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Türk Üniversitelerinde Beden Eğitimi ve Spor Yüksekokulu Öğrencilerinde Öznel İyi Oluşun Çeşitli Değişkenlere Göre İncelenmesi

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Öz

Bu çalışmada, beden eğitimi ve spor yüksekokulu öğrencilerinde öznel iyi oluşun cinsiyet, sınıf düzeyi ve öğrenim gördükleri bölümler açısından incelenmesi amaçlanmıştır. Araştırma genel tarama modelinde yapılmış betimsel bir araştırmadır. Araştırmanın çalışma grubu beden eğitimi ve spor öğretmenliği (169), antrenörlük eğitimi (110) ve spor yöneticiliği (123) bölümlerinde okuyan farklı sınıf düzeylerinde 198'i kadın, 204'ü erkek olmak üzere toplam 402 öğrenciden oluşmaktadır. Veriler, Yaşam Doyumu Ölçeği ve Pozitif-Negatif Duygu Ölçeği ile toplanmıştır. Öznel iyi oluş ve cinsiyet arasındaki farklar bağımsız gruplar için t-testi tekniği, bölüm ve sınıf düzeyleri arasındaki farklar ise tek yönlü varyans analizi tekniğiyle incelenmiştir. Çalışmada öznel iyi oluşun cinsiyete, sınıf düzeyi ve bölümlere göre farklılaşmadığı bulunmuştur. Bulgular literatür ışığında tartışılmıştır.

Anahtar Kelimeler: Beden eğitimi ve spor öğretmenliği, antrenörlük eğitimi, spor yöneticiliği, öznel iyi oluş, cinsiyet, sınıf

Examination of Subjective Well-Being of the Students in Physical Education and Sports Higher Schools in Turkish Universities in terms of Different Variables

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Abstract

This study aims to examine subjective well-being of the students in Physical Education and Sports Higher Schools in terms of their gender, class level, and departments. This study is a descriptive study carried out as a survey model. The participants consisted of 402 students-198 of them are female and 204 of them are male- in physical education and sports teaching (169), coach training (110) and sports management departments (123) of Physical Education and Sports Higher Schools. The data were gathered through "Life Satisfaction Scale" and the "Positive-Negative Emotion Scale". The differences between the subjective well-being and the gender were analyzed by using the independent t –test and the differences between the department and the grade level were analyzed by using the one way analysis of variance. In the study, it was found that subjective well being did not differentiate in terms of gender, grade level and the departments. The findings were discussed in light of the literature.

Keywords: Physical education and sports teaching, sports management, coach training subjective well-being, gender, class level

Introduction

Significant increase has occurred recently in number of publications in the field of positive psychology. Mental health specialists started to research other factors of happiness, self-respect, optimism and well-being instead of just focusing on factors which cause disorders such as depression and anxiety (Lucas et al., 1996). In the field of positive psychology, well-being at subjective level relates to individuals' subjective life such as satisfaction, hope, optimism and happiness (Yalçın, 2014).

Questioning in relation with what makes a human being happy in real terms continues from antique ages to today (Schmuck and Sheldon, 2001). Such questions have been tried to be answered in many fields especially philosophy and religion (İlhan and Özbay, 2010). Happiness is a concept taking shape by individual experiences and influenced highly by the culture (Mangels, 2009). Considering researches in relation with well-being as an expression of happiness in the field of psychology, it is seen that it is handled with "subjective well-being" (Diener, 1984) concept as well as various concepts such as psychological well-being, life satisfaction, life quality, wellness and positive sensation. Meanings of these concepts are not completely the same but highly related because all of them relate to conditions which ensure positive functioning and happiness of the individual (Tuzgöl Dost, 2005). In this study, happiness and evaluations of university students about their happiness have been handled with the "subjective well-being" concept.

University life may be considered as a challenging and important life period due to features it possesses. University life's challenges for students in relation with social, personal, academic and carrier planning may affect life satisfaction negatively. Lack of satisfaction of students concerning their life space may cause results which include a large number of variables such as positive and negative moods and affect subjective well-being (Özbay et al., 2012).

Subjective well-being is the evaluation that the individual makes concerning at which level he is satisfied of his life and at which level he experiences positive and negative affects (Diener, 1984). Subjective well-being has three important components (Diener ve Seligman, 2002; Lyubomirsky et al., 2005). These are satisfaction, positive and negative effects (Joshi, 2010). Diener (1984) also similarly speaks of three factors; positive sensation, negative sensation and life satisfaction. Positive sensation includes effects like confidence, interest, hope, excitement, pride, joy; negative sensation includes subjective stress and dissatisfaction expressing negative effects like anger, hate, guilt, sadness. Life satisfaction dimension is the cognitive component of subjective well-being. It reflects the individual's evaluations in relation with his satisfaction in life fields (Myers and Deiner, 1995; Eryılmaz, 2009). The individual's high subjective well-being is a desirable condition. In this sense, increase of subjective well-being level depends on superiority of good sensation compared to bad sensation and positivity of the one's cognitive judgment in relation with quality of his life (Tuzgöl Dost, 2005).

It is seen that there are many theories in the literature which aim to explain the subjective well-being. These theories may be listed as target theory, pleasure and pain theory, effectiveness theory, top-down and bottom-up theory, bond correlator theory and judgment theory (Diener, 1984; Diener ve ark., 1999; Tuzgöl Dost, 2005). It may be said that the most important point which separates one theory from the other is the way how an individual evaluates his happy and unhappy experiences and variation of factors which affects these experiences. Furthermore, it is seen that these theories express the opinion that subjective well-being level, happiness of individuals should be higher than their unhappiness.

It is seen that a growing number of studies are carried out regarding happiness, subjective well-being and life satisfaction in Turkey along with development of positive psychology although it is not as much as other countries. Upon examination of the literature, it is seen that some studies have been carried out in order to explain subjective well-being of university students with various component relations (Tuzgöl Dost, 2004; Cenkseven and Akbaş, 2007; Güler and Gazioglu, 2008; İlhan and Özbay, 2010; Eryılmaz and Ercan, 2011; Tümkaya, 201; Özbay et al., 2012; Gündoğdu and Yavuzer, 2012; Şahin et al., 2012). These and similar research results show that individuals' subjective well-being levels relate to many variables and subjective well-being influences many fields of individuals' lives. However, upon examination of literature, no research carried out on students of physical training and sports academy has been found.

Therefore, this study aims to examine subjective well-being of students of Physical Education and Sports Higher Schools in terms of gender, class level and educational departments. Answers to following questions have been sought in direction with general aim of the research:

1. What is the subjective well-being level of students of Physical Education and Sports Higher Schools
2. Do subjective well-being levels of students differ as per
 - 2.1. Gender,
 - 2.2. Class,
 - 2.3. Departments they study at?

Materials and Method

Model

This study is a descriptive study performed as per survey model. Survey model is the study performed in order to reveal any existing condition as it is (Karasar, 2010).

Research Group

402 students in total consisting of 198 female and 204 male students studying at Ahi Evran University School of Physical Education and Sports attended the research. 42,0% of students (169 persons) study in physical training teaching, 27,4% (110 persons) in coaching and 30,6% (121 persons) in management department. Distribution of participants as per their class levels have been examined. In this context, 26,9% of students (108 persons) are at first year students, 29,1% (117 persons) at second year students, 20,4% (82 persons) at third year students and 23,6% (95 persons) at fourth year students.

Data Collection Tools

Data of this study have been collected by Personal Information Form, Satisfaction with Life Scale and Positive- Negative Affect Scale. Psychometric features of measuring tools used in the study have been specified herein below.

Demographical Information Form: Information on Participants in relation with their demographical characteristics such as age, gender, department they study has been obtained by personal information form.

Satisfaction with Life Scale-SWL: Satisfaction with Life Scale (SWL) developed by Diener et al.(1985) is the measuring tool used for measurement of cognitive dimension of subjective well-being. It is a measurement tool consisting of five items in total of seven point likert type. As long as the point level obtained from the scale increases, it is assumed that the individual has a high life satisfaction. For adaptation of the scale to our language, it is seen in the examination carried out by Köker (1991) that correlation coefficients of scale items with total point vary between .73 and .90 and Cronbach- Alpha reliability coefficient related to the scale is found .76. Test- retest reliability coefficient applied at three weeks interval has been determined as .85.

Positive - Negative Affect Scale-PANAS: The scale has been developed by Watson et. Al (1988) and adapted to Turkish by Gençöz (2000). The scale includes ten positive and ten negative effect items and evaluated as per 5 point likert type. During adaptation work of the scale, Cronbach Alpha internal consistency coefficient has been found as .83 for Negative Effect and .86 for Positive Effect (Gençöz, 2000).

Measurement of Dependent Variable: It is considered that subjective well-being concept consists of combination of three interrelated but different factors which are positive sensation, negative sensation and life satisfaction (Andrews and Withey, 1976). Explainability of subjective well-being concept with that three-component structure has been supported by findings obtained by some modeling works (Diener et al., 1999; Lucas et al, 1996). In this context, measurement of cognitive dimension of subjective well-being has been implemented by Satisfaction with Life Scale and measurement of dimension of positive and negative sensation has been implemented by Positive Negative Effect Scale. Subjective well-being level has been obtained by transforming points obtained from these two scales into standard z point. The formula used for calculation of subjective well-being point is as following (Diener, 1984):

Subjective Well-being = (Life Satisfaction + Positive Effect) – Negative Effect

In this study, the aforementioned information available in the literature has been used. The equality provided previously in the study has been applied and subjective well-being being dependent variable of the research has been measured.

Data Analysis

The t-test technique has been used for independent groups during data analysis; differences between departments and class level have been examined by one-way variance analysis technique.

Results

This section includes firstly descriptive statistics and then, findings on whether subjective well-being vary or not as per gender, class level and educational departments.

Descriptive Statistics

Table 1 specifies descriptive statistics.

Table 1. Descriptive statistics

Variable	N	Minimum	Maximum	Mean	Std. Dev.
Satisfaction with Life	402	5,00	35,00	23,92	5,69
Positive Effect	402	12,00	50,00	34,45	7,49
Negative Effect	402	10,00	50,00	22,81	8,52
Subjective Well-being (Total)	402	-9,00	70,00	35,56	14,77

As shown in Table-1, average of subjective well-being total point for this research group which is dependent variable of the research is 35.56 and the standard deviation is 14.77.

Examination of subjective well-being as per gender

The fact whether subjective well-being varies or not as per gender at significant levels has been analyzed by t-test technique for independent groups.

Table 2. Subjective well-being t-test results as per gender

Gender	N	Mean	Std. Dev.	Sd	t	Sig.
Female	198	35,03	15,02	400	-,714	,476
Male	204	36,08	14,54			

It is seen in Table 2 that subjective well-being point of male students ($36,08 \pm 14,54$) is higher than subjective well-being point of female students ($35,03 \pm 15,02$). As result of the statistical analysis performed, it is found that difference between subjective well-being points of male students and female students is not significant ($t(400) = -,714$; $p < .05$).

Examination of subjective well-being as per class level

The fact whether subjective well-being of students varies or not as per class level has been analyzed by one-way variance analysis technique. Table 3 includes average related to subjective well-being total points of students from different classes and standard deviation values and one-way variance analysis results.

Table 3. Descriptive statistics as per class level and One-Way ANOVA results

Variable	Classes	N	Mean	Std. Dev.		Sum of squares	Sd	Mean Square	F	p	Scheffe				
Subjective Well-being	1st Year	108	36,76	12,98	Between groups	3266,508	3	1088,836	5,144	,002*	1>3-4 2>3-4				
	2 nd Year	117	39,08	14,76								Within groups	84240,310	398	211,659
	3 rd Year	82	32,27	15,46								Total	87506,818	401	
	4 th Year	95	32,72	15,14											
	Total	402	35,56	14,77											

* $p < 0.01$

As it is seen by data of Table 3, subjective well-being points decrease as much as students' class levels increase. Significance of the difference between these averages has been examined by one-way variance analysis technique. It is found that subjective well-being average points vary as per class level [$F(3-398) = 5.144, p < .01$]. Furthermore, according to Scheffe test results carried out in order to determine between which groups the difference appears, it is detected that the difference is between 1st and 2nd year students as well as 3rd and 4th year students.

Examination of subjective well-being as per educational departments

The fact whether subjective well-being of students varies or not as per departments has been analyzed by one-way variance analysis technique. Table 4 includes average related to subjective well-being total points of students from different departments and standard deviation values and one-way variance analysis results.

Table 4. Descriptive statistics as per educational departments and One-Way ANOVA results

Variable	Department	N	Mean	Std. Dev.		Sum of squares	Sd	Mean Square	F	p
Subjective Well-being	Sports Teaching	169	35,90	14,80	Between groups	246,412	2	123,206	,563*	,570
	Sports Management	110	34,31	14,91	Within groups	87260,407	399	218,698		
	Coach Training	123	35,23	14,66	Total	87506,818	401			
	Total	402	35,56	14,77						

* $p > 0.05$

Upon examination of data in Table 4, it is seen that students' subjective well-being point differences as per educational departments are very low. Significance of the difference between these averages has been examined by one-way variance analysis technique. It is found that subjective well-being average points do not vary as per education departments [$F(2-399) = .563, p > .05$].

Discussion and Conclusion

Consequently, it is seen that research findings are highly in parallel with available theoretical explanations and research results. According to research findings, upon examination of relations between gender and subjective well-being, it is found that students' subjective well-being does not vary significantly as per gender. It is seen that obtained findings match up with the literature (Acock and Hurlbert, 1993; Fujita, 1991). Most of studies carried out in Turkey have also revealed that subjective well-being levels do not vary significantly as per gender (Eryılmaz and Ercan, 2010; Özen, 2005; Eryılmaz, 2010; Tuzgöl Dost, 2004; Tuzgöl Dost, 2010; Şahin et al., 2012). Furthermore, even if just a bit, it is revealed that subjective well-being level of male students is higher than female students (Tümekaya, 2011) or there are researches which have concluded that subjective well-being levels of women is higher than men (Gündoğdu and Yavuzer, 2012).

This study has revealed that subjective well-being points of Physical Education and Sports Higher School students do not vary as per class level. Points of first and second year students are higher than third and fourth year students. It is seen that obtained findings match up with the literature although there are a few researches on this matter (Şahin et al., 2012). One of the important discussions about subjective well-being is the matter of sustainability of subjective well-being. Besides, it is mentioned that continuity of such positive increase in subjective well-being level cannot be ensured (Lyubomirsky et al., 2005). It may be concluded that students encounter the issue to find a job, a spouse and to adopt a worldview while approaching to the final year. Young adults make efforts at that stage to fulfill their development duties successfully in each field. Fulfillment of these duties successfully may be challenging and tough at the same time. Besides, they should succeed an important examination which will determine their future such as Public Personnel Examination. Consequently, this condition might have decreased subjective well-being of young adults (Eryılmaz and Ercan, 2011).

Another finding obtained during the study is that subjective well-being is at medium level as per education departments (physical training teaching, coaching education and sports management) and does not vary. It may be concluded that the reason why subjective well-being of students does not vary significantly in this study as per departments is similarity of student profiles of Physical Education and Sports Higher School; in other words, departments of physical training teaching, coaching education and sports management select their students under the same system (special talent examination).

This study has examined whether subjective well-being of students of Physical Education and Sports Higher School varies or not as per gender, class level and educational departments. An important point of this study is that it was carried out on students of Physical Education and Sports Higher School. Implementation of the study on such a working group and obtained results are important for Physical Education and Sports Higher School students as much as it is for individuals they will train in future.

An important limitation of this study is that the research group consists of students of Physical Education and Sports Higher School who study in a university. Therefore, obtained results may be generalized for groups having similar characteristics. Comprehensive researches are required for generalization.

Departing from the hypothesis that there are students among Physical Education and Sports Higher School students whose subjective well-being levels are low in the study, studies may be carried out to determine and eliminate reasons which cause students to steer into negative effects. Establishment of a consultancy unit where psychological consultancy and guidance services are professionally provided in order to support students in their life space (Şahin and Tunçel, 2008) may be effective to ensure that students look at the future confidently.

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