

Investigation on the Level of Assertiveness of the Athletes who Participated in Turkey Universities Super League Soccer Games

By

Oguzhan Altungul

Department of Sport Management, Elazig, Faculty of SportSciences, Firat University, TURKEY.

Abstract

The purpose of this study is to investigate the level of assertiveness of the athletes who participated in 2014-2015 Turkey Universities Super League Soccer Games (Males,KocfestGrand Final). The group of subject consists 242 soccer players of 374 undergraduate soccer players who participated from different universities in the 2014-2015 academic year.In scope of the study, for demographic information, "Personal Information Form" including four questions (class, sport age and license degree), has been used. To determine the level of assertiveness, 30 items Rathus Assertiveness Inventory, which is developed by Rathus (1977) and translated to Turkish by Voltan (1980)was used. Data were analyzed with statistical software package and Comments are supported by tables. The significance level was taken as $p<0.05$.As a result; while there is not a significant difference in the level of assertiveness compared to class, sport year and license degree, it was observed that the general level of assertiveness of the undergraduate soccer players has a high range.

Keywords: Soccer, Undergraduate, Super League, Assertiveness

1. Introduction

People live in the society, as a whole with the physiology and emotional characteristic. To show healthy spiritual and social behaviors, people needs interpersonal communication and interaction on some preconditions. This can be said that the individuals have three basic behaviors to express their feelings and thoughts. If this behaviors will be discussed on a line, at one point there is non-assertiveness at the other point there is aggressiveness and at the middle there is assertiveness (JakubowskiandSpector).

Assertiveness behavior: makes it possible to us, overseeing equality in human relations and in a way that devoid unnecessary anxiety, to be able to move and defend ourselves in a line with our own interests, honestly and comfortably express our feelings without violating the rights of others and enables us to use our own rights (Mentes, 2007).

Researchers have identified the assertiveness as a pattern of behavior created by the complementary strengths;

- The ability to say "No".
- The ability of "want" and "request".
- The ability of expressing positive and negative emotions.
- The ability of to initiate a behavior, to sustain and to terminate.

It is possible to divide into two categories the elements of assertiveness behavior. These are verbal and non-verbal elements.

Verbal Elements

Saying no: Most people are afraid of say no and forced in a situation he did not want. The assertive one can easily say no to the thing that he do not want to do.

Opine: Want something from others is sometimes difficult for people. They fear rejection or they think that they do not have the right to ask anything.

Protect the rights: Nobody has the right to use the other one. The assertive one protects his own rights as well as one abides by the rights of others.

Indicate the emotions: Our emotions are unknown when they are not disclosed. That's why we need to express them. The assertive one expresses his emotions to the other (Bayraktar, 2007; Gacar, 2011).

Non-Verbal Elements

Eye Contact: Eye contact is important in communication. Correspondent and establish eye contact, indicates that we pay attention to him and care about. When we do not establish or when we avoided eye contact, opposite one would think that we do not take him seriously. Assertive type of people generally establishes eye contact.

Body Posture: We may get a warmer speech, when we turned to the other one and listen to him/her with our whole body.

Distance: The distance interposed in a communication is very important and it has a great effect on communication. We should not to be too close or too far. Assertive people speak from a distance which is not disturbing other people.

Face Expression: We have to have a facial expression corresponding to an effective message. For example; smiling, while expressing the anger and create other adverse conditions disrupt our distance. Assertive people are the one who required the link between facial expression and the message.

Voice Tone: Voice tone is important too in communication. Our voice tone should not be too high or too low. Assertive people are the one set it well.

Hand and body movements: Hand and body movements should be appropriate to communication and the message. Assertive people have natural body movements and sends warm messages by using them.

Furthermore, assertive people across messages fluently and listen to others (Gacar and Coskuner, 2010; Ugurlu, 1994).

Sport, gives mutual growth experiment to young people in a short time, it gives the power to deal with problems which may be encountered in the transferring time to the adult community while in a competition. Sporting success may be important to assess young people to each other and their self-esteem (Tataker, 2003). Various researches shows that participations in sport activities improves the body, mood and personality structure, it provides important contributions such as, empowering the will, facilitating group work, providing mutual support, building confidence, self-control, learn to respect others, and reveals that individuals involved in being assertive. In this context, sporting events considered to be effective on individual's assertiveness level (Buyukyazi and etc., 2003).

It is determined that in the studies about between who doing sport and do not sport, the people who doing sport are more vivid, extrovert, more hardworking, more patient, more ready to establish social relationships, allowing easy adaptation to a new situation and more emotionally balanced then the others (Gacar, 2011; Topukcu, 1982)

Based on these ideas in our study, it is aimed to investigate the level of assertiveness of the athletes who participated in 2014-2015 Turkey Universities Super League Soccer Games (Males, Kocfest Grand Final).

2. Methodology

In this study, it is aimed to investigate the level of assertiveness of the athletes who participated in 2014-2015 Turkey Universities Super League Soccer Games (Males, Koçfest Grand Final). The group of subject consist 242 soccer players of 374 undergraduate soccer players who participated from different universities in the 2014-2015 academic years.

In scope of the study, for demographic information, "Personal Information Form" including four questions (class, sport age and license degree), has been used. To determine the level of assertiveness, 30 items Rathus Assertiveness Inventory, which is developed by Rathus(1977) and translated to Turkish by Voltan(1980) was used.

In the Rathus Assertiveness Inventory (RAI), as it specified in the guidelines of the scale, each item scored between +1 and +6, there is not a zero score in the inventory. While counting the assertiveness level of the individual for 17 items (1.,2.,4.,5.,9.,11.,12.,13.,14.,15.,16.,17.,19.,23.,24.,26.,30.) the process is carried out by taking inverse of the points (or from any material which is obtained by subtracting the points awarded are treated as assertiveness scores 7 points for that substance). To other 13 items (3., 6.,7.,8.,10.,18.,20.,21.,22.,25.,27.,28.,29.) meet at the opposite point received scores given subject's assertiveness scores are obtained. The point extended to the non-assertiveness is at +30 and the point extended to the assertiveness is reaches +180. Therefore a subject can be obtained from RAI's assertiveness scores ranged from 30 to 180 points.

Data were analyzed with statistical software package. Independed samples and t-test were used for the comparison of the two groups. The differences between the groups and multiple comparisons was determined and commented by using one-way Anova test. Significant differences emerged in the one-way Anova and Tukey test was applied in order to understand which group is in favor. Comments are supported by tables. The significance level was taken as $p < 0.05$.

3. Results and Findings

Table 1. The values of assertiveness level scale analysis of variance regarding class variable rate breakdown

	Class	N	\bar{X}	Sd	F	p
Assertiveness	1,00	59	89,59	15,01	1,204	,309
	2,00	51	88,43	13,08		
	3,00*	80	86,02	14,64		
	4,00*	52	89,96	9,583		
	Total	242	88,24	13,49		

At table 1, when the assertiveness level of soccer players investigated in terms of scale scores of class variables, there is not a scientific difference between means of scores ($p < 0,05$).

Table 2. The values of assertiveness level scale analysis of variance regarding sports year variable rate breakdown

	Sports Year	N	\bar{X}	Sd	F	p
Assertiveness	1-5 year	57	87,19	14,00	,25	,77
	6-10 year	81	88,29	12,95		
	11 + year	104	88,78	13,72		
	Total	242	88,24	13,49		

At table 2, when the assertiveness level of soccer players investigated in terms of scale scores of sports year variables, there is not a scientific difference between means of scores ($p < 0,05$). Besides, soccer player's assertiveness level increased with the increase of sports year.

Table 3. The values of assertiveness level scale analysis of t-test regarding license degree variable rate breakdown

	Licence Degree	N	\bar{X}	Sd	t	p
Assertiveness	Amateur	143	87,53	13,49	,98	,32
	Professional	99	89,27	13,51		

At table 3, when the assertiveness level of soccer players investigated in terms of scale scores of license degree variables, there is not a scientific difference between means of scores ($p < 0,05$). Besides, it was observed that, professional soccer player's has a higher assertiveness level than the amateur soccer player's assertiveness level values.

4. Discussion

In this section, it was discussed and interpreted that, if there is a differentiation or not concerning the sub-problems of the sample survey college soccer athlete's assertiveness level according to some variables. Discussion and interpretation of related research findings is made in accordance with the order of sub-problems.

When the assertiveness level of soccer players investigated in terms of scale scores of class variables, there is not a scientific difference between means of scores ($p < 0,05$).

A research that supports our investigation with different qualifications, Gacar and Coskuner (2010), "Examining Of Wrestler's Assertiveness Level In Terms Of Some Variables" In terms of arguments, the wrestlers; age, grade level, weight, height, educational level of mothers and their families have had to come to the conclusion that assertiveness levels significantly influenced the direction (3). Similar research findings made by, "Topukçu (1982), Inceogluve Ayatar (1987), Saruhan (1996), Ugur (1996), Guler, Aydos and Koç (2005)" supports our research (Güler and etc., 2005; İnceogluandAyatar, 1987; Tasdelen, 2002; Ugur, 1996; Ersan and Doğan, 2002).

When the assertiveness level of soccer players investigated in terms of scale scores of sports year variables, there is not a scientific difference between means of scores ($p < 0,05$). Besides, soccer player's assertiveness level increased with the increase of sports year. A different research that supports our investigation; Buyukyazi et al. (2003), they compared assertiveness level of over 40 aged sedentary and veteran athletes (Buyukyazi and etc., 2003). It was found that, sedentary and veteran athlete's assertiveness level has statistically significant differences according to learning conditions, their levels of stress perception and condition of doing sport. Besides, it was determined that it is not changing according to, gender, age, now that the settlement of childhood, employment status, income level, number of siblings, marital status, number of children, leisure activities, drink alcohol and nutritional status. In the present study found that sedentary subjects and adequate level of assertiveness of veteran athletes who are determined to be more aggressive in making those sports (Buyukyazi and etc., 2003).

At table 3, when the assertiveness level of soccer players investigated in terms of scale scores of license degree variables, there is not a scientific difference between means of scores ($p < 0,05$). Besides, it was observed that, professional soccer player's has a higher assertiveness level than the amateur soccer player's assertiveness level values. The similar research findings; Gacarve Coskuner (2010), Buyukyazi et al. (2003), Menteş, A. (2007) supports our investigation (Gacar and Coskuner, 2010; Rathus, 1973).

As a result of our research; lecturers in the field of physical education and sport behavior and decision making levels were found to be “adequate” in terms of the required level.

As a conclusion; the level of assertiveness of the athletes who participated in 2014-2015 Turkey Universities Super League Soccer Games (Males, Kocfest Grand Final) found to be above “intermediate” with the score (88.24). As a conclusion of our study it has been determined that Behavior and decision levels of the players “adequate” for the desired level.

References

- Bayraktar, G. (2007). Effect of Psychological Needs of Individual Achievement Level wrestlers with assertiveness. Published Ph.D., *Gazi University, Institute of Educational Sciences Education, Department of Physical Education and Sports, Ankara.*
- Buyukyazi, G., Saracoglu, S., Karadeniz, G., Camliyer, H. and Camliyer, H. (2003). Comparison of Level Assertiveness of Veteran Athletes by several variables with their sedentary, *Journal of Physical Education and Sports Sciences Veterans*, 8(2), p. 13-24
- Gacar, A. (2011). Decision of Physical Education and Sports Instructor in Turkey and some of the variable examined in terms of their level of assertiveness, *Firat University, Institute of Health Sciences, Department of Physical Education and Sports, Elazig.*
- Gacar, A. and Coskuner, Z. (2010). Investigation Of Other variables Angle Assertiveness levels of wrestlers, *e-Journal of New World Sciences Academy*, 5 (3), Elazig.
- Guler, D., Aydos, L. and Koç, H. (2005). Effect of Assertiveness State Primary School 6th, 7th and 8th Grade Students of the Educational Level of Participation and Sports Activities, *Philosophical Foundations of Performance Symposium of Physical Education and Sport Education*, 8-9 April 2005, Manisa.
- Inceoglu, D. and Aytar, G. (1987). Research of Enterprise Level of a group Adolescent Behavior, *Psychology Journal*, p. 6-21-23-24
- Jakubowski, P. and Spector, M. (1973). Of a facilitator The Growth of Women Assertiveness Training, *The Counselling Psychologist*, 4(1).
- Mentes, A. (2007). Assertiveness Level Sports Impact of High School Students, *Gazi University, Department of Educational Sciences, Institute of Education Sciences, M.Sc, Ankara*, p.39-40.
- Rathus, S. A. (1973). A 30 Item Schedule For Assessing Assertive Behavior Therapy, 4, p. 398-406.
- Saruhan, N. (1996). Ankara In The City Center With High School Seniors On Going Assertiveness Students Home and Attitudes Study of the Relationship Between Father by some variables, *Unpublished Master's Thesis, Ankara University, Ankara.*
- Tasdelen, A. (2002). Decision Making Styles for Different psycho-social variables of Teachers (Unpublished PhD Thesis), *Dokuz Eylul University, Institute of Educational Sciences, İzmir.*
- Tataker, T. (2003). Investigation of Relationship Between Assertiveness Level Adolescents With Psychological Problems, *Unpublished Master's Thesis, Dokuz Eylul University, Izmir.*
- Topukçu, H. (1982). The Effect of Assertiveness Assertiveness Level of Education Primary School Children, *Unpublished Master's Thesis, Ankara University, Institute of Education Sciences, Ankara.*
- Ugur, G. (1996). Assertiveness Body Image and Relationship of University Students, *Master's Thesis, Ege University. İzmir.*

- Ersan, E. and Dogan, O. (2002). Physical Education and Sports School of the Sociodemographic Characteristics of Assertiveness and Aggression Levels of Students, *2002 Congress, Antalya*.
- Ugurlu, U. (1994). Adolescents Living With Their Families With Adolescents Living in Orphanages Comparison In Terms Of Self-esteem and Assertiveness Levels, Unpublished Master's Thesis, *Atatürk University, Erzurum*.
- Voltan, N. (1980). Rathus Assertiveness Inventory Validity and Reliability Study, *Psychology Journal*, 10, Ankara, p.23.