



Investigation of the relationship between aggression levels and basic psychological needs school of physical education and sports students¹

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Abstract

The research has been made for fixing if it varies or not regarding some variations aggressive levels and basic psychological needs of physical education and sports school students; and for if it has any relationship between aggression tendency and basic psychological need of the students. The research has been made in the year of 2009-2010 Education and Teaching. The students chosen by random sampling method (female students: 138, male students: 233 and totally: 371) participated to the researching from those majoring in the University of Mustafa Kemal Physical Education and Sports School, Physical Education and Sports Teacher (female students: 33, male students: 86, totally: 119), Coaching Training (female students: 32, male students: 44, totally: 76), Sports Management (female students: 29, male students: 55; totally: 84), Recreation (female students: 44, male students: 48, totally: 92). In the research had been used as the data collection tools “Aggression inventory” developed by Kiper (1984), “Basic psychological needs scale” adapted to Turkish by Kesici et al (2003), developed by Deci and Ryan (2000) and Personal Information Form developed by the researchers. As a result of the research it has been defined that the aggression degree has meaningful differences for female students at the disruptive aggression subdimension, the aggression degree does not have a meaningful difference between those doing sports and those not doing sports. It has been seen that the individual need of the student at the subdimension of his basic psychological needs has a high considerate level for male students, those doing active sports have a considerate level in comparison with those not doing it about being individual, need of competence relationship.

Keywords: Aggression; basic psychological needs; physical education; sports; student

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Introduction

The human behaviour occurs at the certain fields of needs and forms. Those actions get affecting by his physiological structure, ability, culture, social environment, ethnic and religious characteristic as well as physiological needs (Çelikkaleli and Gündoğdu, 2005). The humans require new desires and demands according to eternity and unlimited needs. The continuity and graduality are wanted for seeing the humans' needs. When the needs are seen, an increase begins for their expectations and demands. Mainly the needs of humans contain physiological and psychological ways in majority. Seeing the psychological needs and its satisfaction depends to the physiological needs (Cüceloğlu, 1992). It has no importance for the source, it awakes the resistance level that the organism tries to decrease. The need giving way and energy to the acting makes the behaviour move for its own satisfaction (Cloninger, 2000).

It can be talked about the biological and psychological theories for explaining of the root of acts. Hull, the first theorist who explains the motivation systematically, claims that all the motivations are because of the unbalance of biology and needs. He also tells that the human needs basic biological needs such as water, food, gender, avoiding pain and reaching pleasure. Those needs are nature and they have an affecting of activating the organism and being its alive when they are in lack (Deci and Ryan, 2000; Patrick et al, 2007). Murray claims that the basic needs are not only biological and also they have psychological ways and those are soon gained; that is opposite of Hull. Murray says that the need for evaluating personality is caused by biological and psychological manner and that must be avoided. It can be made by the environment and it contains eating and drinking as well as being seen from interior (Schultz and Schultz, 1997). At another theory, Maslow (1954) stressed that the human needs are hierarchic and some of them are much affecting from others. He classified the psychological needs as physiological, security, love, belonging respect and making himself. Maslow based its human needs theory on the studies of Murray (Litwack, 2007).

Being independent at describing individual theory is to provide being goodness level, committing exact function, reaching their goals and seeing basic psychological needs. There are social environments and individual differences that support the satisfaction of basic needs. The preventing of self governing, sufficiency and others causes the decreasing of motivation level and performance (Deci et al, 2001).

The individual needs three universal psychological needs such as need for relatedness, need for competence and need for autonomy. The relatedness need, the individual wants the

environment to obey his wishes and he also wants satisfaction and security. He wants mutual respect and making special relationship in the safe. The competence need, competence psychological need arranges how the person will do his duty and how affecting it has and stresses the satisfaction of it. It means the gaining of comment wished, reaching the targeted results and being successful for the hard works. The need of autonomy, in the need of it, the individual obeys his senses and himself wants to get a job and starting it. It states that the responsibility belongs to the individual (Deci and Ryan, 2000; Deci et al, 2001; Krapp; 2005; Lundberg, 2007).

The most important thing in the messy social world is making relationship with humans. That situation is the unavoidable and permanent condition of social development. The developing of making relationship with others for positive and negative shapes, for example the aggression is very important in that respect (Morgan, 2011). For the definition of aggression, the important considering thing is the intention of attacker and himself. The aggression has the meaning of making others harm. In the intention of the attacker is meant behaviour for giving harmful other people (Efiltili, 2008). That can be defined in many theorists; the joining line is that the human has that instinct naturally (Kaufmann, 1970). The aggression is defined as giving harmful to the orgasms indirectly or directly (Peter and Beyer, 1997).

For the literature the aggression has three titles of destructive aggression, attacker and passive aggression. The destructive attacking is the equal of the hostile aggression for thinkers (Bostan and Kılıçgil, 2008). According to Kiper (1984), attacking is considered as positive aggression. The reckless individuals do not let others do unfair and unrespect to themselves (Tutkun et al, 2010). According to Alberti and Emmons (1970), the reckless person is thought as knowing his rights and caring another person. In another definition, initiative is described as stating his negative and positive thoughts without feeling guilty to others with considering another person's thought (Uğur, 1996). The passive aggression means destroying his self-respect, social status, hurting jokes, gossiping, deporting in group and intentionally manipulating against others (Moroschan et al, 2009).

The human behaviour seeks the satisfaction that lacks. The satisfaction of need replaces by new one. The one which is not satisfied causes problems for the person. The need situations creates troubles and tension for the individual (Baymur, 1985).

It has a special relationship between aggression and psychological needs. Aggression is an instinct for some theorists and gender is also an instinct for others. The aggression can be changed

and prevented event according to social learning theory. But those who see aggression as an instinct say that it is inevitable and a behaviour which is programmed as genetic. That approach asserts that the aggression can be learned and in suitable conditions that will not be able to occur (Eroğlu, 2009). Although Murray (1959) takes the aggression as an separate need, it happens at the level of providing other needs of the individual (Sand, 2003).

In recent years, university students have aggressions such as all segments of society they seem to occur with increasing trends of aggression. What the basic psychological needs of students who have demonstrated aggressivity are important. When the literature is controlled, there are studies examining the different groups and university students who have the tendency to aggression as well, there are also for sport-related studies. Although there are a lot of researches for the athletes, spectators and individuals who do not engage in sports, there is not enough research for universities and sports training students having the aggressive tendencies about basic psychological needs of them. In this study, those who have sports training at the vocational dimension, physical education and those who are sports teacher, coaching training, sport management and recreation department students for their determining levels of aggression, examination of the basic psychological needs and at what extent the basic psychological needs of students' effect to their aggressive tendencies are important.

Material and Method

In this research, the general screening model which is one of the descriptive research methods is used. Screening model is the approach research that aims to identify the existing situation as it exists (Karasar, 2005).

Research Group

The research has been made in the year of 2009-2010 Education and Teaching. The students chosen by random sampling method (female students: 138, male students: 233 and totally: 371) participated to the research from those majoring in the University of Mustafa Kemal Physical Education and Sports School, Physical Education and Sports Teacher (female students: 33, male students: 86, totally: 119), Coaching Training (female students: 32, male students: 44, totally: 76), Sports Management (female students: 29, male students: 55; totally: 84), Recreation (female students: 44, male students: 48, totally: 92).

Data Collection Tools

In the research had been used as the data collection tools “Aggression inventory” developed by Kiper (1984), “Basic psychological needs scale” adapted to Turkish by Kesici et al (2003), developed by Deci and Ryan (2000) and Personal Information Form developed by the researchers.

Aggression Inventory: The inventory developed by Kiper (1984) was used by sampling of Edwards Personality Inventory for determining the types of aggression. Inventory consisting of 30 questions has three subdimensions such as assertiveness, passive aggression and disruptive aggression. The scores each sub-test of the inventory is 1 at minimum and 61 at maximum. As a theoretical, the subject responding in the form of ‘it does not suit to me,’ for each question of the inventory has to take -30 points for each sub-test; that one who says ‘It fits me a lot’ has to take +30 points for each sub-test. However; since it is not statistically possible to be used as negative points as they are (by Kiper) and also, at statistical analysis, because of the thought of the number of zero will create a problem, 31 number was added to each point in order to eliminate the number of zero so that each sub-test score will be 1 at minimum, the highest score will be 61 at maximum. Although inventory does not have it; but by the helping of their total scores of each of three sub-scale, for each subject a general aggression score has been obtained itself, although not all three facet scores for each subject on the basis of the overall score has been obtained (Kiper, 1984).

For this research in that reliability study, Cronbach’s alpha internal consistency coefficient was .69 for disruptive aggression subdimension, for assertiveness subdimension was .71 and for passive aggression subdimension was .70.

The Scale of the Basic Psychological Needs (SBPN): That SBPN developed by Deci and Ryan (2000), adapted to Turkish by Kesici et al (2003) was a five level likert-type scale composed of 21 items that was ranging from “Too right (5), the right (4), a bit right (3), not right (2) and not right at all (1)”. Scale was composed of three subdimensions; Autonomy, Competence and Relatedness Needs. As individuals’ scores increase from the sub-scale, it is accepted that the feeling of the psychological needs is more than the other needs. At related criterion of validity study of the scale, correlation coefficients were calculated between the Edwards Personal Inventory’s achievement, its autonomy, its intimacy subscales and competence, autonomy, and the relatedness between sub-scales of the basic psychological needs and they were seen respectively, .39, .58, and .36 ($p < 0.05$). The internal consistency coefficient of Cronbach Alpha were calculated and .76 for

the total scale, .73 for the subdimension of autonomy, .61 competence subdimension, .73 for the need of the relatedness subdimension were seen (Kesici et al, 2003) .

Data Analysis

In the study, with examining the Kolmogorov-Smirnov test, if the data shows the normal distribution or not and as a result of this review, since the data does not show a normal distribution and Kruskal-Wallis tests were used for the comparisons of three or more clusters and for binary clusters Mann Whitney U tests; Spearman row differences correlation coefficients were calculated for the comparison of scale scores.

The SPSS 12.0 statistical software package was used for evaluation of the data and the finding of calculated values.

Results

In this part was given the research results. In Table 1 was given the description of the relationship between the students' genders of physical education and sports school and aggression, basic psychological needs of them.

Table 1: The description of the relationship between the students' genders of physical education and sports school and aggression, basic psychological needs of them in the Mann Whitney U Test.

		GENDER	N	Mean Ranks	Z	P	
BASIC PSYCHOLOGICAL NEEDS	AGRESSION	DISRUPTIVE AGGRESSION	Male	216	169,87	-3,421	0,001**
		Female	155	208,48			
		Total	371				
	AGRESSION	PASSIVE AGGRESSION	Male	216	185,61	-0,083	0,933
		Female	155	186,55			
		Total	371				
	AGRESSION	ASSERTIVENESS	Male	216	175,55	-2,216	0,027*
		Female	155	200,56			
		Total	371				
BASIC PSYCHOLOGICAL NEEDS	AUTONOMY	Male	216	196,40	-2,214	0,027*	
		Female	155	171,51			
		Total	371				
	COMPETENCE	Male	216	190,78	-1,020	0,308	
		Female	155	179,34			
		Total	371				
	RELATEDNESS	Male	216	190,92	-1,049	0,294	
		Female	155	179,14			
		Total	371				

*P<0,05 **P<0,01

There is a relationship between the genders of the physical education students and basic psychological needs of them, the level of aggression in Table 1.

Female students' "disruptive aggression" were detected significantly as higher scores than male students ($P < 0.05$). At subdimensions of aggression, but in regarding of assertiveness scores it was again detected in the same way that assertiveness scores of female students with comparing of the male students were at significantly higher level ($P < 0.05$). It was detected that the male students needed more autonomy at significant level in comparison of female students in regarding of subdimension of and in the terms of basic psychological needs ($P < 0.05$).

Table 2: The relationship between If the students of Physical Education and Sports School do sports in licensed or not and the aggression, basic psychological needs of them.

		Do sports or not	N	Mean Ranks	Z	P
AGRESSION	DISRUPTIVE AGGRESSION	Do sports with license	176	186,35		
		Not do sports with license	195	185,69	-0,059	0,953
		Total	371			
	PASSIVE AGGRESSION	Do sports with license	176	175,05		
		Not do sports with license	195	195,88	-1,869	0,062
		Total	371			
	ASSERTIVENESS	Do sports with license	176	178,56		
		Not do sports with license	195	192,72	-1,270	0,204
		Total	371			
BASIC PSYCHOLOGICAL NEEDS	AUTONOMY	Do sports with license	176	199,92		
		Not do sports with license	195	173,43	-2,387	0,017
		Total	371			
	COMPETENCE	Do sports with license	176	199,70		
		Not do sports with license	195	173,64	-2,351	0,019
		Total	371			
RELATEDNESS	Do sports with license	176	198,62			
	Not do sports with license	195	174,61	-2,165	0,030	
	Total	371				

* $P < 0,05$ ** $P < 0,01$

In Table 2, the relationship between if the students of Physical Education and Sports School do sports or not and the aggression, basic psychological needs of them. The more needs of "autonomy", "competence" and "relatedness" were detected at significant level ($P < 0.05$) in the

ratio of those who do sports than those who do not sports in the regarding of “autonomy”, “competence” and “relatedness” of all subdimensions of the basic psychological needs.

Table 3: The relationship between students learning in the departments of Physical Education and Sports School and aggression, basic psychological needs.

	DEPARTMENT	N	Sum. Rank	Sd	X ²	P
DISRUPTIVE AGGRESSION	Physical Education and Sports Teacher	119	176,49	3	5,276	0,153
	Sports Management	84	179,15			
	Recreation	92	184,30			
	Coaching Training	76	210,51			
	Total	371				
PASSIVE AGGRESSION	Physical Education and Sports Teacher	119	169,80	3	11,405	0,010*
	Sports Management	84	189,71			
	Recreation	92	175,40			
	Coaching Training	76	220,09			
	Total	371				
ASSERTIVENESS	Physical Education and Sports Teacher	119	169,42	3	4,834	0,184
	Sports Management	84	189,57			
	Recreation	92	200,97			
	Coaching Training	76	189,88			
	Total	371				
AUTONOMY	Physical Education and Sports Teacher	119	205,34	3	6,601	0,086
	Sports Management	84	184,62			
	Recreation	92	176,19			
	Coaching Training	76	169,11			
	Total	371				
COMPETENCE	Physical Education and Sports Teacher	119	188,54	3	4,204	0,240
	Sports Management	84	186,03			
	Recreation	92	199,30			
	Coaching Training	76	165,89			
	Total	371				
RELATEDNESS	Physical Education and Sports Teacher	119	184,75	3	2,724	0,436
	Sports Management	84	183,51			
	Recreation	92	200,18			
	Coaching Training	76	173,55			
	Total	371				

*P<0,05 **P<0,01

In Table 3, it was seen the relationship between the students learning in the departments of Physical Education and Sports School and aggression, basic psychological needs. As a result of the

statistical analysis, “Passive aggression” scores at subdimensions of aggression of students of coaching department in proportion to those studying in the department of “Passive aggression” scores were detected at a significant level ($P < 0.05$).

Table 4: The correlation between the students of Physical Education and Sports School and the aggression and basic psychological needs.

AUTONOMY COMPETENCE RELATEDNESS				
	Correlation			
DISRUPTIVE	Coefficient	-,004	,055	-,040
AGGRESSION	Sig. (2-tailed)	,936	,293	,438
	N	371	371	371
	Correlation			
PASSIVE	Coefficient	-,035	-,139(**)	-,137(**)
AGGRESSION	Sig. (2-tailed)	,500	,007	,008
	N	371	371	371
	Correlation			
ASSERTIVENESS	Coefficient	,054	,077	-,039
	Sig. (2-tailed)	,303	,136	,450
	N	371	371	371

In Table 4 shows the relationship between the students' aggression levels of Physical Education and Sports School and their basic psychological needs. At weak level, a significant negative relationship has been observing between the need for competence passive from the subdimensions of the basic psychological needs with the passive aggression from the aggression subdimensions of the students according to the findings [$r(371) = -0,139$; $p < 0,01$]. At weak level, a significant negative relationship has been observing between the need for being relationship from the subdimensions of the basic psychological needs with the passive aggression from the aggression subdimensions of the students according to the findings [$r(371) = -0,137$; $p < 0,01$].

Discussion

In this part of the study, by taking into account the relevant literature related with the aggressive tendencies and basic psychological needs of the students of Physical Education and Sport School that had different demographic characteristics was discussed.

Disruptive aggression and assertiveness levels of female students appear to be significantly higher than male students in the study. It can be claimed that people tend to exhibit severely debilitating and destructive behaviors for the difficult situations of female students. However, it can be considered that the female students are trying to obtain honestly and efficiently their rights or

some requests by expressing themselves in showing assertiveness behavior. It has been observed that some studies overlap largely with research findings in the literature. Tutkun et al (2010) on the athletes, Dervent (2007) studies made for students for the high school athletes confirmed that the score averages of disruptive aggression and assertiveness of the female athletes were higher than male although it did not have a statistically significant differentiation. In study of Erşan et al (2009) about the students of Physical Education and Sports School, they fixed that there was not a significant difference between their genders and a tendency to aggression of the students, but passive aggression and assertiveness mean scores of the female students were higher scores.

Menteş (2007), Tekin et al (2006) defined that the assertiveness levels of female students engaged in sports were higher. Studies conflicting with the findings of the research were found in the literature. In the studies of Nixon (1997) for athletes of university students and Conroy et al (2001) that made their studies in public schools for students who female were studying athletes; they announced that the male had greater tendency of physical aggression than female in their lives outside of sport. Wann et al (2003), Keeler (2007), Cabagno and Rasclé (2006) described that male athletes were more aggressive than female athletes in the studies investigating the aggressiveness of athletes during the sporting activity. The existing of multiple studies overlapping and conflicting research findings can be caused from the importance of gender roles as well as gender in the tendency of aggression. In fact, Tapper and Boulton (2004) suggest that aggression stems from the social environment size and gender role. In this context, we can also think the aggression as an influence of the social environment, individual biological structure and a condition behavior transformed by cultural influences.

No significant difference was found between the aggression levels of the students and Physical Education and Sports School students whether they do sports or not in a licensed way. Kırımoğlu et al (2008), Dervent (2007), Bayram (2012) fixed that it had no significant difference between high school students who joined sports actively and those who did not join it actively for their aggression levels.

Contrary to the findings of the research; Doğan et al (2002) informed that levels of disruptive aggression and assertiveness of those doing sports were significantly higher than those did not do sports; Erden (2007) also announced that teacher candidates who did not used to do sports had higher disruptive aggression scores than those who did sports; teacher candidates who did sports had the higher assertiveness scores than those who did not do sports; Tiryaki (1996) told

that the teenagers who did sports actively had a higher aggression tendency than those who did not do sports actively. Çobanoğlu (1993) detected that professional athletes exhibited more aggressive behaviors than other athletes in the study of physical education students. It has been observed that some studies are parallel; some are not with research findings and literature. It can be thought that it is the cause of the different results from doing on athletes at different departments, a different and sport type (Individual-Team) and different age groups of research and other studies.

One of the results of the survey, it was found that passive aggression scores of the students at Coaching Training Department of Physical Education and Sports School were significantly higher than those who studied at Physical Education and Sports Teacher Departments. It can be said that the students of Coaching Training Department students are showing tendency attack by using specific strategies without winning their anger and resentment, without offending individuals directly in the comparison of students of Physical Education and Sports Teacher Department. Erşan et al. (2009) fixed that there was no a significant difference between Physical Education and Sports School students according to the department variable. By finding the highest situation of the passive aggression tendencies of Coach candidates can be stemmed from professional's perspective which is specific for sports. Because, while the concerning of winning a sporting race is felt intensively at coaching profession, educational, social and health aspects of participation in sports are in the foreground more at Physical Education Teaching profession. Thus, Duda and others (1991) by informing that it has a positive relationship between aggressive behaviors and ego orientation supports the comment stated.

It was detected that the autonomy need of male students was higher than female students. The women' autonomy need were higher in different groups research at different areas outside of the area in the summer (Çankaya, 2009; Çelikkaleli and Gündoğdu, 2005; Kesici et al, 2003) that was the result for the goal; Harvey and Retter (2002) and Çankaya's (2009) defined that the male and female had the need of autonomy at the same level in their studies. Finding of this study contradicts with the social reality at the first view. Because, it has been known that male exhibits more autonomy manners in the Turkish society. In other words, it can be said that male say more for their thoughts than female and have more trends of living. However, female studying physical education and sport teaching are associated with their sporting identities for higher autonomy perceptions of them. A different personality trait is thought because of the athlete identity of the participants according to their fellows that do not join in sporting activities. It is thought that participants who have the identity of athlete can have more different traits those who are not in

sporting activities. Indeed, Weinberg and Gould (2007) described that female athletes exhibited higher independent behavior and self-confidence is an independent and self-confidence than the sedentary women. Karabulut and Kuru (2009), Sarı et al (2011), Kuru and Baştuğ (2006) fixed that the participants have no differentiation between the autonomy needs and their genders but male have a higher average score than female, in the study of physical education and sports teacher students, sport management students and football players.

As a result of another survey, it was detected that Physical Education and Sports School students doing sports in licensed way needed more autonomy, competence, and feelings of relatedness building than those who did not do sports in licensed way. Active participation for autonomous individuals feel themselves in social life very well and see themselves enough to others and makes positive relationships with the opposite gender, and as a affecting result. There are studies available in the literature to support this hypothesis. In a study conducted for the younger age groups, Moreno et al (2009) identified that there was a positive relationship between physical education and autonomy, competence and relatedness. In the studies of Barkoukis et al (2010), Mouratidis et al (2008), Milyavskaya and Koestner (2011), there was positive relationship between physical education, joining sports and autonomy. However, since the individual members of the research profile are the university students is needed to be changing their priority. Indeed, the economic situation of students, vocational education and housing conditions and concerns that affect their basic psychological needs can be listed as important factors. So the frequency of participation in sports may not be of first order for the basic psychological needs. From the findings of the study, and the study of the psychological needs of the individuals and level of participation are not effective in sport alone. Indeed, Bayraktar (2007) the relationship need for national athletes is significantly higher than those who do not have them, there is no a significant difference between the perceptions of autonomy and competence; Ünlü (2009) the psychological needs of Physical Education and Sports School of students and participation levels (amateur, professional and national) for sporting did not differ significantly, Kuru and Persil (2003) reported that they had a similar level of psychological needs of police who did sports or not.

It was appeared that psychological needs of different departments of students studying in physical education sports school had no a significant difference according to the students' department variable. Although the students learn their study at different departments, basically they take the similarity education and that takes important role for the same level of their psychological needs. In the studies of the students who study out of Physical education and sports school, for the

students studying in programs other than sports school studies, Gündoğdu and Yavuzer (2012) reported that there were significant differences between the departments that they study and basic psychological needs of the students. It can be stated that the forming social environment of the groups of students is so effective during their education and learning at the contradiction of the findings of the research results of the studies.

It was stressed that there was no a significant relationship between autonomy, competence, and relatedness-building disruptive aggression and assertiveness scale in the subdimensions of the basic psychological needs; in the subdimensions of the scale of aggression of the students of Physical Education and Sports School. In the study of Dilmaç (2009), he detected that there was no a significant relationship between the aggression and the relatedness with opposite gender. That Şekertekin (2003) made for university students and without those not training in the university and reached the conclusion that there was no a significant relationship between social relationships and disruptive aggression. It was stated that there was a relationship at low level in the negative way between the passive aggression and competence, relatedness needs. That can be said that when the students' passive aggression increases, the competence needs decreases. In that situation, that can explained that the students feel themselves inadequate in social life, and hence for hiding that inadequate and intending for establishing the upper hand against the individuals in the abstract, but not in the concrete form for showing aggression. Indeed, Moroschan et al (2009) have suggested that the students' passive aggression is to harm those individuals' self-esteem and social status and tell hurtful jokes, gossip, for the purpose of the harming to the persons and manipulating them. In other way, when the students' passive aggression increases, their relationship levels will decrease. Hurtful and damaging acting in a planned manner of the students can be said that they will have a reduction of social relationships in the time. In the study of Mundy (1997) reported that aggressive adolescents were insufficient than their peers who were non-aggressive in the interpersonal relations.

Conclusion

As a result, the passive aggression of female students of Physical Education and Sports School is higher than the male students; however, male students need more than female students for autonomy. It has no variation in the levels of aggression of those students who do sports licensed or not; but actively involved ones in sports need more for meeting the basic psychological needs. It has been found that there is a negative relationship of the passive aggression subscale of

the students between the qualification requirements, being associated need. According to these results, students' psychological satisfaction is very important in the attitude aggression of the students and it can be asserted that the sports activity is not a key element for providing basic psychological needs. Some studies can be made for the athletes and the individuals who study in sports education about their gender roles and basic psychological needs of them.

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