

## Guidelines for abstract submission

### 1. Topics of the Conference

**Exercise Physiology and Biomechanics**  
**Training and Performance**  
**Physical Education**  
**Physical Activity and Health**  
**Sports Leisure and Recreation**  
**Sport and Social Sciences**  
**Legislation and Sport Management**

### 2. Abstract submission (guidelines)

#### Format of abstract

- a) title page;
- b) affiliations;
- c) abstract;
- d) keywords;

- A. **Title page:** The title page should include the title in Capital letters
- B. **Affiliations;** Will include surname and name of the authors (e.g. Maroes, A<sup>3</sup>., Twin, A<sup>3</sup>.) followed by number of the institutions affiliation (e.g. <sup>3</sup>Sports University of Tirana, Faculty....., Department.....) and corresponding authors (Corresponding author: Alien Bernnet, Department of ....., Faculty of ....., University of ....., Street ....., City..., Country..... Postal Code: xx, email: ..., mobile .....).
- C. **Abstract:** An abstract of up to 350 words (unless otherwise indicated) followed by up to 4-6 keywords, must accompany each submission.

Guidelines (state the **primary objective** and any hypothesis tested; describe the **research design**; state the **methods and procedures** employed, state the **main outcomes and results**, and state the **conclusions** that might be drawn from these data and results, including their implications for further research or application/practice.)

#### Example

Your abstract is what readers will use when they are deciding whether to read your abstract. For this reason your abstract is very important and you should spend time making sure that it is readable and that it contains a complete description of your research. In approximately **250-350 words**, you will need to summarize your findings and what the implications of those findings are.

### **Abstract**

A sample of 222 university athletes (mean age 19.8 years,  $s^2=2.0$ ), ranging in standard from university second team to international competitor, completed a measure of perceived support 2 weeks before an important competition or match. On the day before the competition or match, the athletes completed measures of stressors, stress, received support, and self-confidence. Moderated hierarchical regression analyses revealed the following key findings: (i) main effects for both perceived ( $DR^2=0.11$ ) and received support ( $DR^2=0.14$ ) upon self-confidence; (ii) stress-buffering effects for both perceived ( $DR^2=0.02$ ) and received ( $DR^2=0.07$ ) support upon self-confidence; (iii) when both aspects of support were considered simultaneously, stress-buffering effects were primarily attributable to the influence of received support. These results demonstrate the beneficial impact of social support on self-confidence, both directly and by reducing the negative effect of stress on self-confidence. Our findings emphasize the need to recognize the distinction between perceived and received support, both in terms of theory and the design of social support interventions with athletes.

### **Keywords:**

Perceived support, received support, stress-buffering, self-confidence

## **3. How to make the registration**

**First step** ([www.ust.edu.al](http://www.ust.edu.al))

**Second step** (Section Int. Conference)

**Third step** apply to registration section

[https://docs.google.com/forms/d/14AK88xfWdeY\\_RaCEHUf6jLAq1Wjq6sBhxlfjKyCgGVI/edit](https://docs.google.com/forms/d/14AK88xfWdeY_RaCEHUf6jLAq1Wjq6sBhxlfjKyCgGVI/edit)