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ORJİNAL ARAŞTIRMA
ORIGINAL RESEARCH

The Investigation of the Life Satisfaction and Self-Efficacy Level of Soccer Players Studying at Physical Education Teaching Department

Abstract

The aim of this study is to examine the life satisfaction and self-efficacy level of active soccer players studying at physical education teaching department. The sample of the study consisted of soccer players studying physical education teaching in Gaziantep, Adana, Mersin and Karaman provinces. A total of 144 volunteer soccer players 81 of whom were male soccer players whose ages ranged between 18-24 years ($X_{age}=22.06\pm 1.69$) and years in sports ranged between 1-14 years ($X_{years\ in\ sports}=5.28\pm 3.37$) and 63 of whom were female whose ages ranged between 19-24 years ($X_{age}=22.0\pm 1.56$) and years in sports ranged between 1-14 years ($X_{years\ in\ sports}=5.25\pm 3.02$). In order to collect data on the self-efficacy status of the soccer players, General Self-Efficacy Scale developed by Sherer et al. (1982) and adapted to Turkish culture by Yıldırım and İlhan was used, and to collect data on their life-satisfaction, Satisfaction with Life Scale developed by Diener et al. (1985) and adapted into Turkish culture by Yetim (1991) was utilized. In the analysis of the data, the relational scanning model which includes the comparison and correlation type of analyses among the variables was used. With the normality test results were found to have a normal distribution, Independent T-Test was used for paired comparisons, and Pearson Correlation Analysis was used to examine the relationship status.

Keywords: Physical education, soccer, life satisfaction, self-efficacy

Beden Eğitimi Öğretmenliği Bölümlerinde Okuyan Futbolcuların Yaşam Doyumu ve Öz Yeterlik Özelliklerinin İncelenmesi

Özet

Bu çalışmanın amacı, beden eğitimi öğretmenliği bölümünde okuyan aktif futbolcuların yaşam doyumu ve öz-yeterlilik seviyelerini incelemektir. Araştırmanın örneklemini Gaziantep, Adana, Mersin ve Karaman illerinde beden eğitimi öğretmenliği yapan futbolcular oluşturmuştur. 81'i erkek, 18-24 yaş arası ($X_{yas} = 22.06 \pm 1.69$), spordaki yaşları 1-14 yıl ($X_{spor\ yılı} = 5.28 \pm 3.37$) ile 63 arasında değişen toplam erkek gönüllü futbolcudur. 19-24 yaş arası ($X_{yas} = 22.0 \pm 1.56$), spordaki yaşları 1-14 yıl ($X_{spor\ yılı} = 5.25 \pm 3.02$) arasında değişmektedir. Futbolcuların öz yeterlik durumları hakkında veri toplamak için, Sherer ve arkadaşları tarafından geliştirilen Genel Öz Yeterlik Ölçeği. (1982) Yıldırım ve İlhan tarafından Türk kültürüne uyarlanmış ve Diener et al. (1985) ve Yetim (1991) tarafından Türk kültürüne uyarlanmıştır. Verilerin analizinde, değişkenler arasındaki karşılaştırma ve korelasyon türlerini içeren ilişkisel tarama modeli kullanılmıştır. Normalite testi sonuçlarının normal dağılıma sahip olduğu tespitinde, eşli karşılaştırmalarda Independent T-Test, ilişki durumunu incelemek için Pearson Korelasyon Analizi kullanılmıştır.

Anahtar Kelimeler: Beden eğitimi, futbol, yaşam doyumu, öz yeterlik

INTRODUCTION

Throughout history, philosophers saw happiness as the highest and only source of motivation for human actions. In 1973, international psychology thesis summaries began to devote a chapter to happiness, and in 1974, Social Indicators Research, in which the majority of articles devoted to subjective well-being, began to be published. In this study, subjective well-being is used synonymously with life satisfaction. Subjective well-being literature focuses on why and how people consider their lives in positive ways. These studies include different concepts such as happiness, satisfaction, morale and positive emotion (Yetim, 1991).

Coined by Neugarten et al., for the first time (1961), the concept of life satisfaction has served guidance to many researchers. In order to define life satisfaction, the concept of 'satisfaction' should be explained first. Satisfaction is the fulfillment of expectations, requirements, wishes and desires. Life satisfaction, however, is the situation or result obtained by comparing the expectations of a person (what they want) to what they already have (what they possess). Life satisfaction indicates the result of comparing the expectations of a person with the real situation he/she is in. Life satisfaction, in general, includes the whole life of a person and the various dimensions of this life. When life satisfaction is mentioned, what is meant by it is not the satisfaction in a given situation but rather the satisfaction in all domains of life. Happiness refers to a state of well-being in different aspects such as morale and refers to the state of being in which positive emotions in daily relationships dominate negative emotions.

Self-efficacy, on the other hand, is the individual's perception of having the competence to achieve a task they come across. Self-efficacy judgment is the judgment that affects the activities we will take part in, how much we will exert an effort in a situation and our emotional reactions in waiting for a situation or taking part in that situation (Tokinan & Bilen, 2011).

The theoretical foundation of self-efficacy is based on social learning (socio-cognitive) theory developed by Albert Bandura. Bandura mentioned the concept of self-efficacy for the first time in 1977 in his article 'Self-Efficacy: Toward a unifying theory of behavioral change'. Then, in 1986, he placed the concept of self-efficacy into the 'theory of social learning' and he stated in his book, 1997, 'Self efficacy. The Exercises of Control', it was stated that self-efficacy is in the personal and collective central theory in which other social learning factors regulating human success and well-being operate in harmony (Bandura, 1977; Pajeres, 1997). Self-efficacy of physical education teacher defined; knowledge, understanding, skills and attitudes required to perform the duties and responsibilities required by physical education teachers. The capacity to carry out the profession of physical education teachers (Ünlü et al., 2008).

Strong self-efficacy is a factor that ensures people's happiness and success in many different walks of life. Individuals with strong self-efficacy approach their abilities with high confidence. Instead of avoiding difficult tasks, they strive to overcome them. These individuals are motivated in a way that they challenge their goals and work steadily to achieve them. They always raise the target bars, and when it comes to failure or mishandling, they focus on putting themselves back together. Those who have doubts about their capacities fear difficult tasks and see them as threats. They are not enthusiastic and take little responsibility for their purposes (Bandura, 1994; Bandura, 1997). Self-efficacy beliefs are formed by filtering, selecting, evaluating and integrating information from many sources related to efficacy and making a whole out of all these. If the individual's self-efficacy beliefs are firmly grounded, the individual is more resistant to changes (Morgul et al., 2016).

These individuals having negative self-efficacy perceptions avoid difficult tasks, give up quickly when they face difficulties, and they are stressful and perform poorly which leads them to end up failing (Tschannen-Moran & Hoy, 2001). Studies on different groups in the literature have revealed that general self-efficacy perceptions significantly predict life satisfaction (Vecchio et al., 2007; O'Sullivan, 2011; Lightsey et al., 2013; Ozbay et al., 2012; Telef & Ergun, 2013). Given these findings, it can be said that individuals with positive self-efficacy perceptions get more satisfaction from their lives. In the review of literature there are some studies which was focus on life satisfaction (Karababa, 2019; Soba et al., 2017) and focus on self-

efficacy (Dereceli et al., 2019; Erođlu & Ünlü 2015). However, there were no study which was focus on self-efficacy level and life satisfaction of physical education teaching student who were playing score.

Purpose of the Research

From this point in this study it was investigated the life satisfaction and self-efficacy level of soccer players studying at physical education teaching department.

METHOD

Study Model

In this study life satisfaction and self-efficacy characteristics of registered active soccer players studying at physical education teaching department were examined in terms of age, gender and years in sports. The relational scanning model which includes the comparison and correlation type of analyses among the variables was used.

General scanning models aimed at describing an existing situation as it is, the relational screening model is a method of revealing the presence, of a change between two or more variables along with its degree and direction. In this study, correlation and comparison types, which are sub-categories of relational survey models, were used (Karasar, 2015).

Study Group

The universe of the study consists of registered active male soccer players studying at physical education teaching departments in Turkey. The sample of the study includes registered male soccer players studying physical education teaching in Gaziantep, Adana, Mersin and Karaman provinces. A total of 144 volunteer soccer players 81 of whom were male soccer players whose ages ranged between 18-24 years ($X_{age}=22.06\pm1.69$) and years in sports ranged between 1-14 years ($X_{years\ in\ sports}=5.28\pm3.37$) and 63 of whom were female whose ages ranged between 19-24 years ($X_{age}=22.0\pm1.56$) and years in sports ranged between 1-14 years ($X_{years\ in\ sports}=5.25\pm3.02$).

Ethical Considerations

The data used in the study were collected by the researchers themselves. In the process of collecting data, the researcher made necessary explanations for the purpose of the study which includes the scope of the research and the protection of the confidentiality of the information to be obtained. Participants voluntarily participated with the consent form and were informed about the study according to the Helsinki criteria. For the purposes of this study, necessary permits were obtained having resorted to the ethics committee. Only voluntary participants who were registered active male soccer players studying at physical education teaching departments were included in the study.

Data Collection Tools

In order to determine the demographic characteristics of the participants, they were handed in 'Personal Information Form' including questions such as gender, age and years in sports.

Life Satisfaction Scale

The original form of the scale developed by Diener et. Al (1985) is a single factor, 5-item and 7-point Likert scale. Each item is evaluated according to a 7-point response scale (1=Completely Disagree, 7= Completely Agree) In the original study, Diener et al. (1985) found the Cronbach's alpha of the scale to be .87, and the criterion-related validity was found to be .82. The aforementioned scale was previously adapted to Turkish by Koker (1992) and was used as a 7-point scale by several researchers in Turkey. Koker (1991) found that the test-retest coherence coefficient of the scale, which was performed three weeks apart, was 0.85. Similarly, Yetim (1991) calculated the adjusted split-half value as 0.75 and Kuder Richardson-20 value as 0.79. The test-re-test reliability coefficient of the scale was .85 and the item-test

correlation coefficients were between 0.71 and .80 (Yetim, 1991). Within the scope of this study, the internal consistency coefficient of the Satisfaction with Life Scale was found .86.

General Self-Efficacy Scale

The General Self-Efficacy Scale (GSE), which is one of the data collection tools of the study, was developed as 23 items by Sherer et al. (1982). The scale, which consists of a two-factor structure, does not indicate social self-efficacy and a specific field of behavior, is a 14-point scale in its original form. The scale was transformed into a 5-point likert scale by Sherer and Adams (1983) and the increase in scores on the scale translates into an increased self-efficacy. In a study by Yildirim and İlhan (2010), the General Self-Efficacy Scale, which was converted into 17 items by Magaletta and Oliver (1999), was adapted to Turkish Culture (Yildirim & İlhan, 2010). In this process, the researchers evaluated the scale in terms of conformity to the culture, comprehensibility and conformity with the aim, receiving support from the academicians who are specialized in psychology, psychiatry, linguistics and sociology. Yildirim and İlhan(2010) determined the criterion-based validity of the General Self-Efficacy Scale and also carried out exploratory factor analysis and varimax rotation to determine the factor structure. The results of exploratory factor analysis indicate 3 factors with a self-value greater than 1. The Pearson's correlation coefficient for the test-retest reliability coefficient of the scale demonstrates a moderate and significant relationship ($r = .80$, $p < .001$). Two half reliability of the study was determined as .77. The two half reliability and Cronbach's alpha coefficients indicate that the scale is reliable (Yildirim & İlhan, 2010).

In the reliability studies conducted within the scope of this study, it was found that the internal consistency coefficients of the General Self-Efficacy Scale were .72 for the sub-dimension of initiative, .81 for the sub-dimension of persistence and .86 for the sub-dimension of effort.

Data Analysis

The data were analyzed statistically. In the normality test results, Kolmogorov Smirnov value of self-efficacy and life satisfaction scores were not found to be significant according to gender, age and years in sports status ($p > .05$). As a result of the normality test, the distribution was found to be normal and the independent t-test analysis was performed to reveal the statistical difference between two groups and Pearson Correlation Analysis was carried out to evaluate the data in terms of age and years in sports.

FINDINGS

Table 1. The Comparison of Self-Efficacy Scores in Terms of Gender

General Self-Efficacy Scale	Gender	n	\bar{X}	Sd	Sh $_{\bar{x}}$	t-Test		
						T	sd	p
Initiative	Male	63	15.85	4.48	.50	-.48	142	.63
	Female	81	16.22	4.75	.60			
Persistence	Male	63	15.93	1.47	.16	.92	142	.36
	Female	81	15.70	1.46	.18			
Effort	Male	63	11.49	2.26	.25	.52	142	.61
	Female	81	11.29	2.59	.33			

When Table 1 is examined, it was determined that there was no significant difference according to gender in the initiative, persistence and effort sub dimension scores ($p > .05$).

Table 2. The Comparison of Life Satisfaction Scores in Terms of Gender

Score	Gender	n	\bar{X}	Sd	Sh $_{\bar{x}}$	t-Test		
						T	sd	p
Satisfaction with Life Scale	Male	63	24.02	4.40	.49	.77	142	.44
	Female	81	23.46	4.29	.54			

When Table 2 is examined, it was seen that life satisfaction scores of the sample group did not differ according to gender ($p > .05$).

Table 3. The Relationship between the Self-efficacy and the Age

	Age	Initiative	Persistence	Effort
Age	1			
Initiative	.523**	1		
Persistence	.052	.184	1	
Effort	.442**	.690**	.374**	1

*p<.05; **p<.01

When Table 3 is examined; while there is a significant positive relationship between age variable and initiative sub-dimension ($p < .01$; $r = .523$), there is a significant negative relationship between the age variable and effort sub-dimension ($p < .01$; $r = -.442$). There was no statistically significant relationship found between age variables and persistence sub-dimension.

Table 4. The Relationship between the Satisfaction with Life and the Age

	Age	Life Satisfaction
Age	1	
Life Satisfaction	-.424**	1

**p<.01

When Table 4 was examined, there was found a significant negative correlation between age variable characteristics and life satisfaction scores of the study group ($p < .01$; $r = -.424$).

Table 5. The Relationship between the Self-Efficacy Scale and the Years in Sports Variable

		Years in Sports	Initiative	Persistence	Effort
Years in Sports	r	1			
Initiative	r	-.148	1		
Persistence	r	.722**	.184	1	
Effort	r	.301**	.690**	.374**	1

*p<.05; **p<.01

When Table 5 is examined, there is a significant negative relationship between the years in sports variable of the study group and the 'persistence' sub-dimension of general self-efficacy scale ($p < .01$; $r = -.722$). A significant positive correlation was found between the effort sub-dimension and years in sports ($p < .01$; $r = .301$).

Table 6. The Relationship between Satisfaction with Life Scale Scores of the Study Group and Years in Sports Variable

		Years in Sports	Life Satisfaction
Years in Sports	r	1	
Life Satisfaction	r	.135	1

When Table 6 was examined, there was no significant relationship found between years in sport variable and life satisfaction scores of the study group ($p > .05$).

Table 7. The Relationship between Satisfaction with Life Scale and Self-Efficacy

		Life Satisfaction	Initiative	Persistence	Effort
Life Satisfaction	r	1			
Initiative	r	.439**	1		
Persistence	r	.190**	.184	1	
Effort	r	.382**	.690**	.374**	1

*p<.05; **p<.01

When Table 7 is examined, a significant negative correlation was found between life satisfaction score of the study group and the initiative ($p < .01$; $r = -.439$) and persistence sub dimensions of the general self-efficacy scale ($p < .05$; $r = -.190$). A significant positive correlation was found between life satisfaction and effort sub dimension score ($p < .01$; $r = .382$).

DISCUSSION and CONCLUSION

When Table 1 is examined, it was determined that there was no significant difference according to gender in the initiative, persistence and effort sub dimension scores ($p > .05$). Similarly, in their study with taekwondo players in 2012, Cengiz et al. did not find a difference between their self-efficacy scores in terms of gender. This supports the findings of our study. This result may be due to the fact that the study group consists of registered athletes. It was seen that life satisfaction scores of the sample group did not differ according to gender ($p > .05$). In their study on the students continuing their education in different departments of Erciyes University School of Physical Education and Sports and Selcuk University Physical Education and Sports Academy, Ulucan et al. found that their life satisfaction scores were found to have differed according to gender. In a study (Gencay, 2009) conducted with the students of Physical Education and Sports Teaching Department, it is seen that the female students' life satisfaction scores are higher than the male students. The results of this study do not coincide with the results our study.

While there is a significant positive relationship between age variable and initiative sub dimension ($p < .01$; $r = .523$), there is a significant negative relationship between the age variable and effort sub dimension ($p < .01$; $r = -.442$). There was no statistically significant relationship found between age variables and persistence sub dimension.

There was found a significant negative correlation between age variable characteristics and life satisfaction scores of the study group ($p < .01$; $r = -.424$). Toros (2001) in his study on elite and non-elite basketball players, found no significant relationship between the athletes' age status and their life satisfaction scores. This result does not support our finding. It is believed that the athlete's state of aging will increase proportionally with their age, their training capacity will increase inversely proportional to age. It can be expected that life satisfaction may decline as the age of the athlete increases. There was no significant relationship found between years in sport variable and life satisfaction scores of the study group ($p > .05$). In Toros' (2001) study, no significant relationship was found between years in sports and life satisfaction of the non-elite sample group. This supports our study.

There found a significant negative relationship between the years in sports variable of the study group and the 'persistence' sub-dimension of general self-efficacy scale ($p < .01$; $r = -.722$). A significant positive correlation was found between the effort sub-dimension and years in sports ($p < .01$; $r = .301$).

A significant negative correlation was found between life satisfaction score of the study group and the initiative ($p < .01$; $r = -.439$) and persistence sub-dimensions of the general self-efficacy scale ($p < .05$; $r = -.190$). A significant positive correlation was found between life satisfaction and effort sub dimension score ($p < .01$; $r = .382$). Reigal et al. (2014) in their study on 2079 adolescents aged 14-17 years, reported that there is a significant relationship between self-efficacy and life satisfaction depending on the exercise. This supports our study. Increased self-efficacy of the athlete in a given field means that he/she has a belief in his/her the ability to successfully perform a directive given the coach. In this case, the possibility of realizing the directive may increase and the life satisfaction of the athlete is expected to enhance accordingly.

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