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INVESTIGATION OF MENTAL WELL-BEING AND AGGRESSION LEVEL OF KARATE-DO ATHLETES

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ABSTRACT

This study is conducted to evaluate the aggression and mental well-being levels of karate-do athletes and determinate the effects of some variables. The study group consists of 103 male and 65 female participants who were chosen among the karate do athletes of 5 sports club which is in business in the city of Ankara. During the data collection, Aggression Inventory which has been designed as 30 question and three sub-tests by Kiper (1984), and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS), which has been designed by Tennant et al. (2007) was translate to Turkish after the reliability and validity studies by Keldal (2015) made up of 14 questions and one dimension. Descriptive statistics, t-test, ANOVA and Tukey test were used in the analysis of the data. Internal consistency reliability is .91 for mental well-being and .80 for aggression scales in the study. When all the results are considered, it can be seen that the well- being level and aggression level of people doing karate-do are in high level, most of the participants shows passive aggression. And, it can also be seen that the mental there is a difference between well-being level and participants who have middle level of a belt. Aggression level changes by style of the branch, participants who does kata more, have higher total aggression points and have more passive aggression levels.

Findings show that; destructive aggression level increases when participants lack of medal. In addition, there were no statistically significant differences between mental well-being and aggression levels of the participants and gender, age, marital status, educational status, level of income they perceived, presence of other athletes in their families and selecting to the national team variables. According to correlation analysis which is to analyze mental well-being, aggression and sub-tests of aggression points; there was a weak positive correlation between mental well-being and passive aggression while there was a negative correlation between mental well-being and assertiveness sub test of aggression. As a result of the research, it is seen that that karate-do athletes who do kata have a high degree of aggression and those who have blue belt as a karate-do belt have higher mental well-being level. These results show that karate athletes make expression of passive aggressiveness. Having a medal for this sample group is a more combative image, but when we look at the hierarchical belt system, we find that the participants in the blue belt status, which is known as the middle level, have a higher level of mental well-bein

Key Words: Karate-do, aggression, mental well-being.

1. INTRODUCTION

The term "karate-do" is the most common abbreviated term for karate, which is expressed in the form of an art of unarmed defense. In Japanese; kara; empty, te; hand, do; means art, so that karate can also be called empty hand-made art of defense. This branch, which is based on equilibrium, breath and reaction time, also forms a philosophy on the mental education of the individual at the same time. The karate, which develops a hierarchical training scheme and continues to do so with the same principles and techniques since its inception, is also seen as a means of providing a mental discipline for the individual at the same time. The karate-do branch which aims to make the individual step out of battle with peace, first with his own mind and after discipline, removes violence and provides a peaceful emotional feeding. Karate-do is divided into competition-based and concentration-based imaginary competitions. Kumite is a kind of combat which is done with rival, kata is a form of combat as if there is a rival while you do imaginary combat. Karate-do athletes might do both of them as well. Both kata and kumite benefits about improvement. Every work towards the karate-do branch contributes to the development of values such as self-control, competence, defense, self-esteem. Among these values, karate-do may also affect the level of well-being.

Well-being is an important issue for the field of psychological counseling. Since the absence of disease does not mean that it is better than psychological, it is necessary for the person to have the best solution for the problem beyond solving the problem in psychological counseling (Tuzgöl Dost, 2005a). Subjective well-being, pleasant affection, unpleasant affect and life satisfaction. In the individual's life, the subjective good is high when the pleasant affects outweigh the unpleasant emotions and the cognitive judgment about the quality of the person's life is positive. Cognitive judgments related to positive emotions and satisfaction can be related to various living spaces such as marriage and work, and their sum reflects general life satisfaction. Apart from the general concept of well-being in research on good formation, various concepts such as subjective well-being, psychological well-being, life satisfaction, well-being, and positive affect are also used (Diener, 2006; Tuzgöl Dost, 2005b). Well-being is also included in the literature as subjective well-being, mental well-being and psychological well-being. At this point, aggression, which forms another part of our research, lies in the face of mental well-being. In this context, it is first necessary to define aggression definition, according to Aronson, Wilson and Akert (2012) aggression intentionally indicates harm or

suffering behaviors. This behavior can be physical or verbal; It may or may not reach its goal. It is still aggression. We can split the aggressiveness into two as hostile aggression and instrumental aggression. While there are aggressive behaviors that originate from anger feelings in hostile aggression and that do not hurt or injure, purpose does not suffer in instrumental aggression. On the other hand; Taylor, Peplau and Sears (2015), aggression is the most lenient definition of behavioral or learning approaches; Behave any way that hurts others. The good thing about this definition is that the behavior itself determines whether a particular behavior is aggression. It is up to us to decide whether or not the behavior at this point hurts. In that point it is a curiosity that, perspective about aggression of individuals engaged in defense sports.

The initial point of the study was how the mental wellbeing levels of individuals engaged in defense sports were influenced by their ability to play defense sports, as well as the level of aggression. In this context; Karate-do sample group is reached and, the research question and sub problems was searched.

2. MATERIAL AND METHOD

This study is conducted to evaluate the aggression and mental well-being levels of karate-do athletes and determinate the effects of some variables. The study group consists of 103 male and 65 female participants who were chosen among the karate do athletes of 5 sports club which is in business in the city of Ankara. During the data collection, Aggression Inventory which has been designed as 30 question and three sub-tests by Kiper (1984), and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS), which has been designed by Tennant et al. (2007) was translate to Turkish after the reliability and validity studies by Keldal (2015) made up of 14 questions and one dimension.

Aggressiveness Inventory consists of 30 items and contains three sub tests. These; Destructive aggression, assertiveness and passive aggression. Each sub test in the inventory is defined by 10 questions.

- Items related to destructive aggression; 1, 2, 3, 13, 14, 15, 22, 23, 24, 29
- Assertiveness related materials; 4, 5, 6, 10, 11, 12, 19, 20, 21, 28,

- Passive aggression related items are 7, 8, 9, 16, 17, 18, 25, 26, 27, 30. The material used in the inventory is the questionnaire and the response paper. The questions "do not fit me at all", "do not fit me a bit", "do not obey me", "undecided" "It fits very well with me".

The mental well-being scale was used during the research. The scale consists of 14 positive items and has a 5-point Likert-type answer key. A minimum score of 14 can be taken from the scale, and the highest score is 70. High scores from the scale indicate high mental (psychological) well-being.

3. FINDINGS

In this chapter, there are findings related with the variables which belong to the participators, mental well-being, aggression and sub-tests of aggression scale and also findings related with comparisons of different variables.

1- The frequency and percentage distribution of demographic variables of participators

		N=(168)	
	Variable	f	%
Gender	Female	65	61,3
	Male	103	38,7
Age	20<	68	40,5
	20-30	82	48,8
	30>	18	10,7
Marital Status	Married	22	13,1
	Single	146	86,9
Education status	Primary School	49	29,2
	Secondary School	79	47,0
	High school	25	14,9
	Undergraduated	15	8,9
Percieved Income Level	Low	45	26,8
	Middle	99	58,9
	High	24	14,3
Presence other athletes in the family	Yes	72	42,9
	No	96	57,1
Having which belt	Yellow and below	19	11,3
	Orange	25	14,9
	Green	20	11,9
	Blue	24	14,3
	Brown	35	20,8
	Dojo Black	31	18,5
	Federation Black	14	8,3
Which style do you do more	Kata	75	44,6
	Kumite	93	55,4
Having a medal	Yes	78	46,4
	No	90	53,6
Selecting to national team	Yes	14	8,3
	No	154	91,7

Table 1 shows the information about the individuals' gender, gender, age, marital status, educational status, perceived income level, having another athlete in the family, having which

belt, which style do you do more, having a medal, selecting to national team variables. According to the collected data, it is observed that 61,3 % of the participants are males, 38,7 % of them are females, and the predominant age group is 20-30 with a rate of 48,8%. Marital status of the participants is mostly single (% 86,9), education status of the participants is highly at secondary school level with the rate of 47,0 %. When the perceived income status is observed, it is understood that 58,9 % of participants belong to middle income group. Most of the participants have no other athletes in the family (%57,1) and most of them have brown belt (%20,8). Participants largely doing kumite %55,4 while kata athletes have % 44,6 percent of total participants. As having a medal of the participants is assessed it is observed that while individuals who are lack of medal are 53,6%, have a medal are 53,6%. Lastly, most of the participants are not selected to the national team %91,7 with highly average.

2- The arithmetic average and standard deviation values of mental well-being, aggression scales and aggression scale's sub-tests

	N=(168)			
	Min.	Max.	\bar{x}	ss
Mental well-being	21,00	70,00	60,80	9,04
Agression	30,00	188,00	124,88	22,14
Destructive aggression	10,00	70,00	47,69	10,60
Assertiveness	10,00	70,00	25,18	11,14
Passive aggression	10,00	77,00	52,00	11,65

Arithmetic average and standard deviation value of mental well-being, aggression scales and aggression scale's sub-tests are shown in Table 2. As Table 2 is observed that a high frequency of mental well-being (60,80 \square 9,04) and aggression (124,88 \square 22,14). When sub-tests are analyzed, it was determined that the highest value of arithmetic average is in passive aggression sub-test (52,00 \square 11,65), and the lowest value of arithmetic average is assertiveness sub-test (25,28 \square 11,14).

3- The results of t test between mental well-being, aggression scale, sub-tests of aggression scale and gender variable

	Gender	N	\bar{x}	ss	t	p
Mental well-being	Male	103	60,81	10,12	0,01	0,99
	Female	65	60,80	7,071		
Aggression	Male	103	123,80	21,96	-0,791	0,43
	Female	65	126,58	22,49		
Destructive aggression	Male	103	46,61	11,26	-1,669	0,09
	Female	65	49,40	9,27		
Assertiveness	Male	103	25,82	11,06	0,937	0,35
	Female	65	24,16	11,29		
Passive aggression	Male	103	51,36	12,16	-0,891	0,37
	Female	65	53,01	10,81		

*p<0,05 is statistically significant.

There is no meaningful relationship between mental well-being, aggression scale, sub-tests of aggression scale and gender variable. Beyond that result; in this sample group male participants indicates more mental well-being points than girls (60, 81 □□10,12) with a bit difference. Female participants revealed higher aggression level than boys (126,58 □□22,49), mostly in assertiveness sub-test (24,16 □□11,29). This findings show that; girls have more assertiveness than boys.

4- The results of t test between mental well-being, aggression scale and sub-tests of aggression scale and doing doing which style more variable

	Style	N	\bar{x}	ss	t	p
Mental well-being	Kata	75	59,66	10,18	-1,476	0,14
	Kumite	93	61,73	7,94		
Aggression	Kata	75	130,00	21,96	2,743	0,00*
	Kumite	93	120,75	21,53		
Destructive aggression	Kata	75	50,73	10,10	3,448	0,01*
	Kumite	93	45,23	10,40		
Assertiveness	Kata	75	25,34	12,10	0,169	0,86
	Kumite	93	25,05	10,38		
Passive aggression	Kata	75	53,92	10,40	1,927	0,05
	Kumite	93	50,46	12,41		

*p<0,05 is statistically significant.

The level of aggression of participants who do kata is higher than participants who do kumite. The level of destructive aggression of participants who said that they do more kumite is higher than kata athletes.

5- The results of t test between mental well-being, aggression scale and aggression scale's sub-tests and having medal variable

	Having Medal	N	\bar{x}	ss	t	p
Mental well-being	Yes	78	59,74	10,15	-1,427	0,15
	No	90	61,73	7,90		
Aggression	Yes	78	121,76	20,50	-1,705	0,09
	No	90	127,57	23,25		
Destructive aggression	Yes	78	45,76	10,83	-2,212	0,02*
	No	90	49,35	10,16		
Assertiveness	Yes	78	24,84	11,11	-0,365	0,71
	No	90	25,47	11,22		
Passive aggression	Yes	78	51,15	11,79	-0,881	0,37
	No	90	52,74	11,55		

*p<0,05 is statistically significant.

The level of destructive aggression of those who say they have a medal from participants is higher than those who say that they do not have medals.

6-The results of ANOVA among mental well-being, aggression scale and aggression scale's sub-tests and having which belt variable

	Belt	N	\bar{x}	Ss	F	P
Mental Well-Being	Yellow and below	19	63,26	4,08	2,854	0,01*
	Orange	25	62,84	4,515		
	Green	20	59,25	12,28		
	Blue	24	64,00	4,13		
	Brown	35	56,22	13,38		
	Dojo Black	31	60,41	7,131		
	Federation Black	14	62,92	7,18		
	Total	168	60,80	9,04		
Aggression	Yellow and below	19	127,94	25,05	0,318	0,92
	Orange	25	125,40	23,01		
	Green	20	126,35	18,67		
	Blue	24	127,70	20,68		
	Brown	35	122,17	18,58		
	Dojo Black	31	121,96	26,76		
	Federation Black	14	126,07	23,56		
	Total	168	124,88	22,14		
Destructive aggression	Yellow and below	19	48,42	9,30	1,111	0,35
	Orange	25	48,24	8,82		
	Green	20	49,00	10,34		
	Blue	24	51,37	9,20		
	Brown	35	45,20	11,67		
	Dojo Black	31	45,54	12,01		
	Federation Black	14	48,50	11,23		
	Total	168	47,69	10,60		
Assertiveness	Yellow and below	19	27,26	10,85	0,97	0,44
	Orange	25	22,60	10,64		
	Green	20	26,75	12,98		
	Blue	24	21,70	10,87		
	Brown	35	26,57	11,78		
	Dojo Black	31	26,58	9,81		
	Federation Black	14	24,14	11,25		
	Total	168	25,18	11,14		
Passive aggression	Yellow and below	19	52,26	12,37	0,77	0,59
	Orange	25	54,56	10,19		
	Green	20	50,60	10,03		
	Blue	24	54,62	9,60		
	Brown	35	50,40	10,83		
	Dojo Black	31	49,83	14,63		
	Federation Black	14	53,42	13,45		
	Total	168	52,00	11,65		

*p<0,05 is statistically significant.

According to ANOVA results; There is a significant difference between the belts of the brown belt yellow, orange blue and federation black. According to this, the lowest mental well-being is shown by the brown belt while the highest mental well-being by the blue belt.

7- The relationship of mental well-being, aggression and sub-tests of aggression points

		Mental well-being	Aggression	Destructive aggression	Assertiveness	Passive aggression
Mental well-being	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	168				
Aggression	Pearson Correlation	,043	1			
	Sig. (2-tailed)	,576				
	N	168	168			
Destructive aggression	Pearson Correlation	,135	,818**	1		
	Sig. (2-tailed)	,081	,000			
	N	168	168	168		
Assertiveness	Pearson Correlation	-,278**	,442	,047	1	
	Sig. (2-tailed)	,000	,000	,548		
	N	168	168	168	168	
Passive aggression	Pearson Correlation	,225**	,733**	,600**	-,160**	1
	Sig. (2-tailed)	,003	,000	,000	,038	
	N	168	168	168	168	168

*p<0,01 **p<0,05 are statistically significant.

According to correlation analysis which is to analyze mental well-being, aggression and sub-tests of aggression points; there was a weak positive correlation between mental well being and passive aggression ($r = 0.225$, $p < 0.01$), while there was a negative correlation between mental well being and assertiveness sub test ($r = -0.278$, $p < 0.01$).

4. DISCUSSION AND CONCLUSION

In this research, aggression levels and mental well-being levels of karate-do athletes is examined. It has been researched whether there is an impact of the variables such as gender, educational status, perceived income level, presence other athletes in the family, having which belt, doing which style more, having a medal, selecting in national team of the karate-do athletes. In reference to data collected at the end of the research the results below are found out:

According to the collected data, it is observed that 61,3 % of the participants are males, 38,7 % of them are females, and the predominant age group is 20-30 with a rate of 48,8%. Marital status of the participants is mostly single (% 86,9), education status of the participants is highly at secondary school level with the rate of 47,0 %. When the perceived income status is observed, it is understood that 58,9 % of participants belong to middle income group. Most of the participants have no other athletes in the family (%57,1) and most of them have brown belt (%20,8). Participants largely doing kumite %55,4 while kata athletes have % 44,6 percent of total participants. As having a medal of the participants is assessed it is observed that while individuals who are lack of medal are 53,6%, have a medal are 53,6%. Lastly, most of the participants are not selected to the national team %91,7 with highly average. Participants have high frequency of mental well-being and aggression. When sub-tests are analyzed, it was determined that the highest value of arithmetic average is in passive aggression sub-test, and the lowest value of arithmetic average is assertiveness sub-test.

The well- being level and aggression level of people do karate-do are in high level, most of the participants shows passive aggression. And, it can also be seen that the mental well-being level is in a relationship with having a belt. Aggression level changes by style of the branch, participants who does kata more, have higher total aggression points and have more passive aggression levels. Findings show that; destructive aggression level increases when participants lack of medal. In addition, there were no statistically significant differences between mental well-being and aggression levels of the participants and gender, age, marital status, educational status, level of income they perceived, presence of other athletes in their families and selecting to the national team variables. According to correlation analysis which is to analyze mental well-being, aggression and sub-tests of aggression, there was a weak positive correlation between mental well being and passive aggression while there was a negative

correlation between mental well-being and assertiveness sub test of aggression. Parallel studies have been found in the literature (Kulaksızoğlu and Topuz, 2014) but we have also encountered studies that are opposite to our research. For example Eryılmaz and Öğütölmüş (2010) researched well-being of adolescents by some variables. Their study includes 541 (270 females and 271 males) adolescents who were between ages 14-18. According to results, conscientiousness, extraversion and neuroticism are the most important traits as a predictors for adolescents' subjective wellbeing. In another study, Eryılmaz and Ercan (2011) aimed to investigate subjective well-being in terms of gender, age groups and personality characteristics in their research conducted with 699 participants; men in the 26-45 age group had higher subjective well-being than women; Have found that individuals in the 19-25 age group have a lower level of subjective well-being than individuals in both the 14-17 and 26-45 age groups.

In a different subject of Çöplü's (2015) research whether a beloved increases mental well-being or not. Gender, physical appearance satisfaction, and continuing department satisfaction variables considered to affect mental well-being when the data were collected were included in the study. The study group consisted of 659 (336 female, 323 male) students. The mental well-being of university students did not show any significant difference according to the relationship status variable. However, mental well-being was found to be higher in those who were related. The mental well-being of university students did not differ significantly in terms of gender change as in their research. In terms of physical appearance and continuing department satisfaction variables, mental well-being of university students shows a significant difference. In other words, those who are satisfied with their education and those who are satisfied with their physical appearance have higher levels of mental well-being. In another research, Koçak and Tatay (2016) aimed to compare the academic success, subjective well-being and their loneliness levels of the adolescents having both broken and unbroken families. It has been discovered that, there are significant differences between the subjective well-being, the academic success, and the total loneliness levels, of the adolescents having broken and unbroken families. However a significant difference could not be found between the academic success, as in our research, the subjective wellbeing and the total loneliness levels of the adolescents in terms of gender.

There is no significant difference between perceived income level and mental well-being level in our research but Tatlıoğlu's (2015) study, there is a difference between income level and mental well-being level. The study of university students in relation to the relationship between monthly income and expenditure level and their psychological well-being has revealed that income shows a significant relation to psychological well-being and psychological well-being increases parallel to income as it does not in our research.

There is plenty of research about mental well-being, well-being, subjective well-being researches by taking different sample groups. For example; In Sarı and Kermen's (2015) research, subjective well-being as a predictor of peace attitudes is studied. According to the results of the research, the attitudes of adolescents towards peace and positive affects which are sub-dimensions of subjective well-being and satisfaction in family relations and relationships between satisfaction and life satisfaction in important people are significant. Another research finding is that the attitudes of the adolescents towards peace do not differ according to sex. It is also another finding that investigates that positive emotions and satisfaction in family relationships are predictive of peace attitudes. In another research; prediction of subjective well-being of university students via self regulation, humour, social self-efficacy and stress-coping strategies is examined and emotional regulation, humor styles, self-efficacy and coping strategies have been found to be important variables in explaining the well-being of students as a result (Özbay and et al., 2012). According to Keyes, Shmotkin and Ryff (2002) subjective well-being is to assess life in terms of satisfaction and balance between positive and negative interaction; Psychological well-being requires a sense of harmony with the existential difficulties of life. The authors assume that these research trends are conceptually related but empirically different and their combinations differ according to sociodemographic and personality traits. The data were obtained from a national sample of 3,032 Americans aged 25-74 years. They found that as age, education, outward and conscientiousness increased, and when neuroticism decreased, the likelihood of a rise in subjective well-being and psychological well-being increased. Participants who were younger and more educated were found to be statistically different from our research results, with higher levels of subjective well-being. Chaefer et al. (2017) report that superior educational and occupational attainment, greater life satisfaction, and higher-quality relationships. Findings draw attention to "enduring mental health" as a revealing psychological phenotype and suggest it deserves further study. Gardner

and Oswald (2007) investigated whether or not money affects well-being in their research, compared to two control groups - one with no wins and the other with small wins - these individuals go on to eventually shows significantly better psychological health. Two years after a lottery win, the average measured improvement in mental wellbeing.

In another study Coon and et al. (2011) compared the effects on mental and physical wellbeing, health related quality of life and long-term adherence to physical activity, of participation in physical activity in natural environments compared with physical activity indoors. In this empiric study, the results shows that feelings of calmness may be decreased following outdoor exercise. This study suggested that; Large, well designed, longer term trials in populations who might benefit most from the potential advantages of outdoor exercise are needed to fully elucidate the effects on mental and physical wellbeing. In addition to this; when the literature is examined, many researches have been done with mental well-being (Christopher, 1999; Daaleman,1999; Linley, 2009; Shek, 1999; Wood, 1989).

On the other hand we have found aggression level is differentiated by having medal and doing kata more variables and it is not differentiated by gender, educational level, marital status, perceived income level and so on. In the literature, researchers studied mostly about gender and age variable and aggression level. For instance; Eroğlu (2009) made a comparison between high school and university students in terms of the dimensions of aggression behaviors and related factors and found difference according to sex and age. According to this result, male students who are both high school and university students have higher aggression scores than female students, students with younger ages were also found to have higher aggression scores. In other study, high school students with different parental attitudes significantly affected the level of aggression by gender variable, and males tend to be more aggressive than female students (Tuzgöl, 2000). Yalçın (2007) also studied a similar issue and found no significant relationship between aggression and gender change. In Karataş (2008) research on anger and aggression in high school students, it was observed that male students also showed higher level of aggression than female students. Arslan et all. (2010) in the paper of Aggression and Interpersonal Problem Solving in Adolescents, have examined the aggression level of the participants and they found that, boys have more aggression points than girls.

In addition, Dervent, Arslanoglu and Şenel (2010) found that the gender variable did not affect the level of aggression in parallel with our research. They study from all the students

(female,male), who do sports have more assertiveness levels than who do not do sports. Although there is no difference according to sexuality, the girls who participate in sport activities have more assertiveness characteristic than boys. According to sexuality among the students who do not participate in sport activities, no significant difference was found. In their study; participation in to sport has no effects on reducing of agresivity in high school students however it increases assertiveness. In addition students participated in to sport and female students are more asssertive than non participated and male students. Alp et all (2014) have the same results; they have found when the aggressiveness levels of the participants has been evaluated according to genders of participants, even it has been observed that the boys' aggressiveness scores are higher than girls, this difference is statistically meaningless. And there was no meaningfull relationship between participating sport activities or not.

Contrary to these researches, Shokoufeh (2014) is the result of a survey of the level of personality and aggression of sportsmen who are interested in different branches and non-sports individuals. Found that sporting individuals are more extroverted than non-sporting individuals and that their aggression characteristics are lower than those who do not. Surveys aimed at comparing sports participants and non-sports participants are found in the literature (Şekertekin and Gençdoğan, 2003, Şekertekin, 2003). Ersoy, Tazegül and Sancakli (2012) investigated the level of aggression of the wrestlers and evaluated the aggressiveness of the wrestlers according to age, sport age and highest degree variables. There was no statistically significant difference in the aggressiveness levels of these variables. Moreover, according to the research of Gündoğdu (2010), the income situation has an effect on aggression, but our research does not reveal a meaningful relationship between income status and aggression.

As a result of the research, it is seen that that karate-do athletes who do kata have a high degree of aggression and those who have blue belt as a karate-do belt have higher mental well-being level. These results show that karate athletes make expression of passive aggressiveness. Having a medal for this sample group is a more combative image, but when we look at the hierarchical belt system, we find that the participants in the blue belt status, which is known as the middle level, have a higher level of mental perception. The studies about karate-do field is very few. It is necessary to reach more athletes and examine the relations about their psychosocial situations to get know these athletes well and attain them by newly equipped sports plans.

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