

Investigation of Assertiveness Levels of Athletes Engaging Individual Sports in Different Branches

KENAN SİVRİKAYA¹, AYGÜL ÇAĞLAYAN TUNÇ², LEYLA ALIZADEHEBADI³, SELÇUK TARAKÇI⁴

^{1,2,3,4}Istanbul Aydın University Sports Science Faculty

Correspondence to: Aygül Çağlayan Tunç, Email: aygulcaglayanunc@aydin.edu.tr

ABSTRACT

Background: Assertiveness, which is defined as the way individuals express themselves and as a part of healthy life, is among the prominent features of people who do sports. Assertiveness is an element that increases the quality of people's relationships with their environment.

Aim: The aim of this study is to examine the assertiveness scores of the athletes engaged in individual sports in different branches according to independent variables.

Methods: The research was designed according to the relational screening model. The sample of the research; The sample consists of 201 participants selected by simple random sampling method among the athletes dealing with different individual sports branches. The branches of the athletes; (Consists of taekwondo and cycling sports)

Results: In the study, the personal information form created by the researcher to collect information about the independent variables (gender, age,) that are thought to be effective in the research, and the Rathus Assertiveness Inventory (RAE) were used. It is seen that 1% of the participants are in the avoidant group, 88.6% are in the moderately avoidant group, and 10.6% are in the assertive group.

Conclusion: When the assertiveness scale mean scores of the participants by gender are examined, it is seen that the level of assertiveness by gender does not differ statistically significantly. When the assertiveness scale mean scores of the participants according to age are examined, it is seen that the level of assertiveness according to age does not differ statistically significantly.

Keywords: Assertiveness, individual sport, Taekwondo, Cycling.

INTRODUCTION

Assertiveness is not a universal trait and varies according to individuals and situations. Individual differences and cultural characteristics significantly change the assertive behavior. Self-expression is one of the basic human needs.

The increase in cultural interaction with the developing technology has revealed the benefits of assertive behavior and since these behaviors can be learned, the desire to learn this behavior increases^{6,10,21,22}.

It is observed that physical, mental and personality traits of individuals who participate in sports activities especially in adolescence are improved. Assertiveness is one of these traits. Exercise has a positive effect on some hormones. Hormones play a decisive role in our behavior.

There are hormone glands in the human body with various activities that exhibit paracrine, autocrine and endocrine effects. Physiologically, these glands are involved in reproduction, growth and development, metabolism, cardiovascular regulation, etc. have many regulatory effects, such as

Studies show that physical activity can have important effects on the production and regulation of these hormones⁹.

In this context, it can be said that individuals who do sports and act assertively are individuals with high communication skills, self-confidence, developed problem-solving skills, and able to defend their rights¹.

In this study, it was investigated whether there is a difference in terms of age and gender in the assertiveness levels of the athletes engaged in individual sports in different branches during adolescence. It is thought that the findings obtained from the research will contribute to the literature.

MATERIAL AND METHODS

Research Model; the research was designed according to the relational screening model. In this model, the purpose is taken from the methods in the exercises or from the training. Relational screening model; It is a model to evaluate two or more without directing or to determine the evaluation^{8,12}.

Purpose of the research; this is an examination of the assertiveness scores of the young people who are engaged in sports for personal goals, according to the non-compliant. Query this purpose account.

- Do the mean scores of assertiveness differ according to gender?
- Do the mean scores of assertiveness differ according to age?

Working group; the sample of the research; It can be used with selection methods with examples of different sports branches.

Data Collection Tools; Personal information formula, researchers are designed in a well thought out way.

Rathus Assertiveness Inventory (RAE); RAE; Rathus¹⁸ is a scale consisting of a total of 30 positive and negative items, developed to determine the assertiveness levels of students and validated and reliable in Turkish by Voltan Acar²².

RAE; It consists of 6-point Likert-type statements that can be marked as "It fits me very well", "It fits me well", "It fits me a little", "It does not suit me very well", "It does not suit me well" and "It does not suit me at all". The extreme score for shyness is 30, and the extreme for assertiveness is 180. Positive expressions: There are 13 positive expressions as 3, 6, 7, 8, 10, 18, 20, 21, 22, 25, 27, 28, 29. The points to be given to these positive questions; "It fits me very well (6 points)", "It fits me quite

well (5 points)", "It fits me a little (4 points)", "It does not suit me very well (3 points)", "It does not suit me quite (2 points)", and " It does not suit me at all (1 point)". Negative expressions: There are 17 negative expressions as 1, 2, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 19, 23, 24, 26, 30. Negative statements are coded as the opposite of positive statements and scoring is done in reverse.

These results were collected and the results of the questionnaire were interpreted according to the following level, and the states of assertiveness or shyness were decided. 30-80 points as shy, 80-130 points as moderately shy, and 130-180 points as assertive. In the study, the Cronbach Alpha Coefficient of the scale was found to be 0.649.

Analysis of Data; the data were analyzed in computer environment with SPSS program, first of all, the normal distribution values related to the type of tests to be used were analyzed. It was determined that the skewness and kurtosis values showed normal distribution and the independent sample t-test was used for paired comparisons. Significance level $\alpha=0.05$ was used for all tests.

RESULTS

The findings obtained in the study and the characteristics of the participants;

Table 1: Socio-demographic characteristics of the participants

	n	%
Gender		
Women	73	36,3
Men	128	63,7
Age		
14-15 age	187	91,5
16-17 age	17	8,5
Sum	201	100

Considering the socio-demographic characteristics of the participants, it is seen that 63.7% of them are men and 36.3% are women, and the majority of the participants (91.5%) are between the ages of 14-15.

Table 2: Assertiveness scale mean score of the participants

	f	%	\bar{X}	ss
Shy	2	1	74,5	2,12
Moderately Shy	178	88,6	108,69	10,88
Brash	21	10,4	136,23	4,41

It is seen that 1% of the participants are in the avoidant group, 88.6% are in the moderately avoidant group, and 10.6% are in the assertive group. The average of the participants in the avoidant group is 74.5, the average of the participants in the moderately shy group is 108.69, the average of the participants in the assertive group is 136.23.

DISCUSSION

In this section, the findings obtained from the research are discussed by comparing them with the literature. According to a study conducted on sedentary high school students, it was determined that female students were more assertive than male students in terms of assertiveness.

Eskin found that there is no difference between boys

and girls in terms of assertive behavior in the study he conducted on high school students in Istanbul and Sweden¹⁰. This research supports our study. Kimble, Marsh and Kiska also found similar results¹³.

Kimble et al. on coping with and expressing personal limitations reported that female students had higher scores than male students, but it was concluded that boys were more assertive than girls¹³.

Allison et al., examined the relationship between 9-11 years old students' participation in physical activity, physical education lessons, awareness of obstacles and being assertive, and social competence.

They emphasized that factors such as gender and age are factors in participation in physical activity, and that there is a significant relationship between participation in physical activity and the expectation of social competence and assertiveness. It is seen that there are similar and different studies on the subject in the literature. We can think that this is due to individual differences, cultural characteristics and sportive branch differences. It is thought that this research will shed light on future studies on the subject and contribute to the literature.

In the literature, the concept of "assertiveness" is defined as a behavior that allows healthy interpersonal relations and interaction, respecting the rights of others, and expressing the individual's feelings, beliefs and thoughts directly, sincerely and openly^{14,16,17,19,23}.

It is stated that assertive people use "I" language. It is emphasized that they can interact effectively, healthily and harmoniously and that they are sensitive and tolerant in their communication. In addition, it is stated that they can cope with stress more effectively^{5,7,15}.

In this context, it can be said that individuals who have the characteristic of assertiveness can integrate with the society more easily and integrate into the society better.

In the literature, it is stated that assertiveness can be increased through sports⁷. It is thought that the effect of sports on personality development may also be related to the branch of sports that the individual is interested in. Because, it can be emphasized that depending on the nature of the sport, it can be effective in different aspects due to some psychological characteristics (communication, motivation, individual struggle, concentration, etc.).

It has been emphasized that individuals with high assertiveness skills have better mental health than others¹⁷. Therefore, assertiveness is of great importance for psychological well-being. Again, it is stated that assertiveness is of great importance in the formation of traits such as self-confidence, self-control, contribution to group work, mutual cooperation, and respect for others^{20, 25, 26}.

CONCLUSION

As a result it is seen that 1% of the participants are in the avoidant group, 88.6% are in the moderately avoidant group, and 10.6% are in the assertive group. When the assertiveness scale mean scores of the participants by gender are examined, it is seen that the level of assertiveness according to gender does not differ statistically significantly. When the assertiveness scale mean scores of the participants according to age are examined, it is seen that the level of assertiveness

according to age does not differ statistically significantly.

REFERENCES

1. Alberti, R. E., & Emmons, M. L. (1976). Assertion training in marital counseling.
2. Allison KR, Dwyer JJ, Makin S. Self-Efficacy and participation in vigorous physical activity by highschool students. *Health Education&Behavior*, 1: 26, 1999.
3. Arslantaş,H., Adana,F., Şahbaz, M. (2013). Lise Öğrencilerinin Atılganlık Düzeylerinin Bazı Değişkenler Açısından İncelenmesi. *F.N. Hem. Derg* Cilt 21 - Sayı 2: 76-84.
4. Alberti, R.E., Emmons M.L. (1976). Stand up, speak out, talk back. San Luis Obispo: Impact Publisheres
5. Bayraktar G. & Yılmaz E. (2010). Güreşçilerin Bireysel Başarıları ile Atılganlık Düzeylerinin İlişkisi, *Selçuk Üniversitesi Beden Eğitimi ve Spor Bilim Dergisi*, 12 (1), pp:6-11.
6. Buzlu, S. (1999). Hemşirelerde girişkenlik hakları ve beden dili. *Hemşirelik Bülteni*, 11(43-44): 337-344.
7. Brecklin LR. & Ullman SE. (2005). Self-defence or assertiveness training and women's responses to sexual attacks. *J Interpers Violence*. Jun;20(6), pp:738-62.
8. Cohen, L., Manion, L., Morrison, K. (2007). Research methods in education (6th Edition). New York: Routledge , 21-27.
9. Çabuk, R., Çayır, H., Yıldız, M., Onat, T., Cincioğlu, G., Adanur, O., ve Kayacan, Y. (2020), Egzersizin Fizyolojik Sistemler Üzerine Etkileri: Sistematik Derleme, *Helal Yaşam Tıbbi Dergisi*, 2(1), 26-43.
10. Eskin, M. (2003). Self-reported assertiveness in swedish and turkish adolescents: A cross-cultural comparison. *Scandinavian Journal of Psychology*, 44: 7-12.
11. Ker-Dinçer, M. (2005). Kişilerarası iletişimde sorun çözücü bir iletişim becerisi olarak atılganlık. Gürüz, D., Temel, A. (Eds.). İletişime Yeni Yaklaşımlar. Nobel Basımevi, İzmir, 16-23.
12. Karasar, N. (2012). Bilimsel Araştırma Yöntemleri . Ankara: Nobel Yayınları , 4-21.
13. Kimble, C. E., Marsh, N. B., & Kiska, A. C. (1984). Sex, age, and cultural differences in self-reported assertiveness. *Psychological Reports*, 55(2), 419-422. <https://doi.org/10.2466/pr0.1984.55.2.419>
14. Korem A. Horenczyk G. Tatar M. (2012) Inter-group and intra-group assertiveness: Adolescents'social skill following cultural transition, *Journal of Adolescence*, 35, pp:855-862.
15. Küçükkaragöz H. Canbulat T. Akay Y. (2013). Öğretmen Adaylarında Atılganlık Düzeyi ve İletişim Becerileri, *Mustafa Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, Mustafa Kemal University Journal of Social Sciences Institute*, Cilt/Volume: 10 Sayı/Issue: 22, pp:123-133.
16. Lin, Y. R. Shiah, I. S. Chang, Y. C. Lai, T. J., Wang, K. Y., Chou, K. R. (2004). Evaluation of an Assertiveness Training Program on Nursing and Medical Students' assertiveness, Self-Esteem, and Interpersonal Communication Satisfaction. *Nurse Education Today*, 24, pp:656-665.
17. Pourjalila F. & Zarnaghashb M. (2010). Relationships between assertiveness and the power of saying no with mental health among undergraduate student. *Procedia Social and Behavioral Sciences*, 9, pp:137-141.
18. Rathus SA. (1973), A 30 Item Schedule For Assessing Assertive Behavior. *Behavior Therapy*, 398-406.
19. Teegen, F. (1995). "Training in assertiveness and social competence." İstanbul University Medical Faculty Conference Paper, pp:1-5.
20. Toros T. (2011). Relationship Between the Level of Assertiveness and Self-Esteem in University Sport Spectators, *World Applied Sciences Journal*, 12(5), ss:726-731.
21. Üstün, B. (1995). Hemşirelerin atılganlık ve tükenmişlik düzeyleri. Yayınlanmamış Doktora Tezi, Hacettepe Üniversitesi Sağlık Bilimleri Enstitüsü, Ankara.
22. Voltan, AN. (1980), Rathus Atılganlık Envanteri Geçerlik ve Güvenirlik Çalışması. *Psikoloji Dergisi*, 10: 23-25.Cohen, L., Manion, L., Morrison, K. (2007). Research methods in education (6th Edition). New York: Routledge , 21-27.
23. Warland J. McKellar L. Diaz M. (2014). Assertiveness training for undergraduate midwifery students. *Nurse Educ Pract*. 2, pp:1-5.
24. A. Comparison of the effect of play therapy and selected sports exercises on self-confidence, physical self-efficacy and mental stubbornness in children,
25. Dana, A., Soltani, N., Fathizadan, (2019). The Effectiveness of Communication Skills Training on the Resilience and Exercise Self-Efficacy of Adolescent Athletes, *Sport Psychology Studies* 8 (26), 91-106.
26. Dana, A, Sabzi, A.H., Gozalzadeh, A. 92017). The Structural Relationships of Coaching Efficacy, Players' Self-Efficacy, and Collective Efficacy in Female Professional Basketball Teams, *Journal of Sport Psychology Studies* 18 (5), 111-128