

## COMPARISON OF ANGER SITUATIONS OF HIGH SCHOOL STUDENTS WHO DO SPORT ACTIVELY AND THOSE WHO DO NOT

*Erdal ZORBA<sup>1</sup>, Nigar YAMAN<sup>2</sup>, Serdar TOK<sup>3</sup>, Menzure YAMAN<sup>4</sup>, Nurullah ÇELİK<sup>3</sup>,  
Eda GÖKÇELİK<sup>2</sup>*

<sup>1</sup> *Gazi University, Physical Education and Sport Department*

<sup>2</sup> *Bartın University, Physical Education and Sport Department*

<sup>3</sup> *Sakarya University, Physical Education and Sport Department*

<sup>4</sup> *İstanbul The Metropolitan Municipality*

**Abstract:** The aim of the study is to investigate the effects of joining the sport activities as a competitor on the state anger-anger expression situations among high school students. 117 volunteer students studying at a high school level and 64 of whom do sports actively in a sports club and 53 of whom do not do sports actively, participated in the research. In the study, “The State Trait Anger Scale” which was first developed by Spielberger and then adapted to Turkish by Özer(1994)was applied. According to the findings of the study, no statistical difference was found comparing the anger dimensions between the groups of high school students who do and don’t do sports actively on the dimensions of trait anger, anger- in, anger-out and anger-control. According to the findings, since the adolescence age reactions of the ones who do and do not do sport have similar or dominant, it was found that the results were also related to the adolescence. Although a great number of scientific studies show that joining sports activities has positive effects on introversion, difficulty with expressing oneself, gaining social environment; in the light of this research’s findings and evaluations, sports doesn’t have a direct effect on controlling of anger situations. However, sport is an important tool to provide important advantages for the development of individuals physiologically, psychologically and in terms of social features. In this sense, orientating individuals to sports should be encouraged.

**Keywords:** *Anger, Sport, Adolescent, High school*

### INTRODUCTION

Anger is one of the important emotional expressions in adolescence like in each age group, and the way of expressing anger is also important. It may cause physical, psychological and social problems on adolescents un-

less it is revealed or expressed in a proper way (Starnes Tm., Peters Rm.,2004: 335-342).

Anger is defined by Biagio as a strong feeling which directs a person to remove disturbing stimulators related to cognitions occurring in the case of an obstruction, threat or injustice supposed to be real or exist. Spielberger and

his fellows define anger as a progressive emotional state of feeling that varies in intensity, from mild irritation to fury and rage (Spielberger Cd, Crane Rs, Kearns Wd and et al., (1991: 265-279).

In the psychology dictionary anger is defined as an aggression response to an attitude damaging the personality. As a term of psychology, it verbalizes the anger and being pushed into the unkind treatments due to offence (Okmans, C,1999). Adolescence, through the developmental process of an individual, is the period which begins with the end of childhood till getting into the adulthood physiologically. As well as having some differences within the individuals, adolescence can be subcategorized in to three: early(11-14), middle(14-17), late (17-20 ages) (Koç M., 2004).

Controlling the anger and using it for a beneficial purpose is important in many ways for an individual in each period from the childhood in which the emotions start to be recognised and diversify.

Adolescence is the developmental stage which has emotional tides and crisis. Recognising and controlling of feelings in this period will contribute to to socialization of the adolescent. (Tambağ H., Öz F., 2004: 11-21).

Anger is one of the important emotional expressions in adolescence like in each age group. The way of expressing anger is important. It may cause physical, psychological and social problems on adolescents unless it is revealed or expressed in a proper way (Starner Tm., Peters Rm.,2004: 335-342).

Despite anger is lived as a form of affectivity and enthusiasm in adolescence, the negative effects of anger on personality may turn into revenge, repulsion, envy and hostility etc. feelings in his/her later life. A person subject to this kind of feelings get angry more often and harsh (Akgül, H., (2005).

Activities in which the adolescent take place is important element for creating the environment of adolescent. Researches show that joining in the activities for a certain aim in accordance with the structured environment and programs have positive effects on building the personality and identity of adolescent (Coatsworth Jd et al., 2005:361-70).

Sport is defined not only as a concept for developing of motor addiction and quick motor activities but also physical and psychological activities in which different factors have (Kalyon, T.A.,1994). Involvement in sport is important in each stages of life. Especially for children, adolescents and young adults, consolidating of health has a critical importance for protection from illnesses and psychosocial well being (Malina, 1996; 161– 86.). The study which was conducted in the light of these informations, was done to show the effects of regular sport activities on the anger situations of adolescent individuals.

## METHOD

Descriptive method was used in the study. Sample of the study consists of 117 volunteer students studying at a high school in Bartın and 64 of whom do sports actively in a sports club and 53 of whom do not do sports

actively. In the study the ages of the subjects range between 14-17. “The State Trait Anger Scale” which was adopted to Turkish by Özer (1994) was used to detect the Trait Anger and anger expression ways of adolescents who are actively in sport activities as a competitor and who are not actively in sport activities as a competitor. The scale contains 34 items. The first 10 items of the scale measure the level of anger and the rest 24 items indicate the anger ways of individuals.

Each sub-dimension consists of 8 questions. High points obtained from the trait anger show the level of anger is high; high points in the anger-in scale shows that anger is suppressed; high points in the anger-out scale shows that anger is expressed easily and high points in the anger control scale show that anger can be controlled. In a study where the reliability and validity of this scale was done by Weiss; for the trait anger .79, for the anger in dimension .62, for the anger-out .78 and for the anger

control .84 values were found (1993). In our study the whole Alpha coefficient of the scale is  $\alpha=0,77$ . Also, for the trait anger dimension it is  $\alpha=0,81$ , for the anger-in dimension  $\alpha=0,60$ , for the anger-out dimension  $\alpha=0,80$  and for the anger control dimension  $\alpha=0,80$ .

### STATISTICAL ANALYSIS

The scale used in the study was carried out in the classroom environment for the high school level students (who are) continuing their education, as well as being active athletes in a sport club and for the ones who do not doing sport actively in a sport club in the province of Bartın.

### ANALYSIS OF DATA

In the analysis of the data SPSS 13.00 packet program, frequency, standart deviation, percentage values and t-test were used. The mean level for the statistical calculations was determined as ( $p<0.05$ ).

### FINDINGS

**Table 1 : Comparison of the trait anger situations of the students who do sport actively and those who do not:**

Group	n	x	Ss	t	Sd	p
Doing sport actively	64	2,09	0.54	0.79	115	.429
Not doing sport actively	53	2,17	0.59			

$p>0.05$

Table 1, shows the comparison of the trait anger situations of the adolescents who do sport actively and those who do not. According to the chart, the average point for the

trait anger situations of the individuals who do sport actively is  $2.09\pm 0.54$  while the average point for the trait anger situations of the

individuals who do not do sport actively is  $2.17 \pm 0.59$ .

The “t” value obtained from the comparison of difference points was found as 0.79. This result doesn’t reflect any significant statistical difference.

**Table 2: Comparison of the anger-in situations of the students who do sport actively and those who do not:**

Group	n	x	Ss	t	Sd	P
Doing sport actively	64	2,09	0.48	0.39	115	.697
Not Doing sport actively	53	2,12	0.49			

$P > 0.05$

Comparison of the anger-in situations of the students who do sport actively and those who do not do sport actively can be seen at Table 2. According to the chart, the average point for the trait anger-in situations of the adolescent individuals who do sport actively is

$2.09 \pm 0.48$  while the average point for the trait anger-in situations of the adolescent individuals who do not do sport actively is  $2.17 \pm 0.59$ . The “t” value obtained from the comparison of difference points was found as 0.39. This result is not statistically significant.

**Table 3: Comparison of the anger-out situations of the students who do sport actively and those who do not:**

Group	n	x	Ss	t	Sd	P
Doing sport actively	64	2,00	0.55	0.47	115	.635
Not doing sport actively	53	2,05	0.62			

$P > 0.05$

According to the chart 3, the average point for anger-out situations of the individuals who do sport actively is  $2.00 \pm 0.55$  while the average

point for anger-out situations of the individuals who do not do sport actively is  $2.05 \pm 0.62$ . The “t” value obtained from the comparison

of difference points was found as 0.47. This result is not significant statistically.

**Table 4: Comparison of the anger control situations of the students who do sport actively and those who do not:**

Group	n	x	Ss	t	Sd	P
Doing sport actively	64	2,92	0.66	0.38	115	.705
Not doing sport actively	53	2,88	0.68			

$P > 0.05$

Table 4, shows the comparison of the anger control situations of the adolescents who do sport actively and those who do not. According to the chart, the average point for the anger control situations of the individuals who do sport actively is  $2.09 \pm 0.54$ , the average point for the trait anger situations of the individuals who do not do sport actively is  $2.17 \pm 0.59$ . The “t” value obtained from the comparison of difference points was found as 0.38. This result doesn’t reflect any significant statistical difference.

## DISCUSSION

According to the independent t-test results in this study which aims at determining the effects of doing sport actively on high school level adolescents’ trait anger-anger expression situations, no statistically significant result was found in the trait anger, anger-in, anger-out and anger control situations between the experimental and control groups.

By defining anger as an emotional state of feeling that varies in intensity, from mild irritation to fury and rage, Spielberger and his fellows (1991) qualify anger as a reflexion and inducing of many personality traits.

Anger-aggressiveness are the terms that are frequently used together in literature. In researches, anger and aggressiveness are mostly discussed together and associated and evaluated related to each other. Generally, the term of anger is defined as a wide emotional experience varying from mild discompose or boredom to fury and rage (Martin et al., 2000).

One of the expressing ways of anger, even maybe the most important one is seen as aggressiveness. A lot of study in the literature show that anger is an important variable for individuals to show aggressiveness (Balkaya et al., 2003).

Some studies related to the field support the results of this study. Kırımoğlu and his fel-

lows (2008) made a research on 723 high school students (327 of them is female; 396 of them is male) some of whom do sport and the rest of whom do not. As a result of the study no statistically significant difference was found between those who do and those who do not, the ones doing sport but not as a competitor, males who do sport and those who do not do sport and females who do sport and those who do not do sport in terms of aggressiveness level. These results show parallelism with our study.

Similarly, and his fellows (2011) investigated the effects of sport on anger situations for 43 hearing impaired individuals who do sport and those who do not do sport actively. The age range of the individuals is between 15 and 20. At the end of the study no significant difference was found between two groups in the sub-dimensions of anger-in, anger-out and anger control. On the other hand, a significant difference was found in the trait anger dimension. Our study show parallelism with that study in the sub-dimensions of anger but contradict in the trait anger dimension. The reason of this contradiction may be due to the discrepancy of the samples between the studies.

Kul and and his fellows made a research on disabled individuals (2011). But this study was carried out with the individuals having no disabilities. Healthy individuals are more consistent in the trait anger dimension when they are compared with disabled individuals. This may be due to the obstacles of disabled individuals. It is possible to say that each kind of physical and mental disability

may effect the trait anger situations of individuals. In addition, Kuru (2003) could not find any difference in his study made on the comparison of personality traits of physical education students who have different kind of positions and who are doing and not doing sport. The reason of this result was commented by the researcher because of the fact that both groups of students who do sport and who do not do sport study in the same conditions, reflecting the characteristics of adolescence with the same personality traits and living in similar conditions. In the study no significance was obtained in terms of personality traits. Since subject groups in both studies have the same features it is possible to comment that the result supports this study.

In another study Ellison and Freischlag (1975) chose totally 84 students. These students consist of basketball, baseball, football players, athletes (short-long and cross country runner) and non-athletes. In the study, Bernreuter Personality Inventory (BPI) was applied to the groups. At the end of the study, since no significance was found in liveliness, neurotic tendencies, self-efficacy, introversion, extroversion, dominancy, confidence and sociableness variables between athletes and non-athletes. It is possible to comment that this result support our study, as well.

It was proved by a lot of scientific studies that joining in sport activities in adolescence has positive effects on introversion, not being able to express oneself, gaining social environment. According to Malina (1996) in-

involvement in sport in each period of life is important.

Malina (1996) indicated that involvement in sport is important in each stages of life. Especially for children and adolescents, consolidating of health has critical importance in terms of protection from illnesses and psycho-social well being. This situation is important especially nowadays when the adolescents have a sedentary life style, obesity and similar problems. Besides, sport provides the sportsman with the environment to try himself/herself, comparing himself/herself with his/her peers and an environment to compete in healthy conditions. These make easier to develop positive self-respect, sense of self and mental resistance.

These results reflect the positive effects of joining in sportive activities.

Similarly Karadağ (2008) made a research on 166 individuals (%65.7 of them are male) staying in orphanages and whose ages are between 13 and 16. In that study, it was aimed to evaluate the relations between the level of physical activity, psychological signs and life quality levels of adolescents. As a result of that study, frequency of using cigarette, alcohol and drug on individuals involving in sport activities were found at a low level, but the life quality points are high, general psychological sign and depression points are lower, wishes to hurt someone or break something, frequency of studying and reading book/newspaper are high. This is an important study indicating the gains of sport in adolescence since it detects that as the time of adolescents allocated

for sport increase, the intensity of psychological indications' of adolescents decrease, life quality points and the time spent with their friends increase and they feel themselves better among friends.

Moreover in Germany, Kirkcaldy and his fellows(2002) made a study on 1000 high school students whose ages range between 14 and 18. In that study, the students who do sport were detected to have more positive self-images, at a lower level of using alcohol and drugs, lower points of depression and anxiety than the students- those who do not do sport. This is an important report reflecting the gains of sport in adolescence.

According to the findings of study, no statistical difference found on comparing the anger dimensions of high school students who do and don't do sports actively between the groups on the dimensions of trait anger, anger- in, anger-out and anger-control. In the findings, since the adolescence age reactions of ones who do and do not sport have similar or dominant, it was found that the results were also related to the adolescence.

Although a great number of scientific studies show that joining sports activities has positive effects on introversion, difficulty with expressing oneself, gaining social environment; in the light of this research's findings and evaluations, sports doesn't have a direct effect on the control of the anger situations.

## CONCLUSION

In the light of this research's findings and evaluations, sport doesn't have a direct ef-

fect on the control of anger situations. It was observed that adolescence age and reactions could come into prominence more in anger situations in adolescence and thus they have similarity. However, sport is an important tool to provide important advantages for the development of individuals physiologically, psychologically and in terms of social features. In this sense, orientating individuals to sports should be encouraged.

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## AKTİF SPOR YAPAN VE YAPMAYAN LİSE ÖĞRENCİLERİNİN ÖFKE DURUMLARININ KARŞILAŞTIRILMASI

**Özet:** Bu çalışmanın amacı, yarışmacı olarak spor faaliyetlerine katılımın lise öğrencilerinde sürekli öfke-öfke ifade durumlarına etkilerini araştırmaktır. Araştırmaya; 14-17 yaş aralığındaki olan Lise düzeyinde eğitimini sürdüren, spor kulüplerinde aktif spor yapan 64 sporcu öğrenci ve spor yapmayan 53 öğrenci olmak üzere toplam 117 öğrenci gönüllü olarak katılmıştır. Çalışmada Spielberger tarafından geliştirilen ve Özer (1994) tarafından Türkçeye uyarlanan, “Durumluk Sürekli Öfke Ölçeği” uygulanmıştır. Araştırmada kullanılan ölçek Bartın ilinde lise düzeyinde eğitimini sürdüren aynı zamanda bir spor kulübünde aktif sporcu olan öğrenciler ile aktif spor yapmayan öğrencilere sınıf ortamında uygulanmıştır. Spor faaliyetiyle müsabık olarak uğraşan ergenler ile müsabık olarak bir sporla uğraşmayan ergenlerin sürekli öfke ve öfke ifade tarzlarının belirlenmesinde Özer (16) tarafından Türkçeye uyarlanan ‘Sürekli Öfke- Öfke Tarz Ölçeği’ kullanılmıştır. 34 maddeden oluşan ölçeğin ilk 10 maddesi sürekli öfke düzeyini ölçerken, diğer 24 madde ise bireylerin öfke tarzlarını (öfke-içte, öfke dışı ve öfke kontrol alt boyutlarını) belirtmektedir. Her bir alt grup 8’er sorudan oluşmaktadır. Sürekli öfkeden alınan yüksek puanlar, öfke düzeyinin yüksek olduğunu; öfke-içte ölçeğindeki yüksek puanlar, öfkenin bastırılmış olduğunu; öfke-dışa ölçeğindeki yüksek puanlar, öfkenin kolayca ifade ediliyor olduğunu ve öfke-kontrol ölçeğindeki yüksek puanlar ise öfkenin kontrol edilebildiğini göstermektedir. Bu ölçeğin güvenirlik ve geçerlik çalışmaları yapılmış bu çalışmada, sürekli öfke için .79, öfke-içte boyutu için .62, öfke-dışa boyutu için .78 ve kontrol altına alınmış öfke için .84 bulunmuştur (Weiss Mr., 1993). Bizim yaptığımız çalışmada ölçeğin tamamının güvenirlik katsayısı Cronbach’s alfa katsayısı  $\alpha=0,77$ , sürekli öfke boyutu için  $\alpha=0,81$ , öfke içte boyutu için  $\alpha=0,60$ , öfke dışı boyutu için  $\alpha=0,80$  ve öfke kontrol boyutu için  $\alpha=0,85$  olarak bulunmuştur. Aktif spor yapan bireylerin sürekli öfke durumları puan ortalaması  $2.09\pm 0.54$ , spor yapmayan bireylerin sürekli öfke durumları puan ortalaması ise  $2.17\pm 0.59$ ’dur. Fark puanları karşılaştırmasından elde edilen t değeri 0.79 olarak bulunmuştur ve bu sonuç istatistiksel olarak anlamlı bir farkı yansıtmamaktadır. Aktif Spor yapan ve yapmayan bireylerin öfke-içte durumlarının karşılaştırmasında, spor yapan ergen bireylerin öfke-içte durumları puan ortalaması  $2.09\pm 0.48$ , spor yapmayan bireylerin öfke-içte durumları puan ortalaması ise  $2.12\pm 0.49$  olarak bulunmuştur. Fark puanları karşılaştırmasından elde edilen t değeri ise 0.39 olarak bulunmuştur ve bu sonuç istatistiksel olarak anlamlı değildir. Aktif spor yapan bireylerin öfke-di-

şa durumları puan ortalamasının  $2.00 \pm 0.55$ , aktif spor yapmayan bireylerin öfke-dışa durumları puan ortalaması ise  $2.05 \pm 0.62$  olarak tespit edilmiştir. Fark puanları karşılaştırmasından elde edilen t değeri 0.47 olarak bulunmuştur ve bu sonuç istatistiksel olarak anlamlı değildir. Aktif spor yapan ve yapmayan bireylerin öfke kontrol durumlarının karşılaştırmasında spor yapan ergen bireylerin öfke kontrol durumları puan ortalaması  $2.92 \pm 0.66$ , spor yapmayan bireylerin öfke kontrol durumları puan ortalaması ise  $2.88 \pm 0.65$ 'dir. Fark puanları karşılaştırmasından elde edilen t değeri 0.38 olarak bulunmuştur ve bu sonuç istatistiksel olarak anlamlı değildir. Araştırma sonucunda, aktif spor yapan ve yapmayan lise öğrencilerinin öfke boyutlarının karşılaştırmasında gruplar arasında sürekli öfke, öfke içte, öfke dışta ve öfke kontrol boyutlarında istatistiksel farklılık görülmemiştir. Bulgularda spor yapan ya da yapmayanların ergenlik yaş dönemi tepkilerinin benzer ve baskın olduğundan sonuçların da ergenlikle ilintili olduğu görülmüştür. Sportif etkinliklere katılmanın ergenlik döneminde yoğun olarak yaşanan içe kapanma, kendini ifade edememe, sosyal çevre edinme konularında olumlu etkilerinin olduğu bilimsel birçok çalışmayla ortaya konulmuş olmasına karşılık, Bu araştırma bulguları ve değerlendirmeler ışığında; sporun öfke durumlarının kontrol altına alınmasında doğrudan bir etkisinin olmadığı görülmektedir. Ancak buna rağmen Spor, bireylerin fizyolojik, psikolojik, sosyal vb. özelliklerini geliştirmede önemli kazanımlar sağlayan bir araç konumundadır. Bu anlamda, bireylerin sportif etkinliklere yönlendirilmeleri teşvik edilmelidir.

**Anahtar Kelimeler:** Öfke, Spor, Ergen, Lise