

Studying Of Relationship Between A Person's Attitudes Towards Sport And Happiness Level: An Implementation Over Academic Staff Aydın Adnan Menderes University

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Abstract

In this study, 190 academic staff of Aydın Adnan Menderes University in 2019. between attitude towards sports and happiness level were investigated. In our study, the "Attitude Scale towards Sport" and the "Oxford Happiness Scale-short form" are used. The data collected were analysed using the results of the t-test, one-way analysis ANOVA and postdoc analysis (Tukey test) in the SPSS package programme (Statistical Package for Social Science). Based on the obtained results, in one of the sub-dimensions of attitude towards sports, the level of attitude in the sub-dimension "being interested in sports and living with it" was determined to be below, while the level of attitude in the sub-dimension "actively playing sports" was determined to be higher. It was found that the academics have a higher-than-average attitude when we consider the attitude scale towards sport, i.e., their level of attitude towards sport was defined as high. As for their happiness level, their attitude was below average, i.e., their happiness level was defined as low. As for the general consideration, it was found that there was no significant relationship between attitude towards sport and happiness level.

Keywords: Academician, Happiness, Sport, Attitude, University.

Introduction

The fact that individuals spend more time at work and inadequate sports facilities play an active role in causing inactivity. Insufficient participation in sports influences the problem of inactivity not only among academics in the field of sports but also among individuals who spend most of their day in the office environment, such as office workers in general. The attitude displayed in the face of this situation is a mental, emotional, and behavioural response tendency based on the individual's experiences, knowledge, emotions and motivations towards himself or an object, social issue, or event around him (İnceoğlu, 2011).

When this trend and the direction of involvement are positive, an increase in the level of happiness can be observed. Happiness, on the other hand, is the common point that all people strive for and want to achieve in life (Kangal, 2013).

The time devoted to exercise, the attitude and determination, and the interest is shown all contribute to developing a positive attitude towards sport, positive gains in overall human health and developments in the life process (Huddleston et al., 2002).

It is a well-known scientific fact that sports programmes, especially aerobic exercise programmes, increase serotonin hormone levels in individuals (Terletmez, 2019). For this reason, in many countries, to promote and guide social happiness, mobility and health, especially in recent years; active living, happy living, healthy living and sports, sports for all, etc. Under such labels, states are trying to establish universal health and sports protocols and encourage people to take up sports and lead an active life. This is an important contribution to the literature and a study in which academics who have some importance or status in social class and who can serve as role models or examples of participation in an active lifestyle were selected as the sample group. The duration of happiness and satisfaction resulting from participation in physical activity is not only limited to the moment of activity but also has a lasting continuity. This is because participation in physical activity is recommended for being healthy and living a happier life. Moreover, participation in physical activities such as sports and exercise provides opportunities for socialisation and helps to lead a happier life with more efficient communication and cooperation. It is therefore possible to create not only temporary but lasting happiness with sport (Huang and Humphreys, 2012).

The insufficient number of studies in the literature addressing the relationship between attitudes towards sport and happiness will be among the seminal studies examining the relationship between sport and happiness. To highlight and disseminate this situation, the determination of attitudes and happiness levels of academics, who are a prominent occupational group in society, was addressed in the sample group of the study, with the assumption that it could provide average results. The goal of an active society, a healthy and conscious society was pursued.

In this study, the demographic characteristics (gender, age, marital status, academic title, length of service as an academic, the academic unit in which the most work has been done so far in higher education/organizations, weekly course load, last year) of academics, attitude towards sports and happiness level were investigated. whether there are differences in terms of academic activity (article, dissertation, project, etc.) pursued outside teaching. To determine whether there is a relationship between academics' attitudes towards sport and their level of happiness.

Method

By Decision No. 4 dated 25.04.2019, the Rectorate of Aydın Adnan Menderes University / Ethics Committee for Non-interventional Clinical Research confirmed that the ethical rules have been complied with. The Helsinki ethical rules were also complied with. The descriptive study model was used, which allowed a general judgement to be made about the population. A simple selection was used in the selection of the sample. The research group of our study consists of 190 academics who took an active role in Aydın Adnan Menderes University in 2019.

Data collection instruments

The data collection instruments used in the study were the "Personal Information Form", "Attitude towards Sport Scale" and "Oxford Happiness Scale Short Form" questionnaires prepared by the researchers.

Personal Information Form: A personal information form with 8 questions was used by the researchers in the study to elicit the demographic characteristics of the participants such as age, gender, marital status, and academic title.

Attitude toward sports scale: The "Attitude towards Sport Scale" (SYTO), created by Halil Evren Şenturk 2012, consists of 25 statements to identify attitudes towards sport. The statements are divided into three factors. The first factor is "interest in sports", the second factor is "living with sports" and the third factor is "actively doing sports". The KMO value was determined to be 0.958. As a result of the analysis, Barlett's test was found to be significant ($\chi^2=8712.629$; $p < .001$). The results for the overall correlation of the items vary between 0.50 and 0.74. As for the item invariance over time, the reliability of the SAS was measured using the test-retest method, and the correlation coefficient ($r = .89$) obtained by comparing the two application results also provides information about the reliability of the test. The Cronbach alpha values calculated separately for the two applications of the SAS were ".83" and ".87" respectively. In our study, a Cronbach's Alpha value of .93 was determined. It is a Likert scale consisting of 5 options. The rating on a Likert scale with 5 options to measure the attitude of academics towards sports based on their sports habits and responses is coded and gaining significance as follows. Accordingly, it is a scale graded as follows: '1-I do not agree at all, '2-I do not agree', '3-I am undecided', '4-I agree' and '5-I completely agree'. The minimum score that can be achieved on the scale is 25 and the maximum score is 125. A high score indicates a high attitude towards sport and a low score indicates a low attitude towards sport.

Oxford Happiness Scale Short Form (OMS-SF): The Oxford Happiness Scale-Short Form (OMS-SF), developed by Hills and Argyle 2002, consists of 8 statements and a single factor. A correlation of ".93 ($p < .001$)" was found between the original form with 29 statements. The Turkish adaptation of OMOe- SF was done by Doğan and Çötök 2011. Accordingly, the result of the explanatory factor analysis was a 7-item structure with an eigenvalue of 2.782 and a single factor explaining 39.74% of the total variance. The single factor structure of SMD-SF was examined by confirmatory factor analysis and the fit indices were found ($\chi^2/df=2.77$, AGFI=0.93, GFI=0.97, CFI =0.95, NFI=0.92, IFI=0.95, RMSEA=0.074). In terms of criterion-related validity, the relationships between SSQ-SF and the Life Satisfaction Scale (Diener et al., 1985), the Life Orientation Test (Scheier and Carver, 1985), and the Zung Depression Scale (Zung, 1965) were examined, and each found to be .61. ($p < .001$), .51 ($p < .001$), and (-.48, $p < .001$) correlations were found. In our study, a Cronbach's alpha of .91 was found for the scale.

Data Analysis

Analysis of data was done in a computer environment using SPSS (Statistical Package for Social Sciences) package programme. Parametric and non-parametric tests were used in the analysis of the data, depending on the results of the Kolmogorov-Smirnov test and whether the VCRs had a normal distribution or not. The statistical analyses in our study (t-test, one-sided ANOVA, post hoc (Tukey), correlation) can be listed. The significance level was accepted as ($p < 0.05$).

Results

In this section, the percentage, frequency, standard deviation, and mean values of the results obtained from the investigation are presented in tables.

Table 1. Demographic Characteristics of Participants Frequency and Percentages (n=190)

Variable		N	Percentage Distribution	Cumulative Percentage
Gender	Female	80	%42.1	%42.1
	Male	110	%57.9	%100.0
Age	21-25	12	%6.3	%6.3
	26-30	49	%25.8	%32.1
	31-35	36	%18.9	%51.1
	36-40	31	%16.3	%67.4
	41-45	30	%15.8	%83.2
	46-50	19	%10.0	%93.2
	over 50 years old	13	%6.8	%100.0
Marital Status	Single	98	%51.6	%51.6
	married	92	%48.4	%100.0
Academic Title	Research Assistant	56	%29.5	%29.5
	Instructor	52	%27.4	%56.8
	Instructor Dr.	19	%10.0	%66.8
	Doctor Lecturer	26	%13.7	%80.5
	Associate Professor Doctor	24	%12.6	%93.2
	professor Doctor	13	%6.8	%100.0
Academic Tenure	less than 1 year	12	%6.3	%6.3
	1-4 Year	50	%26.3	%32.6
	5-9 Year	40	%21.1	%53.7
	10-14 Year	33	%17.4	%71.1
	15-19 Year	26	%13.7	%84.7
	20 years and more	29	%15.3	%100.0
The Type of Academic Unit Worked For The Longest Time In Higher Education Institutions/Organizations	Faculty	112	%58.9	%58.9
	College	35	%18.4	%77.4
	Vocational School	43	%22.6	%100.0

Weekly Course Clock	0 hour	40	%21.1	%21.1
	1-20 hour	88	%46.3	%6.4
	21-40 hour	62	%32.6	%100.0
Academic Activities Carried Out In The Last Year Other Than Teaching Are Articles, Thesis, Projects, Etc.	No	19	%10.0	%10.0
	1-10	152	%80.0	%90.0
	more than 10	19	%10.0	%100.0

Table 1 examines the demographic data of 80 (42.1%) females and 110 (57.9%) males who participated in the study. In total, the demographic data of 190 persons were examined, 98 (51.6%) are single, 92 (48.4%) are married, 112 (58.9%) the faculty members, 35 (18.4%) are from the colleges, 43 (22.6%) of the professional schools have academics. General information on different units was obtained in this way.

Table 2. Descriptive Statistics Results of Academicians' Attitudes Towards Sports Scale

	(n=190)	Min.	Max.	X	SS	Skewness
Interest in Sport Sub Scale		20.00	39.00	32.31	3.33	-.668
Living with Sport Sub Scale		12.00	32.00	22.35	4.32	-.233
Doing Sport Actively Sub Scale		8.00	26.00	16.73	3.63	.062
Attitudes towards Sport Scale		49.00	93.00	71.40	8.19	.110

$p < .05$

The study of Table 2 shows that the attitude of academicians toward sports is high on the 'Attitude Scale towards Sports'. Their attitude towards the sub-factor "Avoiding interest in sport" is low, their attitude towards the sub-factor "Living with sport" is low and their attitude towards the sub-factor "Active sport" is slightly high.

Table 3. Descriptive Statistics of Academicians on the Oxford Happiness Scale-Short Form

	(n=190)	Min.	Max.	$\bar{x} \pm ss$	Skewness
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Oxford Happiness Scale Short Form (OMS-SF)	8.00	35.00	25.34 ± 4.63	-.165
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Examination of Table 3 shows that the minimum score of the academics on the scale is 8, the maximum score is 35 and the average is 25.34. The attitude of the academics towards the happiness level is below the average, i.e., the happiness level is low.

Table 4. Correlation Analysis Results Regarding the Relationship between Levels of Attitudes Towards Sports and Happiness Levels of Academicians

Correlation

		Attitudes towards Sport Scale	Oxford Happiness Scale Short Form
Attitudes towards Sport Scale	r	1	.027
	p		.709
Oxford Happiness Scale Short Form	r	.027	1
	p	.709	

p<.05

When Table 4 was examined, no significant difference was found between academics' attitudes toward sports and their happiness level. If we look at the values, there is a positive relationship, but no significance was found between these two scales. When looking at the demographic variables, no significant difference was found in the scale for gender, in the general scale for sport and in the sub-dimensions of doing sport and living with sport ($p>0.05$), a significant difference was found in the sub-dimension of interest in sport ($p<0.05$). The reason for this difference can be seen in the fact that male academics have more interest in doing and living with sport, or in the dominance in sports areas. Regarding the variable marital status, no significant difference was found in the scale for sports and in the sub-dimension of active sports participation ($p>0.05$), while a significant difference was found in the sub-dimension of living with sports and interest in sports ($p<0.05$). The reason for this difference can be seen in the fact that single academics spend more time on sports and

interests. The "test for homogeneity of variances" (sig.) value was checked because "interest in sport" $p=.885 >.05$ was heterogeneously distributed according to the academic title variable and "living with sport" $p=.038 <.05$ (sig.=.026). With this result, the Games-Howell test data were examined by post hoc tests and no significant difference was found. Since "Actively playing sports" $p=.475 >.05$ and since "Attitude scale towards sports total" $p=.317 >.05$ no significant results were obtained from the sub-factors of attitude towards sports and general total. No significant difference was found in the scale of interest in sports, sports participation, and attitude towards sports according to the unit in which they worked the longest. A significant difference was found with $p=.027 <.05$ in the sub-dimension of living with the sport. In this regard, the results of the post hoc / Tukey test were examined, and a significant difference was found between academic staff working in faculty and academic staff working in the university as (sig.027) value. The fact that the faculties are in the central campus and city centre might have caused this result. A significant difference was found with $p=.001 <.05$ with respect to the variable of several academic studies. It can be said that the happiness level increases in direct proportion to the satisfaction with the job and the professional field of the academics.

Discussion and Conclusions

In the sub-dimensions of 'interest in sports' and 'living with sports', their attitude was found to be below average i.e., low. In general, they were found to have above-average attitudes on the scales "Active participation in sports" and "Attitude towards sports".

In Temel's (2019) study, managers' interest in sports, living with sports and general attitude towards sports were found to be at a high level, while their attitude towards active sports was at a medium level. Results supporting our study were found in the sub-dimension of the attitude towards sport scale (general and active sport), and results supporting our study were found in the sub-dimension of interest in sport and living with the sport. When examining the literature, Gokdağ (2018) found different results than our study in the sub-dimensions of interest in sport and living with the sport.

In our study, when examining the descriptive analyses of the Oxford Happiness Scale-Short Form of academics (Table 3), it was found that the happiness level of academics was low. In parallel with our study, Ozgun et al., (2017) found in their study that the happiness level of the sample group was low.

As a result of the sub-dimensions of academics in relation to sport according to the gender variable and the total scale analysis (Table 4.), a significant difference was found in the sub-dimension "interest in sport" ($p < 0.05$). From this significance, it was concluded that male academics were more interested in sports than female academics.

Goksel, Çağdaş, Yazıcı and İkizler (2017) found that the mean scores of female students were lower than the mean scores of male students in the sub-dimension of interest in sport according to the gender variable, but they could not find a significant difference in the sub-dimensions of attitude towards sport and the scale.

Temel (2019) found a significant difference in the sub-dimension of interest in the sport by gender variable in his study, like our study, and found in parallel that male managers in his work showed more interest in sport than female managers.

Tukel (2018) found similar results to our study in the sub-dimension of interest in sports according to the gender variable, but the significance was reversed compared to our study and found that females are more interested in sports than males.

In our study, no significant difference was found in terms of gender, living with sports, sports participation, and attitude towards sports. If we look at the attitude scale towards sport in general, there are studies that are like the results of our study. As an example of these studies, the studies by Efek et al., (2018), Goksel et al., (2017) can be cited. In the literature, some studies came to different results than our study, e.g., Grad and Baştuğ (2018), Gokdağ (2018), Turkmen et al., (2016), Temel (2019) found a significant difference in the attitude scale towards sport.

A significant difference was found only in the sub-dimension of "living with sport", while no significant difference in the happiness level was found in the other sub-dimensions and the scale. If we explain this situation; The fact that the campus within the university is very large and the sports fields and sports facilities on the campus grounds outside the central campus are less than the number of sports fields and sports facilities near the professional colleges cannot meet the sports needs of the academics. It is therefore suspected that this is the cause of this result.

No significant difference was found in the variable of the number of academic studies (article, dissertation, project, etc.) in the sub-dimensions of attitude towards sports and the total scale. A significant difference was only found in the happiness level. We can interpret this difference as follows: Because academics receive both a title and a promotion with their studies in academia, some financial increase in their salary is observed thanks to psychological satisfaction, job satisfaction, job satisfaction and these promotions and incentive bonuses. This is believed to lead to an increase in happiness levels due to factors. In their study, Demir and Duman (2019) found a significant difference between sports status, self-esteem, and happiness level of individuals. They observed an increase in happiness level with increasing sports status.

The result: in our study, it was found that the level of attitude towards sports, which is one of the sub-dimensions of "Interest in sports and living with sports", was low, while the level of attitude in the sub-dimension of "Active in sports" was high. We can explain this situation as follows: different sports or academic knowledge, rules, etc. It can be observed that interest in sports is low in terms of conceptual information such as or high results in participation rate due to compulsory conditions such as health, except for the time commitment related to participation in sports.

In general, academics were found to have above-average attitudes, i.e., their attitudes towards sports are high. They were found to have a below-average attitude towards happiness, i.e., their level of happiness is low.

In the general evaluation, it was found that there is no significant relationship between attitude towards sport and happiness level. If we look at the studies on attitude towards sport in the literature, Goktaş and Şenturk (2019) find that the perception of school climate increases when the level of attitude towards sport increases. Onal et al., (2017) found positive results between the level of attitude towards sport and quality of life in their studies. Belli, Bedir and Turan (2019) investigated the relationship between the attitude level of university students towards sports and their life satisfaction and found positive results. In another study, Çoban et al., (2020) found positive results between attitude toward sport and quality of life level. If we go through the literature, attitude towards sport is associated with quality of life,

happiness level, self-esteem, etc. It was found that the effects on the characteristics were generally positive, which is also true for our study.

As a result, an increase in the level of attitude towards sports was observed, while an increase in the level of positive happiness was observed. Exercise has an important place in the treatment of physical and mental disorders, which are especially common in office workers. Therefore, participation in sports can be beneficial for a healthy and happy life.

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