



Research Article

IJSEHR 2023; 7(2): 103-113
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www.sportsciencesresearch.com
Received: 28-10-2023
Accepted: 29-12-2023
DOI: 10.31254/sportmed.7212

Examination of the Relationship between Self-regulation Skills and Psychological Help Needs of University Students Receiving Sports Education

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Abstract

The objective of study is to examine connection among self-regulation skills and psychological help needs of university students receiving sports education. Survey model has been used in research. The population of study comprises of a sum of 1569 students from Selcuk University Faculty of Sport Sciences and Necmettin Erbakan University Faculty of Education Physical Education and Sport Department in 2020-2021 Academic Year in Turkey. The sample of research consisted of 420 university students who were selected from this population by using the purposive sampling method. In research "Personal Information Form", "Self-Regulation Questionnaire (SRQ)" and "Psychological Help Needs Determination Scale (PHNDS)" have been used. Analysis of data was performed via t test, ANOVA test, Pearson Product Moments Correlation test, Tukey for homogeneous distribution and Tamhane's T2 test for non-homogeneous distribution were preferred. In accordance with results it has been specified that there is a negative and low-level significant connection among the need for psychological help and self-regulation skills.

Keywords: Sports, University, Self-regulation, Psychological help.

INTRODUCTION

Self-regulation is the individual's awareness of responsibilities in the learning process and the ability to control this responsibility in his own order [1]. Miller et al. [2] explains self-regulation as the ability to utilize cognitive, emotional and motivational resources to achieve goals. Self-regulation is seen as not only mental competence or academic performance, but also the ability of the individual to transform his/her mental skills into academic performance and to plan and manage this process himself/herself [3].

Individuals with a high level of self-regulation skills not only improve with regards to academic achievement, but also their perspective on life is affected in a positive way and they become more optimistic about the future. Therefore, self-regulation makes substantial contributions to achievement of the person, the decisions he/she will make on his/her behalf, his/her bilateral relations with his/her environment, social life and emotional aspects [4]. Self-regulation focuses on the needs of the individual during the process of self-regulation. While focusing on needs, it looks for ways to contribute to progress in line with the determined goals, taking into account feelings and emotional states [5]. Self-regulation includes the concepts of controlling attention and emotion, awareness of inappropriate behaviors, and delaying gratification [6]. Self-regulation is being able to control the learning process independently of other individuals or the environment. Success in the individual, being independent, taking responsibility and self-actualization characteristics emerge with the development of self-regulation skills [7].

Psychological need is an innate source of motivation that creates a desire to interact with the environment in a way that can improve personal development, social development and psychological well-being [8]. Need is all of the elements that affect the social, emotional, physiological and psychological state of the individual. Elements such as physiological characteristics, socio-cultural characteristics, age factor, interests and abilities, environmental factors affect the needs of the individual and, accordingly, his behavior. The intensity and importance of the need, which is the effect of these factors, shapes the behavior of the individual [9]. Sport is an effective tool for coping with the stress and stress-related

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problems encountered in life. Regular sports are an important factor that can save the individual from the fast pace of life and the negative mental and psychological effects of the fast pace [10].

This information reveals the importance of sports in human life and shows the necessity of investigating the connection among sports and self-regulation skills and need for psychological help. It is important for university students to include regular exercise in their lives. It is thought that regular exercise may affect progress of self-regulation skills and the need for psychological help in university students. The objective of the research is to analyze the connection among self-regulation skills and psychological help needs of university students who receive sports education.

MATERIAL AND METHODS

Model of the Research

In research, in which connection among self-regulation skills of university students studying sports and the need for psychological help was examined, survey research model based on quantitative observation has been used. The survey model is a study paradigm that objectives to describe a past or present situation as it exists [11].

Population and Sample

The population of research comprises of a sum of 1569 students who received sports training at Selçuk University Faculty of Sport Sciences (n=1372) and Necmettin Erbakan University Faculty of Education Physical Education and Sport Department (n=197) in 2020-2021 Academic Year.

It is stated that 379 people to be selected from a population of 30.000 people will be sufficient for the sample selection for a 0.05 tolerable error [12]. The sample of study consisted of 420 university students who were selected from population by random sampling method and who were studying sport.

Data collection instrument

Personal Information Form

In personal information form developed by the researchers; there are 4 questions to determine the gender, number of siblings, weekly exercise hours and weekly exercise days of university students.

Self-Regulation Questionnaire

“Self-Regulation Questionnaire (SRQ)” was developed by Brown, Miller, and Lawendowski [13] and then the Short Self-Regulation Questionnaire-SSRQ consisting of 31 items was developed by Carey, Neal, and Collins [14] and adapted to Turkish culture according to the short form by Ay (2014). The SRQ is a Likert-type scale consisting of five sub-dimensions and 30 items in total. SRQ internal consistency coefficient was found to be .89, two-half reliability was .87, and test-retest reliability was .78 [15].

Psychological Help Needs Determination Scale

“Psychological Help Needs Determination Scale (PHNDS)” it is a likert type scale developed by Ay [15] in order to designate psychological help needs of university students, taking into account Maslow's (1970) Hierarchy of Needs Theory. PHNDS consists of four sub-dimensions and 35 items. The PHNDS internal consistency coefficient was .92, the split half reliability was .86, and the test-retest reliability was .72 [15].

Analysis of Data

SPSS 22 statistical package program has been used for the analysis of the data. For the purpose of investigate whether the data showed a normal distribution, skewness and kurtosis values were taken into account and it has been designated that the data showed a normal distribution. Independent sample t-test, which is one of the parametric tests for pairwise group comparisons, one-way analysis of variance (ANOVA) for more than two-group comparisons, and pearson correlation test to reveal whether there is a relationship according to the hypotheses, has been applied and level of meaningful has been approved as $p < .05$.

FINDINGS

In this place, the analysis of the data collected through data collection tools is included in the findings and comments.

Table 1: Normality analysis of the data

	Skewness	Kurtosis
Safety	-.097	.624
Love	-.570	.995
Respect	.966	1.407
Self-actualization	-.374	1.464
PHNDS	-.331	1.416
Information Gathering	-.396	-.483
Focus on Alternatives	-.302	-.236
Planning	-.619	.320
Evaluation	-.571	.338
Implementation	-.431	.039
SRQ	-.115	-.585

In Table 1, the normality distribution of data has been evaluated with range of Skewness and Kurtosis coefficients and it was determined that the values did not exceed range of +1.5 and -1.5 and therefore data have been normally distributed. Since these values are among -1.5 and +1.5, data are normally distributed and parametric tests can be used for analyzes [16].

Table 2: Personal information of students

Variable		n	%
Gender	Male	250	59.5
	Female	170	40.5
Number of Siblings	1	79	18.8
	2	141	33.6
	3	97	23.1
	4	30	7.1
	5 and more	59	14.0
Weekly Exercise Day	1	48	11.4
	2	50	11.9
	3	157	37.4
	4	75	17.9
	5 and more	90	21.4
Weekly Exercise Hours	1-3	166	39.5
	4-5	93	22.1
	6-7	81	19.3
	8-9	46	11.0
	10-11	34	8.1

Table 3: T-test of PHND and its sub-dimensions according to gender

	Gender	n	X	Std. Dev.	t	p
Safety	Male	250	2.96	.397	1.104	.270
	Female	170	2.92	.383		
Love	Male	250	3.24	.299	1.049	.295
	Female	170	3.21	.306		
Respect	Male	250	2.26	.391	-.650	.516
	Female	170	2.29	.411		
Self-actualization	Male	250	2.71	.281	-2.626	.009*
	Female	170	2.79	.281		
PHNDS	Male	250	2.81	.151	-.534	.593
	Female	170	2.81	.161		

*P<.05

According to Table 3, t-test has been applied to determine whether PHNDS and its sub-dimensions differed significantly as regard gender variable. In accordance with test results, only self-actualization sub-

dimension ($p=.009<.05$) was found to differ significantly in proportion to gender variable.

Table 4: Anova test of PHNDS and its sub-dimensions in compliance with sibling number

	Sibling Number	n	X	Std. Dev.	F	p	Significant Difference
Safety	A 1	79	3.02	.383	3.888	.004*	C<A, B
	B 2	141	2.97	.352			
	C 3	97	2.81	.403			
	D 4	30	2.94	.405			
	E 5 and more	59	2.97	.410			
Love	A 1	79	3.22	.258	6.442	.000*	B>D, E C>D, E
	B 2	141	3.27	.264			
	C 3	97	3.31	.322			
	D 4	30	3.07	.389			
	E 5 and more	59	3.13	.281			
Respect	A 1	79	2.29	.359	2.633	.034*	A<E
	B 2	141	2.21	.343			
	C 3	97	2.23	.472			
	D 4	30	2.33	.471			
	E 5 and more	59	2.39	.369			
Self-actualization	A 1	79	2.75	.220	.766	.548	
	B 2	141	2.73	.292			
	C 3	97	2.77	.302			
	D 4	30	2.71	.229			
	E 5 and more	59	2.70	.298			
PHNDS	A 1	79	2.83	.154	.865	.485	
	B 2	141	2.81	.132			
	C 3	97	2.81	.166			
	D 4	30	2.77	.215			
	E 5 and more	59	2.80	.150			

*p<.05

According to Table 4, results of Anova test of PHNDS and its sub-dimensions in terms of sibling number, a significant difference has been confirmed among sibling number and the sub-dimensions of safety ($p=.004<.05$), love ($p=.000<.05$) and respect ($p=.034<.05$). According to the descriptive post-hoc test results, it has been designated that the variances were homogeneously distributed [safety ($L=.452$; $p=.771>.05$), love ($L=1.313$; $p=.264>.05$), respect ($L=1.906$;

$p=.109>.05$) sub-dimensions]. In this case, Tukey test, one of the descriptive post-hoc tests, has been chosen. It has been specified that there was a meaningful difference among 3 siblings and 1 and 2 siblings for the safety sub-dimension, among 2 siblings and 4 and 5 siblings for the love sub-dimension, between 3 siblings and 4 and 5 siblings, and among 2 and 5 siblings for the respect sub-dimension.

Table 5: Anova test of PHNDS and its sub-dimensions in reference to the number of exercise days per week variable

		Number of Exercise Days	N	X	Std. Dev.	F	p	Significant Difference
Safety	A	1	48	2.92	.452	.101	.982	
	B	2	50	2.94	.464			
	C	3	157	2.93	.378			
	D	4	75	2.96	.330			
	E	5 and more	90	2.95	.393			
Love	A	1	48	3.23	.374	2.912	.021*	C>E
	B	2	50	3.23	.315			
	C	3	157	3.29	.274			
	D	4	75	3.18	.296			
	E	5 and more	90	3.17	.289			
Respect	A	1	48	2.34	.467	1.707	.148	
	B	2	50	2.28	.364			
	C	3	157	2.21	.344			
	D	4	75	2.32	.434			
	E	5 and more	90	2.29	.431			
Self-actualization	A	1	48	2.66	.396	2.188	.070	
	B	2	50	2.81	.268			
	C	3	157	2.76	.267			
	D	4	75	2.76	.273			
	E	5 and more	90	2.71	.244			
PHNDS	A	1	48	2.80	.183	.613	.653	
	B	2	50	2.83	.142			
	C	3	157	2.81	.133			
	D	4	75	2.81	.172			
	E	5 and more	90	2.79	.168			

*p<.05

According to Table 5, Anova test results to specify whether PHNDS and its sub-dimensions differ significantly as regards number of exercise days per week variable, a significant difference was found between the number of exercise days per week variable and the love sub-dimension ($p=.021<.05$). According to descriptive post-hoc test results, it has been

identified that the variances were not homogeneously distributed. [Love sub-dimension ($L=2.688$; $p=.031<.05$)] In this case, Tamhane's T2 test, one of the descriptive post-hoc tests, was preferred. It has been found that the significant difference was between those who exercised 5 or more days a week and those who exercised 3 days a week.

Table 6: Anova test of PHNDS and its sub-dimensions according to weekly exercise hours

		Exercise Hours	n	X	Std. Dev.	F	p	Significant Difference
Safety	A	2-3	166	2.89	.416	1.411	.229	
	B	4-5	93	2.94	.359			
	C	6-7	81	3.00	.370			
	D	8-9	46	3.00	.411			
	E	10-11	34	2.97	.368			
Love	A	2-3	166	3.20	.321	3.998	.003*	B>A, D, E
	B	4-5	93	3.33	.306			
	C	6-7	81	3.24	.260			
	D	8-9	46	3.15	.321			
	E	10-11	34	3.20	.181			
Respect	A	2-3	166	2.28	.372	1,806	.127	
	B	4-5	93	2.21	.364			
	C	6-7	81	2.27	.382			
	D	8-9	46	2.26	.404			

	E	10-11	34	2.42	.593			
Self-actualization	A	2-3	166	2.71	.282	1.747	.139	
	B	4-5	93	2.76	.273			
	C	6-7	81	2.80	.311			
	D	8-9	46	2.70	.223			
	E	10-11	34	2.74	.304			
PHNDS	A	2-3	166	2.79	.148	2.737	.028*	D<B, C, E
	B	4-5	93	2.83	.131			
	C	6-7	81	2.84	.143			
	D	8-9	46	2.78	.173			
	E	10-11	34	2.84	.222			

*p<.05

According to Table 6, Anova test results to assign whether PHNDS and its sub-dimensions differed significantly in regard to weekly exercise hours variable, a significant difference has been found between weekly exercise hours variable and the love sub-dimension ($p=.003<.05$) and PHNDS ($p=.028<.05$). According to the results of the descriptive post-hoc test to find out between which groups the significance originated [love sub-dimension ($L=3.416$; $p=.009<.05$), PHNDS ($L=3.015$;

$p=.018<.05$]]. In this case, Tamhane's T2 test, one of the descriptive post-hoc tests, has been preferred. It has been designated that there was a significant difference among those who exercised 4-5 hours and those who exercised 2-3 hours, 8-9 hours and 10-11 hours weekly in the sub-dimension of love, and among those who exercised 8-9 hours and those who exercised 4-5 hours, 6-7 hours and 10-11 hours weekly in PHNDS.

Table 7: T-test of SRQ and its sub-dimensions in comparison with gender

	Gender	n	X	Std. Dev.	t	p
Information Gathering	Male	250	3.82	.784	.665	.506
	Female	170	3.77	.825		
Focus on Alternatives	Male	250	3.94	.663	1.537	.125
	Female	170	3.83	.701		
Evaluation	Male	250	4.11	.602	1.870	.062
	Female	170	3.99	.676		
Implementation	Male	250	4.10	.589	2.882	.004*
	Female	170	3.93	.605		
Planning	Male	250	3.66	.823	1.672	.095
	Female	170	3.52	.788		
SRQ	Male	250	3.95	.589	2.079	.038*
	Female	170	3.82	.598		

*P<.05

In comparison with Table 7, t-test results to determine whether the SRQ and its sub-dimensions differ significantly in compliance with the gender variable, a meaningful difference has been explored between

implementation sub-dimension ($p=.004<.05$) and SRQ ($p=.038<.05$) and gender.

Table 8: Anova test of SRQ and its sub-dimensions in proportion to sibling number

		Sibling Number	n	X	Std. Dev.	F	p	Significant Difference
Information Gathering	A	1	79	3.74	.774	5.974	.000*	E<B, C
	B	2	141	3.87	.791			
	C	3	97	4.05	.803			
	D	4	30	3.67	.710			
	E	5 and more	59	3.45	.756			
Focus on Alternatives	A	1	79	3.89	.654	2.156	.073	
	B	2	141	3.96	.642			
	C	3	97	4.00	.723			
	D	4	30	3.97	.622			
	E	5 and more	59	3.70	.674			
	A	1	79	4.08	.537	1.264	.284	

Evaluation	B	2	141	4.10	.607			
	C	3	97	4.15	.704			
	D	4	30	4.11	.621			
	E	5 and more	59	3.92	.605			
Implementation	A	1	79	4.04	.496	1.455		.215
	B	2	141	4.07	.586			
	C	3	97	4.13	.616			
	D	4	30	4.03	.538			
	E	5 and more	59	3.90	.636			
Planning	A	1	79	3.59	.831	2.111		.079
	B	2	141	3.69	.838			
	C	3	97	3.73	.748			
	D	4	30	3.51	.645			
	E	5 and more	59	3.39	.816			
SRQ	A	1	79	3.89	.563	2.985		.019*
	B	2	141	3.95	.582			
	C	3	97	4.02	.615			
	D	4	30	3.88	.529			
	E	5 and more	59	3.70	.586			

*p<.05

According to Table 8, results of Anova test to determine whether the SRQ and its sub-dimensions differ significantly in regard to sibling number variable, a meaningful difference has been explored among sibling number variable and the information gathering sub-dimension (p=.000<.05) and SRQ (p=.019<.05). According to results of the descriptive post-hoc test to discover among which groups the

significance arose, it has been determined that the data for the information gathering subscale (L=.226; p=.924<.05) and SRQ (L=.949; p=.435<.05) showed homogeneous distribution. According to the Tukey test for the information gathering sub-dimension and SRQ, a significant difference was found between those with 5 or more siblings and those with 2 or 3 siblings.

Table 9: Anova test of SRQ and its sub-dimensions in accordance with number of exercise days per week variable

		Number of Exercise Days	n	X	Std. Dev.	F	p	Significant Difference
Information Gathering	A	1	48	3.30	.944	10.380	.000*	C>A, D, E B>A
	B	2	50	3.86	.734			
	C	3	157	4.05	.753			
	D	4	75	3.66	.693			
	E	5 and more	90	3.70	.761			
Focus on Alternatives	A	1	48	3.56	.765	5.204	.000*	A<C
	B	2	50	3.94	.630			
	C	3	157	4.03	.658			
	D	4	75	3.80	.569			
	E	5 and more	90	3.89	.718			
Evaluation	A	1	48	3.87	.720	4.971	.001*	C>D
	B	2	50	4.13	.663			
	C	3	157	4.18	.599			
	D	4	75	3.85	.638			
	E	5 and more	90	4.09	.569			
Implementation	A	1	48	3.89	.793	2.999	.018*	C>D
	B	2	50	4.11	.613			
	C	3	157	4.12	.581			
	D	4	75	3.88	.531			
	E	5 and more	90	4.02	.534			
Planning	A	1	48	3.10	.898	5.791	.000*	A<B, C, D, E
	B	2	50	3.63	.816			

	C	3	157	3.73	.861			
	D	4	75	3.64	.577			
	E	5 and more	90	3.61	.750			
SRQ	A	1	48	3.59	.687	6.559	.000*	A<B, C C>A, D
	B	2	50	3.95	.542			
	C	3	157	4.03	.602			
	D	4	75	3.78	.502			
	E	5 and more	90	3.88	.558			

*p<.05

According to Table 9, results of Anova test to determine whether SRQ and its sub-dimensions differ meaningfully in accordance with number of exercise days, the number of exercise days per week variable and information gathering ($p=.000<.05$), focus on alternatives ($p=.000<.05$), evaluation ($p=.001<.05$), implementation ($p=.018<.05$), planning ($p=.00<.05$) sub-dimensions and SRQ ($p=.000<.05$). According to the descriptive post-hoc test results, to explore among which groups significance arises, information gathering sub-dimension ($L=2.690$; $p=.031<.05$), focus on alternatives sub-dimension ($L=2.457$; $p=.045<.05$), implementation sub-dimension ($L=4325$; $p=.002<.05$), planning sub-dimension ($L=3.847$; $p=.004<.05$) and SRQ ($L=3.521$; $p=.008<.05$) data did not show homogeneous distribution. Besides, it

has been identified that evaluation sub-dimension data ($L=1.164$; $p=.326>.05$) showed a homogeneous distribution. In the information gathering sub-dimension, a significant difference was found between those who exercised 3 days a week and those who exercised 1-4 and 5 days and 2-1 days a week, in the sub-dimension of focus on alternatives between those who exercised 1 and 3 days a week, in the sub-dimensions of evaluation and implementation between those who exercised 3 and 4 days a week, in the sub-dimension of planning between those who exercised 1, 2-3-4 and 5 days a week, in the SRQ between those who exercised 1 and 2-3 days a week, and between those who exercised 3 days a week and those who exercised 1 and 4 days a week.

Table 10: Anova test of SRQ and its sub-dimensions according to weekly exercise hours

		Exercise Hour	n	X	Std. Dev.	F	p	Significant Difference
Information Gathering	A	2-3	166	3.69	.807	3.384	.010*	A<B
	B	4-5	93	4.05	.807			
	C	6-7	81	3.80	.797			
	D	8-9	46	3.67	.722			
	E	10-11	34	3.81	.739			
Focus on Alternatives	A	2-3	166	3.84	.694	1.053	.380	
	B	4-5	93	4.00	.657			
	C	6-7	81	3.94	.695			
	D	8-9	46	3.85	.583			
	E	10-11	34	3.81	.746			
Evaluation	A	2-3	166	4.04	.634	.830	.506	
	B	4-5	93	4.14	.647			
	C	6-7	81	4.09	.613			
	D	8-9	46	3.95	.563			
	E	10-11	34	4.06	.740			
Implementation	A	2-3	166	4.01	.617	.903	.462	
	B	4-5	93	4.13	.580			
	C	6-7	81	4.00	.615			
	D	8-9	46	3.97	.572			
	E	10-11	34	3.99	.575			
Planning	A	2-3	166	3.46	.807	2.713	.030*	A<B
	B	4-5	93	3.80	.841			
	C	6-7	81	3.66	.866			
	D	8-9	46	3.59	.631			
	E	10-11	34	3.64	.738			
SRQ	A	2-3	166	3.83	.590	1.938	.103	
	B	4-5	93	4.04	.588			
	C	6-7	81	3.91	.636			

	D	8-9	46	3.82	.542			
	E	10-11	34	3.88	.570			

*p<.05

According to Table 10, Anova test results to assign whether SRQ and its sub-dimensions differed meaningfully in reference to weekly exercise hours variable, a significant difference was found between the weekly exercise hours variable and the sub-dimensions of information gathering (p=.010<.05) and planning (p=.030<.05). According to the results of the descriptive post-hoc test to explore among which groups

significance arose, it has been determined that the data of information gathering sub-dimension (L=.178; p=.010<.05) and planning sub-dimension (L=1.158; p=.329<.05) did not show homogeneous distribution. As regards results of Tukey test, it has been specified that significance in the information gathering and planning sub-dimensions was between those who exercised 2-3 hours and 4-5 hours weekly.

Table 11: PHNDS and SRQ Pearson correlation test

		1	2	3	4	5	6	7	8	9	10	11
1	r	1										
	p											
2	r	.095	1									
	p	.051										
3	r	-.038	-.391**	1								
	p	.441	.000									
4	r	.028	-.231**	.306**	1							
	p	.573	.000	.000								
5	r	.479**	.285**	.550**	.542**	1						
	p	.000	.000	.000	.000							
6	r	.143**	.283**	-.402**	.108*	.019	1					
	p	.003	.000	.000	.028	.701						
7	r	.139**	.327**	-.621**	-.091	-.194**	.681**	1				
	p	.004	.000	.000	.061	.000	.000					
8	r	.058	.390**	-.685**	-.182**	-.276**	.569**	.755**	1			
	p	.236	.000	.000	.000	.000	.000	.000				
9	r	.051	.374**	-.642**	-.186**	-.261**	.573**	.727**	.873**	1		
	p	.296	.000	.000	.000	.000	.000	.000	.000			
10	r	.226**	.225**	-.385**	.164**	.058	.738**	.682**	.564**	.553**	1	
	p	.000	.000	.000	.001	.234	.000	.000	.000	.000		
11	r	.143**	.372**	-.633**	-.040	-.148**	.825**	.874**	.880**	.877**	.831**	1
	p	.003	.000	.000	.410	.002	.000	.000	.000	.000	.000	

1= Safety, 2= Love, 3= Respect, 4= Self-actualization, 5= PHNDS, 6= Information Gathering, 7= Focus on Alternatives, 8= Evaluation, 9= Implementation, 10= Planning, 11= SRQ

According to Table 11, the Pearson correlation test results, which is one of the parametric tests to reveal whether there is a connection among PHNDS and SRQ, it is designated that there is a low level significant negative connection among PHNDS and SRQ. According to the test results, there is a meaningful moderate connection among safety and PHNDS (r: .479 p: .000), a meaningful very weak connection among safety and information gathering (r: .143 p: .003), a significant very weak connection among safety and focus on alternatives (r: .139 p: .004), a significant weak connection among safety and planning (r: .226 p: .000), and a significant very weak connection among safety and SRQ (r: .143 p: .003). There is a significant weak negative connection among love and respect (r: -.391 p: .000), a significant weak negative connection among love and self-actualization (r: -.231 p: .000), a significant weak connection among love and PHNDS (r: .285 p: .000), a significant weak connection among love and information gathering (r: .283 p: .000), a significant weak connection among love and focus on alternatives (r: .327 p: .000), among love and evaluation (r: .390 p: .000), among love and implementation (r: .374 p: .000), among love and planning (r: .225 p: .000), and among love and SRQ (r: .372 p: .000). There is a significant weak connection among respect and self-

actualization (r: .306 p: .000), a significant moderate connection among respect and PHNDS (r: .550 p: .000), a negative significant moderate connection among respect and information gathering (r: -.402 p: .000), a negative significant high connection among respect and focus on alternatives (r: -.621 p: .000), a negative significant high connection among respect and evaluation (r: -.685 p: .000) negatively significant high level connection among respect and implementation (r: -.642 p: .000) negatively significant high level connection among respect and planning (r: -.385 p: .000) negatively significant weak connection among respect and SRQ (r: -.633 p: .000) negatively significant high level connection. There is a significant moderate connection among self-actualization and PHNDS (r: .542 p: .000), a very weak connection among self-actualization and information gathering (r: .108 p: .028), a very weak negative connection among self-actualization and evaluation (r: -.182 p: .000), a very weak negative connection among self-actualization and implementation (r: -.186 p: .000), and a very weak negative connection among self-actualization and planning (r: .164 p: .000). There is a significant very weak negative connection among PHNDS and focus on alternatives (r: -.194 p: .000), a significant weak negative connection among PHNDS and evaluation (r: -.276 p: .000), a

significant weak negative connection among PHNDS and implementation (r: -.261 p: .000), and a significant weak negative connection among PHNDS and SRQ (r: -.148 p: .000). There is a significant high level connection among information gathering and focus on alternatives (r: .681 p: .000), a significant medium level connection among information gathering and evaluation (r: .569 p: .000), a significant medium level connection among information gathering and implementation (r: .573 p: .000), a significant high level connection among information gathering and planning (r: .738 p: .000) and a significant very high level connection among information gathering and SRQ (r: .825 p: .000). There is a significant high level connection among focus on alternatives and evaluation (r: .755 p: .000), a significant high level relationship between focus on alternatives and implementation (r: .727 p: .000), a significant high level connection among focus on alternatives and planning (r: .682 p: .000), and a significant very high level connection among focus on alternatives and SRQ (r: .874 p: .000). There was a significant very high level connection among assessment and implementation (r: .873 p: .000), a significant medium level connection among evaluation and planning (r: .564 p: .000), and a significant very high level connection among evaluation and SRQ (r: .880 p: .000). There is a significant moderate connection among implementation and planning (r: .553 p: .000), a significant very high level connection among implementation and SRQ (r: .877 p: .000), and a significant very high level connection among planning and SRQ (r: .831 p: .000).

Between safety and love (r: .095 p: .051), between safety and respect (r: -.038 p: .441), between safety and self-actualization (r: .028 p: .573), between safety and evaluation (r: .058 p: .236), between safety and implementation (r: .051 p: .296), self-actualization and focus on alternatives (r: -.091 p: .061), self-actualization and SRQ (r: -.040 p: .410), PHNDS and information gathering (r: .019 p: .701), PHNDS and planning (r: .058 p: .234).

DISCUSSION

When findings in Table 3 are analyzed, it is revealed that self-actualization sub-dimension of women is higher than that of male in accordance with gender variable. Although there is no significant difference, sub-dimensions of safety and love are higher in male, and the sub-dimension of respect is higher in female. This finding can be interpreted as female have lower self-actualization levels than male due to their upbringing and society's view of female.

When we look at the studies that are not related to the sport variable but support the research findings, Guc [17] found that the psychological help needs of university students show as regards gender factor, and the psychological help-seeking scores of female are higher than male. In a study examining the psychological help-seeking attitudes of high school students, Kirimli [18] concluded that the scores of female students were higher than male students. Altundag et al. [19] found that female achieved higher scores than male in university students' attitudes and intentions to seek psychological help.

Duyan [20] who reached the opposite conclusions of the research findings and conducted research by considering the sport variable, determined that the gender factor did not make a difference in his study examining the psychological needs of the athletes. In the studies conducted without the sport variable; Annaberdiyev [21] found that there was no meaningful difference among psychological help-seeking status of male and female in their research on university students and Akpınar [22] on teachers.

Depending on the difference between male and female roles in society, it can be said that female are more positive about psychological help. It is thought that some masculine approaches such as male feeling themselves stronger in terms of power, believing that they can overcome events on their own, being hesitant about asking for help,

and that asking for help may be a sign of defect may prevent them from expressing their psychological help needs.

Celik Iskenderoglu [23] examined the attitudes of university students towards seeking psychological help and found that female students need psychological help more than male students. Del Mauro and Williams [24], Chang [25] and Tang et al. [26] found that female have more attitudes towards seeking psychological help than male.

When the findings in Table 4 are investigated, there is a meaningful difference among number of siblings 3 and number of siblings 1 and 2 in the safety sub-dimension, between number of siblings 2 and number of siblings 4 and 5 and above in the love sub-dimension, between number of siblings 3 and number of siblings 4 and 5 and above in love sub-dimension, and between number of siblings 1 and 5 and above in respect sub-dimension. These findings can be commented as students with 3 siblings have less need for safety than students with 1 and 2 siblings in the safety dimension. This can also be clarified that students with 3 siblings feel more secure inside and outside the home than students with 1 and 2 siblings. In the love dimension, it can be said that students with 2 siblings need love more than students with 4 siblings and students with 5 or more siblings. This can be interpreted as individuals in large families experience the need for love more intensely through parents or siblings, while those living in smaller families feel more lonely and meet their need for love less. In the respect dimension, the opposite situation is observed to the love dimension. It can be explained that the need for respect is more satisfied in students with one sibling than in students with 5 or more siblings. This can be interpreted as students who grow up in a family with a lower population density feel themselves more valuable.

When the findings in Table 5 are analyzed, love needs of the students who exercise 5 days or more per week in the love dimension as regards number of exercise days per week are less than those who exercise 3 days per week. Considering that exercise will distract the individual from the effects of psychological problems, daily stress and anxiety, it can be said that the need for psychological help will decrease in inverse proportion to the increase in the number of days of exercise.

When the findings in Table 6 are investigated, there is a meaningful difference among 4-5 hours per week and 2-3 hours, 8-9 hours and 10-11 hours per week in love sub-dimension in accordance with weekly exercise hours variable, and between 8-9 hours per week and 4-5 hours, 6-7 hours and 10-11 hours per week in total need for psychological help. This can be interpreted as students who exercise 4-5 hours a week have more need for love than those who exercise more weekly. It can also be said that increasing the number of hours of exercise is an important factor in meeting the love need of individuals. In addition to this, it can be explained that the psychological help needs of students who exercise 8-9 hours per week in total psychological help needs are met more than those who exercise less. This finding can be interpreted as that allocating long-term time for sports and exercise has a positive effect on individuals' lives.

When the findings in Table 7 were analyzed, it was found that implementation sub-dimension and total self-regulation levels of males were higher than females according to gender variable. This finding can be interpreted as that male students studying sports at universities are more competent in self-regulation skills in general and in application of this skill in particular than female students. The reason for this situation may be that men experience social relationships more intensely than women and the experiences in social relationships improve their self-regulation skills. Women are more reserved in social life due to their upbringing and this affects their social relations compared to men.

When the studies with similar results with the research results are examined, Kaplan [27] examined the self-regulation skills of prospective

physical education and sports teachers and explored that self-regulation values of males were higher in only one of the four universities. In studies without sport variable, Zhao et al. [28] and Aybek and Aslan [29] reported that male students' self-regulation scores were higher than females.

Contrary to the findings of the study, Kaplan and Certel [30] examined self-regulation skills of university students studying physical education and sports teaching and explored that self-regulation scores of female students were higher than male students. Kaplan [27] examined the self-regulation skills of prospective physical education and sports teachers and explored that in two of the four universities, women followed a more planned and logical path in line with their choices than male students. In studies without sports variable, Guler [31] examined the self-regulation skills of pre-service teachers with regards to some variables, Soner [32], Baldan Babayigit and Guven [33] in their research on self-regulation skills of university students, Eken [34] in his study investigating the self-regulation skills of students studying preparatory education at universities, explored that female's self-regulation scores were significantly higher than male students.

In the studies related to the sport variable, Tezel Sahin [35] and Karaoglu and Pepe [36] who reported that the gender variable did not make any difference on self-regulation, discovered that gender factor did not make a meaningful difference on self-regulation scores in their studies on university students studying in physical education departments. In studies without sport variable, Wolters and Pintrich [37] found that there was no significant difference between gender variable and self-regulation skills in their studies on 7th and 8th grade students and Gomleksiz and Demiralp [38] on education faculty students.

Tezel Sahin [35] examined self-regulation skills of students studying at the physical education and sports college and found that students with 1 and 2 siblings had higher self-regulation skills than those with 3 siblings. In a study conducted without the sport variable, Sabonchi [39] discovered that self-regulation skills of high school students with 1 and 2 siblings increased significantly compared to students with 3 siblings. These results are same as findings of research.

When the findings in Table 9 are examined, in reference to number of exercise days per week, students who exercise 3 days per week in the information gathering dimension have more self-regulation skills than those who exercise 1 day, 4 days, 5 days and more, students who exercise 2 days per week in the information gathering dimension have more self-regulation skills than those who exercise 1 day per week, and students who exercise 3 days per week in the focus on alternatives sub-dimension have more self-regulation skills than those who exercise 1 day per week, in the sub-dimensions of evaluation and implementation, students who exercise 3 days a week have more self-regulation skills than those who exercise 4 days a week; in the sub-dimension of planning, students who exercise 2 days, 3 days, 4 days, 5 days or more a week have more self-regulation skills than those who exercise 1 day a week; and in total self-regulation skills, students who exercise 2 days and 3 days a week have more self-regulation skills than those who exercise 1 day a week, and students who exercise 3 days a week have more self-regulation skills than those who exercise 1 day and 4 days a week. Based on these results, it can be said that regular exercise will be beneficial for the individual's decision-making skills, exercise will create order in his/her life while planning, and the sports habit he/she has gained is a strong indicator of self-regulation skills.

Kaplan [27] found that students who exercise regularly have higher self-regulation skills. Ommundsen [40] stated that physical education is effective in students' self-regulation skills. Oaten and Cheng [41] examined the effect of exercise on self-regulation and found that students in the experimental group showed significant improvements in self-regulation skills with regular exercise and performance improvement. These results are same as findings of research.

When the findings in Table 10 were investigated, it was found that students who exercised 4-5 hours per week had more self-regulation skills than those who exercised 2-3 hours per week in sub-dimensions of information gathering and planning considering weekly exercise hours variable.

When the findings in Table 11 are analyzed, it is found that there is a negative and low level meaningful connection among need for psychological help and self-regulation skills.

CONCLUSION

It was observed that self-regulation skills of students who regularly practiced sport improved and that sports were effective in reducing the need for psychological help. Through the faculties of sport sciences of universities, various sports organizations should be made continuous during the academic education year and environments where all students can participate should be offered, similar studies can be applied to other faculties in universities and it can be investigated whether the source of the differences between them is related to the education in the faculties of sport sciences.

Disclosure

No conflicts of interest nor financial interest in this work.

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