



Investigation of the proactive personal traits of faculty of sports sciences students and their status of the psychological needs in sports

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Abstract

The aim of this study was to examine the proactive personality and psychological needs in sport of the students studying at the faculty of sport sciences according to the various and to determine whether there is a relationship between proactive personality and psychological needs in sport. The research was conducted according to the survey model from quantitative approaches. 315 students studying at Karamanoğlu Mehmetbey University, Faculty of Sport Sciences participated in the study voluntarily. Psychological Need Status in Sport Scale, Proactive Personality Scale and personal information form created by the researchers were used in the study. Non-parametric tests were used to analyze the data. According to the findings, a significant difference was found in favor of female students in the autonomy satisfaction and proactive personality scale, and in favor of male students in the belonging dissatisfaction sub-dimension. Also, there was a significant difference in favor of students between the ages of 18-21 in the autonomy satisfaction sub-factor, and in favor of students aged 22 and over in the belonging dissatisfaction sub-dimension. In addition, it was found that students interested in individual sports had higher autonomy satisfaction than students interested in team sports. The scores related to both scales and sub-factors did not differ in terms of the variables of the department and the year of sport. Finally, there was a positive and significant relationship between the psychological need status in sport and proactive personalities of the students of the faculty of sport sciences.

Keywords: Proactic personality, sport, psychological need

Spor bilimleri fakültesi öğrencilerinin proaktif kişilik özelliklerinin ve sporda psikolojik ihtiyaç durumlarının incelenmesi

Özet

Bu araştırmanın amacı, spor bilimleri fakültesinde öğrenim gören öğrencilerin proaktif kişilik ve sporda psikolojik ihtiyaçlarının yaş, cinsiyet, bölüm, spor branşı ve aktif spor yılı değişkenlerine göre incelenmesi; proaktif kişilik ve sporda psikolojik ihtiyaçlar arasında bir ilişki olup olmadığının belirlenmesidir. Araştırma nicel yaklaşımlardan tarama modeline göre gerçekleştirilmiştir. Araştırmaya Karamanoğlu Mehmetbey Üniversitesi Spor Bilimleri Fakültesinde öğrenim gören 315 öğrenci gönüllü olarak katılmıştır. Araştırmada Sporda Psikolojik İhtiyaç Durumu Ölçeği, Proaktif Kişilik Ölçeği ve araştırmacılar tarafından oluşturulan kişisel bilgi formu kullanılmıştır. Verilerin analizinde non-parametrik testler kullanılmıştır. Elde edilen bulgulara göre, sporda psikolojik ihtiyaçlar durumu alt faktörlerinden özerklik memnuniyetinde ve proaktif kişilik ölçeğinde kadın öğrencilerin, aidiyet memnuniyetsizliği alt boyutunda ise erkek öğrencilerin lehine anlamlı farklılık tespit edilmiştir. Özerklik memnuniyeti alt faktöründe 18-21 yaş aralığındaki öğrencilerin, aidiyet memnuniyetsizliği alt boyutunda ise 22 yaş ve üzeri öğrencilerin lehine anlamlı farklılık olduğu görülmüştür. Ayrıca bireysel sporlarla ilgilenen öğrencilerin takım sporu ile ilgilenen öğrencilere göre özerklik memnuniyetlerinin daha yüksek olduğu ortaya çıkmıştır. Araştırmada her iki ölçek ve alt faktörlerine ilişkin puanlar öğrenim görülen bölüm ve yapılan spor yılı değişkenleri açısından farklılaşmamıştır. Son olarak spor bilimleri fakültesi öğrencilerinin sporda psikolojik ihtiyaç durumu ve proaktif kişilikleri arasında pozitif yönde ve anlamlı düzeyde ilişki olduğu tespit edilmiştir.

Anahtar Kelimeler: Proaktif kişilik, spor, psikolojik ihtiyaçlar

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INTRODUCTION

In today's world, where environmental factors are constantly and rapidly changing and individual competition is increasing, individuals have become aware that only existing education programs will not be sufficient to meet their future career expectations. In today's competitive environment, in order to keep up with the constant change, people who are open to change and learning and who can educate themselves are important. When assessed in this context, it is vital to determine the personality traits of individuals and to provide appropriate learning and development opportunities. Personality was created by deriving the word person, which is a concept that people use to describe themselves and other people (Topçu, 2019). Personality can vary from person to person, depending on the diversity in human behavior and psychology. This has led to the emergence of certain personality types. One of these personality types is the so-called proactive personality type.

Proactive personality is defined as a person who is not affected by situational forces, supports environmental change, and has a consistent disposition (Bateman & Crant, 1993). According to Crant (2000), proactive personality is known as providing differentiation, acting in accordance with a certain purpose, keeping the events under control, taking responsibility, making successful changes, having a rich imagination and exhibiting their own visions. Studies on proactive personality, which is the subject of research as a personality trait, support that proactive personality affects the life of the individual in many ways. Based on these studies, we can define proactive personality as a personality type that consists of individuals with high self-confidence who can look at the events they encounter from the positive side, are always solution-oriented, evaluate opportunities, take initiative and risks outside their field of duty.

In our daily life, we may need to take certain initiatives in the face of current situations and exhibit some behaviors according to our current mood. In the face of some situations, it is necessary to make up for the negative decisions in the past and turn them into positive ones, to take precautions, to have different perspectives, to be aware of the behaviors exhibited, not to avoid responsibility and to act in a planned manner. From this point of view, we should not have a single solution and different alternative ways should be in our lives. This is related to the proactive personality.

The basic elements that form the basis of behaviors and direct people to action are needs (Hamurcu & Sargin, 2011). In other words, these are higher drives such as motive,

motivation, wish, need, desire, hope, and desire to achieve. Morgan defines need as any physiological and acquired deficiency or insufficiency of the individual (Morgan, 1984). The needs of individuals are endless and unlimited. When this is the case, people need to make new requests and demands according to their endless and unlimited needs. As their needs are met, people's expectations and demands increase (Kuzgun, 2000). When individuals meet their essential physiological needs, they also want to meet their psychological needs, which are a continuation of their need hierarchies (Glasser, 1999).

The concept of psychological need was used by Deci and Ryan (2000), to organize motivating studies by researchers in the field of experimental psychology. According to Kuzgun (2009), it is defined as purposeful actions exhibited by individuals for needs. According to Kaşka (2022), the theory of basic psychological needs is related to concepts such as motivation, the emergence of positive and negative emotions, and the state of happiness, which are related to human psychology.

Basic psychological needs, which appear under three main headings as relatedness, competence and autonomy, are innate and show universality. The need for autonomy is the individual's taking responsibility in starting, maintaining and terminating his/her behaviors by using his/her free will within the framework of self-determination theory (Deci & Ryan, 2000). The need for autonomy is the individual's free will and choosing the way of using initiative in the behaviors s/he will exhibit by making decisions on his/her own (Ryan & Brown, 2003). The need for competence is related to the extent to which people are competent in their relations with their social environment and their performance in utilizing the opportunities that arise while displaying the abilities they have (Deci & Ryan, 2002). According to Andersen et al. (2000), the need to be related is defined as relationship, being in contact with others, the desire to protect and be protected, to love and be loved. The fulfillment of these basic needs has positive results, while their inhibition has negative consequences. When all these are taken into account, meeting these basic psychological needs is important for people to grow, develop, integrate and be spiritually well (Deci & Ryan, 2000).

When examined the literature, it is seen that integrative approaches such as whole trait theory and cybernetic theory, in which personality trait theory and psychological needs are examined together, focus on the formation of personality traits and their interaction with the environment, the interaction results and the role of psychological needs satisfaction in the

maintenance of personality traits, and different manifestations of personality traits in different contexts (Deyoung, 2014; Prentice et al., 2019). Therefore, a personality theory should explain why individuals differ from each other in terms of emotions, behavior, and thinking as well as how they differ. Considering personality traits as a tool to meet basic psychological needs, and individuals showing more extroversion, adaptability, self-control and openness to experience in contexts where needs are satisfied creates a dialectic and supports the handling of personality traits as dynamic structures. However, it is seen that the number of studies is limited, which deal with personality traits and basic psychological needs together, and personality traits are examined as a control variable (Lynch et al., 2009; Church et al., 2013; Nishimura & Suzuki, 2016; Ryan et al., 2019). In this direction, although it is difficult to change the personality traits, an explanation can be made to determine how the need satisfaction affects the proactive personality traits of faculty of the sports sciences students, which are assumed to be the contribution of sports characteristics, by considering the relationship between proactive personality traits and basic psychological needs. Therefore, within the scope of this study, the role of basic psychological needs on the proactive personality traits of university students was investigated.

Sport, which is a social phenomenon, undoubtedly has effects on the personality development and psychological needs of individuals. On the contrary, it is possible to see the effects of personality traits and psychological needs on the success of sports objects. These interactions have also attracted the attention of different scientists who carry out research in the field of sports and have been researched (Ozkurt, 2015; Gezer, 2018; Gürer & Kilinc, 2019; Ozmen, 2019; Ekiz & Sezgin, 2021; Grass, 2022; Guler, 2022). It is seen that studies on proactive personality were conducted by Özmen (2019), on the psychological well-being levels of proactive personality in athletes, by Özkurt (2015), on the examination of proactive personality traits of physical education students, and by Çimen (2022), on the proactive personalities and mental strength levels of sports sciences faculty students. It is seen that studies have been carried out by Güler (2022), on the psychological needs of the faculty of sports sciences students in sports, and by Gezer (2018), on the determination of the basic psychological needs of the athletes, by Gürer and Kılınç (2019), on the effect of psychological needs of nature athletes on mental resilience and by Ekiz and Sezgin (2021), on basic psychological needs in exercise.

In order for individuals to connect themselves to life, their personality needs and psychological needs must be at a certain level. As a result of the examinations, people

basically need to meet their personality needs and then they need to meet their psychological needs (Glasser, 1999). After these needs are met, it is seen that some psychological states emerge, which are related to the physical activities that individuals do when they take time for themselves. People who develop themselves physically also tend towards certain sports branches. The fact that their performance in sports branches is not at the expected level negatively affects the psychology of the athletes (Ünver et al., 2022). In some cases, it is seen that athletes see themselves at a high level only if they are successful, and in negative situations, they are of the opinion that there are some problems (Martinez et al., 2016).

In sports, individuals taking certain decisions in the face of certain situations, focusing on events, self-confidence (Weinberg & Gould, 2003), keeping their emotions such as defeating and being defeated under control (Kaşka, 2002) are related to their proactive personality and psychological needs at a certain level. Based on this information, the current study was conducted to examine the proactive personality and psychological needs of the students of the faculty of sports sciences according to the variables of age, gender, department, sports branch and active sports year, and to determine whether there is a relationship between proactive personality and psychological needs in sport. This main objective was tried to be achieved in line with the following sub-problems:

1. Do the scores of sport faculty students from the scales of proactive personality and psychological needs in sport show significant differences according to the variables of age, gender, department, sport branch and years of active sport?
2. Is there a significant relationship between the scores of sport faculty students on the scales of proactive personality and psychological needs in sport?

METHOD

The research model, research group, data collection tools and data analysis are included in this section.

Research model

In this study, screening model that is among the quantitative research methods was used. In the screening studies, the existing situations are revealed by describing the subjects (Büyüköztürk, 2017). This method that is widely used in social sciences is the descriptive method, which is used to analyze the main coverage areas of the sample group (gender, age, branch, school type) (Can, 2020).

Research group

The data of the study were collected in the fall semester of the 2023-2023 academic year. 315 university students, who were studying at Karamanoğlu Mehmetbey University Faculty of Sport Sciences, participated in this research.

Table 1 shows the demographic characteristics of the participants included in the study.

Table 1. Demographic characteristics of participants

Characteristics	Categories	f	%
Gender	Male	218	69.2
	Female	97	30.8
Age	18-21 years old	186	59.0
	22-33 years old	129	41.0
Sports Branch	Individual Sports	120	38.1
	Team Sports	195	61.9
Active Sports Year	1-9 years	166	52.7
	10-19 years	149	47.3
Department	Trainer Education Department	46	14.6
	Physical Education and Sports Teaching	64	29.8
	Sports Management	175	55.6
Total		315	100.0

Data collection tools

For the purposes of this research, data collection tools consist of two parts. The first part includes the personal information form that was created by the researchers, and the second part includes the status of psychological need in sports scale and proactive personality scale.

Psychological need status in sports scale (SPNSS): The study of adapting the "Psychological Need Status in Sports Scale" (SPNSS), which was developed by Bhavsar et al. (2020), to Turkish culture was carried out by Ünver et al. (2022). The Psychological Need Status in Sports Scale, adapted into Turkish, consists of 23 items and 6 sub-dimensions. A 7-point Likert type measurement was used to score the participants in the scale. The Cronbach Alpha coefficient obtained for the SPNSS scale is 0.75.

The Cronbach Alpha coefficient, which was obtained as a result of the analysis of the total data for this study, was determined as 0.85.

Proactive personality scale: Bateman and Crant (1993), performed validity and reliability analyses for the Proactive Personality Scale. The scale was revised by Claes, Beheydt and Lemmens (2005). The revised scale was adapted into Turkish culture by Akın, Abacı et al., (2011), as the "Abridged Proactive Personality Scale". The original form of the

Proactive Personality Scale includes 17 items and one sub-dimension. A 7-point Likert-type rating (1 strongly disagree - 7 strongly agree) was used to score the scale statements.

The abridged form of the scale that was revised by Claes et al. (2005), and adapted to Turkish by Akın et al. (2011), consists of 10 items and a single sub-dimension. A 7-point Likert-type rating was used in the Turkish version of the scale. The internal consistency reliability coefficient of the abridged form of the scale was found as 0.83. In this research, the abridged form was used and the Cronbach alpha value was 0.87 as a result of the analysis.

Data collection

The data of the study were collected online, and the data collection tools were set up to enable online response collection through the Google Forms program. The ethics committee report of the research was approved by Karamanoğlu Mehmetbey University Social and Human Sciences Scientific Research and Publication Ethics Committee. After notifying the dean's office of the Faculty of Sport Sciences for the study, the data were collected with the online questionnaire following the sharing with the students through the class advisors of the departments. The data collection process was started in the fall semester of the 2023-2023 academic year.

Data analysis

The 325 data collected from the faculty of sports sciences students at Karamanoğlu Mehmetbey University were carefully analyzed, the erroneous and outlier data were cleaned from these data, and analyses were made on 315 data. Descriptive statistics on whether the total and sub-factor scores of the scales were normally distributed were examined, and it was figured out that the overall score of the scale and the scores of the sub-factors of all sub-categories of all independent variables were not regularly distributed based on the skewness and kurtosis coefficients (outside the range of ± 1.5). Thus, non-parametric tests were carried out in all analyses.

RESULTS

The results of the study were presented in this section.

Table 2. Mann-Whitney U test results of psychological need status in sports scale and proactive personality scale by gender variable

Scale	Sub-Factor	Gender	N	Rank Mean	Rank Sum	U	p
Psychological Need Status in Sports Scale	Autonomy Satisfaction	Male	218	146.87	32017	8146	0.001*
		Female	97	183.02	17753		
	Autonomy Dissatisfaction	Male	218	164.04	35762	9255	0.77
		Female	97	144.42	14009		
	Competence Satisfaction	Male	218	155.45	33889	10018	0.452
		Female	97	163.72	15881		
	Competence Dissatisfaction	Male	218	163.85	35719	9298	0.085
		Female	97	144.86	14051		
	Belonging Satisfaction	Male	218	153.66	33498	9627	0.201
		Female	97	167.75	16272		
	Belonging Dissatisfaction	Male	218	166.59	36318	8699.50	0.011*
		Female	97	138.69	13453		
	Scale Overall	Male	218	161.11	35121	9896	0.364
		Female	97	151.02	14649		
Proactive Personality Scale	Male	218	150.81	32877	9005.50	0.035*	
	Female	97	174.16	16894			

*=p< 0.05

Mann-Whitney U Test results, the results showed that female students achieved greater scores than male students in the autonomy satisfaction, which is the sub-factor of psychological needs in sports, and proactive personality scale, and male students scored higher than female students in the sub-dimension of belonging dissatisfaction. Based on this information, it can be said that the scores obtained from the mentioned factors of the psychological needs in sports scale and the proactive personality scale differ significantly according to gender. No statistically significant difference was found in terms of gender in the scores obtained from the general psychological needs in sports scale (p<0.05).

Table 3. Mann-Whitney U test results of psychological need status in sports scale and proactive personality scale by age variable

Scale	Sub-Factor	Age	N	Rank Mean	Rank Sum	U	p
Psychological Need Status in Sports Scale	Autonomy Satisfaction	18-21	186	166.48	30966	10419	0.046*
		22 and older	129	145.77	18804		
	Autonomy Dissatisfaction	18-21	186	156.73	29151	11760	0.765
		22 and older	129	159.84	20619		
	Competence Satisfaction	18-21	186	161.34	30009	11376	0.429
		22 and older	129	153.19	19861		
	Competence Dissatisfaction	18-21	186	159.22	29614	11771	0.774
		22 and older	129	156.25	20156		
	Belonging Satisfaction	18-21	186	158.05	29398	11987	0.990
		22 and older	129	157.92	20372		
Belonging Dissatisfaction	18-21	186	148.80	27676	10285	0.030*	
	22 and older	129	171.27	22094			
Scale Overall	18-21	186	156.23	29059.50	11668.50	0.679	
	22 and older	129	160.55	20710.50			
Proactive Personality Scale	18-21	186	153.13	28481.50	11090.50	0.254	
	22 and older	129	165.03	21288.50			

*=p<0.05

Looking at Table 3, according to the Mann-Whitney U test results, it is seen that in the autonomy satisfaction sub-factor, one of the sub-factors of the psychological needs status in sports scale, students aged 18-21 have a higher mean score than students aged 22 and older, and in the sub-dimension of belonging dissatisfaction, students aged 22 and older have a higher mean score than students aged 18-21, which shows a significant difference. When the total mean scores of the psychological need status in sports scale and the proactive personality scale were examined, no statistical difference was determined according to the age variable (p>0.05).

Table 4. Mann-Whitney U test results of psychological need status in sports scale and proactive personality scale by sports branch variable

Scale	Sub-Factor	Branch	N	Rank Mean	Rank Sum	U	p
Psychological Need Status in Sports Scale	Autonomy Satisfaction	Individual	120	172.05	20645.50	10014.50	0.031*
		Team	195	149.36	29124.50		
	Autonomy Dissatisfaction	Individual	120	149.97	17996	10736	0.218
		Team	195	162.94	31774		
	Competence Satisfaction	Individual	120	161.96	19435.50	11224.50	0.540
		Team	195	155.56	30334.50		
	Competence Dissatisfaction	Individual	120	152.80	18336.50	11076.50	0.423
		Team	195	161.20	31433.50		
	Belonging Satisfaction	Individual	120	165.42	19850	10810	0.252
		Team	195	153.44	29920		
	Belonging Dissatisfaction	Individual	120	152.32	18287.50	11018.50	0.381
		Team	195	161.49	31491.50		
Scale Overall	Individual	120	155.19	18622.50	11362.50	0.667	
	Team	195	159.73	31147.50			
Proactive Personality Scale	Individual	120	166.88	20025	10635	0.174	
	Team	195	152.54	29745			

*= $p < 0.05$

When examining Table 4, it is seen according to the Mann-Whitney U test results that the mean scores of the students that are interested in individual sports are higher than the students that are interested in team sports in the autonomy satisfaction, which is a sub-factor of the psychological needs status in sports, and this shows a significant difference. When the total mean scores of psychological need status in sports and proactive personality were examined, no statistical difference was revealed in terms of the sports branch variable. ($p > 0.05$)

Table 5. Mann-Whitney U test results of psychological need status in sports scale and proactive personality scale by active sports year variable

Scale	Sub-Factor	Branch	N	Rank Mean	Rank Sum	U	p
Psychological Need Status in Sports Scale	Autonomy Satisfaction	1-9 years	166	163.82	27193.50	11401.50	0.229
		10 Years or more	149	151.52	22576.50		
	Autonomy Dissatisfaction	1-9 years	166	157.48	26142.50	12281.50	0.915
		10 Years or more	149	158.57	23627.50		
	Competence Satisfaction	1-9 years	166	161.76	26852	11743	0.434
		10 Years or more	149	153.81	22918		
	Competence Dissatisfaction	1-9 years	166	157.07	26073	12212	0.846
		10 Years or more	149	159.04	23697		
	Belonging Satisfaction	1-9 years	166	155.63	25834	11973	0.622
		10 Years or more	149	160.64	23936		
	Belonging Dissatisfaction	1-9 years	166	160.33	26614.50	11980.50	0.629
		10 Years or more	149	155.41	23155.50		
	Scale Overall	1-9 years	166	159.67	26504.50	12090.50	0.732
		10 Years or more	149	156.14	23265.50		
	Proactive Personality Scale	1-9 years	166	166.36	27615.50	10979.50	0.085
		10 Years or more	149	148.69	22154.50		

When considering Table 5, it is concluded that no statistically significant difference was determined according to the active sports year variable in the proactive personality scale and the psychological needs in sports scale and the sub-factors of this scale in terms of the Mann-Whitney U Test results. ($p>0.05$).

Tablo 6. Kruskal Wallis H test analysis of psychological need status in sports scale and proactive personality scale by department variable

Scale	Sub-Factor	Department	N	Rank Mean	sd	X ²	p
Psychological Need Status in Sports Scale	Autonomy Satisfaction	Trainer Education Department	46	176.22	2	2.470	0.291
		Physical Education and Sports Teaching	94	158.92			
		Sports Management	175	152.72			
	Autonomy Dissatisfaction	Trainer Education Department	46	153.59	2	.271	0.873
		Physical Education and Sports Teaching	94	155.89			
		Sports Management	175	160.29			
	Competence Satisfaction	Trainer Education Department	46	169.75	2	1.070	0.586
		Physical Education and Sports Teaching	94	153.08			
		Sports Management	175	157.55			
	Competence Dissatisfaction	Trainer Education Department	46	147.66	2	1.668	0.434
		Physical Education and Sports Teaching	94	152.40			
		Sports Management	175	163.72			
	Belonging Satisfaction	Trainer Education Department	46	163.86	2	.515	0.773
		Physical Education and Sports Teaching	94	152.97			
		Sports Management	175	159.16			
	Belonging Dissatisfaction	Trainer Education Department	46	157.75	2	4.018	0.134
		Physical Education and Sports Teaching	94	142.99			
		Sports Management	175	166.13			
	Scale Overall	Trainer Education Department	46	154.10	2	4.475	0.107
		Physical Education and Sports Teaching	94	142.82			
		Sports Management	175	167.18			
	Proactive Personality Scale	Trainer Education Department	46	167.67	2	.828	0.661
		Physical Education and Sports Teaching	94	152.80			
		Sports Management	175	158.25			

When Table 6 is examined and the findings related to the proactive personality scale, the psychological needs in sports scale, and the sub-factors of this scale are examined, no

statistically significant difference was determined according to the department variable in terms of the Kruskal Wallis H Test results ($X^2_{(sd=2, n=315), p>0.05}$).

Table 7. Pearson correlation analysis according to psychological need status in sports and proactive personalities of students at faculty of sport sciences

Correlation	Psychological Need Status in Sports	Proactive Personality
Psychological Need Status in Sports Scale	1	0.155**
Proactive Personality Scale	0.155**	0.006

***= $p<0,01$

When considering Table 7, it is concluded that there is a positive and significant correlation between psychological need status in sports and proactive personalities based on the simple linear correlation analysis applied to reveal whether there is a relationship between Psychological Need Status in Sports and proactive personalities of students of faculty of sports science ($r=0.16, p<0.01$).

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This research aimed to examine the proactive personality and psychological needs of the students of the faculty of sports sciences in terms of the variables of age, gender, department, sports branch and active sports year, and to determine whether there is a relationship between proactive personality and psychological needs in sport. When the first finding of the study was examined, a significant difference was determined in favor of female students in the autonomy satisfaction, the sub-factor of the psychological needs in sports scale, and proactive personality scale. It can be said that female students behave psychologically more autonomously in sports than male students. Also, numerous studies in the literature back up this finding of the study. In a study conducted by Güler (2022), to determine the psychological needs of university students in sports, similar results were found in favor of female students. Similarly, in another study examining the psychological needs of university students in sports, a significant difference was obtained in favor of female students (Özlu et al., 2022). Kashdan et al. (2009), and Ünlü (2009), concluded in their research to determine the state of psychological needs in sports that women have a higher average score than men. Studies are available which show that there is a statistically significant difference in proactive personality status according to the gender variable (Karababa et al., 2022). At the same time, there are also studies where there is no differentiation (Çini, 2014; Özkurt, 2015; Karabatak, 2018). These research findings contradict with the research conducted. It is thought that the reason for this may be the difference in professions in the research groups. In addition, it was

determined that male students scored higher than female students in the sub-dimension of belonging dissatisfaction. This finding is in parallel with the first finding of the study. The fact that female students behave more autonomously in terms of their psychological needs in sports, whereas male students also show belonging dissatisfaction in sports shows that the results obtained do not contradict each other. In the results obtained from the general psychological needs in sports scale, no statistically significant difference was revealed in terms of gender. Öner (2019), Gürer and Kılınc (2019), reached findings that support this result in their studies. Within the framework of basic psychological needs, individuals with high autonomy, competence and relationship satisfaction are expressed as individuals who are open to communication, willing to learn new things and more successful. It is thought that male and female students studying in sports sciences faculties exhibit similar behaviors in terms of autonomy, belonging and competence satisfaction and are individuals with high autonomy, competence and relationship satisfaction.

It was concluded in another finding of the study that in the sub-factor of autonomy satisfaction, the students aged 18-21 had a mean score that is higher than that of the students aged 22 and older. As can be understood from this result, university students who are younger and therefore study in lower classes have higher levels of autonomy satisfaction. There are studies in which results were obtained in the same direction (Güler, 2022; Özlü et al., 2022). On the other hand, in the sub-dimension of belonging dissatisfaction, students aged 22 and older have a higher mean score than students aged 18-21 and differ significantly. Younger students' autonomy satisfaction is higher, whereas students who are older and therefore study in higher grades have higher belonging dissatisfaction, which can be interpreted as the results of the research showing consistency within themselves. When examining the total mean scores of the Psychological Need Status in Sports Scale and the Proactive Personality Scale, no statistically difference was determined in terms of the age variable. Similarly, Karababa et al. (2022), study on university students' proactive personalities revealed that there was no differentiation according to grade level variable, which is in parallel with the research. This result obtained by Karababa is in line with the findings of this study.

Based on the results of another finding of the study, in which university students interested in individual sports and university students interested in team sports were compared, it was revealed that students interested in individual sports had higher autonomy satisfaction than students interested in team sports. Considering the ways in which individual sports and team sports are performed, it can be interpreted that team sports improve the ability

to cooperate, while individual sports improve the ability of autonomy, which is in parallel with the findings obtained in the research. When the total mean scores of Psychological Need Status in Sports and Proactive personality were examined, it was figured out that no statistical difference was found in terms of the sports branch variable. There are studies in the literature that show similarities with this finding of the study. It was stated that there was no statistically significant difference according to proactive personality between the participants who were interested in team sports or individual sports (Özyurt, 2015). Although both team sports and individual sports are seen as different, it can be said that they are similar in some situations such as decision-making and acting quickly. According to the results obtained from the research, it is seen that people who play both types of sports show the same level of proactive personality traits.

In the study, it was concluded that the results of the proactive personality scale and the psychological needs in sports scale and the sub-factors of this scale did not change according to department and active sports year variables. However, Tiryaki et al. (2020), concluded in a study on sports sciences faculty students that the sports year differed significantly in terms of autonomy sub-factor. In addition, in the study by Öner (2019), it was specified that with the increase in exercise history, there was an increase in the levels of autonomy, competence and relationship satisfaction. However, there are also studies that reach similar results with this study. In the study by Ozlu et al. (2022), on sports sciences faculty students, it was stated that the year of doing sports did not show a significant difference according to psychological need status in sports. An individual who is new to sports and an experienced athlete have the same goals. Both of them primarily aim to learn all the skills of their branch and win the competitions. For this reason, it is thought that psychological needs in sport do not differ in terms of years of practicing sport.

Finally, in the current research, it was examined whether there is a relationship between psychological need status in sports and proactive personalities of sports sciences faculty students, and according to the results obtained, a positive and significant relationship can be said between psychological need status in sports and proactive personalities. Due to the fact that the faculty of sports sciences students are one of the objects in sports, the competition, which is the most important object of sports, includes competition and this competitive situation creates psychological pressure on the athlete-coach-manager, which will trigger the development of proactive personality traits of the people involved. In the face of instantaneous situations in sporting events, the coach-athlete will use the initiative for the

positions they may encounter. In this case, this may explain the positive and significant correlation of this study between psychological need status in sports and proactive personalities.

Recommendations

1. This research was carried out with the faculty of sports sciences students. Data can be generalized or compared by obtaining data from sports science faculties of different universities.
2. Similar studies can be conducted by obtaining data from students studying in different departments of universities and making comparisons.
3. Structural equation modeling studies can be carried out to measure the effect between the variables by adding different scales to the psychological needs status in sports scale and proactive personality scale.
4. It can be done in mixed method studies in which quantitative and qualitative research methods are used together to reveal the psychological needs of individuals in sports.

In line with the identified needs, individuals can be directed to team or individual sports according to their needs.

Limitation of the study

In the literature, there are no different studies on the relationship between proactive personality and psychological needs in sport. Therefore, the part of the discussion section related to this result is limited.

GENİŞLETİLMİŞ ÖZET

GİRİŞ

Kişilik, insan davranışları ve psikolojisindeki çeşitliliğe bağlı olarak kişiden kişiye değişiklik gösterebilir. Bu durum bazı kişilik türlerinin ortaya çıkmasına sebep olmuştur. Bu kişilik türlerinden biri proaktif kişilik olarak adlandırılmaktadır. Proaktif kişilik, durumsal kuvvetlerden etkilenmeyen, çevresel değişimi destekleyen, tutarlı eğilime sahip kişi olarak tanımlanmaktadır (Bateman & Crant 1993). Proaktif kişiliğe sahip birey tek bir çözüm yoluna odaklanmaz alternatifleri de düşünür. İhtiyaç ise davranışların temelini oluşturan ve insanları eyleme yöneltten temel unsurdur (Hamurcu & Sargın, 2011). Morgan ihtiyacı, bireyin fizyolojik ve sonradan kazanılan herhangi bir eksikliği ya da yetmezliği olarak tanımlanmaktadır (Morgan, 1984). Bireyler zorunlu fizyolojik ihtiyaçlarını karşıladıkları zaman ihtiyaç hiyerarşilerinin bir devamı olan psikolojik ihtiyaçlarını da karşılamak isterler (Glasser, 1999). Psikolojik ihtiyaç, ihtiyaca yönelik olarak sergilenen amaçlı eylemler olarak tanımlanmaktadır (Kuzgun, 2009).

Bireylerin kendilerini hayata bağlaması için kişilik ihtiyaçlarının ve psikolojik ihtiyaçlarının belirli seviyede olması gerekmektedir. Aynı durum sporcular için de geçerlidir. Sporda bazı durumlar karşısında belirli kararlar alınması, olaylara odaklanması, kendine güven (Weinberg & Gould, 2003), sporcularda yenmek ve yenilmek gibi duyguların kontrol altında tutulması (Kaşka, 2002) proaktif kişiliğin ve psikolojik ihtiyaçlarının belirli seviyede olması ile bağlantılıdır. Bu bilgiler doğrultusunda bu araştırma; spor bilimleri fakültesinde öğrenim gören öğrencilerin proaktif kişilik ve sporda psikolojik ihtiyaçlarının yaş, cinsiyet, bölüm, spor branşı ve aktif spor yılı değişkenlerine göre incelenmesi; proaktif kişilik ve sporda psikolojik ihtiyaçları arasında bir ilişki olup olmadığının belirlenmesi amacıyla yapılmıştır. Bu temel amaca aşağıdaki alt problemler doğrultusunda ulaşılmaya çalışılmıştır:

1. Spor bilimleri fakültesi öğrencilerinin proaktif kişilik ve sporda psikolojik ihtiyaçlar ölçeklerinden aldıkları puanlar yaş, cinsiyet, bölüm, spor dalı ve aktif spor yılı değişkenlerine göre anlamlı farklılık göstermekte midir?

2. Spor bilimleri fakültesi öğrencilerinin proaktif kişilik ve sporda psikolojik ihtiyaçlar ölçeklerinden aldıkları puanlar arasında anlamlı bir ilişki var mıdır?

YÖNTEM

Bu çalışmada nicel araştırma yöntemleri arasında bulunan tarama modeli kullanılmıştır. Araştırmaya Karamanoğlu Mehmetbey Üniversitesi Spor Bilimleri Fakültesinde öğrenim gören 315 üniversite öğrencisi katılmıştır. Araştırmanın verileri çevrimiçi olarak toplanmış ve etik kurul raporu Karamanoğlu Mehmetbey Üniversitesi Sosyal Bilimler Etik Kurulu tarafından onaylanmıştır. Araştırmanın amaçları doğrultusunda Sporda Psikolojik İhtiyaç Durumu Ölçeği, Proaktif Kişilik Ölçeği ve araştırmacılar tarafından oluşturulan kişisel bilgi formu kullanılmıştır. Bhavsar ve arkadaşları (2020), tarafından geliştirilen “Sporda Psikolojik İhtiyaçlar Durumu Ölçeği (SPİDÖ) Türkçeye Ünver ve arkadaşları (2022), tarafından uyarlanmıştır. Proaktif Kişilik Ölçeği ise Bateman ve Crant (1993), tarafından geliştirilmiş ve Claes ve arkadaşları (2005), tarafından revize edilmiştir. Revize edilen ölçek Akın ve arkadaşları (2011), tarafından “Kısaltılmış Proaktif Kişilik Ölçeği” olarak Türkçeye uyarlanmıştır. Ölçeklerin toplam ve alt faktör puanlarının normal dağılmadığı yapılan incelemeler sonucu belirlenmiş ve tüm analizlerde non-parametrik testler kullanılmıştır. Bu doğrultuda Mann Whitney-U, Kruskal Wallis H ve Pearson Korelasyon analizleri yapılmıştır.

BULGULAR

Araştırmanın ilk bulgusu incelendiğinde sporda psikolojik ihtiyaçlar durumu alt faktörü olan özerklik memnuniyetinde ve proaktif kişilik ölçeğinde kadın öğrencilerin lehine anlamlı farklılık tespit edilmiştir. Araştırmanın bir başka bulgusunda özerklik memnuniyeti alt faktöründe 18-21 yaş aralığındaki öğrencilerin 22 ve üzeri yaş aralığındaki öğrencilere göre daha yüksek puan ortalamasına sahip olduğu sonucu ortaya çıkmıştır. Araştırmanın bireysel sporla ilgilenen üniversite öğrencileri ile

takım sporlarıyla ilgilenen üniversite öğrencilerinin karşılaştırıldığı bir diğer bulgusuna göre bireysel sporlar ile ilgilenen öğrencilerin takım sporu ile ilgilenen öğrencilere göre özerklik memnuniyetlerinin daha yüksek olduğu ortaya çıkmıştır. Araştırmada proaktif kişilik ölçeği ve sporda psikolojik ihtiyaçlar durumu ölçeği ile bu ölçeğin alt faktörlerine ilişkin bulguların sonuçları öğrenim görülen bölüm ve yapılan spor yılı değişkenleri açısından farklılaşmadığı sonucuna ulaşılmıştır. Spor bilimleri fakültesi öğrencilerinin sporda psikolojik ihtiyaç durumu ve proaktif kişilikleri arasında bir ilişkinin olup olmadığını ortaya çıkarmak maksadıyla uygulanan basit doğrusal korelasyon analizi sonucunda sporda psikolojik ihtiyaç durumu ve proaktif kişilikleri arasında pozitif yönde düşük düzeyde ve anlamlı düzeyde ilişki olduğu sonucuna varılmıştır.

TARTIŞMA VE SONUÇ

Bu araştırma, spor bilimleri fakültesinde öğrenim gören öğrencilerin proaktif kişilik ve sporda psikolojik ihtiyaçlarının yaş, cinsiyet, bölüm, spor branşı ve aktif spor yılı değişkenlerine göre incelenmesi ve proaktif kişilik ile sporda psikolojik ihtiyaçlar arasında bir ilişki olup olmadığının belirlenmesi amacıyla yapılmıştır. Elde edilen bulgulara göre sporda psikolojik ihtiyaçlar durumu alt faktörü olan özerklik memnuniyetinde ve proaktif kişilik ölçeğinde kadın öğrencilerin lehine anlamlı farklılık tespit edilmiştir. Kadın öğrencilerin erkek öğrencilere nazaran sporda psikolojik olarak daha özerk davrandıkları söylenebilir. Sporda psikolojik ihtiyaçlar durumunu belirlemeye yönelik yapılan birçok araştırmada da benzer şekilde kadınların erkeklere oranla daha yüksek puan ortalamasına sahip oldukları sonucuna ulaşılmıştır (Kashdan ve ark., 2009; Ünlü; 2009; Güler, 2022; Karababa ve ark., 2022; Özlü ve ark., 2022). Araştırmanın bir başka bulgusunda özerklik memnuniyeti alt faktöründe 18-21 yaş aralığındaki öğrencilerin 22 ve üzeri yaş aralığındaki öğrencilere göre daha yüksek puan ortalamasına sahip olduğu sonucu ortaya çıkmıştır. Bu sonuçtan anlaşılacağı üzere daha genç olan dolaylı olarak daha alt sınıflarda öğrenim gören üniversite öğrencilerinin özerklik memnuniyet düzeyleri yüksektir. Aynı doğrultuda sonuçların elde edildiği araştırmalar mevcuttur (Güler, 2022; Özlü ve ark., 2022). Araştırmanın bireysel sporla ilgilen üniversite öğrencileri ile takım sporlarıyla ilgilenen üniversite öğrencilerinin karşılaştırıldığı bir diğer bulgusuna göre bireysel sporlar ile ilgilenen öğrencilerin takım sporu ile ilgilenen öğrencilere göre özerklik memnuniyetlerinin daha yüksek olduğu ortaya çıkmıştır. Bireysel sporlar ile takım sporlarının yapılış biçimleri göz önünde bulundurulduğunda takım sporlarının işbirliği yapma yeteneğini bireysel sporların ise araştırmada elde edilen bulguya paralel olarak özerklik yeteneğini geliştirdiği şeklinde yorumlanabilir. Beden eğitimi spor yüksekokulu öğrencileri üzerine yapılan bir araştırmada takım sporları ya da bireysel sporlar ile ilgilenen katılımcılar arasında proaktif kişilik açısından istatistiksel olarak anlamlı bir farkın olmadığı belirtilmiştir (Özyurt, 2015). Araştırmada proaktif kişilik ölçeği ve sporda psikolojik ihtiyaçlar durumu ölçeği ile bu ölçeğin alt faktörlerinden elde edilen puanların öğrenim görülen bölüm ve aktif spor yılı değişkenleri açısından farklılaşmadığı sonucuna ulaşılmıştır. Ancak Tiryaki, Pehlivan ve

Kaya (2020), spor bilimleri fakültesi öğrencileriyle ilgili yaptıkları bir araştırmada yapılan spor yılının özerlik alt faktörü açısından anlamlı farklılaştığı sonucuna ulaşmışlardır.

Son olarak araştırmada spor bilimleri fakültesi öğrencilerinin sporda psikolojik ihtiyaç durumu ve proaktif kişilikleri arasında bir ilişkinin olup olmadığı durumu incelenmiştir ve elde edilen sonuçlara göre sporda psikolojik ihtiyaç durumu ve proaktif kişilikleri arasında pozitif yönde ve anlamlı düzeyde ilişki olduğu söylenebilir. Literatürde proaktif kişilik ve sporda psikolojik ihtiyaçlar durumu arasındaki ilişkiyi ele alan farklı çalışmalara rastlanamamıştır. Bu nedenle tartışma bölümünün bu bulguyla ilgili kısmı sınırlı kalmıştır.

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KATKI ORANI CONTRIBUTION RATE	AÇIKLAMA EXPLANATION	KATKIDA BULUNANLAR CONTRIBUTORS
Fikir ve Kavramsal Örgü <i>Idea or Notion</i>	Araştırma hipotezini veya fikrini oluşturmak <i>Form the research hypothesis or idea</i>	Volkan SURAL Bekir ÇAR
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	Volkan SURAL Ali ERDOĞAN
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	Volkan SURAL Erkan Faruk ŞİRİN
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	Ali ERDOĞAN Bekir ÇAR Volkan SURAL
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	Volkan SURAL Ali ERDOĞAN

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Researchers do not have any personal or financial conflicts of interest with other people and institutions related to the research.

Etik Kurul Beyanı/ Statement of Ethics Committee

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This research was conducted with the decision of Karamanoğlu Mehmetbey University Ethics Committee dated 29.11.2022 and numbered 254-258.



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