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The Investigation of Basic Psychological Needs of Referees Actively Working in Different Branches

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Abstract

In this study, it is aimed to examine the basic psychological needs of referees who are active in different branches in terms of various variables. For the model of the research, the survey model, one of the quantitative research types, was chosen. The universe of the research is composed of referees working in different branches in Mugla Province and 167 referees whose sample was selected by a randomized sampling method and voluntarily participated in the research. The 8-question "Personal Information Form" organized by the researchers was used to determine the demographic characteristics of the participants, and the "Basic Psychological Needs Scale" was used to determine the basic psychological needs. The data obtained from the form and scale used were analyzed using the SPSS 17 package program. Frequency, percentage, average, and standard deviation values were used in the analysis of the data. Data normal distributions were analyzed with Skewness-Kurtosis values. Since the data showed normal distribution, t-test, and ANOVA tests, which are parametric, were used, and the significance level was accepted as $p < 0.05$. According to the findings of the study, referees' basic psychological needs did not display a significant difference with the variables of age, education level, refereeing time, and refereeing classification. It was found that the needs of the participants in the relatedness sub-dimension were higher than their needs in the other sub-dimensions. As a result, it can be said that the basic psychological needs of the referees participated in the research are high.

Keywords: Referees, Psychological, Working, Investigation

1. Introduction

Today, the effect of psychological factors on performance on sports environments has become the center of attention of sports psychologists and other scientists (psychology, sports sciences, etc.) (1). The concept of need is defined by Morgan (2) as any physiological and subsequent failure or deficiency of a person. The needs and expectations of people in life are unlimited and endless. As such, individuals make particular demands based on unlimited and endless needs expectations. As these needs of individuals are met, they create more demands and expectations, and these demands and expectations start to increase (3). As some physiological needs of individuals are met, they expect to meet some psychological needs in the hierarchies of need (3). Individuals feel happy or unhappy whether these needs are met, or these demands are inadequate. According to the Self-Determination Theory, individuals share three basic psychological needs situations that show positive characteristics and have inherent competence, autonomy, and relationship needs, if they are supported in interaction processes, which have positive and negative results (3, 4, 5).

The need for autonomy is a situation in which individuals have the feeling of behaving by making choices rather than feeling compulsory behaviors in their activities (5, 6). The need for autonomy has been explained by Ryan and Brown (7) as a situation in which a person can decide freely and take the initiative in their behavior (6). The need for competence is known as the urge to affect one's surroundings well and the ability to interact well with the environment (6). The need for competence is known as the sum of interaction, achievements, and harmony in which the individual engaged. Meeting the need for competence is possible only if the person feels sufficient in the process of producing the results he/she expects or feels that he/she is getting better in this process (6, 8, 9, 10, 11). The need for relatedness, according to Andersen et al. (12), gives mutual care, respect, and trust to other people and includes sensitivity, emotional acceptance, and warmth (6).

One of the most important actors of the football game is the referees. The referees can directly or



indirectly affect the football game and its followers with the decisions they make or do not. The game also has a big share in making the game more beautiful and more interesting (13). When the literature is examined, it is primarily considered necessary for people such as teachers, coaches, administrators and parents who take care of these needs, motivate and control other people in order to prevent the negativities that may arise due to basic psychological needs concepts (14). These negativities can put the referees in the sport into big problems. In this regard, determining the basic psychological needs of referees is vital for the study. It is observed that many studies have been carried out on psychological needs, especially after the 2000s, from mathematicians to athletes, academicians to nurses, and students to sedentary individuals (15, 16, 17, 18, 19). However, there are very few studies on determining the psychological needs of referees. Since it is known that the individuals who serve as referees in the sports environment are under enormous pressure during the competition (20), different studies are needed to determine the psychological needs of the referees, and this is another importance of the research. We aimed to examine the basic psychological needs of the referees actively working in this research in terms of various variables. For this purpose, we have determined the following hypotheses:

- 1- The basic psychological needs of the referees differ according to gender.
- 2- The basic psychological needs of the referees differ according to age groups.
- 3- The basic psychological needs of the referees do not vary by the level of education.
- 4- The basic psychological needs of the referees vary according to the year of refereeing.
- 5- The basic psychological needs of the referees vary by category.

2. Method

2.1. Research Model

For the model of the research, the survey model, one of the quantitative research types, was chosen.

2.2. Study Group

The universe of the research is composed of referees working in different branches in Mugla Province and 167 referees whose sample was selected by a randomized sampling method and voluntarily participated in the research.

2.3. Data Collection Instrument

The 8-question "Personal Information Form" organized by the researchers was used to determine the demographic characteristics of the participants. The Basic Psychological Needs Scale, developed by Deci and Ryan (4) and adapted to Turkish by Kesici et al. (21), was used to determine the basic psychological needs. The scale is a five-point Likert type and consists of 3 sub-dimensions and includes a total of 21 questions. The scale is scored as "Very accurate: 5", "Correct: 4", "A little Correct: 3", "Not Correct: 2", "Not Correct at all: 1". The scores obtained by the participants from items in the sub-dimensions are summed up, and the scale score in 3 sub-dimensions is obtained for each person. These dimensions are; "Need for Autonomy," "Need for Competence," and "Need for Relatedness" (4). The total highest score on the scale is 35, and the lowest score is 7. As the score increases, the people feel that their psychological needs are met, and as it decreases, they feel that their psychological needs are not met. In need for competence sub-dimension, the highest score can be 30, the lowest one can be 6, while the highest in need for relatedness can be 40, the lowest one can be 8. The sub-dimensions consist of the following questions.

Need for Autonomy: 1, 4, 8, 11, 14, 17, 20.

Need for Competence: 3, 5, 10, 13, 15, 19.

Need for Relatedness: 2, 6, 7, 9, 12, 16, 18, 21.

Cronbach's Alpha (α) value for the "Basic Psychological Needs Scale" was found to be 0.73.

2.4. Data Analysis

The data obtained from the form and scale used were analyzed using the SPSS 17 package program. Frequency, percentage, average, and standard deviation values were used in the analysis of the data. Data normal distributions were analyzed with Skewness-Kurtosis values. Since the data showed normal



distribution, t-test, and ANOVA tests, which are parametric, were used, and the significance level was accepted as $p < 0.05$.

3. Results

The descriptive statistics test, T-test and ANOVA test results in order to determine whether the basic psychological needs of the referees differ according to various variables are presented in this part of the research conducted in order to examine the basic psychological needs of referees working in different branches in terms of various variables.

Table 1. Demographic characteristics of the referees

Variable		n	%
Gender	Female	40	24
	Male	127	76
Age	18 years and under	19	11.4
	Between 19-22 years	63	37.7
	Between 23-25 years	47	28.1
	Between 26-29 years	22	13.2
	30 years and above	16	9.6
Educational Level	High school education	25	15
	Associate education	5	3
	Undergraduate education	125	74.9
	Postgraduate education	12	7.1
Year of Refereeing	One year and below	74	44.3
	Between 2 and 3 years	70	41.9
	Between 4 and 5 years	13	7.8
	Six years and over	10	6
Classification	Province	66	39.5
	Candidate	93	55.7
	National	6	3.6
	Observer	2	1.2
Total		167	100

Table 2. Differences between genders in terms of basic psychological needs

Variable	Gender	n	Mean	SD	df	t	p
Autonomy	Female	40	23.2000	2.93694	165	.411	.682
	Male	127	22.9843	2.88396			
Competence	Female	40	20.2250	2.49602	165	-.678	.499
	Male	127	20.4961	2.10771			
Relatedness	Female	40	27.8500	2.75076	165	1.863	.064
	Male	127	26.9528	2.62726			

($p > 0.05$)

Table 2 presents the difference between genders in terms of basic psychological needs. There were no significant gender differences regarding basic psychological needs ($p > 0.05$). It was also found that the relatedness needs of the participants were higher than their needs in the other sub-dimensions.

Table 3. Differences between age groups in terms of basic psychological needs

Variable	Age	n	Mean	SD	f	p
Autonomy	18 years and under	19	22.3158	2.74980	.760	.553
	Between 19 and 22 years	63	23.0159	3.28973		
	Between 23 and 25 years	47	22.8723	2.48138		
	Between 26 and 29 years	22	23.5000	2.28348		
	30 years and above	16	23.8125	3.27045		
Competence	18 years and under	19	20.7895	2.01602		
	Between 19 and 22 years	63	20.6825	2.37477		



	Between 23 and 25 years	47	20.0000	2.20671	.810	.520
	Between 26 and 29 years	22	20.2727	1.69542		
	30 years and above	16	20.5000	2.33809		
Relatedness	18 years and under	19	27.1579	2.33959		
	Between 19 and 22 years	63	27.5556	3.04683		
	Between 23 and 25 years	47	26.8936	2.38869	.956	.433
	Between 26 and 29 years	22	26.4091	2.08530		
	30 years and above	16	27.5000	2.98887		

(p>0.05)

Table 3 displays the differences between age groups in terms of basic psychological needs. There were no significant differences between age groups regarding autonomy, competence, and relatedness (p>0.05). It was also found that the relatedness needs of the participants were higher than their needs in the other sub-dimensions.

Table 4. Differences between referees according to their educational levels in terms of basic psychological needs

Variable	Educational Level	n	Mean	SD	f	p
Autonomy	High school education	25	23.0000	3.70810		
	Associate education	5	22.4000	1.14018	.086	.968
	Undergraduate education	125	23.0640	2.83908		
	Postgraduate education	12	23.0833	2.10878		
Competence	High school education	25	21.1200	2.33310		
	Associate education	5	19.0000	1.87083	1.598	.192
	Undergraduate education	125	20.3680	2.18697		
	Postgraduate education	12	20.2500	2.00567		
Relatedness	High school education	25	27.0800	2.30796		
	Associate education	5	25.8000	.83666	1.172	.322
	Undergraduate education	125	27.3360	2.80824		
	Postgraduate education	12	26.1667	2.24958		

(p>0.05)

Table 4 shows the differences between referees according to their educational levels in terms of basic psychological needs. There were no significant differences between referees according to their educational level in terms of autonomy, competence, and relatedness. It was also found that the relatedness needs of the participants were higher than their needs in the other sub-dimensions.

Table 5. Differences between referees according to the year of refereeing in terms of basic psychological needs

Variable	year of refereeing	n	Mean	SD	f	p
Autonomy	One year and below	74	22.9189	2.50893		
	Between 2 and 3 years	70	23.2286	3.00806		
	Between 4 and 5 years	13	23.0000	4.61880	.218	.884
	Six years and over	10	22.6000	2.11870		
Competence	One year and below	74	20.4730	2.06220		
	Between 2 and 3 years	70	20.4286	2.26230		
	Between 4 and 5 years	13	20.5385	2.84650	.145	.933
	Six years and over	10	20.0000	2.16025		
Relatedness	One year and below	74	27.3108	2.47688		
	Between 2 and 3 years	70	27.1143	2.65692		
	Between 4 and 5 years	13	27.3846	3.15009	.539	.656
	Six years and over	10	26.2000	3.70585		

(p>0.05)

Table 5 shows the differences between referees according to the year of refereeing regarding basic



psychological needs. There no significant differences between referees according to the year of refereeing ($p>0.05$). It was also found that the relatedness needs of the participants were higher than their needs in the other sub-dimensions.

Table 6. Differences between referees according to the classification in terms of basic psychological needs

Variable	Classification	n	Mean	SD	f	p
Autonomy	Province	66	23.4242	3.27724	1.008	.391
	Candidate	93	22.8387	2.64694		
	National	6	21.6667	1.63299		
	Observer	2	23.5000	2.12132		
Competence	Province	66	20.5606	2.50617	1.133	.337
	Candidate	93	20.4409	1.97518		
	National	6	18.8333	2.04124		
	Observer	2	20.5000	.70711		
Relatedness	Province	66	27.5758	2.67789	1.292	.279
	Candidate	93	26.9462	2.59751		
	National	6	25.8333	3.81663		
	Observer	2	28.0000	1.41421		

($p>0.05$)

Table 6 presents the differences between referees according to the classification in terms of basic psychological needs. The basic psychological needs did not differ according to the classification. It was also found that the relatedness needs of the participants were higher than their needs in the other sub-dimensions.

4. Discussion and Conclusion

This study aimed to examine the basic psychological needs of referees acting in different branches in terms of various variables. In this section, the results obtained from the research findings and the relationship of these results with the related literature are discussed, and suggestions are made for other studies to be conducted.

The first hypothesis was, "The basic psychological needs of the referees differ according to gender." The results showed no significant differences between genders in terms of basic psychological needs (Table 2). This hypothesis was rejected. This result supported the results of Akdeniz et al. (22) results. The results in Autonomy was supported by some findings in the literature (14, 21). In need of competency sub-dimension, the study findings of Ryan, et al (23) contrast to the findings of this study. In relatedness, while our findings were parallel with the results of Arslanoğlu et al. (14), Sünbül, et. al (24), a contrast to Celikkaleli and Gündoğdu (25). On the other hand, according to the research findings, the needs of female referees in autonomy and relationship sub-dimensions are higher than that of men. It is supported by the literature that women are raised in a more closed environment than men, and that women feel higher autonomy and relationship psychological needs than men in the environment in which they get rid of this environment as a result of the oppressive attitude of women (25).

The second hypothesis was "the basic psychological needs of the referees differ according to age groups." There were no significant differences between age groups, and the second hypothesis was rejected. However, some results in the literature supported our results. The results of Yigit (26), Ekici et al. (27) supported these results by reporting no significant differences between genders. Kolayis, et al. (28) reported no significant differences between age groups in terms of autonomy. Bayraktar and Kuru (29) reported no significant differences between age groups regarding autonomy and relatedness. Akdeniz et al. (22) found no significant differences in terms of autonomy and competence. Some results in the literature are in contrast to our results. Kolayis, et al. (28) reported significant age differences in competence and relatedness, while Bayraktar and Kuru (29) found significant differences between age groups in competence. In the study of Akdeniz, et al. (22), a significant difference was found in relatedness.

On the other hand, scores in relatedness are higher than the scores in other sub-dimensions in each

age group. The relatedness is associated to the relationship of the individuals with the people who are important to them in the social environment, the feeling of being loved as a result of the relationship they establish with them, that they feel to be embraced and belonging to that environment (30). Therefore, it can be seen that this dimension is felt higher in every age group.

The third hypothesis was that “the basic psychological needs of the referees do not vary by the level of education.” There were no significant differences between educational levels in terms of basic psychological needs (Table 4). This hypothesis is accepted. There studies parallel to our findings. The findings of Kaya et al. (17) are similar to those of this study. In the study of Arslanoğlu et al. (14), no significance was found between the education level variable regarding the sub-dimensions of the basic psychological needs scale. Different study findings are not similar to the findings of the study. In the study of Akdeniz et al. (22), a significant difference was found in the relationship between education level and autonomy and competence sub-dimensions. On the other hand, the scores obtained from the relatedness sub-dimension at each level of education are higher than the scores from other sub-dimensions.

The fourth hypothesis was “the basic psychological needs of the referees vary according to the year of refereeing.” There were no significant differences between the year of refereeing in terms of basic psychological needs (Table 5). This hypothesis was rejected. In Bayraktar and Kuru (29) study, a significant difference was found in all of the scale sub-dimensions. This finding is not similar to the findings of the study. On the other hand, the scores obtained from the relatedness sub-dimension are higher than the other sub-dimensions according to the year of refereeing. Some phenomena such as experiences, dialogues with other people, and a feeling of self-efficacy can lead to this situation (29).

The fifth hypothesis was that “the basic psychological needs of the referees vary by category.” There were no significant differences between classification in terms of basic psychological needs (Table 6). This hypothesis was rejected. Different studies in the literature show parallel to study findings. In Bayraktar and Kuru (29) study, no significance was found in the classification variable of the referees in the sub-dimensions of autonomy and competence. In the study of Arslanoglu et al. (14), no significant difference was found between classifications in terms of the sub-dimensions of the basic psychological needs. Some findings are not similar to the findings of the study. Bayraktar and Kuru (29) found significant differences between classifications in terms of relatedness. On the other hand, in the classification variable, the scores obtained from the relatedness need sub-dimension are higher than the scores from other sub-dimensions. The variability of these needs among categories is also supported by the literature (29).

Consequently, it can be said that the basic psychological needs of the referees participating in the study are high. According to the findings of the study, referees’ basic psychological needs did not display significant differences with the variables of age, education level, refereeing time, and refereeing classification. It was found that the needs of the participants in the relatedness sub-dimension were higher than their needs in the other sub-dimensions.

Based on the findings of the research, the following suggestions can be made for future studies:

- 1- More diverse and larger sample groups can be included in future research.
- 2- Working with referees in all classifications can enrich the research.
- 3- Adequate and necessary supports can be provided to referees who are not sufficient in terms of need.
- 4- Referees working in different branches can be compared.

Conflict of Interest

The authors declare that they have no conflict of interest.

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