 - Congress Hall B (Sport - Sinan Erdem Hall)</b>                                                                                                                         |
|                                                    | <b>Session Chair: Dr. Seyed Houtan Shahidi</b>                                                                                                                                              |
|                                                    | Sport Developmental Effects of Martial Arts-Based Interventions in Individuals with Special Needs: A Review<br><b>Havvanur Arslan, Sibel Nalbant</b>                                        |
| 10.20 - 11.20                                      | A Study to Investigate the Comparative Data Analysis of Regular Physical Activities and Sports Participation among Sports Science Students<br><b>Mehwish Manzoor</b>                        |
|                                                    | <b>Oral Session 20 - Congress Hall C (Sport - Jerfi Fıratlı Hall)</b>                                                                                                                       |
|                                                    | <b>Session Chair: Dr. İhsan Sarı</b>                                                                                                                                                        |
|                                                    | A New Validated Psychometric Self-Evaluating Instrument for Measuring Legacy Constructs of the Youth Olympic Games<br><b>Mary Ser Hui, ANG; Koon Teck, KOH; Gregory Arief, LIEM</b>         |
|                                                    | Current trends in athlete engagement: an updated systematic review and bibliometric analysis (2024–2026)<br><b>Derya Erarslan, Memed Bilgin Aydın</b>                                       |
|                                                    | <b>SESSION PRESENTATIONS (B)</b>                                                                                                                                                            |
|                                                    | <b>Session Presentation 5 - Congress Hall A (Sport - Turgut Atakol Conference Hall)</b>                                                                                                     |
|                                                    | <b>Session Chair: Dr. Çiğdem Bulgan Ercin</b>                                                                                                                                               |
|                                                    | Cortical Efficiency and Performance: Neural Markers in Elite Athletes<br><b>Hayri Ertan</b>                                                                                                 |

| Time                    | 26 June, 2026                                                                                                                                                                                                                                                           |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | Friday                                                                                                                                                                                                                                                                  |
| 11.25 - 12.10           | <b>Session Presentation 6 - Congress Hall B (PE - Sinan Erdem Hall)</b>                                                                                                                                                                                                 |
|                         | <b>Session Chair: Dr. Amy Lauren Smith</b>                                                                                                                                                                                                                              |
|                         | Inclusion in Sport and Physical Education: It's All Related with How We Teach<br><b>Nikolaos Digelidis</b>                                                                                                                                                              |
|                         | <b>Session Presentation 7 - Congress Hall D</b>                                                                                                                                                                                                                         |
|                         | <b>Session Chair: Dr. Pinar Yaprak</b>                                                                                                                                                                                                                                  |
| 12.10 - 13.10           | INTERNATIONAL DANCE COLLECTIVE: A Multicultural Sampling of Dance Genres from the USA and Ghana<br><b>Tarin T. Hampton, Dance Council Chair,</b><br><b>Panel Participants: Fran A. Meyer, Peggy Domingue</b>                                                            |
|                         | Lunch                                                                                                                                                                                                                                                                   |
|                         | <b>SESSION PRESENTATIONS (C)</b>                                                                                                                                                                                                                                        |
|                         | <b>Session Presentation 8 - Congress Hall A (Sport - Turgut Atakol Conference Hall)</b>                                                                                                                                                                                 |
|                         | <b>Session Chair: Dr. Hayri Ertan</b>                                                                                                                                                                                                                                   |
| 13.10 - 13.55           | Reemphass of Experiential Learning in Higher Education Sport Management Curriculums<br><b>Robert C. Schneider</b>                                                                                                                                                       |
|                         | <b>Session Presentation 9 - Congress Hall B (PE - Sinan Erdem Hall)</b>                                                                                                                                                                                                 |
|                         | <b>Session Chair: Dr. Cengiz Karagözoğlu</b>                                                                                                                                                                                                                            |
|                         | Human Movement as a Translating 3D Biomechanics into Functional Exercise Design<br><b>Çiğdem Bulgan Ercin</b>                                                                                                                                                           |
|                         | <b>Session Presentation 10 - Congress Hall C (Health - Jerfi Fıratlı Hall)</b>                                                                                                                                                                                          |
| 14.00 - 15.00           | <b>Session Chair: Dr. Fahimeh Hassani</b>                                                                                                                                                                                                                               |
|                         | Architects of Motivation: Transforming the Interpersonal Ecosystem in Sport and Exercise Through Evidence-Based Interventions<br><b>İhsan Sarı</b>                                                                                                                      |
|                         | <b>KEYNOTE PRESENTATION IV</b>                                                                                                                                                                                                                                          |
|                         | <b>Keynote 4- Congress Hall A (SPORT-Turgut Atakol Conference Hall)</b>                                                                                                                                                                                                 |
|                         | <b>Session Chair: Dr. Gıyasettin Demirhan</b>                                                                                                                                                                                                                           |
| 14.00 - 15.00           | Coaching Practices That Break Down Barriers Through Sport<br><b>Paul Schempp</b>                                                                                                                                                                                        |
| 15.00-15.15             | Coffee Break                                                                                                                                                                                                                                                            |
| <b>CLOSING CEREMONY</b> |                                                                                                                                                                                                                                                                         |
| 15.15 - 16.15           | Dr. Salih PINAR (Türkiye) - IAHPEDS Europe and Middle East Representative- Congress Co-Chair                                                                                                                                                                            |
|                         | Dr. Gregory Soukup (USA) - IAHPEDS President – Congress Co-Chair                                                                                                                                                                                                        |
|                         | Dr. Av. Murat Aksu (Türkiye) - President of the Turkish National Paralympic Committee                                                                                                                                                                                   |
|                         | Dr. Veli Ozan Çakır (Türkiye) - President of Turkish National Olympic Committee                                                                                                                                                                                         |
| 19.00                   | <b>Gala Dinner (İBB Florya Social Facilities)</b><br><b>Location:</b> <a href="https://maps.app.goo.gl/qWj46S1pUmSJi3an7">https://maps.app.goo.gl/qWj46S1pUmSJi3an7</a><br>The shuttle service from the congress venue to the Gala Dinner venue will depart at 18:00 PM |

| Online/Virtual Sessions                                                                                                                                             |                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Join Zoom Meeting                                                                                                                                                   |                                                                                                                                                                                                                                |
| <a href="https://us02web.zoom.us/j/88375305609?pwd=OUJvdytEbUJQbUdLbWl6THBNUHg3UT09">https://us02web.zoom.us/j/88375305609?pwd=OUJvdytEbUJQbUdLbWl6THBNUHg3UT09</a> |                                                                                                                                                                                                                                |
| Meeting ID: 883 7530 5609 Passcode: 542884                                                                                                                          |                                                                                                                                                                                                                                |
| Time                                                                                                                                                                | 27 June, 2026<br>Saturday                                                                                                                                                                                                      |
| 13.45 - 13.55                                                                                                                                                       | <b>Opening and Introduction</b>                                                                                                                                                                                                |
|                                                                                                                                                                     | Salih PINAR (Türkiye)- IAHPEDS Europe and Middle East Representative- Congress Co-Chair                                                                                                                                        |
|                                                                                                                                                                     | Gregory Soukup, IAHPEDS President                                                                                                                                                                                              |
| ONLINE / VIRTUAL SESSIONS (A)                                                                                                                                       |                                                                                                                                                                                                                                |
| 14.00 - 15.00                                                                                                                                                       | <b>PE - Turgut Atakol Conference Hall (Room 1)</b>                                                                                                                                                                             |
|                                                                                                                                                                     | <b>Session Chair: Dr. Cengiz Karagözoğlu</b>                                                                                                                                                                                   |
|                                                                                                                                                                     | From Fixed Classes to Student Choice: Effects of an Elective Physical Education (EPE) Program on Core Competencies in Physical Education (CCPE)<br><b>Xiaotian Wang</b>                                                        |
|                                                                                                                                                                     | Beyond Skill Acquisition: The Effects of Situated Game Teaching on Decision-Making Efficiency and Visual Search Strategies in Basketball<br><b>Jiacheng Chen, Shiming Liu, Zhiwei Huang, Yanan Li</b>                          |
|                                                                                                                                                                     | Digital Technologies in Physical Education Teaching Practice and Teacher Professional Development: A Systematic Review<br><b>Rui Li, Mingming Guo, Qi Wang</b>                                                                 |
|                                                                                                                                                                     | <b>Sport - Sinan Erdem Hall (Room 2)</b>                                                                                                                                                                                       |
|                                                                                                                                                                     | <b>Session Chair:</b>                                                                                                                                                                                                          |
|                                                                                                                                                                     | The Correlation Mechanism Among Personality Traits, Self-Control, and Adolescent Sports Moral Character<br><b>Cong Liu</b>                                                                                                     |
|                                                                                                                                                                     | Mind-Body Synergy in Volleyball: Position-Specific Interactions between Psychological Resilience and Physical Fitness<br><b>RAJANNA</b>                                                                                        |
|                                                                                                                                                                     | Fitness to Finesse: Influence of Physical and Physiological Capacities on Dribbling, Ball Balance, and Shooting Accuracy in Collegiate Hockey Players<br><b>Manjunath Sahadevappa, Chandrakanth Shirolu</b>                    |
| 14.00 - 15.00                                                                                                                                                       | <b>Health - Jerfi Fıratlı Hall (Room 3)</b>                                                                                                                                                                                    |
|                                                                                                                                                                     | <b>Session Chair: Dr. Asiye Filiz Çamlıgüney</b>                                                                                                                                                                               |
|                                                                                                                                                                     | Physical Activity and Psychological Resilience Among University Students: The Mediating Role of Exercise Motivation<br><b>Jin Ma, Shulin Gao, Wenxue Ma, Jiashuo Qi, Jinqi Liang, Yuyang Nie, Cong Liu</b>                     |
|                                                                                                                                                                     | <b>Interdisciplinary &amp; Dance- Congress Hall D (Room 4)</b>                                                                                                                                                                 |
|                                                                                                                                                                     | <b>Session Chair: Dr. Bahar Ünsal Yılmaz</b>                                                                                                                                                                                   |
| 14.00 - 15.00                                                                                                                                                       | Technology and AI for Impactful Coaching and Learning: Bridging Research, Practice, and Learning in Sports and Physical Education - Symposium AI for Effective Coaching & Teaching in the 21st Century<br><b>Koon Teck Koh</b> |
|                                                                                                                                                                     | Smart Campus Physical Education in China: Pathways and Challenges<br><b>Qi Wang</b>                                                                                                                                            |
|                                                                                                                                                                     | Shifting Paradigms in Physical Education: Toward AI-Enhanced Student Health Promotion<br><b>Fuxue Zhao</b>                                                                                                                     |

| Time          | 27 June, 2026                                                                                                                                                                                                                         |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | Saturday                                                                                                                                                                                                                              |
|               | <b>ONLINE / VIRTUAL SESSIONS (B)</b>                                                                                                                                                                                                  |
|               | <b>PE - Turgut Atakol Conference Hall (Room 1)</b>                                                                                                                                                                                    |
|               | <b>Session Chair:</b>                                                                                                                                                                                                                 |
|               | Well-being Literacy among Preservice Physical Education Teachers: A Cross-sectional Comparison of Year 1 and Year 2 Cohorts in Singapore<br><b>Lit Khoon Zason</b>                                                                    |
|               | The Effect of Physical Activity on Smartphone Addiction: A Meta-Analysis<br><b>Mehmet Güllü, Sezer Alagöz, Mehmet Akarsu</b>                                                                                                          |
|               | Physical Education Classes Barriers Scale: Validity and Reliability Study<br><b>Mehmet Akarsu, Mehmet Güllü</b>                                                                                                                       |
|               | Examining the Relationship Between Physical Activity and Gaming and Internet Addiction: A Correlation-Based Meta-Analysis<br><b>Mehmet Güllü, Sezer Alagöz, Mehmet Akarsu</b>                                                         |
|               | <b>Sport - Sinan Erdem Hall (Room 2)</b>                                                                                                                                                                                              |
|               | <b>Session Chair: Dr. Rajanna</b>                                                                                                                                                                                                     |
|               | A Look Back at the Success of the 2025 World Championships in Athletics in Tokyo<br><b>Yasuo Shimizu</b>                                                                                                                              |
|               | Effects of Moderate-Load Blood Flow Restriction Training on Muscle Size<br><b>Ayşe Dinç, Tuba Melekoğlu, Sibel Bakırcı, Ayşen Türk</b>                                                                                                |
|               | Changes in Self-Efficacy among First Year Physical Education Student Teachers<br><b>Hou Cheng Aloysius Tham, Shern Meng Tan, Siti Nureisyah Binte Noor Azman, Yong Xiang Tristan Matthew Wee</b>                                      |
| 15.00 - 16.20 | <b>Health- Jerfi Fıratlı Hall (Room 3)</b>                                                                                                                                                                                            |
|               | <b>Session Chair: Dr. Fahimeh Hassani</b>                                                                                                                                                                                             |
|               | Associations of Short-Video Viewing and WeChat Use with Depressive Symptoms Among Chinese Youth<br><b>Mingming Guo</b>                                                                                                                |
|               | Effect of Social Media and Technology on Body Image and Self-Esteem of College Students Engaged in Fitness Activities<br><b>Olanrewaju Ipinmoroti</b>                                                                                 |
|               | Physical Activity and Mental Health: The Role of Exercise in Reducing Anxiety, Depression, and Stress<br><b>Y. Srinivas Reddy, Meka Vani</b>                                                                                          |
|               | AI-Assisted Football Club Communication, Authenticity, and Fan Trust: Evidence from Generation Y Supporters<br><b>Süleyman Rebge</b>                                                                                                  |
|               | <b>Interdisciplinary &amp; Dance- Congress Hall D (Room 4)</b>                                                                                                                                                                        |
|               | <b>Session Chair: Dr. Damla Ayduğ</b>                                                                                                                                                                                                 |
|               | A Profile of the Somatotype and Body Composition of Professional Filipino Ballet Dancers<br><b>Camille Castro-Mante</b>                                                                                                               |
|               | Peak Expiratory Flow Rate Response of Female Obesity Following 12-week Aerobic Dance Circuit Training in Tertiary Institutions in Oyo State, Nigeria<br><b>Olusegun Adewale Ajayi, Oluwasogo Ruth Ogunleye, Racheal Bolanle Ajala</b> |
| 15.00 - 16.20 | Breaking Barriers in Educator Wellness: The Impact of an Inclusive Aerobic Dance Program on Fitness and Engagement<br><b>Teresita Portugaleta Nollado, Lodrigio G. Basco Jr.</b>                                                      |
|               | <b>Room 5</b>                                                                                                                                                                                                                         |

| Time                          | 27 June, 2026                                                                                                                                                                                                                                                        |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | Saturday                                                                                                                                                                                                                                                             |
|                               | Brain Breaks in Action: Energizing Classrooms for Active Minds, Healthy Bodies, and Holistic Learning<br><b>Rajkumar Karve</b>                                                                                                                                       |
| 16.20 - 16.25                 | Break                                                                                                                                                                                                                                                                |
| ONLINE / VIRTUAL SESSIONS (C) |                                                                                                                                                                                                                                                                      |
| 16.25 - 17.25                 | <b>PE - Turgut Atakol Conference Hall (Room 1)</b>                                                                                                                                                                                                                   |
|                               | <b>Session Chair: Dr. Asiye Filiz Çamlıgüney</b>                                                                                                                                                                                                                     |
|                               | Psychological Dimensions of Physical Education: Implications for Mental Health, Motivation, and Lifelong Physical Activity: A Review<br><b>Anitha Kariga</b>                                                                                                         |
|                               | Physical Education as an Academic and Behavioral Intervention<br><b>Ryan McKinney</b>                                                                                                                                                                                |
|                               | Ready for the AI Age? Strategies and Resources for Building AI Literacy Among Physical Education Teacher Educators<br><b>Xiaolu Liu, Liyan Tang</b>                                                                                                                  |
|                               | <b>Sport - Sinan Erdem Hall (Room 2)</b>                                                                                                                                                                                                                             |
|                               | <b>Session Chair: Dr. Erdem Çakaloğlu</b>                                                                                                                                                                                                                            |
|                               | AI-Enabled Digital Transformation for Sustainable Development of Chinese Leisure Football<br><b>Honghan Xu, Zhihao Xie, Lijia Hou, Tianbiao Liu</b>                                                                                                                  |
|                               | Enhancing Game Intelligence and Physical Performance in Aboriginal Youth Football: A Pedagogical Model of Comparison<br><b>Mohamad Nor Farihan Sulong, Zulakbal Abd Karim, Rozaireen Muszali, Frederick Josue, Mohd Fadhl Abdullah, Sanmuga Nathan K. Jeganathan</b> |
|                               | The Potential Role of Team Sports in Fostering Social and Emotional Learning Competencies of Chinese University Students<br><b>Yuchen Han, Lingshu Li</b>                                                                                                            |
| 16.25 - 17.25                 | <b>Health - Jerfi Fıratlı Hall (Room 3)</b>                                                                                                                                                                                                                          |
|                               | <b>Session Chair: Dr. Adil Deniz Duru</b>                                                                                                                                                                                                                            |
|                               | Time Trends and Shifting Inequalities in Physical Activity Among Chinese Adolescents, 2014-2022<br><b>Xinyu Chen, Sitong Zhang, Binping Gong, Da Wang, Mingming Guo</b>                                                                                              |
|                               | Nutrition Education as a Critical Factor for Body Mass Index<br><b>Elizabeth A. Bridges, Dwan M. Bridges, Xiaofen D. Hamilton</b>                                                                                                                                    |
|                               | Reimagining Nutrition Education: A Framework for Equity, Community, and Joy<br><b>Rachael E. Gibson</b>                                                                                                                                                              |
|                               | <b>Interdisciplinary &amp; Dance- Congress Hall D (Room 4)</b>                                                                                                                                                                                                       |
|                               | <b>Session Chair: Dr. Selman Kaya</b>                                                                                                                                                                                                                                |
|                               | What Happens During Zumbini for School? -- Physical Activity and Social Behavior During a Commercial Music-and-Movement Program in Daycare Settings<br><b>Yung-Ju Chen, Mallory Hoogensen, Hayden Tinker</b>                                                         |
|                               | The Body in Motion: Recontextualizing Indian Classical Dance as a Site of Cultural Negotiation and Social Change Amid Global Displacement<br><b>Lopita Nath</b>                                                                                                      |
|                               | Digital Technologies for the Professional Learning of PE Teachers and Sports Coaches: A Systematic Review<br><b>Haoyue Shang, Koh Koon Teck</b>                                                                                                                      |
| ONLINE / VIRTUAL SESSIONS (D) |                                                                                                                                                                                                                                                                      |

| Time                                 | 27 June, 2026                                                                                                                                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | Saturday                                                                                                                                                                                                       |
| 17.25 - 18.25                        | <b>PE - Turgut Atakol Conference Hall (Room 1)</b>                                                                                                                                                             |
|                                      | <b>Session Chair: Dr. Asiye Filiz Çamlıgüney</b>                                                                                                                                                               |
|                                      | Integrating Artificial Intelligence in Adapted Physical Education: Opportunities and Considerations<br><b>Dwan M. Bridges, Elizabeth A. Bridges, Beichen Lu, Xiaofen D. Hamilton</b>                           |
|                                      | Let's See What You Can Do<br><b>Heather Burd, Joe Deutsch</b>                                                                                                                                                  |
|                                      | Creating and Developing a Home-School Program. Enhancing Your PETE Students and Your Community.<br><b>Joe Deutsch</b>                                                                                          |
|                                      | <b>Sport- Sinan Erdem Hall (Room 2)</b>                                                                                                                                                                        |
|                                      | <b>Session Chair:</b>                                                                                                                                                                                          |
|                                      | Sports Communication, Global Sport, and National Identity: People's Daily Coverage of the Beijing 2022 Winter Olympics<br><b>Lingshu Li, Yuchen Han, Tanjian Liang</b>                                         |
|                                      | The Effect of 12 Weeks of Plyometric and Resistance Training on Agility and Speed among Intercollegiate Women Basketball Players of Osmania University, Hyderabad<br><b>Punjala Supriya</b>                    |
|                                      | Developing a Competency Model for Youth Outdoor Camp Instructors: A Delphi Study<br><b>Binping Gong, Yu Huang, Ying Zhang, Mingming Guo</b>                                                                    |
| 17.25 - 18.25                        | <b>Health- Jerfi Fıratlı Hall (Room 3)</b>                                                                                                                                                                     |
|                                      | <b>Session Chair: Dr. Adil Deniz Duru</b>                                                                                                                                                                      |
|                                      | Role of Yoga in Breaking Social and Cultural Barriers among Mahatma Gandhi University, Telangana, India Students<br><b>Meka Vani, D. Devaki</b>                                                                |
| 17.25 - 18.25                        | <b>Interdisciplinary &amp; Dance- Congress Hall D (Room 4)</b>                                                                                                                                                 |
|                                      | <b>Session Chair: Dr. Safer Elmas</b>                                                                                                                                                                          |
| 18.25 - 18.30                        | From Data to Movement: How AI Empowers Educators and Athletes to Overcome Barriers<br><b>Shawn Credit</b>                                                                                                      |
|                                      | <b>Break</b>                                                                                                                                                                                                   |
| <b>ONLINE / VIRTUAL SESSIONS (E)</b> |                                                                                                                                                                                                                |
| 18.30 - 19.30                        | <b>PE - Turgut Atakol Conference Hall (Room 1)</b>                                                                                                                                                             |
|                                      | <b>Session Chair: Dr. Cengiz Karagözoğlu</b>                                                                                                                                                                   |
|                                      | Unaddressed Areas in the Newly Revised SHAPE America K-12 Physical Education Teaching Standards<br><b>Bingqing Yang, Chenhao Wu, Yucen Li, Mark Worrell, Timothy Lynch, Yongshun Wang, Xiaofen D. Hamilton</b> |
|                                      | GIS Based Climatic Analogue of Optimal Elite Athlete Training Zones in India for the Los Angeles 2028 Olympics<br><b>Sundararaja Perumal Jayaraman</b>                                                         |
|                                      | <b>Sport - Sinan Erdem Hall (Room 2)</b>                                                                                                                                                                       |
|                                      | <b>Session Chair: Dr. Fahimeh Hassani</b>                                                                                                                                                                      |
|                                      | Synergizing Movement and Mind: Effects of Yoga and Exercise Therapy on Physical, Physiological and Psychological Parameters among Collegiate Students<br><b>Ramesh H Kittur</b>                                |
|                                      |                                                                                                                                                                                                                |

| Time                                                            | 27 June, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | Saturday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                 | An Investigation of Postgraduate Theses on Paralympics in Türkiye in Terms of Various Variables<br><b>Elif Dilan Atılğan</b>                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                 | A Comparative Examination of Cultural Virtue Levels of University Students with and Without Sports Education<br><b>Talha Görücü, Yasemin Yalçın, Furkan Saygılı, Azime İrem Gündüz</b>                                                                                                                                                                                                                                                                                                                       |
|                                                                 | <b>Health - Jerfi Fıratlı Hall (Room 3)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                 | <b>Session Chair: Dr. Selman Kaya</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                 | Self-determination Theory and Behavior Changes in Physical Education<br><b>Tracey Naumann, Chenhao Wu, Yucen Li, Mark Worrell</b>                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                 | Attitudes of Physical Education Teacher Candidates Toward Gender Roles: A Cross-Sectional Study<br><b>Doğa Yalçın, Ümitcan Köse, Yağız Yıldız, Aleyna Gürbüzcan, Şule Korkmaz, Ebru Özen, Sibel Nalbant</b>                                                                                                                                                                                                                                                                                                  |
| 18.30 - 19.30                                                   | <b>Interdisciplinary &amp; Dance- Congress Hall D (Room 4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                 | <b>Session Chair: Dr. Merve Bal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                 | Penalty Kick Success in Football: Turkey 2023-2024 Super League<br><b>Rıdvan Ergin</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                 | Effects of a Four-Week Norwegian Double-Threshold Training Block on Performance Determinants in Middle-Distance Runners<br><b>Abdullah Tuğluk, Seyed Houtan Shahidi</b>                                                                                                                                                                                                                                                                                                                                      |
| <b>CLOSING REMARKS - Turgut Atakol Conference Hall (Room 1)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 19.35 - 20.00                                                   | Dr. Salih Pinar, Istanbul World Congress Co-Chair                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                 | Dr. Gregory Soukup, IAHPEDS President                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Meet-up: 14.30<br/>Tour Duration:<br/>16.00 - 17.30</b>      | <b>İSTANBUL BOSPHORUS BOAT TOUR (Snacks and Refreshments Included)</b><br><b>Note:</b> Participants joining the Bosphorus Boat Cruise on Saturday, June 27, 2026, are informed that a shuttle bus will depart from the Congress Center at 2:30 PM to transfer participants to the Üsküdar Ferry Terminal. The cruise will begin at 4:00 PM. Shuttle services will depart from the Üsküdar Ferry Terminal to the congress venue between 17:30 and 18:00. <b>Please arrive at the departure point on time.</b> |

| Time                                               | 28 June, 2026                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | Sunday                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>ORAL SESSIONS (A)</b>                           |                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Health / Dance / Sport / Physical Education</b> |                                                                                                                                                                                                                                                                                                                                                                                               |
| 09.00 - 10.00                                      | <b>Oral Session 1 - Congress Hall A (PE - Turgut Atakol Conference Hall)</b>                                                                                                                                                                                                                                                                                                                  |
|                                                    | <b>Session Chair: Dr. Hülya Ünlü</b>                                                                                                                                                                                                                                                                                                                                                          |
|                                                    | Bibliometric Analysis of Academic Studies on Pickleball: Global Trends and Research Gaps<br><i>Pickleball Üzerine Yapılan Akademik Çalışmaların Bibliyometrik Analizi: Küresel Eğilimler ve Araştırma Boşlukları</i><br><b>Canay İmrek</b>                                                                                                                                                    |
|                                                    | The Effect of Social-Emotional Learning Skills of National Athletes on Their Xenophobic Levels<br><i>Milli Sporcuların Sosyal-Duygusal Öğrenme Becerilerinin Ksenofobi Düzeylerine Etkisi</i><br><b>Şimal Orman, Hasan Ceyhan Can</b>                                                                                                                                                         |
|                                                    | A Comparative Study of Motor Skill Levels in Children with Special Needs Compared to Their Typically Developing Peers<br><i>Özel Gereksinimli Çocukların Motor Beceri Düzeylerinin Tipik Gelişim Gösteren Akranlarıyla Karşılaştırmalı Olarak İncelenmesi</i><br><b>Havva Şahan, Rukiye Canan Kafadar, Gökçe Oktay Kaya, Gülsüm Hatipoğlu Özcan</b>                                           |
|                                                    | <b>Oral Session 2 - Congress Hall B (Sport - Sinan Erdem Hall)</b>                                                                                                                                                                                                                                                                                                                            |
|                                                    | <b>Session Chair: Dr. Ayşe Oya Erkut</b>                                                                                                                                                                                                                                                                                                                                                      |
|                                                    | <b>Oral Session 3 - Congress Hall C (Sport - Jerfi Fıratlı Hall)</b>                                                                                                                                                                                                                                                                                                                          |
|                                                    | <b>Session Chair: Dr. Şeval Kaygusuz</b>                                                                                                                                                                                                                                                                                                                                                      |
|                                                    | Evaluation of the Effects of Knee Flexion, Knee Extension, and Hip Adduction Strength on In-Water Jump Performance in Elite Adult Male Water Polo Players<br><i>Elit Yetişkin Erkek Su Topu Oyuncularında Diz Fleksiyonu, Diz Ekstansiyonu ve Kalça Adüksiyon Kuvvetinin Su İçi Sıçrama Performansına Etkilerinin Değerlendirilmesi</i><br><b>Rıdvan Pehlivan, Alper Aşçı, Yusuf Kahraman</b> |
| 09.00 - 10.00                                      | Investigation of the Effects of Short-Term Supramaximal Loadings on Blood Lactate Levels in The Effect of Integrated Training Model on Mountain Bike Performance<br><i>Entegre Antrenman Modelinin Dağ Bisikleti Performansı Üzerine Etkisi</i><br><b>Fatih Koçak, Salih Pınar</b>                                                                                                            |
|                                                    | <b>Oral Session 4 - Health-Congress Hall D</b>                                                                                                                                                                                                                                                                                                                                                |
|                                                    | <b>Session Chair: Dr. Bahar Ünsal Yılmaz</b>                                                                                                                                                                                                                                                                                                                                                  |
| 09.00 - 10.00                                      | Time-of-Day Effects of Caffeine Supplementation Following Acute Partial Sleep Deprivation: A Triple-Blind Randomized Trial<br><i>Akut Kısmi Uyku Yoksunluğu Sonrası Kafein Takviyesinin Günün Saatine Göre Etkileri: Üçlü Kör Randomize Çalışma</i><br><b>Hamza Durası, Semih Karaman, Yavuz Öztürk, Yeşim Çalışkan</b>                                                                       |
|                                                    | The Effect of Beetroot Juice Loading on Endurance Performance, Perceived Exertion, Fatigue, and Recovery Levels in Adolescent Badminton Players<br><i>Ergen Badminton Sporcularında Pancar Suyu Yüklemesinin Dayanıklılık Performansı, Hissedilen Şiddet, Yorgunluk ve Toparlanma Düzeyine Etkisi</i><br><b>Feyza Erden, Emir Hasan Yavuz, Şerife Vatansever</b>                              |
|                                                    | Investigation of Heart Rate Changes in Ballet Movement Combinations<br><i>Bale Hareket Kombinasyonlarındaki Kalp Atım Hızı Değişimlerinin İncelenmesi</i><br><b>Gökçe Akgün</b>                                                                                                                                                                                                               |
| 10.00 - 10.15                                      | <b>Coffee Break</b>                                                                                                                                                                                                                                                                                                                                                                           |



| Time          | 28 June, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | Sunday                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|               | ORAL SESSIONS (B)                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 10.20 - 11.20 | <b>Oral Session 5 - Congress Hall A (PE - Turgut Atakol Conference Hall)</b>                                                                                                                                                                                                                                                                                                                                                                           |
|               | <b>Session Chair:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|               | Game Design Based on Different Obstacle Situations for Inclusive Education: Its Effect on Middle School Students' Attitudes and Levels of Empathy Towards Individuals with Disabilities<br><i>Kapsayıcı Eğitime Yönelik Farklı Engel Durumları Oluşturularak Tasarlanan Oyunlar: Ortaokul Öğrencilerinin Özel Gereksinimli Bireylere Yönelik Tutumlarına ve Empati Düzeylerine Etkisi</i><br><b>Esra İrem Özcan, Hasibe Çoruh, Nimet Haşıl Korkmaz</b> |
|               | Intervention-Based Practices in Preparing Pre-Service Physical Education Teacher Candidates for Inclusive Education: A Systematic Review<br><i>Hizmet Öncesi Beden Eğitimi Öğretmen Adaylarının Kapsayıcı Eğitime Hazırlanmasında Müdahale Temelli Uygulamalar: Sistematik Bir Derleme</i><br><b>Fatma Demir Zengin, Nimet Haşıl Korkmaz, Selen Uğur Mutlu, Hasibe Çoruh</b>                                                                           |
|               | Adapted Exercise Programs for Individuals with Disabilities: Strategies and Best Practices<br><i>Engelli Bireyler İçin Uyarlanmış Egzersiz Programları: Stratejiler ve En İyi Uygulamalar</i><br><b>Ekin Karlık</b>                                                                                                                                                                                                                                    |
|               | <b>Oral Session 6 - Congress Hall B (Sport - Sinan Erdem Hall)</b>                                                                                                                                                                                                                                                                                                                                                                                     |
|               | <b>Session Chair: Dr. Şeval Kaygusuz</b>                                                                                                                                                                                                                                                                                                                                                                                                               |
|               | A Periodic Comparison of the Construction and Usage Models of Summer and Winter Olympic Venues from a Sustainability Perspective<br><i>Yaz ve Kış Olimpiyat Oyunları Tesislerinin İnşa ve Kullanım Modellerinin Sürdürülebilirlik Perspektifinden Dönemsel Karşılaştırması</i><br><b>Nazlı Hilal Kaya, Tuna Uslu</b>                                                                                                                                   |
|               | Examining the Mediating Effect of Club Image in the Relationship Between Team Identification and Spectator Consumption Among Football Spectators<br><i>Futbol Seyircilerinde Takım Özdeşleşmesi ile Seyirci Tüketimi Arasındaki İlişkide Kulüp İmajının Aracılık Etkisinin İncelenmesi</i><br><b>Oktay Akyüz, Gözde Ersöz Ay, Aydın Pekel</b>                                                                                                          |
|               | <b>Oral Session 7 - Congress Hall C (Health - Jerfi Fıratlı Hall)</b>                                                                                                                                                                                                                                                                                                                                                                                  |
|               | <b>Session Chair: Dr. Damla Ayduğ</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |
|               | Assessing Anatomy Recognition in Medical Students Through Silhouettes: An Innovative Approach to Evaluating Visuospatial Processing Abilities<br><i>Tıp Öğrencilerinde Siluette Yoluyla Anatomi Tanımının Değerlendirilmesi: Görsel-Uzamsal İşleme Yeteneklerini Değerlendirmek için Yenilikçi Bir Yaklaşım</i><br><b>Naz Soyer, Meryem Efe, Seyda Ulusahin, Eren Ögüt</b>                                                                             |
|               | Evaluation of Dynamic Knee Valgus in Latin Dancers: A Cross-Sectional Observational Study<br><i>Latin Dansçılarda Dinamik Diz Valgusunun Değerlendirilmesi: Kesitsel Gözlemsel Bir Çalışma</i><br><b>Beyza Karaduman, Özlem Feyzioğlu, Gizem Türker Çatal, Begüm Türker Acu, Büşra Hussain</b>                                                                                                                                                         |
|               | The Effect of Sleep Hygiene Training on Sleep Behaviour, Sleep Quality and Sleepiness in Elite Male Gymnasts<br><i>Uyku Hijyeni Eğitiminin Elit Erkek Jimnastikçilerde Uyku Davranışı, Uyku Kalitesi ve Uykululuğa Etkisi</i><br><b>Semih Karaman, Songül Çağlar, Ümid Karlı</b>                                                                                                                                                                       |
|               | <b>Oral Session 8 - PE-Congress Hall D</b>                                                                                                                                                                                                                                                                                                                                                                                                             |

| Time                     | 28 June, 2026                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <b>Sunday</b>                                                                                                                                                                                                                                                                                                                                                                                                 |
| 10.20 - 11.20            | <b>Session Chair: Dr. Hülya Ünlü</b>                                                                                                                                                                                                                                                                                                                                                                          |
|                          | The Effects of Inclusive Sports Project on Attitudes of Sports High School Students Towards Individuals with Special Needs<br><i>Spor Lisesi Öğrencilerinin Kapsayıcı Spor Projesi ile Özel Gereksinimli Bireylere Karşı Tutumlarının Etkileri</i><br><b>Uğur Karakaş, Yusuf Dumlu, Tuna Uslu</b>                                                                                                             |
|                          | Development and Feasibility of a Cross-Cultural Training Programme for Sport Coaches<br><i>Spor Antrenörleri için Kültürlerarası Bir Eğitim Programının Geliştirilmesi ve Uygulanabilirliği</i><br><b>Dr. Deniz Urgun</b>                                                                                                                                                                                     |
|                          | Paralympic Sport Standards Measurement System (PSSÖS): Conceptual Framework and Development Process<br><i>Paralimpik Spor Standartları Ölçüm Sistemi (PSSÖS): Kuramsal Temelleri ve Geliştirme Süreci</i><br><b>Sinan Kalkan, Fatma Erdoğan, Sibel Nalbant, Tuğçe Orsoğlu, Aysel Kızılkaya, Büşra Süngü, Ferman Konukman, Gülsüm Hatipoğlu Özcan, Mustafa Yunus Eryaman, Dilara Fatoş Özer, Durmus Özbasi</b> |
| <b>ORAL SESSIONS (C)</b> |                                                                                                                                                                                                                                                                                                                                                                                                               |
| 11.30 - 12.30            | <b>Oral Session 9 - Congress Hall A (Sport - Turgut Atakol Conference Hall)</b>                                                                                                                                                                                                                                                                                                                               |
|                          | <b>Session Chair: Dr. Damla Ayduğ</b>                                                                                                                                                                                                                                                                                                                                                                         |
|                          | Measurement Invariance of the Compulsive Sport Consumption Scale Across Individual and Team Sports in a Turkish Sample<br><i>Kompulsif Spor Tüketim Ölçeği'nin Türk Örnekleminde Bireysel ve Takım Sportları Arasında Ölçüm Değişmezliği</i><br><b>Zeynep Ayça Terzioğlu, Sertan Kağan</b>                                                                                                                    |
|                          | The Relationship Between Physical Activity Healthy Eating Behaviors And Quality Of Life Among University Students<br><i>Üniversite Öğrencilerinde Fiziksel Aktivite, Sağlıklı Beslenme Alışkanlıkları ve Yaşam Kalitesi Arasındaki İlişki</i><br><b>Tuğçe Adıgüzel</b>                                                                                                                                        |
|                          | <b>Oral Session 10 - Congress Hall B (Sport-Sinan Erdem Hall)</b>                                                                                                                                                                                                                                                                                                                                             |
|                          | <b>Session Chair: Dr. Bahar Ünsal Yılmaz</b>                                                                                                                                                                                                                                                                                                                                                                  |
|                          | Investigation of the Effects of Taekwondo-Specific HIIT Training on Technical Performance and Physiological Load<br><i>Tekvandoya Özgü Yüksek Yoğunluklu İnterval Antrenmanın Teknik Performans ve Fizyolojik Yük Üzerindeki Etkilerinin İncelenmesi</i><br><b>Ebrar Şevval Coşkun, Tuğçe Yeşilçimen, Ahmet Talha Öztürk</b>                                                                                  |
|                          | Effects of Different Grip Variations on Rate of Force Development and Dynamic Parameters in Inverted Row Exercise<br><i>Balistik Yatay Barfiks Egzersizinde Farklı Tutuş Varyasyonlarının Kuvvet Gelişim Oranı ve Dinamik Parametreler Üzerindeki Etkileri</i><br><b>Ceren Zehra Ergin, Nusret Ramazanoğlu, İrfan Gülmez, Fatih Sani, Semih Yılmaz, Buse Türkyılmaz</b>                                       |
|                          | Examination of Reactive Strength Index and Rate of Force Development in Plyometric Push-Up Applications<br><i>Reaktif Kuvvet İndeksi ve Kuvvet Geliştirme Oranının Pliometrik Şınav Uygulamalarında İncelenmesi</i><br><b>Buse Türkyılmaz, Nusret Ramazanoğlu, Fatih Sani, Ceren Zehra Ergin, İrfan Gülmez</b>                                                                                                |
|                          | <b>Oral Session 11 - Congress Hall C (Health - Jerfi Fıratlı Hall)</b>                                                                                                                                                                                                                                                                                                                                        |
|                          | <b>Session Chair: Dr. Çiğdem Bulgan Ercin</b>                                                                                                                                                                                                                                                                                                                                                                 |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                               |



| Time          | 28 June, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <b>Sunday</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 11.30 - 12.30 | <p>Individualized Training Needs of Paralympic Athletes from a Coaching Perspective <i>Antrenör Perspektifinden Paralimpik Sporcuların Kişiyi Özgü Antrenman Gereksinimleri</i> <b>Sinan Kalkan, Fatma Erdoğan, Sibel Nalbant, Tuğçe Örsöglü, Aysel Kızılkaya, Büşra Süngü, Dilara Fatoş Özer, Gülsüm Hatipoğlu Özcan, Durmus Özbasi, Ferman Konukman, Mustafa Yunus Eryaman</b></p> <p>Barriers Faced by Paralympic Athletes in Olympic Preparation: A Qualitative Analysis <i>Paralimpik Sporcuların Olimpik Hazırlık Sürecinde Karşılaştıkları Engeller: Nitel Bir Analiz</i> <b>Sinan Kalkan, Fatma Erdoğan, Sibel Nalbant, Tuğçe Örsöglü, Aysel Kızılkaya, Büşra Süngü, Ferman Konukman, Gülsüm Hatipoğlu Özcan, Dilara Fatoş Özer, Mustafa Yunus Eryaman, Durmus Özbasi</b></p> <p>Paralympic Sport Facility Standards Scale (PSTSÖ): Validity and Reliability Study <i>Paralimpik Spor Tesisleri Standartları Ölçeği (PSTSÖ): Geçerlik ve Güvenirlik Çalışması</i> <b>Fatma Erdoğan, Sinan Kalkan, Sibel Nalbant, Tuğçe Örsöglü, Büşra Süngü, Dilara Fatoş Özer, Gülsüm Hatipoğlu Özcan, Aysel Kızılkaya, Durmus Özbasi, Ferman Konukman, Mustafa Yunus Eryaman</b></p> <p><b>Oral Session 12 - Dance-Congress Hall D</b></p> <p><b>Session Chair:</b></p> <p>The Effect of Different Large-Sided Games on Physical Performance Parameters in Football and Comparison with Official Match Performance <i>Futbolda Farklı Geniş Sahalı Oyunların Fiziksel Performans Parametreleri Üzerine Etkisi ve Resmi Maç Performansı ile Karşılaştırılması</i> <b>Kaan Kaya</b></p> |
| 12.30 - 13.30 | <b>Lunch</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|               | <b>ORAL SESSIONS (D)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|               | <b>Oral Session 13 - Congress Hall A (PE - Turgut Atakol Conference Hall)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|               | <b>Session Chair: Dr. Seyed Houtan Shahidi</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|               | Examining the Relationship Between Self-Compassion, Perceived Parental Involvement and Burnout in Swimmers <i>Yüzücülerde Öz Şefkat, Ebeveyn Dâhiliyeti ve Tükenmişlik Arasındaki İlişkinin İncelenmesi</i> <b>Nida Eliz Üstündağ, Gözde Ersöz Ay</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|               | Examining the Effects of Yoga and Meditation Practices and Frequency of Practice on Individual Authenticity Through Mindfulness Level <i>Yoga ve Meditasyon Uygulamaları ile Uygulama Sıklığının Bilinçli Farkındalık Düzeyi Aracılığıyla Bireysel Özgünlük Üzerindeki Etkilerinin İncelenmesi</i> <b>Çağla Kocur, Tuna Uslu</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|               | <b>Oral Session 14 - Congress Hall B (Sport - Sinan Erdem Hall)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|               | <b>Session Chair:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|               | The Relationship Between Vertical Jump Performance and Spike Velocity in Adolescent Volleyball Players <i>Adolesan Voleybolcularda Dikey Sıçrama Performansı ve Smaç Hızı Arasındaki İlişki</i> <b>Burak Bölükbaşoğlu, Ali Günay</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 13.30 - 14.30 | Fatigue and Psychological Well-Being in Elderly Individuals <i>Yaşlı Bireylerde Yorgunluk ve Psikolojik İyi Oluş</i> <b>Akif Arslan, Zehra Betül Koç</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|               | <b>Oral Session 15 - Dance-Congress Hall D</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|               | <b>Session Chair: Dr. Ayşe Oya Erkut</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Time          | 28 June, 2026                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <b>Sunday</b>                                                                                                                                                                                                                                                                                                                                                                                   |
|               | Selective and Developmental Effects of SEL-Based Dance Education on Social-Emotional Competencies: A Mixed-Methods Perspective<br><i>Sosyal-Duygusal Öğrenme Temelli Dans Eğitiminin Sosyal-Duygusal Yetkinlikler Üzerindeki Seçici ve Gelişimsel Etkileri: Karma Yöntemli Bir Perspektif</i><br><b>Nurgül Erol, Bijen Filiz, Mehmet Gökay Kılıç, Sevda Kılınç Çırakoğlu</b>                    |
|               | The Relationship Between Midwifery Department Students' Attitude Towards Sports and Psychological Resilience Level: The Example of Marmara University<br><i>Ebelik Bölümü Öğrencilerinin Spora Yönelik Tutumu ile Psikolojik Sağlamlık Düzeyi Arasındaki İlişki: Marmara Üniversitesi Örneği</i><br><b>Anıl Siyahtaş, Gamze Fışkın Siyahtaş</b>                                                 |
|               | Investigation of the Acute Effects of Post-Activation Potentiation Induced by Free Squat and Smith Machine Squat on 60-Meter Sprint Performance<br><i>Serbest Squat ve Smith Machine Squat Kaynaklı Post Aktivasyon Potansiyelinin 60 Metre Sprint Performansı Üzerindeki Akut Etkilerinin İncelenmesi</i><br><b>Şakir Baskan, Kaan Nazım Nazik</b>                                             |
| 14.30 - 14.45 | <b>Coffee Break</b>                                                                                                                                                                                                                                                                                                                                                                             |
|               | <b>ORAL SESSIONS (E)</b>                                                                                                                                                                                                                                                                                                                                                                        |
|               | <b>Oral Session 16 - Congress Hall B (Sport - Sinan Erdem Hall)</b>                                                                                                                                                                                                                                                                                                                             |
|               | <b>Session Chair: Dr. Merve Bal</b>                                                                                                                                                                                                                                                                                                                                                             |
| 14.45 - 15.45 | An Examination of the Relationship Between Self-Confidence and Performance in Team and Individual Athletes<br><i>Takım ve Bireysel Sporcularda Özgüven ve Performans İlişkisinin İncelenmesi</i><br><b>Aysima Karakaya, Gözde Ersöz Ay</b>                                                                                                                                                      |
|               | An Examination of the Relationship Between Weight-Cutting Processes and Levels of Depression and Burnout in Elite Wrestlers<br><i>Elit Güreşçilerde Kilo Düşürme Süreci ile Depresyon ve Tükenmişlik Düzeyleri Arasındaki İlişkinin İncelenmesi</i><br><b>Furkan Eken, Gözde Ersöz Ay</b>                                                                                                       |
|               | Examination of Digital Addiction and Psychological Resilience Levels of Students in the Faculty of Sports and Health Sciences<br><i>Spor ve Sağlık Bilimleri Fakültesi Öğrencilerinin Dijital Bağımlılık ve Psikolojik Sağlamlık Düzeylerinin İncelenmesi</i><br><b>Serkan Esen, Serpil Başer, Tuna Uslu</b>                                                                                    |
|               | <b>Oral Session 17 - Congress Hall C (Sport / Dance - Jerfi Fıratlı Hall)</b>                                                                                                                                                                                                                                                                                                                   |
|               | <b>Session Chair: Dr. Bahar Ünsal Yılmaz</b>                                                                                                                                                                                                                                                                                                                                                    |
| 14.45 - 15.45 | Paralympic Training Program Standards Scale (PAPSO): Validity and Reliability Study<br><i>Paralimpik Antrenman Programı Standartları Ölçeği (PAPSO): Geçerlik ve Güvenirlilik Çalışması</i><br><b>Fatma Erdoğan, Sinan Kalkan, Tuğçe Örsöğlu, Sibel Nalbant, Dilara Fatoş Özer, Büşra Süngü, Aysel Kızılkaya, Gülsüm Hatipoğlu Özcan, Ferman Konukman, Durmus Özbasi, Mustafa Yunus Eryaman</b> |
|               | Paralympic Sports Equipment Standards Scale (PASGÖ): Validity and Reliability Study<br><i>Paralimpik Spor Ekipmanları Standartları Ölçeği (PASGÖ): Geçerlik ve Güvenirlilik Çalışması</i><br><b>Sinan Kalkan, Fatma Erdoğan, Sibel Nalbant, Tuğçe Örsöğlu, Büşra Süngü, Dilara Fatoş Özer, Gülsüm Hatipoğlu Özcan, Aysel Kızılkaya, Durmus Özbasi, Ferman Konukman, Mustafa Yunus Eryaman</b>   |
|               | <b>Oral Session 18 - Sport-Congress Hall D</b>                                                                                                                                                                                                                                                                                                                                                  |
|               | <b>Session Chair: Dr. Utku Tuna</b>                                                                                                                                                                                                                                                                                                                                                             |

| Time | 28 June, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|      | Sunday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|      | <p>Examination of Self-Efficacy and Job Performance Levels in Football Referees<br/>Futbol Hakemlerinde Öz-yeterlilik ve İş Performansı Düzeylerinin İncelenmesi<br/><b>Ahmet Taha Kuzyaka, Cemal Güler</b></p> <p>The Impact of 21st Century Skills on Turkish Dual Career Student Athletes<br/>21. Yüzyıl Becerilerinin Türk Çift Kariyer Öğrenci Sporcular Üzerindeki Etkisi<br/><b>Deniz Refika Çülha, Hasan Ceyhan Can</b></p> <p>A Phenomenological Assessment of the Olympic Movement and National Initiative Impact on Türkiye's Capacity to Host the Olympic Games Through Good Governance and Sport Culture<br/>Olimpik Hareketin ve Ulusal Girişimin Türkiye'nin İyi Yönetişim ve Spor Kültürü Aracılığıyla Olimpiyat Oyunlarına Ev Sahipliği Yapma Kapasitesine Etkisinin Fenomenolojik Bir Değerlendirmesi<br/><b>Tuna Uslu</b></p> |



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## KEYNOTE SPEAKERS

1

### Unlocking the Power of Lifelong Physical Activity in Individuals with Autism: Continuous Professional Development Through a Transdisciplinary Approach

Mehmet YANARDAĞ, Anadolu University, Eskisehir, Türkiye

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Almost 1% of the world's population is affected by autism, and its prevalence has increased rapidly over the last 25 years. These demographic changes have led to increased R&D activities in the areas of autism's causes, diagnosis and treatment methods, and other services. The multisystem disorder of autism has led to a highly heterogeneous representation of individuals within the autism spectrum. While motor developmental problems are not included in the diagnostic criteria for autism, the presence of comorbidities (e.g., intellectual disability, attention deficit disorder, sensory processing disorder) has led to the observation of motor developmental problems from early childhood onward, generating ample evidence. Furthermore, it appears that motor developmental and movement skill problems transition into school age, adolescence, and young adulthood, reflecting a lack of effective and efficient access to physical activity routines, which provide the most appropriate opportunities for inclusion. Physical education teachers, coaches, and other professionals working on this topic must prioritize a transdisciplinary model and continuous professional development to effectively manage the concept of lifelong physical activity and realize the expected benefits. The purpose of this presentation is to discuss the subject within a model-based and competency framework in order to generate new ideas in the minds of educators working in the field for their professional development and to enable them to produce better ideas from a scientific perspective.

2

### Movement as Text, Dance as Lens: The Representation of the Indigenous through Dance in the Philippine Education System

Michiko Aseron, University of the Philippines Diliman, Philippines

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Philippine folk dances have always been celebrated as the country's national pride. Documented and compiled by the National Artist Francisca Reyes Aquino (Ylanan & Ylanan, 1965, p. 65), these dances are hailed as the representation of the Filipino culture and an exquisite art form that expresses the nature of the Filipino people in the nation (Reyes-Aquino, 1952, p. 10). Since its

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institutionalization in Physical Education in the 1940s, Philippine folk dances have become vital to the education system. However, there is a dearth of avenues to discuss how these dances construct the image of the Indigenous in dance books, school activities and lessons, and public performances. It is important to recognize that Indigenous knowledge is protected by law, and specific policies and rules set by the nation and internationally are in place to ensure that Indigenous peoples exercise their right to self-determination. Therefore, this keynote will talk about how Indigenous peoples have been represented in the Philippine education curriculum through folk dances over time, and how the educational agencies navigate the laws to ensure that the Indigenous peoples' rights are protected while maintaining the value of engaging in dance education of the Filipino learners.

3

### Physical Literacy, Healthy Lifestyle, Longevity: Simple or Complex En Route

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While physical activity is irrefutably linked to health and longevity, the mechanisms driving sustained engagement—or disengagement—remain elusive. This gap spans psychosocial (motivation, social support) and physio-physiological (metabolic adaptation, neuromuscular function) dimensions, reflecting the bio-psycho-social complexity of human behavior. Physical literacy, defined as the lifelong capacity and commitment to maintain physically active habits, emerges as a unifying framework to address this challenge. Yet the ecological forces (biological, psychological, social) that determine success or failure in maintaining physical activity—and thus health—are rarely examined in concert. This work critically evaluates pathways from physical activity (or inactivity) to health (or disease) outcomes, synthesizing empirical evidence and theoretical models. Key questions include: Do current experimental paradigms adequately capture the interplay between consistent and sporadic activity patterns? How can physical literacy reconcile individual agency with structural influences (e.g., climate change, urban design, cultural norms)? Is the "failure" of physical literacy responsible for passing the Rubicon to the malaise route to illness, or do other explanations account for the complexity of contingencies? A dynamic approach is proposed to guide interventions targeting sustainable behavior change by integrating translational (bench-to-community) and transdisciplinary perspectives. Implications for research, policy, and clinical practice will be discussed, emphasizing scalable strategies to bridge theory and practice.

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4

## Enchanging the Quality of Physical Education: Rethinking Sport Instructors' Competencies for the Future

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In an increasingly digitalized world, outcome expectations from physical education and sport participation have risen significantly, particularly in terms of promoting individuals' holistic well-being. However, physical education and sport programs often fall short of achieving their intended objectives. This mismatch underscores the need for a comprehensive re-evaluation of sport instructors' professional and pedagogical competencies, including how these competencies are applied in real-world educational and sports settings. Moreover, aligning these competencies with emerging societal, technological, and educational demands is of growing importance. This presentation aims to open a critical discussion, grounded in current literature and future-oriented perspectives, on the competencies that sport instructors will need in the coming years to effectively foster learning and well-being.

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## Coaching Practices That Break Down Barriers Through Sport

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Great coaches make a difference in both athlete performance and personal development. They do so by breaking down physical, psychological, and social barriers. Research and applied practice from a multitude of sports have identified specific coaching practices common to coaches who make a positive impact on and off the competitive field. In this keynote, participants will learn specific skills and strategies for building and leading cohesive, positive, successful teams.

**Topics:** The role of talent and motivation in player development, Communication, Emotional Intelligence, Building player relationships, Discovering new knowledge and insights.

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## SESSION PRESENTATION

### SP-1

#### Athlete Development Models And Early Specialization In Sports

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Athlete development models are increasingly viewed as foundational for achieving sustainable elite performance in sport. Two widely referenced frameworks, the Developmental Model of Sport Participation (DMSP) and the Long-Term Athlete Development (LTAD) model (Balyi & Hamilton, 1995; Côté, 1999), propose structured, age-appropriate training pathways. However, one major controversy concerns the timing and intensity of specialization. Early specialization, defined as intense training in a single sport from a young age, often before age 12, has been associated with limited motor skill diversity and reduced neural plasticity (DiFiori et al., 2014; Jayanthi et al., 2015). Furthermore, narrowing athletic experience may decrease cognitive flexibility and decision-making capacity (Diamond & Ling, 2016). These mechanisms align with recent systematic reviews indicating that early specialization increases the likelihood of repetitive stress injuries, burnout, and emotional exhaustion (Luo et al., 2025). However, the literature also notes that early specialization may have certain benefits, as diversified early sport participation enhances motor learning, neural integration, and long-term athletic potential (Myer et al., 2016). In addition, 2024 clinical guidelines (Dai Sugimoto et al., 2024) highlight that if early specialization cannot be avoided, it should be guided as a progressive and well-managed process founded on motor and cognitive diversity. Recommendations outline four key steps: (1) creating a supportive training environment that prioritizes psychosocial well-being, (2) monitoring growth, maturation, and psychological markers such as burnout, (3) integrating neuromuscular and psychological skills training to enhance coordination and coping capacity, and (4) managing training volume, rest, and recovery to balance athletic, academic, and social needs. This athlete-centered and evidence-based approach optimizes long-term performance outcomes while minimizing the physiological and psychological risks associated with early specialization.

## SP-2

### Enhancing Students' Game Performance through Situated Set Plays

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In this presentation, I will elaborate on an innovative game-based instructional approach named Situated Game Teaching through Set Plays (SGTSP), which is grounded in situated learning theory. I will discuss how two key components of this theory, community of practice and legitimate peripheral participation, explain the process through which students gradually develop from novices to experienced players. Finally, I will compare traditional technique-focused teaching method with the SGTSP approach, emphasizing how SGTSP enhances students' game performance, particularly in terms of relational analysis and decision-making in physical education settings.

## SP-3

### Using Dance/Movement to Address Social Issues

Fran Anthony Meyer, National Dance Society, USA; Peggy Domingue, North Carolina State University, USA; Tarin Hampton, Norfolk State University & Virginia Union University, USA

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Most likely, the public does not view dance and social justice as related concepts. Dance generally is viewed as a hobby, physical exercise, competitions in a variety of movement forms and skills (as in television shows and festivals), or as theatrical shows for entertainment. Social justice is considered processes for ensuring that everyone is treated fairly and has equal rights and opportunities: economically, socially, politically, environmentally, and accessibility. Though different issues, the two topics are increasingly intertwined. Because of its capacity to express emotions, tell stories, and bring disparate people together, dance can be a unique tool for promoting social change and advocating for equality and justice. Historical uses of dance for social justice can be seen through cultural traditions of enslaved Africans in Puerto Rico performing the Bomba dance or in the U.S. dramatizing the cakewalk. In the mid-1900s, dancer Pearl Primus created *Strange Fruit* portraying anti-lynching reactions and *Hard Time Blues* exploring the plight of

African American sharecroppers. More recently, Krumping is used as disapproval of gang and police violence. The South African anti-apartheid dance toyi-toyi serves as a protest and a celebratory expression. Flash mob dances also can be used as protests or celebrations such as, protesting gender violence, "No Kings Day," economic equality, animal mistreatment; demonstrating support of the Ukrainian people or water sufficiency; and celebrating political wins or new shopping areas. This interactive session will provide opportunities to explore ways dance and social justice intersect globally.

#### SP-4

### Cortical Efficiency and Performance: Neural Markers in Elite Athletes

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The neural efficiency hypothesis (NEH) suggests that elite performers execute complex tasks with optimized cortical activity, characterized by reduced energy expenditure and more focused activation of relevant brain regions. Over the past two decades, neuroimaging and electrophysiological studies have consistently shown that expert athletes demonstrate faster, more accurate, and less resource-demanding performance than novices, supporting the NEH across a range of sports (Li & Smith, 2021). Evidence from EEG, fMRI, and fNIRS highlights that long-term training induces adaptive changes in the motor, visual, and attentional networks, enabling athletes to reach higher levels of automaticity and precision under pressure. However, the so-called "efficiency paradox" indicates that in highly demanding situations, experts may transiently recruit additional cortical resources, suggesting a dynamic rather than strictly reduced neural profile (Li & Smith, 2021). Archery provides a unique model to investigate these mechanisms due to its highly reproducible motor patterns and reliance on precise perceptual-motor integration. Recent field-based EEG studies have demonstrated that the auditory cue from the clicker, a critical device ensuring draw length control, evokes distinct event-related potentials (ERPs). Specifically, the amplitude of the N1 component was significantly greater during accurate shots compared to misses, revealing a direct neural correlate of shooting success (Ertan, Yagcioglu, Yılmaz, Ungan, & Korkusuz, 2021). This finding supports the view that neural responsiveness to task-relevant stimuli is tightly linked with performance outcomes in elite sport. Taken together, current evidence underscores that neural efficiency in high-performance athletes emerges from the interplay of long-term training, automaticity of movement, and selective cortical responsiveness (Li & Smith, 2021; Ertan et al., 2021). Understanding these mechanisms not only advances sport neuroscience but

also provides practical insights for optimizing training strategies and enhancing performance consistency at the elite level.

## SP-5

### Inclusion in Sport and Physical Education: It's All Related with How We Teach

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Inclusion in sport and physical education constitutes a multifaceted moral and pedagogical imperative that extends well beyond the mere physical accommodation of diverse learners. This presentation examines the conceptual foundations of inclusion and argues that meaningful inclusive practice is inextricably linked to the instructional frameworks and decision-making structures that teachers and coaches employ in their daily practice. Drawing on Mosston's Spectrum of Teaching Styles (1966; Mosston & Ashworth, 2008), the presentation demonstrates how the distribution of decision-making authority between teacher and learner has direct implications for participation, autonomy, and belonging. Specific teaching styles examples are examined — including the Command, Practice, Reciprocal, Self-Check, Inclusion, Guided Discovery, and Divergent Discovery styles — and are evaluated against six key principles for inclusive pedagogy: (1) positive attitude toward diversity, (2) physical and psychological access to participation, (3) meaningful learner choice, (4) positive social interaction, (5) promotion of self-regulation, and (6) differentiation and individualization of learning tasks. The presentation further situates inclusive pedagogy within the broader values of Olympism — excellence, friendship, and respect — contending that the aspirational goals of sport cannot be realized without a conscious commitment to equity and belonging. Challenges related to cultural diversity, implicit values in the hidden curriculum, and persistent stereotypes in physical education settings are discussed, alongside empirical findings on the effects of varying teaching styles on students' intrinsic motivation and academic learning time. The presentation concludes that inclusion is not just an abstract ideal but an achievable outcome, contingent upon the informed, reflective, and ethically grounded pedagogical choices of teachers and coaches. A framework for translating inclusive values into concrete instructional practice is proposed, with implications for teacher education and professional development in physical education and sport.



## SP-6

### INTERNATIONAL DANCE COLLECTIVE: A Multicultural Sampling of Dance Genres from the USA and Ghana

Tarin T. Hampton, Norfolk State University, USA; Fran A. Meyer, National Dance Society, USA;  
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As of 2026, research identifies several primary motivators that prompt choreographers to create dance works, such as escapism from daily stresses, trauma processing, preserving cultural heritage, encouraging cultural and/or political change. Pieces have also been created to bring together heterogeneous groups and even encourage empathy and breaking down social barriers. This session will include viewing and discussing the origins, background, meanings and the creative processes that went into developing specific dances. Participants will view and interpret the choreographer's dance works. The panelists will share recorded interviews done with the choreographers about the dances they created. The purpose of this session is to provide participants with background information on how choreographers develop their dances to deliver meaningful messages to their viewers, and each participant will gain a greater understanding of how and why dances were created to deliver intentional messages based upon the choreographer's intent. Participants will be invited to share their own motivators for creating dances and discuss personal experiences.

## SP-7

### Reemphasis of Experiential Learning in Higher Education Sport Management Curriculums

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A renewed call to further emphasize the experiential learning component in higher education sport management curriculums is in order. Experiential learning has long been and continues to be a valued curricular component of academic sport management programs, aligned with sport industry needs. Given recent changes to environmental conditions affecting childhood upbringing, interpersonal experiences of individuals have diminished, resulting in students entering higher education with less interpersonal skills than in the past. This presentation will include discussion related to reduced interpersonal interactions of youth, driven in part by the invasion of technology into society, and past isolation-based COVID policies. Recommendations will be offered in support of achieving merit-based outcomes through the reemphasis of experiential learning in the academic discipline of sport management.

## SP-8

### Human Movement as the Translation of 3D Biomechanics into Functional Exercise Design

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Human movement is the product of a high level of coordination exhibited by the neuromuscular system, anatomical structures, and motor control mechanisms in three-dimensional area. While traditional exercise approaches mostly consider movement in a single plane or through isolated joint angles, modern sports science necessitates a holistic analysis of the multidimensional and dynamic nature of human movement. This study emphasizes how precise, three-dimensional kinematic and kinetic data obtained in a laboratory setting can be transformed into field-applicable functional exercise designs and performance-oriented training models.

The fundamental element in improving high performance and minimizing the risk of injury is the translation of theoretical biomechanical principles into correct exercise strategies. Three-dimensional analysis of the basic movement patterns and functional movement models applied in various sports can reveal asymmetries, mobility limitations, compensations, and movement strategies that are difficult to visually detect in athletes. Kinematic data obtained from movement analysis laboratories and their relationship to force mechanics not only define the existing movement profile; It also contributes to the development of branch-specific motor control strategies by creating a biomechanical map of the individual. In this context, functional exercise design is a dynamic process that references objective outputs obtained from laboratory data, aims for the correct sequencing of the kinetic chain, optimizes joint stabilization, and structures appropriate/corrective exercise models specific to the individual. In conclusion, this study offers a data-driven and holistic approach that aims to bridge the gap between biomechanical theories and field training applications. This developed integration model serves as a strong, reliable, and sustainable bridge for coaches, clinicians, and sports scientists in optimizing human movement.

## SP-9

### Architects of Motivation: Transforming the Interpersonal Ecosystem in Sport and Exercise Through Evidence-Based Interventions

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Motivation is one of the most critical determinants of sustained participation, performance, and well-being in both sport and exercise contexts. Yet, despite decades of theoretical advances, the translation of motivation science into systematic, real-world interventions remains incomplete. This invited talk presents a comprehensive synthesis of theory, evidence, and practice, arguing that the key to unlocking motivation lies not within the individual alone, but within the interpersonal ecosystem surrounding them — coaches, parents, and exercise professionals who function as the true architects of motivational environments. Grounded in relevant theories, the talk first examines how the behaviors of coaches, parents, and exercise professionals shape athletes' and exercisers' basic psychological need satisfaction, motivation, and long-term engagement. The talk then shifts to intervention science, reviewing the growing body of evidence on interventions for coaches, parents, and exercise professionals and evaluating their effectiveness in creating optimal motivational environments. Drawing on the speaker's direct experience designing and delivering interventions for coaches, parents, and exercise professionals, the talk will also provide practical insights and real-world reflections emerging from field-based implementation and participant experiences. Finally, the presentation bridges science and practice by offering field-ready recommendations for coaches, parents, sport psychology consultants, and exercise professionals, while charting an agenda for future research.

## ORAL SESSIONS (EN)

### OS-1

#### Assessing Global Works of Quality Physical Education: Instrument Development and Application

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The desire to have a quality physical education program is a common goal of nations. While investigating the arrangements, strong legislative procedures are observed to secure the compulsory nature of physical education in general education. Reports in physical education indicate slow processes for translating such decisions into effective actions toward quality development. This situation is serious in nations facing economic difficulties or political turmoil. Such observations sparked curiosity about the antecedents of success and strategies for developing Quality Physical Education (QPE). The International Society for Comparative Physical Education and Sport (ISCPES) followed this initiative, and the QPE project was launched in 2010 to identify the items and dimensions that could be used to understand QPE development and to leverage the results to investigate the general performance of physical education, related strategies for success, and challenges for effective establishment. The study went through different phases to identify 48 items in 8 dimensions that were a good fit for research in 2018. The research work proceeded to the next phase in 2019 to validate the use of these items and dimensions for the international study of QPE. A questionnaire was designed in 2019 for the Global Index of QPE (GIQPE) project to support the research. QPE development across countries seems to follow a pattern linked to dimensional quality. This presentation will share the items and dimensions in QPE research and the subsequent understanding of the general development of physical education.

## OS-2

### Exploring College Students' Lived Experiences and Attitudes Toward Physical Education: A Qualitative Inquiry

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Physical Education (PE) is widely recognized as a cornerstone of holistic education, serving as the foundation for health, personal growth, social cohesion, and overall human development. Across the globe, PE is recognized not only for enhancing physical fitness and fundamental movement skills but also for enriching cognitive and academic performance, nurturing creativity and independent thinking, and fostering meaningful social interaction. In the Philippines' tertiary curricula, PE is mandated for all students. It emphasizes exercise as a foundation for a healthy lifestyle, yet its perceived value has become uncertain in modern times as technological advances encourage sedentary behaviors and reduce the prioritization of physical fitness. This concern is particularly relevant given the Commission on Higher Education's (CHED) ongoing educational reforms, which highlight the need to reassess PE's role in higher education. This study investigated how PE is perceived by college students in a selected Philippine University, focusing on their lived experiences, attitudes, and meanings they attach to PE within the broader context of their academic and personal development. A total of 202 students, randomly selected from sports, fitness, dance, and recreation PE classes, voluntarily participated in this study. Respondents completed a structured Google Form questionnaire, ensuring representation across diverse instructional contexts. Results revealed that students generally value PE for health, fitness, stress relief, enjoyment, and social connection, while also identifying barriers such as academic workload, scheduling conflicts, and limited class slots. PE remains relevant and beneficial in promoting holistic student development despite modern challenges. Institutions should strengthen PE curricula by aligning them with international standards, improving accessibility, and integrating flexible, engaging activities that balance academic demands with physical well-being.

### OS-3

## College Students' Attitude towards Physical Education Classes in a State University in the Philippines

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In the Philippines, our basic educational system requires students to take Physical Education (PE) up to high school and under the Higher Education system students are still required to enroll in PE for two (2) years in college. Despite its documented benefits, PE faces persistent threats to its existence, including reduced class periods and, in some cases, its removal as a collegiate requirement. This concern regarding the removal of PE as a requirement in the collegiate level prompted the researchers to find out the value of PE as perceived by college students. A total of 200 randomly chosen university students, with mean age of  $20.51 \pm 1.67$ , enrolled in different PE classes, agreed to participate in this research. They completed the Questionnaire of Collegiate Attitude Towards Physical Education (QCATPE). Most of the respondents (62.5%) were physically active outside of their PE classes and 87% would still enroll in PE even if it was not required in the curriculum. One-sample t-test showed the overall mean attitude score 80.14 (SD = 8.24) was significantly higher than the test value of 50,  $t(199) = 51.716$ ,  $p < .001$ , Cohen's  $d = 3.66$ , with a mean difference of 30.14 (95%CI [28.99-31.29]). Overall results indicate that university students show a positive attitude towards PE. The results of this research serve as a motivation for education leaders, teachers and professionals in the field of PE to continuously seek the support of policy makers who can help push and elevate the importance of PE as a subject in schools and universities.

## OS-4

### Context Conditions of Elite Sport Systems in Singapore and the Philippines: Developing and Applying the Elite Sport System Context Condition Questionnaire (ES-CCQ)

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Elite sport systems operate in different societal environments, yet system-level comparisons remain limited. This study develops and applies the Elite Sport System Context Condition Questionnaire (ES-CCQ) to compare how context conditions influence elite sport in Singapore and the Philippines. Grounded in a scoping review and neo-institutional organisation theory, the ES-CCQ assesses seven context conditions: belief system, culture, historical trajectory, dominant interest groups, legal environment, development standards and conventions, and transnational influence. A multi-stage validation design is used. First, international experts review items for relevance, clarity, and necessity, informing item refinement. Second, cognitive interviews with elite sport stakeholders in both countries examine comprehension, reference level, and use of response categories, producing a field-ready item set. Third, a pilot survey checks survey flow and item distributions. Fourth, exploratory factor analysis on a Philippine sample (target  $n \geq 300$ ) examines the empirical structure. Fifth, confirmatory factor analysis on a Singapore sample (target  $n \geq 300$ ) tests the factor model and its equivalence across countries and stakeholder groups. Reliability and external validity are assessed using internal consistency indices and associations with independent indicators of elite sport system characteristics. The results will show psychometric findings and cross-national comparisons of context condition profiles, using both scale scores and qualitative material from open-ended ES-CCQ questions to illustrate how selected conditions (e.g., legal environment, dominant interest groups) are experienced by stakeholders. These results will inform future system-level analyses and support evidence-based governance and policy discussions in Southeast Asian elite sport.

## OS-5

### Talent Development in Sport: A Survey of Policy and Practice in Singaporean Athletes

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In the world of elite sport, talent identification is an extremely important tool for any country in maintaining a steady pipeline of talented athletes into their sporting ecosystem. This is especially imperative in smaller nations – which Singapore falls under – which are limited in resources. In previous studies, it has been highlighted that Singapore has developed several programs and initiatives to nurture talented athletes in sports. However, there has thus far been a lack of research into the efficacy of such mechanisms. This study therefore aimed to explore the degree of success of implementation of such programs and initiatives in the overall sporting landscape in Singapore. The purpose of the study was to gain a deeper understanding of the level of implementation of talent identification policies from an athlete's standpoint. This study was done using a semi-structured survey, with high-performance athletes as the main participants. Thematic analysis was conducted to identify themes and patterns within the qualitative data obtained from the survey results. The results of the survey presented the following: Early specialization in sport, schools being the main pathway of talented athletes in sport, and the perceived success of talent identification policies and programs increasing with the level of popularity/establishment of the sport. The study has identified factors that contribute to the success of talent identification in sport in Singapore, and how practitioners and organisations can tailor their talent identification policies to maximize the pipeline of athletes into elite sport.

## OS-6

### Play Within Safe Boundaries: Empowering University Sports through Strategic Campus Security

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The role of the Chief Security Officer (CSO) on a university campus has traditionally been viewed through the lens of risk mitigation, access control, and incident response. However, in contemporary higher education environments, the CSO also plays a strategic and enabling role in

fostering a safe, inclusive, and vibrant campus culture—one in which games and sports can thrive. This presentation examines how the CSO contributes to the encouragement and sustainable growth of sports and recreational activities on university campuses. By ensuring a secure environment for students, faculty, and visitors, the CSO directly supports participation in both organized and informal sports. The presentation highlights key areas of CSO involvement, including safety planning for sporting events, crowd management, emergency preparedness, infrastructure security for playgrounds and sports complexes, and coordination with local authorities. It also explores how proactive risk assessment, surveillance planning, and clear safety protocols enhance confidence among participants and organizers, thereby increasing engagement in physical activities. Furthermore, the presentation discusses the CSO's collaborative role with university administration, sports departments, and student bodies to balance security needs with accessibility and openness. Emphasis is placed on adopting a supportive security approach that encourages inclusivity, gender safety, and the well-being of differently abled participants. The presentation concludes that the Chief Security Officer is not merely a gatekeeper but a key facilitator in promoting games and sports on campus. Through strategic planning, stakeholder collaboration, and a student-centric security philosophy, the CSO can significantly contribute to a healthier, more active, and socially cohesive university environment.

## OS-7

### **Lauve Wellbeing: The Power of Values and the Physical Dimension for Community Health and Development**

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Lauve Wellbeing is an evidence-based online education platform grounded in 30 years of research and critical reflection across diverse global educational contexts. The acronym 'Lauve' represents Learning Approach Using Values Education, a framework developed through sustained school and community leadership experience spanning six countries. This manuscript examines how Lauve Wellbeing translates complex research into accessible, practical resources that enable optimal personal and collective performance while preparing children and community members for

lifelong learning. Central to this approach is the recognition that the physical dimension enhances opportunities for developing Learning Values and holistic wellbeing. Drawing on research from Physical Education and Wellbeing: Global and Holistic Approaches to Child Health and Academic Learning (2nd ed., Lynch, 2024), this paper presents evidence from six international case studies demonstrating that educators bear a responsibility to present the nine universal competencies identified by the OECD in developmentally appropriate, inclusive, and contextually meaningful ways. Three curriculum pillars - Community, Metacognition, and Values - structure the framework, while the Singapore model is examined as an exemplar of successful integration. Findings indicate that deep implementation of Learning Values produces measurable improvements in both academic outcomes and community wellbeing. With endorsement from the International Alliance for Health, Physical Education, Dance and Sport (IAHPEDS), Lauve Wellbeing offers practical pathways for educational recovery in the post-COVID-19 era and beyond.

## OS-8

### Rethinking Curriculum: Embedding Field Experience into Undergraduate Public Health

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According to the Bureau of Labor Statistics, the public health sector is experiencing significant occupational growth, with an annual projection of 1.9 million new employment openings between 2023 to 2033, driven by global health challenges and an aging population. The increase in occupational demand has made undergraduate public and/or community health degrees a top 25 major, awarding more than 25,000 "general" public health degrees in 2023 alone. National early-career data suggest that 86% of bachelor's graduates are employed or enrolled in further education within six months of graduation. However, only 54.8% report being employed full-time, suggesting there is a need to strengthen workforce readiness. Unfortunately, undergraduate public and/or community health programs often concentrate fieldwork in a single internship or capstone course, leaving students underprepared for the pace and uncertainty of practice settings and/or competing with a high number of applicants for entry-level positions. Conversely, public and/or community health graduates with 1.5 years of field experience move from entry-level to higher starting salary mid-level positions, often leading to supervisory or specialized tracks with further growth. Utilizing Kolb's Experiential Learning Theory, practical field-experience can be introduced into public and/or community health curriculum as early as sophomore year. Thus, providing undergraduate students resume-building field experience prior to their required

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internship or capstone course. This presentation will focus on the theoretical application utilized to introduce field experience, with real-world examples, earlier within public and/or community health undergraduate curriculum.

## OS-9

### Vaccine Hesitancy as a Systemic Response: Experiences of Hispanic Female Nurses in South Texas

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Vaccine hesitancy is often described as a matter of personal belief or misinformation. This qualitative case study explored how workplace structures influenced vaccine decision-making among Hispanic female registered nurses in South Texas during the COVID-19 pandemic. Guided by Stake's multiple-case study methodology and informed by the SAGE vaccine hesitancy matrix, five nurses participated in two semi-structured interviews each, supplemented by demographic questionnaires and artifacts. Analysis involved descriptive coding, cross-case assertions, and strategies to ensure trustworthiness, including triangulation and member checking. Participants described vaccine hesitancy shaped not only by the rapid development of the COVID-19 vaccine, but also by inequities in pay, rationing of PPE, inconsistent communication from hospital leadership, and mandates issued without adequate informational support. Ethical concerns and feelings of disempowerment further deepened distrust in their institutions. These findings highlight that systemic workplace conditions, rather than personal beliefs alone, can significantly shape health workers' attitudes toward vaccines. While limited in scope, this study offers transferable insights into the intersection of trust, ethics, and workforce empowerment. Implications include the need for transparent communication, structural support for frontline staff, and culturally responsive approaches to vaccine promotion.



## OS-10

### Lead, Follow, or Both? Reimagining Gender Roles in Social Dance

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Social dance has long reflected and reinforced binary gender roles, traditionally assigning rigid “leader” and “follower” positions based on cultural norms. These conventions, while deeply embedded in dance traditions, have often constrained individual expression and excluded those whose identities do not align with prescribed roles. Today, however, contemporary social dance communities are actively reimagining these dynamics to promote inclusivity, authenticity, and a sense of belonging. This presentation explores the evolution of gender roles in social dance, tracing their historical origins and highlighting innovative practices that challenge traditional binaries. Drawing on case studies, community practices, and pedagogical reflection, we will examine how dancers and educators are reshaping role dynamics to embrace fluidity and choice. Examples from queer tango, gender-neutral swing, Zydeco dance, and inclusive Latin dance communities will demonstrate how grassroots approaches build connection and affirm diverse identities. In alignment with the conference theme, *'Breaking Down Barriers through Sport, Health, Physical Education, and Dance for Everyone,'* this session highlights how inclusive teaching strategies can dismantle exclusionary norms and foster equitable dance environments. Techniques such as role rotation, open partnering, and pronoun-aware instruction provide practical pathways for fostering respect and inclusivity in both classroom and social settings. Participants will leave with concrete tools and critical insights to transform their teaching and community practices. By rethinking entrenched gender norms, we can create dance spaces where all individuals—regardless of gender identity or expression—are empowered to move freely, connect meaningfully, and truly belong.

## OS-11

### Effects of Creative Learning in Rhythm-based Dance in Physical Education

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While rhythm-based dance has been a significant part of the Japanese National Curriculum Guideline since 1998, the common practice of using teacher-provided, pre-set choreography often limits students' opportunities for intrinsic creative exploration. This study aims to explore the effects of promoting creative learning in rhythm dance without relying on predetermined choreography and to examine how this approach influences students' engagement and expression. A practical class was conducted with university students, and qualitative data were collected through reaction papers featuring both multiple-choice and open-ended questions. The data were subsequently analyzed using simple aggregation and the KJ method. The findings revealed that students were able to fully experience the joy of dancing to the rhythm even in the absence of specific instructor-led choreography. Participants observed that the lack of fixed patterns allowed for a greater variety of movement styles and facilitated unique expressions rooted in their own individual backgrounds. Furthermore, the shared experience of collaborative creation fostered natural communication and a sense of connection among peers. These results suggest that prioritizing improvisation and creativity over teacher-directed instruction enables students to realize the intrinsic value of dance. In conclusion, group-based creative activities in rhythm dance provide rich, shared experiences that deepen student learning and enhance their capacity for diverse physical expression.

## OS-12

### What Do Instructors Attend to When Evaluating Creative Dance? A Focus on Visual Gaze Toward Movement as Influenced by Dance Experience

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In Japan, dance is taught within physical education, and physical education teachers are responsible for delivering dance class, including creative dance, contemporary rhythm dance, and folk dance. In creative dance education, improvisational expression plays a central role, requiring learners to translate imagery into coherent movement flow characterized by variation and contrast.

Previous studies on expertise suggest that instructional quality is closely related to instructors' perceptual and attentional skills; however, limited research has examined how instructors visually attend to learners' movements during the evaluation of improvisational dance. This study aims to clarify which aspects and spatial locations of learners' movements instructors attend to when teaching improvisational expression in creative dance classes, and how these attentional patterns relate to movement evaluation. Participants with and without dance experience wore eye-tracking cameras while evaluating still images displayed on a monitor. Visual gaze patterns and the content of verbal evaluation comments were compared between the two groups. The results revealed that dance-experienced instructors exhibited greater gaze mobility, gathered a broader range of visual information, and evaluated movements from multiple perspectives. They also articulated specific verbal suggestions aimed at improving movement quality. In contrast, less experienced instructors tended to focus on partial movement features and evaluated performance based on a narrower visual scope. These findings indicate that dance expertise influences visual attention and evaluative frameworks in improvisational dance instruction and suggest the need to develop pedagogical support that enhances perceptual awareness among less experienced instructors.

### OS-13

#### Exploring the Motor Coordination, Physical Fitness, and Technical Performance of Young Sailors: Findings of a Scoping Review

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Youth sailing requires young athletes to maintain balance, coordinate complex body movements, and make rapid technical decisions under constantly changing environmental conditions. Despite these demands, the scientific understanding of how performance develops in young sailors remains limited. Existing research does not clearly explain how motor coordination, physical fitness, and

technical performance are conceptualized or systematically assessed in this population. This lack of clarity makes it difficult to build evidence-based training models and development pathways for youth sailing. To address this, the purpose of this scoping review was to map the current evidence on motor coordination, physical fitness, and technical performance in young sailors and to explore how these domains have been defined and assessed in the literature. A comprehensive search strategy was developed in consultation with the research team and applied across PubMed/MEDLINE, Scopus, Web of Science, SportDiscus, IEEE Xplore, and PsycINFO. Peer-reviewed articles, conference proceedings, and grey literature focusing on youth sailors were included, while studies involving adults, disability sport, or non-sport contexts were excluded. Seventeen studies met the inclusion criteria and were categorized into three domains: motor coordination, physical fitness, and technical performance. Motor coordination, although essential for sailing performance, has received relatively little direct research attention. In contrast, physical fitness variables such as grip strength, power, flexibility, and postural balance have been examined more frequently. Technical performance has mainly been evaluated through indicators such as boat handling skills, manoeuvres, and race results, often without standardized or age-appropriate assessment methods. Overall, the review highlights a lack of integrated, multidimensional assessment models in youth sailing research. Future investigations should examine the interaction between motor, physical, and technical factors and develop developmentally appropriate measurement frameworks to strengthen evidence-based coaching practice. Note: This study is supported by TÜBİTAK (The Scientific and Technological Research Council of Türkiye) under the 1001 Research Program, Grant No: 224K850.

## OS-14

### Effect of Weight Training Exercises for the Development of Upper Body Muscle Strength and Endurance among Rowers of Telangana State

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Competitive rowing is a serious sport that requires athletes to have the right amount of muscle, functional strength and endurance to get the edge over other competitors. Weight training exercises can improve speed and endurance by using weights. Weight training exercises increase the intensity of training and build strength because of the resistance they offer when training. The purpose of this study was to determine the effect of weight training exercises for development of upper body muscle strength among male rowers of Telangana State, between the age group of 20 to 25 years old. The sample for the present study consisted of 30 Male Rowers. A total of 15 were assigned to an experimental group and 15 to a controlled group. Weight training exercises such as

biceps curls, bench press, front press, back press, and upright rowing were given to experimental group subjects on alternate days i.e. three sessions per week along with the general training of rowing for 12 weeks and the controlled group were given the general training for 12 weeks, also. To assess the upper body muscle strength and endurance, the Pull-up Test was used as a Pre-test and Post-test for the study. This study results showed that the experiment group of rowers increased their upper body muscle strength and endurance compared to the control group.

## OS-15

### Effect of Core Strength Training for Development of Explosive Power among Boxers of Osmania University

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Core strength training is crucial for boxers as it enhances explosive power by improving stability, balance, and efficient force transfer from legs to arms, creating the powerful “snap” in punches, preventing injury, and improving overall technical performance. Also, a strong core helps maintain posture and control throughout rounds, reducing fatigue. The purpose of the study was to determine the effect of Core Strength Training for development of explosive power among male boxers between the ages of 18 to 25 years old. The sample for the present study consisted of 30 male boxers, out of which 15 were in an experimental group and 15 were in a control group. Core strength training exercises such as reverse body plank, bridge, front plank, side plank, crunches, and mountain climbers were given to the experimental group along with general training of boxing. The control group had general training of boxing for 12 weeks. To assess the explosive power in the legs, a Standing Broad Jump Test was used in the Pre-Test and Post-Test of the Study. The study results showed that the experimental group of boxers increased their explosive power compared to the control group.

## OS-16

### Breaking Down Barriers: Making Health Education Accessible Across Cultures

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Health education is essential for adolescent wellbeing, yet many programs are designed with a “one-size-fits-all” approach. Cultural and religious values strongly influence behaviors related to health and wellbeing, and when these factors are overlooked, programs can feel irrelevant and fail to achieve their goals. This session highlights strategies for creating health education that is both evidence-based and culturally responsive, ensuring accessibility for all students. Drawing on experience from multi-country initiatives and collaborations with education leaders, we’ll discuss practical frameworks for adapting health education to diverse contexts. Topics include nutrition, substance misuse prevention, sexual health, body image and mental health—areas where cultural norms often shape attitudes and choices. The focus is on maintaining global health standards while respecting local values and family expectations, using a skills-based approach that empowers adolescents to make informed decisions. When health education reflects cultural realities, engagement improves and partnerships between schools, families, and communities strengthen. Case examples show that culturally adapted approaches lead to better understanding and more meaningful participation, supporting long-term wellbeing outcomes for all students.

## OS-17

### Socialization of Health Education Teachers: Factors Influencing Curricular and Pedagogical Choices in the K-12 Health Education Classroom

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Health education in K-12 school settings has a long history. What originally started as an opportunity to teach about proper hygiene and prevent the spread of disease has evolved to become an instructional opportunity that supports young people in their development of knowledge, skills, and practices that help them to be healthy and well. While the curriculum taught in the health education classroom has evolved over the years, so too have the pedagogical strategies used by health education teachers. Even though these changes have occurred, limited research has been

done to examine why teachers decide to use certain curriculum or pedagogical strategies. While much is known about the socialization of physical education teachers, less is known about the socialization of health education teachers. Specifically, what socializing factors have influenced what an educator decides to teach and how they decide to implement learning in their health education classroom. This presentation will explore results of a qualitative study that used semi-structured interviews to learn more about the lived experiences and socializing factors of a small group of health education teachers. The results of this study raise additional questions about how best to understand the socialization of health education teachers and how to use this new understanding of socializing factors to inform pre-service and in-service training of health education teachers.

## OS-18

### Rethinking Assessment: Aligning Practices with the Principles of Nonlinear Pedagogy (NLP) in PE

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Assessment has always been integral to teaching and learning, and pivotal in shaping classroom practices. Through assessment, data on student learning can be collected and used for decision-making to enhance teaching and learning. In the context of PE, assessment has predominantly focused on standards-based assessment and product-oriented assessment practices, such as fitness testing and skills testing in a decontextualised learning environment that offers little transfer in real-world contexts. Moreover, assessment in a closed environment may not fully account for the rich learning that takes place in the dynamic and complex environment for games and sports in PE. In recent years, there has been a pedagogical shift toward game-based approaches that account for the dynamic and complex nature of the learning environment that PE offers. There is also an increased interest in Nonlinear Pedagogy (NLP). With NLP 's theoretical roots in Ecological Dynamics, which emphasizes the interaction between the learner and the environment, learning is recognized as nonlinear and complex, reflecting the dynamic learning environment in PE. The gap lies in how assessment can effectively support the emergence of NLP as a pedagogical approach to nurture exploratory learning and adaptive learners. Thus, there is a need to examine the role of assessment within the pedagogical principles of NLP. This work seeks to rethink assessment in NLP for PE by exploring and conceptualising a framework for assessment in NLP-based PE lessons, potentially providing insights into developing assessment approaches that are more meaningful and effective.



## OS-19

### Youth Engagement in Sports and Physical Activity in Singapore: Patterns, Barriers, and Motivators

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This study examined participation patterns, preferences, and influencing factors shaping youth engagement in sports and physical activity in Singapore. A quantitative, cross-sectional online survey was conducted with 100 participants aged 18 to 30 years, recruited via social media and tertiary networks. The instrument captured demographic information, self-reported frequency of moderate-to-vigorous physical activity, preferred sports, motivators, barriers, and body mass index. Descriptive statistics, chi-square, one-way ANOVA, and Pearson correlation tests were used to analyse the data. Findings showed a significant association between gender and frequency of moderate-to-vigorous physical activity, with male youths tending to be more active than females, and a significant difference in activity levels across age groups. Gym workouts, running, and basketball were the most popular activities, while lack of time and fatigue were leading barriers. Health benefits and stress relief emerged as key motivators. Results indicate that most Singaporean youths value physical activity but face competing demands that constrain regular participation. The study highlights the need for flexible, low-cost, and socially engaging programs aligned with Singapore's Vision 2030 initiative to build a nation of active, resilient youths.

## OS-20

### Influence of Health Locus of Control and Emotional Intelligence on Children Athletes' Resilience During Competition in Ijebu-Ode

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Child athlete resilience remains a critical concern in Nigerian sports; however, psychological factors influencing competitive performance are insufficiently understood. This study examined the influence of health locus of control and emotional intelligence on the resilience of children-athletes during competitions in Ijebu-Ode, Ogun State, Nigeria. Three hypotheses and one research question guided the investigation, exploring how health locus of control and emotional intelligence

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affect resilience, and whether gender differences exist in resilience levels. Using purposive and simple random sampling techniques, 300 children-athletes from various sports disciplines participated. Standardized instruments were adapted and administered through structured questionnaires. Data analysis employed linear regression and an independent t-test at 0.05 significance level. Findings revealed that health locus of control significantly influenced children-athletes' resilience during competition ( $F(24,275) = 2.544, p < 0.05$ ), accounting for approximately 11.0% of variance (Adjusted  $R^2 = 0.110$ ). However, emotional intelligence showed no significant influence on resilience ( $F(10,289) = 1.578, p > 0.05$ ), accounting for only 1.9% of variance (Adjusted  $R^2 = 0.019$ ). No significant gender difference emerged in resilience levels ( $t = 0.865, df = 298, p > 0.05$ ); male athletes demonstrated slightly higher resilience (mean = 3.4599) versus female athletes (mean = 3.3628). Children-athletes demonstrated positive reactions to sport-related stressors (weighted mean = 3.61). The study confirms that health locus of control, rather than emotional intelligence, critically influences children-athletes' competitive resilience in Nigerian sports. Results warrant coaches and health educators to develop strategies that positively shape children-athletes' health beliefs and perceptions toward life circumstances, fostering achievement while prioritizing athlete health and well-being for optimal performance.

## OS-21

### From Olympic Values to Olympic Achievement: An Analysis of Türkiye's Olympic Ecosystem

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This study aims to examine Türkiye's Olympic ecosystem from a holistic perspective within the context of Olympic values education, the potential to host mega sporting events, and Olympic success strategies. Within the scope of the research, the implementation of the Olympic Values Education Program (OVEP) in different cultural contexts, Istanbul's potential to host the Olympic Games, and Türkiye's strategic approaches toward sustainable Olympic success are examined together. The study was conducted in 2025 within the framework of qualitative research methods, employing document analysis and phenomenological analysis techniques; expert opinions and official reports were considered as the primary data sources. The findings indicate that Olympic values education varies according to the cultural and socio-political characteristics of societies. While individual development and responsibility are emphasized in individualistic societies, the contribution of sport to social cohesion and peace is highlighted in community-oriented societies.

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The OLİ Project implemented in Türkiye stands out as a significant initiative aimed at instilling Olympic values at an early age. Although Istanbul's potential to host the Olympic Games is strong, due to its strategic location, cultural heritage, and organizational experience, it also involves risks related to infrastructure, governance, and sustainability. It is concluded that strengthening sports culture, enhancing institutional coordination, and implementing long-term, holistic sports policies are necessary for Türkiye to achieve its Olympic success goals.

## OS-22

### Impact of One Year of Regular Physical Activity on 60-Year-Old Male's Health- A Case Study

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The case study wanted to determine the physical impact of a year of sustained regular physical activity on a 60-year-old male subject. The subject did not adopt any changes to diet or other behaviors during the year. The study collected data on the subject's weight, BMI, percent body fat, visceral fat, and skeletal muscle mass. The subject weighed 231 pounds, had a BMI of 28.7 (overweight), 31.1 % body fat (obese), visceral fat level of 16 (recommended less than 10), and skeletal muscle mass of 89.5 pounds at the start of the year. A minimal goal of 10,000 steps per day was set as the daily minimal rate of activity. The subject obtained the minimal step goal 75% of the days but averaged a daily step count of 12,681 during the year. ANOVA analysis was used to determine pre/post differences, and the level of significance was established at  $p < .05$ . Analyses determined the subject achieved significant positive differences in weight, BMI, percent body fat, and visceral fat levels. All differences were significant at  $p < .001$ . The results determined no significant loss of skeletal muscle mass at the end of the year. The subject's weight dropped from 231 to 186 pounds, BMI of 28.7 to 23.2 (desirable), 31.1 to 16.8% body fat (fit and active), and visceral fat level of 16 to 7 (healthy). The results suggest that healthy active lifestyle changes can have a significant positive impact on senior weight, body composition, and health rates after just one year.

## OS-23

### Perceived Effects of Participation in Exercise on Mental Health and Well-Being among Secondary School Students in Benin Metropolis, Nigeria

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Adolescent mental health challenges such as anxiety, depression, and low self-esteem are increasingly prevalent among Nigerian secondary school students, yet exercise remains underutilized as an intervention. This study examined how exercise participation affects mental health and well-being among secondary school students in Benin Metropolis, Nigeria. Seven research questions and four hypotheses guided the investigation, exploring how exercise type, intensity, and duration influence psychological outcomes. Using stratified sampling, 150 students from six secondary schools completed structured questionnaires. Data analysis employed SPSS version 23, utilizing chi-square and Analysis of Variance at a 0.05 significance level. Findings revealed that exercise type (cluster mean = 3.12), intensity (cluster mean = 2.72), and duration (cluster mean = 3.0) significantly impacted student mental health and well-being. Exercise demonstrated measurable effects on specific mental health outcomes including anxiety, depression, and self-esteem (cluster mean = 3.0). Significant gender-based differences emerged in perceived exercise effects on mental health ( $F(1, 148) = 103.639, p < .001$ ). Exercise frequency is significantly related to mental health outcomes ( $\chi^2(9) = 174.800, p = .000$ ), while physical activity type significantly impacted mental well-being ( $\chi^2(7) = 111.760, p < .001$ ). Socio-economic factors, particularly access to sports facilities and equipment, significantly influenced mental well-being ( $\chi^2(8) = 94.440, p < .001$ ). This study confirms that structured physical exercise positively influences adolescent mental health outcomes in Nigerian educational settings, though effectiveness varies by gender and socio-economic status. These findings highlight exercise as a viable, accessible intervention for addressing mental health challenges among secondary school students, warranting greater integration into educational frameworks to support student psychological well-being.

## OS-24

### Examining The Role of Perfectionism and Coping Strategies in Predicting Coach Burnout

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This study examines the role of perfectionism and coping strategies in predicting burnout among coaches. Coaching involves intense competition, performance pressure, multiple responsibilities, and constant expectations of success, which increase stress levels and affect professional well being. The study was conducted using a quantitative research design with a sample of 310 coaches who had at least four years of professional experience. Data were collected through a Personal Information Form, the Almost Perfect Scale (APS), the Coping Strategies Scale (CSS), and the Maslach Burnout Inventory (MBI). Normality tests were performed prior to analysis. The Mann Whitney U test was used for group comparisons, and regression analysis was conducted to determine the predictive effects of perfectionism and coping strategies on burnout. Findings revealed significant relationships between perfectionism, coping strategies, and burnout. Regression results indicated that APS dimensions and CSS significantly predicted MBI scores. Functional coping strategies may reduce burnout risk, and promoting a healthy understanding of perfectionism may support professional well being. It is recommended that coach education and in service training programs include stress management and psychological resilience components.

## OS-25

### Understanding the Challenges Faced by Pre-Service Physical Education Teachers in Teaching Dance: Implications for Teacher Education

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This study explores the obstacles and challenges faced by pre-service Physical Education (PE) teachers when teaching dance during their practicum and early teaching experiences. Drawing from qualitative interviews and classroom observations, the findings reveal three interrelated areas of challenge—competency, pedagogy, and motivation. Competency-related issues stem from limited prior dance experience and movement literacy, including difficulties isolating body parts, keeping to the beat, and breaking down steps into teachable progressions. Many pre-service teachers rely heavily on video demonstrations and possess a weak grasp of theoretical frameworks

such as Laban's Movement Framework, resulting in limited capacity to facilitate creative exploration. Pedagogically, most adopt direct instructional or video-based methods, while inquiry-based approaches lack depth and reflection. Although they recognize dance as an integral component of holistic physical education, they struggle to appreciate the reciprocal relationship between dance and sport-related movement learning. This lack of understanding constrains cross-disciplinary integration and the ability to connect movement principles across different physical activities. Attitudinally, the interplay between low competence, limited autonomy, and poor student engagement diminishes intrinsic motivation to teach dance. Pre-service teachers often feel restricted rather than empowered, teaching dance out of obligation rather than confidence or enjoyment. The presentation will also share Study 2, a *work-in-progress* action research project that aims to design and implement targeted interventions to bridge these identified gaps—enhancing pre-service teachers' movement competence, pedagogical repertoire, and confidence in teaching dance.

## OS-26

### Perfection in Motion: Differences in Wellbeing Across Perfectionism Profiles in Dancers

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Dance is a performative artform in which technical precision and aesthetic excellence are central to success. Within this context, perfectionism is prevalent and represents a key psychological concern, as it has been consistently associated with psychological variables that increase vulnerability to burnout. Emotional intelligence and self-compassion may play a crucial protective role in this environment, supporting adaptive emotion regulation and resilience under high performance demands. Drawing on the 2×2 model of perfectionism, this cross-sectional study aimed to identify perfectionism profiles in dancers and compare these clusters on emotional intelligence (EI), self-compassion (SC), and burnout symptoms. A total of 112 dancers (Mage = 22.17 years, SD = 2.95) from diverse dance styles completed a questionnaire battery assessing perfectionistic personal standards, evaluative concerns, EI, SC, and burnout. Cluster analysis supported four profiles: non-perfectionists, pure personal standards perfectionists, pure evaluative concerns perfectionists, and mixed perfectionists. Multivariate analyses of variance revealed significant cluster differences across psychological variables. Pure personal standards perfectionists showed the most adaptive profile, reporting higher EI and SC and lower burnout symptoms. In contrast, dancers characterized by high evaluative concerns (i.e., both pure and

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mixed perfectionists), exhibited lower EI and SC and higher burnout. Notably, these maladaptive profiles were associated with less favorable psychological scores than non-perfectionists. Findings highlight the differential impact of perfectionism dimensions on dancers' psychological wellbeing and underscore the potential of EI and SC as protective factors. Dance educators should promote supportive learning environments that emphasize personal growth and reduce excessive concern over mistakes to mitigate burnout risk.

## OS-27

### Martial Arts as Dance

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Considering martial arts as belonging to the family of "arts" would be too broad a classification. However, in the areas of forms demonstrations and forms competitions (e.g., taekwondo *poomsae*), the inherent qualities on display in those types of martial arts exhibitions may conceivably be considered as dance, albeit an outlier type of dance connected with other primal human activities. Similar considerations apply to choreographed fight sequences in martial arts movies and to the incorporation of martial arts techniques in dance choreography. Whether a matter of movement technique, goal, intention, aesthetics, embodied experience, or perception, we simply have no unshakeable clear bright lines to distinguish dance as entirely separate from other movement categories in the eyes of all people for all time. Conceptually, in both artistic dance and the types of martial arts delimited above, we have rhythmically structured bodily movements that provide for aesthetic experiences. With that connection, the question of whether institutions have the ultimate power to determine the categorization of movement sequences as martial arts or dance is challenged.

## OS-28

### Using Motion Capture Data to Support Natural Science Perspectives on Movement in Physical Education

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Physical education (PE) can connect bodily experience with academic learning when movement is externalized through motion capture, video, graphs, and scientific explanation. Yet movement data become educationally meaningful only when students can interpret them and return to practice with concrete revision targets. This proceedings report examined how movement-data-informed PE lessons supported students' short-term perceptions and how different representations functioned as bridges between bodily experience and natural science perspectives. Two Japanese high school cases were analyzed: a long-jump PE-Physics-PE sequence at School A using motion-capture and force-related data (pre  $n = 23$ ; post  $n = 22$ ), and a basketball free-throw lesson at School B using video, trajectory, angle, speed, and form-related representations (pre  $n = 34$ ; post  $n = 35$ ). Questionnaire data were summarized descriptively; optional free responses were used as contextual evidence. Both cases showed high post-lesson positive response rates across four domains. School A suggested a disciplinary-integration bridge, where force-related data connected PE with physics concepts. School B suggested a self-regulation bridge, where trajectory visualization supported revision of shooting form. The findings contribute a representational bridge model for XR-oriented PE: a capture-annotate-revise loop in which teacher-guided interpretation links movement data to specific bodily revision before the next attempt.

## OS-29

### The Turkish Adaptation and Psychometric Properties of the Perceived Available Social Support in Sport Questionnaire

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The sport environment is a multidimensional context in which performance is shaped not only by physical and technical factors but also by psychosocial components. In this regard, social support plays a critical role in athletes' performance development as well as their psychological well-being.

However, measurement tools specifically designed to assess social support within the sport context remain limited. Therefore, the aim of this study was to adapt the Perceived Available Social Support in Sport Questionnaire (PASS-Q) into Turkish and examine its psychometric properties. A total of 304 (Mage =19.90±1.73) athletes, including 122 female (Mage =19.73±0.15) and 182 male (Mage =20.10±0.13) participated in the study. The participants had a mean sport experience of 7.34 years. Personal Information Form and Perceived Available Social Support in Sport Questionnaire were administered to the participants. Data analysis was performed using SPSS 22 and AMOS 24 software. For the assessment of validity, a translation procedure was conducted initially. To evaluate construct validity, the Kaiser–Meyer–Olkin (KMO), Bartlett’s Test, and Confirmatory Factor Analysis (CFA) were performed. Reliability was assessed using Cronbach’s alpha coefficient. The KMO value was found to be .783, and Bartlett’s test yielded a value of 1637.552 ( $p < .001$ ). When the CFA results for the PASS-Q, consisting of 16 items and four subdimensions, were examined, the model indicated a good level of fit ( $\chi^2/df = .94$ , CFI = .96, GFI = .99, AGFI = .94, RMSEA = .00). All item–total correlation coefficients were above .30. The scale demonstrated acceptable internal consistency, with Cronbach’s alpha values of .81 (emotional support), .85 (esteem support), .70 (informational support), and .76 (tangible support). In conclusion, the Perceived Available Social Support in Sport Scale (PASS-Q), consisting of 16 items and four dimensions, is a valid and reliable measurement tool suitable for use with Turkish athletes.

## OS-30

### Physical Exercise – A Tool for Children’s Development

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Physical exercises for kids include aerobic activities like running, swimming, and dancing, and muscle and bone-strengthening activities such as climbing, push-ups, squats, and jumping. Physical exercise is a vital tool for children's development, fostering growth in physical, cognitive, emotional, and social areas. Regular physical exercise is necessary to help develop a strong heart and lungs. Starting early will set a good foundation that children can maintain throughout their lives. Running, swimming, jumping and other dynamic movements will strengthen the heart, improve blood circulation, improve mood and reduce the risk of disease. Physical exercise within schools plays a crucial role in establishing a solid foundation for the development of comprehensive physical abilities and creating opportunities for recreational engagement among Indian school students. Physical exercise helps prevent childhood obesity by burning calories and

regulating metabolism. Sports and physical activities are often performed alongside other children, offering the chance to build friendships and develop social skills as well.

## OS-31

### Masculinity in Sport: Hegemonic Norms, Resistance, and Negotiation

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Sport remains a central site for the construction and regulation of masculinity, even amid broader global shifts toward gender inclusivity. This qualitative study examines how masculinity is constructed, reproduced, and negotiated by men within sport contexts. Drawing on semi-structured interviews with 24 male participants at a large public university in the Midwestern U.S., the study explores how socio-cultural agents—including family members, peers, coaches, and media—shape masculine values and behaviors related to toughness, competitiveness, emotional restraint, and risk-taking. Guided by theories of hegemonic masculinity, inclusive masculinity, and gender performativity, the analysis shows that hegemonic masculine norms continue to function as a prevailing cultural framework in sport. Participants commonly described expectations to play through injury, regulate emotion, and conform to peer-based standards as key markers of masculine legitimacy. At the same time, the findings reveal moments of ambivalence and limited negotiation. Some participants described valuing emotional closeness with teammates or choosing to prioritize long-term health over playing through pain or injury. However, these practices were typically tied to specific situations or relationships and were not understood as challenging dominant expectations of masculinity. Instead, they were framed as exceptions rather than as evidence of broader cultural change. Intersectional differences related to race or sexuality appeared only minimally in participants' narratives, suggesting that shared institutional and generational sport cultures may exert a homogenizing influence on masculine experience. Overall, this study contributes to sport psychosociology by illustrating the resilience and adaptability of hegemonic masculinity in sport contexts, while highlighting the constrained emergence of alternative masculine practices and their implications for men's health, social relationships, and gender socialization in sport.

## OS-32

### A Comparison of Doping and Neuro-Enhancement in Sports, Arts, and Education within the Context of Fair Play

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Fair play is defined as a system of norms that promotes ethical behavior not only in sports but also in social life. Research shows that fair play behavior in sports reinforces similar ethical behaviors in society. Doping is considered an ethical violation in sports because it undermines fair competition and the spirit of sports. In the field of sports, anti-doping organizations such as WADA have standardized the use of prohibited substances, except for therapeutic use exemptions that allow for medical necessity. In education and art, however, since there are no competition-based rules, ethical discussions are more at the level of individual conscience or societal norms. Although the use of performance-enhancing substances is discussed from an ethical perspective, it is not universally defined as an "ethical violation" since there is no institutionally controlled system. Research indicates that the use of neuroenhancing drugs is becoming widespread among students and artists, but this practice is not subject to the same legal and ethical sanctions as doping in sports. This study was prepared using content analysis and qualitative analysis methods to identify examples of this phenomenon. When the findings are considered together, it is seen that the use of performance-enhancing drugs is practically possible and partially present in both competitive dance and acting; however, unlike in sports, its institutional framework is not defined as a "rule violation." This result reveals that doping and neuroenhancement are legally defined within the context of fair competition, while their moral dimension varies depending on the field and context.

## OS-33

### Impact of Targeted Nutrition and Strategic Exercise on Physical Fitness in Student-Athletes

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Many sports and physical education (PE) programs fail to connect healthy eating with physical training, which prevents student-athletes from reaching their best performance. This presentation suggests a new way of teaching that combines targeted nutrition with strategic exercise. Instead of

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just counting calories, this model treats the gym as a laboratory where students learn how to "fuel" their bodies for specific goals. In this program, exercises like high-intensity interval training (HIIT) and weightlifting act as the spark for physical change, while food provides the actual building blocks. For example, students learn how carbohydrates provide the "explosive power" needed for sprints and how protein repairs muscles after a hard workout. This helps athletes see that exercise only gives the body a signal to improve, but nutrition is what actually gets the work done. The curriculum also covers how vitamins, minerals, and water keep the brain sharp and help prevent injuries like Relative Energy Deficiency in Sport (RED-S). By teaching a "Food First" approach, coaches can help students avoid dangerous energy drinks or supplements. This teaching style does more than just improve sports performance; it builds "physical literacy," giving young athletes the tools to stay healthy long after they stop playing competitive sports.

## OS-34

### Breaking the Silence: Barriers to Opioid Management in the Lives of Mexican Immigrant Women

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The misuse and abuse of prescription and synthetic opioid drugs along the U.S./Mexico border have become an alarming public health crisis in the United States. Opioid use disorder (OUD) nearly doubled among Hispanic females in the United States from 2.46% in 2014 to 4.23% in 2020. This study examines rates of opioid use disorder (OUD) among Mexican female immigrants residing along the US/Mexico border. The purpose of the study was to identify possible barriers that influence Mexican female immigrants along the US/Mexico border to seek and adhere to OUD treatment options. A meta-analysis utilized peer-reviewed literature over the span of 20 years with inclusion criteria including Mexican-origin women aged 18–30, U.S./Mexico border resident, U.S./Mexico border OUD treatment options, and possible barriers to accessing and adhering to OUD treatment. Of the 32 articles found, only 10 met the inclusion criteria. This study's findings suggest that education, language barriers, cultural/social stigma, limited culturally appropriate care, financial constraints, and transportation difficulties have a significant impact on Mexican female immigrants residing along U.S./Mexico border accessing and adhering to OUD treatment programs. The results of this study suggest that community and public health practitioners should focus on developing a localized immigrant-friendly care model that advocates for policy changes that reduce fear in accessing OUD treatments, utilizes culturally sensitive care treatment, language

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appropriate community health education and outreach, and a comprehensive community partner collaboration program for patient transportation and financial support.

## OS-35

### A Bibliometric Analysis of the Literature on Concussion in Child and Adolescent Athletes

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Concussion is a major health risk for youth athletes in contact sports, requiring age-specific rehabilitation due to neurodevelopmental sensitivities. The surging volume of publications over the last decade necessitates a review of current knowledge patterns and research gaps. The aim of this study is to examine the structure and direction of the literature on concussion in child and adolescent sports over the last ten years and to reveal emerging research trends. A systematic search covering the years 2015-2026 was conducted via the Web of Sciences and Scopus databases. The search utilized keywords including ("child\*" OR "adolescent\*" OR "youth" OR "pediatric\*" OR "high school") AND ("concussion" OR "mild traumatic brain injury" OR "mTBI") AND ("sport\*" OR "athlete\*" OR "physical activity"). To exclude studies focused solely on the clinical dimension, the dataset was limited to the categories of "Sport Sciences," "Psychology," "Psychology Applied," and "Psychology Multidisciplinary. The 1,647 English articles obtained were analyzed using VOSviewer (v.1.6.20) software in terms of author citation strength, keyword networks, and temporal density analysis. Results indicate a sharp paradigm shift since 2021, moving from traditional acute trauma monitoring toward holistic neuropsychological approaches. Specifically, the temporal density of 'Recovery,' 'Cognition,' and 'Anxiety' has increased. Author citation analysis shows that the literature is shaped around figures such as S.P. Broglio (3042) and G.L. Iverson (2624), while at the national level, the USA (1315) and Canada (266) are the leaders in publications. These findings suggest that pediatric concussion management must transcend 'return-to-play' protocols, integrating neurocognitive monitoring and psychosocial support.

## OS-36

### Fitness Testing Anxiety Scale Components: A Literature Review

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Fitness testing anxiety (FTA) has been well documented in the physical education and sport pedagogy literature, with evidence suggesting that elevated anxiety may undermine the intended educational and health-promoting purposes of school-based fitness testing. Although numerous studies have reported the negative cognitive, emotional, and behavioral consequences of FTA, there is currently no widely accepted, validated scale specifically designed to measure students' FTA. Therefore, this project aimed to conduct a systematic literature review to identify and synthesize key domains examined in anxiety-related research and to provide a conceptual foundation for the future development of an FTA scale. A comprehensive literature search was conducted using commonly used databases in education, psychology, and sport sciences, including EBSCO databases, EMBASE, and Web of Science. Peer-reviewed studies examining anxiety in physical education, fitness testing, sport performance, body evaluation, and related assessment contexts were included and analyzed to identify recurring constructs and thematic patterns. Findings indicate that fitness testing anxiety is a multidimensional psychological response characterized by cognitive, emotional, physiological, and behavioral reactions to anticipate or actual fitness testing situations. Key themes consistently identified across studies included performance expectations, social evaluation, body exposure, perceived control, and fear of negative outcomes. These findings highlight the need for a theoretically grounded, context-specific instrument to assess FTA. The proposed framework provides a foundation for future scale development and validation, with important implications for research, teacher practice, and the design of more supportive and inclusive fitness testing environments.

## OS-37

### NEP 2020 and Physical Education in India: Opportunities, Challenges, and Global Comparisons

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Physical education plays a vital role in promoting holistic development, lifelong physical activity, and public health among childrens. In response to growing concerns related to physical inactivity, health inequalities, and fragmented educational approaches, India introduced the National Education Policy 2020 (NEP 2020), which places renewed emphasis on physical education, sports, yoga, and well-being as integral components of schooling. This review critically examines the positioning of physical education within NEP 2020 and compares its vision and implementation strategies with global Quality Physical Education (QPE) models advocated by international organizations such as UNESCO and the World Health Organization. Using a narrative review approach, this presentation synthesizes policy documents, international frameworks, and peer-reviewed literature to explore opportunities, challenges, and comparative insights related to physical education reform in India. The analysis highlights that NEP 2020 aligns strongly with global QPE principles in its emphasis on holistic development, inclusivity, physical literacy, and culturally relevant practices, including yoga and indigenous games. At the same time, significant challenges persist in translating policy intent into effective practice, particularly with respect to teacher preparation, infrastructure availability, assessment mechanisms, and equitable implementation across diverse socioeconomic and geographic contexts. A conceptual framework is presented to illustrate the relationship between policy-level inputs, implementation mechanisms, and educational and health outcomes.

## OS-38

### Bibliometric Analysis of Parental Attitudes in Sports Using the VOSviewer Application

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Parental attitudes play a significant role in sports. How parents treat their children who participate in sports, and the nature of their positive or negative attitudes, are considered important. For this reason, this study examines the role of parental attitudes in sports using bibliometric analysis. The study examined 276 research articles found in the Web of Science and Scopus databases. Review articles were excluded from the analysis. The keywords used to identify the articles were “athlete” or ‘sport’ and “parent involvement” or “parental experience” or “parental attitudes.” These terms were identified by the study’s academic advisor and researcher following manual reviews. The VOSviewer application was used to visualize the bibliometric data. The study examined authors, keywords, the number of citations per author, the annual distribution of articles, and the annual usage frequency of keywords. The review revealed that Dorsch, T. E., Knight, C. J., and Harwood, C. G. were the most prolific researchers, with six studies to their credit. The study also revealed that the inclusion of concepts such as “mental health,” “well-being,” “barriers,” and “positive youth development” in the current literature has increased in recent years. The terms “youth sport” (381), “involvement” (296), and “parent” (233) were the most frequently used. In conclusion, while the concepts may vary, it can be said that parental attitudes are present in sports and are beginning to shift toward the field of mental health. This is because a strong and significant connection was observed between “parental involvement” and “parental support.”

## OS-39

### Effect of Core Strength Training and Plyometric Exercises on the Development of Explosive Power among Women Kho Kho Players of the University of Lucknow

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The purpose of the study was to find out the effect of core strength training and plyometric exercises on the development of explosive power among women Kho Kho players of the University of Lucknow. Participants were between the ages of 18 to 25 years old. The study was formulated as a true random group design consisting of a pre-test and post-test. The subjects included 45 women players who were randomly selected from the colleges affiliated with the University of Lucknow. They were divided into three equal groups of 15 each. The groups were assigned as experimental group I – (core strength training exercises), experimental group II (plyometric exercises) and a control group respectively. A pre-test was conducted for all 45 subjects pertaining to explosive power by using the Standing Broad Jump Test. After the experimental period of 12 week a post-test was conducted, and the scores were recorded with Standing Broad Jump Test. It was concluded that 12 weeks of core strength training and plyometric exercises training significantly improved explosive power among women Kho-Kho players, as compared to the control group.

## OS-40

### The Effects of Face-to-Face and Online HIFT Training on Physical Fitness in Sedentary Individuals

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The aim of this study is to examine the effects of HIFT performed face-to-face and online training for 12 weeks in sedentary individuals on body composition, flexibility, strength, muscular endurance, aerobic capacity and blood values including HDL, LDL, triglyceride, total cholesterol, glucose, hemoglobin, iron and urea. The study consisted of sedentary female participants; face-to-face training group and online training group. Participants were subjected to HIFT workout 3 days a week with 75-85% load. Physical fitness parameters of participants including body composition,

flexibility, strength values and health-related blood tests (HDL, LDL, TC, triglyceride, glucose, iron, hemoglobin and urea) were examined pre- and posttraining program. The data obtained was analyzed in the SPSS 22.0 program. A statistically significant difference was found between the pre-test and post-test values in weight, BMI, fat % and fat weight, flexibility, sit-up and aerobic capacity tests in both groups of participants who trained via face-to-face and online training ( $p < 0.05$ ). Although there was an increase in HDL value, no statistically significant result was found. Between the groups, a significant improvement difference has been found only in the online training group for leg strength and back strength values, while no significant improvement difference has been found in other values. The HIFT training applied either face-to-face (group) or online (individual) over a period of 12 weeks has been found to result in improvement in physical fitness parameters.

## OS-41

### Applied Strategies in Play-Based Fitness Training for Enhancing Gross Motor Proficiency in Children with Autism

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The implementation of structured physical activity requires a strategic focus on how specific movement patterns translate into overall functional gains for children with autism spectrum disorder (ASD). This study examined the practical application of a 12-week fitness-based play intervention designed to improve fundamental motor competencies. Nineteen children diagnosed with ASD participated in a program that utilized specialized movement stations focusing on balance, reaction time, and coordination. Unlike traditional exercise models, this intervention integrated high-intensity functional play elements conducted twice weekly in 40-minute sessions. The primary outcome was measured through the total gross motor score of the Test of Gross Motor Development-3 (TGMD-3). Following the intervention, a comprehensive analysis using paired-samples t-tests revealed a statistically significant increase in total gross motor proficiency scores ( $p < 0.05$ ). The focus on diverse movement tasks allowed participants to engage in a wide range of motoric challenges, facilitating a broader adaptation in overall physical readiness. These results highlight the efficacy of utilizing play-based fitness stations as a primary vehicle for motor development. In conclusion, emphasizing the quality and structure of the movement intervention is essential for optimizing motoric health. For practitioners, these findings suggest that a well-designed play-based framework can effectively bridge the gap between structured fitness training



and the complex motor needs of the ASD population, fostering improved physical literacy and health outcomes.

## OS-42

### Brand Equity in Sportswear: The Case of The Big Three

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This study examines the sponsorship processes of global sportswear brands—Nike, Adidas, and Puma—within the "Big Three" Turkish football clubs (Fenerbahçe, Galatasaray, and Beşiktaş) using David Aaker's Brand Equity Model. Employing qualitative research methods, the study involved three focus group discussions with 15 highly engaged Bachelor's degree sports management students from Istanbul Bilgi University and three in-depth interviews with marketing managers from Nike, Adidas, and Puma responsible for sponsorship decisions, selected for their industry expertise. Thematic analysis identified four core dimensions: (1) the influence of team success and jersey design on sales, (2) the role of prestige and brand awareness in sponsorship decisions, (3) the strategic value of fan engagement, and (4) communication barriers between clubs and brands. Findings demonstrate that perceived brand-fan fit and product quality are critical to sponsorship effectiveness, while active fan engagement significantly boosts brand associations and recall. These results provide a qualitative framework for understanding the complex dynamics of football sponsorship and offer practical implications for sustainable, long term brand management in the sports marketing sector.

## OS-43

### A Study to Investigate the Comparative Data Analysis of Regular Physical Activities and Sports Participation among Sports Science Students

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The regular performance of physical activities has lots of benefits in our lives. If a person engages him/herself in physical activities and remain physically fit they may be able to maintain a healthy body composition, which is very important in life. This research is based on male colleges of northern Punjab. There is a total of 112 male colleges in the northern Punjab from which 21

colleges were selected, and 210 participants and 210 non-participants were recruited. Data/information were collected from physical education departments of the colleges that were involved. Participants were those male students who regularly were involved in sports at the club and/or district level. Non-participants were students who were not engaged in these levels of sport. Regarding data collection, four physical activities were compared, including flexibility, general endurance, long jump and speed. The mean score of flexibility percentage of participants was 11.04 with a standard deviation of 10.582. The mean score percentage of non-participants was 6.92 with a standard deviation of 10.235. The mean of general endurance of participants was 38 with standard deviation 8.978 and non-participants was 18.38 with standard deviation 4.684. The mean of long jump of participants was 2.2695 with standard deviation 0.42424 and non-participants was 1.8812 with standard deviation 0.1389. The mean of speed of participants was 30.7364 with standard deviation 3.35526 and non-participants was 33.8021 with standard deviation 4.81255. Data analysis found that flexibility, general endurance, long jump and speed were better in the participants group as compared to non-participants.

#### OS-44

### Paralympic Sport Standards Measurement System (PSSÖS): Conceptual Framework and Development Process\*

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The development of Paralympic athletes is shaped by the combined influence of facility conditions, sports equipment quality, and training program standards, yet these domains are often evaluated separately despite their interdependence. This study presents the conceptual framework and development process of the Paralympic Sport Standards Measurement System (PSSÖS), an integrated assessment system designed to evaluate these three domains within a unified structure, and introduces the methodological foundation of the Paralympic Sport Standards Index (PSSE), a composite indicator derived from the system. Developed within the scope of TÜBİTAK Project No. 224K878, PSSÖS was informed by qualitative data collected from 128 Paralympic athletes and 22 coaches and grounded in the WHO International Classification of Functioning, Disability



and Health (ICF), Universal Design Principles, IPC classification regulations, Paralympic equipment standards, and the broader adapted sport literature. The system incorporates three psychometrically validated instruments: the Paralympic Sport Facility Standards Scale (PSTSÖ; 58 items, 8 factors), the Paralympic Sports Equipment Standards Scale (PASGÖ; 53 items, 8 factors), and the Paralympic Training Program Standards Scale (PAPSO; 58 items, 8 factors). A structural equation modeling framework was developed to examine the relationships among these domains, conceptualizing facility standards as an environmental determinant, equipment standards as a mediating factor, and training program standards as an outcome variable. Pilot analyses demonstrated satisfactory psychometric properties across all three scales, with acceptable model fit indices and strong reliability coefficients. The integrated framework aligns with the ICF model by emphasizing the role of environmental conditions in shaping participation and performance outcomes. To facilitate practical application, the Paralympic Sport Standards Index (PSSE) was developed as a weighted composite measure with a five-level interpretation framework ranging from very low to very high standards. Preliminary norm values were established for each component scale, providing an initial benchmark for future assessments. Although full field implementation and structural model testing remain ongoing, PSSÖS represents a comprehensive and theoretically grounded approach to evaluating Paralympic sport environments. The system has the potential to support evidence-based decision-making, resource allocation, quality assurance, and policy development while providing a coherent measurement framework for research and practice. Future studies should validate the model with larger and more diverse samples and incorporate data from additional stakeholder groups to further strengthen the system's applicability and generalizability.

## OS-45

### A New Validated Psychometric Self-Evaluating Instrument for Measuring Legacy Constructs of the Youth Olympic Games

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This quantitative study aimed to develop and validate a new scale for measuring Youth Olympic Games (YOG) legacy constructs addressing the need for a comprehensive and theoretically grounded instrument. Building on a previous study, 104 items were generated to form a hypothesized three-order factorial model comprising 6 third-order factors, 13 second-order factors and 26 first-order factors. Data were collected online from 425 Singapore residents, of whom 60.2% are male and 39.8% are female, all aged 21 years and older. Mplus was used to analyze the

data in three steps. First, we ran confirmatory factor analysis (CFA) to examine the factorial validity of the six domain-specific levels (i.e., Social Development, Human Development, Urban Development, Environmental Enhancement, Policies, Governance and Intellectual Property). The analyses resulted in five, first-order measurement models and one higher-order model after model refinement. Second, gender measurement invariance was also assessed at the six domain-specific levels. Full gender invariance was achieved for five measurement models except the Human Development measurement model. Third, descriptive statistics and internal consistency reliability were examined. All sub-scales demonstrated high internal consistency (Cronbach's  $\alpha = .87$  to  $.98$ ) and mean standardized factor loadings across the six domain-specific levels were strong, ranging from  $.79$  (Global Networking) to  $.95$  (A Proud Journey), confirming all 104 items as robust indicators of their respective constructs. Overall, the validated instrument advances methodological practice in scale development and provides a robust foundation for future research examining YOG legacies across diverse populations.

## OS-46

### Current Trends in Athlete Engagement: An Updated Systematic Review and Bibliometric Analysis (2024–2026)

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This systematic review and bibliometric analysis aims to update the current state of knowledge by synthesizing athlete engagement literature published between May 2024 and February 2026. Following a systematic search across five databases, 248 articles were screened using the Rayyan system, resulting in 28 studies that met the inclusion criteria. Most research utilized quantitative, cross-sectional designs, predominantly focusing on youth and adolescent samples. Bibliometric mapping via VOSviewer confirmed the thematic centrality of passion, self-efficacy, and cohesion. Results identified 39 distinct variables, introducing 22 new constructs such as academic resilience, curiosity, and psychological ownership. While the coach-athlete relationship remains a core antecedent, passion and specific leadership styles have emerged as prominent predictors. Findings indicate that mediators like mental toughness are frequently studied, while outcomes have transitioned from a deficit-based focus on burnout toward positive constructs like thriving and social identity. This evolution suggests a significant shift in the field toward a development-oriented, positive psychology perspective. Integrating these emerging variables is essential for a comprehensive and contemporary understanding of the athlete experience.

## ORAL SESSIONS (TR)

### OS-47

#### Bibliometric Analysis of Academic Studies on Pickleball: Global Trends and Research Gaps

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Pickleball has rapidly gained popularity worldwide in recent years as a racket sport. This sport, which has developed particularly in the United States, stands out for its appeal to different age groups, the relative ease of learning, and the fact that it allows people to feel successful and good about themselves early in the learning process. The aim of this study is to examine academic studies published in the field of pickleball using bibliometric analysis methods to identify trends and research gaps in the literature. Within the scope of the study, the keyword “pickleball,” manually determined by the researcher, was searched in the Web of Science and Scopus databases. A total of 102 research articles obtained from the search were analyzed. Review articles and editorial writings were excluded. VOSviewer software was used to visualize the bibliometric data. The data obtained were examined in terms of publication year, country distribution, citation counts, co-authorship networks, keyword density, and thematic clusters. The analyses revealed that authors Heo, J., Ryu, J., and Kim, K.M. had the most publications in the literature. The study also showed that the use of concepts such as “prevalence,” “athlete,” “injury,” and “racket sport” in the current literature has increased in recent years. The terms “pickleball”, “human”, “sport injury” and “older adults” were the most frequently used expressions in academic studies. In conclusion, although the concepts vary, when studies on pickleball are examined, it is seen that academic research is predominantly focused on ‘older adults’ and the ‘sports injuries’ experienced by this group. Bibliometric findings show that, considering the ease of learning the sport and its suitability for all ages, the focus is predominantly on the older population, indicating that studies targeting children, young people, and physical education processes are limited in the literature. In this context, it is recommended that future research be diversified around sports pedagogy and physical education practices for the field to develop holistically.

## OS-48

### The Effect of Social-Emotional Learning Skills of National Athletes on Their Xenophobic Levels

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The word xenophobia is defined as fear and hostility towards foreigners; negative thoughts and hatred towards a group that is foreign and different from oneself. In this context, the aim of the research is to investigate the effect of athletes' social-emotional learning skills on their xenophobic levels. Social learning is known as a theory that argues that individuals learn through observation and imitation. At this point, it is thought that the levels of athletes' social emotional skills play a decisive role in their exhibiting xenophobic attitudes. In the research, the "Relational Survey Design" from quantitative research approaches was used. The "maximum diversity sampling method" from purposeful sampling methods was preferred in the research. As data collection tools, a "personal information form" created by the researcher, the "Xenophobia Attitude Scale" and the "Social-Emotional Learning Scale" were used. The data were processed in the SPSS software package. According to the results of the study, the social-emotional and cognitive dimensions showed positive and significant relationships with each other. The variable of tolerance towards other groups did not show a significant relationship with the social-emotional learning dimensions. The groupcentrism variable, however, was found to have a negative and significant relationship with the responsible decision-making and relationship skills dimensions. This result suggests that an increase in certain socio-emotional learning skills may be associated with a decrease in xenophobic attitudes.

## OS-49

### A Comparative Study of Motor Skill Levels in Children with Special Needs Compared to Their Typically Developing Peers

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The aim of this study is to compare the motor skill levels of children with autism spectrum disorder (ASD) and intellectual disability (ID) with those of their typically developing (TD) peers. The study sample consisted of a total of 139 children aged 4–6 years, including 54 with

OSB, 40 with ZY, and 45 with TGG. Data were collected using the Bruininks-Oseretsky Motor Proficiency Test 2 Short Form. The Bruininks-Oseretsky Motor Skills Test 2 Short Form was used to collect the data. The findings of the study indicate that the gross motor skill levels of children with OSB and ZY are significantly lower than those of their typically developing peers. The results of the study highlight the necessity of individualized educational programs implemented at an early stage to develop motor skills in children with special needs.

## OS-50

### Evaluation of the Effects of Knee Flexion, Knee Extension, and Hip Adduction Strength on In-Water Jump Performance in Elite Adult Male Water Polo Players

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Water polo is a team sport that requires not only high-level technical and tactical skill but also substantial lower-extremity strength and explosive power. To date, studies have mostly focused on the tactical demands of the sport, whereas research examining physical performance components remain limited and methodologically heterogeneous. This study examined the relationship between knee flexion, knee extension, and hip adduction strength and in-water jump performance in elite adult male water polo players. Twelve professional male athletes participated in the study. Lower-extremity isokinetic strength was assessed using a Biodex isokinetic dynamometer at 60°/s. Peak torque (Nm), relative torque (Nm), average power (W), H:Q ratio, and hip adduction/abduction reciprocal ratios were measured for both dominant and non-dominant sides. In-water vertical jump height was measured according to the Platanou (2005) protocol ( $55.17 \pm 6.12$  cm), while jump-related output was recorded simultaneously using an Enode Sensor IMU. Peak vertical force (N), peak vertical velocity (m/s), and peak vertical power (W) were calculated for the propulsion/concentric phase of the in-water vertical jump. Data were analyzed using correlation and regression analyses. In water jump height showed positive correlations with non-dominant leg hip abduction average power ( $r = 0.678$ ,  $p = 0.015$ ), non-dominant leg extension relative torque ( $r = 0.667$ ,  $p = 0.018$ ), non dominant leg hip abduction relative torque ( $r = 0.605$ ,  $p = 0.037$ ), and peak vertical power ( $r = 0.618$ ,  $p = 0.032$ ). These findings suggest that in-water jump performance is associated particularly with lower-extremity relative torque and power parameters. Further studies with larger cohorts are needed to better clarify these relationships.

## OS-51

### Investigation of the Effects of Short-Term Supramaximal Loadings on Blood Lactate Levels in Taekwondo Athletes of Different Competitive Levels

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This study examined changes in blood lactate concentration, heart rate (HR), kick force, and recovery responses after short-term supramaximal loading in taekwondo athletes competing at different levels. Nineteen black-belt taekwondo athletes aged 18–24 years participated. Athletes were classified as international-level competitors ranked at the European Championships (n=10) or national-level competitors who participated in the Turkish Taekwondo Championships without placing in the top 16 (n=9). Resting HR and blood lactate were measured before exercise. Following a general and sport-specific warm-up, athletes performed a 7-second high-intensity kicking protocol. Kick force was recorded using an electronic scoring system (Daedo Gen2, Spain). HR and blood lactate were assessed at rest, pre-exercise, immediately post-exercise, and during the 1st, 3rd, and 6th minutes of recovery. Data were analyzed using descriptive statistics, one-way ANOVA, and paired-samples t-tests; Tukey post-hoc tests were applied for multiple comparisons ( $p<0.05$ ). No significant differences were found between groups in demographic or anthropometric characteristics ( $p>0.05$ ). In both groups, blood lactate and HR changed significantly over time ( $p<0.001$ ), with no significant between-group differences ( $p>0.05$ ). Maximal and successive kick forces did not differ significantly ( $p>0.05$ ), except for the third maximal left-leg kick, which favored international athletes ( $p<0.05$ ). Seven-second supramaximal efforts elicited substantial physiological responses, while recovery remained limited. Training programs should address both high-intensity performance and recovery capacity in taekwondo athletes.

## OS-52

### The Effect of Integrated Training Model on Mountain Bike Performance

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This study investigated the effects of a 6-week integrated training model combined with high intensity interval training (HIIT) on elite mountain bike performance. Ten elite mountain bikers (age:  $15.70 \pm 2.00$  years) participated. The training protocol combined HIIT and Integrated Fitness Training (IFT). HIIT sessions involved 10 sets of sprint intervals (30s work/15s rest; 20s work/10s rest) at 85-96% HRmax, with 10-minute active recovery (65-75% HRmax) between sets. IFT consisted of 4 sets of gymnastics, metabolic, and resistance exercises (65%1RM) performed at maximal speed. Pre- and post-tests included a maximal ramp test, a 30-second anaerobic power test (Wattbike), a leg strength assessment, and a track time trial. Post training results indicated significant improvements across all metrics:  $\dot{V}O_{2max}$  (+4.7%), Maximum Minute Power (+6.6%), and aerobic mean power (+5.1%). Anaerobic performance increased in both peak (+7.8%) and mean power (+6.3%). Additionally, leg strength improved by 21.1%, and track completion times improved by 10.2%. Consequently, the 6-week integrated model effectively enhanced specific physiological and field-based performance metrics. This protocol offers a viable training framework for coaches and sports scientists working with youth elite cyclists.

## OS-53

### Time-of-Day Effects of Caffeine Supplementation Following Acute Partial Sleep Deprivation: A Triple-Blind Randomized Trial

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Caffeine is the one of the most widely utilized ergogenic aids by athletes to counteract the performance decrements following sleep deprivation. The aim of this study is to diurnally investigate the effect of caffeine consumption on performance following partial sleep deprivation (>5 hr). This is a triple-blind (researchers, participant, and statistician), chronotype blocked (intermediate chronotype), randomized phasebo trial (E=8/C=7). Fifteen male athletes, for performance measurement, the Stork balance test, Figure-8 hop test, and an anticipation timer were utilized at two different times a day (10:00-15:00). The experimental group ingested 5 mg/kg

of caffeine pill. The placebo group also took the same pill, but it was empty. The application was carried out over two consecutive weeks (just on weekends). Participant sleep data collected by actigraph (Mi Band 7). All participants stayed in the same sleeping environment and did not engage in any physically demanding activities. All variables analysed by two-way ANOVA for repeated measures (Jamovi). This study reported according to the guidelines of the PRESENT 2020 checklist. The data indicated improvements in balance and explosiveness; however, these were not statistically significant ( $p>0.05$ ). Significant differences were observed in anticipation time ( $p<0.05$ ). Furthermore, the placebo group exhibited unstable results in the measurements on the experiment day. Improvements in balance and explosive power may be more distinct with an increase in the caffeine dosage beyond 5 mg/kg.

## OS-54

### The Effect of Beetroot Juice Loading on Endurance Performance, Perceived Exertion, Fatigue, and Recovery Levels in Adolescent Badminton Players

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The aim of this study was to investigate the effect of 5-day beetroot juice loading on endurance performance, perceived exertion during exercise, recovery, and fatigue levels in badminton players aged 12-15. A total of 10 licensed or national athletes, aged 12-15, who had been actively playing badminton for at least one year and training regularly six days a week, participated in the study. In this double-blind, randomized crossover study, participants were divided into two trial groups: beetroot and placebo. The group of 10 participants consumed a nitrate-free placebo drink for 5 days and beetroot juice for 5 days, with a one-week interval between trials. On the 5th day of the trials, an aerobic endurance test was performed; during this test and the subsequent recovery phase, heart rate, heart rate variability, perceived exertion, and subjective fatigue were measured at specific intervals. Two-way analysis of variance (ANOVA) was used for data analysis. All statistical analyses were conducted using the SPSS 28 program, and significance levels were tested at  $p<0.05$ . Statistical analysis revealed that the 5-day beetroot juice loading extended running time, decreased post-exercise recovery time, and positively affected the perceived fatigue level. In conclusion, beetroot juice loading in adolescent badminton players positively affects endurance performance, perceived exertion, recovery, and fatigue levels.

## OS-55

### Investigation of Heart Rate Changes in Ballet Movement Combinations

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This study aimed to compare heart rate responses during different combinations in ballet training. Thirteen 9th- and 10th-grade ballet students (10 females, 3 males) from Hacettepe University Ankara State Conservatory participated. Age ( $15.6 \pm 0.7$  years), height ( $161.7 \pm 6.4$  cm), body mass ( $46.8 \pm 5.3$  kg), and training experience were recorded in the monitoring software. Each 90-minute session included barre, centre, and jumping exercises: barre in the first 30 minutes, barre-centre between 30 and 60 minutes, and centre-jumping between 60 and 90 minutes. Heart rate was measured in real time using an arm-worn device. Participants trained regularly five days per week. Pre-test and post-test measurements were completed on two consecutive days before and after a six-week training period, during which exercise difficulty increased. Mean, maximum, and minimum heart rate values were statistically similar between measurements ( $p > 0.05$ ), whereas energy expenditure differed significantly ( $p < 0.05$ ). Changes observed in minimum heart rate values during the 0–30 min and 30–60 min periods did not reach statistical significance ( $p = 0.064$  and  $p = 0.086$ ). In female students, selected heart rate variables also showed non-significant tendencies toward change ( $p = 0.059$ – $0.086$ ). In conclusion, despite increased technical difficulty, heart rate responses remained similar, suggesting adaptation to training load. Longer monitoring may be required to determine clearer adaptations in minimum and maximum heart rate responses during ballet-specific training.

## OS-56

### Game Design Based on Different Obstacle Situations for Inclusive Education: Its Effect on Middle School Students' Attitudes and Levels of Empathy Towards Individuals with Disabilities

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This study aimed to enhance middle school students' empathy and attitudes toward individuals with disabilities. The research was conducted in a middle school in Bursa during the 2025-2026 academic year, using a pre-test-post-test control group quasi-experimental design (experimental group: 15, control group: 15). The experimental group participated in a game-based FEDOP

(Goalball, Sitting Volleyball, etc.) program based on experiencing different disability conditions once a week for 8 weeks, while the control group only continued with physical education classes. Data were collected using the Chedoke-McMaster Attitudes Towards Children with Disabilities Scale and the Cognitive, Emotional, and Physical Empathy Scale for Children. According to the quantitative analysis, the intervention had no significant effect on attitudes toward children with disabilities. The pre-test and post-test scores of the experimental and control groups were very similar. Similarly, no significant difference was observed between the groups in terms of total empathy scale scores. However, a significant change in favor of the experimental group was observed in the emotional component of the empathy scale. Thematic analysis of qualitative data highlighted themes of “gaining awareness,” “understanding challenges faced by individuals with disabilities,” and “impact of the games.” In conclusion, while the FEDOP program did not significantly alter students’ attitudes, it enhanced their emotional empathy and awareness of the difficulties experienced by individuals with disabilities.

## OS-57

### Intervention-Based Practices in Preparing Pre-Service Physical Education Teacher Candidates for Inclusive Education: A Systematic Review

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The effective and qualitative participation of students with disabilities in physical education lessons during the educational process is directly related to the theoretical and practical training provided during the pre-service period. The pre-service teacher training process is an important period in which pedagogical knowledge, attitudes and skills reflecting inclusive education learning outcomes are acquired by physical education teacher candidates. The aim of this study is to review the literature on inclusive education practices for pre-service PE teachers, focusing on those related to disability, through a systematic review. Scopus, Web of Science ve PubMed veritabanları bu kapsamda taranmıştır. The studies were selected based on the following criteria: (1) the full text is available in Spanish or English, (2) the sample comprises pre-service PE teacher trainees, (3) the studies focus on inclusive education for disabled individuals in PE, and (4) they include internships, lessons, programmes and interventions. The 15 studies that met the inclusion criteria were included in the systematic review. The results obtained from the studies included in the

review show that inclusive physical education practices lead to positive changes in the attitudes, pedagogical skills and self-efficacy perceptions of physical education teacher candidates towards disabled students. In conclusion, including disability-based inclusive education practices in pre-service teacher training programmes can prepare teacher trainees for inclusive physical education practices, potentially leading to positive developments in pedagogical competence, attitude, and self-efficacy during their professional development.

## OS-58

### Adaptive Exercise Programs for People with Disabilities: Strategies and Best Practice

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Adaptive exercise programs provide opportunities for individuals with disabilities to participate in physical activity, improve health outcomes, and enhance social interaction. Many traditional sport and exercise settings unintentionally exclude individuals with physical, sensory, or cognitive challenges, limiting access to movement-based activities. This narrative review is based on peer-reviewed literature examining adaptive exercise programs and inclusive physical activity practices. Relevant literature was identified through targeted searches of academic databases within the fields of adapted physical activity, rehabilitation, and inclusive sport. The findings indicate that adapted exercise interventions enhance strength, coordination, endurance, and motor confidence, while also supporting motivation, self-esteem, and social connectedness. Effective programs emphasize individualized adaptations, accessible facilities, supportive instructional approaches, and attention to both physical and emotional needs. Collaboration among health professionals, educators, and policymakers plays a critical role in the development of scalable and sustainable initiatives. This review synthesizes successful adaptive exercise practices and provides actionable recommendations for implementing inclusive physical activity programs. Overall, adaptive exercise programs represent practical and effective approaches that enable individuals with diverse abilities and needs to participate in sport and physical activity with confidence.

## OS-59

### A Periodic Comparison of the Construction and Usage Models of Summer and Winter Olympic Venues from a Sustainability Perspective

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For over 125 years, Olympics have used a combination of existing venues, new venues ("NewVs"), and temporary venues ("TempVs"). Objective of this study is examining how venue strategies have evolved over the past century in Summer & Winter Olympics from a sustainability perspective. Study is designed as descriptive research using quantitative methods, following document review to categorize venues through an inventory of 982 venues from 53 Olympics between 1896-2022. The findings show that NewVs increased in both Summer and Winter Olympics across all periods, with a particularly sharp rise in Winter Olympics during the sustainability-focused period (412%). TempV use increased more visibly in Summer Olympics, reaching its highest rate in the sustainability-focused period (58%), while remaining comparatively limited in Winter Olympics after the non-commercialized period. Findings indicate that strategies for Summer Olympics have evolved from constructing NewVs to using TempVs, in Winter Olympics, construction of NewVs has increased periodically. Increasing trend of using TempVs in Summer Olympics represents a positive shift from a sustainability perspective, as it avoids permanent construction and reduces environmental impacts of construction. While the trend of constructing permanent new facilities in Winter Olympics might initially seem contradictory to sustainability, it also holds positive aspects within sustainable legacy strategy when considered in the context of long-term use and post-Game functionality. Overall, the findings reveal diverging sustainability strategies between Summer and Winter Olympics, with Summer Games increasingly favouring temporary venues and Winter Games continuing to rely on new permanent infrastructure.

## OS-60

### Examining the Mediating Effect of Club Image in the Relationship Between Team Identification and Spectator Consumption Among Football Spectators

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Sport consumption and spectator behavior have become important research topics in the sport management literature with the development of the sports industry. Understanding the reasons why spectators attend sport events and the factors affecting these behaviors is crucial for the sustainability of sport organizations. The aim of this study is to examine the mediating role of club image in the relationship between team identification and spectator consumption among football spectators. In this study, the relational survey model, one of the quantitative research methods, was employed. The mediating role of club image in the relationship between team identification and spectator consumption was examined through a mediation model. The sample of the study consisted of 306 volunteer individuals who regularly watch football matches. The sample was determined using the convenience sampling method, one of the non-probability sampling techniques. As data collection instruments, a personal information form, the Spectator Consumption Scale, the Sport Spectator Identification Scale, and the Club Image Scale were used. The data were analyzed using Jamovi 2.3.28 statistical software. Descriptive statistics, correlation analysis, and the bootstrap method were employed in the analysis. The findings revealed that team identification positively and significantly affects club image. In addition, club image was found to have a significant effect on all sub-dimensions of spectator consumption. The results also indicated that the direct effect of team identification on spectator consumption sub-dimensions was not significant; however, when club image was included in the model, the indirect effect of team identification on spectator consumption motivations became significant. These findings indicate that club image plays a mediating role in the relationship between team identification and spectator consumption. The results suggest that creating a strong and positive club image is important for sport clubs in influencing spectator behaviors.

## OS-61

### Assessing Anatomy Recognition in Medical Students Through Silhouettes: An Innovative Approach to Evaluating Visuospatial Processing Abilities

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This study assessed medical students' ability to identify anatomical structures from silhouette images and explored the relationship between the challenge of recognizing these silhouettes and visuospatial processing skills. Furthermore, it investigated the potential links between preferences for learning anatomy and performance in recognizing silhouettes. This study included 519 medical students who provided electronic consent to participate. The data collection instrument featured demographic questions, a 20-item test for recognizing anatomical silhouettes, a question about the difficulty of identifying these silhouettes, ten Likert-scale items evaluating visuospatial processing skills, and an exploration of preferences in learning anatomy. The data were analyzed using descriptive statistics and the chi-square test with the IBM SPSS Statistics 25 software. Among the participants, 55.1% were women and 44.9% were men. Most of the sample (91.7 %) comprised students aged between 19 and 24 years. A total of 62.2% of the participants indicated that their committee average scores ranged from 60 to 80. Gender differences were found in only one question related to gastrointestinal organs ( $p=0.045$ ). Female students expressed that using physical models or cadavers and engaging with peers enhanced their learning experience. An inverse correlation was observed between the challenge of identifying silhouettes and all items related to the visuospatial self assessment. Utilizing silhouette-based anatomy recognition could be an effective supplementary assessment tool to illustrate how well students internalize anatomical knowledge based on shape. The results indicate that this method may have educational significance, particularly for the early detection of learning challenges associated with visuospatial skills.

## OS-62

### Evaluation of Dynamic Knee Valgus in Latin Dancers: A Cross-Sectional Observational Study

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Latin dances involve dynamic movement patterns requiring sudden directional changes, rhythmic transitions, single-leg support phases, and high levels of postural control. Therefore, they demand effective use of lower extremity biomechanics and postural control mechanisms. This study aimed

to evaluate dynamic balance, pelvic stability, and frontal plane knee alignment in individuals actively engaged in Latin dancing and compare the findings with healthy individuals without dance experience. This cross-sectional observational study included individuals aged 18–25 years who had actively practiced Latin dance for an average of 32 months and healthy controls with no dance experience. Dynamic balance was assessed using the Y Balance Test, pelvic stability with the pelvic drop assessment, and frontal plane knee alignment through knee valgus–varus angle measurements. No significant differences were found between dancer and non-dancer groups regarding demographic characteristics except for age ( $p>0.05$ ). Kinematic analysis showed that the mean right knee valgus angle of the dancer group was closer to valgus, whereas the non-dancer group demonstrated values closer to varus, and this difference was statistically significant ( $p<0.05$ ). No significant differences were observed between groups in the Y Balance Test or pelvic drop assessment results ( $p>0.05$ ). These findings suggest that frontal plane knee alignment differs in Latin dancers compared with non-dancers, while dynamic balance and pelvic stability remain similar. Dance-specific assessment approaches considering increased frontal plane knee valgus in dancers may be beneficial.

## OS-63

### The Effect of Sleep Hygiene Training on Sleep Behaviour, Sleep Quality and Sleepiness in Elite Male Gymnasts

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The purpose of this study was to investigate the effect of a sleep hygiene training on sleep behaviour, sleep quality, and sleepiness in elite male gymnasts. Fourteen athletes were matched and assigned to experimental (sleep hygiene training) or control groups. Sleeping habits were assessed at pre and post-test by using Pittsburgh Sleep Quality Index (PSQI), Athlete Sleep

Behaviour Questionnaire (ASBQ) and Cleveland Adolescent Sleepiness Questionnaire (CASQ). Sleep pattern was determined by using an actigraphy in three different time intervals (pre and post-test and transition). Significant decrease was indicated in post-test regarding to ASBQ and PSQI total scores compared to pre-test in experimental group ( $p < 0.05$ ). No significant difference was found in CASQ. Moreover, participants' athletic backgrounds ( $p < 0.01$ ) and post-test PSQI scores ( $p < 0.01$ ) predicted participants' post-test ASBQ scores, while post-test CASQ scores had no effect. Furthermore, significant increase was detected in transition test, with respect to total sleep time compared to pre-test in experimental group ( $p < 0.05$ ). Although there were some improvements in total sleep score, deep and light sleep durations in the experimental group, these were not statistically significant. These findings highlight the efficacy of athlete-tailored sleep hygiene training in improving both subjective and objective sleep outcomes in elite male gymnasts.

#### OS-64

### The Effects of an Inclusive Sports Project on the Attitudes of Sports High School Students Toward Individuals With Special Needs

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This study was conducted within the scope of the “Sporda +1’İz” (One More Mark in Sport) project to examine the development of attitudes and awareness among sports high school students toward individuals with special needs. The study, designed with a quantitative research methodology, comprises a sample of 150 sports high school students participating in the project, which was carried out in collaboration with the Turkish Down Syndrome Association and the Istanbul Provincial Directorate of National Education during the 2023–2024 academic year. Data were collected online via Google Forms using the Multidimensional Attitudes Scale Toward Persons With Disabilities (MAS). During the implementation process, participants were engaged in inclusive sports activities and social interaction–based training programs with monthly rotating themes. The collected data were processed using SPSS 22.0 software, and frequency and percentage distributions were calculated based on the participants’ socio-demographic characteristics. To assess the normality of the data distribution, skewness and kurtosis values were examined; since the data followed a normal distribution, the t-test, a parametric test, was employed. The significance level was set at  $p < .05$ . The results indicated a statistically significant improvement in the students’ cognitive and behavioral attitude scores toward individuals with

special needs ( $p < .05$ ); furthermore, positive developments were observed in the social skills and group integration processes of the individuals with special needs involved in the interactions. Consequently, the findings demonstrate that incorporating such inclusive projects into sports high school curricula strengthens the professional competencies and social awareness levels of future sports educators. Scaling up these models is of critical importance for sustainable inclusivity in special education.

## OS-65

### Development and Feasibility of a Cross-Cultural Training Programme for Sport Coaches

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Globalisation in sport increasingly requires coaches to work effectively with athletes from diverse cultural backgrounds and across national boundaries, yet structured preparation for cross-cultural coaching remains limited within coach education. This study aimed to develop and assess the feasibility of a cross-cultural training programme designed to enhance coaches' cultural intelligence (CQ) and cross-cultural leadership skills. Programme development was informed by a Delphi phase involving experts in coach education, sport psychology, and cultural intelligence, which established three core content domains: cultural awareness, cultural intelligence, and cross-cultural leadership and communication, delivered through online modules followed by interactive workshops. A feasibility phase was subsequently conducted with sport coaches from diverse contexts to evaluate acceptability, demand, implementation processes, and preliminary changes in cultural intelligence. Findings indicated high perceived relevance and practical applicability, with improvements in overall CQ and in cognitive, metacognitive, and motivational dimensions, while behavioural CQ showed more limited and variable change across participants. Most participants reported increased confidence in coaching within multicultural settings and in cross-cultural communication. Recruitment challenges and participant attrition highlighted the importance of organisational support and structural alignment to facilitate sustained engagement. A subsequent implementation phase is underway to extend evaluation with a broader coaching population. Overall, the programme appears feasible and shows potential to enhance culturally intelligent coaching practice.

## OS-66

### Measurement Invariance of the Compulsive Sport Consumption Scale Across Individual and Team Sports in a Turkish Sample

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The aim of this study is to examine the measurement invariance of the Compulsive Sport Consumption Scale across individual and team sports and to evaluate its psychometric equivalence across sport types. The study included 501 active athletes, with 50.2% participating in individual sports ( $n = 252$ ) and 49.8% in team sports ( $n = 249$ ). First, the unidimensional structure of the scale was examined using confirmatory factor analysis. The results indicated a good model fit ( $\chi^2/df = 1.869$ , CFI = 0.993, RMSEA = 0.042) and supported the unidimensional structure, with all standardized factor loadings being significant and within acceptable ranges. Subsequently, measurement invariance was examined using multi-group confirmatory factor analysis (MGCFA). The configural model demonstrated excellent fit (CFI = 1.000, RMSEA = 0.000). At the metric level, one item (Item 4) was non-significant in the individual sports group; after freeing this item, partial metric invariance was achieved. The scalar model also showed acceptable fit (CFI = 0.977, RMSEA = 0.043). Changes in fit indices across models remained within recommended thresholds, supporting invariance across sport types. Latent mean comparisons revealed no significant differences between groups. Overall, the findings indicate that the scale demonstrates strong psychometric equivalence, supporting valid comparisons across sport contexts.

## OS-67

### The Relationship Between Physical Activity Healthy Eating Behaviors and Quality of Life Among University Students

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This study aimed to examine the relationships among physical activity level, healthy eating behaviors, and quality of life among university students. Employing a correlational survey design, the study included 385 students enrolled in associate and undergraduate programs at various universities. Data were collected using a Personal Information Form, the International Physical Activity Questionnaire–Short Form (IPAQ-SF), the Attitude Scale for Healthy Nutrition, and the WHOQOL-BREF Quality of Life Scale. Pearson correlation analysis, an independent-samples t-test, and one-way analysis of variance were used to analyze the data. The findings indicated that physical activity level was weakly and positively associated only with the psychological domain of quality of life. Knowledge about nutrition and positive eating behaviors were positively associated with all domains of quality of life, whereas poor eating behaviors were negatively associated with the physical, social, and environmental domains. Students who engaged in regular exercise had higher scores across all domains of quality of life. Furthermore, as exercise frequency increased, positive eating behaviors increased and poor eating behaviors decreased, demonstrating a significant dose–response pattern. In conclusion, the relationships among physical activity, healthy eating behaviors, and quality of life appear to be domain-specific. It is recommended that health promotion programs for university students address physical activity and healthy eating together.

## OS-68

### Developmental Effects of Martial Arts–Based Interventions in Individuals with Special Needs: A Review

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The aim of this study was to examine the multidimensional effects of combat sports on individuals with special needs. The literature review was conducted on studies published until December 2025 in the Google Scholar, Web of Science, EBSCO, TR Dizin, and National Thesis Center databases. The keywords combat sports, autism, Muay Thai, Down syndrome, special needs, and mixed martial arts were used. Twenty-three studies that met the inclusion criteria were thematically evaluated in terms of sport type, sample characteristics, and reported physical, psychosocial, and behavioral outcomes. The findings indicate that structured combat sport interventions provide significant gains in motor development, balance, coordination, proprioceptive control, and gross motor skills. In social and behavioral domains, improvements such as self-control, peer interaction, rule compliance, and group cohesion were observed. At the psychosocial level, positive effects on self-confidence, self-efficacy, motivation, and emotional regulation were reported. However, small sample sizes, heterogeneity in intervention protocols, short-term follow-ups, and the predominant focus on individuals with autism spectrum disorder limit the generalizability of the findings. Future studies are recommended to employ strong methodological designs that include long-term, individual and group-based interventions covering different special needs groups. In conclusion, combat sports hold significant potential as a holistic intervention method supporting the physical, social, and psychosocial development of individuals with special needs.

## OS-69

### Investigation of the Effects of Taekwondo-Specific HIIT Training on Technical Performance and Physiological Load

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This study examined the relationship between internal and external load indicators during a taekwondo specific high-intensity interval training (HIIT) protocol. Elite male (n=16) black-belt taekwondo athletes participated. After a standardized warm-up, athletes completed five 2-minute sets structured as 15 seconds of technical effort followed by 15 seconds of rest, with 2 minutes of passive recovery between sets. Heart rate (HR) was recorded as an internal load indicator using a Polar H10 monitor. External load variables, including kick force and kick frequency, were measured using an electronic body protector system (Daedo Gen2, Spain). Data normality was assessed with the Shapiro–Wilk test, and differences between sets were analyzed using one-way ANOVA. Kick force values across the five sets were  $37.8 \pm 15.0$ ,  $40.2 \pm 12.2$ ,  $50.5 \pm 16.0$ ,  $40.3 \pm 15.9$ , and  $41.0 \pm 10.0$ . Kick frequency values were  $96.8 \pm 19.06$ ,  $78.5 \pm 17.61$ ,  $67.0 \pm 24.30$ ,  $70.0 \pm 34.53$ , and  $51.5 \pm 6.59$ . HR values were  $188 \pm 7.40$ ,  $179 \pm 11.87$ ,  $175 \pm 14.54$ ,  $183 \pm 7.11$ , and  $182 \pm 7.07$ . No statistically significant differences were found between sets for kick force ( $p = 0.122$ ), kick frequency ( $p = 0.052$ ), or HR ( $p = 0.206$ ). Internal and external load parameters remained stable throughout the protocol. These findings indicate that the taekwondo-specific HIIT model provides a consistent and sustainable loading profile that reflects competition demands.

## OS-70

### Effects of Different Grip Variations on Rate of Force Development and Dynamic Parameters in Inverted Row Exercise

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Rate of Force Development (RFD) is crucial for explosive performance in sports. This study compared pronated, supinated, and neutral grip variations of the Ballistic Inverted Row (BIR) on RFD and dynamic parameters. Twenty-eight male athletes (age:  $20.8 \pm 1.76$  years; height:  $181 \pm 6.76$  cm; mass:  $80.2 \pm 10.3$  kg) with at least four years of sports experience participated. Force data for

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each grip were collected via two force cells. RFD values were normalized to upper limb mass (nRFD) to account for anthropometric differences. While absolute force was similar across grips, the supinated grip showed significantly higher eccentric nRFD than neutral and pronated grips ( $p=0.006$ ). The highest concentric nRFD value was observed in the supinated grip ( $p=0.048$ ). Significant bilateral force asymmetries were noted during the concentric phase of neutral and supinated grips ( $p<0.05$ ), while no asymmetry was detected in the pronated grip. In conclusion, the supinated BIR appears to be more effective in maximizing explosive force production, whereas the pronated BIR seems more beneficial for ensuring bilateral force symmetry.

## OS-71

### Examination of Reactive Strength Index and Rate of Force Development in Plyometric Push-Up Applications

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The aim of this study was to analyze upper extremity Reactive Strength Index (RSI) and Rate of Force Development (RFD) during plyometric push-up applications in male athletes. Thirty-seven volunteer male athletes, aged 18-25, with at least 4 years of sports background participated in the research. A consecutive 5-repetition plyometric push-up test was performed on a custom-designed force platform; RSI and RFD values were calculated based on flight time, ground contact time, and peak force data. According to the research findings, the average RSI value for the upper extremity was determined as  $0.237 \pm 0.101$ , while the RFD value was  $4336 \pm 1739$  N/s. No statistically significant difference was found between the right and left hands in terms of temporal and kinetic parameters (ground contact time, flight time, peak force) ( $p > 0.05$ ). As a result of the correlation analysis, a very strong and positive relationship was identified between RFD and RSI ( $r = 0.692$ ,  $p < 0.001$ ). In conclusion, it was observed that the ground contact times ( $\sim 950$  ms) detected in the upper extremity were considerably long compared to lower extremity norms, and that the plyometric push-up carries a slow stretch-shortening cycle character for the upper extremity. However, this strong correlation between RFD and RSI reveals that upper extremity reactive performance is closely related to the high rate of force production exhibited during the long contact time. These findings indicate that RFD is an important indicator in the evaluation of upper extremity explosiveness and that plyometric push-ups can be evaluated as an effective tool in sport-specific performance tracking.

## OS-72

### Individualized Training Needs of Paralympic Athletes from a Coaching Perspective

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Individualized training is a cornerstone of effective Paralympic sport preparation, requiring coaches to account for athletes' disability types, functional classifications, and unique performance characteristics. However, limited evidence exists regarding how coaches within the Turkish Paralympic sport system conceptualize and implement individualized training practices. This study explored coaches' perspectives on individualized training needs, the challenges they encounter, and the resources they consider necessary to optimize athlete development. Semi-structured interviews were conducted with 22 coaches representing 13 Paralympic sport disciplines, and data were analyzed using directed content analysis supported by MAXQDA software. Coaches consistently identified the lack of disability-specific pre-service education as a major barrier, reporting that most of their expertise had been acquired through personal experience and informal learning rather than formal training pathways. Designing individualized programs was described as particularly challenging when working with unfamiliar disability groups or classification categories. Participants also highlighted the absence of standardized performance assessment and monitoring tools, noting that athlete evaluation often relied on observation and basic timing measures rather than systematic data collection. The need for multidisciplinary support, especially continuous access to physiotherapy services during training periods, emerged as a recurring theme. Additional challenges included classification-related uncertainties and equipment limitations that directly influenced the scope and quality of training programs. Coaches emphasized the importance of expanding disability sport-specific coaching education, improving access to classification experts, and establishing performance monitoring infrastructure to support evidence-based practice. Overall, the findings reveal a gap between the individualized training approaches required in Paralympic sport and the structural conditions currently available to coaches. These challenges extend beyond individual coaching competencies and reflect broader issues related to education, support services, and assessment systems. The results complement athlete perspectives collected within the broader project and provide valuable evidence for the development and implementation of Paralympic training program standards.

## OS-73

### Barriers Faced by Paralympic Athletes in Olympic Preparation:

#### A Qualitative Analysis

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Preparing Paralympic athletes for elite international competition involves overcoming a wide range of challenges that extend beyond sport-specific training. Although previous research has examined individual barriers such as inaccessible facilities or the high cost of adaptive equipment, comprehensive evidence integrating the perspectives of athletes and coaches remains limited in the Turkish context. This study explored the barriers encountered by Paralympic athletes during preparation for Olympic-level competition through qualitative interviews conducted with 128 athletes and 22 coaches representing 13 sport disciplines across multiple provinces in Türkiye. Data were analyzed using directed content analysis supported by MAXQDA software, with themes generated through an inductive coding process and strengthened through analyst triangulation. Seven major barrier themes emerged from the analysis. Access and transportation difficulties were common, with many athletes reporting reliance on personal resources to reach training venues. Equipment-related barriers included high acquisition costs, limited availability, challenges in customization, and inadequate maintenance support. Participants also highlighted deficiencies in support services, particularly restricted access to physiotherapy and psychological support outside competition and training camp periods. Training-related barriers included insufficient individualization according to disability type and a lack of systematic performance monitoring practices. Facility shortcomings were frequently reported, especially regarding sensory accessibility, changing areas, and branch-specific design requirements. Classification-related issues emerged as another important theme, with some athletes describing inconsistencies between national and international classification processes. In addition, social and institutional barriers, including limited sponsorship opportunities, inflexible employment conditions, and insufficient coordination among relevant organizations, were identified as significant obstacles. Coaches reported similar concerns, while also emphasizing limited disability sport-specific education, difficulties in designing individualized training programs, and restricted access to classification

experts. Overall, the findings suggest that barriers to Paralympic athlete development operate at individual, organizational, and systemic levels and often interact to magnify their effects. Addressing these challenges will require coordinated efforts across policy, facility planning, support services, and coaching practice. The results provide an empirical basis for future standard-setting initiatives and stakeholder engagement aimed at strengthening Paralympic sport systems.

## OS-74

### Paralympic Sport Facility Standards Scale (PSTSÖ): Validity and Reliability Study

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Accessible and appropriately equipped sports facilities are essential for the development and performance of Paralympic athletes; however, standardized instruments for evaluating facility standards from the athlete's perspective remain limited. This study aimed to develop and conduct an initial psychometric evaluation of the Paralympic Sport Facility Standards Scale (PSTSÖ), a multidimensional measure assessing accessibility, safety, equipment, support services, digital access, social inclusion, and performance-related infrastructure in sport facilities. Scale development was informed by universal design principles, International Paralympic Committee accessibility guidelines, and the WHO International Classification of Functioning, Disability and Health (ICF) framework. Following expert review and pilot testing, the revised scale was administered to 128 Paralympic athletes. Exploratory factor analysis identified an eight-factor structure comprising physical accessibility and transportation, facility infrastructure and equipment, safety and emergency management, athlete and personnel support, sensory and cognitive accessibility, digital access and information systems, psychological safety and social inclusion, and performance and hygiene conditions. Confirmatory factor analysis indicated acceptable model fit (CFI = .781, TLI = .769, RMSEA = .056, SRMR = .080), while Cronbach's alpha and McDonald's omega coefficients demonstrated satisfactory internal consistency across all subscales. Evidence for convergent and discriminant validity was supported through CR, AVE, and HTMT analyses. The final scale consisted of 58 items, and a preliminary norm score (M = 170.80, SD = 15.64) was established to provide an initial reference for future applications. Although further validation with larger and more diverse samples is needed, particularly given the relatively modest fit indices, PSTSÖ offers a comprehensive tool for assessing sport facility

standards from the perspective of Paralympic athletes and may support the identification of accessibility barriers, facility improvement initiatives, and quality assurance processes in Paralympic sport settings.

## OS-75

### The Effect of Different Large-Sided Games on Physical Performance Parameters in Football and Comparison with Official Match Performance

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Replicating the external load demands of official matches in training is a key principle of football periodization. Large-sided games (LSGs) are considered among the most ecologically valid training formats; yet empirical evidence comparing specific LSG configurations to official match loads remains limited. This study examined whether two LSG formats 10v10 with two additional goalkeepers (10v10+2GK) and 10v10 with two floaters (10v10+2F) can reproduce the physical demands observed in national and international competitive matches. A comparative observational design was employed. Data were collected from 24 first-team players of a professional football club competing at the national level. Player movements were monitored using GPS technology. Total distance (TD), high-speed running distance (HSRD), and sprint distance (SD) were analyzed in both absolute and relative (per minute) terms. Between-group differences were quantified using Hedges' g effect sizes. Both LSG formats differed substantially from official match demands across all performance variables ( $|g| > 0.80$ ), indicating large practical differences. The 10v10+2F format produced values closer to match demands for relative metrics (relative TD:  $g = 1.33$ ), while the 10v10+2GK format showed greater divergence ( $g = 2.55$ ) and recorded no sprint distance throughout sessions. These findings suggest that neither LSG format is sufficient to fully replicate official match loads in isolation. The 10v10+2F format, by generating numerical superiority through floating players, elicits greater physical intensity and may serve as a more effective match preparation stimulus. Practitioners are encouraged to apply these formats strategically within broader periodized training structures rather than as primary match preparation tools.

## OS-76

### Effects of Blood Flow Restriction Training on Sprint Performance, Explosive Power Performance, and Lower Extremity Strength

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The aim of this study was to investigate the effects of Blood Flow Restriction (BFR) training on sprint performance, explosive power, and lower extremity strength, and to compare these effects with those of traditional resistance training. Twenty-four male athletes with resistance training experience participated in the study and were randomly assigned to either a BFR group (n=12; age=27.08±3.12 years) or a control group (n=12; age=25.33±2.77 years). The BFR group performed low-load resistance exercises (30% 1RM) combined with vascular occlusion, whereas the control group completed traditional high-load resistance training. Performance assessments included countermovement jump (CMJ), 10 m and 20 m sprint tests, leg press, and leg extension measurements. Data were analyzed using paired-samples and independent-samples t-tests following normality assessment with the Shapiro–Wilk test. Significant improvements were observed in all measured variables in both groups (p<0.001). In the BFR group, CMJ height increased from 38.99±5.23 cm to 42.98±5.87 cm, while 10 m sprint time improved from 2.20±0.17 s to 2.09±0.17 s. Between-group comparisons demonstrated significantly greater improvements in sprint performance (p=0.011) and leg press strength (p=0.017) in favor of the BFR group. Change-score analyses also revealed superior gains in the BFR group compared with the control group (p<0.01). In conclusion, low-load BFR training is an effective method for enhancing sprint performance, explosive power, and lower extremity strength. These findings suggest that BFR training may be a valuable alternative to traditional resistance training for both athletic performance development and rehabilitation practices.

## OS-77

### Examining the Relationship Between Self-Compassion, Percievedd Parental Involvement and Burnout in Swimmers

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Swimming is a sport that requires high training loads and often early specialization. From a young age, swimmers take part in long training sessions that usually start early in the morning and face performance expectations and competitive pressure. These conditions may increase the risk of burnout among young athletes. However, studies examining the psychological and environmental factors related to this process together are still limited. The aim of this study was to examine the relationships between perceived parental involvement, self-compassion, and athlete burnout in young swimmers. The sample consisted of 296 swimmers aged between 13 and 18 who compete as licensed athletes in different clubs and cities in Türkiye. Data were collected from athletes with parental consent using self-report scales measuring perceived parental involvement, self-compassion in sport, and athlete burnout. The data were analyzed using descriptive statistics, correlation analyses, and mediation analysis. The results showed that self-compassion played a mediating role in the relationship between parental involvement and athlete burnout. The findings highlight the importance of considering both psychological and environmental factors when examining the development of burnout in young athletes.

## OS-78

### Examining the Effects of Yoga and Meditation Practices and Frequency of Practice on Individual Authenticity Through Mindfulness Level

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This study is a quantitative and cross-sectional research aiming to determine the predictive power of yoga and/or meditation frequency, duration of yoga practice, and mindfulness on the level of individual authenticity. The sample consisted of 132 volunteers, 64 of whom practiced yoga and

68 who did not. Participants completed a demographic information form, the Authenticity Scale, and the Mindfulness Scale. Independent samples t-tests were used to examine differences between groups based on yoga and meditation practice, and Pearson correlation analysis was used to determine linear relationships between variables. Additionally, linear hierarchical regression analysis was conducted to examine the predictive power of yoga frequency, duration of yoga practice, meditation frequency, and authenticity level on mindfulness. According to the t-test results, those who practiced yoga had higher levels of authenticity and mindfulness compared to those who did not, while those who meditated only had higher levels of mindfulness compared to those who did not. According to Pearson correlation analysis; Moderate positive correlations were found between the frequency of yoga practice, the number of years practiced, the frequency of meditation, authenticity, and mindfulness, while no significant correlation was found between the frequency of meditation and authenticity. Furthermore, according to hierarchical regression analyses, the frequency of yoga was found to have a positive effect on authenticity through mindfulness, with an explanatory power of (Adj. R<sup>2</sup>=,316). Based on these findings, it was concluded that regular yoga practice is a tool for fostering mindfulness and authenticity

## OS-79

### The Relationship Between Vertical Jump Performance and Spike Velocity in Adolescent Volleyball Players

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The purpose of this study is to examine the relationship between performance parameters and spike velocity in adolescent volleyball players. Nineteen experienced volleyball players (age: 13.85±0.68 years; height: 167.85±4.68 cm; body weight: 60.11±10.69 kg; BMI: 21.69±3.80 kg/m<sup>2</sup>; sport experience: 4.00±1.25 years) participated. Spike velocity was measured using a radar device. Lower extremity performance was assessed using countermovement jump (CMJ), squat jump (SJ), spike jump, and free arm vertical jump tests. Upper extremity strength was measured using handgrip strength and an isokinetic dynamometer at angular velocities of 180°/s and 240°/s. Correlation analysis revealed significant positive relationships between spike velocity; sport experience (r=0.648, p=0.003), countermovement jump (r=0.604, p=0.006), squat jump (r=0.541,

$p=0.017$ ), spike jump height ( $r=0.754$ ,  $p<0.001$ ), and free arm jump height ( $r=0.577$ ,  $p=0.010$ ). A significant negative relationship was found between age and spike velocity ( $r=-0.583$ ,  $p=0.009$ ). Upper extremity parameters, including right-hand grip strength ( $r=0.464$ ,  $p=0.046$ ) and shoulder extension strength ( $180^\circ/s$ :  $r=0.496$ ,  $p=0.031$ ; PT/BW at  $180^\circ/s$ :  $r=0.594$ ,  $p=0.007$ ), were also significant. Regression analysis revealed that spike jump height ( $\beta=0.754$ ,  $p<0.001$ ), sport experience ( $\beta=0.648$ ,  $p=0.003$ ), and countermovement jump ( $\beta=0.604$ ,  $p=0.006$ ) were the strongest predictors of spike velocity. In conclusion, spike performance is mainly determined by lower extremity explosive strength, with additional contribution from upper extremity strength. Training programs should target the entire kinetic chain.

## OS-80

### Fatigue And Psychological Well-Being In Elderly Individuals

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This study aims to examine the relationship between fatigue levels and psychological well being in individuals aged 65 and over. The study was conducted as a cross-sectional and descriptive research on older adults living in Istanbul. The sample of the study consisted of 301 volunteers selected through a multistage sampling method. Data were collected using the Personal Information Form, the Chalder Fatigue Scale (CFS), and the Psychological Well-Being Scale for Older Adults (PWBSOA). SPSS 22.0 software was used for data analysis, and the level of statistical significance was accepted as  $p<0.05$ . According to the findings, the mean age of the participants was  $69.76\pm5.23$  years; 45.5% were female and 54.5% were male. The mean CFS score was  $15.51\pm6.32$ , while the mean PWBSOA score was  $52.55\pm11.91$ . A moderate, negative, and statistically significant relationship was found between CFS and PWBSOA scores ( $r=-0.514$ ;  $p<0.01$ ). This result indicates that psychological well-being decreases as fatigue levels increase. In addition, female participants were found to have higher fatigue levels compared to male participants ( $p=0.002$ ). In terms of educational status, individuals with lower education levels had significantly higher fatigue scores ( $p=0.001$ ). No significant differences were observed regarding age and sleep duration variables. In conclusion, fatigue levels in older adults differ according to gender and educational status, while a significant negative relationship exists between fatigue and psychological well-being.

## OS-81

### Selective and Developmental Effects of SEL-Based Dance Education on Social Emotional Competencies: A Mixed-Methods Perspective

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This study aimed to examine the selective and developmental effects of social-emotional learning (SEL)-based dance education on university students' social-emotional competencies. A mixed-methods, quasi-experimental pretest–posttest control group design was employed, integrating quantitative (ANCOVA) and qualitative (process-based reflective) data. The experimental group (n = 37) participated in a 12-session SEL-based dance program, while the control group (n = 36) followed the standard curriculum. Data were collected using the Social Emotional Learning Skills Scale (SELS-S) and daily reflective self-evaluation forms. ANCOVA results did not yield statistically significant group differences across the SEL subdimensions. However, effect size analyses revealed moderate to large practical effects, particularly in stress management and relationship skills, while smaller effects were observed in self-esteem–related skills. These findings indicate that the intervention produced domain-specific effects rather than uniform improvements across all competencies. In addition, process-based findings from reflective evaluations demonstrated consistent and progressive improvements across all SEL domains over the course of the intervention. These results highlight the developmental and cumulative nature of social-emotional competencies, which may not be fully captured through traditional outcome-based analyses. Overall, the findings suggest that SEL-based dance education can serve as an effective pedagogical approach for supporting domain-specific and developmentally sensitive improvements in social-emotional competencies. The study also underscores the importance of integrating statistical, practical, and process-based evidence when evaluating SEL interventions in higher education contexts.

## OS-82

### The Relationship Between Midwifery Department Students' Attitude Towards Sports and Psychological Resilience Level: The Example of Marmara University

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The aim of this study is to determine the relationship between the attitudes of midwifery students towards sports and their levels of psychological resilience, and to examine whether these variables differ according to demographic characteristics. The research was designed using a correlational design within the scope of quantitative methods. The study group consisted of 192 students studying in the Midwifery Department of Marmara University Faculty of Health Sciences during the spring semester of the 2024– 2025 academic year ( $\text{Mean}_{\text{age}} = 20.81 \pm 2.61$ ). Data were collected using a Demographic Information Form, the Attitude Towards Sports Scale, and the Psychological Resilience Scale-Short Form. Normal distribution of the data was considered, with skewness and kurtosis values within the  $\pm 1$  range. Accordingly, independent samples t-test, one-way analysis of variance (ANOVA), and Pearson correlation analysis were used in the analyses. The findings showed that the students' attitudes towards sports ( $3.20 \pm 0.61$ ) and psychological resilience levels ( $3.01 \pm 0.76$ ) were at a moderate level. Furthermore, significant differences were found in attitudes towards sports and levels of psychological resilience according to some demographic variables ( $p < 0.05$ ). However, a positive and significant correlation was found between attitudes towards sports and psychological resilience ( $p < 0.01$ ). In conclusion, it is thought that supporting students' participation in sports activities can increase their psychological resilience and contribute to their ability to cope with stress they may encounter in their academic and professional lives.

## OS-83

### Investigation of the Acute Effects of Post-Activation Potentiation Induced by Free Squat and Smith Machine Squat on 60-Meter Sprint Performance

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The aim of this study was to compare the acute effects of post-activation potentiation induced by free squat and Smith machine squat exercises on 60-meter sprint performance. Sixteen male

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volunteers aged 18 to 30 years who performed regular resistance training participated in the study. After determining one-repetition maximum values for both squat variations, the participants completed three repetitions at ninety percent of one-repetition maximum on separate testing days. Following an eight-minute passive recovery period, 60-meter sprint performance was measured. Data were analyzed using a paired-samples t-test, and statistical significance was accepted at a p value below 0.05. Mean sprint time was 9.38 seconds at rest, 9.32 seconds after Smith machine squat, and 9.52 seconds after free squat. No significant difference was observed between rest and Smith machine squat, with a p value of 0.344, or between rest and free squat, with a p value of 0.205. A significant difference was found between Smith machine squat and free squat, with a p value of 0.008. In conclusion, Smith machine squat may provide more favorable acute responses for 60-meter sprint performance than free squat.

## OS-84

### Bibliometric Analysis of the Relationship Between Self-Confidence and Performance in Team and Individual Athletes Using VOSviewer

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Self-confidence is an important psychological factor affecting performance in both team and individual athletes. Identifying the factors that influence athletes' self-confidence and performance levels is essential. Therefore, there is a need to examine the relationship between self-confidence and performance through bibliometric analysis. In this study, 165 articles retrieved from the Web of Science, Scopus, and PubMed databases were examined. Research articles published within the last ten years were included in the analysis, while review articles were excluded. The keywords "team sport," "individual sport," "self-confidence," and "performance" were used during the literature search. These keywords were determined through a manual review process. VOSviewer software was utilized to visualize the bibliometric data. The analysis focused on authors, keywords, citation counts of authors, the distribution of publications by year, and the annual trends in keyword usage. The findings revealed that Boen, F. (10), Fransen, K. (10), and Vande Broek, G. (7) were the most prolific authors in this research area. The most frequently used keywords were "performance" (36), "sport" (33), and "motivation" (19). In recent years, the use of the terms "sports" (10), "self-efficacy" (8), and "athletes/psychology" (8) has increased. In conclusion, studies investigating the relationship between self-confidence and performance in team and individual athletes have increased in recent years. The literature primarily focuses on the concepts

of sport, self-efficacy, and athlete psychology. Future research incorporating different sports disciplines and additional psychological variables may further contribute to the development of the literature.

## OS-85

### An Examination of the Relationship Between the Weight-Cutting Process and Levels of Depression and Burnout in Elite Wrestlers

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Wrestling, a weight-category-based sport, is frequently characterized by rapid weight loss prior to weigh-ins, which can induce psychological stress. This study examines the relationship between the pre-competition weight-cutting process, burnout, and depression levels among male wrestlers aged 17 to 28 licensed under the Turkish Wrestling Federation. A total of 97 elite male wrestlers undergoing pre-competition weight cutting participated. Data were collected via a Personal Information Form, the Beck Depression Inventory, and the Athlete Burnout Questionnaire, and analyzed using descriptive statistics, Mann-Whitney U, Kruskal-Wallis H, and Spearman's correlation tests. Results revealed that athletes cutting weight over a week before competition had significantly higher depression scores than those cutting weight rapidly within less than a week ( $p < 0,01$ ). Similarly, wrestlers losing five kilograms or more exhibited significantly higher depression, depersonalization, and reduced sense of accomplishment levels than those losing less than four kilograms ( $p < 0,05$ ). Furthermore, wrestlers with a "Normal" Body Mass Index showed significantly higher reduced sense of accomplishment than "Overweight" peers ( $p < 0,05$ ). Spearman's correlation indicated moderate, positive significant relationships between depression scores and global burnout, including all sub-dimensions ( $p < 0,01$ ). Consequently, wrestlers must receive psychological support alongside physical management during the weight-cutting process.

## OS-86

### Paralympic Training Program Standards Scale (PAPSO):

#### Validity and Reliability Study

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Paralympic sport requires training programs that are tailored to athletes' functional classifications, disability types, and individual needs; however, no validated instrument currently exists to evaluate whether such programs meet established standards. This study aimed to develop and psychometrically evaluate the Paralympic Training Program Standards Scale (PAPSO), a self-report measure designed to assess training program quality from the athlete's perspective. Following a literature review, item generation, expert evaluation, pilot testing, and psychometric analyses, the revised scale was administered to 128 Paralympic athletes from 13 sport disciplines in Türkiye, including both national- and international-level competitors. Exploratory factor analysis identified an eight-factor structure comprising individualized adaptation for disability type, physiological load management, rehabilitation and injury prevention, competition preparation, psychological readiness, performance monitoring and evaluation, classification compliance, and multidisciplinary support. Confirmatory factor analysis demonstrated acceptable model fit (CFI = .881, TLI = .874, RMSEA = .042, SRMR = .073), while Cronbach's alpha and McDonald's omega coefficients indicated strong internal consistency across all subscales. Evidence for convergent and discriminant validity was also supported through CR, AVE, and HTMT analyses. The final 58-item scale demonstrated satisfactory psychometric properties and addresses an important gap in Paralympic sport assessment by providing a standardized tool for evaluating training program standards from the athlete's perspective. Although further cross-cultural validation is needed, PAPSO has the potential to support training quality monitoring, identify shortcomings in individualized programming, and inform evidence-based policy and practice in Paralympic sport.

## OS-87

### Paralympic Sports Equipment Standards Scale (PASGÖ): Validity and Reliability Study\*

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Adapted sports equipment is a critical determinant of performance, injury prevention, and equitable participation in Paralympic sport. Beyond technical specifications, equipment effectiveness depends on its compatibility with the athlete's functional profile, accessibility, and the availability of technical support services. This study aimed to develop and psychometrically evaluate the Paralympic Sports Equipment Standards Scale (PASGÖ), a multidimensional instrument designed to assess equipment adequacy from the athlete's perspective. The scale development process was informed by IPC technical standards, biomechanics research, and adapted sport engineering principles, followed by expert review, pilot testing, and psychometric analyses. The revised scale was administered to 128 Paralympic athletes representing 13 sport disciplines. Exploratory factor analysis identified an eight-factor structure comprising individual adaptation and ergonomics, equipment access and provision, technical equipment updating, biomechanical compatibility and movement efficiency, IPC compliance and standards transparency, safety and durability, technical support and maintenance infrastructure, and athlete education and information. This structure provided a more nuanced representation of equipment adequacy than the initial theoretical framework. Confirmatory factor analysis demonstrated acceptable model fit (CFI = .811, TLI = .799, RMSEA = .047, SRMR = .080), while Cronbach's alpha and McDonald's omega coefficients indicated satisfactory internal consistency across all subscales. Evidence for convergent and discriminant validity was supported through CR, AVE, and HTMT analyses. The final scale consisted of 53 items, and a preliminary norm score (M = 171.96,

SD = 13.25) was established based on the pilot sample. Overall, PASGÖ demonstrated sound psychometric properties and provides a comprehensive tool for evaluating sports equipment standards in Paralympic contexts. The scale may support needs assessment, evidence-based policy development, and future research examining the relationship between equipment quality, accessibility, and athletic performance in disability sport.

## OS-88

### Examination of Self-Efficacy and Job Performance Levels in Football Referees

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Communication is a determining factor in maintaining order, authority, and fairness in sports environments. With the development of digital media, referee decisions are evaluated not only on the field but also extensively on digital platforms, which directly affects public perception of referees. The aim of this study is to examine the effect of referee communication and perception management on referee performance in the digital age. The research was designed in accordance with the quantitative research method and conducted on a sample consisting of active football referees serving at different classification levels. Data were collected online through questionnaires from participants reached by convenience sampling. During the data collection process, a personal information form, the self-efficacy scale, the job performance scale, and measurement tools related to communication skills were used. The obtained data were analyzed using SPSS, and descriptive statistics, correlation analysis, and regression analysis were applied. The findings revealed a significant positive relationship between referees' communication skills and their self-efficacy levels. In addition, communication skills were found to significantly predict job performance. It was also determined that referees who perceived higher levels of digital media pressure had lower decision-making confidence. In conclusion, effective communication skills emerge as an important factor enhancing referee performance, while perception pressure caused by digital media creates negative effects on referees' psychological resilience and decision-making processes.

## OS-89

### The Impact of 21st Century Skills on Turkish Dual Career Student Athletes

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The aim of this study is to examine the 21st century skill levels of Turkish dual career student athletes and to investigate whether these skills differ according to various demographic variables. The research was conducted with 225 student athletes studying at faculties of sport sciences in Istanbul. Quantitative data were collected using a personal information form and the Multidimensional 21st Century Skills Scale. The collected data were analyzed using the SPSS statistical package program. Descriptive statistics were used to determine the demographic characteristics of the participants, while ANOVA and independent samples t tests were conducted to examine differences according to demographic variables. The findings revealed that most demographic variables did not create statistically significant differences in the 21st century skill levels of Turkish student athletes. However, significant differences were identified in the social skills and career awareness dimensions according to gender, with female participants having higher mean scores than male participants. In addition, a significant difference was found in the information literacy dimension according to the duration of licensed sport participation. Overall, the results indicate that demographic variables have a limited effect on 21st century skills, although certain differences emerge depending on factors such as gender and sport experience.

## OS-90

### A Phenomenological Assessment of the Olympic Movement and National Initiative Impact on Türkiye's Capacity to Host the Olympic Games Through Good Governance and Sport Culture

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The Olympic movement is a global system, managed by the IOC, that aims to spread the universal values of sport and promote peaceful cooperation among nations. This research aims to phenomenologically examine the relationships between national initiative, good governance, the dissemination of Olympic culture, and the development of sports infrastructure, specifically within

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the context of Türkiye. This research adopts a qualitative research approach, involving interviews conducted in 2024 with academics and administrators working in the field, and the evaluation of the obtained data using thematic analysis methods. The main themes that emerged from the qualitative interviews were good governance, national initiative, organizational capacity, social engagement, and Olympic culture. Specifically for Türkiye, it was also noted that there is a need to improve the ability to manage diversity, inclusive policies and integration, school and pre-school sports education, higher education and career planning of athletes. According to the views, the capacity of NOCs to host the Olympics depends not only on physical infrastructure but also on a shared national initiative and good governance mechanisms, resulting in social engagement and sustainable sports culture. In this context, national initiative contributes to the development of strategic sports policies by strengthening cooperation between state and local institutions, national Olympic committee, and sports federations. Good governance helps create the planning, financing, and organizational capacity necessary for Olympic bidding processes, while educational programs aimed at increasing community participation, youth sports activities, and local organizations support the dissemination of Olympic values throughout society. Furthermore, investments in sports infrastructure, international organizational experience, and the spread of sports culture strengthen the competence of candidate country in managing global sporting events, contributing to the sustainable development of their Olympic hosting capacity.

## ONLINE ORAL SESSIONS

### OS-91

#### From Fixed Classes to Student Choice: Effects of an Elective Physical Education (EPE) Program on Core Competencies in Physical Education (CCPE)

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Elective physical education (EPE) has been promoted as a key curricular reform in China, yet evidence from intervention studies on its effectiveness for developing high school students' core competencies in physical education (CCPE) is limited. This quasi-experimental study evaluated the impact of a school-based EPE program on CCPE and its three domains: athletic ability (AA), health behaviors (HB), and sport morals (SM). A total of 192 Grade 11 students from two public high schools in Chongqing, China participated; one school implemented a 12-week EPE program (three 45-minute sessions/week) in which students selected a single sport module based on personal interest, while the control school continued conventional curriculum-standard PE delivered in fixed homeroom classes. CCPE was assessed at baseline and post-intervention using a validated 45-item CCPE evaluation scale for Chinese high school students. Baseline equivalence between groups was confirmed. Intervention effects were examined using mixed-design repeated-measures ANOVA and follow-up t tests. Compared with the control group, the EPE group demonstrated significantly greater improvements in overall CCPE as well as in AA, HB, and SM, indicating that a choice-based elective structure can enhance students' multidimensional competencies beyond traditional PE. These findings provide field-based evidence supporting broader implementation of EPE and highlight the value of autonomy-supportive, interest-driven instruction for advancing competency-oriented physical education reform.

## OS-92

### Beyond Skill Acquisition: The Effects of Situated Game Teaching on Decision-Making Efficiency and Visual Search Strategies in Basketball

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Decision-making plays a crucial role in competitive sports. As a link between skill learning and practical application, insufficient ability in this area directly leads to students' frustration of "learning but not applying." This quasi-experimental study investigated the efficacy of Situated Game Teaching through Set Plays (SGTSP) in enhancing both motor performance and cognitive decision-making within Chinese college basketball education. A particular focus was placed on the underlying attentional mechanisms. Sixty-two freshmen were assigned to an experimental group (SGTSP) or a control group for a 16-week intervention. Both groups followed identical curricular content delivered by the same teacher. Assessments included a standardized full-court dribble-layup test, in-game performance ratings, and measures of decision-making (reaction time and accuracy) coupled with eye-tracking metrics (visitation frequency and fixation duration). The SGTSP group achieved significantly greater improvements in both game play ( $p < .001$ ,  $d = 0.72$ ) and decision-making accuracy ( $p = .001$ ,  $d = 0.71$ ) relative to controls. Eye-tracking analysis revealed optimized visual search strategies: decreased visitation frequency to the ball-holding area ( $p < .001$ ,  $d = 0.68$ ) and increased total fixation time on open area ( $p = .005$ ,  $d = 0.65$ ). This study provides strong evidence that SGTSP enhances both competitive competence and decision-making quality. This improvement is mediated by the optimization of visual attention—specifically, a reduction in ineffective visual searches and a deepening of information processing in task-relevant areas. By integrating contextualized tactical training, SGTSP fosters a more holistic skill-tactic integration, thereby advancing the practical basketball competency of college students.

## OS-93

### Digital Technologies in Physical Education Teaching Practice and Teacher Professional Development: A Systematic Review

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Digital technologies, including artificial intelligence (AI) and information and communication technologies (ICT), are increasingly reshaping teaching practice and professional development in physical education (PE). However, evidence specific to PE teacher education remains fragmented. This systematic review synthesized empirical research on how digital technologies are integrated into PE teaching practice and teacher professional development, identifying key benefits, challenges, and promising intervention pathways. Following established systematic review procedures, we identified and analyzed 83 empirical studies published over the past three decades. Data were coded using thematic analysis and synthesized around four domains: instructional practice, professional development, barriers and challenges, and intervention strategies. Findings indicated that digital technologies were most commonly used to support instructional design, classroom implementation, assessment, and feedback in PE. Technology integration was consistently associated with enhanced digital competence, increased pedagogical innovation, and evolving professional roles among PE teachers. Nonetheless, substantial barriers persisted at both individual and organizational levels, including limited digital skills, increased workload, time constraints, rigid timetables, and insufficient institutional support. Intervention-oriented studies emphasized the importance of pedagogy-driven professional development, curriculum restructuring, and sustained, context-sensitive support to facilitate meaningful integration. Overall, digital technologies show strong potential to enhance PE teaching and teacher learning when aligned with pedagogical goals and contextual conditions. Future research should move beyond descriptive work toward longitudinal and intervention-based designs that better account for PE's distinctive movement-based characteristics.

## OS-94

### The Correlation Mechanism Among Personality Traits, Self-Control, and Adolescent Sports Moral Character

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This study aims to explore the underlying correlation mechanism among personality traits, self-control, and adolescent sports moral character. A cross-sectional survey was conducted in November 2023, involving 466 secondary school students from multiple regions in China. The research instruments employed included the Self-Control Scale, the Personality Trait Scale, and the Sports Moral Character Scale. Correlation analysis, mediating effect tests, and moderating effect tests were performed using PROCESS macro models. The results indicated that: (1) Personality traits of agreeableness, conscientiousness, extraversion, and openness were significantly positively correlated with adolescent sports moral character; (2) Self-control ability was significantly positively correlated with sports moral character; (3) Conscientiousness mediated the relationship between agreeableness and sports moral character, while agreeableness and openness mediated the relationship between self-control and sports moral character; (4) Self-control played a significant moderating role in the relationship between neuroticism and sports moral character. These findings suggest that personality traits and self-control jointly influence the development of adolescent sports moral character, with self-control serving as a crucial mediator and moderator. It is recommended that sports and physical education emphasize the cultivation of self-control to enhance sports moral character.

## OS-95

### Mind-Body Synergy in Volleyball: Position-Specific Interactions between Psychological Resilience and Physical Fitness

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Volleyball is a dynamic high-intensity team sport in which optimal performance is shaped not only by technical skills but also by the complex interaction between psychological attributes and physical fitness components. This study investigated the combined psychological influences of self-confidence, achievement motivation, competitive anxiety and physical fitness variables, including agility, strength, explosive power, and endurance, on the performance of volleyball players across different playing positions (attackers, setters, liberos). Forty-two male volleyball players (mean age:  $20.8 \pm 2.6$  years) competing at intercollegiate and state levels participated in

the study. Psychological characteristics were assessed using standardized tools - the Sports Achievement Motivation Questionnaire and the Competitive State Anxiety Inventory-2. Physical fitness was evaluated through the Illinois Agility Test, Vertical Jump Test, 30 m Sprint, and the Yo-Yo Intermittent Recovery Test. Player performance was determined using expert coaches' ratings combined with match performance statistics. Data were analyzed using two-way ANOVA (position  $\times$  parameters), Pearson's correlation, and multiple regression analysis. The results revealed significant position-specific differences ( $p < 0.05$ ). Attackers demonstrated superior explosive power, setters exhibited the highest agility levels, and liberos showed greater endurance capacity. Psychological analysis indicated that self-confidence had a strong association with setter performance, and achievement motivation was more influential for attackers. Regression analysis identified explosive power and self-confidence as significant predictors, jointly explaining 46% of performance variance. These findings emphasize the position-specific nature of volleyball performance and underscore the need for integrated training programs that simultaneously address physical conditioning and psychological skill development tailored to each playing role.

## OS-96

### Fitness to Finesse: Influence of Physical and Physiological Capacities on Dribbling, Ball Balance, and Shooting Accuracy in Collegiate Hockey Players

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The present study examined the influence of selected physical fitness components and physiological parameters on skill-based performance, specifically dribbling ability, ball balancing, and shooting accuracy, among collegiate hockey players. Sixty ( $N = 60$ ) male collegiate hockey players aged 18–25 years were purposively selected from inter-university competitions. Physical fitness variables included speed, agility, muscular strength, endurance, power, and flexibility, while physiological parameters comprised  $VO_2$  max, resting heart rate, and anaerobic power. Skill performance was assessed using standardized hockey-specific tests for dribbling speed, ball balancing control, and shooting accuracy. The results revealed significant relationships between agility, speed, anaerobic power, and skill execution ( $p < 0.05$ ). Players with superior physical and physiological profiles demonstrated enhanced technical efficiency. The findings highlight the critical role of integrated conditioning programs to optimize both fitness and skill performance in collegiate hockey.

## OS-97

### Physical Activity and Psychological Resilience Among University Students: The Mediating Role of Exercise Motivation

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This cross-sectional study examined how physical activity is associated with psychological resilience among university students and whether exercise motivation mediates this relationship. Participants were 231 undergraduates from Beijing Normal University, Zhuhai Campus. Physical activity was assessed using the International Physical Activity Questionnaire–Short Form (IPAQ-SF), exercise motivation was measured with the Sport Motivation Scale (SMS), and resilience was assessed with a brief College Student Psychological Resilience Scale. SPSS 27.0 and Hayes' PROCESS were used in analysis of the data collected. Physical activity was positively correlated with intrinsic motivation ( $r=0.291$ ,  $p<0.01$ ) and negatively correlated with amotivation ( $r=-0.180$ ,  $p<0.01$ ). Intrinsic motivation was positively associated with resilience ( $r=0.386$ ,  $p<0.01$ ), whereas amotivation was negatively associated with resilience ( $r=-0.316$ ,  $p<0.01$ ). Intrinsic motivation and amotivation jointly explained 19.2% of the variance in resilience. Mediation results showed that the association between physical activity and resilience was largely indirect (total indirect effect=0.140, accounting for 93.3% of the total effect), while the direct effect was not significant. The strongest pathway was physical activity → intrinsic motivation → resilience, while significant serial pathway physical activity → intrinsic motivation → amotivation → resilience was observed. These findings suggest that interventions should not only increase activity volume but also foster intrinsic motivation to reduce amotivation and support resilience development.

## OS-98

### Technology and AI for Impactful Coaching and Learning: Bridging Research, Practice, and Learning in Sports and Physical Education

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The rapid advancement of digital technologies and artificial intelligence (AI) is reshaping sports and physical education (PE), creating new opportunities to enhance coaching and teaching quality, instructional practice, and student-athlete learning. Empirical research shows that when technology is purposefully aligned with pedagogical intentions, it strengthens feedback processes, supports self-regulated learning, and improves decision-making for both coaches and educators. Video-based performance analysis enables precise, timely, and actionable feedback that improves technical execution and tactical awareness (Carson & Collins, 2016; Groom & Cushion, 2020). Wearable sensors and GPS systems provide objective data on training load and movement patterns, allowing practitioners to optimise performance and manage injury risk (Akenhead & Nassis, 2016). In PE settings, digital platforms and mobile applications facilitate differentiated instruction, enhance engagement and support formative assessment practices that improve skill development and motivation (Casey et al., 2017). AI-driven tools amplify these benefits through automated tagging, pattern recognition, and personalised recommendations. Evidence shows that AI-assisted feedback enhances learning efficiency, scaffolds novice coaches' judgement, and deepens athletes' reflective capacity (Wang et al., 2023). Collectively, technology and AI contribute to more data-informed, learner-centred, and values-centric coaching and teaching approaches. When embedded within coherent pedagogical frameworks, these tools meaningfully expand coaches' and educators' capacity to deliver impactful learning experiences. In this panel discussion, the speakers will share how technology and AI are effectively used to facilitate self-reflection among coaches and educators and enhance students' and athletes' learning and performance.

## OS-99

### Well-being Literacy among Preservice Physical Education Teachers: A Cross-sectional Comparison of Year 1 and Year 2 Cohorts in Singapore

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Initial teacher education is a key leverage point for strengthening teachers' capability to promote their students' health and well-being. A promising, language-centered mechanism is well-being literacy: the capability to comprehend and compose well-being language intentionally across contexts (Oades et al., 2021). However, empirical work on well-being literacy in teacher education in Singapore is limited. This cross-sectional study establishes baseline profiles of well-being literacy among preservice physical education (PE) teachers in Singapore and explores program and gender differences. Participants were Year 1 and Year 2 students enrolled in three PE teacher-education programs (Bachelor of Science in Sport Science and Education, Diploma in Education and Postgraduate Diploma in Education) at a teacher education institution in Singapore ( $N = 150$ ). Primary outcome: well-being literacy assessed via the Well-Lit-6 (six-item self-report scale indexing vocabulary, comprehension, and multimodal communication about well-being). Secondary outcome: Teaching for Well-Being Literacy scale (eight items measuring self-efficacy, attitudes, and behavioral intentions aligned with Social Cognitive Theory and Theory of Planned Behavior). Data was collected via online Qualtrics survey. Analyses included Welch's t-tests to compare Year 1 versus Year 2 cohorts, ANCOVA to adjust for program and gender, and Hedges'  $g$  for effect-size estimation. Preliminary findings characterize well-being literacy levels across preservice PE teacher cohorts and programs, providing empirical data for the Singapore context. Measurement validity that is based on the Singapore sample are established, where feasibility is prioritized ( $\leq 30$  items) without sacrificing construct clarity. This exploratory study will lay ground for more rigorous and intervention work toward teacher well-being training.

## OS-100

### The Effect of Physical Activity on Smartphone Addiction: A Meta-Analysis

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The aim of this study is to examine the effect of physical activity on smartphone addiction. Sixteen individual studies were included after reviewing articles in the relevant literature. The data from these studies were combined and analyzed using correlation meta-analysis. Analyses were

conducted using the Jamovi program (version 2.6.44), employing methods necessary for meta-analysis such as effect size analysis, publication bias tests, heterogeneity tests, forest plot, and funnel plot. A random-effects model was used. The findings indicate a statistically significant and negative correlation between physical activity and smartphone addiction ( $r = -0.31$ , 95% CI  $[-0.44, -0.17]$ ,  $p < .001$ ), suggesting a moderate relationship. The results show that as the level of physical activity increases, the level of smartphone addiction tends to decrease. The analysis revealed a high level of heterogeneity ( $I^2 = 99.34\%$ ), which may be due to differences in sample characteristics, measurement tools, and cultural factors. Publication bias analyses (Egger and Begg tests) were not significant. The findings demonstrate that physical activity has not only physical but also psychosocial protective functions and may alleviate digital addiction behaviors through mechanisms such as stress reduction, increased self-regulation, and emotional regulation. Physical activity may therefore be considered an effective public health strategy and a behavioral balance tool in combating increasing digital addiction, especially among young individuals. Future studies should examine the relationship between the type, duration, and intensity of physical activity and digital addiction, and investigate the psychological and neurophysiological processes involved using longitudinal designs

## OS-101

### Physical Education Classes Barriers Scale: Validity and Reliability Study

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Participation in physical education classes is influenced by various physical, psychological, and social factors. Identifying these barriers is essential for increasing student participation and improving the quality of physical education lessons. However, there is no specific measurement tool designed to assess the factors that prevent students from participating in physical education classes. The aim of this study is to develop a valid and reliable measurement tool to identify the barriers that hinder students' participation in physical education classes. An exploratory sequential mixed-methods design was employed. The study was conducted with four distinct student groups enrolled in middle schools in Malatya. First, scale items were generated through face-to-face interviews with 16 students, followed by expert evaluations using the Lawshe technique to assess content validity. Data were collected from 570 students for the Exploratory Factor Analysis, from

325 students for the Confirmatory Factor Analysis, and from 28 students for the test-retest reliability procedure. EFA was performed using IBM SPSS Statistics (Version 25 for Windows; IBM Corp., Armonk, NY, USA), and CFA was conducted using IBM SPSS AMOS 24. EFA revealed a unidimensional structure consisting of 10 items. CFA results indicated good model fit (CFI=0.962; RMSEA=0.070; TLI=0.947; GFI=0.950; NFI=0.941; IFI=0.963). Reliability analyses demonstrated strong internal consistency and stability, with a Cronbach's Alpha of 0.89, Composite Reliability of 0.890, and a test-retest correlation of  $r=0.91$ . In conclusion, the developed scale is a valid and reliable instrument for measuring the barriers that hinder students' participation in physical education classes.

## OS-102

### Examining the Relationship Between Physical Activity and Gaming and Internet Addiction: A Correlation-Based Meta-Analysis

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The aim of this study is to examine the relationship between physical activity and internet addiction and gaming addiction using a correlation-based meta-analysis method. While there are studies in the literature investigating the effect of physical activity on digital addictions, comprehensive quantitative syntheses based on correlation coefficients are limited. In this context, a total of 16 independent studies (9 on internet addiction and 7 on gaming addiction) meeting the inclusion criteria were included in the meta-analysis as a result of searches conducted in Google Scholar, PubMed, and Web of Science databases. Pearson correlation coefficients were used in the analyses, Fisher's z-transform was applied, and the analysis was conducted using a random effects model. The combined effect size for internet addiction was found to be  $r = -0.237$  (95% CI [-0.400, -0.073],  $p = .004$ ); and for gaming addiction,  $r = -0.218$  (95% CI [-0.410, -0.027],  $p = .025$ ). A negative and statistically significant relationship was found between physical activity and addiction in both types of addiction. High levels of heterogeneity were observed ( $I^2 = 97.91\%$  for internet;  $I^2 = 96.25\%$  for gaming). In conclusion, physical activity appears to be a potential protective factor in reducing digital addiction tendencies; however, due to the correlational design, causal inferences cannot be made, and future longitudinal and experimental studies are needed.

## OS-103

### A Look Back at the Success of the 2025 World Championships in Athletics in Tokyo

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Roughly 610,000 spectators gathered at the 2025 World Championships in Tokyo, and many Japanese watched the event through the media as well. It has been stated that this latest championship was more successful than the 1991 Tokyo World Championships and the 2008 Osaka World Championships. In this presentation, I would like to consider why this contest was successful. This discussion is based on materials from newspapers, magazines, the Internet, and literature about the Games. Viewpoints considered included event management, media, performance by Japanese athletes, and volunteering. The results are as follows. Because the Tokyo 2020 Olympics were held without spectators, expectations among Japanese people for live viewing at the stadium increased for this event. This is a point that differed from 1991 Tokyo World Championships and 2008 Osaka World Championships. Furthermore, as a success factor, unlike the 1991 Tokyo World Championships and the 2008 Osaka World Championships, was the performances of Japanese athletes, which stood out. In addition, since the 2000s, Japan has hosted more international mega-events such as the Tokyo Marathon, and the improvement of sports volunteering has contributed to the smooth operation of the event. This tournament left a legacy in both tangible and intangible ways. Particularly noteworthy were activities to promote track and field and other sports beyond the main championships, as well as related events. Media coverage also differed from the previous two championships, too. This presentation aims to address these points.

## OS-104

### Effects of Moderate-Load Blood Flow Restriction Training on Muscle Size

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This study investigated the effects of moderate-load blood flow restriction (BFR) training on upper and lower extremity muscle size and compared them with traditional high-load resistance training. A total of 36 recreationally active individuals aged 19–35 was randomly assigned to a BFR group (40–50% 1RM), traditional resistance training group (85–95% 1RM), or a non-training control group. Training groups performed a full-body resistance program three times weekly for eight weeks. Muscle size was assessed before and after the intervention using ultrasound of the biceps brachii, vastus lateralis, and gastrocnemius. Muscle circumference was also measured anthropometrically. Data were analyzed using linear mixed-effects models including time, group, and group  $\times$  time interactions. Model fit was assessed with marginal and conditional  $R^2$  values. Ultrasound showed a significant main effect of time for all muscles ( $p < 0.001$ ). Both training groups exhibited comparable muscle size increases, whereas no significant changes occurred in the control group. Muscle circumference measurements were less sensitive to hypertrophic changes. In conclusion, moderate-load BFR training induces muscle hypertrophy comparable to high-load resistance training and can be considered an effective alternative in clinical and sports settings where high mechanical loads are undesirable.

## OS-105

### Changes in Self-Efficacy among First Year Physical Education Student Teachers

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Self-efficacy affects an individual's predisposition to initiate coping behavior, expend, and sustain effort (Bandura, 1977). In teachers, it affects their ability, performance, and persistence, which directly impacts student success. Choi et al. (2020) found that physical literacy influences physical education teachers' self-efficacy and their inclination to engage in effective teaching behavior and suggested that physical education teacher education programs play an important role in developing physical education student teachers' self-efficacy. This study aims to measure the changes in self-efficacy levels of physical education student teachers in their first year of the teacher education program, comprising first year courses and followed by a 5-week teaching practice. This study uses the Physical Education Teaching Efficacy Scale developed by Humphries et al. (2012), which measures seven efficacy factors from Content Knowledge, Scientific Knowledge, Accommodating Skill Level Differences, Teaching Students with Special Needs, Instruction, Assessment, and Technology Use. A total of 35 physical education student teachers were followed from matriculation to the end of their first-year courses and followed by their 5-week teaching practice. While statistically significant improvements were observed across all seven efficacy factors after their first-year courses, there were no further improvements after the five-week teaching practicum. Despite the improvements, two efficacy factors (i.e., Content Knowledge and Teaching Students with Special Needs) did not attain the adequate level as suggested by Choi et al. (2020). Using these findings, future directions for research and recommendations for physical education teacher education program design can be made.

## OS-106

### Associations of Short-Video Viewing and WeChat Use with Depressive Symptoms Among Chinese Youth

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Screen-based sedentary behaviors (SSB) are rapidly evolving, yet evidence linking specific SSB types to depressive symptoms (DS) in youth remains inconsistent, especially for newer forms of screen use. This study examined associations between multiple SSB types and DS among Chinese children and adolescents and assessed whether associations varied by sex, educational level, and urban–rural residence. Data were drawn from the 2020 and 2022 waves of the China Family Panel Studies (CFPS), including 4,289 participants aged 10–18 years (2,001 females). Generalized linear logistic regression models were used to estimate associations between SSB types (short-video viewing, WeChat use, gaming, online shopping, and online learning) and DS, with subgroup analyses for heterogeneity. Compared with never viewing short videos, daily short-video viewing was associated with higher odds of DS (OR=1.47, 95% CI: 1.11–1.95); however, this association was not significant among junior high or high school students, males, or rural participants. In contrast, WeChat use was associated with lower odds of DS among females (OR=0.61, 95% CI: 0.39–0.96) and among urban participants (OR=0.59, 95% CI: 0.38–0.91), with no significant associations among males or rural participants. Greater academic pressure, poorer interpersonal relationships, and self-rated health were associated with higher DS risk. No significant associations were observed for screen-based gaming, shopping, or learning. These findings suggest daily short-video viewing may be a risk factor for DS in specific subgroups, whereas WeChat use may be protective among urban and female youth, highlighting the need for targeted monitoring and interventions as SSB patterns change.



## OS-107

### Effect of Social Media and Technology on Body Image and Self-Esteem of College Students Engaged in Fitness Activities

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Social media and technology have significantly influenced body image and self-esteem, particularly among college students engaged in fitness activities). The constant exposure to idealized body standards, fitness influencers, and digital fitness tracking tools can shape students' perceptions of their physical appearance and self-worth. This study aimed to examine the effects of social media and technology on body image and self-esteem among college students who actively participate in fitness activities. A descriptive survey research design was adopted. A structured survey and checklist assessing their social media usage, technology dependence, body image perception, and self-esteem levels were administered to college students engaged in fitness activities. Participants were selected through purposive sampling, targeting students actively involved in fitness activities. One hundred and fifty college students (75 males and 75 females) were randomly selected among the volunteers who met the inclusion criteria. Ethical considerations, such as informed consent and data confidentiality, were ensured throughout the study. The collected data were analyzed using descriptive statistics, Pearson's Product Moment Correlation coefficient and linear regression analysis. The findings reveal significant associations between the use of fitness technology (smartwatches and online fitness apps) and body image perception levels, and self-esteem of college students participating in fitness pursuits; as well as social media exposure and self-esteem levels; social media exposure and body image perceptions. This study has provided valuable insights into the effects of social media and technology on body image and self-esteem of college students engaged in fitness activities.

## OS-108

### Physical Activity and Mental Health: The Role of Exercise in Reducing Anxiety, Depression, and Stress

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Mental health disorders, including anxiety, depression, and chronic stress, are significant global health concerns. Increasing evidence suggests that physical activity (PA) serves as an effective, accessible, and low-cost intervention to improve psychological well-being. Exercise promotes the release of neurotransmitters such as endorphins, serotonin, and dopamine, enhances brain-derived neurotrophic factor (BDNF), and reduces cortisol levels, collectively improving mood and reducing stress. Both aerobic and resistance exercises, along with mind-body practices like yoga, have demonstrated significant reductions in depressive symptoms, anxiety levels, and perceived stress across diverse populations. Mechanisms underlying these benefits include physiological improvements, neurochemical regulation, and psychological factors such as increased self-efficacy and social interaction. Incorporating regular physical activity into daily routines can therefore act as both a preventive and therapeutic strategy for mental health disorders. Further research is recommended to identify optimal exercise modalities, intensity, and duration for specific populations to maximize mental health benefits.

## OS-109

### AI-Assisted Football Club Communication, Authenticity, and Fan Trust: Evidence from Generation Y Supporters

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Generative artificial intelligence is increasingly changing how football clubs create and share social media content. Although these tools can make communication faster, more personalized, and visually creative, they also raise concerns about authenticity, trust, and the human voice of the club. This study aims to explore how Generation Y football fans interpret artificial intelligence

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assisted football club social media communication and how perceived artificial intelligence involvement shapes authenticity, trust, human touch, and loyalty related responses. A qualitative stimulus-based interview design was used with 27 Generation Y football fans living in Cyprus. Participants evaluated three researcher created social media scenarios representing matchday communication, community and identity messaging, and post loss communication, followed by an artificial intelligence disclosure prompt. Thematic analysis showed that fans did not reject artificial intelligence assisted communication entirely. They accepted it when it supported visual creativity, entertainment, statistics, and routine information, but resisted it when it appeared to replace human effort in emotionally sensitive contexts such as defeat, apology, identity, or direct supporter address. The findings suggest that the acceptance of artificial intelligence in football club communication depends less on technology itself and more on emotional meaning, relational trust, and perceived authenticity within ongoing club supporter relationships.

## OS-110

### A Profile of the Somatotype and Body Composition of Professional Filipino Ballet Dancers

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This study aimed to determine the standard somatotype and body composition of Filipino ballet dancers from four ballet companies in Metro Manila, Philippines. Using a descriptive and comparative research design, anthropometric measurements of 53 professional ballet dancers (19 males and 34 females) were collected, including height, weight, body fat percentage (using the BIA), limb girths, skinfold thickness at four sites, and bone breadths of the humerus and femur. Descriptive statistics were used to compute the means of their body fat percentages and somatotype classifications based on the Duquet and Carter (1996) method. Differences among companies were analyzed using one-way MANOVA. Results indicated that the dancers had a mean age of 21.19 years, classifying them as young adults, with an average height of 161.94 cm and weight of 51.37 kg. Somatotype analysis revealed that most dancers fell within the mesomorph-ectomorph category, though variations were evident across sex and company. Male dancers generally exhibited balanced mesomorphic traits, while female dancers from one group were predominantly ectomorphic, closely resembling Balanchine's ideal body type. Significant differences in mean body fat percentage were found among the four companies, likely reflecting variations in training intensity, workload, and performance demands. In conclusion, the findings underscore the diversity of body types among Filipino ballet dancers. Rather than adhering to rigid aesthetic standards, artistic directors, choreographers, and teachers are encouraged to prioritize dancers'

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technical proficiency, physical readiness, and overall health. Recognizing diverse somatotypes may help reduce injury risk, chronic fatigue, and unhealthy body expectations within the ballet community.

## OS-111

### Peak Expiratory Flow Rate Response of Female Obesity Following 12-week Aerobic Dance Circuit Training in Tertiary Institutions in Oyo State, Nigeria

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Poor cardiorespiratory function is among the risk factors of obesity arising from poor health habits. This study was designed to determine the effects of an Aerobic Dance Circuit Training Program (ADCT) on Peak Expiratory Flow Rate (PEFR) in obese female university undergraduates in Oyo town. The pretest-posttest control group quasi experimental design using 2x2x4 factorial matrix was used. Obese females with Body Mass Index (BMI) of  $\geq 25.0$  were purposively selected ranging from obese class I-IV according to the World Health Organization standard. The participants were randomly assigned to experimental ( $n=35$ ) and control ( $n=35$ ) groups. Data were analyzed using descriptive statistics, Cochran Q test and analysis of covariance at 0.05 level of significance. Participants' ages were  $21.10 \pm 2.46$  years, while obesity percentage distribution was categorized as follows: class 1 (21.4%), class 2 (60.0%), class 3 (17.1%) and class 4 (1.4%). There were significant mean differences in baseline and post-treatment value of body composition variables in terms of PEFR ( $295.57 \pm 82.35$ ;  $279.86 \pm 77.15$ ). The main effect of age and class of obesity were not significant. There were two-way interaction effects of treatment and age ( $F_{(1,57)}=1.12$ ; partial  $h^2=0.04$ ) in favor of age bracket 25-30 years from the ADCT group. The three-way effect was significant on cardiorespiratory variable ( $F_{(2,57)}=4.02$ ; partial  $h^2=0.03$ ) in favor of obese class 4 participants from ADCT group of age bracket 25-30 years. Obese female should engage in regular aerobic dance circuit training exercise for improved health benefit and their quality of life, regardless of age and class of obesity.

## OS-112

### Breaking Barriers in Educator Wellness: The Impact of an Inclusive Aerobic Dance Program on Fitness and Engagement

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This study explored the impact of an inclusive aerobic dance program on the physical fitness of secondary school teachers in the First District of Iloilo, Philippines, addressing common barriers educators face in maintaining regular exercise, such as demanding schedules, stress, and limited access to suitable fitness programs. Using a pretest-posttest quasi-experimental design, 128 teachers were selected through matched group sampling and divided into control and experimental groups. The experimental group participated in a six-week aerobic dance intervention, while both groups underwent pre- and post-assessments on various fitness indicators, including Body Mass Index (BMI), Waist-to-Hip Ratio, flexibility, coordination, cardiovascular endurance, reaction time, and balance. Statistical analyses using mean, standard deviation, and T-tests at a 0.05 level of significance showed minimal improvements in the control group, with significant changes only in Waist-to-Hip Ratio, cardiovascular endurance, and reaction time. In contrast, the experimental group showed significant improvements in BMI, Waist-to-Hip Ratio, endurance, balance, and reaction time, though flexibility and coordination did not improve. The findings highlight how sedentary work routines and other barriers can hinder teachers' physical activity. However, structured and inclusive fitness programs can effectively overcome these obstacles and improve physical health. The study underscores the importance of providing accessible and enjoyable exercise options for educators to foster sustained health behaviors, ultimately enhancing their well-being, productivity, and professional performance.

## OS-113

### Brain Breaks in Action: Energizing Classrooms for Active Minds, Healthy Bodies, and Holistic Learning

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Brain Breaks (BBs) have emerged as innovative, classroom-based interventions designed to enhance children's physical activity, cognitive functioning, and academic engagement. Short, structured bouts of movement integrated into instructional time address increasing sedentary behavior among school-aged children while promoting active learning environments. This review aimed to examine the effectiveness of Brain Breaks in improving physical fitness, fostering positive attitudes toward sports and physical education, and supporting holistic education, while also aligning outcomes with global Sustainable Development Goals (SDGs). A systematic literature search was conducted following PRISMA guidelines using PubMed, Scopus, ERIC, and Web of Science databases for studies published between 2010 and 2025. Inclusion criteria comprised experimental and quasi-experimental studies involving children aged 6–18 years, implementation of structured Brain Break interventions, and reported outcomes related to physical activity, cognitive or academic performance, and sports participation. Seventeen studies met the inclusion criteria. The findings revealed that Brain Breaks lasting 3–10 minutes and performed one to three times daily significantly improved classroom attention, on-task behavior, and academic engagement, while reducing sedentary time and increasing moderate-to-vigorous physical activity levels. Additionally, students exposed to Brain Breaks demonstrated more positive attitudes toward physical education and sports participation. These outcomes directly support the United Nations' SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education) by promoting healthier lifestyles and inclusive, equitable learning environments. Overall, integrating Brain Breaks into daily classroom routines represents a cost-effective and sustainable strategy for enhancing children's physical, mental, and academic development.

## OS-114

### Psychological Dimensions of Physical Education: Implications for Mental Health, Motivation, and Lifelong Physical Activity: A Review

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Physical Education is increasingly recognized as a vital component of holistic education, contributing not only to physical fitness but also to psychological well-being and social development. This presentation will examine the psychological foundations of physical education and their implications for mental health, motivation, self-concept, and lifelong physical activity participation. Drawing upon established psychological theories such as Self-Determination Theory, Achievement Goal Theory, and Social Cognitive Theory, this presentation highlights how well-structured physical education programs can enhance intrinsic motivation, self-efficacy, emotional regulation, and positive attitudes toward physical activity. The role of physical education teachers in creating supportive learning environments and fostering psychological growth is emphasized. The presentation also discusses how psychological factors developed through physical education influence long-term behavior change and active lifestyles. The findings suggest that integrating psychological principles into physical education curricula is essential for maximizing educational outcomes and promoting public health. The presentation will conclude with practical implications for curriculum design, teacher education, and future research.

## OS-115

### Physical Education as an Academic and Behavioral Intervention

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In an era focused on technology and test scores, what if what some students need to succeed is not more academic work on a device, but an opportunity to move their bodies outdoors? Join the 2024 SHAPE American National Middle School Physical Education Teacher of the Year as he shares

how his school is using bikes, skis and nature as tools of strategically timed outdoor exercise before classes to help students achieve academic and behavioral success. Inspired by scientific research studies demonstrating improved cognitive performance after exercise, we are putting this applied research into practice school for students with attention challenges and seeing promising results. For four years in a row, students in this intervention have had better academic gains on standardized testing and progress monitoring, and fewer discipline referrals than their peers receiving traditional academic interventions and electives. Come ready for inspiration and ideas to take back to your school for interventions or electives as we look at how group outdoor exercise can benefit mental wellbeing, resilience, and attention to task.

## OS-116

### Ready for the AI Age? Strategies and Resources for Building AI Literacy Among Physical Education Teacher Educators

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Generative artificial intelligence (AI) has been reshaping teaching and learning in physical education teacher education (PETE) and K-12 physical education. However, many physical education teacher educators may still be navigating what AI means for their own teaching, how to use it responsibly, and how to support meaningful learning when AI tools are available to their students. This presentation focuses on strategies and resources that can support physical education teacher educators in building AI literacy and preparing pre-service teachers for the AI age. Specifically, the presentation will (a) introduce AI literacy through three key dimensions, AI knowledge, AI skills, and AI ethics, to frame what teacher educators need to understand and develop, and (b) share accessible strategies, examples, and resources that can support teacher educators' professional development and help them better prepare pre-service teachers for meaningful and responsible AI use.

## OS-117

### AI-Enabled Digital Transformation for Sustainable Development of Chinese Leisure Football

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Chinese leisure football has expanded rapidly in participation but lags behind leading football nations in digital infrastructure, event operations, officiating support, safety assurance, and talent development. These gaps limit the efficiency, standardization, fairness, and safety of grassroots competitions and constrain sustainable growth. This conceptual presentation proposes an artificial intelligence (AI)-powered pathway to accelerate the digital transformation of Chinese leisure football competitions. First, we outline an AI-enabled monitoring and training platform that integrates wearable sensors with learning algorithms to collect physiological and workload data and generate individualized training and risk-reduction recommendations, thereby improving training effectiveness and injury prevention. Second, we propose using machine learning to learn from high-performing international leisure football cases and to build intelligent competition management modules that automate registration, grouping, and scheduling while providing data-driven decision support for organizers. Third, we describe an image recognition-based referee assistance system that analyzes match footage in near real time to support more accurate judgments and reduce human error, enhancing perceived fairness and credibility. Finally, we recommend establishing a digital talent development pathway for leisure football managers and referees that explicitly includes AI application competencies to sustain long-term transformation. Collectively, these strategies offer a practical framework for creating a more efficient, standardized, fair, and safe leisure football ecosystem in China and for strengthening the contribution of leisure sport to broader sustainable development goals.

## OS-118

### Enhancing Game Intelligence and Physical Performance in Aboriginal Youth Football: A Pedagogical Model of Comparison

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Aboriginal youth football players often face challenges adapting to game-based training approaches and sustaining physical fitness during matches. This study investigated the effectiveness of two pedagogical models—Style-E Tactical (SET) and Skill-Based (SB)—in improving decision-making, technical skills, and physical performance among Aboriginal youth football players. Using a mixed-methods approach, 34 players from a selected school were evenly assigned to SET and SB groups and participated in a 5-on-5 mini-game intervention using a quasi-experimental pre- and post-test design. Quantitative outcomes, including decision-making, skill execution (passing, receiving, dribbling, and scoring), sprint performance, and aerobic endurance, were analysed using one-way MANOVA, while coaches' anecdotal observations were examined through thematic analysis. Although no significant multivariate differences were found between groups after the intervention, descriptive results indicated that the SET group showed greater improvements in decision-making, technical skills, and aerobic endurance compared with the SB group. Qualitative findings revealed that the SET model emphasized cognitive engagement, enjoyment, and adaptive learning through tactical questioning and reflective activities, whereas the SB model relied more on direct instruction and physical conditioning. Overall, the findings suggest that the SET model may be more effective for developing Aboriginal youth football players, highlighting the importance of pedagogical approaches that support learning, motivation, and cultural responsiveness in youth football training.

## OS-119

### The Potential Role of Team Sports in Fostering Social and Emotional Learning Competencies of Chinese University Students

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This study investigates the potential of team sports as a vehicle for fostering social and emotional learning (SEL) competencies among Chinese university students. Physical activity is instrumental in cultivating SEL competencies, with both curricular and extracurricular physical education serving as vital conduits. To explore this, a survey-based study was conducted involving 366 students from a university in Shanghai, where four key dimensions—self-control, effort, teamwork, and social responsibility—were measured using validated scales. Data were statistically analyzed via independent samples t-tests to compare the outcomes between students frequently engaged in team sports and those primarily involved in individual sports. The results indicate that across three of the four measures, students in the team sports group exhibited significantly higher proficiency in effort ( $t=2.515$ ,  $p=0.012$ ), teamwork ( $t=2.470$ ,  $p=0.014$ ), and social responsibility ( $t=2.108$ ,  $p=0.036$ ) compared to their counterparts, although no significant difference was observed regarding self-control ( $t=1.881$ ,  $p=0.061$ ). These findings demonstrate that regular participation in team sports is strongly associated with superior personal, social and emotional outcomes, highlighting the specific efficacy of team sports in developing social awareness, relationship skills, and responsible decision-making. Ultimately, the study explores the strategic potential of integrating team sports into the higher education curriculum to optimize holistic student development and "soft skill" acquisition.

## OS-120

### Time Trends and Shifting Inequalities in Physical Activity Among Chinese Adolescents, 2014-2022

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Global evidence suggests declining physical activity (PA) among adolescents, yet long-term national data describing trends and changing inequalities in China remain limited. This study examined time trends in PA and shifts in disparities across demographic groups among Chinese adolescents from 2014 to 2022. We conducted a serial cross-sectional analysis using five waves of

the China Family Panel Studies (CFPS), including 10,590 adolescents aged 10–18 years. PA participation was assessed via self-reported frequency and duration and categorized according to World Health Organization recommendations. Weighted descriptive analyses and trend tests were performed, and logistic regression models were used to assess changes over time and differences by schooling stage, sex, household economic status, residence in major cities versus non-major cities, and geographic region. Average daily PA increased modestly during 2014–2018 (approximately +1.4 minutes/year; 95% CI: 0.5, 2.2) but reversed sharply during 2018–2022 (approximately –4.2 minutes/year; 95% CI: –5.0, –3.4). Sex disparities persisted throughout, with boys consistently more active than girls. Inequalities related to schooling stage, urban residence, and geographic region narrowed over time, whereas socioeconomic disparities widened, particularly after 2018. Overall, adolescents in secondary school, boys, those from higher-income households, and major-city residents were more likely to meet recommended PA levels. These findings indicate that pre-pandemic improvements in adolescent PA were not sustained after 2018; policies should prioritize equitable PA promotion with targeted strategies for economically disadvantaged groups.

## OS-121

### Nutrition Education as a Critical Factor for Body Mass Index

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Body composition, commonly assessed through body mass index (BMI) in school settings, has long been included as a component of fitness testing. In addition to promoting physical activity, nutrition education and weight control in K–12 schools play a critical role in supporting healthy growth, preventing obesity, and fostering lifelong wellness. An effective school-based nutrition education focuses on developing healthy eating behaviors, balanced dietary patterns, and positive relationships with food, aligning with developmental needs of children and adolescents while reducing the risk of eating disorders and body dissatisfaction. This session addresses key principles and essential content for nutrition education related to weight control in K–12 students, including balanced eating using food-group frameworks, energy balance between dietary intake and physical activity, portion awareness, hydration, and the selection of nutrient-dense foods. Behavioral and environmental influences—such as screen time, sleep, family practices, and media messaging—that shape students' food choices are also examined. Age-appropriate learning experiences are emphasized across grade levels, with elementary students developing foundational food knowledge and awareness of hunger and fullness cues, middle school students exploring portion



control and energy balance, and high school students applying nutrition concepts to independent decision-making and critically evaluating nutritional misinformation.

## OS-122

### Reimagining Nutrition Education: A Framework for Equity, Community, and Joy

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Despite new research around evidence-based nutrition education practices, shifts in popular culture, and new insights into the global industrial food system, current models for Nutrition Education often perpetuate outdated science which contributes to increased rates of negative body image, and decreased mental and physical health outcomes for school-aged youth. In addition, long standing and widely used curricula lack updated research, cultural relevance, and weight-inclusive approaches, while often amplifying disordered-eating practices and eating and moving practices that are not evidence-based. Nutrition education is a cornerstone of promoting community building, lifelong well-being, and preventing chronic disease. This presentation proposes an updated framework for nutrition education programs that align with current evidence-based practices, socioecological models, and equity principles. Offering a holistic perspective of nutrition education, participants will leave the session with tangible tools and resources to adapt nutrition education in their schools and communities. The guiding principles of the reimagining nutrition education project is working from a strength-based lens, centering equity, empowering communities, and enhancing joy.

## OS-123

### What Happens During Zumbini for School? -- Physical Activity and Social Behavior During a Commercial Music-and-Movement Program in Daycare Settings

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Zumbini, created by Zumba and BabyFirst, is a commercial music-and-movement program for children ages 0–4 and their caregivers. Zumbini for School is the group-based version for daycare and school settings, with similar content but led by a trained instructor. Both programs are marketed to support children's physical activity, musical and movement experience, and social

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interaction. However, they are both under-investigated, and without evidence, the benefits of the programs remain uncertain. The purpose of the study was to portray the level of physical activity, and the types of movement and social behavior children engage in during Zumbini for School. A total of 77 children (ages 1–5 years) from two daycare centers participated in Zumbini for School with their intact classes. Each of the 9 classes participated in four 30-minute Zumbini lessons (once a week, for 4 weeks). The lessons were video-recorded and coded at the class level using a systematic observation tool, modified from SOFIT and SOCARP, to assess levels of physical activity, movement types, and social behavior. The results showed that children engaged in moderate-to-vigorous physical activity (MVPA) during 17-34% of the lessons ( $M=25.68\%$ ,  $SD=5.13\%$ ). On average, 44% ( $SD=2.18\%$ ) of the class time involved gross motor movement, and 29% ( $SD=1.67\%$ ) was solely musical experience (e.g., singing, instrument playing). However, during 84-96% of the class time, no social interactions were observed. When social interactions were observed, the primary target of interaction (i.e., other children, the instructor, or other adults in the room) varied across classes.

## OS-124

### The Body in Motion: Recontextualizing Indian Classical Dance as a Site of Cultural Negotiation and Social Change Amid Global Displacement

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This presentation examines the dynamic intersection of migration and the arts, with a focus on the transformative role of the body in motion within the context of displacement, diaspora, and refugee experiences. As migration reshapes cultural landscapes, artists are compelled to adapt and innovate, recontextualizing traditional forms within new social and political realities. This study highlights Indian classical and folk-dance forms, including Kathak, Bharatanatyam, Bhangra, and Garba, and their role in shaping diasporic identity. These forms, practiced in community spaces, serve as crucial tools for cultural preservation, identity formation, and intergenerational dialogue. In host countries, the dancing body becomes a site of cultural negotiation, where traditional aesthetics are often blended with contemporary themes to reflect the layered realities of diasporic life. Drawing on case studies from South Asian migrant and refugee populations, this presentation examines how movement is transformed in migratory contexts, merging with local styles and political discourses to create new choreographic vocabularies. Ultimately, dance serves not only as cultural expression but as a form of activism, healing, and visibility that challenges dominant narratives of citizenship. By framing dance as a site of both continuity and transformation, this paper underscores the vital role of the arts in fostering resilience and social change amid global displacement.

## OS-125

### Digital Technologies for the Professional Learning of PE Teachers and Sports Coaches: A Systematic Review

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While digital technologies are increasingly deployed in the teaching of physical education (PE) and sports programs, little is known about how these technologies actually shape the professional learning of PE teachers and coaches. Guided by PRISMA 2020, this review analyzed 24 empirical studies from Web of Science, Scopus, SPORTDiscus, and ERIC across physical education and sports coaching contexts to identify effective interventions and adoption barriers. Our analysis identified a significant evolution in professional development (PD), showing that the field is moving away from static tools like wearables toward "pedagogical scaffolds," such as generative AI simulations and VR. These technologies are proving effective because they allow teachers and coaches to rehearse complex pedagogical scenarios in safe, low-risk environments. Crucially, we found that informal learning, specifically peer exchange on social media, is becoming a stronger predictor of technology adoption than formal training programs. The data also highlight a new link between psychological readiness and professional longevity; specifically, high AI awareness and self-regulation skills are associated with lower rates of professional disengagement. Despite these advances, a disconnection remains between policy and practice, as many training programs still neglect the critical digital agency required for ethical decision-making. Findings suggest that future PD initiatives should prioritize fostering teachers' and coaches' self-regulatory skills and supporting informal communities of practice, rather than focusing solely on technical instruction.

## OS-126

### Integrating Artificial Intelligence in Adapted Physical Education: Opportunities and Considerations

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Artificial intelligence (AI) is increasingly being incorporated into educational settings, offering new possibilities for instruction, assessment, and personalized learning. In adapted physical education (APE), where instruction is designed to meet the diverse needs of students with disabilities, AI has the potential to enhance inclusivity and individualized support. This presentation explores emerging applications of AI in APE and examines how AI-supported technologies can be used to support teaching and learning. Examples include wearable devices, motion-tracking systems, and communication feedback tools that can assist educators in monitoring movement patterns, assessing functional performance, and adapting instruction to students' abilities and needs. AI may also support data-informed decision making and provide timely feedback that enhances student engagement and autonomy. The integration of AI in APE raises important considerations related to equity, accessibility, data privacy, and the role of professional judgment. This presentation emphasizes that AI should be viewed as a supportive instructional tool rather than a replacement for teacher expertise and human interaction. Implications for practice and future research directions are discussed, highlighting the need for evidence-based implementation and professional preparation of adapted physical educators.

## OS-127

### Let's See What You Can Do

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This presentation shares a reflective and practice-based narrative of how one physical educator discovered her professional "why" and transformed physical education into a space where every student feels valued, capable, and connected. Grounded in personal experiences across rural and urban school settings, collegiate athletics, and community engagement, the session introduces the

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Sociocultural Curriculum Model as a practical framework for designing inclusive, meaningful, and developmentally appropriate physical education programs. The model emphasizes what students can do, integrates social and emotional learning, applies differentiated instruction, and uses non-elimination games to foster belonging, purpose, and success for all learners. Participants will explore how sport and movement can serve as powerful vehicles for character development, teamwork, goal setting, communication, and responsibility while continuing to meet motor skill and fitness standards. Practical examples from elementary and secondary physical education units illustrate how intentional lesson design, assessment, and reflection ensure that every student has a role, a pathway for growth, and an opportunity to succeed regardless of ability or background. Through storytelling, applied curriculum design, and an emphasis on educator identity, this presentation challenges physical educators to reflect on their own “what,” “how,” and “why,” and to intentionally create learning environments where students feel they count, they belong, and they are empowered to see what they can do.

## OS-128

### Creating and Developing a Home-School Program. Enhancing Your PETE Students and Your Community.

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Adding a Home-School program gives PETE students an authentic teaching experience that provides a major community service at the same time. When your PETE program offers a Home-School program, the teacher candidates get an opportunity to be the only Physical Education teacher a student has. Creating their own class rules and creating their own lessons is almost like being a first-year teacher; only they have the guidance of their professors and the support of their peers. On top of the benefits it provides for your students, it provides a much-needed asset to the home-school community in your region. This session will explore the North Dakota State University PETE Home-School program. From recruitment to retention and everything in between, this program incorporates the Junior PETE cohort in the spring and the senior PETE cohort in the Fall. Do you have a Home-School program at your university? What are some similarities and differences? Sometimes in our PETE programs, we get into a routine that is safe and mainly includes teaching our peers before eventually student teaching. By expanding beyond our borders, we can provide a much-needed service to the community in a home-school program. On top of providing this to our community, we are providing a better and more authentic experience for our PETE students. This will be my focus on expanding beyond our university borders.



## OS-129

### Sports Communication, Global Sport, and National Identity: People's Daily Coverage of the Beijing 2022 Winter Olympics

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Aligned with the International Alliance for Health, Physical Education, Dance, and Sport (IAHPEDS) focus on global perspectives, equity, and sport as a cultural practice, this study explores how sports media discourse helps build national identity through an analysis of the *People's Daily* coverage of the Beijing 2022 Winter Olympics. International mega-sporting events act as powerful platforms for shaping national image, cultural values, and global legitimacy. Using a mixed-methods approach, the study combines qualitative discourse analysis with quantitative thematic mapping of 373 newspaper articles. Content analysis, supported by the ROST content mining tool, identified dominant frames shaping public narratives of sport and nationhood. Findings identify four main framing strategies: emphasizing China's global leadership, highlighting athletes' resilience, promoting universal Olympic values, and advancing narratives of ethnic harmony. Unlike international media narratives that often focus on racial activism and systemic inequality, *People's Daily* emphasizes a "Great Unity" story, portraying ethnic diversity as the backbone of social cohesion and national strength. This study adds to IAHPEDS-related discussions on sport, communication, and equity by showing how national media strategically use global sports to combine patriotic identity with international engagement, thereby increasing cultural visibility and soft power.

## OS-130

### The Effect of 12 Weeks of Plyometric and Resistance Training On Agility and Speed among Intercollegiate Women Basketball Players of Osmania University, Hyderabad

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The purpose of the present study was to determine the effect of plyometric training and resistance training on the selected performance parameters such as agility and speed among intercollegiate women basketball players studying in affiliated colleges of Osmania University. To achieve the

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purpose of the study, the subjects were randomly selected from intercollegiate women basketball players of Osmania University, Hyderabad, Telangana, India and their age group was 18 to 25 years old. The selected subjects were divided into three groups of 15 each, namely, two experimental groups and one control group. Out of the total subjects of 45, 15 underwent plyometrics (hopping, bounding, tuck jumps, hurdle jumps, and depth jumps) and basketball training. A second experimental group of 15 participants underwent resistance training (barbells, elastic bands, kettle balls) and basketball training, while the control group did not receive any specific training and general training of basketball. The duration of the training period was 12 weeks at a rate of 3 sessions per week. We conducted Pre- and Post-tests that measured speed (30 M Run) and agility (shuttle run). Data were analyzed using Anacova, with P value proved significant at  $p < 0.05$ . The results of the study revealed that there was a significant improvement within the plyometric training group and the resistance training group, when compared to the control group in speed and agility among women basketball players.

## OS-131

### Developing a Competency Model for Youth Outdoor Camp Instructors: A Delphi Study

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This study examined the development of a structured competency model to better define the knowledge, skills, and behavioral expectations required of youth outdoor camp instructors. A mixed-method design was employed, integrating a systematic literature review, questionnaire-based item refinement, and a two-round Delphi process with 15 qualified experts recruited from academic, professional, and camp education networks. The instrument captured expert ratings of relevance and clarity for each competency indicator across multiple levels. Quantitative criteria, including a mean score  $\geq 4.0$ , endorsement rate  $\geq 75\%$ , and coefficient of variation  $< 0.25$ , were applied to determine item retention. Findings showed strong expert consensus on the essential competencies needed for effective and safe camp instruction, leading to the establishment of a hierarchical model consisting of five first-level domains, 15 second-level indicators, and 23 third-level behavioral indicators. Domains included theoretical knowledge in camp education and professional skills in camp instruction, while specific indicators encompassed knowledge of policies and regulations, cognitive skills, and behavioral expectations such as understanding laws and policy documents related to youth programming and accurately identifying potential problems in camp education or youth campers' developmental needs. Results indicate that the finalized

model provides a comprehensive and coherent competency structure that integrates both explicit and implicit aspects of instructional practice. The study highlights the need for validated, evidence-based frameworks to guide training, evaluation, and ongoing professional development for youth outdoor camp instructors, ensuring higher quality and safety standards across camp programs.

## OS-132

### Role of Yoga in Breaking Social and Cultural Barriers among Mahatma Gandhi University, Telangana, India Students

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Yoga is increasingly recognized not only as a health-promoting practice but also as a powerful social tool capable of fostering inclusion and intercultural understanding. Universities represent culturally diverse environments where social and cultural barriers may limit meaningful interaction among students. The present study examined the role of yoga in reducing perceived social and cultural barriers among students at Mahatma Gandhi University, India. A quantitative cross-sectional design was adopted with a sample of 200 undergraduate and postgraduate students aged 18–25 years. Participants were categorized into yoga practitioners and non-practitioners. Standardized questionnaires measuring social inclusion, perceived social and cultural barriers, and yoga participation were administered. Independent *t*-tests and Pearson's correlation analyses were employed. Results indicated that students practicing yoga reported significantly higher levels of social inclusion and lower levels of perceived social and cultural barriers compared to non-practitioners ( $p < .05$ ). Additionally, duration of yoga practice was positively associated with social connectedness and negatively associated with perceived barriers. The findings suggest that yoga may serve as an inclusive, non-competitive practice that promotes social harmony and cultural integration in higher education settings. Integrating yoga into university wellness and physical education programs may contribute to building inclusive campus environments.

## OS-133

### From Data to Movement: How AI Empowers Educators and Athletes to Overcome Barriers

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Artificial Intelligence (AI) is reshaping the way educators, coaches, and students engage with learning, performance, and creativity in sport, health, physical education, and dance. This presentation explores six innovative AI tools that promote inclusion, efficiency, and engagement in educational and performance contexts. Tools such as **Rewind AI** and **Otter.ai** enhance accessibility by automatically recording, transcribing, and organizing lectures or coaching sessions, ensuring that all learners can revisit content in multiple formats. This will assist those learners who need to hear and see the content for things they may have missed while notetaking. **Elicit** and **Scholarcy** streamline research by generating summaries, extracting key findings, and simplifying complex academic articles, empowering both educators and students to integrate evidence-based practices with confidence. **Notion AI** assists with organization, lesson planning, and data management, turning administrative tasks into opportunities for reflection and creativity. **Canva Magic Studio** and **SlideSpeak** expand instructional design by enabling the effortless creation of visually compelling materials and interactive presentations that support diverse learning needs. Together, these tools exemplify how AI can bridge gaps between technology and human movement, between research and practice, and between access and inclusivity. By adopting these applications, instructors and athletes can harness AI not as a replacement for human expertise, but as a catalyst for breaking down barriers and fostering inclusive, data-informed, and innovative approaches to teaching and performance.

## OS-134

### Unaddressed Areas in the Newly Revised SHAPE America K–12 Physical Education Teaching Standards

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While the updated SHAPE America National Standards for K–12 Physical Education provide a comprehensive framework for guiding quality instruction, several areas emphasized in contemporary research, policy, and educational practice could be strengthened. This study aims to examine gaps in the newly developed K–12 physical education teaching standards and to identify areas needing refinement in response to emerging educational and public health challenges. A document analysis was conducted in which the new SHAPE America K–12 Physical Education Teaching Standards were systematically compared with widely recommended policies, theoretical frameworks, and empirical research findings. Three major gaps were identified. First, explicit integration of comprehensive health literacy is limited. Although the standards emphasize physical competence and physical activity participation, they do not explicitly incorporate key components of health literacy, such as nutrition education, mental health, sleep, and stress management, within a holistic framework. Second, guidance on technology-supported instruction and assessment is largely absent. Despite the increasing use of digital tools such as wearable devices, fitness applications, and online self-testing, explicit recommendations for effective technology integration remain unarticulated. Third, while inclusive instruction is implied, the standards lack explicit language addressing equity, cultural relevance, and accessibility for diverse learners. These findings suggest that the SHAPE America K–12 Physical Education Teaching Standards could be strengthened by more explicitly addressing health literacy, technology integration, and equity. Addressing these gaps may enhance the relevance of physical education and support its role in promoting holistic student health and lifelong physical activity.

## OS-135

### GIS Based Climatic Analogue of Optimal Elite Athlete Training Zones in India for the Los Angeles 2028 Olympics

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Athletic performance in field events is strongly influenced by environmental conditions, particularly ambient temperature and wind speed, which affect biomechanics, energy expenditure, and technical execution. Preparing athletes in climatic environments that closely resemble competition conditions can enhance adaptation and performance consistency. The present study aims to identify climatically optimal training locations in India for field athletes targeting the 2028 Los Angeles Olympic Games by matching Indian climatic conditions with those expected in Los Angeles during the Olympic period. Temperature and wind speed data at 2 m height for Los Angeles were obtained from the NASA POWER database, and the Olympic-window thresholds were established (temperature: 18.94-30.74 °C; wind speed: 0.38-3.50 m·s<sup>-1</sup>). Corresponding datasets across India were processed using kriging interpolation to generate continuous raster surfaces. Conditional classification was applied to identify grid cells falling within the Los Angeles climatic range (assigned a value of 1) and outside the range (assigned a value of 0). Monthly suitability layers were aggregated across the year (0-12) for each variable, and a composite suitability map was derived by integrating both temperature and wind speed. The results reveal a prominent cluster of climatically suitable regions along the western coastal belt of India, covering approximately 138,725 km<sup>2</sup>, with particularly high suitability in Kerala and coastal Karnataka. This zone includes major urban cities such as Thiruvananthapuram, Kochi, Kozhikode, Mangalore, and Coimbatore, indicating strong potential for year-round training under conditions analogous to those anticipated in Los Angeles. Although the geospatial methods employed are well established, their application for optimizing elite athlete training environments offers a novel and practical contribution to sports geography and high-performance sport planning.

## OS-136

### Synergizing Movement and Mind: Effects of Yoga and Exercise Therapy on Physical, Physiological and Psychological Parameters among Collegiate Students

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The present study investigated the comparative and combined effects of Yoga and Exercise Therapy on selected physical, physiological, and psychological parameters among collegiate

students. Ninety (N = 90) healthy college students aged 18–24 years were randomly assigned to three groups: Yoga Therapy Group (YTG), Exercise Therapy Group (ETG), and Control Group (CG). The intervention lasted 12 weeks, with sessions conducted five days per week. There were several issues to be observed that included the physical parameters of flexibility, muscular strength, endurance, and balance; physiological variables of resting heart rate, vital capacity, and aerobic capacity (VO<sub>2</sub> max); psychological parameters of stress, self-confidence, and mental well-being. Standardized fitness tests and validated psychological inventories were employed for analysis. Results indicated significant improvements in flexibility, balance, reduced resting heart rate, enhanced vital capacity, and reduced stress levels in the Yoga group, while the Exercise group showed greater gains in muscular strength, aerobic endurance, and VO<sub>2</sub> max ( $p < 0.05$ ). Both experimental groups demonstrated significant improvements in psychological well-being compared to the control group. The findings suggest that integrating Yoga and Exercise Therapy offers complementary benefits, supporting holistic health and academic readiness among collegiate students.

### OS-137

#### An Investigation of Postgraduate Theses on Paralympics in Türkiye in Terms of Various Variables

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The aim of this study is to investigate graduate theses on the Paralympics conducted in Türkiye in terms of various variables. In line with this purpose, 26 studies conducted between the years 2005 and 2025 were analyzed, and the document analysis technique, one of the qualitative research methods, was utilized. The studies to be included in the research were determined by searching the "National Thesis Center". During the search, the word "paralympic" was used as a keyword. The studies to be included in the research were determined based on the criteria of a) being conducted in Türkiye and b) being conducted as a thesis study on the Paralympics written in either Turkish or English. The included studies were analyzed considering various variables such as the type of theses, study topic, research year, research model, distribution of theses by universities, titles of advisors, and accessibility of the thesis. As a result of the research, it was concluded that the theses on the Paralympics were largely written within the last five years. It was observed that the written theses were mostly on the topic of physical education and sports, and 65.38% were master's theses.

Furthermore, it was concluded that 69.23% of the studies utilized a quantitative research model, while the remaining studies employed qualitative and mixed research methods.

## OS-138

### A Comparative Examination Of Cultural Virtue Levels Of University Students With And Without Sports Education

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The aim of this study is to comparatively examine the cultural virtue levels of university students who receive sports education and those who do not. Students' levels of benevolence, spirituality, and contentment were examined in relation to gender, age, grade level, faculty, and sports education status. The study employed a descriptive survey design based on a quantitative research approach. Data were collected using the Cultural Virtues Scales developed by Demirci and Ekşi. The sample consisted of 539 university students studying at higher education institutions in Alanya who participated voluntarily and were selected through convenience sampling. Of the participants, 306 (56.8%) were female and 233 (43.2%) were male. Normality assumptions were assessed using skewness and kurtosis values, and based on these results, differences between variables were analyzed using t-tests and one-way analysis of variance (ANOVA). The findings revealed that students' levels of benevolence, spirituality, and contentment differed according to certain demographic variables. In particular, age and faculty variables were found to play a determining role in cultural virtue levels. The results suggest that sport should be considered not only as an activity contributing to physical development but also as a field associated with moral attitudes and value-based behaviors.

## OS-139

### Self-determination Theory and Behavior Changes in Physical Education

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Self-Determination Theory (SDT) offers a robust framework for understanding behavioral change in physical education (PE) by emphasizing the role of motivation and basic psychological needs. SDT posits that the satisfaction of autonomy (feeling volitional and having choice), competence (feeling effective and capable), and relatedness (feeling connected to others) is essential for fostering self-determined motivation, which supports sustained engagement and positive behavioral outcomes. This project examines how SDT has been applied to explain and promote behavioral change in PE, particularly regarding students' participation, persistence, and adoption of physically active lifestyles. Research grounded in SDT demonstrates that autonomy-supportive instructional practices—such as offering meaningful choices, providing rationales for activities, and acknowledging students' perspectives—are associated with higher levels of intrinsic motivation and identified regulation. Likewise, learning environments that enhance competence through developmentally appropriate tasks and constructive feedback, and that foster relatedness through supportive teacher–student and peer interactions, contribute to greater engagement and more positive PE experiences. These motivational processes are closely linked to desirable behavioral outcomes, including increased effort, enjoyment, persistence in physical activity, and the transfer of active behaviors beyond the PE setting. By emphasizing the quality rather than the quantity of motivation, SDT enables educators to better understand why students choose to engage—or disengage—in physical activity. Integrating SDT into PE pedagogy provides valuable guidance for designing instructional strategies that support meaningful behavioral change, promote lifelong physical activity, and enhance students' overall well-being.

## OS-140

### Attitudes of Physical Education Teacher Candidates Toward Gender Roles: A Cross-Sectional Study

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This study aimed to determine the attitudes of physical education teacher candidates toward gender roles and to examine whether these attitudes differ according to various demographic variables. Gender equality is considered an important human right in terms of providing equal opportunities in educational and sports environments, and physical education classes are viewed as an effective setting where gender roles are learned and internalized. The study was conducted using a cross-sectional research design, and the sample consisted of 407 university students enrolled in physical education and sports teaching programs in Türkiye. Data were collected online using a Personal Information Form and the Gender Roles Attitude Scale (GRAS), and analyzed with IBM SPSS Statistics 27. The findings revealed that male participants had higher scores regarding traditional gender roles, whereas female participants scored higher in the egalitarian gender role dimension. In addition, gender awareness was found to increase with age. Participation in gender equality education showed a limited effect; however, individuals who supported equal opportunities in sports demonstrated more egalitarian attitudes. In conclusion, the study showed that physical education teacher candidates' attitudes toward gender roles are influenced by various demographic variables, and it is recommended that teacher education programs include more content and practices related to gender equality.

## OS-141

### Penalty Kick Success in Football: Türkiye 2023-2024 Super League

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The aim of this research is to analyze the penalty kicks used in the 2023-2024 Turkish Super League in terms of various performance variables. In the study, a total of 31 penalty situations that took place during the season were evaluated using secondary data sources within the scope of descriptive and relational survey models. During the analysis process, the penalties were examined in terms of variables such as "week, team taking the penalty, field condition (home/away), player's position, minute of the penalty, kicking foot, direction of the kick, kicking technique, opposing team, outcome and impact on the score, and match result." In the logistic regression analysis conducted to identify factors that could affect penalty success, no statistically significant relationship was found ( $p > 0.05$ ). 71% of penalty kicks occurred in the second half of matches. Additionally, 48.4% of these penalty kicks were taken in the last 15 minutes of the game. It was found that home teams were more successful than away teams, most penalty kicks were taken by offensive players, the lower corners were targeted more often, and the inside of the foot was more frequently used as the kicking technique. Only 19.3% of penalty kicks have ended in goals. Also, 29% of these shots didn't hit the target, while 51.6% were saved by goalkeepers. Additionally, it's noticeable that the points gained from penalty kicks contributed, especially for the team that won the championship, in the league standings. In terms of penalty success, it's suggested in this study to work on shots that rely on the goalkeeper.

## OS-142

### Effects of a Four-Week Norwegian Double-Threshold Training Block on Performance Determinants in Middle-Distance Runners

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This study examined physiological adaptations following a four-week Norwegian-style double lactate threshold training block in well-trained male middle-distance runners. Twenty male runners (age 26  $\pm$  5 y;  $\dot{V}O_{2peak}$  63.1  $\pm$  1.2 mL/kg/min) specializing in 1500 m and 3000 m were

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allocated to an experimental ( $n = 10$ ) or control group ( $n = 10$ ) in a pre-post quasi-experimental design. The experimental group performed two double-threshold days per week, each comprising a morning session clamped at 2.0-2.5 mmol/L and an afternoon session at 3.5-4.0 mmol/L lactate; the control group maintained habitual training. Before and after the intervention, participants completed an incremental ramp treadmill test with breath-by-breath gas exchange and muscle oxygenation. Data were analyzed using two-way mixed-model ANOVA; statistical significance was set at  $p < 0.05$ . Significant group  $\times$  time interactions favored the experimental group for  $\dot{V}O_{2peak}$  (+2.4-2.5%), velocity and  $\dot{V}O_2$  at anaerobic threshold (+3.3-3.7%) and respiratory compensation point (+3.3-4.1%), peak carbohydrate oxidation (+5.4%), maximal fat oxidation (+6.6%), velocity at minimum muscle oxygen saturation (+4.1%), and time to exhaustion (+6.3%; all  $p < 0.01$ ; partial eta-squared = 0.48-0.57). No significant changes were observed in the control group. Four weeks of double-threshold training produced broad, physiologically coherent adaptations across central, metabolic, and peripheral domains. Practitioners may incorporate this structured approach within short mesocycles to meaningfully enhance multiple performance determinants in well-trained endurance runners.

## POSTER SESSIONS

### PS-1

#### The Relationship Between Bilateral Balance and Jump Asymmetries and Neuromuscular Performance Quality in Taekwondo Athletes

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This study aimed to investigate the relationship between bilateral balance, jump asymmetries, and neuromuscular performance quality in taekwondo athletes. A total of 31 competitive taekwondo athletes aged between 10 and 15 years participated in the study. Following anthropometric measurements, lower extremity neuromuscular performance was assessed using a force plate through single-leg jump, countermovement jump, and single-leg stance tests. Bilateral asymmetry percentages were calculated for jump height, force, and balance parameters, and the relationships among variables were examined using correlation analysis. The results indicated that the dominant limb exhibited greater jump height and concentric force values compared to the non-dominant limb. In contrast, during balance assessments, the non-dominant limb demonstrated greater anterior-posterior and medial-lateral displacement and velocity values. Balance asymmetry ratios ranged from 16% to 28%, exceeding the critical threshold of 10% reported in the literature. Bilateral balance and jump asymmetries in taekwondo athletes appear to be associated with neuromuscular performance, and such asymmetries may contribute to performance decrements and an increased risk of injury. Therefore, it is recommended that training programs incorporate bilateral strength and balance exercises and that athletes undergo regular functional asymmetry assessments. The findings highlight the importance of individualized and balance-oriented training approaches in sports such as taekwondo, where unilateral loading patterns are predominant.

### PS-2

#### AI and the Evidence: Can We Trust What We See or Rather PROMPT!

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As artificial intelligence (AI) tools become increasingly integrated into health education and evidence-based practice, educators and practitioners must critically examine the reliability and transparency of AI-generated content. While AI can rapidly generate literature summaries, critique



methodologies, and support decision-making, it can also introduce algorithmic bias, lack methodological transparency, and produce fabricated (“hallucinated”) citations. This poster examines both the benefits and limitations of utilizing AI to assess scientific evidence, with a specific focus on practical applications in health and physical literacy education. Participants can engage with interactive case studies comparing AI-generated outputs to peer-reviewed research, learning to identify red flags and validate sources. The poster emphasizes the importance of integrating AI responsibly into the classroom—not as a replacement for critical thinking, but as a tool to enhance it. Attendees will leave equipped with strategies, safeguards, and prompting techniques that help students use AI ethically and effectively, ensuring alignment with evidence-based practice standards and scientific integrity

### PS-3

#### The Effect of Isometric Hamstring Strength on Deceleration and Change of Direction Performance

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This study aimed to investigate the relationships among isometric hamstring strength, hamstring strength asymmetry, and deceleration and change-of-direction performance in soccer players. A total of 22 licensed male soccer players aged 16–18 years participated in the study. Following anthropometric assessments, lower extremity neuromuscular performance was evaluated in laboratory setting using isometric hamstring strength tests performed at 60° and 90° knee flexion angles. Field-based assessments included an acceleration–deceleration ability (ADA) test and 5-0-5 change-of-direction (COD) test. Bilateral hamstring strength asymmetry percentages were calculated, and relationships between strength, asymmetry, and performance variables were analyzed using correlation analysis. The results demonstrated that faster force production in the dominant limb was associated with shorter deceleration time and reduced stopping distance. In contrast, greater hamstring strength asymmetry was associated with poorer deceleration and change-of-direction performance. In several athletes, asymmetry values exceeded the 10% threshold commonly reported in the literature as critical level for performance impairment and injury risk. Isometric hamstring strength and inter-limb strength balance appear to be closely associated with deceleration and change-of-direction performance in soccer players. Such asymmetries may contribute to performance decrements and an increased risk of injury. Therefore, incorporating training approaches that target hamstring strength, force production timing, and inter-limb asymmetry is recommended to enhance performance and reduce injury risk.

## PS-4

### The Relationship Between Quality of Life and Physical Activity in Community College Students

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The transition from high school to college marks a significant period of growth for individuals. Due to educational and social pressures, college students are often at risk of adopting unhealthy behaviors. According to the American College of Sports Medicine, new stressors for college students may increase the risk of significant weight gain. Even though the benefits of being physically active are well-documented, adults aged 18-24 report engaging in less physical activity and are moving to the classifications of overweight and obese more than any other demographic in the United States. The purpose of this study was to examine the influence of physical activity levels and socio-economic status on community college students' health-related quality of life. Physical activity levels were assessed using the International Physical Activity Questionnaire. Health-related quality of life was measured using the RAND 36-Item Short Form Health Survey. A two-way ANOVA was conducted to examine the effects of socio-economic status and physical activity levels on quality of life. The results indicated a significant interaction effect between socio-economic status and physical activity level on quality-of-life scores,  $F(2, 54) = 3.51, p = .028$ , partial  $\eta^2 = .15$ . Studying physical activity in college students is essential for several reasons. First, college students represent a significant portion of the young adult population, making them an ideal group to study. Second, physical activity is essential for maintaining good health. Understanding the factors influencing physical activity in this population can inform the development of future interventions to promote healthy lifestyles.