

THE IDENTIFICATION OF AGGRESSIVE BEHAVIOR IN PERFORMANCE ATHLETES AND ITS IMPROVEMENT THROUGH PSYCHOLOGICAL TRAINING

ABSTRACT

Aggressiveness is considered to be a general trait of human beings, a potential mental state, whose manifestations can be found in the majority of areas of activity, and the way it is manifested and managed may create destructive and adaptative values (Larousse Dictionary of Psychology, 1996). Once upon a time, sports was perceived as a race whose purpose was the triumph, a confrontation of the participant with his own physical and spiritual limits but also with those of the opponents, an attempt of pleasing the spectating audience through an impressive show. However in recent years the performance sports arena has become a space where aggressiveness and violence manifest in a direct manner, abolishing all steadfast rules of fair-play.

Why has sports, as well as its audience, reached a point where this aggressive behavior manifests so frequently? Does sports represent an environment that contributes to an increased manifestation of aggressiveness? Is the manifestation of aggressiveness linked to the branch of sports being practiced? Are sportsmen more aggressive than their female counterparts? Whether we are discussing the manifestation of aggressiveness among athletes, or that against officials, referees or supporters, aggressiveness remains a constant source of concern for this field. In sports, there are behaviors which are not tolerated in a non-sporting environment, which is why aggressiveness is bestowed upon with an ambiguous role in the field of performance sports.

Some athletes are being taught by competition to dominate their aggressive impulses, for others it's the opposite, it gives them the alibi for an extreme aggressiveness, where the goal becomes more important than the means. We do not deny the necessity of a certain dose of aggressiveness, it represents one of the virtues of sporting competition when it is controlled and channeled towards a real stake. Specialists suggest that performance sports can be reformed, a reason for annual series of studies made and diagnoses related to identifying the psychological parameters of aggressiveness, attitudinal styles with etiopathogenetic risk, as well as the adhering mechanisms involved in generating it.

In addition to the above mentioned, there is another series of factors that lead to aggressive manifestations in sports, such as the faulty relationship between coaches and their athletes, the lack of promotion for the concept by the specialized federations, the proliferation of aggressiveness through mass-media and the indifference of the public opinion towards such undesirable acts being committed. It is this indifference that most of the time leads to an accentuation of athletes' behavioral and emotional problems, as well as aggressiveness as a trait. Young athletes that are witnessing unhealthy behavior during training hours become the introverted adults of tomorrow, frustrated, or inherit an aggressive conduct.

An adequate climate during training and competitions can be analyzed through the interpersonal relationship between athletes and coaches, through their system of attitude towards social norms and values, through the manner in which they are perceived, through the way certain behaviours are manifested and their degree of acceptance in tensed situations or state of affairs. The degree of openness and honesty, the way sanctions and rewards are accepted or applied, all these indicators, among others, may represent predispositions for the manifestation of and aggressive conduct in performance sports.

These *premises* were also part of the *reasons* that led us to have a new approach to the subject studied. The *Scope* of this study is to obtain useful informations and explanations for the athletes, for the full understanding of the characteristics that can determine aggressive behavior in sports. Once this explanatory process ends, the next purpose of the study is to come to the support of the athletes and to those that come in contact with them, through the

elaboration of a guide for educational intervention over athletes' traits that generate aggressive manifestations, and implicitly to the deterioration of their sports performances.

Another scope of the study is the update of the theoretical and practical importance of the aggressiveness phenomenon and to change certain views on possibilities of prediction concerning aggressive behavior in a sport such as Athletics. So that in the end, in conclusion to the investigations and on the basis of the needs identified, to be able to propose a guide for psychological preparation of limiting and educating this undesirable behavior, offering to sports, as well as the society as a whole, positive behavioral models.

Attaining these goals implies the elaboration and planning of certain objectives. The **General Objective** of this study seeks to collect the necessary data to allow the analysis and identification of the characteristics of manifestation of aggressive behaviour in performance athletes, in the competition stage. The **specific objectives** aim at establishing the level of aggressiveness through the evaluation of hostile and instrumental aggressiveness, comparing these on age and gender categories, establishing the relationship between aggressiveness and the type of sports orientation.

As a **theoretical objective** the study aims to complete the existing theoretical data and to show the necessity of educating young athletes according to the studied theories. The **methodological objective** of the study is to add value to the aggressiveness apparatus of evaluation in sports through the introduction and adaptation of two psychodiagnostic instruments. In pursuit of this goal, the structure of the study follows the aforementioned objectives, seeking to correspond to the theoretical and methodological demands. The current study attempts to deepen the knowledge on the psychology of the performance athlete, in our case the Athletics sportsman, in an attempt to identify what is hidden behind this aggressive behavior, of the wrong attitude adopted when faced with certain stressful circumstances.

The operationalization of the concept has established the following Variables:

1. *The independent Variable*

- The gender of the participants – male, female;
- The age of the participants – juniors (male/female); seniors (male/female);

2. *The dependent Variable*

- The type of aggressiveness – instrumental; hostile;
- The type of sports orientation – the five drawn from the operationalization of the concept (Respect and concerns about social conventions); Respect for officials and concern for the Regulation; Respect for full personal commitment to the sport concerned; Respect and concern for the opponent; Negative attitude towards practicing sports.

After the previous steps have been completed, we deduced from theory the following hypotheses:

Hypothesis 1. We assume that we will come across in the performance athletes, predominantly, a manifestation of instrumental aggressiveness, given the nature of the sports practiced – individual and semi-contact.

Hypothesis 2. We expect the manifestation of aggression of performance athletes differ by gender; therefore we assume that men athletes exhibit aggressive behavior more than their female colleagues.

Hypothesis 3. There is a difference in the manifestation of aggression depending on the age of the athlete; The higher the athlete's age, the higher the manifestation of aggressive behavior.

Hypothesis 4. There is a correlation between aggressive behavior of performance athletes and the type of sport orientation, as follows:

Hypothesis 4.1. The more respect and concern for the opponent grows, the less the aggressive behavior;

Hypothesis 4.2. The more respect and concern for rules and officials is higher, the lower the level of aggressive behavior;

Hypothesis 4.3. The more respect and concern for the social conventions are high, the manifestation of aggressive behavior decreases;

Hypothesis 4.4. The more the orientation towards participation in sport is negative, the manifestation of aggressive behavior grows;

Hypothesis 4.5. The more the athlete's respect for his total commitment in the sport he is practicing is higher, the more the manifestation of aggressive behavior decreases;

The research was conducted within the National Athletics Team, between 8th-10th 2011, August, having as a *selection criteria* the most representative junior/senior performance athletes, 81 in total. This team is representative for our study, it's heterogeneous and can reveal the qualitative differences in behavior of performance athletes.

To investigate the extent and forms of manifestation of the aggressiveness of performance athletes and of the multidimensional sports orientations, the most useful *methods, techniques and instruments* used in our methodological demarche, are: **method** – psychometric, statistical and graphic; **technique** – questionnaire, descriptive and inferential statistics; **instruments** – psychological tests (the two forms), S.P.S.S application (option 15)

Conclusions drawn from the experiment and discussions

1. Instrumental aggressiveness manifests more prominent than hostile aggressiveness, for both senior male athletes ($p = 0.015 < 0.05$) and senior female athletes ($p = 0.00 < 0.05$), same as with junior male athletes ($p = 0.00 < 0.05$) and junior female athletes ($p = 0.00 < 0.05$). Tests at the threshold of 0,05 shows insignificant differences. The nature of the sport practiced, individual and semicontact justifies instrumental aggressiveness which implies energetic behavior, authoritarian, physical strength and ambition, but that does not have a hostile and coercive tendency. This aspect is due to habits formed following behavioral patterns learnt through the influences of the observed behaviors.

2. Senior female athletes manifest a higher hostile aggressiveness ($t = 3.068$ significant to $p < .05$, $df = 37$), in comparison with senior male athletes. This situation is due to the mentality of social sport groups, which have significant influences over hostile aggressiveness. Hostile aggressiveness is low, both in male and female junior athletes ($p = 0.303$, $t = 1.044$, $df = 40$) same with the instrumental one ($p = 0.826 > 0.05$, $t = -0.222$, $df = 40$). The inexistence of the variation between calculated averages (286 points for B.A.A.G.I.-S) and between the values of the standard deviation (1,90), highlights behaviors that are very similar, almost identical. The autonomy of junior athletes is lower – in relationship to their coach – than that of senior athletes. Within this context, the group spirit, within which hostile aggressiveness is not promoted, is much stronger at the pre-senior age. The insignificant values confirm on the other hand the statement made in the 3rd hypothesis, related to the dynamics of the growth of aggressiveness.

3. Athletic aggressiveness does not show significant differences between senior male athletes and senior female athletes ($p = 0.739$, $t = -0.336$, $df = 37$), same as the instrumental one ($p = 0.345 > 0.05$, $t = 0.956$, $df = 37$), even though the scores are high. This type of aggressiveness is beneficial and could show us a strong orientation of the athletes towards obtaining a result as high as it could be. The explanation to these conclusions can rely on the gender-role transformations that occur at the age of adolescence, on the fact that girls at this age, are more nonconformist and adopt aggressive models easier.

4. The calculation of correlation coefficients have proven that there are no mutual influences between the age of the athletes and the scores of the athletic aggressiveness, regardless of the sport category ($r = -0.005$, $p = 0.967 > 0.050$, $df = 160$), hostile aggressiveness ($r = 0.12$, $p = 0.914 > 0.05$, $df = 160$) and instrumental aggressiveness ($r = 0.057$, $p = 0.615 > 0.05$, $df = 160$). Aggressiveness is not influenced by the athlete's age. Even though this hypothesis is not validated for any type of aggressiveness, there is a correlation between age and instrumental aggressiveness with female athletes, a slight tendency for the aggressive manifestations to decrease with age (negative correlation) which might show us that an increase in age might give female athletes a better control over their aggressive impulses. The results can only bring us joy, because a certain type of aggressiveness, observed in older athletes, leads to a similar behavior among younger athletes.

5. In the case of male athletes we have a slight tendency that with age aggressive manifestations increase (positive correlation), which might show us that an increase in age male athletes tend to become more aggressive. Even though these observations are only at the level of tendencies, we wished to underline this fact as a possible area of further research.

6. By studying the correlation between the manifestation of different forms of aggressiveness and the first characteristic of the M.S.O.S. test (S1- respect and concern towards social conventions) we have obtained the following results: S1 correlated to hostile aggressiveness: $r = -0.20$, $df = 160$, $p = 0.08 > 0.05$; S1 with instrumental aggressiveness: $r = 0.20$, $df = 160$, $p = 0.08 > 0.05$; S1 with athletic aggressiveness: $r = 0.18$, $df = 160$, $p = 0.11 > 0.05$. We can observe that all 3 correlations are insignificant, meaning that aggressiveness is not influenced by the respect and concern towards social conventions. With the increase in respect and concern towards social conventions hostile aggressiveness tends to decrease, and the other two types of aggressiveness to increase (only at a level of tendencies)

One justification for this could be the fact that through lifestyle, training camps, competitions, athletes have less contact with society and its social conventions, a certain setting of the moral reasoning taking place for a cognitive standpoint, which justifies an egocentric morality for them. According to the theory of moral reasoning, a relationship inversely proportional between the long period spent in training and the development of moral values, or the maturity of moral judgement. These constraints of a restrictive lifestyle determines them to internalize notions of respect, discipline, order, and to finally become natural behaviors.

7. The correlations between the three forms of manifestation of aggressiveness and the second characteristic of the M.S.O.S. scale shows us the following results: the higher the respect and concern towards Regulations and officials, the lower the aggressive manifestation of a hostile type $r = -0.40$, $df = 160$, $p = 0.03 > 0.05$ and the higher the instrumental type ($r = 0.24$ significant at $p < 0.05$), and the athletic aggressiveness is not influenced by this factor $r = 0.09$, $df = 160$, $p = 0.43 > 0.05$. This is possible because the more the athlete manages to understand and better appreciate the rules and the role of the officials for their sport activity, he has better awareness of the consequences of manifestations of hostile aggressiveness.

8. The correlations between the components of aggressiveness and the third M.S.O.S characteristic shows us that when the respect for the complete commitment for sports increases, so does the manifestation of instrumental aggressiveness ($r = .23$ significant at $p < .05$) and athletic aggressiveness ($r = .28$ significant at $p < .05$), and the hostile aggressiveness decreases ($r = -.25$ significant at $p < .05$). This shows us that as the desire for a better result increases, so does the tendency to repress the hostile aggressiveness.

9. The correlations with the fourth component (S4 – respect towards the opponent), shows us that when respect and concern for the opponent increase, the manifestation of hostile aggressiveness decreases ($r = -.23$ significant to $p < .05$) and the athletic aggressiveness increases ($r = .24$ significant at $p < .05$). The fact that the instrumental aggressiveness is not

influenced by the respect towards the opponent is normal ($r = 0.16$, $df = 160$, $p = 0.16 > 0.05$), keeping in mind the definition of instrumental manifestation. These results underline the fact that when the athlete uses the opponent as a reference point, he manifest a decreased hostile aggressiveness and an increases sport aggressiveness.

10. Finally, the correlation with the fifth component shows us that the negative attitude of the athletes towards sport activity increases hostile aggressiveness ($r = .25$ semnificativ la $p < .05$), but does not have any negative influences over instrumental aggressiveness ($r = - 0.12$, $df = 160$, $p = 0.30 > 0.05$) and athletic aggressiveness ($r = - 0.02$, $df = 160$, $p = 0.83 > 0.05$). This is due to a process of misunderstandings or late sport maturity, which leads to a build up of frustrations, negative feelings, all of which determine an increase in hostile aggressiveness.

11. These conclusions draw our attention to the role of the coach in educating the athlete, because the interpretation that the athlete gives to aggressiveness and the way he reacts, are a result of educational influences. Therefore, we are talking about an immense potential in sport for the positive promotion of the orientation of sportsmanship. The conclusions presented above entitle us to say that all the proposed objectives have been touched upon and all the hypotheses formulated at the beginning of the study have been verified.

Theoretical Conclusions

- Aggressiveness in performance sports is an inexhaustible topic and a permanent preoccupation, and purely theoretical research don't reach the deeper and subtle layers of the approached phenomenon. We recommend the expansion of practical research through a substantial interdisciplinary contribution, and the synthesis and incorporation of the information and discoveries made to be more enlightening and relevant.

- The research made tries to identify those elements that might be useful in view of building a general strategy. This is why, when analyzing the data we didn't limit to a purely statistical analysis, but we also tried to identify those tendencies in the athletes' behavior.

- The current study has an important theoretical contribution, by presenting a generous number of arguments, given by as many theories and explanatory models of aggressiveness in performance sports. The theories have varied from biological ones, to psychological and social, that have helped us throughout our endeavor to understand what aggressiveness represents, how it manifests, which are the possible psychological risk factors and causes that determine acts of aggressiveness in sport.

- We have understood that aggressiveness in sport is related to a physical force, a pugnacious instinct, a behavior determined by external factors (frustration, rolemodels and positive/negative influences) and internal (physiological and neurological).

- Whatever the presentation of the decisive factors and forms of manifestations would be, it is necessary to correctly frame them, doubled by an operational definition of the analyzed concept. This has represented a good premise for our investigative endeavor (establishing hypotheses, choice of appropriate methods and instruments of research). Also, it has helped that on the basis of the results reached to elaborate a guide for psychological preparation, that we consider useful in the limitation and education of undesirable behavior within performance Athletics.

- The personal development of a young athlete gives him the chance, first and foremost, to form a balanced personality from a psychological standpoint, to create positive behavioral patterns that would last beyond his sport activity, offering at the same time to sports and the society as a whole, behavioral rolemodels worthy of being followed.

Practical Conclusions

1. A first ascertainment of our investigation draws attention on the type of aggressive manifestation in Athletics. We discover that athletes manifest a predominant instrumental aggressiveness, which confirms our assumptions from the beginning of the research.

2. We have identified the existence of gender differences in the manifestation of the aggressiveness type. Female athletes are more predisposed to using hostile aggressiveness ($t = 3.068$ significant to $p < .05$). Instrumental aggressiveness does not show any gender differences, both females and males finding that this type of aggressiveness is beneficial, a natural behavior, or a support for the athlete's success.

3. We have observed that aggressiveness remains constant throughout different age periods and does not seem to be influenced by the athlete's maturity, the experiences gained, by the abilities of networking and management difficult moments.

4. Sports orientations have an impact over the aggressiveness of the athlete, it mediates the relationship between the athlete and aggressiveness, as well as there is a positive relationship between these orientations and instrumental aggressiveness and a negative relationship with hostile aggressiveness.

5. The current findings have practical implications as well, the link between the coach and the athlete implying processes through which coaches can develop the moral values of the athletes. Stopping aggressive incidents in sport is found in their preparation and educational qualities, in the way in which they inform the athletes regarding the dangers of aggression.

6. The data obtained through this research supports mainly the premise of the social education theory, in the sense that ambiental determinants can be modified through education, however we cannot leave out the effects of the frustrating factors that the sports competition offers.

7. The conclusions of the practical research alerts us to the risk factors in the development of certain aggressive behavioral skills among athletes. This is why, we underline the importance of forming general assertive interpersonal habits and certain abilities for the growth of self-control, trust and self-esteem, as well as of the emotional intelligence. A moral education becomes real when the athlete becomes an independent personality, when all the traits presented above are understood and become an integrated part of his life.

9. This is why, we wish that the results of this study to represent the starting point in building broad educational programs, in the long term, to empower all decision factors, where all the efforts should be pointed towards the promotion of a tolerant behavior, one of mutual understanding, fair-play, which is not compatible with aggressiveness.

GUIDE FOR THE PSYCHOLOGICAL PREPARATION IN VIEW OF THE EDUCATION OF AGGRESSIVE CONDUCT WITH PERFORMANCE ATHLETES

The results and the conclusions of the research are the arguments that entitle us to choose a guide for psychological preparation with the purpose of educating cognitive abilities that can withstand the risk factors generated by competition and general interpersonal assertive habits. The prevention, limitation, education and modeling of aggressive behavior, implies the following ordering strategy:

- a. Determining the factors that have the highest frequency and can determine aggressiveness;
- b. Methods of prevention and combating of aggressiveness;
- c. The roles of the persons involved in the process of psychological preparation (coaches, managers, parents, referees, officials of certain organizations).
- d. Means specific to performance sport for controlling aggressiveness.

Each of these components do not only create the cognitive-affective-emotional sphere in whose framework the aggressive tendencies or manifestations can be controlled.

The strengthening of the desirable behaviors, increased control over frustration and anger inherent to sport, an increased attention given to moral values (respect towards the opponent, officials, rules), constitute an efficient process in the reduction of aggressive tendencies, the growth of performances and the formation of a balanced personality from a psychological standpoint.

Thus, the psychological methods chosen by us have as a starting point the factors that predict and explain the manifestation of athletes' aggressive behavior and are pointed towards the personal development of the young athlete, of his power of recognizing his own emotions and controlling them, self-motivation and self-education of harmonious relationship with himself and with others. And when we discuss about the psychology applied to performance sport, we refer to, especially, the improvement manner of those psychological abilities that increase sport performances, through specific behavioral interventions as a way of appeasing aggressiveness and to develop the athlete's personality, of his human potential.

Limitations and recommendations for future research directions

Even though these findings extend our knowledge on matters related to aggressiveness in sports, and in Athletics in particular, there are certain limitations to this current study, problems that can be addressed in future studies. The first limitation resides in the fact that the research was focused on a single sports branch, Athletics, which limits a generalization towards other sports. It would be interesting though that future studies to broaden this framework to other sports branches and eventually through a possible comparison between individual and team sports.

Another obvious limitation would be the possible contamination of the answers in their attempt to protect the Self, to look good in front of the researcher, even though the anonymity of their identity was brought to their attention. Thus, this only allows us to make careful generalizations to his concern, and future studies will have to include a wider variety of samples of this category and a diversification of the variables of the investigated instruments.

Keeping in mind these findings and the importance of better understanding the predictors of aggressive behavior in sports, we deem necessary new efforts of research that will use other valid control measurements of aggressive actions in sports. The qualitative research should examine in depth the role of the coach in facilitating athletes' aggressive behavior, the link between his leadership style, the athlete's motivation and prosocial behavior.

Also, the link between the coach's professional quality, the coach/athlete relationship and its crucial importance in the moral engagement or disengagement of the athlete, in the promotion of moral character and the internalizing of moral values in sports. At the same time, researchers should examine the effects of experimental interventions meant to promote prosocial behaviors and to weaken antisocial behaviors in sports.

In our research we have used questionnaires that utilize the Likert scale with four points, which is very useful with testing opinions and attitudes (Fully agree, agree, disagree, fully disagree), that however force the subject to express the agreement or disagreement to every item, not having the possibility of a neutral answer. From this point of view a limit has been created, the results being treated with caution because this evaluation method of attitude relies on the premise that the subjects express their true attitudes, a premise which unfortunately is not always real (the tendency to display a façade, social desirability). The same as athletes' answers might've been influenced by other factors (colleagues, coaches), a fact disregarded by this research.

We hope for this research to be an inspirational factor for a new interest in this inexhaustible topic, stimulating researchers to analyze the relationship between aggressiveness

and sports, the link between hostile and instrumental aggressiveness within a sport context, the relationship between aggressiveness, sport performance and moral values, a few variables that may bring new information on the understanding of aggressiveness in performance sports.

The relevance of practical and theoretical contributions and the capitalization of the research in the specific domain E.F.S and the dissemination of the research results

We believe that through this study we have done a thoroughgoing study of a topic still sensitive, important and particularly current for the psychology of performance sports, inasmuch as aggressive behavior in general and aggressiveness in particular, fulfill an essential role in the structure and dynamics of the human psychic system. This approach is important, if we take into consideration the relatively low existence of theoretical and practical studies on this topic, compared with its significance, the amplitude and implications of the phenomenon.

The **contributions** of this study reside in:

- Our research uses and brings forward for the first time in Romania two psychometric instruments (B.A.A.G.I.-S. și M.S.O.S.) for the identification of the type of aggressiveness in sports, which we believe to be a merit.
- We have built a standard regarding these two instruments, so as someone else, some other time, could report and verify the scores obtained.
- The research brings new useful theoretical and practical information to those who come in direct contact with athletes, over the manner in which aggressiveness manifests in performance sports in general and Athletics in particular.
- From a theoretical perspective, the implications of the current research stand out through the important theoretical contribution and through a generous presentation of different arguments given by multiple theories and explanatory models.
- It brings attention to the importance of the coach in the development of the abilities of aggressiveness management, forgetting the fact that the coach's influence as a role model cannot be underestimated, that is has enough power to stop the aggressive manifestation of the athlete and the possibility to make his sports activity a productive and pleasant experience. Often athletes engaged in competitions look to the coach waiting for an advice, or an orientation. Thus, they have, even more so, the opportunity and responsibility to influence the behavior of their athletes. If the coach is aggressive in his instructions, he is himself overcome by emotions, creating an atmosphere that can increase the athletes' aggressiveness, of the occasions for manifestation, as well as justifications.
- It offers a necessary framework and the possibility for in-depth knowledge over the sensitive psychic risk factors that may trigger aggressiveness in sports, and a better understanding of the athlete's attitude may contribute to the reduction of his aggressive behavior.
- It's a study that comes to the support of specialists that can make decisions in this regard, so that in the end, through all this endeavour, to place the foundation and to suggest educational measures that will prevent and improve aggressive behavior of performance athletes, thus improving his performance. Together with these prevention and education methods of aggressive behavior, we also suggest a few psychological methods for intervention to this concern, that we consider to be useful and effective.
- Lastly, it highlights the necessity for new research of the field, through an in-depth understanding of the psychological mechanisms that determine aggressive

manifestations in performance sports, as well as the factors that favor difficulties in its management

➤ In terms of aggressiveness in performance Athletics, the data offered by our research may constitute the support for an extension of research.

Disemination of the results of the research:

1. **Mărășescu Mihaela Rodica**, *Athletic Morality and Aggressive Behavior*, (2012), Contemporary Readings in Law and Social Justice, Volume 4 (1), pp. 150-155, ISSN 1948-9137, Addleton Academic Publishers, New York.

2. **Mărășescu Mihaela Rodica** *Athletes Involvement in Violence and Aggression Within the Context of Sports Competition*, (2013), Contemporary Readings in Law and Social Justice, Volume 5 (2), pp 183-188, ISSN 1948-9137, Addleton Academic Publishers, New York.

3. **Mărășescu Mihaela Rodica** *The Role of Hostile and Instrumental aggression in sport*, (2014), Linqustic and Philosophical Investigations, volume 13, pp. 170-175, ISSN 1841-2394, Addleton Academic Publishers, New York.

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5. **Mărășescu Mihaela Rodica**, (2015), *The identification of aggressive behavior in performance athletes and its improvement through psychological training*, Discobolul – Physical Education Sport and Kinetotheray Journal, Vol. nr. 2, (40). index Coverage of Discobolul Journal.

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