

SPORUN ÜNİVERSİTE ÖĞRENCİLERİ ÜZERİNDE MUTLULUK VE SOSYALLEŞME DÜZEYLERİNE ETKİSİNİN İNCELENMESİ

Yasin YILDIZ¹

Sümmani EKİCİ²

Received: 12.02.2017

Accepted: 21.09.2017

ÖZ

Bu çalışmanın amacı sporun üniversite öğrencileri üzerinde mutluluk ve sosyalleşme düzeylerine etkisinin incelenmesidir. Çalışmaya 2014-2015 eğitim öğretim yılı bahar döneminde Adnan Menderes Üniversitesi Beden Eğitimi ve Spor Yüksekokulu'nda öğrenim gören 196 (n=69 kadın, n=127 erkek) öğrenci ile Eğitim Fakültesi'nde öğrenim gören 229 (n=148 kadın, n=81 erkek) öğrenci katılmıştır. Öğrencilerin mutluluk düzeylerinin belirlenmesinde Hills ve Argyle (2002) tarafından geliştirilen, Türkçe uyarlaması Doğan ve Çötök (2011) tarafından yapılan Oxford Mutluluk Ölçeği (OMÖ), sosyalleşme düzeylerinin belirlenmesinde Şahan (2007) tarafından geliştirilen Sosyalleşme Ölçeği (SÖ), kullanılmıştır. Elde edilen verilerin istatistiksel analizinde SPSS 22.0 (Statistical Package for Social Science) paket program kullanılmıştır. Çalışmada Farkın Önemlilik Testi (Independent Sample t-testi) ve Tek Yönlü Varyans Analizi (One Way Anova) kullanılmıştır. Araştırmanın sonunda, Beden Eğitimi ve Spor Yüksekokulu'nda öğrenim gören öğrencilerin Eğitim Fakültesi'nde öğrenim gören öğrencilere göre daha mutlu ve sosyal oldukları sonucuna ulaşılmıştır (p<0.05). Sonuç olarak sporun üniversite öğrencilerinin mutluluk ve sosyalleşme düzeylerinin artmasında etkili bir araç olarak kullanılabileceği söylenebilir.

Anahtar Kelimeler: Spor, Mutluluk, Sosyalleşme, Üniversite Öğrencileri.

INVESTIGATION OF THE EFFECT OF SPORTS ON THE LEVEL OF HAPPINESS AND SOCIALIZATION OF UNIVERSITY STUDENTS

ABSTRACT

The aim of this study is investigation of the effect of sports on the level of happiness and socialization of university students. This study has been carried out between 2014-2015 academic year, in spring semester, at Adnan Menderes University, with the contribution of 196 (n=69 female, n=127 male) students from School of Physical Education and Sports, and 229 (n=148 female, n=81 male) students from Faculty of Education. For determining the happiness level of the students, Oxford Happiness Scale (OHS) which had been developed by Hills and Argyle (2002) and adapted to Turkish by Doğan and Çötök (2011) was used. In order to determine the socialization level of the students, Socialization Scale (SS) which has been developed by Şahan (2007) was used. Data was analyzed by using SPSS 22.0 (Statistical Package for Social Science) package software. While analyzing the data, Independent Sample t-test and One Way Anova test is used for determining the difference between the two approximate. At the end of the study, the students who are studying at physical education and sports university students are happier and more social than who study at the Faculty of Education (p<0.05). As a result, sport can be used as an effective tool to increase happiness and socialization level of university students.

Key Words: Sports, Happiness, Socialization, University students

¹ Adnan Menderes University School of Physical Education and Sports, Aydın Turkey

² Muğla Sıtkı Koçman University Faculty of Sport Sciences, Muğla, Turkey

INTRODUCTION

Happiness, as an important concept that affects all fields of human life has been arousing researcher's attention for a long time. Happiness is described as positive feelings' being more than negative feelings that human feels and satisfaction that can be got from life in general²⁵. Human always feel desire to be happy from birth to death. Happiness is aim and meaning of human life. For this reason, they always search the information that makes him always live the happiness³².

Lyubomirsky (2014) linked the methods that will bring happiness to people to some factors. Cultural, artistic, sportive activities, which are among intentional activities among these, are social factors that make individuals happy. Individuals who join these kinds of activities regularly express themselves with their behaviors in the society where they live. Yetim (2000) states that life style of society, values and information which are needed to live in that society are transferred to individual by the way of groups and an individual who gains the feature of being a society with this information and values being adopted enters socialization process.

Socialization is described as individuals being informed about roles and norms that are expected from him/her after passing specific stages to gain membership of society from the birth as a social concept¹². In other description, society's learning and adaptation process of making, hearing and thinking styles as a result of individual's collaboration and interaction with other individuals is called as socialization process¹⁹.

To mention about socialization, psycho-social learning which happens as a result of individuals' interaction with other people should also occur. One of the

environments in which this learning realized is sport environment²⁵.

Sport is socializer, integrative with society, developer of soul and physics, competitive, solidarity, and cultural concept which develops individuals abilities which they gain while changing natural environment into human environment, which individuals do directly or indirectly, individually and collectively, as a part of free time activities or full time activities after they make it job for himself and herself^{35,20}.

Motor activities are the perfect framework in developing young generations, being a social factor with increasing importance in contemporaneous society²⁷. In other words, sport, at the same time is overall socializer, integrator, physical, mental and psychical activities which aims to satisfy of people subconscious desires such as being conquest and capable, which is being done under specific rules and which is based upon rivalry²⁹. For example, individuals who socialize by means of sports can feel themselves calmer, more peaceful and happier dependent on sports' physical, emotional and mental relaxing effect¹.

So we can say that "sport and physical activity contribute to the socialization of men and especially young people. Sports and physical education, promote respect for moral values in both the Olympic spirit and the core values of life in the community, favoring the integration of the group and communication skills"²⁶.

Sport is a leading method which people, who want to be happy, apply. Sport, psychologically, make the individual live pleasure and happy in studies which was done for sports' effect on happiness. The most important factor in dealing with stress which is named as our century illness is sport for sure. It is possible to abolish monotonous life style and sense that people face in their daily life with sport¹⁶.

Under the lights of these explanations, it is very natural for students', who reap benefit of sports so much and fell excitement of sports and do sports, being more positive⁴. When examined, physical activity appears to be closely associated with all positive and negative emotions. This association may be either in the form of reducing the level of negative emotions (depression, anxiety and anger)^{3,6,7,15} or may emerge in the form of increasing the level of positive emotions (happiness, etc.)^{9,14,2}.

People will be happy and healthy in societies at the same level that they are peaceful, happy and healthy. In this situation, according to students, sports being a tool that provides to stay in group in terms of sport's social and individual

MATERIAL AND METHOD

Universe of this study consists of students from School of Physical Education and Sports, and students from Faculty of Education in 2014-2015 academic years, in spring semester, at Adnan Menderes University. Sample of study consists of 196 (n=69 female, n=127 male) students from School of Physical Education and Sports, and 229 (n=148 female, n=81 male) volunteer students.

For determining the happiness level of the students, Oxford Happiness Scale (OHS) which had been developed by Hills and Argyle (2002) and adapted to Turkish by Doğan and Çötök (2011) was used, coefficient of internal consistency of happiness level (Cronbach Alpha) of students who are studying at physical education and sports and faculty of

function will develop individual's creativity and develop individuals expressing himself or herself. Moreover, according to students, one of the biggest global functions of sport is to make societies know and understand each other better³⁴.

The aim of this study is investigation of the effect of sports on the level of happiness and socialization of university students. It is thought that sports' effect on happiness and socialization will contribute sports' being understood by students and students attending sportive activities more. From this perspective, this study is important as it will reveal the relation with sport, happiness and socialization and it will contribute university students increasing of sport percentage.

education in Adnan Menderes University is 0.88. In order to determine the socialization level of the students, Socialization Scale (SS) which has been developed by Şahan (2007) was used. Coefficient of internal consistency of socialization level (Cronbach Alpha) of students who are studying at physical education and sports and faculty of education in Adnan Menderes University is 0.88.

In the statistical analysis of data which was obtained as a part of research, SPSS 22.0(Statistical Package for Social Science) packet program was used. In the test, Independent Sample t-test and one way analysis of variance was used. Statistical analysis that was used in the study is in %95 confidence interval and in 0.05 and 0.01 error performance.

RESULTS

Table 1. Descriptive statistics of research group

Variables		College/Faculty				Total	
		PES		Education		Num	%
		Numb	%	Numb	%		
Sex	Fema	69	35.2	148	64.6	217	51.1
	Male	127	64.8	81	35.4	208	48.9
	Total	196	100	229	100	425	100
Age Group	19	21	10.7	121	52.8	142	33.4
	20-22	123	62.8	97	42.4	220	51.8
	23-25	46	23.5	5	2.2	51	12
	26	6	3.1	6	2.6	12	2.8
	Total	196	100	229	100	425	100

PES: Physical Education and Sports

It is seen that the %51.1 (n=217) female, %48.9 (n=208) male students constitutes the ones who participate the research, when age group is examined, %51.8'lik (n=220) percent is 20-22 age group, the least participation is from 26 year and older with %2.8 (n=12) percentage.

Table 2. Frequency Distribution according to participants' frequency of doing sports

Variables		College/Faculty				Total	
		PES		Faculty		Num.	%
		Num.	%	Num.	%		
Frequency of doing sports	The ones who don't do sports	30	15.3	139	60.7	169	39.8
	1-2 days	102	52	67	29.3	169	39.8
	3-4 days	22	11.2	16	7	38	8.9
	5-7 days	42	21.4	7	3.1	49	11.5
	Total	196	100	229	100	425	100

It can be understood from table 2 that the students who do not sports are %39.8 (n=169), students who do sports 1-2 days are %39.8 (n=169), students who do sports 5-7 days are %11.5' (n=49).

Table 3. Comparison of happiness and socialization levels according to undergraduate programs

Variable	College/Faculty	N	X	SS	t	P
Level of Happiness	PES	196	119.05	20.3	2.055	0.040*
	Faculty of Education	229	115.04	19.7		
Level of socialization	PES	196	130.9	11.6	5.206	0.000*
	Faculty of Education	229	125.2	10.8		

*p<0.05 level of relevance; PES: Physical Education and Sports

When table 3 is examined, there is a meaningful difference in happiness and socialization level of students in the favour of PES students when it is compared with other programs (t=2.055 vet=5.206; p=0.040 and p=0.000).

Table 4. Comparison of happiness and socialization levels according to their situation of doing sports

Variable	Situation of doing sports	N	X	SS	T	P
Level of Happiness	The ones who do sports	256	118.7	19.89	2.350	0.019*
	The ones who don't do sports	169	114	20.23		
Level of socialization	The ones who do sports	256	128.9	11.02	2.284	0.023*
	The ones who don't do sports	169	126.3	12.20		

When table 4 is examined, there is a meaningful difference between students who do sports and students who do not do sports in terms in happiness and socialization level of students in favour of the ones who do sports. ($t=2.055$ vet= 5.206 ; $p=0.040$ and $p=0.000$).

Table 5. Comparison of happiness and socialization levels of the ones who do sports according their frequency of doing sports

Variable	Frequency of Doing Sports	N	X	Ss	F	P
Level of Happiness	1-2 days	169	119.3	19.5	0.297	0.743
	3-4 days	38	116.6	20.3		
	5-7 days	49	118.3	21		
Level of socialization	1-2 days	169	128.5	10.1	1.783	0.170
	3-4 days	38	131.8	10.4		
	5-7 days	49	127.6	13.9		

$p < 0.05$ level of relevance

When table 5 is examined, there is a meaningful difference in terms in happiness and socialization level of students according to their frequency of doing sports ($F=0.297$; $p=0.743$, $F=1.783$; $p=0.170$).

DISCUSSION AND CONCLUSION

Thanks to sport, people who have different ideas, who come from different cultures have a chance to interaction in many different environments. From this point, sport is one of easiest ways that people can use in their socialization and can use in expressing themselves²². Moreover, sports contribution is much to soul and healthy if sport and other exercises is done with pleasure without racing with him and her. Feeling of vitality and vigour after sport shows us that sport gives benefit. It was proved scientifically that happiness hormone that is called endorphin hormone; pleasure item called dopamine is excreted after sport.

When sport's effect on university students happiness and socialization level is examined, it is seen that research group

consists of %51.1 ($n=217$) female, %48.9 ($n=208$) male students in the research. When age groups are examined, it is determined that 20-22 age group participate the most with %51.8 ($n=220$) percentage, 26 year and older students participate less with %2.8 ($n=12$) percentage (table 1).

In the comparison which was done according to undergraduate programs that were studied, it was determined that students in faculty of physical education and sports ($X_{\text{happiness}}=119.05$, $X_{\text{socialization}}=130.9$) were more happy and social than students in faculty of education ($X_{\text{happiness}}=115.04$, $X_{\text{socialization}}=125.5$) (table 3).

It is seen that students who do sports ($X_{\text{theoneswhodosports}}=118.7$,

$X_{\text{theoneswhodon'tdosports}}=114$) are happier and more social than students who do not do sports ($X_{\text{theoneswhodosports}}=128.9$, $X_{\text{theoneswhodon'tdosports}}=126.3$) ($p<0.05$) in table 4; frequency of students who do sports have effects on happiness and socialization level of students in table 5. It is thought that frequency of students' doing sports having no effect on students happiness and socialization levels derives from that number of students whose frequencies of doing sports (5-6 days week) are high, is few ($n=49$) when students who do sports are thought to be more social (table 4), it is predicted that frequency of doing sports will affect happiness and socialization levels in positive ways in case there is an increase in the frequency of students doing sports weekly.

Some of the results which were reached in some studies as a part of research show some similarities and some differences with the results of this study. Çakmakçı (2001), Çelik (2002), Bulgu and Akçan (2003), Yaman and friends (2003), Özdiñç (2005), Yılmaz (2006), Filiz (2010) mentioned in their studies that sport would contribute socialization of students. Kızmaz (2004) mentioned in his study that the more the year of doing sports increase, the more the feature of living friendly with his friends in social skills way develops. Şahan (2007), in his study where he studies socialization level of students who do sports and who do not do sports, mentioned that sport do not have any effect on students' socialization levels in terms of sample's general, however sports contributes female's socialization levels in terms of sexuality. Huang and Humphreys (2012) in their study where they evaluate sport participation on happiness has detected that physical activity and sports effect happiness levels of both male and female

students in positive ways. Alemdağ and friends (2016), in their study, university students who show active participation in physical activity have a higher level of subjective happiness; and secondly gender, body mass index, sports facilities and sports participation of family members except for gender are determinants of university students' participation in physical activity and subjective happiness.

As a result of this study where sports effect on university students' happiness and socialization level is examined, it is seen that sport contributes happiness and socialization level of students. It is seen that students doing sport frequencies who do sports is less in one week, sport styles aims and frequencies have no effect on students happiness and socialization levels. It is determined that university student's sex, undergraduate programs that they study and their ages have effect on situation of doing sports and frequencies. It is understood that students in physical education and sports are more social and happier than students from faculty of education.

When we evaluate sociologically and psychologically, sport affects people positively in many ways. So we must take some special precautions especially where there are a lot of students like university. Education studies such as different courses, seminars, symposium, conferences and panel should be organized in universities to increasing students' participation to sports, to make students love the sport, to get students used to sports, to make sport a lifestyle, to engrain healthy lifestyle and it can be said that sportive activities which are organized in only specific times should be organized all year long.

REFERENCES

1. Abadie, B.R. ve Brown, S.P., Physical activity promotes academic achievement and a Healthy lifestyle when incorporated into early childhood education. *Forum on Public Policy Online*, (5), 2010.
2. Alemdag, C., Alemdag, S., & Ozkara, A. B., Physical Activity As A Determinant Of Subjective Happiness. *Sport and Health*, 2016. [In Turkish with English Abstract]
3. Arslan, C., M. Güllü, and V. Tural. "Spor yapan ve yapmayan ilköğretim öğrencilerinin depresyon durumlarının bazı değişkenlere göre incelenmesi." *Niğde Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi* 5.2, 120-132, 2011. [in Turkish]
4. Aytan, G.K., *Ortaöğretim Öğrencilerinin Sosyalleşmelerinde Sporun Etkileri. Yüksek Lisans Tezi. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara, 2010.* [in Turkish]
5. Bulgu, N.& Akçan, F., Spor ve toplumsallaşma. *Beden Eğitimi ve Sporda Sosyal Alanlar Kongresi*, 2003. [in Turkish]
6. Byrne, A., & Byrne, D. G., The effect of exercise on depression, anxiety and other mood states: A review. *Journal of Psychosomatic Research*, 37(6), 565–574, 1993.
7. Cameron, O. G., & Hudson, C. J., Influence of exercise on anxiety level in patients with anxiety disorders. *Psychosomatics*, 27(10), 720–723, 1986.
8. Çakmakçı, S., Okullarda Beden Eğitimi Dersi Faaliyetlerinin Öğrencilerin Sosyalleşmesine Etkileri. *Yüksek Lisans Tezi. Dumlupınar Üniversitesi Sosyal Bilimler Enstitüsü Beden Eğitimi ve Spor Anabilim Dalı, Kütahya, 2001.* [in Turkish]
9. Chyi, H., & Mao, S., The determinants of happiness of China's elderly population. *Journal of Happiness Studies*, 13(1), 167–185. doi: 10.1007/ s10902-011-9256-8, 2012.
10. Çelik, İ.İ., Sporun Sosyalleşme Sürecindeki Rolü. *Yüksek Lisans Tezi. Niğde Üniversitesi Sosyal Bilimler Enstitüsü, Niğde, 2002.* [in Turkish]
11. Doğan, T.,& Çötök, N. A., Oxford mutluluk ölçeği kısa formunun Türkçe uyarlaması: Geçerlik ve güvenilirlik çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 4(36), 2011. [in Turkish]
12. Erkal, M.E. (2006). *Sosyoloji (Toplum Bilimi)*, İstanbul: Der Yayınları, 2011. [in Turkish]
13. Erkal, M.E., *Sosyoloji (Toplum Bilimi)*, İstanbul: Der Yayınları, 2006. [in Turkish]
14. Filiz, Z., Üniversite Öğrencilerinin Sosyalleşmesinde Spora katılımı Değerlendirilmesi *Beden Eğitimi ve Spor Bilimleri Dergisi*, 4(3), 2010. [in Turkish]
15. Ferrer-i-Carbonell, A., & Frijters, P., How important is methodology for the estimates of the determinants of happiness? *The Economic Journal*, 114(497), 641–659. doi: 10.1111/j.1468-0297.2004.00235.x, 2004.
16. Folkins, C. H., & Sime, W. E., Physical fitness training and mental health. *American Psychologist*, 36(4), 373, 1981.
17. Güçlü, S., *Kurumlara Sosyolojik Bakış*, Birey Yayıncılık, İstanbul, 2005. [in Turkish]
18. Hills, P.,& Argyle, M., The Oxford Happiness Questionnaire: A compact scale for the measurement of psychological well-being. *Personality and individual differences*, 33(7), 1073-1082, 2002.
19. Huang,H. and Humphreys, B. R., Sports participation and happiness: Evidence From U.S. Microdata. *Journal of economic Psychology*,33(4), 776-793, 2012.
20. Kaplan, Y., Çetinkaya, G., Spor Yoluyla Toplumsallaşma-Yeniden Toplumsallaşma Süreci, *International Journal of Science Culture and Sport*, August, Special Issue2, ss.122-123, 2014. [in Turkish]
21. Kara, D., *Sporun Topluma Yaygınlaştırılmasında Sosyo-Ekonomik Faktörlerin Araştırılması (Niğde İli Örneği)".Yüksek Lisans Tezi, Niğde Üniversitesi, Sosyal Bilimler Enstitüsü, Beden Eğitimi Ve Spor Anabilim Dalı, Niğde, 2006.* [in Turkish]
22. Kızmaz, Z., Öğrenim Düzeyi ve Suç: Suç-Okul İlişkisi Üzerine Sosyolojik Bir Araştırma, 2004. [in Turkish]
23. Küçük, V.,& Koç, H., Psiko-sosyal gelişim süreci içerisinde insan ve spor ilişkisi *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 10(10), 2015. [in Turkish]
24. Lyubomirsky, S., *The Journal of Happiness Studies, The Journal of Happiness and Well-Being*, p.564-568., 2014.
25. Özdemir, Y., Koruklu, N., Üniversite Öğrencilerinin Değerler ve Mutluluk Arasındaki İlişkinin İncelenmesi", *Yeni Yüzyıl Üniversitesi. Eğitim Fakültesi Dergisi*, c:VIII, sayı:1, ss.190-191, 2011. [in Turkish]
26. Özdiñç, Ö., Çukurova Üniversitesi Öğrencilerinin Sporun ve Spora Katılımın Sosyalleşmeyle İlişkisi Üzerine Görüşleri, *Sportmetre Beden Eğitimi ve Spor Bilimleri Dergisi*, III (2), 2005. [in Turkish]
27. Sopa, I. S., & Pomohaci, M., Finding the leader of a volleyball team using the socio metric survey method. *The European Proceedings of Social & Behavioral Sciences EpSBS*, 9, 2016.
28. Sopa, I. S., & Pomohaci, M., The socializing role of motor activities at primary school level. In *The International Scientific Conference „Physical education and sports in the benefit of health”-the 40th Edition, Oradea, 18th October, 2014.*
29. Şahan, H., *Üniversite Öğrencilerinin Sosyalleşme Sürecinde Spor Aktivitelerinin Rolü. Yayımlanmamış Doktora Tezi. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Halkla İlişkiler ve Tanıtım Anabilim Dalı Araştırma Yöntemleri Bilim Dalı. Konya. 2007.* [in Turkish]
30. Şahin, H. M., *Beden Eğitimi ve Sporda Temel Kavramlar Sözlüğü. Nobel Yayınları, Ankara, 2002.* [in Turkish]
31. Tarhan, N., *Mutluluk Psikolojisi*, İstanbul: Timaş Yayınları, 2005. [in Turkish]
32. Vanlıoğlu, B.,Öntürk, Z., K., Aslan, F.E., Mutluluk: Hemşirelik Bölümü Öğrencilerinin Hemşireliği Tercih Ettikleri İçin Mutluluk/Mutsuzluk Nedenleri, *Hemşirelikte Eğitim ve Araştırma Dergisi*, 7(3), s.11, 2010. [in Turkish]
33. Yaman, M.,Yaman, T. ve Türkmen, M., Sporun Üniversite Adayı Öğrencilerinin Ataklık ve Pratik Olma kişilik Özellikleri Üzerine Etkisi. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi*, 5,16-132, 2003. [in Turkish]
34. Yetim, A., *Sosyoloji ve Spor*, ss: 144–145. Ankara: Topkapı Matbaacılık, 2000. [in Turkish]
35. Yıldırım, D., Yıldırım, E., Ramazanoğlu, F., Uçar, Ü., Tuzcuoğulları, Ö.T., Demirel, E. T., Üniversite Öğrencilerinin Spora Bakış Açılırları ve Spor Yapma Durumu, *Doğu Anadolu Bölgesi Araştırmaları*, ss.53-55, 2006. [in Turkish]
36. Yılmaz, B., *Doğa Sporlarına Katılımın Sosyal Bütünleşmeye Etkisi. Doktora Tezi, Gazi Üniversitesi, Sağlık Bilimleri Enstitüsü, Ankara, Ankara, 2006.* [in Turkish]