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## Sport as a Tool for International Relations: Case Study of Ugandan Sport Leaders

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### Abstract

While Uganda's participation in sports at international level is growing, the country's relation with other countries is not improving accordingly. The purpose of this study was to investigate whether Uganda sport leaders believe that sport could be used as a tool for the development of international relations of the country. Purposive sampling was used to identify elected and paid sport leaders at all levels in sport organizations in Uganda and invite them to participate in the study. The final sample was 38 sport leaders. The semi-structured interview method was employed. The data was collected with the use of a tape recorder. Recordings were transcribed into written form so that they could be studied in detail, linked with analytic notes and coded. The texts were sent to participants in the study to verify the content. Upon reception of their consent qualitative analysis was performed involving categorizing data and attaching it to the appropriate category. Where necessary, quotes from respondents were used to strengthen the interpretation. The results revealed that Ugandan sport leaders believe that sports: a) play a key role in promoting relations with other countries, b) contribute in creating opportunities for Ugandans to conduct businesses with other countries, c) increase the awareness about the country and d) attract tourists, improving the country's foreign exchange.

**Keywords**— sports, Uganda, international relations, diplomacy, communication

## Uluslararası İlişkiler Aracı Olarak Spor: Ugandalı Spor Liderlerinin Örnek Olay İncelemesi

### Öz

Uganda'nın uluslararası düzeyde spora katılımı artarken, ülkenin diğer ülkelerle ilişkileri aynı düzeyde iyileşmemektedir. Bu çalışmanın amacı, Uganda spor liderlerinin, sporun ülkenin uluslararası ilişkilerinin geliştirilmesi için bir araç olarak kullanılabilmesine inanıp inanmadığını araştırmaktır. Uganda'daki spor organizasyonlarında her seviyedeki seçilmiş ve ücretli spor liderlerini belirlemek ve onları çalışmaya katılmaya davet etmek için amaçlı örnekleme yöntemi kullanılmıştır. Son noktada örneklem 38 spor liderinden oluşmuştur. Araştırmada yarı yapılandırılmış görüşme yöntemi kullanılmıştır. Veriler bir kayıt cihazı kullanılarak toplandı. Kayıtlar, detaylı bir şekilde çalışılabilmesi, analitik notlarla ilişkilendirilebilmesi ve kodlanabilmesi için yazılı hale getirildi. Metinler, içeriği doğrulamak için araştırmadaki katılımcılara gönderildi. Onaylarının alınması üzerine, verilerin kategorize edilmesini ve uygun kategoriye eklenmesini içeren niteliksel analiz gerçekleştirildi. Gerekliğinde, yorumu güçlendirmek için katılımcılardan alıntılar kullanılmıştır. Sonuçlar Ugandalı spor liderlerinin sporun a) diğer ülkelerle ilişkileri geliştirmede kilit bir rol oynadığına, b) Ugandalıların diğer ülkelerle iş yapmaları için fırsatlar yaratmaya katkıda bulunduğuna, c) ülke hakkında farkındalığı artırdığına ve d) turist çekerek ülkenin döviz durumunu iyileştirdiğine inandıklarını ortaya koymuştur.

**Anahtar Kelimeler** - Spor, Uganda, Uluslararası ilişkiler, Diplomasi, İletişim.

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## INTRODUCTION

Over time sport developed, evolved and became an efficient way to bridge different cultures, even ones that for some reason (social, political, economic etc.) have been separated (Tony, 2007). Walvin (1984: 67) puts its best by saying that "...organized sport has become a global phenomenon, perhaps second only to industrial capitalism in its scope". The visceral thrill of winning and the pain of defeat transcend all boundaries and build empathy and emotional understanding (Holt, 2012). Such popularity could not escape the attention of the governments, which continually try to find ways to use it for domestic, as well as foreign policy purposes (Johnes, 2008).

This study is guided by Constructivism Theory (Greenwood-Onuf, 1989), which suggests that international relations are socially constructed, and norms play a crucial role in constructing the social environment of states. The theory emphasizes that non-material factors like values, ideas, culture, identities, norms (such as democracy, human rights etc.), shape the international system and help understand better state interests and interactions. Along the same line, many authors (Monnington, 1986; Mearsheimer, 1994; Senn, 1999; Slack, Yuan-min, Chiung-Tzu & Hong, 2002) as well as international organizations (i.e., European Union, United Nations etc.) believe that states can influence other states towards building successful relationships not by coercion but by means of persuasion, sport being such a means.

In Uganda, while the participation in sports activities at international level is growing its relations with other countries is not improving accordingly (Ananura, 2004), hence it is not much known at international level (Moore & Konrad, 2010). The present study investigates the opinions of Ugandan sport leaders on the use of sport as a tool for international relations.

## CONCEPTUAL FRAMEWORK

Formal recognition of international relations as a discipline originated in the political climate prevailing in Europe after World War I, which led to a commitment to develop an approach to international relations, which

would ensure an avoidance of a recurrence of war on such a scale (Beacon, 2000). In 1919, Oxford University established the first "chair" (professorship) in International Relations (Carlsnaes & Beacon, 2012), a branch of political science concerned with relations between nations and primarily with foreign policies (Merriam-Webster Dictionary, 2018). According to Martin and O'Callaghan (2002) international relations concerns the relationships among the various governments of the world, which are interdependently linked to other actors, such as international governmental organizations (IGOs), non-governmental organizations (NGOs), transnational corporations (TNCs) and influential individuals. Beacon (2000) argued that studies of sport and politics have traditionally presented a number of developing functions of sport as vehicles, through which political objectives might be realized. The hypothesis of this research is that Ugandan sport leaders valorize sport as a tool for international relations of the country.

### *Sport- Diplomacy*

Sport has been used as an asset of diplomacy since the ancient Greek era (Markovits & Rensmann, 2010). The Olympic Games (OG) was an opportunity to ease inter-city hostilities through the Olympic Truce (a military cease fire everywhere in the country), which started on the 9th century B.C. During the Truce political congress prevailed and alliances were formed; even death penalties were not enforced (McClancy, 1996).

Modern sport appeared in the middle of the 19th century having an amateur character (DeVoss, 2002), hence its significance for international relations was rather marginal (Coalter, 2010). However, it grew radically in many dimensions, one of them being the number of athletes that participate in the OG (Athens 1896 = 241, Berlin 1936 = 3.963, Rio 2016 = 11.237). Such an interest in sport could not escape the attention of the governments (Coakley, 2008; Chappellet & Bayle, 2010). The first to use the OG for government purposes was Adolf Hitler (1936, Berlin) (Tomlinson & Young, 2006). Few years later, the Soviet Union participated in the 1952 Helsinki OG pursuing prestige at any cost (Henry, 2005). During the Cold War era

that followed sport was used as yet another arena of confrontation but at the same time provided grounds for diplomacy between the East and West. The most prominent example is the “ping-pong diplomacy” in the early 1970s, which paved the way for Richard Nixon, president of the United States, to visit China for the first time in the history of relations between the two countries (Balyi & Hamilton, 2004). Following that accomplishment, the US has been very active in the field of sports. Secretary of State, Hilary Clinton, considered sport as an efficient diplomatic tool, which embodied her wider vision of “smart power” diplomacy (Maxim, 2012).

States may also utilize sport to enhance their national prestige, demonstrate their rise on the international stage, and use it to enhance their regional and global influence (Peterson, 2001). De Groot (2011) pointed out the India-Pakistan’s “Cricket Diplomacy”, the Greece-Turkey’s “Basketball Diplomacy” and the efforts at civil society level from Israelis and Palestinians to build up a common football squad as examples of bilateral reconciliation processes through sporting events. In fact, the so-called “Peres Team for Peace”, which was made up of 25 players from both Israel and Palestine, competed at the 2011 Australian Football League International Cup. A real team ethic emerged from that initiative and the players decided to record a song and use it as their national anthem.

There are few areas of development where sport cannot be used as a platform or as a vehicle. Public education, social mobilization, strengthening individual capacity, improving lives, promoting health, preventing diseases, strengthening children, fostering social inclusion, preventing conflict / building peace, fostering gender equity, enhancing inclusion of persons with disabilities and promoting employment and economic development are just some of them (Aman, Mohamed & Omar-Fauzee, 2009). The UN Report “Sport as a Tool for Development & Peace” (UN Inter-Agency Task Force on Sport for Development & Peace, 2003: 7), argues that sport has potential to empower, motivate and inspire people from all walks of life. Murray (1999:

50) argued that: “...sports diplomacy exchanges are ‘low-risk, low-cost and high profile’ and can promote international understanding and friendship, as well as dispel stereotypes and prejudices”.

#### ***Sport as an international communications platform***

The 4th Fundamental Principle of the Olympic Charter (IOC, 2018) states that, “...the practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play”. This Principle prompted sport to evolve into a universal language that brings individuals and cultures together in peaceful communication (Mabillard & Jadi, 2011). Nelson Mandela, former President of South Africa, stated that “...sport is probably the most effective means of communication in the modern world, by passing both verbal and written communication and reaching directly out to billions of people world-wide. There is no doubt that sport is a viable and legitimate way of building friendship between nations” (Maguire, 2005: 89). Coalter (2010) argued that over the past few decades sport has emerged as global mass entertainment and has become one of the most powerful and far-reaching communications platforms in the world. This has been possible because global sport events offer the capacity to reach vast numbers of people worldwide. Moreover, sport develops a strong drawing power over fans worldwide affecting and influencing their life through a mediatization of events and competitions that enables them to transcend national, cultural, socio-economic and political boundaries (Balyi & Hamilton, 2004). Coalter (2010) stated that by extension, high-performance athletes have become global celebrities in their own right, enabling them to serve as powerful ambassadors, spokespeople and role-models for development and peace initiatives.

#### ***Sport, international relations and infrastructure development***



Traditionally sports facilities were modest with a capacity of perhaps a few hundred, which, along with the town-hall, the church, etc., served a small community. With the revival of the OG in Athens (1896) the sports facilities evolved into great public buildings regarded as essential and positive elements of civic life (John et al., 2007), prompting the improvement or construction of other physical infrastructure (i.e., telecommunications, transportations systems, etc.) of cities and countries (Milner & Elliot, 2002). Over the past years investment in sporting infrastructure aimed at attracting tourists, encouraging inward investment and changing the image of the city (Gratton et al., 2005). In the decade leading up to the 2000 Sydney Games, AUS\$ 1.2 billion from the private sector and AUS\$ 2.3 billion from the public sector was invested on infrastructure construction (Owen, 2002). Malaysia spent more than US\$ 55 million to build stadiums in order to host the 16th Commonwealth Games in 1998 (Westhuizen, 2004), the first games ever held in Asia and only the second to be hosted by a developing country (after Jamaica in 1966). The Physical Education and Sports (PES) Department of Uganda plans to massive and systematic capacity building for PES teachers and other personnel at all levels of education and community as required, facilitate and equip the thirty two sports schools as a matter of priority and will develop PES website for e-learning is to alleviate the challenge of instruction materials on PES. Furthermore, the PES will establish a national sports data bank and develop recognition and reward scheme for excelling sports persons to inspire and motivate talented sports persons. It will also improve access to PES provisions at all educational institutions level and community to realize the goals of providing access to quality education and sports for all. The ministry of Education and Sports will rehabilitate six Regional Stadia (Jinja, Mbarara, Kabale, Gulu, Masaka, Mbale) and construct the National High Altitude Training Centre at Teryet in Kapchorwa. Finally the ministry will negotiate partnerships with teacher training institutions for re-tooling of teachers to teach physical education and will increase budget

allocation to PES sub-sector to make head way in implementation of Policy provisions (Republic of Uganda, 2021).

### ***Sport as a tool for international business relations***

Given the popular appeal of sport (important for public relations purposes), it is not surprising that companies (especially TNCs) are involved in many of the sport-in-development initiatives (mostly as funding partners). Maguire (1999) claimed that modern sport is structured by a political economy in which TNCs play a decisive part and the understanding that business operates more effectively in a climate of peace and stability with a healthy and well-educated workforce. Therefore, many of the sport initiatives are designed with peace, stability, health and education at the forefront.

Furthermore, sport plays an enabling role in facilitating a more secure economic environment. Levermore (2007) argued that this is partly expressed through broad based “macro” programs run by the state and international programs run by the states and international financial institutions (such as the World Bank and International Monetary Fund) sometimes with the help of sports federations. Examples include poverty reduction or national development strategies in Mozambique, Zambia and Belarus (Stradling, 2009).

Another aspect of neo-liberal oriented development associated with the sport/development relationship is the use of sport in social integration initiatives, education, health and defence of human rights. Maguire (1999) argued that some companies use their expertise to help organize, administer and run sport events in order to help train the local workforce. He pointed out that the transferability of skills was apparent in South Africa’s 2010 Football World Cup, where Deloitte advertised that their experience with sport events helped them develop enterprise and employment for underemployed black communities so that they could become a more skilled (and flexible) “resource” in the national labour force. Kobierecki (2013) estimated that over

50,000 people were trained and placed during the event. It is, therefore, contended that economic development builds on these skills, particularly through generating empowerment and fostering organizational and administrative tools that would be useful to entrepreneurship.

The Uganda's Ministry of Education and Sport improves the effectiveness and efficiency in delivery of education and sports services. Uganda received short term capacity building trainings for PES technical personnel conducted by experts in the respective field sent by the German government. The training includes:

- Modern endurance training,
- Modern strength training,
- Sports physiotherapy,
- Modern training in jumps

Sports Medicine course is planned for next financial year, to empower Uganda's local medical doctors to handle sports related conditions locally. The German government donated electronic timer and wind speed measurement system to enable Uganda to qualify athletes in sprint events for international competition. Uganda will also in due course receive underwater massage equipment donated by the German government; as part of the physiotherapy and strength room to be instituted at Mandela national stadium. PES personnel have participated in PES related workshops, seminars, symposium and conferences both nationally and internationally and the department conducted monitoring and evaluation of PES programmes for quality assurance (Republic of Uganda, 2021).

### ***Soccer as a tool for international relations***

There are approximately 200 million registered soccer players, roughly one out of every 24 people in the world (Hill, 2012). National Geographic has suggested that soccer is the number one sport in over 84% of the world's countries (FIFA World Magazine, 2011). No other form of popular culture surpasses soccer's huge and participatory passion among its devotees or generates as much commercial revenue at either the club or

international level. No wonder then in the fact that the FIFA World Cup is the most watched television program in the world; the number of people around the world who have watched some of the World Cup matches in 2018 reached the highest at 3.572 billion people, nearly half the total world population of 7.6 billion (FIFA, 2018).

Schenk (2011) noted that more than any other sport soccer transcends ethnic and cultural boundaries around the world because it is age / gender independent. It was of no surprise that in 2001 a member of the Swedish Parliament nominated soccer for the Nobel peace prize (Jon, 2013) and national holidays have been declared after victories in soccer (Vamplew, 2012). Frenchman Jules Rimet, founder of the Soccer World Cup and 1956 Nobel peace prize nominee believed that "...soccer could reinforce the ideals of permanent and real peace" (Hough, 2008). Walvin (1984: 97) explained that: "...no one seriously doubts that soccer is the national game, a game described by a critic as having entered the national psyche. For the same reason, soccer is highly political, subject to the stresses and strains of political involvement. In fact, soccer had long been in the political eye. At critical moments, politicians could not afford to stand aloof from the game (not to mention that many are keen fans)".

There are several ways soccer could be applied as a political and diplomatic tool. It could be employed to improve the image of a country, amplify friendships, develop comradeship among nations, promote trade and tourism, integrate minorities and encourage international relations (Samuel, 2012). Mabillard and Jadi (2011: 87) suggested that: "...sports exchanges between the US and Cuba, North Korea, or Iran can break down stereotypes, increase understanding, and confine battles to the playing field rather than the battlefield". A visit of the American national soccer team to Teheran could challenge ingrained stereotypes and historical animosity and help shape beliefs before they are formed. With 21% of Iran's population less than 24 years old, they would be especially receptive towards such a

public show of conciliation (Roderick, 2012). Along the same line, when Brazil played a friendly match in war-torn Haiti in 2004, politicians made no attempt to deny the fact that the game was a part of Brazil's efforts to boost chances of gaining a permanent seat in the UN Security Council. In exchange for the Seleção travelling to the Caribbean nation, Haiti agreed to back Brazil in their UN bid, although Haitian lost the football match, this did not seem to bother the Haitian fans, who went on partying long after the Brazilian players had left (Economist, 2004).

### ***Negative impacts of sport***

Although sport is mostly positive in nature there are occasions in which negatively affects individuals and communities. Sport governance issues, manipulation of competition results, violence and abuse in sport, equality and inclusion in sport are some of the issues that increasingly attract public attention. Many of these issues correlate with broader societal challenges and specifically with focus areas of the "2030 Agenda for Sustainable Development" (promotion of human rights, elimination of inequality within and across communities, reduction of violence and harmful practices affecting women, protection of vulnerable communities and children, improvement of access and the inclusion for people with a disability, strengthening of governance to build effective and accountable institutions, etc.) (Commonwealth Secretariat Report, 2015).

### ***Structure of sports in Uganda***

Sport in Uganda is managed by the Ministry of Education and Sport and the Department of Physical Education and Sport (DPES), which has the mandate to develop and coordinate all physical education and sports activities in the country. The milestones and achievements of Department of Physical Education and Sport (PES) of Ministry of Education and Sports are presented below. As far as the improvement of quality and relevance of PES at all level, there were oriented 2,000 Secondary school teachers to teach physical education and sports at secondary level and there was developed the Profile of a Modern Physical

Education (PE) teacher to be implemented by P.E teachers training institutions.

Furthermore, the cooperation with the Chinese government was renewed which resulted into rehabilitation of Mandela national stadium limited as well as Chinese volunteers coming to assist in building human resource locally. It was signed a cooperation agreement with International Association of Athletics Federation (IAAF), which led to standardization of primary schools' sports competitions geared towards talent identification and provision of age-appropriate sports activity. Also, it was signed a cooperation agreement with the German government resulting into the German government sending to Uganda a sports development expert for four years term whose contract expired in September 2013. Finally, it was developed a guideline for conduct of sports competitions for all educational Institutions.

As far as the improvement of equitable access to education and sports, it was ensured that physical education was granted core and compulsory secondary school curriculum subject and physical education curriculum is underway. The department established 32 government aided secondary schools as sports schools (centres of sports excellence) countrywide; with plans to have them well equipped. The DPES organized and coordinated the sports completions for primary, secondary, universities and other tertiary institution. Also, it was initiated a program for sports facilities development such as the rehabilitation of six regional stadia (Jinja, Mbarara, Kabale, Gulu, Masaka, Mbale) and construction of the National High Altitude Training Centre (NHATC). And finally, DPES facilitated National teams to various international competitions such as All Africa Games, World Championships, Olympic Games, World University Games and East Africa Secondary Schools Games among others (Republic of Uganda, 2021).

In 2009, the National Physical Education & Sports Policy was voted in Parliament, outlining the vision, mission, programs, projects, management arrangements, legal frame work and financing arrangements that

provide a firm foundation for the development and promotion of a robust physical education and sport sector, as well as the Olympic Movement in Uganda (Sport Administration Manual, 2010). Also responsible organizations for sports in Uganda are: a) the National Council of Sports (NCS), which was established with an Act of Parliament in 1964, under the Ministry of Education and Sports; it serves as an apex organization that coordinates all sports activities in the country, in liaison with National Sports Associations; it is linked to the Supreme Council for Sports in Africa (SCSA) and other relevant sports organizations, b) the Uganda Olympic Committee (UOC, 2010), which was established in 1950 and recognized by the IOC in 1956; its highest organ is the General Assembly and its membership is comprised of 23 affiliated member federations/associations, and c) the Olympic Sport Federations.

## METHODOLOGY

### *Research method*

The case study research method was employed because it allows in-depth investigation of an individual, group, institution and makes detailed examination of a single subject (Mugenda & Mugenda, 2003). Rowley (2002) noted that the case study approach is widely used because it provides insights that cannot be achieved otherwise; it permits use of diverse techniques within the same study and helps to generate new understandings and explanations or hypotheses about the problem.

### *Sample*

This study targeted elected and paid leaders at all levels, working in 43 organizations (National Council of Sport, National Olympic Committee, and Olympic Sport Federations) in Uganda. Purposive sampling was used (n=38) in order to identify elected and paid leaders at all levels, working for at least five years in sport organizations in Uganda, and invite them to participate in the study on a voluntary and anonymous basis. Sampling is the process of selecting the research units of

the target population, which are to be included in the study (Sekaran, 2003). Purposive sampling was used for the selection of the managers from different sport federations because: a) people who were not much experienced in the field of sports and international relations (people who had not worked in sports field for at least 5 years) could be excluded and b) it was less time consuming. The results of purposeful sampling are usually expected to be more accurate than those achieved with an alternative form of sampling (Mugenda & Mugenda, 2003).

### *Instrument*

The semi-structured interview method was employed with 21 questions as listed below.

- 1) What is your age?
- 2) What is your highest education level attained?
- 3) What is your position of responsibility?
- 4) How long have you been in this position?
- 5) Do you think soccer plays a key role in promoting political diplomacy?
- 6) If yes in no. 4 above, in which ways?
- 7) What are the different ways in which soccer promotes cultural diplomacy?
- 8) What is your say on the use of soccer as a tool for promoting development and peace?
- 9) What can be done to promote the use of soccer as a tool for international relations?
- 10) Do you think cricket plays a key role in promoting political diplomacy?
- 11) If yes in no. 9 above, in which ways?
- 12) What are the different ways in which cricket promotes cultural diplomacy?
- 13) What is your say on the use of cricket as a tool for promoting development and peace?
- 14) What can be done to promote the use of cricket as a tool for international relations?
- 15) Do you think athletics plays a key role in promoting political diplomacy?
- 16) If yes in no. 14 above, in which ways?

- 17) What are the different ways in which athletics promotes cultural diplomacy?
- 18) What is your say on the use of athletics as a tool for promoting development and peace?
- 19) What can be done to promote the use of athletics as a tool for international relations?
- 20) What are the challenges faced in promoting international relations?
- 21) What can be done to improve Uganda's relations with other countries through the use of sport?

Validity: The interview guide of the present study was tested for validity by engaging two research experts as suggested by Gay (1996). The following formula was used to test validity index:

$$\text{Content Validity Index} = \frac{\text{Number of items regarded relevant by judges}}{\text{Total number of items in the instrument}}$$

The interview guide was considered valid, as the generated coefficient was above 0.7 (Amin, 2005).

### Data collection

The data was collected with personal (face to face) communication with each one of the respondents and the use of a tape recorder. The researcher obtained consent in writing from all the participants and their anonymity was observed. Recordings were transcribed into written form and the texts produced were sent to the participants in the study to verify the content. Upon reception of their written consent qualitative analysis was performed involving categorizing data and attaching it to the appropriate category. Where necessary, quotes from respondents were used to strengthen the interpretation. The researcher got an introductory letter from the University to seek necessary permission from different authorities. The letter was presented to the officials of the Uganda Olympic Committee, the National Council of Sports and the Sport Federations to get permission. Cover letters accompanying the interview guide explaining the purpose of the study were distributed

directly to the respondents in their respective areas to be filled.

### Data analysis

The data was collected with the use of a tape recorder. Recordings were transcribed into written form so that they could be studied in detail, linked with analytic notes and coded. The texts were sent to participants in the study to verify the content. Upon reception of their consent qualitative analysis was performed involving categorizing data and attaching it to the appropriate category. Where necessary, quotes from respondents were used to strengthen the interpretation.

### Limitations of the study

The study was limited to the people working at the National Council of Sports, the Ugandan Olympic Committee and the Sports Federations of the country. It did not involve people working at sports clubs.

## RESULTS AND DISCUSSION

### Demographics

Regarding the participants all were men, as far as their age five of them (13.6%) were under 30 years old, 21 (55.3%) were between 30 - 45 and 12 (31.6%) were over 45 years old. The fact that the majority of the respondents were between 30 - 45 years old could be attributed to the nature of Uganda's population, where young people are the majority (UBOS, 2016). Regarding their position in the organization 30 (78.9%) held managerial positions and 8 (21.1%) were assistant managers. Nine (23.7%) worked in that position for five years, 19 (50%) between 5 - 10 years and 10 (26.3%) >10 years.

### Qualitative data

#### *Sport - Diplomacy*

Sport leaders view sports as a tool for winning popularity. They noted that countries like America, Britain, Japan, Germany, Canada and other western powers invest a lot of money in sports activities, mostly football, to increase their respect and popularity on the globe. This is in line with Respondent (9) who noted that: "...world sports have also contributed in influencing politics, and that

explains the reason why the western countries are interested in winning the World Cup. The winners are considered powerful both politically and sports wise”. This point was also argued by Walvin (1984: 97) who explained that: “...no one seriously doubts that football is the national game, a game described by one critic as having entered the national psyche. For the same reason, football is highly political, subject to the stresses and strains of political involvement. In fact, football had long been in the political eye. At critical moments, politicians could not afford to stand aloof from the game (quite apart from the fact that many are keen fans)”.

Sport leaders noted that sports provide platforms for diplomats, intellectuals and politicians to discuss issues affecting the participating countries. They noted that sports act as a starting point for other businesses or deals between countries. Respondent (27) commented that: “...sports increases the chances of interactions between citizens and the businessmen from different countries. This therefore increases the chances of sharing ideas on how to work together or transact businesses between borders”. Respondent (28) commented that: “...sports contribute in providing channels for diplomatic initiatives, thereby providing chances for improving relations between hostile governments. This is achieved during the process of organizing sports events, whereby administrators of different participating countries come together leading to increased opportunities of creating friendships and, therefore, creating opportunities for solving grudges that may be standing between participating countries”. In support of this finding, Peterson (2001) argued that states may also utilize sport to enhance their national prestige, demonstrate their rise on the international stage, and make use of soft power to extend their regional and global influence.

#### *Sport as an international communications platform*

Sport leaders cited the relevancy of sports for promoting political agendas whereby sports platforms can be used to communicate issues

of interest to the host country or funding agent. They claim that this has been used by some countries to promote themselves across continents and extend their relationships. This also promotes the learning of guests about the interests of the hosting country and therefore bringing constructivism theory in play. This is in line with Respondent (14) who noted that: “...sports act as a platform for communicating political events. Most sports events and sports media houses are used as platforms for promoting political interests of the hosting countries”. This was also supported by Coalter (2010) who argued that over the past few decades sport has emerged as one of the most powerful and far-reaching communications platforms in the world because global sport events offer the capacity to reach vast numbers of people worldwide. He further stated that by extension, high-performance athletes have become global celebrities in their own right, enabling them to serve as powerful ambassadors, spokespeople and role-models for development and peace initiatives.

Sport leaders agreed that sports can play a key role in promoting international recognition mostly among countries that are not much known (i.e., developing countries, new states). This usually happens after participating in global sports events or getting an international sport celebrity from such a country. This can promote learning of morals, values and attitudes of people from emerging states and therefore necessitating the relevancy of constructivism theory. Respondent (29) commented that: “...existence of some countries can easily be realized through participation in sports and this gives the reason why some countries invest much more money in sports events than others. Most developing countries for example in Africa and the Caribbean can easily popularize their presence and improve their relations with other states through participation in sport”. Respondent (30) commented that:

“...politicians in most countries gain from sports activities that take place and this allows sport officials to have a great influence on such politicians ... this makes sport a political matter”. This was also supported by Eden (2003) who noted that participation in sport is a very important aspect of sports’ connections with international relations. Although at face value sport is a competition among athletes, its international dimension is more important than the competition among nations.

#### *Sport, international relations and infrastructure development*

Sport leaders accredited sport as a source of unity while noting that political problems can be resolved through organizing of sports events. They further noted that they have been able to extend Ugandans friendship to countries that have not been friends before and this helped in bringing together the politicians, diplomats and citizens of the different countries to be in touch with Ugandans. In such process, constructivism theory applies because people keep learning from one another and as a result it becomes easy for one to travel or work in different countries. This is in line with Respondent (13) who noted that: “...sports help in promoting peace through uniting people of different cultures. More people from all parts of the world usually meet during athletes and soccer games as compared to other political or economic meetings”.

Sport leaders agreed that Uganda has not gained much international relations as a result of sports due to limited and underdeveloped sports facilities, which affected the number of citizens participating in sports training and the quality of training they receive. This is in line with Respondent (15) who noted that: “...in Uganda, there is limited exposure to most sport games other than football, netball, rugby and cricket, which is mostly attributed to limited funding allocated by the government

to sports facilities and sports equipment. This has therefore limited the impact of sports on international relations”, with Respondent (16) who noted that: “...though Uganda has gained many relations internationally as a result of sport, it has been limited by the challenge of few sports facilities in the country. For example, the country has only one football stadium that is built up to national standards” and with Respondent (17) who noted that: “...Ugandan budget has never allocated enough funds to sports ministry for either human resource development or facility development; this has therefore affected the effect of sport on international relations”.

#### *Sport as a tool for international business relations*

Despite its long-time neglect by the international relations academic society, sport’s role as a rallying point for political ideology and its universal appeal provide a compelling argument for its importance to international relations (Coalter, 2010). Most respondents accredited sports for developing the leisure industry as most people travel from countries to other countries to watch international games. Sport leaders further realized the use of sport mostly soccer in hangout places like bars, restaurants and others as a way of attracting customers. According to sport leaders, this helps in promoting popularity of countries that appear much in sports games and therefore promoting international relations. This is in line with Respondent (10) who noted that: “...sports have played a key role in promoting the entertainment sector. Most people spend their leisure time in watching football matches, which creates income to the country. Countries which have invested much in sports have developed international media houses, which help in developing their tourism industries”. Respondent (2) also noted that: “...sports play a key role in shaping both regional and continental engagement at both citizen and government level”. This argument was also supported by Andrzejewski, Chmura, Pluta, Strzelczyk and Kasprzak (2013) who claimed that sport is the most significant part

of the global entertainment industry and the FIFA World Cup Tournament, along with the OG are the most watched TV programs in the world. Darby (2003), referred that Africa has made its presence felt, and it is perhaps in international football that the continent's sports stars have made their biggest impact. The World Cup, the Olympic football tournament, and FIFA's underage competitions have been enriched by the presence of African nations. African performances at these competitions show that Africa's most vibrant football nations have emerged as credible challengers to the traditional preeminence of South America and Europe.

Sport leaders agreed that sports can be used for mobilizing resources from large groups of people. They argued that it has been mostly common in athletic competitions regionally and nationally, thereby increasing the relevancy of sport in community mobilizations. However, constructivism theory is mostly correlated with learning and is silent on resource mobilization after knowledge acquisition. This is also in line with Respondent (18) who noted that: "...sport has been used by most countries as platforms for public education and social mobilization ... most countries have been able to mobilize resources for funding social programs through the use of sports events mostly athletics". This was also supported by Coalter (2010) who argued that over the past few decades sport has emerged as global mass entertainment and has become one of the most powerful and far-reaching communication platforms in the world. This has been possible because global sport events offer the capacity to reach vast numbers of people worldwide; they are effective platforms for public education and social mobilization.

Coalter (2010) stated that high-performance athletes have become global celebrities in their own right, enabling them to serve as powerful ambassadors, spokespeople and role-models for development and peace initiatives. This helps in making the country known and popular in different parts of the world. Respondent (19) commented that: "...sport has enabled individuals to become global; celebrities and thereby selling the

names of their home country to the outside world. This also promotes the country to earn from such celebrities through taxing the money they get by participating in international, deals/activities. For example, Kiprotich earned foreign exchange for the country. However, in Ugandans case most people do not respect sports as a career and this has denied the country an opportunity to get many celebrities and therefore limiting the opportunity to earn much foreign exchange". Respondent (20) also noted that: "... sport has helped many countries to become known globally, for example Brazil. Many countries have got interest in creating relationships with Brazil after knowing it through sports because the country exports a number of celebrities who work in other countries as footballers". This was also supported by the UN Inter-Agency Task Force on Sport for Development & Peace (2003), which argued that sport consistently empowers, motivates and inspires individuals and their communities in a way that promotes hope and a positive outlook for the future, ingredients that are essential to the success of all development and peace endeavours.

#### *Soccer as a tool for international relations*

Most respondents noted that soccer plays a key role in promoting international relations, while others recognized that they have created a number of friends both domestically and internationally because of soccer. Sport leaders understand the power of soccer and other games in uniting countries of different or same regions and continents together. Respondent (1) noted that: "...soccer plays a key role at both national and international level. It has helped in promoting relations between Uganda and other countries through friendly matches and international leagues like CECAFA, African Cup and others".

Sport leaders noted that sports events are used as symbols for the ending of disputes between countries and therefore the beginning of good relations between them. They further noted that without sport, it could be difficult for countries and their citizens to engage in friendly meetings with citizen participation in consideration as compared to when there is sport. Respondent (25) commented that



“...friendly sports matches between different countries can be used as a symbol for solving misunderstandings. This can help in promoting international relations and this is mostly done through the use of sport or athletics. Respondent (26) commented that “...friendships between dignitaries from different countries are also achieved through sports events. This usually happens during mega sports matches like the World Cup and other continental level competitions. Such friendships help in promoting business and political transactions between different countries”. In support of this finding, Balyi and Hamilton; (2004) noted that during the Cold War sport proved to be a useful and powerful tool to reach peaceful relations and foster mutual understanding between the East and West.

Sport leaders noted that people who participate in regional, national and international games create friends from within and outside their country of origin and thereby getting empowered. Through such connections, sport acts as a platform for international relations which plays a key role in the country's growth and development. This supports constructivism theory because growth and development can only take place when learning is taking place. Respondent (21) commented that: “...sports helps in empowering people by showcasing what they can and what they cannot do. The quality of players can easily be judged by the public during the sports event and this helps in empowering talented players to sell their skills outside their countries of origin”. Respondent (22) commented that: “...many people have got recognized in the media globally through sports and this has enabled them to participate in international events. Sport continues to be a key driver of the media industry which joins the world together and enables relations to be made between different countries”. This is in line with the UN Inter-Agency Task Force on Sport for Development & Peace (2003), which argued that sport has potential to empower, motivate and inspire people from all walks of life. Sport is inherently about drawing on, developing and showcasing people's strengths and capacities. It inspires individuals and their

communities in a way that promotes hope and a positive outlook for the future, ingredients that are essential to the success of all development and peace endeavours.

Sport leaders noted that sports create employment opportunities for different groups of people. This can happen in the form of contracts for international players that are hired by other countries and also jobs are created when hosting regional or international sports games like CECAFA and World Cup, which thereby help in uniting people from different parts of the world and therefore promoting international relations. Respondent (12) commented that: “...sports promote development through increasing the employment of football players on international deals and for long periods of time. This acts as a source of earning for both the player and the country in the form of taxes” ...

Sport leaders noted that sports reduce the challenge of unemployment in the country by allowing people to work in different countries or working in their own country but in a game involving other countries and thereby creating opportunities for creating relations between them. Respondent (23) commented that: “...sports events contribute in creating employment opportunities for the youth. This mostly applies in mega sport events like World Cup and African Cup, where big number of people are trained to work in the event. The skills attained by such people during the event can also help in developing the country”. Respondent (24) commented that: “...sport has played a key in reducing the rate or level of unemployment in different countries as most of the players, for example in football, are employed at club level. This helps in sharpening their skills that enables them to play at country level. This thereafter helps in promoting international relations”. This is in line with Kobierecki (2013), who noted that during the 2010 World Cup in South Africa over 50,000 people were trained and assigned to jobs.

Sport leaders noted that sports can shape what people from other countries think about a certain country, for example countries which win the Soccer World Cup are considered to be rich. Respondent (31) commented that:

“...sports and international relations are related in such a way that the more the country participates in international games, the more it is known ... countries which win such games are more popular”. It could be stated that the mutual influence between sport and international relations was initiated when sport gained vast popularity, which allowed politicians to gain from it and sometimes even sport officials to influence politicians.

#### *Negative impacts of sport*

Sport leaders were aware that sports can also create bad relations between countries. They argued that this can start with fights among the players during a game, which may deteriorate relations between citizens on both sides. This is in line with the view of Respondent (4) who noted that: “...sport is both a cause of friendship between people but at the same time a worsening factor”. This view is in line with Peterson (2001) who argued that it is hard to establish that sport naturally leads to high-level meetings between political and sport leaders. Respondent (3) also noted that: “... soccer is associated not only with positive benefits, it can also contribute to inflicting wars between countries affecting political diplomacy, as it happened, for example, between Honduras and El Salvador, in 1970 World Cup”.

#### **CONCLUSIONS**

This research investigated the opinions of Ugandan sport leaders on the use of sport as a tool for international relations of the country. The results of this study revealed that Ugandan sport leaders believe that sports play a key role in promoting relations with other countries and contribute to creating opportunities for Ugandans to conduct businesses with other countries. Furthermore, sports increase the awareness about the country and attract tourists, therefore improving the country's foreign exchange. Hence, the research hypothesis was confirmed. However, they also noted that a lot still needs to be done in order for Uganda's sport industry to contribute more efficiently in promoting its relations with other states and a future reservh could investigate the future

plans of Ministry and their effectiveness to the society.

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## Instagram Posts of Turkish Olympic Athlete in the COVID-19 Pandemic

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### Abstract

This research aims to analyze Instagram posts of Olympic athletes during the COVID-19 pandemic period. Research four men and four women a total of eight Olympic athletes have begun to examine the Instagram account on the day of the proclamation of the first pandemic cases in Turkey. This review covered the dates from March 18 to June 26. The data of the research are 132 photos and captions. Photos were analyzed by quantitative content analysis and photo captions were analyzed by qualitative content analysis. Quantitative findings of the study show that both male and female athletes shared the most sports life (58.3%) in the pandemic period. The photo of athletes about COVID-19 is 9.1% and all of these photos are the shares of male athletes. The qualitative findings of the research were collected under three themes. These are Being a role to society in the COVID-19 pandemic period, dedicated athlete for postponed Olympics, sports life in quarantine days. Results revealed that both female and male athletes are role models for society in the pandemic period via Instagram posts.

**Keywords**— Instagram, social media, Olympic athlete, COVID-19 Pandemic.

## COVID-19 Pandemisinde Türk Olimpik Sporcuların Instagram Paylaşımları

### Öz

Bu araştırma, COVID-19 pandemisi sürecinde olimpik sporcularının Instagram gönderilerini incelemeyi amaçlamaktadır. Bu amaçla, Türkiye'de ilk pandemi vakalarının ilan edildiği günden itibaren, dört erkek ve dört kadın olmak üzere toplam sekiz olimpik sporcunun Instagram hesabı incelenmiştir. Bu inceleme 18 Mart - 26 Haziran tarihlerini kapsamıştır. Araştırmanın verileri 132 fotoğraf ve fotoğraf alt yazısından oluşmaktadır. Fotoğraflar nicel içerik analizi ile fotoğraf başlıkları nitel içerik analizi ile analiz edilmiştir. Araştırmanın nicel bulguları, hem erkek hem de kadın sporcuların pandemi sürecinde en fazla spor hayatına (% 58,3) dair paylaşım yaptığını göstermektedir. Sporcuların COVID-19 ile ilgili fotoğrafı % 9,1'dir ve bu fotoğrafların tamamı erkek sporcuların paylaşımlarıdır. Araştırmanın nitel bulguları üç tema altında toplanmıştır. Bunlar: COVID-19 sürecinde topluma rol olmak, ertelenen olimpiyatlara adanmış sporcu ve karantina günlerinde spor hayatı. Araştırmanın sonuçları, hem kadın hem de erkek olimpik sporcuların Instagram paylaşımları aracılığıyla pandemi sürecinde topluma rol model olduğunu ortaya koymaktadır.

**Anahtar Kelimeler:** Instagram, sosyal medya, olimpik sporcu, COVID-19.

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## INTRODUCTION

Internet users spend more time on Instagram than on other sites (Sheldon & Bryant, 2016). As of June 2018, the social network reported more than 1 billion monthly active users worldwide and the social media network's daily active users stood at 500 million (Clement, 2020a). The United States heads the ranking among the countries with the most Instagram users with 120 million users accessing the photo-sharing and editing app as of April 2020 (Clement, 2020b). Turkey ranks 6th among the countries that use most Instagram. In March 2020 there were 38,870,000 Instagram users in Turkey (Johnson, 2020).

Instagram is the fastest growing social network site globally (Sheldon and Bryant, 2016) and the sports world is no stranger to this trend (Graham, 2013). Almost all sports world is influenced by the role, function, motivation, benefits, and challenges of social media (Antunovic & Hardin 2012; Arai, Ko & Ross, 2014; Clavio & Eagleman, 2011; Eagleman, 2013 Geurin, 2017). Social media provides athletes opportunities such as develop a relationship with stakeholders (Hambrick & Kang), directly interact with fans (Kassing & Sanderson, 2010), information shared about themselves (Lebel & Danylchuk, 2012), develop their brands (Abeza et al., 2015; Arai, Ko & Rose, 2014), build visual self-presentation (Geurin-Eagleman & Burch, 2016; Lebel & Danylchuk, 2012; Li et al., 2017), and sponsorship opportunities

(Hambrick & Kang, 2015; Geurin, 2017). Social media provides a means by which elite Olympic athletes and others (e.g., actors, musicians, entertainers) can build their personal brand, solicit sponsorships, engage with stakeholders, and extend their fan followings (Geurin, 2016).

## COVID-19 Pandemic, Social Media and Sport World

A novel coronavirus (2019-nCoV) has been identified as originating in Wuhan, Hubei province, China. It has widely and rapidly spread in China and several other countries, causing an outbreak of acute infectious pneumonia (Bao et al., 2020). Social media can and should be harnessed to support the public health response. For example, in China during the massive community-wide quarantine, it is particularly important to use social media wisely as social media provide an opportunity to communicate the reasons for quarantine, providing reassurance and practical advice to pre-empt rumors and panic (Depoux et al., 2020). The peak of Internet searches and social media data about the coronavirus disease 2019 (COVID-19) outbreak occurred 10–14 days earlier than the peak of daily incidences in China (Li et al., 2020). For example, the Chinese government strives to improve the public's awareness of prevention and intervention strategies by providing daily updates about surveillance and active cases on websites and social media. Increasingly, psychologists and psychiatrists use the internet

and social media (eg, WeChat, Weibo, etc) to share strategies for dealing with psychological stress (Bao et al., 2020).

COVID-19 is having a substantial impact on sporting schedules as some of the world's largest sporting events come to view in 2020 (Nicola et al., 2020). For example, UEFA announced that Euro 2020 has been postponed until the summer of 2021, with new dates of June 11 to July 11 next year proposed. The official announcement from European football's governing body also confirmed that the Euro 2020 play-offs, due to be played later this month, will now be played in the June 2020 international break. The 2021 Nations League finals, UEFA Under-21 European Championships, and the Women's Euro 2021 were also postponed (The Independent, 2020). The international Olympic committee was committed to staging the Tokyo 2020 Olympics postponed to 2021 due to coronavirus pandemic (The Guardian, 2020). Similarly, the Australian Formula one Grand Prix has been postponed with Bahrain and Vietnam opting to cancel their fixtures until further notice. These are but a few examples; golf, tennis, athletics, basketball, rugby, cycling, boxing, snooker, and ice-skating fixtures have all faced cancellations and delays in an attempt to curb the spread of disease. Inevitably this will have a significant financial burden, the gravity of which has yet to come to light (Nicola et al., 2020).

During this pandemic, athletes like other celebrities can be role models. They can

encourage appropriate behaviors including social distancing to stem the spread of the virus through social media and athletes can thus make a difference in this fight against COVID-19 (Leng & Phua, 2020). So many professional athletes have been showing as society continues to practice social distancing because of the coronavirus pandemic. These top-tier athletes have used social media as a tool to stay connected with the world, while using their platform to spread positivity and joy however they can (Valenzuela, 2020). Professional athletes had to go into self-isolation, doing workouts at home to stay fit, as the seasons in almost every branch of sports were put on hold (Erozden, 2020). Since mid-March, professional sports have been on an indefinite hiatus because of the coronavirus pandemic athletes from every sport have taken to Instagram and other outlets to share their experiences in self-isolation (Cavill, 2020).

Using social media is very popular for elite athletes. Research on social media and sport show that athletes engage in social media to interact with their fans (Geurin, 2016; Geurin-Eagleman & Burch, 2016; Marshall, Chamberlain & Hodgetts, 2019; Smith & Sanderson, 2015; Thorpe, Toffoletti & Burce, 2017). As such, it is easy for athletes to leverage on this medium and encourage appropriate behaviors from both their fans and the public during this pandemic (Leng & Phua, 2020). In this context, the current research aims to analyze Instagram posts of Olympic athletes during the COVID-19 pandemic period.

## **METHOD**

We analyzed photos with the descriptive statistics analysis method and texts with the content analysis method.

### **Sampling**

In this study, team sports were excluded, and we chose to examine only individual sport athletes. The sports selected were cycling, fencing, gymnastics, and judo. The researchers decided to select two athletes from each sport; one female and one male. Athletes for the analysis were selected based on sportive victory and popularity within their sport, their activity level on Instagram, and the number of Instagram followers they had. Another reason why these final participants are selected from the possible participants is that these athletes give feedback that they voluntarily participate in the research. We had 44 potential participants in the first place. We reached all of them via Instagram message. Eight athletes accepted our research invitation. Information about the athletes' Instagram accounts and personal information are as follows: Female judo athlete is 24 Years Old. She is an Olympic athlete in the Judo branch. The number of Instagram followers is 2134. Male judo athlete is 22 Years Old. He is an Olympic athlete in the Judo branch. The number of Instagram followers is 12600. Male athlete of the cycling branch is 27 years old. He is an Olympic cyclist and has an Instagram following count of 14600. Female athlete of the cycling branch is 26 years old. She is an Olympic athlete who

represents our country in cycling. The number of Instagram followers is 3643. Male Olympic athlete of the gymnastics branch is 26 years old. He is Turkey's first artistic gymnastics world champion. The number of Instagram followers is 28500. Female Olympic athlete in the gymnastics branch is 30 years old. She is the first female athlete to represent Turkey at the 2012 London Olympic Games. The number of Instagram followers is 5884. Female fencing athlete is 27 Years Old. She is an Olympic athlete representing Turkey in the fencing branch. The number of Instagram followers is 3241. Male fencing athlete is 25 years old. He is an Olympic athlete who represents our country in fencing. The number of Instagram followers is 2487.

### **Coding Procedures**

We created a codebook for use in the analysis of social media data. When creating the codebook, we used the conceptual framework and research conducted with social media analysis about our research problem (such as Geurin-Eagleman & Burch, 2016; Smith & Sanderson, 2015). Coding procedures were utilized only for the photographs. Each photograph was coded for the following 5 items: date, sex, athlete name, athlete's sport, photo category (personal life, sports life, relating to COVID-19 pandemic and celebration).

### **Data Collection**

Researchers selected the date of March 18 and June 26, 2020 collected the photographs from

each athlete's Instagram account. Sharing of athletes throughout the COVID-19 pandemic was analyzed. Between these dates, each athlete shared different numbers. Only photos of athletes were analyzed, not videos. A total of 132 photographs were analyzed.

### **Data Analysis**

Photographs and captions were analyzed separately using separate schemes and analyses. While the captions may refer to the photograph or the action in the photograph the majority of the time, at times a caption will have nothing to do with the photograph (Smith & Sanderson, 2015). Firstly, we performed a quantitative analysis of the percentage and frequencies of the photos. Secondly, we conducted qualitative content analysis for capture with eight athletes. To prepare the textual data for analysis, we transferred the captures to the computer and put them into the word (transcript). We obtained a total of 17 pages of raw data. We have read the texts line by line and we have generated codes to the sides of the lines. We have created a code list (coding) and categorized similar pieces of information and reached categories (category construction) (Merriam, 2009, p.178). We tried to gather the concepts resulting from coding under a meaningful theme and determined themes in both the theoretical framework of the study and the data (Patton, 2002). We conducted this process by two researchers.

### **Procedure and Credibility**

We received ethical approval from the Cukurova University for the study (Decision no: 40). The Instagram profiles of the participants consisted of open accounts. We asked the participants to sign the consent form and received permission to use their Instagram data in the study. We used pseudonyms for all participants and shared raw interview data with participants.

For the credibility of the study, we used method triangulation (qualitative and quantitative), and researcher triangulation (in the analysis of data, two researchers made independent evaluations) (Denzin, 2009, p. 302). The use of triangulation reflects an attempt to secure an in-depth understanding of the phenomenon in question (Denzin, 2012). We also used member checking which is a valuable strategy for establishing trustworthiness (Cope, 2014; Kornbluh, 2015). We emailed the qualitative raw data and completion of data analysis to the participants. To establish reliability, each independently coded all photos. The percentage of agreement was 88.9 % which is above the threshold of 80% (Riffe et al., 2014), indicating a high degree of reliability.

## **RESULTS**

### **Descriptives**

The sample yielded 132 photographs and captions. The breakdown for photographs is as follows: 15 came from judo, 13 from fencing, 59 from cycling, 45 from gymnastics. 60 of the



photographs came from female athletes and 72 from male athletes.

### Photograph type

Sport life photos were the most popular, constituting 58.3% (n = 77) of the entire sample. Next were personal life photos at 31.8% (n=42), COVID-19 photos at 9.1% (n = 12) and celebration photos at 0.8% (n = 1). For

all eight athletes examined, sport life photos ranked as the most commonly posted photo. The least shared photo-type is COVID-19 and celebration photos, respectively. Photos of COVID-19 came from fencing (n=10) and gymnastics (n=2). All other photo categories for each athlete can be viewed in Table 1.

**Table 1.** Overall photos by each athlete

Photo Type	Gym F		Gym M		Cycling F		Cycling M		Fencing F		Fencing M		Judo F		Judo M	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Sport Life</b>	22	57,9	5	71,4	6	66,7	34	68,0	2	66,7	3	30,0	2	20,0	3	60,0
<b>Personal Life</b>	16	42,1	0	-	2	22,2	6	12,0	1	33,3	7	70,0	8	80,0	2	40,0
<b>COVID-19</b>	0	-	2	28,6	0	-	10	20,0	0	-	0	-	0	-	0	-
<b>Celebration</b>	0	-	0	-	1	11,1	0	-	0	-	0	-	0	-	0	-
<b>Total</b>	<b>38</b>	<b>100</b>	<b>7</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>3</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>5</b>	<b>100</b>

### Gender Differences

Photo-type by gender and indicates which photo types exhibited differences and similarities between males and females. When we look at the shares of the athletes over the total values, there are obvious differences (Table 2). For example, male athletes shared more photos than females during the period under review. Of the 132 photos in total, 72 (54.5%) came from male, and 60 (45.5%) came

from females. Sharing of male athletes in total sports life photographs is higher than female athletes. 45 (58.4%) of 77 sports life photos came from males and 32 (41.6 %) came from females. Personal life photos of female athletes are more than male athletes. 27 (64.3%) of 42 personal life photos came from females and 15 (35.7 %) came from males. All photos of COVID-19 came from male athletes.

**Table 2.** Differences in photo-type based on gender according to the total number

Photo Type	Total (n)	Total (%)	F (n)	F(%)	M (n)	M (%)
<b>Sport Life</b>	77	58,3%	32	41,6%	45	58,4%
<b>Personal Life</b>	42	31,8%	27	64,3%	15	35,7%
<b>COVID-19</b>	12	9,1%	-	-	12	100,0%
<b>Celebration</b>	1	0,8%	1	100,0%	-	-
<b>Total</b>	132	100,0%	60	45,5%	72	54,5%

In Table 3, the percentage of athletes' photo-sharing was obtained from the total number of photos of their gender. When we look at the shares of the athletes over their gender total values, there are both differences and similarities (Table 3). Both female and male athletes shared the most common category was sports life photos. 32 (53.3%) of 60 photos of women and 45 (62.5 %) of 72 photos of men are about sports life. Both female and male athletes shared the second common category

was personal life photos. 27 (45.0 %) of 60 photos of women and 15 (20.8%) of 72 photos of men are about personal life. While female athletes did not share any photos for the COVID-19 pandemic, male athletes shared 12 photos. 12 (16.7%) of the total 72 photos of male athletes are about COVID 19. The clearest difference in terms of male and female athletes can be seen in the posts regarding the COVID-19 pandemic.

**Table 3.** Differences in photo-type based on gender according to the total number of photo-type

Photo Type	F (n)	F (%)	M (n)	M (%)
<b>Sport Life</b>	32	53,3%	45	62,5%
<b>Personal Life</b>	27	45,0%	15	20,8%
<b>COVID-19</b>	-	-	12	16,7%
<b>Celebration</b>	1	1,7%	-	-
<b>Total</b>	60	100,0%	72	100,0%

We examined the captions used by the athletes with their Instagram photos. After analysis, six prominent themes emerged from the captions. The themes were used fairly equally between the genders; no theme emerged as being used predominantly by one gender over the other (Smith & Sanderson, 2015).

### **Qualitative**

#### ***Being a Role Model During COVID-19***

Many of the athletes shared events with the COVID-19 Pandemic and emphasized how much they carefully these times. Explanations such as stay home, stay healthy, stay still, keep move and keep your social distance are at the

forefront in the posts on this theme. For example, athletes posted these sentence:

“Build love bridges on your life#stayhomeTurkey#homeoffice#staysafe#stayhome#staypositive” (Female Olympic gymnast).

“For Good days, strong tomorrows #Stay home!” (Male Olympic cycling athlete).

The most important message athletes have highlighted through their Instagram shares during this period is the stay-at-home non-sports message. Olympic athlete in fencing posted, "Stay at home, don't stay without sport." In addition, athletes have shown their solidarity with people who are experiencing economic problems due to the COVID-19

pandemic. For example, Olympic athlete in cycling posted, "We cannot end the evils but we can duplicate the good." Moreover, they have motivated the community through online interviews. World gymnastics champion took part in a 'social solidarity' project in which elite level athletes participated due to the corona outbreak. "Happy tomorrows project under the same roof: I am very happy to be in this beautiful project with beautiful people, I believe it will be an enjoyable broadcast. It starts today at 16: 00. Don't miss out."

#### ***Dedicated Athlete for Postponed Olympics***

Athletes posted an upbeat message reflect on the sacrifice was necessary to help keep people safe. Athletes advocating patience, and they underline that the date is different, but the goal is the same. They emphasize that this period provides an opportunity to prepare better. For example, male judo athlete shared "The date changes, the dream remains... #TOKYO2020 #2021" and female athlete postponed "#Roadtotokyo2021 what the dates matter after the destination is the peak." They stated that postponing the Olympic Games was the right decision not to spread the virus and that Turkey would be better prepared to participate in the games. Male cycling athlete commented, "Everything can be compensated, but health cannot be compensated! Priority Health! #Teamturkey as stronger, more ready to target #Tokyo2021"

#### ***Sports Life in Quarantine Days***

During the COVID-19 pandemic, the athletes informed their followers about their training

programs at home and encouraged them to exercise at home as well. For example, cycling athlete shared, " You can work at home roles/Trainer Program: 30 minutes warm-up; 10\*5 seconds sprint; 20 seconds rest between sprints. 15 min rest, 10 \* 5 seconds sprint, 20 seconds rest between sprints, 30 min cooling off. You can continue for 45min/60min if you want. Stretching, feeding, and relaxing in the afternoon 1/1,5 hours of light driving or working at the gym within the facilities at home. I'll share different programs daily. We will also be working towards strength. Don't think too much about it as a start!

#StayhomeTurkey

#StayhomeDon'tstaywithoutsport."

In addition, they made comments that they missed their sporting lives before the quarantine. For example, female judo athlete posted, " I miss being in Tatami."

## **CONCLUSIONS AND DISCUSSIONS**

This study sought to examine eight Olympic athletes' Instagram account during the COVID-19 pandemic. The findings serve as an important starting point for sport sociology researchers seeking to better understand athletes' use of Instagram during quarantine days to communicate with audiences. This result is closely related to social media allowing athletes to communicate directly with their followers (Geurin-Eagleman & Clavio, 2015; Pegoraro & Jinnah, 2012; Sanderson, 2008; Sanderson, 2013; 2014).

According to the results of the study, both female and male athletes shared the most sports life content photos during the pandemic period (58.3%). The type of photos that athletes share the most after their Sports life is private life photos (31.8%). Although athletes did not share many photos about the pandemic (9.1%) they made comments about the pandemic in their photo captions. This result, as Smith and Sanderson note, is associated with the fact that photography and writing about photography mean different things.

Some differences and similarities by gender have been revealed in athletes ' Instagram shares during the pandemic process. If we look at the differences, for example, the shares for COVID-19 came from male athletes only. In addition, male athletes shared more photos than female athletes during this period (Table 2). When we look at the photos of female and male athletes within their respective gender categories, the photos of men's Sporting Life (58.4%) are higher than those of women's (41.6 %). Private life photos of female athletes (58.4%) are more likely than male athletes (35.7%). These results were obtained from a total of 60 photos shared by women and a total of 72 photos shared by men. While some research analysing athletes ' social media use by gender difference does not find a difference in social media use by gender (Burch et al., 2014; Geurin-Eagleman & Clavio, 2015; Lebel & Danylchuk, 2014), while others have revealed differences by gender (Geurin Eagleman & Burch, 2016; Lebel & Danylchuk,

2012; Smith & Sanderson, 2015). The results of this research coincide with previous research. The results of the study reveal that all athletes are role models to society in the pandemic process. Accordingly, athletes have urged their followers to stay home, stay safe, through photo captions. And they have made hopeful comments that these crisis days will soon pass. In addition, they shared detailed information about their training programs at home during the quarantine process and encouraged the community not to stay still, to exercise. They organized solidarity and relief campaigns with those who suffered from subsistence difficulties due to the pandemic. However, they have motivated their followers through online interviews. Finally, athletes have shared with the postponement of the Olympic Games due to the corona outbreak. They stated that this postponement was the right decision for human health and that this postponement was an opportunity to better prepare for the Olympics and encouraged the community to remain poetic. These results are consistent with research results that show that athletes have a positive role model in society. Both coincide with research results from Leng and Puha (2020) showing that athletes are role models through positive messages in the COVID-19 pandemic process.

As a result, this research shows that Turkish Olympic Athletes Try to make society positive, motivate them and give positive messages through Instagram shares during the pandemic process.

The results of this research open the door to new research questions for sports and social media studies. Future research, for example, could analyze the Instagram accounts of both athletes and sporting institutions in the pandemic process. Students will be able to make cross-country comparisons in athletes' messages to the community about the pandemic. The similarities and differences between athletes 'and sports institutions' use of Instagram in the period before pandemic and the pandemic process can be analyzed. This research is limited to the period studied and the athletes studied.

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## Main Qualifications Required for Employment of Recreation Experts: The Perspective of Sector Representatives\*

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### Abstract

Recreation experts are employed in public institutions at a very limited level. Employment limitations in the public institutions direct the graduates of the recreation department to the private sector. This situation necessitates that the qualifications of the recreation department graduates must coincide with the characteristics that the private sector sought in the recreation expert. In line with this requirement, the aim of the research is to determine the basic characteristics required of the recreation department graduates to be employed in the recreation industry in Turkey. In the study, semi-structured interviews were conducted with the 9 participants who were determined by the criterion sampling method. The research group consists of senior managers of businesses that provide sports recreation, tourism recreation, shopping recreation, park recreation, adventure recreation and outdoor recreation services with a high number of employment. Content analysis, one of the qualitative data analysis methods, was conducted on the data obtained as a result of the interviews. When the research findings are examined, it is seen that the characteristics sought in recreation graduates are gathered under five sub-themes. The resulting features can be used as a guide in the recomposition of training programs and in the employment processes. In this study, suggestions are presented on the basic characteristics of recreation department graduates needed in industry and the development of recreation department education programs.

**Keywords:** Employment, Recreation Expert, Recreation Industry

## Rekreasyon Uzmanlarının İstihdamı İçin Gerekli Temel Nitelikler: Sektör Temsilcilerinin Bakış Açısı

### Öz

Kamu kurumlarında rekreasyon uzmanları çok sınırlı düzeyde istihdam edilmektedir. Kamu kurumlarında istihdam kısıtlamaları rekreasyon bölümü mezunlarını özel sektöre yönlendirmektedir. Bu durum rekreasyon bölümü mezunlarının niteliklerinin özel sektörün rekreasyon uzmanında aradığı özelliklerle örtüşmesini gerektirmektedir. Bu gereklilik doğrultusunda araştırmanın amacı, Türkiye’de rekreasyon sektöründe istihdam edilecek rekreasyon bölümü mezunlarında aranan temel özellikleri belirlemektir. Araştırmada ölçüt örnekleme yöntemi ile belirlenen 9 katılımcıyla yarı yapılandırılmış görüşme gerçekleştirilmiştir. Araştırma grubu; spor rekreasyonu, turizm rekreasyonu, alışveriş rekreasyonu, park rekreasyonu, macera rekreasyonu ve açık hava rekreasyonu hizmetleri veren ve istihdam oranı yüksek işletmelerin üst düzey yöneticilerinden oluşmaktadır. Görüşmeler sonucunda elde edilen veriler üzerinde nitel veri analizi yöntemlerinden içerik analizi yapılmıştır. Araştırma bulguları incelendiğinde rekreasyon mezunlarında aranan özelliklerin beş alt tema altında toplandığı görülmektedir. Ortaya çıkan özellikler, eğitim programlarının yeniden düzenlenmesinde ve istihdam süreçlerinde bir rehber olarak kullanılabilir. Bu çalışmada rekreasyon bölümü mezunlarının endüstride ihtiyaç duyulan temel özellikleri ve rekreasyon bölümü eğitim programlarının geliştirilmesi konusunda öneriler sunulmuştur.

**Anahtar Kelimeler:** İstihdam, rekreasyon uzmanı, rekreasyon endüstrisi

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## INTRODUCTION

In order to create recreational activities and events in leisure industry, there are tasks such as consultancy, management, project production, activity leadership, sales, distribution and booking of the services, delivering the infrastructure for the organization and production of the materials to be used. The number of privatized sports facilities is on the increase in the gradually industrializing world and they have turned into seek-profit enterprises. When recreation industry is reviewed, it is observed that recreational facilities, which provide sports as leisure and recreational services, lead the most dominant sectors. However, many sectors exist within this industry aside from recreational sports facilities. Individuals, who want to value their time with recreational activities aside from the time for working and vital needs, spend their time by participating in activities and events in six different areas. These are; sports, health, arts, social and cultural activities and education. There are even some recreational activities that meet needs of a few different areas. For instance, primary aim of an individual who register in a sports center is to exercise. Additionally, the individual socializes by participating in activities organized by the enterprise for members such as trekking, picnic etc., and values his time to improve himself by joining training activities provided within the enterprise. It is a significant point that the people to provide recreation services, which are related to a wide range of areas, have the qualities that can meet these services. Ardelean (2013) also emphasizes that there is a need for well-trained recreation specialists who can plan and program individually or for groups. It is of significance to determine main qualities of recreation experts that the sector needs today, where there is a large variety of recreational activities in private sector. Within this regard, the aim of the research is to determine the main qualities that recreation experts, who will be employed in Turkish recreation industry, should have.

### ***Recreation and Employment***

The last 10 years period represents radical economic, social and political changes and transformation for Turkey. While this period

of change has developed a more economy and market based model, it also has laid the groundwork for decrease of public's weight in the system, diminishing of agriculture's relative significance and developing of a structure integrated with global competition. It is inevitable for this transformation to affect labor markets, employment structure and sectoral distributions in the country. There is an ongoing pain of an evolution period directed to a labor suitable for expectations of enterprises, which are trying to keep with global competition with a labor market which has limited productivity, is closed to competition and does not have flexibility. A more flexible, more competitive and highly qualified labor profile is also expectation of the new model in this process (SETA Analysis, 2010). This expectation certainly applies for recreation experts who are required to have a more flexible, more competitive and highly qualified labor profile needed by Turkish recreation industry. The question to be answered at this point is; are qualified recreation experts being employed basing on the expectation set by the economic model in Turkey?

Recreation experts in Turkey are being employed in three public institutions; local authorities, Ministry of National Education (MNE) and Ministry of Youth and Sports (MYS). However, when recreation expert employment results in public institutions are reviewed, it is not possible to access any statistical data regarding employment of recreation experts in local authorities. Recreation experts should graduate from a four-year undergraduate program and then receive a one-year pedagogic formation training in order to be employed in MNE. Afterwards, they are employed basing on their results in Public Personnel Selection Examination (MEB, 2011). When recreation experts' employment data in MYS are analyzed, it is seen that 50 recreation experts were employed only in 2013. In 2016, there have been employments under titles of trainers, sports dietician, sports training expert, sports physiotherapist, sports massager and sports psychologist but recreation experts were not assigned (GSB, 2016). Yet, when student quota for recreation departments in higher education institutions according to

2020 OSYM guidance booklet is observed, it is seen that 2513 students in total were accepted in 21 universities in daytime and evening education. However, employment rate is quite lower than this number. Eventually, most of the recreation experts have to be employed in private sector.

It is seen that the concept of recreation is being understood more day by day thanks to the organizations held in Turkey. However, a critical point to pay attention is that this understanding is unilateral. In other words, the necessity of experts to provide recreation services is felt more by private sector. When the content of higher education programs that involve recreation experts is reviewed, it is seen that these programs do not meet the needs of the private sector. It is a debatable issue to graduate recreation experts from sports or tourism based higher education programs while there is such a large variety of activity within recreation industry. Therefore, it significant to reveal the qualities recreation experts should have depending on the perspective of enterprises in private sector.

## METHOD

**Table 1.** Demographic Information about Managers

Participants	Gender	Age	Work Experience	Educational Background	Place of residence	Organization	Recreation Field
P1	M	45	25	Master degree	İstanbul	Vialand	Park Recreation
P2	M	55	30	Undergraduate degree	Antalya	Crystal Hotels	Tourism Recreation
P3	M	38	16	Undergraduate degree	Eskişehir	Özdilek Qualitas SPA	Sport Recreation
P4	F	42	14	Undergraduate Degree	İstanbul	Kidzania	Shopping Recreation
P5	M	43	15	Undergraduate degree	Ankara	Eğriova Nature Park	Outdoor Recreation
P6	F	52	21	Undergraduate degree	Eskişehir	Eskişehir Tepebaşı Municipality	Public and Local Government Recreation
P7	M	55	28	Master Degree	İstanbul	Creative Activities, Planning and Implementation Association	Non-Governmental Organization
P8	M	57	30	Master Degree	İstanbul	Turkey Entertainment Industry Association	Non-Governmental Organization
P9	M	35	15	Undergraduate degree	Antalya	Uzer Group	Commercial Recreation

## Research Model

This research based on qualitative research perspective and was designed in inductive manner in its natural environment. It was tried to determine main qualities of recreation experts, which are needed by the private sector in recreation industry, and emotions, opinions and perspectives of participants of the research.

## Participants

Population of the research consists of managers of enterprises providing service in Turkish recreation industry. Participants to the study group of the research were senior managers (9 person) of the enterprises that have a high rate of employment and serve in sport recreation, tourism recreation, public and local government recreation, non-governmental organization, shopping recreation, park recreation, commercial recreation, adventure recreation and outdoor recreation. Detailed information about demographic variables related to managers is given in Table 1.

Table 1 shows that most of participants are male and six of them are graduates of undergraduate programs and three of master's degree programs. Their ages range between 35 and 57 and they have work experiences in the sector ranging between 15 years and 30 years. They all reside in big cities of Turkey and the companies provide service in park, tourism, sport, outdoor, commerce, public and local government recreation, and non-governmental organization.

### **Data Collection**

In the scope of the study, the researchers aimed to obtain in-depth information. For this reason, the data were collected by using a qualitative data collection method. In-depth semi-structured interview technique was benefited to collect data within the research. The following steps were taken while preparing the semi-structured interview form to be used as the data collection tool.

- Based on the literature review, semi-structured interview questions were prepared and shared with two non-participant academician and two experts in the field in order to ensure reliability.
- The final form was prepared according to feedback received from experts. The following questions were asked to the participants.

1. What is the recreational application you most need in your business?
2. What are the existing recreational employment opportunities in Turkey?
3. What do you think should be the characteristics of the recreation expert?
4. What should be done in Turkey for the employment of recreation specialist?
5. What are the courses you consider indispensable in recreation curriculum?

The researchers informed the participants about the study and the procedures before the interviews. They requested the participants filled out consent forms. After the consent form was filled out, they asked permission for voice recording before the interview begun. Two different audio recorders were used

during the interviews. The participants were also told that no one else except the researcher will listen to these recordings or read the transcripts.

The participants were invited for purpose of informing students about the job opportunities in recreation industry within the project supported by Anatolian University Scientific Research Projects Commission (project number 11408S369). The meetings continued for ten weeks between March 2015 and May 2015. The researchers interviewed a participant during their visit. The interviews was conducted in meeting room of Faculty of Sport Sciences. The duration of the interviews ranged between 45 minutes and 90 minutes. The researchers gave codes to participants instead of their real names. The voice record was transformed to the transcripts after the interviews were finished. Later, the transcripts were sent to the participants the so that they can check them for accuracy. No negative feedback was received from the participants.

### **Data Analysis**

Content analysis was used in order to analyze research data. Data analysis stages, recommended by Jones et al. (2013), were followed in this parallel. These stages are; Data management: (data organization, alignment and storage) transcription: (deciphering of interviews and field notes) acknowledgement stage: (review of collected data) reducing: (creating codes, categories and themes).

The peer questioning, negative situation analysis, explaining researcher prejudices, member control, intensive description and external inspection were paid attention for quality of the research. Moreover, consensus of coders was paid regard to for reliability (Creswell, 2007). Two researchers took part in the coding of the data. Inter-coder reliability was calculated using the formula suggested by Miles & Huberman (1994) for inter-coder compatibility. According to the formula, the reliability coefficient is obtained by dividing the number of agreed items by the total number of agreed and unreconciled items and multiplying the obtained result by 100.

The value for reliability coefficient between the coder is expected above 0.70.

### **Validity and Reliability**

In order to ensure validity and to increase the reliability of the study, certain strategies were used persuasiveness, transferability, consistency and objectivity (Yıldırım & Şimşek, 2016). To ensure persuasiveness, the transcripts were sent to the participants and their approvals were taken for accuracy. The analyses were done regularly and the findings obtained were compared, interpreted and conceptualized. The method of the study was explained clearly in detail and the findings were supported through direct quotations from the transcripts for transferability. Consistency was achieved by taking an expert's opinions during the coding of the data. Inter-coder reliability was calculated for consistency

according to Miles and Huberman's (1994) formula. The threshold is 0.70. The researcher calculated as 0.89 for this study.

## **RESULTS**

### ***The Results of Content Analysis***

Findings acquired as a result of the research were identified as code and theme. As a result of the research, the qualities that recreation experts should have were determined as; competency and knowledge, event management knowledge and experience, management and organization knowledge and experience, business management experience and knowledge and leadership. Codes and themes obtained as a result of the analysis are presented in Table 2

**Table 2.** Analysis Results Related to Qualitative Interviews of the Managers: Main theme, Subthemes and Codes

<b>Theme</b>	<b>Sub-themes</b>	<b>Codes</b>
Qualifications	Management and Organization Knowledge and Experience	Planning Organization Coordination Motivation Control
	Business Management Knowledge and Experience	Production Financial Marketing Human Resources AR-GE (Project Management) Public Relations
	Event Management Knowledge and Experience	Design Planning Coordination Evaluation
	Leadership	Belonging Creativity Being Up-to-date Responsibility Communication Skill Cultural Level Analytical Solution Skills Teamwork Entrepreneurship
	Competency and Adequacy	Field Knowledge (Sport, Tourism, Workplace, Therapeutic, Outdoor, Municipal, Campus recreation etc.) Foreign Language First Aid and Health Information Job Security Knowledge Internship Moving Skills

## DISCUSSION

The idea that activities, which seek or do not seek profit, can be held in a recreative way within an organization has started to be acknowledged in Turkish business world as well. Therefore, the supports given to huge organizations in private sector have increased and recreation has started to be used as an instrument to reach commercial goals. In parallel, public sector holds organizations in order to transmit target-based activities to the society in a recreative way. Public sector might choose to conduct joint works with private sectors in order to acquire financial support. Thanks to commissions working in cooperation and the areas created in this line, it is possible to provide more comprehensive recreative organizations to the society (Şimşek, 2013). By courtesy of the support provided by public and private sector to the organizations, society's desire to benefit from recreational activities increases each passing day. This can be exemplified by national and international festivals held by public sector or municipalities in many cities (Great Ankara Festival, Kemaliye International Nature and Sports Festival, Samsun International Folk Dances Festival, International Dead Sea Air Games Festival etc.) and recreational parks (Ankapark, Vialand, Istanbul Aquarium,

Tekirova Ecopark, Jurassicland, Parkantep, Kocaeli Ottoman-Themed Culture and Art Park, İzmir Natural Life Park, Landora Theme Park, Temaworld etc.) (Şimşek, 2013).

It is observed that the concept of recreation is associated with sports and tourism in higher education institutions providing education to recreation experts in Turkey. A main reason for this situation is recreation departments were opened in sports sciences faculties/physical education and sports colleges or tourism faculties. However, when the body of literature is reviewed, it is seen that recreation holds such a vast area that it would not fit in two giant industries such as sports and tourism. Recreation's multidisciplinary nature obligates relations with many industries for individuals, willing to spend their potential leisure with recreational activities, do not spend their time only exercising or participating in recreational

activities. This specific time might be associated with arts, culture, health and education occasionally.

When curriculums of recreation departments are reviewed, it is seen that courses base on sports, tourism, public and activity leadership. On the other hand, recreation experts should function as both implementer and manager. As in every branch of business, experts in recreation area should acquire these two main characteristics. However, programs do not deliver adequate opportunities for this. Paying particular attention on the management aspect is significant for recreation experts to get to be employed as white-collar in the future and increase their economic gain.

As a result of interviews with managers of enterprises, which have high rate of employment in Turkish recreation industry, it was tried to establish the qualities that recreation experts should have. A recreation expert should possess certain "qualities and competencies" specific to his/her area of employment. For instance, "K2" emphasized the significance of qualities and competencies as such.

*"The students should be well-equipped. It is rather easy to be a vice manager or manager with this equipment. You need time for experience and experience will bring you a lot. What I understand is that you are expressing the importance of internship. They should start doing internship as of the first year but I mean real internships, not pretend-internships"*

When general differences of the sectors in recreation industry are dealt, there are different qualities and competencies for each sector that will facilitate being employed. Qualities and competencies of recreation experts should be determined basing on the sector they will be employed. In parallel with this view, Schneider et al. (2006) stated that in order to be employed as a student employee, it is one of the primary requirements for candidates to have certificates related to the field they will apply. In addition, it is stated that the experience background of the relevant position is one of the factors that is of great importance in the employment process. It

must not be forgotten that recreation experts should be implementer (activity leadership) rather than manager in order to obtain required qualities and competencies. Similar to this view, Hurd et al. (2014) stated that students in the field of recreation need to carry their classroom knowledge to real experiences. Real experiences increase students' self-confidence so they feel prepared and competent when starting their first professional assignment.

Variety of products in recreation industry brings along diversity of activities and events. This diversity requires recreation experts to possess certain qualities concerning activity management. Enterprise managers in the sector touch upon the significance of this quality. Another quality that private sector seeks in recreation experts is "activity management knowledge and experience". "K3" emphasized the significance of activity management knowledge and experience as such.

*"They should be strong in activity management part, which is our field, enough that they know how a system is run, how a project is conducted, how a project is turned into organization and implementation. For this reason, it is necessary to teach all the details of life".*

In today's Turkey, the number of recreative organizations held by public and private sector has increased and became varied day by day. This varying can be exemplified employment areas such as recreational touristic trip (historical places, museums, theme parks etc.), adventurous recreation (nature sports, extreme sports), sports, concert and festival trip (homeland/abroad), recreational activities with social and training content (implementations in municipalities and schools), private sports centers (plates, yoga, zumba etc. course programs), therapeutic recreation (implementations with elders, differently abled, prisoner, soldier etc.) recreative shopping (organizations basing on consumer and advertising in Shopping Malls), entertainment and animation (package program shows, meeting the need for recreation experts) recreative industry organizations (group dynamic and

productivity increasing implementations for employees of industrial enterprises) and campus recreation (activities aimed at socio-cultural, sportive and artistic needs of students and employees) (Şimşek, 2013). A great many and different recreation activities are being held in these areas. Therefore, it is inevitable for a recreation expert to possess activity management knowledge and skills.

In the literature, it is possible to say that the opinion of the authors that experts in different fields of recreation should have the knowledge and skills of event management is accepted. For example, according to Barcelona et al. (2016), activity management knowledge and skills are one of the qualifications that sport recreation experts needed to have. Hazar (2014), Hacıoğlu, Gökdeniz, and Dinç (2009) similarly emphasize that recreation experts working in the animation department of accommodation establishment should have this feature. According to Şimşek (2018), the recreation experts need to have this competency regardless of recreation fields. Shortly, the different author's opinions on this topic contribute to the literature supporting the results that emerged in this study.

Recreation experts are assigned in two positions in the enterprises they are employed. First, they are managers of the job and second, they are implementers of the job; in other words, activity leadership. Therefore, there is a group and system to direct even if they are managers or activity leaders. Command and control of this group and system lie in "management and organization knowledge and skills". "K4's statement on recreation experts' management knowledge and skills are as such.

*"The world has changed. There is a multi-disciplinary environment in the project and we need specialized people and teams coming from that multidiscipline environment. Our skill is to manage all these people coming from different places and different disciplines."*

Management is a compulsory function for organizations to attain their goals in an efficient and effective way. Looking from the

perspective of recreation management, recreation experts should know how to plan, organize, motivate, coordinate and inspect all activities pertaining to recreation (Argan et al., 2013). The conducted researches show supporting results that recreation experts should have management knowledge and skills. Tsitskari et al. (2017)'s study examined the characteristics that play a role in the employment of sports recreation experts, and the issue of organization management emerged as a feature that facilitates employment. Tripolitsioti et al. (2007)' study examined the competencies required to manage health, fitness clubs, and indoor facilities in municipalities, the management knowledge and skill are defined as a necessary feature according to the result of the analysis. Management techniques were identified as the most important factor in the study in which Barcelona and Ross (2004) examined the competencies required for sports recreation managers in campus, local governments, and military recreation areas. In this respect, the results of these studies are consistent with other studies and contribute to the literature.

There are many enterprises producing different goods and services in recreation industry. There is especially a great number of enterprises producing service. These enterprises employ recreation experts in positions such as manager, assistant manager and activity leader etc. As a result of the analysis of research data, it was found that “business management knowledge and skills” is another quality that recreation experts should possess. “K1” emphasized the following regarding business management knowledge and skills of recreation experts.

*“They should know that they are half-managers and make plans for everything they will present or do. It is fundamental that an expert has planning skills. They should know what to do. Details, preparations are important. An expert should be able to prepare a process.”*

Enterprises in recreation industry deliver their recreational services to consumers through recreation experts. It is known that recreation experts, who are employed in enterprises,

ought to possess certain qualities regarding services. A primary element that ensures optimum quality level of service is competent “leadership qualities” of recreation expert providing the service (Barcelona, Wells & Arthur-Banning, (2016). Regarding the leadership qualities, “K2” stated the following.

*“There is this thing... No matter what the sector is, whether they are implementers or managers, there is always the issue of leadership. Leadership always comes first whether they are managers or just managing the activity.”*

While leadership does not mean management, it cannot be considered separately from management. There might be a leader of an unorganized group. However, there are managers in organized groups which involve special roles. Leadership is a significant element of management. The skill to lead is a factor that produces effective management. A good leader should be associated with both humans and results. It is stated that high level of leadership skills are necessary in producing policies, delivering work and controlling of personnel in recreation management (Torkildsen, 2005).

In the literature, it can be said that there is a common view that the recreation expert should have leadership characteristics. In the research conducted by Hammersley and Tynon (1998), the entry-level job competencies specified for resort and commercial recreation professionals were collected under 9 categories. When these 9 categories are ranked in order of priority, it is seen that the first 5 characteristics are communication skills, leadership, guest services, programming, and supervision. In Hurd’s (2005) study, the competencies of park and recreation experts have been gathered under 5 general categories: communications, community relations, interpersonal skills, leadership and management, and professional practice. The general qualification categories are divided into 15 subcategories, and a total of 53 specific qualifications are defined under these subcategories. The most important of these specific qualifications are the ability to communicate clearly with customers, the

ability to listen to staff and customers, the ability to deal with the public, the ability to communicate clearly with staff, knowing how to act professionally, and the ability to manage multiple tasks. Hurd and McLean (2004) defined one of the qualifications required for managerial positions in public parks and recreation agencies as a leadership characteristic. According to the results of this research, leader managers should be open-minded and open to new ideas, know leadership principles, be exemplary, motivate employees, notice employees' success and reward them, see the organization and employees as a team, take risks. They also should be creative and innovative and ease employees to do their jobs. In short, it is understood from the researches that recreation experts should have leadership qualities for both the implementer and manager positions. The result of this study is consistent with the literature in this sense.

When other studies are examined about the competencies needed by the recreation expert, it is noteworthy that the findings that emerged in this study were similar to these researches. In the study conducted by Schneider et al. (2006), the most important characteristics considered in new recruitment in the field of campus recreation were examined in three groups: professional positions, graduate assistantships, and student employees. Although there are differences between these three groups, the prominent characteristics are excellent language/speaking and writing skills, prior experience related to the position applied for, neat overall appearance, and certificates. The high ranking of language/speaking and writing skills indicates that communication skills are an important attribute sought in potential job candidates. In another study by Chase and Masberg (2008) examining competencies in the field of park and recreation, the required skills/competencies were listed by collecting data from managers working in the field. When 15 skills found in this study are ranked according to their importance level, it has been found that the first 5 skills are communications, personality/interpersonal, knowledge of profession, adaptability, and responsibility. In the study conducted by

D'Eloia and Fulthorp (2016) on employment in municipal recreation agencies, the qualifications of park and recreation graduates were investigated. As a result of the research, three different themes have emerged about how university students can better prepare for employment in municipal recreation agencies. These are experience, interview skills, and job awareness.

When the studies in the literature are evaluated, it is seen that the qualities that a recreation expert should have partially differ according to the fields of employment. However, when evaluated in general, it can be stated that characteristics such as experience, communication, leadership, management, and competency in profession come to the fore (Hammersley & Tynon, 1998; Hurd, 2005; Schneider et al., 2006; Chase & Masberg, 2008; Hurd et al., 2014; D'Eloia & Fulthorp, 2016). In this study, unlike the studies in the literature, it was revealed that communication skill is a quality associated with leadership and has an important position especially in this respect.

As a result, the main qualities that a recreation expert should possess from the perspective of Turkish recreation industry are listed as competencies and qualities, event management knowledge and skills, management and organization knowledge and skills, business management knowledge and skills and leadership. These qualities were established as the basic characteristics that enterprises operating in today's private sector expect from a recreation expert.

## RECOMMENDATIONS

It is yet to be understood that existing recreation-wise employment opportunities in public and private sector are in fact an action taken under the roof of recreation. Therefore, recreation department graduates have difficulty in recreational employment. Additionally, absence of studies aiming at recreation expert employment within government policies leave graduates of this department to future concerns. In an attempt to eliminate these concerns and problems, it is required to communicate with relevant authorities of the government, create study



groups and determine necessary legal arrangements and conduct required works so as to put these plans into practice. In addition, below recommendations should be taken into consideration.

- Increasing knowledge and experience of instructors who are experts of the area,
- Determining and accrediting occupational adequacy,
- Developing a common curriculum and internship opportunities,
- Creating a cooperation between university and industry and
- Making necessary legal arrangements regarding employment.

### Limitations and Future Research

Events and trends which have occurred in the course of time might cause changes in the qualities sought in a recreation expert. Therefore, it is recommended to support similar researches and update basic qualities that a recreation expert should have before private sector. In addition, the similarities and differences can be examined by comparing the characteristics of the recreation expert needed in different sectors in future research. Especially for certain positions, possible differences can be a guide for the development of the qualifications of the recreation expert in the transition to professional life.

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## Rekreasyon Uzmanlarının İstihdamı İçin Gerekli Temel Nitelikler: Sektör Temsilcilerinin Bakış Açısı

Kerem Yıldırım ŞİMŞEK

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### Öz

Kamu kurumlarında rekreasyon uzmanları çok sınırlı düzeyde istihdam edilmektedir. Kamu kurumlarında istihdam kısıtlamaları rekreasyon bölümü mezunlarını özel sektöre yönlendirmektedir. Bu durum rekreasyon bölümü mezunlarının niteliklerinin özel sektörün rekreasyon uzmanında aradığı özelliklerle örtüşmesini gerektirmektedir. Bu gereklilik doğrultusunda araştırmanın amacı, Türkiye'de rekreasyon sektöründe istihdam edilecek rekreasyon bölümü mezunlarında aranan temel özellikleri belirlemektir. Araştırmada ölçüt örnekleme yöntemi ile belirlenen katılımcılarla yarı yapılandırılmış görüşmeler yapılmıştır. Araştırma grubu; spor rekreasyonu, turizm rekreasyonu, alışveriş rekreasyonu, park rekreasyonu, macera rekreasyonu ve açık hava rekreasyonu hizmetleri veren ve istihdam oranı yüksek işletmelerin üst düzey yöneticilerinden oluşmaktadır. Görüşmeler sonucunda elde edilen veriler üzerinde nitel veri analizi yöntemlerinden içerik analizi yapılmıştır. Araştırma bulguları incelendiğinde rekreasyon mezunlarında aranan özelliklerin beş tema altında toplandığı görülmektedir. Ortaya çıkan özellikler, eğitim programlarının yeniden düzenlenmesinde ve istihdam süreçlerinde bir rehber olarak kullanılabilir. Bu çalışmada rekreasyon bölümü mezunlarının endüstride ihtiyaç duyulan temel özellikleri ve rekreasyon bölümü eğitim programlarının geliştirilmesi konusunda öneriler sunulmuştur.

**Anahtar Kelimeler:** İstihdam, rekreasyon uzmanı, rekreasyon endüstrisi

### GİRİŞ

Boş zaman endüstrisinde rekreasyonel aktivite ve etkinliklerin oluşturulması için ortaya konan hizmetlerin danışmanlığı, yönetimi, proje üretimi, aktivite liderliği, satışı, dağıtımı, rezervasyonların oluşturulması, organizasyon ile ilgili alt yapının sağlanması ve kullanılan malzemelerin üretimi gibi faaliyetler yer almaktadır. Endüstrileşen dünyada özelleştirilmiş rekreasyon tesislerinin sayısı giderek artış göstermekte ve kar amacı güden tesisler haline gelmektedir. Rekreasyon endüstrisi incelendiğinde en baskın sektörlerin başında sporun boş zaman ve rekreasyon hizmetleri olarak sunulduğu rekreasyonel tesisler gelmektedir. Ancak, rekreasyonel spor tesisleri haricinde birçok sektör bu endüstrinin içerisinde varlığını sürdürmektedir. Çalışma ve zorunlu ihtiyaçların giderildiği zamanın dışında kalan zaman dilimini rekreasyonel faaliyetlerle değerlendirmek isteyen bireyler zamanlarını altı farklı alanda yer alan aktivitelere ve etkinliklere katılarak

tüketmektedir. Bunlar; spor, sağlık, sanat, sosyal, kültürel ve eğitim olarak sıralanabilir. Bireyler ihtiyaçlarına göre bu alanların birini, bir kaçını ya da hepsini tercih edebilmektedir. Hatta öylesine rekreasyonel faaliyetler vardır ki birkaç alanda ortaya çıkan ihtiyaçları karşılamaktadır. Örneğin, spor merkezine üye olan bireyin öncelikli amacı spor yapmaktır. Bunun yanı sıra birey, işletme tarafından üyeler için organize edilen trekking, piknik vb. aktivitelere katılarak sosyalleşmekte, dahası işletme içerisinde sunulan eğitim faaliyetlerine katılarak kendini geliştirmek için zamanını değerlendirmektedir. Bu kadar çeşitli alanla ilişkisi olan rekreasyon hizmetini sağlayacak olan bireylerin de bu hizmetleri karşılayabilecek özelliklere sahip olması rekreasyon uzmanının istihdamı için elzem bir konudur. Ardelean, (2013) de bireysel ya da gruba yönelik planlama ve programlama yapabilen iyi eğitim almış rekreasyon uzmanlarına ihtiyaç olduğunu vurgulamaktadır. Özel sektör içerisinde rekreasyonel faaliyetlerin bu kadar

çeşitlendiği bir dönemde sektörün ihtiyaç duyduğu rekreasyon uzmanının temel özelliklerinin belirlenmesi önem arz etmektedir. Bu bağlamda araştırmanın amacı, Türk rekreasyon endüstrisi içerisinde istihdam edilecek rekreasyon uzmanlarının sahip olması gereken temel özellikleri belirlemektir.

### **Rekreasyon ve İstihdam**

Türkiye için son 10 yıllık dönem, ekonomik, sosyal ve siyasal alanda köklü değişim ve dönüşümlerin yaşandığı bir dönemi temsil etmektedir. Bu değişim süreci bir yandan daha rekabetçi ekonomi ve piyasa odaklı bir model geliştirirken, öte yandan kamunun sistemdeki ağırlığının azaldığı, tarımın göreceli öneminin kaybolduğu ve küresel rekabetle bütünleşmiş bir yapının gelişmesine zemin hazırlamıştır. Bu dönüşümün ülkedeki işgücü piyasalarını, istihdam yapısını ve sektörel dağılımları etkilemesi kaçınılmaz bir sonuçtur. Üretkenliği sınırlı, rekabete kapalı ve esnekliği olmayan bir işgücü piyasasından küresel rekabete ayak uydurmaya çalışan işletmelerin beklentilerine uygun bir işgücüne dönük evrimleşme sürecinin sancuları sürmektedir. Bu süreçte daha esnek, daha rekabetçi ve yüksek vasıflı bir işgücü profili, yeni ekonomik modelin de beklentisi olarak ortaya çıkmaktadır (SETA Analiz, 2010). Bu beklenti elbette ki Türk rekreasyon endüstrisinin ihtiyaç duyduğu daha esnek, daha rekabetçi ve yüksek vasıflı bir işgücü profiline sahip olması gereken rekreasyon uzmanları için de geçerlidir. Bu noktada cevap aranan soru ise şudur; Türkiye'deki ekonomik modelin ortaya koyduğu beklentiye göre nitelikli rekreasyon uzmanı istihdam edilmekte midir?

Türkiye'de rekreasyon uzmanları yerel yönetimler, Milli Eğitim Bakanlığı (MEB) ve Gençlik ve Spor Bakanlığı (GSB) olmak üzere üç kamu kurumunda istihdam edilmektedir. Ancak, kamu kurumlarındaki rekreasyon uzmanı istihdam sonuçları incelendiğinde, yerel yönetimlerdeki rekreasyon uzmanlarının atamalarına yönelik herhangi bir istatistiki veriye ulaşılamamaktadır. Rekreasyon uzmanlarının MEB'de istihdam edilebilmeleri için dört yıllık lisans programının ardından bir yıl

sürelili pedagojik formasyon eğitimi almaları gerekmektedir. Sonrasında Kamu Personeli Seçme Sınavı (KPSS) sonucuna göre istihdam edilmektedirler (MEB, 2011). Rekreasyon uzmanlarının GSB'deki istihdam verileri incelendiğinde ise sadece 2013 yılında 50 kişilik rekreasyon uzmanı atamasının yapıldığı görülmektedir. 2016 yılında kuruma antrenör, spor beslenmecisi, spor eğitim uzmanı, spor fizyoterapisti, spor masörü ve spor psikoloğu unvanları adı altında istihdam yapılmış ancak, rekreasyon uzmanı atamalarına yer verilmemiştir (GSB, 2016). Oysaki, 2020 ÖSYM kılavuzuna göre yükseköğretim kurumlarındaki rekreasyon bölümleri için öğrenci kontenjanları incelendiğinde 21 üniversitede birinci ve ikinci öğretim olmak üzere toplam 2513 öğrenciye öğrenim hakkı verildiği görülmektedir. Ancak, istihdam rakamları bu kontenjan oranının oldukça altındadır. Sonuç olarak rekreasyon uzmanlarının büyük çoğunluğu özel sektörde istihdam edilmek zorundadır.

Türkiye'de düzenlenen organizasyonlar sayesinde rekreasyon olgusunun gün geçtikçe anlaşıldığı görülmektedir. Ancak, dikkat edilmesi gereken çok önemli bir nokta bu anlaşılmanın tek taraflı olmasıdır. Yani rekreasyon hizmetini icra edecek olan uzman ihtiyacının özel sektör tarafından daha fazla hissediliyor olmasıdır. Oysaki rekreasyon uzmanlarının tabii olduğu yüksek öğretim programlarının içeriği dikkatlice incelenecek olursa, özel sektörün bu ihtiyacını giderecek özellikleri sergilemediği anlaşılmaktadır. Rekreasyon endüstrisi içerisindeki faaliyetler bu kadar geniş ve çeşitli iken rekreasyon uzmanlarını spor ya da turizm temelli yüksek öğretim programlarından mezun etmek tartışılması gereken bir konudur. Dolayısıyla, özel sektörde yer alan işletmelerin bakış açısına göre rekreasyon uzmanında olması gereken özelliklerin ortaya koyulması önem arz etmektedir.

### **YÖNTEM**

#### **Araştırma Modeli**

Bu araştırma nitel araştırma bakış açısını temel alarak doğal ortamında tümevarımcı bir şekilde tasarlanmıştır. Araştırmaya

katılanların, duygu, düşünce ve bakış açılarıyla rekreasyon endüstrisinde yer alan özel sektörün ihtiyaç duyduğu rekreasyon uzmanının temel özellikleri belirlenmeye çalışılmıştır.

### Katılımcılar

Araştırmanın evrenini, Türkiye rekreasyon endüstrisinde hizmet veren işletmelerin Tablo 1. Yöneticilerin demografik bilgileri

Katılımcı	Cinsiyet	Yaş	İş Deneyimi	Eğitim Durumu	Yaşadığı Yer	Rekreasyon Alanı
K1	M	45	25	Yüksek Lisans	İstanbul	Park Rekreasyonu
K2	M	55	30	Lisans	Antalya	Turizm Rekreasyonu
K3	M	38	16	Lisans	Eskişehir	Spor Rekreasyonu
K4	K	42	14	Lisans	İstanbul	Alışveriş Rekreasyonu
K5	M	43	15	Lisans	Ankara	Açık Alan Rekreasyonu
K6	K	52	21	Lisans	Eskişehir	Kamu ve Yerel Yönetim Rekreasyonu
K7	M	55	28	Yüksek Lisans	İstanbul	Sivil Toplum Kuruluşu
K8	M	57	30	Yüksek Lisans	İstanbul	Sivil Toplum Kuruluşu
K9	M	35	15	Lisans	Antalya	Ticari Rekreasyon

Tablo 1'e göre katılımcıların çoğu erkektir, altısı lisans mezunu ve üçü yüksek lisans eğitim düzeyine sahiptir. Yaşları otuz beş ve elli yedi arasında değişmektedir ve sektörde on beş ile otuz yıl arasında değişen iş deneyimine sahiptirler. Hepsi Türkiye'nin büyük şehirlerinde yaşamaktadır ve çalıştıkları kurumlar park, turizm, spor, açık alan rekreasyonu, ticari rekreasyon, kamu ve yerel yönetim rekreasyonu ve sivil toplum kuruluşu olarak hizmet sağlamaktadır.

### Veri Toplama Tekniği

Çalışma kapsamında, araştırmacılar derinlemesine bilgi elde etmeyi amaçlamışlardır. Bunun için, araştırma verileri nitel veri toplama yöntemi kullanılarak elde edilmiştir. Araştırmada veri toplamak için derinlemesine yarı yapılandırılmış görüşme tekniğinden yararlanılmıştır. Veri toplama aracı olarak kullanılan yarı yapılandırılmış görüşme formu

yöneticileri oluşturmaktadır. Araştırmanın çalışma grubunu spor, turizm, kamu ve yerel yönetim rekreasyonu, sivil toplum kuruluşları, alışveriş, park rekreasyonu, ticari rekreasyon, macera ve açık alan rekreasyonu alanlarında hizmet veren ve istihdam oranı yüksek olan işletmelerin üst düzey yöneticileri (9 kişi) oluşturmuştur. Yöneticilerle ilgili detaylı demografik bilgiler Tablo 1'de verilmiştir.

hazırlanırken aşağıdaki adımlar dikkate alınmıştır.

- Güvenirliği sağlamak için literatür incelemesi temelinde yarı yapılandırılmış görüşme soruları hazırlanmış ve araştırmacılar dışında iki akademisyen ve alan uzmanıyla paylaşılmıştır.
- Uzmanlardan gelen önerilere göre forma son şekli verilmiştir. Katılımcılara aşağıdaki sorular yöneltilmiştir.

1. İşletmenizde en çok ihtiyaç duyduğunuz rekreasyon uygulaması nedir?
2. Türkiye'deki mevcut rekreasyon istihdam olanakları nelerdir?
3. Sizce rekreasyon uzmanının özellikleri neler olmalıdır?
4. Türkiye'de rekreasyon uzmanı istihdamı için neler yapılmalıdır?
5. Rekreasyon müfredatında gerekli gördüğünüz dersler nelerdir?

Araştırmacılar, görüşmelerden önce katılımcıları araştırma ve süreç hakkında bilgilendirmişlerdir. Katılımcılardan gönüllü onam formu doldurmaları rica edilmiştir. Gönüllü onam formu doldurulduktan sonra, görüşmeler başlamadan önce ses kaydı için izin istenmiştir. Görüşmeler sırasında iki farklı ses kayıt cihazı kullanılmıştır. Katılımcılara araştırmacıların dışında bu kayıtları kimsenin dinlemeyeceği ve deşifre edilen metinleri okumayacağı söylenmiştir. Katılımcılar rekreasyon endüstrisindeki iş fırsatlarıyla ilgili öğrencileri bilgilendirmek amacıyla Anadolu Üniversitesi Bilimsel Araştırmalar Komisyonu tarafından desteklenen (Proje No: 11408S369) proje kapsamında davet edilmiştir. Toplantılar 2015 Mart ve Mayıs ayları arasında on hafta sürmüştür. Araştırmacılar katılımcılarla ziyaretleri sırasında görüşmüşlerdir. Görüşmeler Spor Bilimleri Fakültesinin toplantı salonunda gerçekleştirilmiştir. Görüşme süreleri kırk beş ve doksan dakika arasında değişmektedir. Araştırmacılar katılımcıların gerçek adları yerine kod kullanmıştır. Ses kayıtları görüşmeler bittikten sonra transkripsiyonlara dönüştürülmüştür. Daha sonra, transkripsiyonlar, doğruluğunu kontrol etmeleri amacıyla katılımcılara gönderilmiştir.

### Verilerin Analizi

Araştırma verilerinin analizi için içerik analizinden yararlanılmıştır. Bu doğrultuda Jones ve ark. (2013) tarafından önerilen veri analizi aşamaları takip edilmiştir. Bu aşamalar; veri yönetimi (verinin düzenlenmesi, sıralanması ve depolanması), transkripsiyon (görüşmeler ve saha notlarının deşifre edilmesi), tanıma (toplanan veri gözden geçirilmesi) ve indirgeme (kodların, kategorilerin ve temaların oluşturulması)'dir. Araştırmanın kalitesi için uzun süreli katılım ve gözlem, çeşitleme, akran sorgulaması, negatif durum analizi, araştırmacı önyargılarının açıklanması, üye kontrolü, yoğun betimleme ve dış denetim aşamaları önerilmektedir. Ayrıca, güvenilirlik için kodlayıcılar arasında görüş birliği dikkate alınmıştır (Creswell, 2007). Veri kodlamasında iki araştırmacı görev almıştır.

Kodlayıcılar arası güvenilirlik, kodlayıcılar arası uyumluluk için Miles & Huberman (1994) tarafından önerilen formül kullanılarak hesaplanmıştır. Formüle göre güvenilirlik katsayısı, üzerinde anlaşılan madde sayısının, üzerinde anlaşılan ve uyuşmayan toplam madde sayısına bölünmesi ve elde edilen sonucun 100 ile çarpılmasıyla elde edilmektedir. Kodlayıcılar arası güvenilirlik katsayısı değerinin 0.70 üzerinde olması beklenmektedir.

### Geçerlik ve Güvenirlik

Araştırmanın geçerliliğini sağlamak ve güvenilirliğini artırmak için inandırıcılık, aktarılabilirlik, tutarlılık ve nesnellik stratejileri kullanılmıştır (Yıldırım & Şimşek, 2016). İnandırıcılığı sağlamak için transkriptler katılımcılara gönderilmiş ve doğruluk için katılımcıların onayları alınmıştır. Analizler düzenli olarak yapılmış ve elde edilen bulgular karşılaştırılmış, yorumlanmış ve kavramsallaştırılmıştır. Çalışmanın yöntemi ayrıntılı olarak açıklanmış ve aktarılabilirlik açısından transkriptlerden doğrudan alıntılar yapılarak bulgular desteklenmiştir. Verilerin kodlanması sırasında uzman görüşü alınarak tutarlılık sağlanmıştır. Tutarlılık için kodlayıcılar arası güvenilirlik Miles ve Huberman'ın (1994) formülüne göre hesaplanmıştır. Güvenirlik için eşik değer 0.70'dir. Araştırmacılar bu çalışma için güvenilirlik değerini 0.89 olarak hesaplamıştır.

## BULGULAR

### İçerik Analizi Sonuçları

Araştırma sonucunda elde edilen bulgular kod, kategori ve tema olarak tanımlanmıştır. Analiz sonucunda rekreasyon uzmanında olması gereken temel özellikler; yeterlilik ve donanım, etkinlik yönetimi bilgisi ve deneyimi, yönetim ve organizasyon bilgisi ve deneyimi, işletme yönetimi bilgisi ve deneyimi ve liderlik olarak saptanmıştır. Analiz sonucunda ortaya çıkan kodlar ve temalar Tablo 2'de gösterilmiştir.

**Tablo 2.** Yöneticilerle Yapılan Nitel Görüşmelere İlişkin Analiz Sonuçları: Tema, Alt Temalar ve Kodlar.

Tema	Alt Temalar	Kodlar
Nitellikler	Yönetim ve Organizasyon Bilgisi, Becerisi, Deneyimi ve Tecrübesi	Planlama Organizasyon Koordinasyon Motivasyon Kontrol
	İşletme Yönetimi Bilgisi, Becerisi, Deneyimi ve Tecrübesi	Üretim Finans Pazarlama İnsan Kaynakları AR-GE (Proje Yönetimi) Halkla İlişkiler
	Etkinlik Yönetimi Bilgisi, Becerisi, Deneyimi ve Tecrübesi	Tasarım Planlama Koordinasyon Değerlendirme
	Liderlik	Aidiyet Yaratıcılık Güncellenme Sorumluluk İletişim Becerisi Kültürel Düzey Analitik Çözüm Becerisi Takım Çalışması Girişimcilik
	Donanım ve Yeterlilik	Alan Bilgisi (spor, turizm, iş yeri, terapatik, açık alan, yerel yönetim ve kampüs rekreasyonu vb.) Yabancı Dil İlk Yardım ve Sağlık Bilgisi İş Güvenliği Bilgisi Oyun Bilgisi Staj Hareket Becerisi

## TARTIŞMA VE SONUÇ

Kar amacı güden ya da gütmeyen aktivite ve etkinliklerin rekreasyonel olarak bir organizasyon kapsamında gerçekleştirilebileceği düşüncesi Türk iş dünyası içerisinde kabul görmeye başlamıştır. Bu durum özel sektörde büyük organizasyonlara verilen desteği arttırmış ve ticari amaçlara ulaşabilmek için rekreasyon bir araç olarak kullanılmaya başlanmıştır. Buna paralel olarak, amaçlı etkinliklerin rekreatif bir şekilde topluma ulaştırılması için kamuda da organizasyonlar düzenlenmektedir. Bu noktada kamu, finansal destek sağlayabilmek için özel sektörle ortak

çalışmalar içerisine girebilmektedir. Bu sayede ortak çalışma komisyonları ve alanları oluşturularak topluma daha kapsamlı rekreatif organizasyonlar sunulmaktadır (Şimşek, 2013). Türkiye’de kamu ve özel sektör tarafından organizasyonlara verilen destek sayesinde toplum içerisinde rekreasyonel etkinliklerin yararlarından faydalanma isteği ise gün geçtikçe artmaktadır. Buna, birçok şehirde yerel yönetimler veya özel sektör tarafından düzenlenen ulusal ve uluslararası festivaller (Büyük Ankara Festivali, Kemaliye Uluslar Arası Doğa ve Spor Şenlikleri, Samsun Uluslar Arası Halk Dansları Festivali, Uluslar Arası Ölüdeniz Hava Oyunları Festivali vb.) ve rekreasyonel parklar (Ankapark, Vialand, İstanbul Akvaryum, Tekirova Ekopark, Jurassicland, Parkantep, Kocaeli Osmanlı Temalı Kültür Sanat Parkı, İzmir Doğal Yaşam Parkı, Landora Temalı Parkı, Temaworld vb.) örnek olarak gösterilebilir (Şimşek, 2013).

Türkiye’de rekreasyon uzmanlarının eğitim aldığı yüksek öğretim kurumlarında rekreasyon olgusunun spor ve turizm ile bağdaştırıldığı gözlemlenmektedir. Bu durumun temel sebeplerinden birisi rekreasyon bölümlerinin spor bilimleri fakülteleri/beden eğitimi ve spor yükseköğretimlerinde ya da turizm fakültelerinde açılmış olmasıdır. Ancak alan yazını incelendiğinde, rekreasyonun spor ve turizm gibi iki dev endüstriye sığdırılmayacak kadar geniş bir alana sahip olduğu açıkça görülmektedir. Rekreasyonun çok alanlı (multidisipliner) oluşu birçok endüstri ile ilişki kurmasını zorunlu kılmaktadır. Çünkü, potansiyel boş zamanlarını rekreasyonel aktivitelerle değerlendirmek isteyen bireyler zamanlarını sadece spor yaparak ya da turizme dayalı rekreasyonel aktiviteler yaparak değerlendirmemektedir. Bu değerlendirme faaliyeti bazen sanatla, kültürle, bazen sağlıkla ve eğitimle ilişkili olabilmektedir.

Rekreasyon bölümlerinin ders programları incelendiğinde, derslerin spora, turizme, kamuya ve aktivite liderliğine dayandırıldığı görülmektedir. Oysaki rekreasyon uzmanının hem uygulayıcı hem de yönetici olması gerekmektedir. Her iş kolunda olduğu gibi

rekreasyon alanında da uzmanların bu iki temel özelliği edinmesi gerekir. Ancak, programlar buna yeterli olanağı sağlamamaktadır. Özellikle işin yönetim kısmını dikkate almak, rekreasyon uzmanlarının ilerleyen yıllarda beyaz yaka olarak istihdam edilme fırsatlarını yakalayabilmesi ve ekonomik kazancını artırabilmesi için elzemdir.

Araştırma kapsamında Türkiye rekreasyon endüstrisinde istihdam oranı yüksek olan işletme yöneticileri ile yapılan görüşmeler sonucunda rekreasyon uzmanında olması gereken nitelikler belirlenmeye çalışılmıştır. Rekreasyon uzmanının istihdam edildiği alana özgü bazı “donanımlara ve yeterliliklere” sahip olması gerekmektedir. Örneğin, “K2” donanım ve yeterliliğin önemini şu şekilde vurgulamıştır.

“K2. Çocukların alan ile ilgili donanım çok iyi sahip olması lazım, bu donanımı aldıktan sonra gidip bir yerde yönetici yardımcısı ya da yönetici olmaları hakikatten kolay. Tecrübe zamanla gelen bir şey. Tecrübe tabii çok şey kazandırıyor. İlk yıldan itibaren sıkı stajlar yapılmalı ama gerçek stajlardan bahsediyorum. Çorba değil yani. Mısır gibi değil”

Rekreasyon endüstrisindeki sektörlerin genel farklılıkları dikkate alındığında her bir sektörde istihdam edilmeyi kolaylaştırabilecek donanım ve yeterlilikler farklılık göstermektedir. Rekreasyon uzmanının donanım ve yeterlilikleri istihdam edileceği sektöre yönelik belirlenmelidir. Bu görüşe paralel olarak Schneider ve ark., (2006) tarafından yapılan çalışmada, öğrenci işçi olarak istihdam olabilmek için, adayların başvuruda bulunacakları alanla ilgili sertifikalara sahip olmasının öncelikli gerekliliklerden biri olduğu belirtilmiştir. Ayrıca ilgili pozisyona ait deneyim geçmişinin istihdam edilme sürecinde büyük önem verilen unsurlardan biri olduğu ifade edilmektedir. Rekreasyon uzmanlarının gerekli donanım ve yeterliliği elde edebilmesi için de işin yönetmekten ziyade işin uygulayıcısı (aktivite liderliği) olması gerektiği unutulmamalıdır. Hurd ve ark., (2014) bu görüşe paralel olarak, rekreasyon

alanındaki öğrencilerin sınıflarda edindiği mesleki bilgileri gerçek deneyimlere taşımaya ihtiyacı olduğunu belirtmektedir. Böylece kendini hazırlıklı ve yeterli hissedeceği için ilk mesleki görevine başladığında gereken özgüvene sahip olabilecektir.

Rekreasyon endüstrisinin içerisinde ürün yelpazesinin çok geniş olması beraberinde aktivite ve etkinlik çeşitliliğini getirmektedir. Bu çeşitlilik, rekreasyon uzmanının etkinlik yönetimi ile ilgili özelliklere sahip olmasını gerektirmektedir. Sektörde yer alan işletme yöneticileri bu özelliğin öneminden bahsetmektedir. Özel sektörün rekreasyon uzmanında aradığı bir diğer özellik “etkinlik yönetimi bilgisi ve becerisi”dir. Bununla ilgili “K3” etkinlik yönetimi bilgisi ve becerisi” önemini şu şekilde vurgulamıştır.

“K3. Etkinlik yönetimi dediğimiz alanda çok güçlü olmalı ki, bir sistemi nasıl yönetiyorlar, nasıl projelendiriyorlar, nasıl organize ediyorlar, nasıl uygulamaya dönüştürüyorlar çok doğru bilmeleri lazım. Onun için de o hayatın bütün detaylarını iyi öğretmek lazım”

Günümüz Türkiye’inde özel sektör tarafından düzenlenen rekreatif organizasyonların sayısı gün geçtikçe artmakta ve çeşitlenmektedir. Bu çeşitlenmeye, rekreasyonel turizm seyahati (tarihi alanlar, müzeler, temalı parklar vb. geziler), macera rekreasyonu (doğa sporları, ekstrem sporlar), spor, konser ve festival seyahati (yurt içi/dışı), sosyal ve eğitim içerikli rekreasyonel etkinlikler (belediyeler ve okullarda yapılan uygulamalar), özel spor merkezleri (pilates, yoga, zumba vb. kurs programları), terapatik rekreasyon (yaşlı, engelli, mahkum, asker vb. özel gruplar yapılan uygulamalar), rekreatif alışveriş (AVM’lerde reklam ve tüketici odaklı yapılan rekreatif organizasyonlar), eğlence ve animasyon (gösteriye yönelik paket programlar, rekreasyon uzmanı ihtiyacının karşılanması), iş yeri rekreasyonu (sanayi işletmelerinde çalışanlarına grup dinamiği, iş verimi artırma vb. uygulamalar) ve kampüs rekreasyonu (öğrenci ve çalışanların sosyo-kültürel, sportif ve sanatsal ihtiyaçlarına yönelik etkinlikler) gibi istihdam alanları



örnek olarak verilebilir (Şimşek, 2013). Bu alanlarda farklı türlerde bir çok rekreasyon etkinliği düzenlenmektedir. Dolayısıyla, rekreasyon uzmanında etkinlik yönetimi bilgisi ve becerisinin olması kaçınılmazdır.

Literatürde yazarlar tarafından rekreasyonun farklı alanlarında uzmanların ekinlik yönetimi bilgi ve becerisine sahip olması gerektiği görüşünün kabul gördüğünü söylemek mümkündür. Örneğin Barcelona, Wells & Arthur-Banning, (2016)'e göre ekinlik yönetimi bilgi ve becerisi, spor rekreasyonu uzmanın sahip olması gereken yeterlilikler arasında yer almaktadır. Hazar (2014) ile Hacıoğlu, Gökdeniz ve Dinç (2009) de benzer şekilde turizm rekreasyonu kapsamında konaklama işletmelerinde animasyon departmanında çalışan rekreasyon uzmanlarının bu özelliği sahip olması gerektiğini vurgulamaktadır. Şimşek (2018)'e göre ise, alan fark etmeksizin rekreasyon uzmanlarının bu yeterliliğe sahip olması gerekmektedir. Kısacası, farklı yazarların bu konudaki görüşleri, araştırmada ortaya çıkan sonucu destekleyerek, literatüre katkı sağlamaktadır.

Rekreasyon uzmanları istihdam edildikleri işletmelerde iki pozisyonda yer almaktadır. Birincisi işin yöneticisi, ikincisi ise işin uygulayıcısı yani aktivite liderliğidir. Dolayısıyla, yönetici de olsa aktivite lideri de olsa yönetmesi gereken bir grup ve sitem bulunmaktadır. Bu sistemin ve grubun sevk ve idaresi ise “yönetim ve organizasyon bilgisi ve becerisi” inden geçmektedir. Rekreasyon uzmanının yönetim bilgisi ve becerisi konusunda “K4” ün ifadesi aşağıdaki gibidir.

*K4. “Dünya değişti. Projenin yapımında multidisiplin bir ortam ve o multidisiplinden gelmiş olan birçok konuda ihtisaslaşmış insanlar ve ekipler gerekiyor. Bizim yetimizse bütün bu değişik yerlerden gelen değişik disiplinlerden gelen insanların hepsini birden yönetmek”.*

Yönetim, örgütlerin amaçlarına etkin ve verimli ulaşabilmeleri bakımından zorunlu bir işlemdir. Rekreasyon yönetimi açısından bakıldığında boş zamanın değerlendirilmesi ile ilgili olan tüm faaliyetlerin planlanması,

organizasyonu, motivasyonu, koordinasyonu ve denetimi rekreasyon uzmanları tarafından bilinmesi gerekmektedir (Argan ve ark., 2013). Yapılan araştırmalar bu özelliğin rekreasyon uzmanlarında olması gerektiğin destekler sonuçlar ortaya koymaktadır. Tsitskari vd. (2017)'nin spor rekreasyonu uzmanlarının istihdamında rol oynayan özellikleri incelediği çalışmada, organizasyon yönetimi konusu istihdamı kolaylaştıran bir özellik olarak ortaya çıkmıştır. Tripolitsioti vd. (2007)'nin belediyelerde sağlık, fitness kulüpleri ve kapalı alan tesislerini yönetmede gerekli olan yeterlilikleri incelediği çalışmada da yönetim bilgi ve becerisi gerekli bir özellik olarak analizler sonucunda tanımlanan bir faktördür. Barcelona ve Ross (2004)'un kampüs, yerel yönetimler ve askeri rekreasyon alanlarında spor rekreasyonu yöneticileri için gerekli yeterlilikleri incelediği çalışmada, yönetim teknikleri en önemli faktör olarak tanımlanmıştır. Bu açıdan bu araştırmaların sonuçları diğer çalışmalar ile tutarlık ortaya koyarak, literatüre katkı sağlamaktadır.

Rekreasyon endüstrisinde farklı mal ve hizmet üreten birçok işletme bulunmaktadır. Özellikle hizmet üreten işletme sayısının fazla olduğu söylenebilir. Bu işletmelerde rekreasyon uzmanları yönetici, yönetici asistanı, aktivite liderliği vb. pozisyonlarda istihdam edilmektedirler. Araştırma verilerinin analizi sonucu rekreasyon uzmanında olması gereken diğer bir özellik “işletme yönetimi bilgisi ve becerisi” olarak ortaya çıkmıştır. Rekreasyon uzmanının işletme bilgisi ve becerisi konusunda “K1” şunu vurgulamıştır

*K1. “Yönetici ya da yönetici yarısı olduğunun farkına varmaları ve işletmede sunacakları hizmetlerin ya da yapacakları her şeyin yönetilmesini gerektiğini anlamalı. Uzmanda planlama olması şart. Neler yapması gerektiğini bilmesi şart, detaylar şart, süreçleri hazırlamaları şart uzmanın, bir şeyin sürecini hazırlayabilmesi lazım uzmanın”*

Rekreasyon endüstrisindeki işletmeler, ürettikleri rekreasyonel hizmetleri tüketiciye rekreasyon uzmanları vasıtasıyla

ulaştırmaktadır. İşletmelerde istihdam edilen rekreasyon uzmanlarının hizmete yönelik belli başlı nitelikleri taşıması gerektiği bilinmektedir. Verilen hizmet kalitesinin üst düzeyde olmasını sağlayan başlıca unsurlardan biri ise hizmeti veren rekreasyon uzmanının yetkin “liderlik özellikleridir” (Barcelona, Wells & Arthur-Banning, (2016). Liderlik özelliği ile ilgili “K2” şunu ifade etmiştir.

K2. “Şöyle bir şey var, hangi sektörde çalışırsa çalışsınlar uygulayıcı boyutunda da çalışsalar, yönetici boyutunda da çalışsalar, eğlence boyutunda da çalışsalar hep liderlik yapıyorlar. Yönetici de olsalar ya da etkinlikte liderlikte yapsalar hep bir liderlik var. Liderlik liderlik liderlik”

Liderlik, yönetim anlamına gelmemesine rağmen yönetimden ayrı düşünülemez. Organize olmamış bir grupta lider olabilir. Ancak, özel rollerin olduğu düzenli yapılarda yönetici bulunmaktadır. Liderlik, yönetimin önemli bir parçasıdır. Yol gösterme yeteneği etkili yöneticiliği ortaya koyan faktörlerden birisidir. İyi bir lider hem insan ile hem de sonuçlarla ilişkilendirilmektedir. Rekreasyon yönetiminde politika üretmede, icraatlar ortaya koymada ve personelin sevk ve idaresinde üst düzey liderlik özelliğine ihtiyaç duyulduğu ifade edilmektedir (Torkildsen, 2005).

Literatürde, rekreasyon uzmanının liderlik özelliğine sahip olması gerektiği konusunda ortak bir görüşün olduğunu söylenebilir. Hammersley ve Tynon (1998) tarafından yapılan çalışmada tatil köyü ve ticari rekreasyon uzmanları için belirtilen giriş düzeyi iş yetkinlikleri 9 kategori altında toplanmıştır. Bu 9 kategori öncelik sırası göz önüne alınarak sıralandığında, ilk 5 özelliğin iletişim becerileri, konuk hizmetleri, programlama, denetleme/kontrol ve liderlik olduğu görülmektedir. Hurd (2005)’un çalışmasında, park ve rekreasyon uzmanlarının yeterlilikleri; iletişim, toplum ilişkileri, kişilerarası beceriler, liderlik ve yönetim, mesleki uygulama olmak üzere 5 genel kategori altında toplanmıştır. Genel yeterlilik kategorileri 15 alt kategoriye ayrılmakta ve alt kategorilerin altında

toplamda 53 belirli yeterlilik tanımlanmaktadır. Bu belirli özel yeterliliklerden en önemlileri; müşterilerle açıkça iletişim kurma yeteneği, personeli ve müşterileri dinleme yeteneği, halkla başa çıkma yeteneği, personel ile açık bir şekilde iletişim kurma yeteneği, profesyonelce nasıl hareket edileceğini bilmek ve birden fazla görevi yönetme yeteneği olarak gösterilmektedir. Hurd ve McLean (2004) ise kamu park ve rekreasyon ajanslarında yönetici pozisyonu için gerekli yeterliliklerden birini liderlik özelliği olarak tanımlamıştır. Bu araştırma sonucuna göre liderlik özelliği altında yöneticiler; açık fikirli ve yeni fikirlere açık olmalı, liderlik prensiplerini bilmeli, örnek olmalı, çalışanları motive etmeli, çalışanların başarılarını görmeli ve ödüllendirmeli, örgütü ve çalışanları bir takım olarak görmeli, risk almalı, yaratıcı ve yenilikçi olmalı, çalışanların işlerini yapmalarını kolaylaştırmalıdır. Kısacası, literatürdeki araştırmalardan rekreasyon uzmanının hem uygulayıcı hem de yönetici pozisyonu için liderlik özelliğine sahip olmaları gerektiği anlaşılmaktadır. Bu çalışmada ortaya çıkan sonuç bu anlamda literatürle tutarlılık göstermektedir.

Rekreasyon uzmanının ihtiyaç duyduğu yeterlilikler konusunda diğer araştırmalar incelendiğinde, bu çalışmada ortaya çıkan ve onlarla ilişkili bulgulara ulaşıldığı dikkati çekmektedir. Schneider ve ark., (2006) tarafından yapılan çalışmada, kampüs rekreasyonu alanındaki işe alımlarda dikkate alınan en önemli özellikler; profesyonel çalışanlar, lisansüstü asistanlık ve öğrenci çalışanlar olmak üzere üç grupta incelenmiştir. Bu üç grup arasında farklılıklar olmakla birlikte öne çıkan özellikler; dil/konuşma ve yazma becerisi, başvuru pozisyonla ilgili deneyim geçmişi, düzgün/temiz genel görünüm, ve sahip olunan sertifikalar olarak belirtilmiştir. Dil/konuşma ve yazma becerilerinin üst sıralarda yer alması, iletişim becerilerinin potansiyel iş adaylarında aranan önemli bir özellik olduğunu göstermektedir. Chase ve Masberg (2008) tarafından park ve rekreasyon alanında yeterliliklerin incelendiği başka bir çalışmada, alanda çalışan yöneticilerden veri toplanarak gerekli olan beceri/yeterlilikler sıralanmıştır.

Söz konusu olan çalışmada bulunan 15 beceri önem derecesine göre sıralandığında ilk 5 sırada yer alan becerilerin iletişim, kişilik/kişilerarası, meslek bilgisi, uyum yeteneği ve sorumluluk olduğu bulunmuştur. D'Eloia ve Fulthorp (2016) tarafından belediye rekreasyon ajanslarındaki istihdama yönelik yapılan çalışmada park ve rekreasyon mezunlarının yeterliliklerinin ne olması gerektiği araştırılmıştır. Araştırma sonucunda, üniversite öğrencilerinin belediye rekreasyon ortamlarında istihdama nasıl daha iyi hazırlanabileceklerine ilişkin üç farklı tema ortaya çıkmıştır. Bunlar; deneyim (rekreasyonla ilgili), mülakat becerileri (öz sunum, sözlü ve yazılı iletişim becerileri) ve iş bilinci (ajans, topluluk ve konum özellikleri ve beklentiler) olarak belirtilmiştir.

Literatürde yer alan çalışmalar değerlendirildiğinde istihdamın söz konusu olduğu alanlara göre rekreasyon uzmanının sahip olması gerektiği özelliklerin kısmen farklılaştığı görülmektedir. Ancak genel olarak değerlendirildiğinde, deneyim, iletişim, liderlik, yönetim, mesleki donanım gibi özelliklerin ön plana çıktığı ifade edilebilir (Hammersley ve Tynon, 1998; Hurd, 2005; Schneider ve ark., 2006; Chase ve Masberg, 2008; Hurd ve ark., 2014; D'Eloia ve Fulthorp, 2016). Bu çalışmada literatürdeki araştırmalardan farklı olarak, iletişim becerisinin daha çok liderlikle ilişkilendirilen bir nitelik olduğu ve özellikle bu açıdan önemli bir yere sahip olduğu ortaya konulmuştur.

Sonuç olarak, Türk rekreasyon endüstrisi bakış açısına göre rekreasyon uzmanında olması gereken temel özellikler donanımlar ve yeterlilikler, etkinlik yönetimi bilgisi ve becerisi, yönetim ve organizasyon bilgisi ve becerisi, işletme yönetimi bilgisi ve becerisi ve liderlik olarak sıralanmaktadır. Bu özellikler günümüz şartlarında özel sektörde faaliyet gösteren işletmelerin rekreasyon uzmanında olmasını beklediği özellikler olarak belirlenmiştir.

## ÖNERİLER

Türkiye'de kamu ve özel sektörde rekreatif anlamda var olan iş olanaklarının rekreasyon çatısı altında yapılan bir eylem olduğu henüz

tam olarak anlaşılabilmiştir. Dolayısıyla, rekreasyon bölümü mezunları istihdamda sorun yaşamaktadır. Ayrıca, devlet politikaları çerçevesinde rekreasyon uzmanı istihdamına yönelik çalışmaların olmayışı, mezun olan öğrencileri gelecek kaygısıyla baş başa bırakmaktadır. Bu kaygı ve problemin ortadan kaldırılabilmesi için devletin ilgili kurumları ile iletişime geçilmesi, çalışma gruplarının oluşturulması, ihtiyaç duyulan yasal düzenlemelerin belirlenmesi ve hayata geçirilmesi için çalışmaların yapılması önerilmektedir. Buna ilaveten aşağıdaki önerilerde göz önünde bulundurulmalıdır;

- Alan uzmanı öğretim elemanlarının bilgi, deneyim ve tecrübelerinin artırılması,
- Mesleki yeterliliğin belirlenmesi ve akredite edilmesi,
- Ortak ders programının ve staj olanaklarının geliştirilmesi,
- Üniversite-sanayi işbirliklerinin oluşturulması ve
- İstihdam konusunda yasal düzenlemelerin yapılması gerekmektedir.

## SINIRLILIKLAR VE GELECEK ARAŞTIRMALAR

Zaman içerisinde gelişen olaylar ve eğilimler rekreasyon uzmanında aranan özelliklerin değişmesine sebep olabilir. Dolayısıyla özel sektör için rekreasyon uzmanında olması gereken temel özellikler benzer araştırmalarla desteklenerek güncellenmesi önerilmektedir. Buna ek olarak ileride yapılacak araştırmalarda, farklı sektörlerde ihtiyaç duyulan rekreasyon uzmanının özellikleri karşılaştırılarak benzerlikler ve farklılıklar incelenebilir. Olası farklılıklar, profesyonel hayata geçiş sürecinde rekreasyon uzmanının sahip olduğu niteliklerin, istihdamın hedeflendiği alana özgü geliştirilmesi konusunda yol gösterici bir nitelik taşıyabilir.

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## Motivation to Participate in Exercise in Regular Recreational Exercise

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Suat KARAKÜÇÜK<sup>3</sup>

### Abstract

The purpose of this study is to determine the levels of motivation of individuals participating in regular recreational exercise to exercise and to examine the direction of certain variables. While the study group of the research was composed of 370 university students, the criterion sampling method was used as the sampling method. In the research, Mullen et al. (Exercise Behavioral Regulation Scale-2”, which was developed by Ersöz (2011), which was developed by Markland and Tobin (2004) and was renamed “Behavioral Regulation Scale in Exercise Scale-2”. In the analysis of the data, descriptive statistics, independent sample T test, one-way analysis of variance ANOVA test and post hoc tests were used for intra-group comparisons. When the total behavioral regulation scores were examined, the participants who showed the mean scores (34,11 ± 9,58) received the highest score in the internal regulation sub-dimension (19,83 ± 6,27), while they showed below average scores in the motivation dimension (3,23 ± 3, 74). As a result of the research, it can be said that regular recreational exercise and certain variables change behavioral regulation in exercise.

**Keywords:** Motivation, regular, recreational exercise

## Düzenli Rekreatyoneel Egzersizde Egzersize Katılma Motivasyonu

### Öz

Bu çalışmanın amacı, düzenli rekreatyoneel egzersize katılan bireylerin egzersiz yapma motivasyon düzeylerini belirlemek ve belirli değişkenlerin ne doğrultuda farklılaştığını incelemektir. Araştırmanın çalışma grubunu 370 üniversite öğrencisi oluştururken, örneklem yöntemi olarak ölçüt örnekleme yöntemi kullanılmıştır. Araştırmada, veri toplama aracı demografik veri formuna ek olarak Mullan, Markland ve Ingledew (1997) tarafından geliştirilen ve Markland ve Tobin (2004) tarafından revize edilen, Ersöz (2011) tarafından Türkçe'ye uyarlanan “Egzersizde Davranış Düzenlemeleri Ölçeği-2” kullanılmıştır. Verilerin analizinde betimsel istatistikler, bağımsız örneklem T testi, tek yönlü varyans analizi ANOVA testi, grup içi karşılaştırmalarda post hoc testleri kullanılmıştır. Toplam davranışsal düzenleme puanları incelendiğinde, ortalama puanları (34,11 ± 9,58) gösteren katılımcılar en yüksek puanı içsel düzenleme alt boyutunda (19,83 ± 6,27) alırken, amotivasyon boyutundaki puanlar en düşük alt boyut puanını oluşturmaktadır (3,23 ± 3, 74). Araştırma sonucunda düzenli rekreatyoneel egzersizin ve belirli değişkenlerin egzersizde davranışsal düzenlemeyi değiştirdiği söylenebilir.

**Anahtar Kelimeler:** Motivasyon, düzenleme, rekreatyoneel egzersiz

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## INTRODUCTION

Participation in exercise has many positive effects on physical, metabolic and psychological health, and there are many factors that affect people's orientation to exercise. One of these factors is motivation (Eraslan, Bezci and Altınkök, 2016). The main meaning of motivation is that a person is willing to do something. Motivation has a lot to do with arousal, excitement, feedback, and attention. Although there are many different definitions of motivation, the common feature of all of them is that it is an internal state or an internal desire as it is sometimes defined, as a result of which it activates or gives power and directs it. The presence of an internal state that motivates the behavior, the presence of a desire that gives direction and power to this being, and the effect of this desire on the intensity and direction of the behavior (Erdem, 2008). The level of motivation in an individual has a direct effect on many features (Güngör and Kurtipek, 2020). The concept of motive, which is any force, motive (TDK, 2005) that causes, sustains and directs the behavior consciously or unconsciously is used as a synonym for the word motivation in the literature.

To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Most everyone who works or plays with others is, accordingly, concerned with motivation, facing the question of how much motivation those others, or oneself, has for a task, and practitioners of all types face the perennial task of fostering more versus less motivation in those around them (Ryan and Deci, 2000a). Motivation concerns energy, direction, persistence and equifinality--all aspects of activation and intention. Motivation has been a central and perennial issue in the field of psychology, for it is at the core of biological, cognitive, and social regulation (Ryan and Deci, 2000b).

Motivation is closely related to the actions of the individual with his / her own free will. When it comes to the success orientation of the individual, it plays an important key role in this matter (Kurtipek, Güngör and Yenel,

2018). In this context, there are many theories put forward to make sense of the foundations of motivation. One of the most prominent of these theories in the literature is the "self-determination theory", also known as free will (Deci and Ryan, 1985). Researchers studying self-determination theory set out from the concept of motive to express regulatory processes in exercise (Ingledeu and Markland, 2008). According to this theory, the direction of behavior is associated with relational links between stimuli (internal or external) and responses. The right to self-determination is the quality of human functionality. The experience of choice, in other words, the experience of the inner perceived causality focus. It is an integral part of intrinsically motivated behavior and is also evidence in some extrinsically motivated behavior (Deci and Ryan, 1985).

This theory claims that the activities carried out by self-determination stem from the belief that the activity is not interested in the activity or that the activity is inherently valuable (Carver and Scheier, 1998). According to the free will / self determination theory; the underlying causes of motivation can be found in two categories, internal and external. For these reasons, the individual develops a control focus. If the motivation is internal, the locus of control is internal. If it is external, the locus of control is external. Although behavior occurs in both locus of control, the psychological mechanisms that control behavior are different from each other. As a result, the strength and continuity of behavior will differ in these two situations (Erdem, 2008). Behavioral regulation can be demonstrated with internal and external self-determination. Behavioral modifications are important psychometric features of exercise participation (Figure 1). The self-regulation of brain activity in humans through its way represents a fascinating and promising methodology in behavioral neuroscience and psychophysiology (Elbert et al., 1984).

Self regulation; It is to interpret as a dynamic motivational system such as setting goals, developing and implementing strategies to achieve these goals, evaluating progress and revising goals and strategies accordingly. Self-

regulation also related to the management of emotional responses, which are seen as vital elements of the motivational system and are thought to be complexly linked to cognitive processes (Ridder and Wit, 2006). From the exercise participation perspective, behavioral adjustments are directly linked to reasons for participation. Challenge, health desire for

fitness, stress management, appearance anxiety, social relationships bring different behavioral regulations. While appearance anxiety is matched with external regulation, factors such as stress management are identified with internal management (Ingledeu and Markland, 2009).

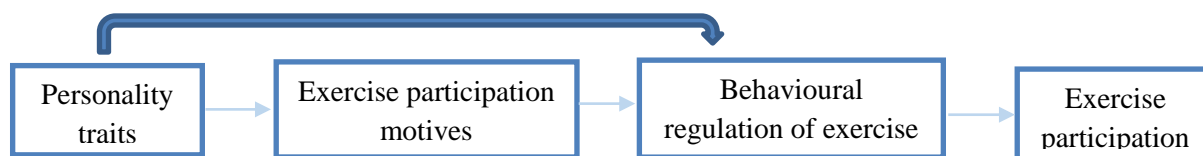


Figure1. General motivational model of exercise participation. (Source: Ingledeu and Markland, 2008).

Within the scope of the present study, which aims to investigate behavioral regulations in exercise and the internal and external regulations that constitute its infrastructure, within the sample group, it is aimed to reveal the level of incentive of individuals who

regularly exercise recreational exercise. How certain variables change the motivation to participate in exercise will be examined within the scope of the research. The methods and methods applied in the research are given below.

## METHOD

### Participants

While the study group of the research consisted of 370 university students doing regular recreational exercise, the criterion sampling method was used based on the fact that the sample was formed from people with the specified qualifications related to the problem. The majority of men (82.7%) who

study at Gazi University and Bulent Ecevit University, who regularly perform recreational exercise, have been training for 1 year or less than 1 year (38.1%), currently training 3 times a week (37%, 0), it is seen that it consisted of participants (60.0%) who had previously been interested in a sport. Descriptive statistics are given in Table 1.

**Table 1.** Descriptive statistics of participants

		N=(370)	
	Variable	f	%
Gender	Female	64	17,3
	Male	306	82,7
Duration of exercise	1 year and lower	141	38,1
	Between 2-3 year	84	22,7
	Between 4-5 year	43	11,6
	Between 6-7 year	31	8,4
	Between 8-9 year	25	6,8
	Between 10-11 year	46	12,4
Weekly exercise	1 time a week	27	7,3
	2 times	63	17,0
	3 times	137	37,0
	4 times	68	18,4
	5 times	37	10,0
	6 times and more	38	10,3
Formerly doing sports	Yes	222	60,0
	No	148	40,0

### Measurement tool

In addition to the data collection tool demographic data form, "Behavioral Regulations in Exercise Scale-2", which is developed by Mullan, Markland and Ingeledew (1997) and revised by Markland and Tobin (2004) and adapted to Turkish by Ersöz (2011) was used.

*Behavioral Regulations Scale in Exercise-2*; "Behavioural Regulations in Exercise Questionnaire-2 (BREQ-2)", was used to determine the motivational orientation of individuals who exercise within the scope of Self-Determination Theory. "Behavioral

Regulations Scale in Exercise (BREQ)", Mullan, Markland and Ingeledew (1997) and was revised by Markland and Tobin (2004) and named as "Behavioral Regulations in Exercise Scale-2". BREQ-2 is an extension of BRIES and includes the non-motivation subscale (2002). Its validity and reliability were tested by Mullan and Markland (2004). Ersöz (2011) carried out the validity and reliability study by adapting it to Turkish. BRS-2 is a 5-point Likert-type scale with a score between 0-4, consisting of "absolutely not correct", "sometimes correct" and "absolutely correct".

### Analyses

Since it was determined that the data showed a normal distribution, parametric tests were applied, descriptive statistics, independent sample t test, one-way analysis of variance ANOVA test, and Tukey test were used for in-

group comparisons. In this study, the internal consistency coefficient for the Behavioral Regulations in Exercise Scale-2 scale was determined as .73.

### Results

The tables regarding the findings obtained as a result of the analyzes made in the research are given below.

**Table 2.** Arithmetic mean and standard deviation values for measurement tool

	N=(370)			
	Min	Max.	$\bar{x}$	sd
<b>Behaviour regulation in exercise</b>	0,00	68,00	34,11	9,58
Intrinsic Regulation	0,00	28,00	19,83	6,27
Inrojected Regulation	0,00	16,00	7,71	4,10
External Regulation	0,00	16,00	3,33	3,44
Amotivation	0,00	16,00	3,23	3,74

When the total behavioral regulation scores were examined, the participants who showed the mean scores ( $34,11 \pm 9,58$ ) received the highest score in the intrinsic regulation sub-

dimension ( $19,83 \pm 6,27$ ), while they showed below average scores in the amotivation sub-dimension ( $3,23 \pm 3,74$ ).



**Table 3.** Comparison of measurement tool and its sub-dimensions with gender variable

	Gender	N	$\bar{x}$	ss	t	p
<b>Behaviour regulation in exercise</b>	Female	64	33,68	10,67	-0,393	0,694
	Male	306	34,20	9,35		
Intrinsic Regulation	Female	64	17,32	7,08	-3,572	0,000*
	Male	306	20,35	5,96		
Introjected Regulation	Female	64	7,64	3,94	-0,150	0,881
	Male	306	7,72	4,14		
External Regulation	Female	64	4,23	4,00	2,315	0,021*
	Male	306	3,14	3,29		
Amotivation	Female	64	4,48	3,89	2,959	0,003*
	Male	306	2,97	3,66		

\*p<0,05

According to the T test results between the gender variable of the participants and the Behavioral Regulations in Exercise Scale-2. Male participants have higher levels than female participants in intrinsic regulation (t = -

3.572; p = 0.05) ( $\bar{X}$  = 20.35 ± 5.96). Also female participants have higher levels in external regulation (t = 2.315; p = 0.05) ( $\bar{X}$  = 4.23 ± 4.00), amotivation subdimension (t = 2.959; p = 0.05) ( $\bar{X}$  = 4.48 ± 3.89).

**Table 4.** Comparison of the measurement tool and its sub-dimensions with the number of weekly exercises

	Weekly exercise	n	$\bar{x}$	ss	F	p
<b>Behaviour regulation in exercise</b>	1 time a week	27	30,62	8,6	1,803	0,111
	2 times	63	32,07	8,36		
	3 times	137	34,74	9,25		
	4 times	68	35,48	9,57		
	5 times	37	34,13	12,62		
	6 times per week and more	38	35,23	9,36		
	Total	370	34,11	9,58		
Intrinsic Regulation	1 time a week	27	18,88	4,44	2,646	0,023*
	2 times	63	17,92 <sup>d</sup>	5,05		
	3 times	137	19,85 <sup>c</sup>	6,18		
	4 times	68	21,22 <sup>b</sup>	6,06		
	5 times	37	19,37	8,56		
	6 times per week and more	38	21,57 <sup>a</sup>	6,57		
	Total	370	19,83	6,27		
Introjected Regulation	1 time a week	27	5,77 <sup>f</sup>	3,67	4,273	0,001*
	2 times	63	6,47 <sup>e</sup>	4,07		
	3 times	137	7,60 <sup>d</sup>	3,76		
	4 times	68	8,75 <sup>b</sup>	3,77		
	5 times	37	8,67 <sup>c</sup>	4,89		
	6 times per week and more	38	8,71 <sup>a</sup>	4,47		
	Total	370	7,71	4,10		
External Regulation	1 time a week	27	2,96	3,29	1,304	0,261
	2 times	63	3,90	3,52		
	3 times	137	3,59	3,50		
	4 times	68	2,91	3,27		
	5 times	37	3,37	3,68		
	6 times per week and more	38	2,42	3,17		
	Total	370	3,33	3,44		
Amotivation	1 time a week	27	3,00	3,65	1,517	0,184
	2 times	63	3,77	3,39		
	3 times	137	3,69	3,96		
	4 times	68	2,60	3,49		
	5 times	37	2,70	3,38		
	6 times per week and more	38	2,52	4,16		
	Total	370	3,23	3,74		

\*p<0,05,

p<0,01\*

According to the Anova test findings, a statistically significant difference was determined between the number of exercises performed per week by the participants and the sub-dimensions of intrinsic regulation ( $F = 2.646$ ;  $p = 0.05$ ) and behaviour regulation ( $F = 4.273$ ;  $p = 0.05$ ). According to the results of Tukey tests performed to compare the differences within the group, 6 times a week and more

exercises in the sub-dimensions of intrinsic regulation ( $\bar{X} = 21.57 \pm 6.57$ ) and inrojected regulation ( $\bar{X} = 8.71 \pm 4.47$ ). It was determined that the participants who demonstrated behavioral regulation level in more positive exercise than other exercise numbers. As the number of exercises decreased, behavioral adjustments in exercise decreased in parallel.

**Table 5.** Comparison of measurement tool and its sub-dimensions with previous exercise variable

	Previous exercise	n	$\bar{x}$	ss	t	p
<b>Behaviour regulation in exercise</b>	Yes	222	33,31	9,89	-1,977	0,049*
	No	148	35,31	9,00		
Intrinsic Regulation	Yes	222	20,41	6,24	2,205	0,028*
	No	148	18,95	6,22		
Inrojected Regulation	Yes	222	7,59	4,36	-0,667	0,505
	No	148	7,88	3,67		
External Regulation	Yes	222	2,86	3,33	-3,269	0,001*
	No	148	4,04	3,49		
Amotivation	Yes	222	2,44	3,39	-5,184	0,000*
	No	148	4,43	3,93		

\* $p < 0,05$ ,

According to the T test findings performed between the participants' previous exercise status and the behavioral regulation in exercise scale, a statistically significant relationship was found in all sub-dimensions and in the total score, except for the introjected regulation sub-dimension. Accordingly, the levels are higher of those who have not exercised before than the other group, in total scores ( $t = -1,977$ ;  $p = 0.05$ ), external regulation ( $t = -3,269$ ;  $p = 0.05$ ), and amotivation subdimensions ( $t = -5,184$ ;  $p = 0.05$ ). Meanwhile, significant relationships are revealed in favor of those who have exercised before in intrinsic regulation sub-dimension ( $t = 2.205$ ;  $p = 0.05$ ).

## Discussion and Conclusion

The findings of the research conducted to determine the motivation to participate in the exercise of the individuals participating in regular recreational exercise showed that they showed the motivation to participate in the exercise in the average values, they obtained the highest score in the internal regulation and the lowest averages in the non-motivation sub-dimension. It has been determined that variables such as gender, number of exercises per week and previous exercise change behavioral regulations in exercise. Based on the self-determination theory that forms the basis of the current research, Ersöz, Özşaker and Sasur (2016) conducted a similar study examining behavioral regulations in exercise, the findings show that men participate in exercise with more introjection and external behavioral modifications, and girls show lower motivation than boys. In another study, motivation in physical education classes was examined, and it was determined that boys showed higher exercise motivation than girls. The findings of the study indicate that the free-willed behavior of the individual contributes to a more willing participation in physical

education lessons and to gain more pleasure from physical education lessons (Ada, 2011).

Research findings in which the relationship between goal orientation, behavioral regulations and psychological needs in exercise were determined, contrary to the current research findings, revealed that female participants participated in the exercise for less external reasons than men (Erşen, 2019). Research findings investigating motivational regulations in exercise and social physical anxiety level in the context of quality of life are also; It revealed that there was no significant relationship between behavioral modifications in gender and exercise, but the averages of males were higher than females. There are also studies stating that gender does not change behavioral regulation in exercise (Ersöz, 2011; Yıldız, 2015). Other findings point out that; regular exercise positively affects behavioral regulation by contributing to the psychological and social characteristics of individuals (Güngör, Yılmaz and İlhan, 2019). In another study conducted with only female participants, no statistically significant difference was found between the scores of the behavioral regulations in exercise sub-dimensions according to the leisure exercise levels of women (Bekar, Yerlisu Lapa and Demircioğlu, 2019).

On the other hand, it was revealed in another study that exercise frequency and duration changed behavioral regulations in exercise (Yıldız, 2015) Rose, Parfitt and Williams (2005) found that participants who exercise regularly had high intrinsic motivation. In an experimental study, it was determined that subjects who decreased their exercise levels increased their extrinsic exercise motivation, while increasing exercise levels increased intrinsic motivation (Ortís et al, 2007). Therefore, it is a statement supported by the literature that regular recreational exercise has the characteristic of being sustainable when the

intrinsic motivation is provided, considering the behavioral regulations. Studies in which behavioral modifications in exercise are determined to be related to different parameters in external and internal dimensions (Ingledeu and Markland, 2008; Günal, 2018; Kolsallayan, 2017; Lim and Wang, 2009; Markland, 2009; Markland and Tobin, 2010; Yağar, 2016; Yıldırım, 2015) reveal that many factors change exercise motivation.

As a result of the research, it was determined that the frequency of participating in regular recreational exercise participants and their motivation to participate in exercise changes in line with certain variables. Research findings are important in terms of increasing the demand for recreational exercise participation and determining the psychometric properties of the current participants. In the practices to be organized in this direction, the motivation for participation in recreational exercise should be arranged by taking into account the internal and external factors. It is seen that motivation studies to be carried out on different groups are important in increasing the quality and predictability of recreational practices. It is suggested that the studies to be conducted should take into account participant-centered parameters such as behavioral regulations in increasing recreational participation.

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## Investigation of Leisure Time Motivation of Academic and Administrative Staff Who Do and Do not Participate in Sports Recreation Activities in Sports Facilities of the University

İbrahim TELCİ<sup>1</sup> Utku IŞIK<sup>2</sup>

### Abstract

The aim of this study was to examine the leisure motivations of academic and administrative staff which have certain education level and regular income, and do or do not participate in sportive recreation activities in sports facilities owned by universities. The universe of the study consists of academic and administrative staff working at Recep Tayyip Erdoğan University in Rize. The sample group of the study consists of 318 randomly sampled and willingly participated personnel ( $Mean_{age}=34.27 \pm 5.84$ ), 176 academics and 142 administrative personnel of Rize Recep Tayyip Erdoğan University. Personal information form and Leisure Motivation Scale were used as data collection tools. Descriptive statistics, frequency and percentage distributions were made to determine the general characteristics of the data. Mann Whitney U test was used for pair comparisons and Kruskal Wallis-H test was used for group comparisons of 3 and above. Pairwise Comparisons were used to determine whether there was any significant difference between the groups following the Kruskal-Wallis-H test. According to the results of the analysis, no significant difference was found in the leisure motivation of the participants in terms of gender and total working years in civil service however significant differences were found in terms of marital status, job status, income, level of knowledge about sportive recreation field, utilization of sportive recreation areas, leisure time evaluation levels and weekly leisure time periods variables.

**Keywords:** Leisure, Motivation, Leisure Motivation

## Üniversitedeki Spor Tesislerinde Sportif Rekreasyon Faaliyetlerine Katılan Ve Katılmayan Akademik ve İdari Personellerin Serbest Zaman Motivasyonlarının İncelenmesi

### Öz

Bu çalışmanın amacı; üniversitelerin sahip oldukları spor tesislerinde sportif rekreasyon faaliyetlerine katılan ve katılmayan; belirli bir eğitim seviyesi ve düzenli geliri bulunan akademik ve idari personellerin serbest zaman motivasyonlarının incelenmesidir. Çalışmanın evrenini Rize Recep Tayyip Erdoğan Üniversitesinde çalışan akademik ve idari personeller oluşturmaktadır. Çalışmanın örneklem grubunu ise rastlantısal seçilen ve çalışmada istekli olarak yer alan Rize Recep Tayyip Erdoğan Üniversitesinin, 176'sı akademik ve 142'si idari personel olmak üzere toplamda 318 personeli ( $Ort_{yaş}=34.27 \pm 5.84$ ) oluşturmuştur. Veri toplama aracı olarak kişisel bilgi formu ve Serbest Zaman Motivasyon Ölçeğinden faydalanılmıştır. Normal dağılıma sahip olmayan verilere ikili karşılaştırmalar için Mann Whitney U ve 3 ve üzeri grup karşılaştırmalarda ise Kruskal Wallis-H testi uygulanmıştır. Kruskal-Wallis-H testinin ardından gruplar arasında herhangi bir anlamlı bir farkın bulunup bulunmadığını tespit etmek için Pairwise Comparisons karşılaştırmaları kullanılmıştır. Yapılan analizlere göre; cinsiyet ve memuriyetteki toplam çalışma yılı, serbest zaman motivasyonlarında herhangi anlamlı bir farklılık yaratmazken; medeni durum, görev durumu, gelir, sportif rekreasyon alanları hakkında ki bilgi düzeyi, sportif rekreasyon alanlarından faydalanma durumları, serbest zaman değerlendirme düzeyleri ve haftalık serbest zaman süreleri değişkenleri açısından anlamlı farklılıklara rastlanmıştır.

**Anahtar Kelimeler:** Serbest Zaman, Boş Zaman, Motivasyon, Serbest Zaman Motivasyonu, Boş Zaman Motivasyonu

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## INTRODUCTION

In addition to the fact that the family and the social environment play an active role on the interest of the individual in physical and recreational activities, there should also be a personal desire toward these activities. Sometimes even though all the conditions are perfect, the individual may not be interested in the physical activity and sports environment. It is clear that there are many psychological and sociological reasons under this. In addition to sports scientists, researchers working in many different disciplines try to reveal the reasons why individuals do not want to be in the exercise environment from different perspectives (Sáez et al., 2021; Smith-Turchyn et al., 2021; Bender et al., 2020; Aoyagi et al., 2020; Hsu and Valentova, 2020). Studies that try to reveal these reasons are popular today and probably will remain so in the future (Işık et al., 2019). In both exercise psychology and social psychology of leisure studies, motivation comes first among the concepts that clarify the behavior of individuals in the activity they participate in and its persistence. There are different theories about how individuals are motivated and on what basis their motivational source will motivate them. Motivation is shaped by the influence of individuals' expectations and needs to achieve their goals. In this context, motivation is defined as individuals acting by their own desires and making efforts in this direction (Koçel, 2015).

Motivation may be the most important of the many factors that can influence exercise and leisure experiences. Motivation is considered an integral part of the leisure experience (Iso-Ahola, 1979; Neulinger, 1974) and was defined as a force that initiates, directs, and sustains the behavior (Petri, 1981). In this context, leisure motivation can be defined as the energy that initiates, directs and sustains the leisure participation. Research on motivation mentions different types of motivation that lead to some certain results. Self-Determination (Will) Theory (Deci, 1980; Deci & Ryan, 1985, 1987, 1991) is one of the most basic concepts that help us evaluate the effects of these different types of motivation on the individual. This theory argues that there are three types of motivation as intrinsic,

extrinsic, and amotivation. These types of motivation are to varying degrees related to the self-will of the individual; For example, while the self-will of the individual is more dominant in intrinsic motivation, it is almost non-existent in amotivation. If the individual participates in an activity because the person enjoys it, then intrinsic motivation can be mentioned (Deci & Ryan, 1985). The activity can be seen not as a means to some ends but as an end in itself; In this case, it can be said that the activity is extrinsically motivated (Deci & Ryan, 1985).

Carrol and Alexandris (1997) stated that motivation is of great importance for the removal of affective and conditional obstacles to recreational participation and argued that the level of participation in recreational activities will increase with the elimination of amotivation. When the benefits that physical activities provide to the individual considered, it can be concluded that it is important not only for individual but also for public health to have the knowledge of what kind of variables are affected by the level of motivation of the individual for leisure activities and to develop strategies accordingly. In this sense, researchers have repeatedly tried to reveal by what leisure motivation is affected and how it is shaped, with many different fictional and real samples (Iso-Ahola & Allen, 1982; Beggs & Elkins, 2010; Dillard & Bates, 2011; Gumus & Isik, 2018; Walker et al., 2020).

The authorities have taken great steps for the establishment of sports facilities in recent years. These steps have also shown themselves in university campuses. Sports facilities are indispensable on many university campuses. However, there are still some problems regarding the active use of the facilities built both in the city and on the campus. When individuals are asked why they do not participate in sports activities, they first mention the lack of facilities (Ekinçi et al., 2014). Especially thanks to the facilities built in recent years, the problem of lack of facilities and accessibility is not a big obstacle in front of participation in sports and recreational activities. In this sense, it is important to know whether the university staff, who are educated individuals and know that doing sports is beneficial, have sufficient information about

the sports facilities on the campus. It is important to have information about their participation in the activities to understand the active usability of the sports areas and to develop new strategies accordingly. In addition, it is important for us to understand the differences among university personnel who are physically close to the facilities and why they are motivated to participate in sports activities, and to direct individuals who do not participate in recreational activities to these activities. In this sense, the aim of this research is to examine the leisure motivations of the academic and administrative staff who participate in sports recreation activities in the sports facilities of the university within framework of different variables.

## METHOD

### Research Model and Protocol

This research was conducted with the cross sectional quantitative research method. The cross sectional model is a data collection method to compare and describe attitudes and behaviors (Gürsakar, 2001). Before moving on to the implementation phase of the study, the approval of individuals and institutions was obtained. The study was initiated after receiving the ethics committee report with the letter numbered 40465587-181 and protocol number 215 from the Recep Tayyip Erdoğan University Non-Interventional Clinical Research Ethics Committee. Afterwards, the scales, consisting of two parts, were taken to the academic and administrative staff specified in the sample, and the purpose and content of the study were explained, and the scales were asked to be filled in completely.

### Participants

The universe of the study consisted of academic and administrative staff working at Recep Tayyip Erdoğan University in Rize. The sample group of the study consisted of 318 randomly sampled and willingly participated personnel ( $X_{age}=34.27 \pm 5.84$ ), 176 academic

and 142 administrative personnel of Rize Recep Tayyip Erdoğan University who have used any of the sports facilities at least once or none at all.

### Data Collection Method

The Personal Information Form and Leisure Time Motivation Scale prepared by the researchers were used to achieve the aims of the research. The data were collected in the 2019-2020 Academic Year.

**Personal Information Form:** The participants filled out the personal information form which give information about variables such as age, gender, marital status, administrative or academic position, title, total years in civil service, total years of work in the institution, income level, leisure time, level of knowledge about sports recreation areas, utilization of sports recreation areas, weekly leisure time, difficulties of making use of leisure time.

**Leisure Time Motivation Scale:** Based on the motivation theory for leisure time put forward by Pelletier et al., (1996), Deci and Ryan (1985), researchers aimed to measure the leisure motivation levels of individuals and developed a new measurement tool. The scale includes the factors that can motivate individuals to participate in recreational exercises, including "to know" (intrinsic motivation), "to accomplish" (intrinsic motivation), "to experience stimulus" (intrinsic motivation), "introjected" (extrinsic motivation), "identified" (extrinsic motivation), "externally regulated" (extrinsic motivation) and "amotivation" and a total of 28 items. The Turkish reliability and validity test of the scale were made by "Mutlu" in 2008. The Turkish version of the scale consists of 22 items and 5 sub-dimensions: (1) "amotivation", (2) to know and to accomplish, (3) to experience stimulus, (4) identified/introjected, and (5) "externally regulated". In this study, 5 sub-dimensions were used and the internal consistency coefficients for the sub-dimensions of the scale were found to vary between .60 and 73.



### **Analysis of the Data**

Descriptive statistics, frequency and percentage distributions were done to determine the general characteristics of the data. As statistical tests, first of all, normality tests (Kolmogorov Smirnov and Saphiro Wilk) were applied to all demographic information of the participants separately. In addition, the skewness and kurtosis coefficients of all sub-dimensions were examined. Both skewness and kurtosis coefficients and normality tests revealed evidence showing that the data were not normally distributed (Büyüköztürk et al., 2017). Mann Whitney U test was used for pairwise comparisons and Kruskal Wallis test was used for group comparisons with 3 and above participants. Pairwise Comparisons were used to determine if there was any significant difference between the groups following the

Krusal-Wallis-H test. The significance levels of all differences were recalculated using Bonferroni correction, and the results were reported accordingly.

### **FINDINGS**

The sociodemographic characteristics of the sample are shown in Table 1. While 61.9% of the participants are married, 38.1% are single. 55.3% of the participants are of the academic staff. In addition, while a large proportion of the participants have information about the sports recreation areas on the campus; again, a large majority of them stated that they make use of these areas “occasionally”.

**Table 1.** Description of the data (n=318) according to some variables.

	All (%)	Male (%)	Female (%)	p-value <sup>a</sup>
<b>Marital status</b>				
Married	61.9	63.5	59.5	0.481
Single	38.1	36.5	40.5	
<b>Jop Status</b>				
Administrative	44.7	46.7	41.3	0.349
Academic	55.3	53.3	58.7	
<b>Total Working Years in Civil Service</b>				
1-5 years	36.5	31.0	45.5	0.021
6-10 years	47.2	49.7	43.0	
11 years and over	16.4	19.3	11.6	
<b>Income</b>				
2501-4000	13.5	14.2	12.4	.834
4001-5500	23.9	24.4	23.1	
5501-7000	35.5	36.5	33.9	
7001-8500	17.6	15.7	20.7	
8501 and above	9.4	9.1	9.9	
<b>Knowledge About Sportive Recreation Field</b>				
I have information about all	19.5	21.8	15.7	0.171
I have some information about	77.4	74.1	82.6	
I am not aware of any	3.1	4.1	1.7	
<b>Utilization of the Fields</b>				
Often	2.5	3.6	0.8	0.000
Sometimes	73.0	82.7	57.0	
Never benefited	24.5	13.7	42.1	
<b>How Leisure Time is Used in General</b>				
Indoor activities	25.2	17.3	38.0	0.000
Sports activities	40.6	56.9	14.0	
Cultural and artistic	14.8	9.6	23.1	
Activities in nature	19.5	16.2	24.8	
<b>Weekly Leisure Time</b>				
10 hours and below	11.3	9.6	14.0	0.208
11-15 hours	7.5	7.6	7.4	
16-20 hours	10.1	10.2	9.9	
21-25 hours	46.9	44.2	51.2	
26 hours or more	24.2	28.4	17.4	

<sup>a</sup>Chi-square test.

Table 2 shows the comparisons of the leisure motivations of the participants in terms of gender, marital status and task variables. Accordingly, no significant differences were found in the sub-dimensions of the leisure motivation scale in terms of the gender of the participants ( $p>0.05$ ). When we examine the marital status and the task variables, significant differences were found in the sub-dimensions except for the “amotivation” sub-dimension ( $p<0.05$ ). While the mean rank of the

participants who are single in terms of marital status in the sub-dimensions of “experiencing stimulation”, “to know-to accomplish”, “identified/introjected” was significantly higher than the mean rank of the married participants; in the “externally regulated” sub-dimension, the mean rank of the married participants was found to be significantly higher than the mean rank of the single participants. While the mean rank of the academic staff in the sub-dimensions of

“experiencing stimulation”, “to know-to accomplish”, “identified/introjected” was significantly higher than the mean rank of the administrative staff; in the “externally regulated” sub-dimension, the mean rank of the administrative staff was found to be

significantly higher than the mean rank of the academic staff.

**Table 2.** Mann Whitney-U Test Results

	N	Experience Stimulation				Know/Accomplish				Identifield/Introjected				Externally Rugulated				Amotivation			
		Mean Rank	Sum of Ranks	U	p	Mean Rank	Sum of Ranks	U	p	Mean Rank	Sum of Ranks	U	p	Mean Rank	Sum of Ranks	U	p	Mean Rank	Sum of Ranks	U	p
<b>Gender</b>																					
Female	121	168,256	20359,00	10859,00	.179	168,03	20332,00	10886,00	.193	168,40	20376,50	10841,50	.175	168,87	20433,00	10785,00	.148	165,92	20076,50	11141,50	.315
Male	197	154,122	30362,00			154,26	30389,00			154,03	30344,50			153,75	30288,00			155,56	30644,50		
<b>Marital status</b>																					
Married	197	140,08	27595,00	8092,00	<.0001	137,54	27095,50	7592,50	<.0001	143,23	28216,00	8713,00	<.0001	167,76	33048,50	10291,50	.038	162,89	32089,00	11251,00	.388
Single	121	191,12	23126,00			195,25	23625,50			185,99	22505,00			146,05	17672,50			153,98	18632,00		
<b>Jop Status</b>																					
Administrative	142	102,36	14535,50	4382,50	<.0001	104,09	14780,50	4627,50	<.0001	113,69	16143,50	5990,50	<.0001	192,33	27311,00	7834,00	<.0001	168,31	23899,50	11245,50	.114
Academic	176	205,6	36185,50			204,21	35940,50			196,46	34577,50			133,01	23410,00			152,39	26821,50		

In Table 3, the comparisons of the participants' total working time in civil service, income status, knowledge level of sportive recreation areas on campus, frequency of using sportive recreation areas, how their leisure time is generally evaluated and their leisure motivation in terms of weekly leisure time can be seen. In addition, Table 3 shows between which variables the differences occur. According to the results, no significant differences were found in terms of the total working time of the participants in civil service ( $p>0.05$ ). In terms of the income status of the participants, there were significant differences in all sub-dimensions, except for the “amotivation” sub-dimension. Again,

significant differences were found between the knowledge levels about sportive recreation areas and all sub-dimensions of the leisure motivation scale ( $p<0.05$ ). However, the difference between the groups in the two sub-dimensions was not reported due to Bonferroni correction. While significant differences were found between the frequency of participants' use of sportive recreation facilities and the sub-dimensions of “experiencing stimulation”, “to know – to accomplish”, “externally regulated” and “amotivation” (two subdimensions not reported due to Bonferroni correction), hence significant differences were found between how they generally make use of their leisure time and all sub-dimensions of the leisure motivation scale ( $p<0.05$ ). Finally, significant differences were found between the participants' weekly leisure time and all sub-dimensions of the leisure motivation scale ( $p<0.05$ ).

**Table 3.** Kruskal Wallis-H Test Results

	Experience Stimulation				Know/Accomplish				Identified/Introjected				Externally Regulated				Amotivation								
	N	Mean of Ranks	sd	X <sup>2</sup>	p	Pairwise Com.	Mean of Ranks	sd	X <sup>2</sup>	p	Pairwise Com.	Mean of Ranks	sd	X <sup>2</sup>	p	Pairwise Com.	Mean of Ranks	sd	X <sup>2</sup>	p	Pairwise Com.				
<b>Total Working Years in Civil Service</b>																									
1. 1-5 Years	116	171,56				175,48					163,26					155,31					154,22				
2. 6-10 Years	150	154,08	2	3,364	.186	148,16	2	5,87	.053		156,49	2	.358	.836	156,82	2	2,229	0.328		158,88	2	1,616	.446		
3. 11 Years and Over	52	148,22				156,57					159,78				176,58					173,08					
<b>Income</b>																									
1. 2501-4000	43	87,37				110,24					106,37				203,33					175,24					
2. 4001-5500	76	164,51				162,82					156,13				154,68					156,03					
3. 5501-7000	113	162,68	4	35,71	<.0001	164,58	4	16,02	<.0001	3>1	167,77	4	20,35	<.0001	4>1	153,17	4	13,049	0.011	1>4	152,95	4	2,615	.624	
4. 7001-8500	56	181,56				167,80					169,91				142,02					158,84					
5. 8501 and above	30	197,02				187,03					193,58				165,35					171,62					
<b>Knowledge About Sportive Recreation Field</b>																									
1. I have information about all	62	122,06				131,6					139,06				180,16					159,34					
2. I have some information about	246	173,05	2	28,29	<.0001	170,92	2	23,41	<.0001	2>1	169,28	2	21,31	<.0001	2>3	152,38	2	7,434	0.024		156,65	2	6,602	0.037	
3. I am not aware of any	10	58,25				51,55					45,7				206,45					230,65					
<b>Utilization of the Fields</b>																									
1. Often	8	135,5				159,25					169,75				145,06					87,25					
2. Sometimes	232	170,12	2	11,68	.003	167,05	2	6,237	0.044	2>3	165,22	2	4,033	.133	150,61	2	9,855	.007	2>3	155,72	2	9,057	.011		
3. Never Benefited	78	130,38				137,08					141,44				187,42					178,15					
<b>How Leisure Time is Used in General</b>																									
1. Indoor activities	80	103,79				103,15					116,46				190,29					192,58					
2. Sports activities	129	188,21				184,98					178,12				126,84					138,56					
3. Cultural and artistic	47	166,07	3	43,38	<.0001	168,26	3	41,86	<.0001	3>1	168,31	3	24,16	<.0001	3>1	183,38	3	30,062	<.0001	3>2	175,61	3	20,601	<.0001	1>2
4. Activities in nature	62	166,65				172,56					169,61				169,61					148,19					
<b>Weekly Leisure Time</b>																									
1. 10 hours and below	36	108,31				132,13					132,13				211,39					185,78					
2. 11-15 hours	24	105,13				147,17					147,17				240,63					166,13					
3. 16-20 hours	32	82,52	4	59,85	<.0001	104,22	4	48,13	<.0001	4>3	104,22	4	20,31	<.0001	4>3	226,11	4	67,779	<.0001	2>4	203,08	4	14,787	<.0001	3>5
4. 21-25 hours	149	182,12				171,55					171,55				130,78					151,29					
5. 26 hours or more	77	188,6				175,81					175,81				137,85					142,93					

## DISCUSSION AND CONCLUSION

In this study, in which the leisure motivations of university personnel with similar education and socio-economic levels and who do not have any handicaps in accessing sportive recreation facilities were compared in terms of different variables, it was concluded that the different characteristics of the participants made a difference on their leisure motivation.

According to the results of the analyses, although there was no significant difference in all sub-dimensions in terms of gender variable, it was seen that male participants got higher scores. In the literature, it is possible to come across studies in which both women and men outperform each other in terms of leisure motivation averages, as well as studies that did not find any differences. Fortier et al. (1995) also found that women's achievement scores were higher than men's, and that amotivation was higher in men. In the study of Kaya (2003), the lack of motivation of men was found to be statistically significantly higher than that of women. In a study of Mutlu (2008), the amotivation of women was found

to be higher than that of men. In a different study by Altunay and Balcı (2018), it was found statistically significant that females were more motivated than males in four of the five sub-dimensions in the leisure motivation scale, excluding the “externally regulated” dimension. It has been revealed that the motivation of men only in the “externally regulated” dimension are higher than that of women. The fact that there was no significant difference between male and female participants in our study may be due to the fact that the education levels of university employees are close to each other. Besides male academics, female academics tend to spend their lesiure time actively. It is an expected situation that there will not be any difference between male and female participants in social environments where the education level is close to each other and the socio-cultural structure is similar.

Significant differences surfaced in the sub-dimensions of “experience stimulation”, “identified-introjected”, “to know and to accomplish”, and “externally regulated” in terms of the marital status variable. In similar

studies, Mutlu et al., (2011) showed us that single participants had higher scores in the “externally regulated” sub-dimension compared to marital status. In a study conducted on teachers, no significant differences were found in terms of marital status (Altunay & Balcı, 2018). The priority of married individuals seems like their families. However, single participants have much more leisure time than married participants and may be more easily motivated to use this leisure time actively. Since married participants spend their leisure time mostly with their families and children, and this is generally not seen as a leisure time activity, it is a natural result that married participants have a high level of amotivation.

There were significant differences in all sub-dimensions, except for the “amotivation” sub-dimension, according to the Civil Service variable. In the sub-dimensions of “experience stimulation”, “identified-introjected”, “to know and to accomplish”, academic staff scored significantly higher; in the “externally regulated” sub-dimension, administrative personnel achieved significantly higher scores. There are differences between academic and administrative staff in terms of income level. Average monthly income of academic staff is higher than average monthly income of administrative staff. Considering this, it is expected that individuals with higher incomes have higher leisure motivation levels. Indeed, in a study conducted by Tarcan (2019), participants with higher incomes had higher averages in the sub-dimension of “to know” compared to participants with lower incomes; it has been observed that individuals with low income have a higher rate of “externally regulated” motivation than individuals with high income.

According to the variable of total working time in civil service, no significant difference was found in the leisure motivation of the participants. In Öztaş (2018)'s study, no significant difference was found between the leisure time satisfaction of civil servants working in different institutions in terms of working years in their institutions. In a different study conducted by Yıldız (2018) with the personnel of the police department, no

significant difference was found between the years of seniority and leisure time attitudes of the participants. As the professional years and experience of individuals entering public institutions and organizations increase, there is no difference in their leisure preferences and leisure motivations. Individuals working in public institutions, whether experienced or less experienced, participate in leisure time activities in a similar way. Although there are differences between individuals in different positions, the working years in the public sector do not affect the leisure time motivation.

According to the Income Status variable; There are significant differences in the sub-dimensions of “experience stimulation”, “identified-introjected”, “to know and to accomplish” as income increases. In the “amotivation” sub-dimension, it is seen that the average of the participants with low income is higher. In similar studies conducted by Binarbaşı (2006), in a study on teachers in Kütahya, it was stated that teachers did not see their economic situation as the reason for not being able to participate in leisure time activities sufficiently. In the study conducted by Ardahan and Lapa (2010), it was observed that as the income levels of the participants increased, their satisfaction levels in such activities also increased. According to a research conducted by Mutlu et al., (2011) it has been concluded that individuals with lower income levels have higher amotivation and “externally regulated” scores. Depending on the results, income significantly affects both the leisure preferences of the participants, the frequency of their participation in leisure time activities, and therefore their leisure motivation. The higher the income, the more individuals can self-motivate to participate in leisure time activities.

According to the variable of the knowledge level of the participants about the sportive recreation facilities; While a significant difference was detected in all sub-dimensions, the participants who marked the "I have knowledge about some of them" group in the sub-dimensions of “experience stimulation”, “identified-introjected”, “to know and to accomplish”; On the other hand, in the sub-dimension of “externally regulated” and

“amotivation”, it was seen that the participants in the "I am not aware" group scored higher. The common point revealed in many studies investigating the factors that prevent participation in leisure time activities is the limited knowledge level of the participants about the facilities and the inadequacy of the facilities (Arslan et al., 2018; Tekin et al., 2006; Öz and Ardahan, 2019; Turan et al., 2019). It is expected that the motivation of those who are not aware of the existence of facilities where they can perform recreational activities is low in terms of participation in recreational activities. However, there are some facilities, although not enough, both in the city and on the campus to spend leisure time. It is clear that being aware of these places will motivate individuals to use them. As a matter of fact, the motivation of the individuals who have knowledge about the facilities is higher than the participants who are not aware at all. It can be concluded that the more frequently individuals are informed about the facilities, the more they will use the facilities.

According to the variable of the participants' use of sportive recreation areas; significant differences emerged between leisure time motivations. According to the variable, it has been shown that the individuals who do not benefit from the sportive recreation facilities have a high level of amotivation, and the motivation of the individuals who make use of them is higher. In the study conducted by Güngörmüş et al., (2018), it was determined that individuals who participate more in physical activity have higher leisure satisfaction, life satisfaction and perceived freedom in leisure time. In addition, in a different study conducted by Öztaş (2018), leisure satisfaction increases as participation in leisure activities increases. According to the study of Işık and Güngörmüş (2018), positive changes occur in psychological well-being as participation in leisure time activities increases. If there is no participation in leisure time activities, there will be no motivation at the point of participation in leisure time activity. Participation of individuals in leisure time activities is realized thanks to the motivation they feel, and this creates increase in life satisfaction, leisure satisfaction,

psychological well-being, and perceived freedom. In this sense, the motivation individuals feel for activities is a prerequisite for participation in recreational activities. When this condition is fulfilled, the above-mentioned positive psychological effects may occur in the individual.

According to the variable of making use of the leisure time of the participants; While a significant difference was detected in all sub-dimensions, the averages of the group participating in sports activities in the sub-dimensions of “experience stimulation”, “identified-introjected”, “to know and to accomplish”; on the other hand, in the sub-dimension of “externally regulated” and “amotivation”, the averages of the group engaged in domestic activities were found to be higher. In their study, Yerlisu et al., (2012) revealed significant differences in the leisure time motivations of the participants doing sports activities; it was seen that individuals who participated in more passive activities had higher amotivation scores. In a different study by Lapa and Ağyar (2012), it was determined that the level of freedom felt by the participants who actively participate in sports activities in their leisure time participation is higher than that of passive participants. Depending on these results, it can be said that sportive activities are found much more satisfying than other activities and that they motivate individuals much more to participate. Individuals incline to participate in sports activities more than they do other activities. Leisure time motivation achieves high averages when it comes to sports activities.

According to the variable of the participants' weekly leisure time; While a significant difference was found in all sub-dimensions, the participants who formed the 26+ hours group in the sub-dimensions of “experience stimulation”, “identified-introjected”, “to know and to accomplish”; In the sub-dimension of “externally regulated” and “amotivation”, it was seen that the participants in the 16-20 hour group had higher averages. In the study conducted by Yerlisu et al., (2012), it was determined that the leisure motivation scores of the participants and the frequency of participation in activities showed a difference

on the leisure motivation of individuals. In a different study conducted by Üstün (2013), the motivation of the sample group to participate in recreational activities was affected by the weekly leisure time they had, and it was seen that the participants who had more leisure time were more easily motivated. In the study of Güngörmüş et al., (2018), as the weekly leisure time increases, participation in the leisure time activity levels also increase. In the study conducted by Öztaş (2018), it was found that as the weekly leisure time increased, the leisure time satisfaction of the participants increased. The individual participates in leisure time activities in his spare time from work and other responsibilities. Considering this situation, it is clear that the more leisure time an individual has, the more leisure time activities he will participate in and the more motivated he will be to participate.

### Recommendations

Active participation in leisure time contributes significantly to the individual's happiness, life satisfaction, and psychological well-being. In this sense, it is very important to be motivated towards leisure time activities, which is the prerequisite for participation. Within the scope of this study, the leisure time motivations of the participants whose education level is above a certain level and who have a regular income were tried to be examined.

According to these results it can be concluded that:

- 1) In order to increase the motivation of the academic and administrative staff at the university to participate in leisure time activities, they can cooperate with other public institutions and businesses, and support them in facilitating the participation of the staff in leisure time and leisure education,
- 2) Universities can be encouraged to increase the number of facilities and clubs where academic and administrative staff can spend their leisure time,
- 3) University staff can be informed about the facilities around,
- 4) Courses on leisure time activities can be organized for the university staff,

5) The fact that sportive activities are much more effective and beneficial than other leisure activities can be conveyed to university personnel through educational events.

6) To expand the universe and sample of the study, more academic and administrative staff can be included in the study.

7) Comparative studies can be conducted with personnel working at other universities.

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## Üniversitedeki Spor Tesislerinde Sportif Rekreasyon Faaliyetlerine Katılan ve Katılmayan Akademik ve İdari Personellerin Serbest Zaman Motivasyonlarının İncelenmesi

### Öz

Bu çalışmanın amacı; üniversitelerin sahip oldukları spor tesislerinde sportif rekreasyon faaliyetlerine katılan ve katılmayan; belirli bir eğitim seviyesi ve düzenli geliri bulunan akademik ve idari personellerin serbest zaman motivasyonlarının incelenmesidir. Çalışmanın evrenini Rize Recep Tayyip Erdoğan Üniversitesinde çalışan akademik ve idari personeller oluşturmaktadır. Çalışmanın örneklem grubunu ise rastlantısal seçilen ve çalışmada istekli olarak yer alan Rize Recep Tayyip Erdoğan Üniversitesinin, 176'sı akademik ve 142'si idari personel olmak üzere toplamda 318 personeli ( $X_{\text{yaş}}=34.27 \pm 5.84$ ) oluşturmuştur. Veri toplama aracı olarak kişisel bilgi formu ve Serbest Zaman Motivasyon Ölçeğinden faydalanılmıştır. Normal dağılıma sahip olmayan verilere ikili karşılaştırmalar için Mann Whitney U ve 3 ve üzeri grup karşılaştırmalarda ise Kruskal Wallis-H testi uygulanmıştır. Kruskal-Wallis-H testinin ardından gruplar arasında herhangi bir anlamlı bir farkın bulunup bulunmadığını tespit etmek için Pairwise Comparisons karşılaştırmaları kullanılmıştır. Yapılan analizlere göre; cinsiyet ve memuriyetteki toplam çalışma yılı, serbest zaman motivasyonlarında herhangi anlamlı bir farklılık yaratmazken; medeni durum, görev durumu, gelir, sportif rekreasyon alanları hakkında ki bilgi düzeyi, sportif rekreasyon alanlarından faydalanma durumları, serbest zaman değerlendirme düzeyleri ve serbest zaman süreleri değişkenleri açısından anlamlı farklılıklara rastlanmıştır.

**Anahtar Kelimeler:** Serbest Zaman, Boş Zaman, Motivasyon, Serbest Zaman Motivasyonu, Boş Zaman Motivasyonu

### GİRİŞ

Bireyin fiziksel ve rekreatif etkinliklere yönelmesinde aile ve çevrenin etkin bir rol oynamasının yanı sıra bu etkinliklere yönelme ile ilgili kişisel bir isteğinin de bulunması gerekmektedir. Bütün şartlar mükemmel olmasına rağmen birey bazen fiziksel etkinlik veya spor ortamının içerisinde bulunmak istemez. Bunun birçok psikolojik ve sosyolojik nedeninin bulunduğu açıktır. Spor bilimcilerin yanı sıra birçok farklı bilim dalında çalışan araştırmacılar bireylerin egzersiz ortamında bulunmak istememelerinin nedenlerini farklı bakış açılarıyla ortaya koymaya çalışmaktadırlar (Sáez ve ark.,2021; Smith-Turchyn ve ark.,2021; Bender ve ark.,2020; Aoyagi ve ark.,2020; Hsu ve Valentova,2020). Bu nedenleri anlamaya çalışan araştırmalar, geçmişte olduğu gibi günümüzde ve muhtemelen gelecekte de popülerliğini koruyacaktır (Işık ve ark.,2019).

Hem egzersiz psikolojisinde hem de rekreasyon çalışmalarında bireylerin katılım sağladıkları aktivite içerisindeki sergiledikleri davranışları ve devamlılıklarının nasıl gerçekleşeceği konusuna açıklık getiren kavramların başında motivasyon gelmektedir. Bireylerin nasıl motive oldukları, motivasyon kaynaklarının hangi temele dayanarak onları harekete geçireceğine dair farklı motivasyon teorileri bulunmaktadır. Motivasyon, bireylerin hedeflerine ulaşmak için beklentilerinin ve ihtiyaçlarının yönlendirmesi ile şekillenmektedir. Bu bağlamda motivasyon, bireylerin kendi arzu ve istekleri ile davranışları ve bu doğrultuda çaba göstermeleri şeklinde tanımlanmaktadır (Koçel, 2015).

Egzersiz ve serbest zaman deneyimlerini etkileyebilecek birçok faktör arasında motivasyon en önemlisi olabilir. Motivasyon, serbest zaman deneyiminin ayrılmaz bir parçası olarak kabul edilir (Iso-Ahola, 1979; Neulinger, 1974) ve davranışı başlatan,

yönlendiren ve sürdüren bir güç olarak tanımlanır (Petri, 1981). Bu bağlamda serbest zaman motivasyonu, serbest zaman katılımını başlatan, yönlendiren ve sürdüren enerji olarak ifade edilebilir. Motivasyonla ilgili araştırmalar, belirli sonuçlara yol açan farklı motivasyon türlerinden bahsetmektedir. Öz-Belirleme (İrade) Kuramı (Deci, 1980; Deci ve Ryan, 1985, 1987, 1991), bu farklı motivasyon türlerinin bireydeki etkilerini değerlendirmemizde bize yardımcı olan en temel kurumların başında gelir. Bu teori, üç geniş motivasyon türü olduğunu savunur: içsel, dışsal ve motivasyonsuzluk. Bu motivasyon türleri değişen derecelerde bireyin öz iradesi ile ilgilidir; örneğin içsel motivasyonda bireyin öz-iradesi daha baskınken, motivasyonsuzlukta yok denecek kadar azdır. Birey bir aktiviteye katıldığında ondan zevk aldığı için katılım sağlıyorsa, bu durumda içsel motivasyondan bahsedilebilir (Deci ve Ryan, 1985). Faaliyet, bazı amaçlara yönelik bir araç olarak değil, kendi içinde bir amaç olarak da görülebilir; bu durumda, faaliyetin dışsal olarak motive edildiği söylenebilir (Deci ve Ryan, 1985).

Carrol ve Alexandris (1997) rekreatif katılımın önündeki engellerin kalkması için motivasyonun çok büyük önemi olduğunu belirtmiştir ve motivasyonsuzluk durumunun ortadan kaldırılmasıyla rekreatif faaliyetlere katılım düzeyinin artacağını savunmuştur. Fiziksel aktivitelerin kişiye sağlamış olduğu faydalar göz önüne alındığında, serbest zaman aktivitelerine yönelik olarak bireyin sahip olduğu motivasyon düzeyinin ne tür değişkenlerden etkilendiğini bilmek ve buna yönelik stratejiler geliştirmek sadece bireysel fayda açısından değil toplum sağlığı için de önem arz etmektedir. Bu anlamda araştırmacılar serbest zaman motivasyonunun neyden etkilendiğini ve nasıl şekillendiğini pek çok farklı kurgu ve örneklem ile araştırmalarında defalarca ortaya koymaya çalışmışlardır (Iso-Ahola ve Allen, 1982; Beggs ve Elkins, 2010; Dillard ve Bates, 2011; Gumus ve Isik, 2018; Walker ve ark.,2020).

Ülkemiz son yıllarda tesisleşme adına büyük adımlar atmıştır. Bu adımlar üniversite kampüsleri içerisinde de kendilerini göstermiştir. Birçok üniversite kampüsünde spor tesisleri olmazsa olmaz bir konumdadır.

Ancak hem şehirde hem de kampüs içerisinde yapılan tesislerin doldurulması ve aktif kullanımı ile ilgili olarak hala bazı problemler yaşanmaktadır. Bireylere niçin sportif aktivitelere katılmadıkları sorulduğunda en başta tesis yetersizliğinden bahsetmektedirler (Ekinci ve ark., 2014). Özellikle son yıllarda yapılan tesisler sayesinde sportif ve rekreatif aktivitelere katılımın önünde tesis yetersizliği ve ulaşılabilirlik sorunu çok fazla kalmamıştır. Bu anlamda düşünmüş olduğumuzda spor yapmanın faydalı olduğunu bilen eğitilmiş bireyler olan üniversite personelinin kampüs içerisindeki sportif tesisler hakkında bilgi sahibi olup olmadığını bilmemiz, etkinliklere katılımları hakkında bilgi sahibi olmamız, tesislerden ne kadar faydalanıp faydalanmadıklarını öğrenmemiz sportif alanların aktif kullanılabilirliğini anlamamız ve yeni stratejiler geliştirmemiz noktasında önem arz etmektedir. Ayrıca tesislere yakın olan üniversite personelleri arasında hangi farklılıklardan dolayı sportif etkinliklere katılmada motive olduklarını anlamamızda, rekreatif etkinliklere katılmayan bireylerin bu etkinliklere yönlendirmemiz açısından önemlidir. Bu anlamda bu araştırmanın amacı; üniversitedeki spor tesislerinde sportif rekreasyon faaliyetlerine katılan ve katılmayan akademik ve idari personellerin serbest zaman motivasyonlarının farklı değişkenler çerçevesinde incelenmesi olarak belirlenmiştir.

## YÖNTEM

### Araştırma Modeli ve Protokol

Bu araştırma, nitel araştırma yöntemlerinden tarama modeli ile yapılmıştır. Tarama modeli tavrıları, davranışları karşılaştırmak ve betimlemek için bir veri toplama sistemidir (Gürsakar, 2001). Araştırmanın uygulanma evresine geçilmeden önce kişi ve kurumların onayı alınmıştır. Araştırmaya, Recep Tayyip Erdoğan Üniversitesi Girişimsel Olmayan Klinik Araştırmalar Etik Kurulunun 40465587-181 sayılı yazısı ve 215 numaralı protokol numarası ile etik kurul raporu alınarak başlanmıştır. Ardından iki kısımdan oluşan ölçeklerimiz örnekleme belirtilen akademik ve idari personellerin makamlarına gidilerek

çalışmanın gayesi ve içeriği anlatılarak ölçeklerin tam olarak doldurulması istenmiştir.

### **Katılımcılar**

Çalışmanın evrenini Rize Recep Tayyip Erdoğan Üniversitesinde çalışan akademik ve idari personeller oluşturmaktadır. Çalışmanın örneklem grubunu ise raslantısal seçilen ve çalışmada istekli olarak yer alan Recep Tayyip Erdoğan Üniversitesinin sportif tesislerinin herhangi birisinden en 1 defa yararlanmış veya hiç yararlanmamış olan 176 akademik ve 142 idari personel olmak üzere toplamda 318 personel ( $X_{\text{yaş}}=34.27 \pm 5.84$ ) oluşturmaktadır.

### **Veri Toplama Tekniği**

Araştırmanın amacına ulaşabilmesi araştırmacılar tarafından hazırlanmış kişisel bilgi formu ve serbest zaman motivasyon ölçeği kullanılmıştır. Veriler 2019-2020 Eğitim-Öğretim yılı içerisinde toplanmıştır.

*Kişisel Bilgi Formu:* Katılımcılar yaş, cinsiyet, medeni durum, idari veya akademik görevi, ünvanı, memuriyetteki toplam yılı, kurumdaki toplam çalışma yılı, gelir düzeyi, serbest zaman süresi, sportif rekreasyon alanları hakkında bilgi düzeyi, sportif rekreasyon alanlarından faydalanma durumları, serbest zaman değerlendirme düzeyleri, haftalık serbest zaman süreleri, serbest zamanları değerlendirmede zorluk çekme değişkenleri gibi bilgileri edinmeye yönelik kişisel bilgi formunu kâğıt kalem kullanarak doldurmuşlardır.

*Serbest Zaman Motivasyon Ölçeği:* Pellettier vd., (1996) Deci ve Ryan (1985)' in serbest zamana yönelik motivasyon teorisinden yola çıkarak bireylerin serbest zaman motivasyon düzeylerini ölçmeyi amaçlamış ve bu doğrultuda yeni bir ölçüm aracı geliştirmiştir. Ölçek, bireyleri rekreasyonel egzersizlere katılma motive edebilecek faktörleri içeren “bilmek” (içsel motivasyon), “başarmak” (içsel motivasyon), “uyaran yaşama” (içsel motivasyon), “içe atım” (dışsal motivasyon), “özdeşim” (dışsal motivasyon), “dışsal düzenleyen” (dışsal motivasyon) ve “motivasyonsuzluk” gibi 7 alt boyut ve toplam 28 maddeden oluşmaktadır. Ölçeğin Türkçe güvenilirliği ve geçerliği “Mutlu” tarafından,

2008 yılında yapılmıştır. Ölçeğin Türkçe formu, toplam 22 maddeden ve (1) motivasyonsuzluk (2) bilmek ve başarmak, (3) uyaran yaşama, (4) özdeşim/ içe atım ve (5) dışsal düzenleme olmak üzere 5 alt boyuttan oluşmaktadır. Bu çalışmada 5 alt boyutlu yapı kullanılmış ve ölçeğin alt boyutlarına ilişkin iç tutarlılık katsayıları .60 ile .73 arasında değiştiği tespit edilmiştir.

### **Verilerin Analizi**

Verilerin genel özelliklerini belirlemede tanımlayıcı istatistik, frekans ve yüzde dağılımlar yapılmıştır. İstatistik testler olarak öncelikle katılımcıların tüm demografik bilgilerine ayrı ayrı normallik testleri (Kolmogorov Simirnov ve Saphiro Wilk) uygulanmıştır. Ayrıca tüm alt boyutların çarpıklık ve basıklık katsayılarına da bakılmıştır. Hem çarpıklık basıklık katsayıları hem de normallik testleri verilerin normal dağılmadığı yönünde kanıtlar ortaya koymuştur (Büyüköztürk ve ark., 2017). Normal dağılıma sahip olmayan verilere ikili karşılaştırmalar için Mann Whitney U ve 3 ve üzeri grup karşılaştırmalarda ise Kruskal Wallis testi uygulanmıştır. Kruskal-Wallis-H testinin ardından gruplar arasında herhangi bir anlamlı bir farkın bulunup bulunmadığını tespit etmek için Pairwise Comparisons karşılaştırmaları kullanıldı. Bonferroni düzeltmesi kullanılarak tüm farkların anlamlılık düzeyleri yeniden hesaplanarak sonuçlar buna göre rapor edilmiştir.

### **BULGULAR**

Tablo 1. Katılımcıların %61.9'u evli iken %38.1'i bekarıdır. Katılımcıların %55.3'ü akademik personellerden oluşmaktadır. Ayrıca katılımcıların büyük bir oranı kampüs içerisindeki sportif rekreasyon alanları hakkında bilgi sahibi iken; yine büyük bir çoğunluğu bu alanlarda “ara sıra” faydalandıklarını belirtmişlerdir.

**Tablo 1:** Bazı değişkenler açısından tanımlayıcı istatistik sonuçları (n=318)

	Tümü (%)	Erkek (%)	Kadın (%)	p-value <sup>a</sup>
<b>Medeni Durum</b>				
Evli	61.9	63.5	59.5	0.481
Bekâr	38.1	36.5	40.5	
<b>Görev</b>				
İdari	44.7	46.7	41.3	0.349
Akademik	55.3	53.3	58.7	
<b>Memuriyetteki Toplam Çalışma Süresi</b>				
1-5 Yıl	36.5	31.0	45.5	0.021
6-10 Yıl	47.2	49.7	43.0	
11 Yıl ve Üzeri	16.4	19.3	11.6	
<b>Gelir Durumu</b>				
2501-4000	13.5	14.2	12.4	.834
4001-5500	23.9	24.4	23.1	
5501-7000	35.5	36.5	33.9	
7001-8500	17.6	15.7	20.7	
8501 ve üstü	9.4	9.1	9.9	
<b>Sportif Rekreasyon Alanları Bilgi Düzeyi</b>				
Tamamı Hakkında Bilgim Var	19.5	21.8	15.7	0.171
Bir Kısmı Hakkında Bilgim Var	77.4	74.1	82.6	
Hiçbirinden Haberdar Değilim	3.1	4.1	1.7	
<b>Alanlardan Faydalanma Sıklığı</b>				
Sıklıkla	2.5	3.6	0.8	0.000
Ara Sıra	73.0	82.7	57.0	
Hiç Faydalanmadım	24.5	13.7	42.1	
<b>Serbest Zamanları Genel Olarak Nasıl Değerlendirildiği</b>				
Ev içi aktiviteler	25.2	17.3	38.0	0.000
Sportif Aktiviteler	40.6	56.9	14.0	
Kültürel ve Sanatsal	14.8	9.6	23.1	
Doğada Yapılan Etkinlikler	19.5	16.2	24.8	
<b>Haftalık Serbest Zaman Süresi</b>				
10 saat ve altı	11.3	9.6	14.0	0.208
11-15 saat	7.5	7.6	7.4	
16-20 saat	10.1	10.2	9.9	
21-25 saat	46.9	44.2	51.2	
26 saat ve üstü	24.2	28.4	17.4	

<sup>a</sup>Chi-square test.

Tablo 2’de katılımcıların cinsiyet, medeni durum ve görev değişkenleri açısından serbest zaman motivasyonlarına ilişkin karşılaştırmalar yer almaktadır.

Buna göre katılımcıların cinsiyetleri açısından serbest zaman motivasyonu ölçüğü alt boyutlarında herhangi anlamlı bir farklılığa rastlanmamıştır ( $p>0,05$ ). Medeni durum ve görev değişkenleri açısından baktığımızda ise motivationsuzluk alt boyutu haricindeki diğer

alt boyutlarda anlamlı farklılıklara rastlanmıştır ( $p<0,05$ ). Bekar katılımcıların uyarın yaşama, bilme-başarma, özdeşim/içe atma alt boyutlarındaki sıra ortalamaları evli katılımcıların sıra ortalamalarından anlamlı şekilde daha yüksek iken; dışsal düzenleme alt boyutunda evli katılımcıların sıra ortalamaları bekar katılımcıların sıra ortalamalarından anlamlı şekilde daha yüksek bulunmuştur. Akademik personelin yine uyarın yaşama,

bilme-başarma, özdeşim/içe atma alt boyutlarındaki sıra ortalamaları idari personelin sıra ortalamalarından anlamlı şekilde daha yüksek iken; dışsal düzenleme alt boyutunda idari personelin sıra ortalamaları akademik personelin sıra ortalamalarından anlamlı şekilde daha yüksek bulunmuştur.

**Tablo 2.** Mann Whitney-U Testi Sonuçları

	Uyarın Yaşama				Bilme-Başarma				Özdeşim/içe Atma				Dışsal Düzenleme				Motivasyonsuzluk				
	N	Mean Rank	Sum of Ranks	U	p	Mean Rank	Sum of Ranks	U	p	Mean Rank	Sum of Ranks	U	p	Mean Rank	Sum of Ranks	U	p	Mean Rank	Sum of Ranks	U	p
<b>Cinsiyet</b>																					
Kadın	121	168,26	20359,00	10859,00	.179	168,03	20332,00	10886,00	.193	168,40	20376,50	10841,50	.175	168,87	20433,00	10785,00	.148	165,92	20076,50	11141,50	.315
Erkek	197	154,12	30362,00			154,26	30389,00			154,03	30344,50			153,75	30288,00			155,56	30644,50		
<b>Medeni Durum</b>																					
Evli	197	140,08	27595,00	8092,00	<.0001	137,54	27095,50	7592,50	<.0001	143,23	28216,00	8713,00	<.0001	167,76	33048,50	10291,50	.038	162,89	32089,00	11251,00	.388
Bekar	121	191,12	23126,00			195,25	23625,50			185,99	22505,00			146,05	17672,50			153,98	18632,00		
<b>Görev</b>																					
İdari	142	102,36	14535,50	4382,50	<.0001	104,09	14780,50	4627,50	<.0001	113,69	16143,50	5990,50	<.0001	192,33	27311,00	7834,00	<.0001	168,31	23899,50	11245,50	.114
Akademik	176	205,6	36185,50			204,21	35940,50			196,46	34577,50			133,01	23410,00			152,39	26821,50		

Tablo 3’de katılımcıların memuriyetteki toplam çalışma süresi, gelir durumu, kampüs içerisindeki sportif rekreasyon alanları bilgi düzeyi, sportif rekreasyon alanlarından faydalanma sıklığı, serbest zamanları genel

olarak nasıl değerlendirildiği ve haftalık serbest zaman süreleri açısından serbest zaman motivasyonlarına ilişkin karşılaştırmalar yer almaktadır.

**Tablo 3.** Kruskal Wallis-H Testi Sonuçları

	Uyaran Yaşama				Bilme-Başarma				Özdeşim/İye Atma				Dışsal Düzenleme				Motivasyonsuzluk						
	Mean of Ranks	sd	X <sup>2</sup>	p	Pairwise Com.	Mean of Ranks	sd	X <sup>2</sup>	p	Pairwise Com.	Mean of Ranks	sd	X <sup>2</sup>	p	Pairwise Com.	Mean of Ranks	sd	X <sup>2</sup>	p	Pairwise Com.			
<b>Memuriyetteki Toplam Çalışma Süresi</b>																							
1. 1-5 Yıl	116	171,56				175,48				163,26					155,31					154,22			
2. 6-10 Yıl	150	154,08	2	3,364	.186	148,16	2	5,87	.053	156,49	2	.358	.836	156,82	2	2,229	0.328		158,88	2	1,616	.446	
3. 11 Yıl ve Üstü	52	148,22				156,57				159,78				176,58					173,08				
<b>Gelir</b>																							
1. 2501-4000	43	87,37				110,24				106,37				203,33						175,24			
2. 4001-5500	76	164,51				162,82				156,13				154,68						156,03			
3. 5501-7000	113	162,68	4	35,714	<.0001	164,58	4	16,02	<.0001	167,77	4	20,353	<.0001	153,17	4	13,049	0.011	1>4	152,95	4	2,615	.624	
4.7001-8500	56	181,56				167,80				169,91				142,02						158,84			
5. 8501 ve üstü	30	197,02				187,03				193,58				165,35						171,62			
<b>Sportif Rekreasyon Alanları Bilgi Düzeyi</b>																							
1. Tamamı Hakkında Bilgi Var	62	122,06				131,6				139,06				180,16						159,34			
2. Bir Kısmı Hakkında Bilgi Var	246	173,05	2	28,286	<.0001	170,92	2	23,414	<.0001	169,28	2	21,311	<.0001	152,38	2	7,434	0.024		156,65	2	6,602	0.037	
3. Hiçbirinden Haberdar Değilim	10	58,25				51,55				45,7				206,45						230,65			
<b>Sportif Rekreasyon Alanlarından Faydalanma Sıklığı</b>																							
1. Sıklıkla	8	135,5				159,25				169,75				145,06						87,25			
2. Ara Sıra	232	170,12	2	11,684	.003	167,05	2	6,237	0.044	165,22	2	4,033	.133	150,61	2	9,855	.007	2>3	155,72	2	9,057	.011	
3. Hiç Faydalanmadım	78	130,38				137,08				141,44				187,42						178,15			
<b>Serbest Zamanları Genel Olarak Nasıl Değerlendirildiği</b>																							
1. Ev içi Aktivitelerle	80	103,79				103,15				116,46				190,29						192,58			
2. Sportif Aktivitelerle	129	188,21				184,98				178,12				126,84						138,56			
3. Kültürel ve Sanatsal	47	166,07	3	43,378	<.0001	168,26	3	41,862	<.0001	168,31	3	24,164	<.0001	183,38	3	30,062	<.0001	1>2	175,61	3	20,601	<.0001	1>2
4. Doğada Yapılan Etkinlikler	62	166,65				172,56				169,61				169,61						148,19			
<b>Haftalık Serbest Zaman Süresi</b>																							
1. 10 saat ve daha az	36	108,31				132,13				132,13				211,39						185,78			
2. 11-15 saat	24	106,13				147,17				147,17				240,63						166,13			
3. 16-20 saat	32	82,52	4	59,848	<.0001	104,22	4	48,132	<.0001	104,22	4	20,308	<.0001	226,11	4	67,779	<.0001	1>5	203,08	4	14,787	<.0001	3>5
4. 21-25 saat	149	182,12				171,55				171,55				130,78						151,29			
5. 26 saat ve üzeri	77	188,6				175,81				175,81				137,85						142,93			

Ayrıca ortaya çıkan farkların hangi değişkenler arasında olduğu da Tablo 3’de gösterilmektedir. Yapılan analizlere göre katılımcıların memuriyetteki toplam çalışma süreleri açısından herhangi anlamlı farklılıklara rastlanmamıştır ( $p>0,05$ ). Katılımcıların gelir durumları açısından ise motivasyonsuzluk alt boyutu hariç diğer tüm alt boyutlarda anlamlı farklılıklara rastlanırken; sportif rekreasyon alanları hakkındaki bilgi düzeyleri ile serbest zaman motivasyon ölçeğinin tüm alt boyutları arasında yine anlamlı farklılıklara rastlanılmıştır ( $p<0,05$ ). Ancak Bonferroni düzeltmesinden dolayı iki alt boyutta gruplar arasındaki fark rapor edilmemiştir. Katılımcıların sportif rekreasyon alanlarından faydalanma sıklıkları ile uyaran yaşama, bilme-başarma, dışsal düzenleme ve motivasyonsuzluk alt boyutları arasında anlamlı farklılıklar tespit edilirken (Bonferroni düzeltmesinden dolayı iki alt boyutta rapor edilmedi) ; serbest zamanları genel olarak nasıl değerlendirdikleri ile serbest zaman motivasyonu ölçeğinin tüm alt boyutları arasında anlamlı farklılıklar tespit edilmiştir ( $p<0,05$ ). Son olarak katılımcıların haftalık serbest zaman süreleri ile serbest zaman motivasyonu ölçeğinin tüm alt boyutları

arasında anlamlı farklılıklar tespit edilmiştir ( $p<0,05$ ).

## TARTIŞMA VE SONUÇ

Benzer eğitim ve sosyo-ekonomik düzeye sahip, sportif rekreasyon alanlarına ulaşma noktasında herhangi bir güçlük çekmeyen üniversite personelinin serbest zaman motivasyonlarının farklı değişkenler açısından karşılaştırıldığı bu çalışmada, katılımcıların sahip oldukları farklı özelliklerin serbest zaman motivasyonu üzerinde fark yarattığı anlaşılmıştır.

Yapılan analizlere göre cinsiyet değişkeni açısından bütün alt boyutlarda anlamlı bir fark olmamasına rağmen erkek katılımcıların daha yüksek puanlar aldığı görüldü. Literatürde hem kadınların hem de erkeklerin birbirlerine serbest zaman motivasyonları ortalamaları açısından üstünlük sağladığı çalışmaların yanı sıra, herhangi farklılığa rastlanmayan çalışmalara da rastlamak mümkündür. Fortier ve ark. (1995) çalışmasında da kadınların başarıma puanlarının erkeklere göre daha yüksek olduğu, motivasyonsuzluğun ise erkeklerde daha yüksek olduğuna ulaşılmıştır. Kaya (2003)’nın yaptığı çalışmada da erkeklerin motivasyonsuzlukları kadınlara göre istatistiksel olarak anlamlı yüksek olarak

bulunmuştur. Mutlu (2008), yaptığı çalışmada ise kadınların motivasyonsuzluğu erkeklere göre daha yüksek bulunmuştur. Altunay ve Balcı (2018)'nin yaptıkları farklı bir çalışmada serbest zaman motivasyon ölçeğinde yer alan beş alt boyutun dışsal düzenleme boyutu hariç dört tanesinde kadınların erkeklere göre motivasyonlarının daha yüksek olduğu istatistik olarak anlamlı bulunmuştur. Erkeklerin sadece dışsal düzenleme boyutundaki motivasyon değerlerinin kadınlardan yüksek olduğu ortaya çıkmıştır. Çalışmamızda kadın ve erkek katılımcılar arasında herhangi anlamlı bir fark ortaya çıkmaması üniversite çalışanlarının eğitim düzeylerinin birbirlerine yakın olmasından kaynaklanıyor olabilir. Erkek akademisyenlerin yanında kadın akademisyenlerde serbest zamanlarını aktif bir şekilde değerlendirme eğilimindedirler. Eğitim seviyesinin birbirine yakın olmuş olduğu, sosyo-kültürel yapının birbirine benzer olduğu ortamlarda kadın ve erkek katılımcılar arasında herhangi bir fark ortaya çıkmaması beklenen bir durumdur.

Medeni Durum değişkenini açısından uyaran-yaşama, özdeşim-içe atma, bilme ve başarıma ve dışsal düzenleme alt boyutlarında anlamlı bir şekilde farklılıklar ortaya çıkmıştır. Yapılan benzer çalışmalarda Mutlu vd., (2011)'nin yaptığı çalışmada, dışsal düzenleme alt boyutunda medeni hal'e göre bekar katılımcıların daha yüksek puanlara sahip olduğu gösterilmektedir. Öğretmenler üzerinde yapılan çalışmada ise medeni durumlar açısından herhangi anlamlı farklılıklara rastlanmamıştır (Altunay ve Balcı, 2018). Evli olan bireylerin önceliği aileleridir. Ancak bekar olan katılımcılar evli olan katılımcılara oranla çok daha fazla serbest zamana sahiptirler ve bu serbest zamanı aktif bir şekilde değerlendirmek için daha rahat bir şekilde motive olabilirler. Evli katılımcılar serbest zamanlarını daha çok aileleri ve çocukları ile geçirdiklerinden ve bu zaman da genel itibari ile bir serbest zaman aktivitesi olarak görülmediğinden evli katılımcıların motivasyonsuzluklarının yüksek olması doğal bir sonuç olarak karşımıza çıkmaktadır.

Görev Durumları değişkenine göre motivasyonsuzluk alt boyutu hariç diğer tüm

alt boyutlarda anlamlı farklılıklar ortaya çıkmıştır. Uyaran-yaşama, özdeşim-içe atma ve bilme ve başarıma alt boyutlarında anlamlı bir şekilde akademik personel daha yüksek puan alırken; dışsal düzenleme alt boyutunda ise idari personeller anlamlı bir şekilde daha yüksek puanlar elde etmişlerdir. Akademik ve idari personel arasında gelir düzeyi açısından farklılıklar bulunmaktadır. Akademik personellerin ortalama aylık gelirleri idari personelin ortalama aylık gelirlerinden daha yüksektir. Bu çerçevede düşünmüş olduğumuzda geliri yüksek olan bireylerin daha yüksek serbest zaman motivasyon düzeylerine sahip olması beklenen bir durumdur. Nitekim Tarcan (2019)'ın yapmış olduğu çalışmada geliri yüksek olan katılımcıların geliri daha düşük olan katılımcılara oranla bilme alt boyutunda daha yüksek ortalamalar elde ederken; geliri düşük olan bireylerin yüksek olan bireylere oranla daha yüksek oranda dışsal düzenlemeye sahip oldukları görülmüştür.

Memuriyetteki toplam çalışma süresi değişkenine göre katılımcıların serbest zaman motivasyonlarında herhangi anlamlı bir farklılık tespit edilememiştir. Öztaş (2018)'in yaptığı çalışmada farklı kurumlarda çalışan memurların serbest zaman doyumları arasında kurumlarında çalışma yılları açısından herhangi anlamlı bir farklılığa rastlanmamıştır. Yıldız (2018)'in emniyet müdürlüğü personeli ile yaptığı farklı bir çalışmada katılımcıların kıdem yılları ile serbest zaman tutumları arasında herhangi anlamlı bir farklılığa rastlanmamıştır. Kamu kurum ve kuruluşlarına giren bireylerin mesleki yılları ve tecrübeleri arttıkça serbest zaman tercihlerinde ve serbest zaman motivasyonlarının da farklılıklar oluşmamaktadır. Kamu kurumlarında çalışan bireyler ister tecrübeli isterse tecrübesiz olsun serbest zaman aktivitelerine benzer şekilde katılım sağlamaktadır. Farklı görevlerde olan bireyler arasında her ne kadar farklılıklar oluşsa da kamunun içerisinde ne kadar fazla görev alındığı motivasyonu etkilememiştir.

Gelir Durumu değişkenine göre; uyaran-yaşam, özdeşim-içe atma ve bilme ve başarıma alt boyutlarında gelir arttıkça anlamlı farklılaşmalar söz konusudur. Motivasyonsuzluk alt boyutunda ise geliri az



olan katılımcıların ortalamalarının daha yüksek olduğu görülmektedir. Yapılan benzer çalışmalarda Binarbaşı (2006)'nın Kütahya ilinde öğretmenler üzerine yapılan bir çalışmada, öğretmenlerin serbest zaman etkinliklerine yeterli bir şekilde katılamama nedeni olarak ekonomik durumlarını görmedikleri ifade edilmiştir. Ardahan ve Lapa (2010) tarafından yapılan çalışmada da katılımcıların gelir düzeyleri arttıkça bu tür faaliyetlerdeki tatmin düzeylerin de arttığı görülmüştür. Mutlu vd., (2011) yaptıkları araştırmaya göre daha düşük gelir düzeyine sahip olan bireylerin daha yüksek motivasyonsuzluk ve dışsal düzenleme puanına sahip oldukları tespit edilmiştir. Bu sonuçlara bağlı olarak gelir katılımcıların hem serbest zaman tercihlerini hem serbest zamana katılım sıklıklarını dolayısı ile de serbest zaman motivasyonlarını ciddi bir şekilde etkilemektedir. Gelir ne kadar yüksekse serbest zamana katılma noktasında bireyler kendilerini o kadar fazla motive edebilmektedirler.

Katılımcıların sportif rekreasyon alanları hakkındaki bilgi düzeyleri değişkenine göre; Bütün alt boyutlarında anlamlı bir fark tespit edilirken uyanan-yaşama, özdeşim-içe atma ve bilme ve başarıma alt boyutlarında "bir kısmı hakkında bilgim var" grubunu oluşturan katılımcılar; dışsal düzenleme ve motivasyonsuzluk alt boyutunda ise "hiç haberdar değilim" grubunu oluşturan katılımcıların daha yüksek puan aldıkları görüldü. Serbest zaman katılımını engelleyen faktörleri araştıran birçok çalışmada ortaya konan ortak nokta katılımcıların tesisler hakkındaki sınırlı bilgi düzeyi ve tesislerin yetersizliğidir (Arslan vd.,2018; Tekin vd., 2006; Öz ve Ardahan, 2019; Turan vd., 2019). Rekreatif etkinlikleri gerçekleştirecekleri tesislerin varlığından haberdar olmayanların rekreatif etkinliklere katılım noktasında motivasyonlarının düşük olması beklenen bir durumdur. Ancak serbest zamanları değerlendirmek için hem şehir içinde hem de kampüs içinde yeterli olmasa da bazı tesisler bulunmaktadır. Buralardan haberdar olmanın buraları kullanma noktasında bireyleri motive edeceği açıktır. Nitekim tesisler hakkında bilgisi olan bireylerin motivasyonları hiç haberdar olmayan katılımcılara göre daha yüksektir. Bireyler tesisler hakkında ne kadar

sık bir şekilde bilgilendirilirse o oranda tesis kullanımının artacağı düşünülebilir.

Katılımcıların sportif rekreasyon alanlarından faydalanma durumları değişkenine göre; serbest zaman motivasyonları arasında anlamlı farklılıklar ortaya çıkmıştır. Buna göre sportif rekreasyon alanlarından faydalanmayan bireylerin motivasyonsuzluklarının yüksek olduğu, faydalanan bireylerin ise motivasyonlarının daha yüksek olduğu görülmüştür. Güngörmüş vd., (2018)'nin yaptıkları çalışmada fiziksel aktiviteye daha çok katılan bireylerin hem serbest zaman doyumlarının hem yaşam doyumlarının hem de serbest zamanda algıladıkları özgürlük düzeylerinin daha fazla olduğu tespit edilmiştir. Ayrıca Öztaş (2018)'in yapmış olduğu farklı bir çalışmada da serbest zaman aktivitesine katılım arttıkça serbest zaman doyumunu artmaktadır. Işık ve Güngörmüş (2018)'ün yaptıkları çalışmaya göre ise serbest zaman aktivitelerine katılım arttıkça psikolojik iyi oluşta olumlu değişimler meydana gelmektedir. Serbest zamana katılım olmazsa serbest zamana katılım noktasında da motivasyon olmaz. Bireylerin serbest zamana katılımları hissettikleri motivasyon sayesinde gerçekleşir ve yaşam doyumunda, serbest zaman doyumunda, psikolojik iyi oluşta, hissedilen özgürlükte artışlar meydana getirir. Bu anlamda bireylerin etkinliklere duymuş oldukları motivasyon rekreasyon etkinliklerine katılım için öncül şarttır. Bu şart gerçekleştiğinde de bireyde yukarıda sayılan olumlu psikolojik etkiler ortaya çıkabilir.

Katılımcıların serbest zamanlarını değerlendirme değişkenine göre; bütün alt boyutlarında anlamlı bir fark tespit edilirken uyanan-yaşama, özdeşim-içe atma ve bilme ve başarıma alt boyutlarında sportif aktivitelere katılan grubun ortalamaları; dışsal düzenleme ve motivasyonsuzluk alt boyutunda ise ev içi aktiviteler yapan grubun ortalamaları daha yüksek bulundu. Yerlisu vd., (2012) yaptıkları çalışmada sportif faaliyetlere katılan katılımcıların serbest zaman motivasyonlarında anlamlı farklılıklar ortaya çıkarken; daha pasif etkinliklere katılan bireylerin motivasyonsuzluk puanlarının daha yüksek olduğu görüldü. Lapa ve Ağyar (2012)'in yaptıkları farklı bir çalışmada sportif

etkinliklere aktif olarak katılan katılımcıların serbest zaman katılımlarında algıladıkları özgürlük düzeylerinin pasif katılımlara oranla daha yüksek olduğu tespit edilmiştir. Bu sonuçlara bağlı olarak sportif etkinliklerin diğer etkinliklere oranla çok daha tatmin edici ve katılıma noktasında bireyleri çok daha fazla motive ettiği söylenebilir. Bireyler sportif etkinliklere diğer etkinliklere katılım sağladıklarından daha fazla bir şekilde katılım sağlamak istemektedirler. Serbest zaman motivasyonu sportif faaliyetler söz konusu olduğunda yüksek ortalamalar elde etmektedir.

Katılımcıların haftalık serbest zaman süreleri değişkenine göre; bütün alt boyutlarında anlamlı bir fark tespit edilirken uyarana-yaşama, özdeşim-içe atma ve bilme ve başarıma alt boyutlarında 26 saat ve üzeri grubunu oluşturan katılımcılar; dışsal düzenleme ve motivasyonsuzluk alt boyutunda ise 16-20 saat grubunu oluşturan katılımcıların daha ortalamalara sahip olduğu görüldü. Yerlisu vd., (2012)'nin yaptıkları çalışmada katılımcıların serbest zaman motivasyon puanlarının aktivitelere katılım sıklığının bireylerin serbest zaman motivasyonları üzerinde fark yarattığı tespit edilmiştir. Üstün (2013)'ün yaptığı farklı bir çalışmada örneklem grubunun rekreatif faaliyetlere katılım motivasyonu sahip olunan haftalık serbest zaman süresinden etkilenmekte ve daha fazla serbest zaman süresine sahip olan katılımcıların daha rahat motive oldukları görülmüştür. Güngörmüş vd., (2018)'nin yaptıkları çalışmada haftalık serbest zaman süresi arttıkça serbest zaman ilgilenim düzeylerinde de artışlar meydana gelmektedir. Öztaş (2018)'in yaptığı çalışma da haftalık serbest zaman süresi arttıkça katılımcıların serbest zaman doyumlarında artışlar meydana gelmiştir. Birey işten arda kalan zamanında serbest zaman aktivitelerine katılmaktadır. Bu durum göz önüne alındığında bireyin ne kadar fazla serbest zamanı varsa o kadar fazla serbest zaman etkinliklerine katılacak ve katılmak için de motive olacağı açıktır.

## ÖNERİLER

Serbest zamana aktif katılım sağlamak bireyin mutluluğu, yaşam doyumunu ve tatmini, psikolojik iyi oluş düzeyine önemli katkılar

sağlamaktadır. Bu anlamda serbest zamana katılım sağlamanın ön şartı olan serbest zamana karşı motive olmak oldukça önem arz etmektedir. Bu çalışma kapsamında eğitim düzeyi belirli bir seviyenin üstünde olan ve düzenli geliri olan katılımcıların serbest zaman motivasyonları incelenmeye çalışılmıştır.

Bu sonuçlara dayalı olarak şunlar önerilebilir:

- Üniversitedeki akademik ve idari personelin motivasyonlarının artırılması için diğer kamu kurumlarıyla ve işletmelerle iş birliğine giderek, personelin serbest zamana katılımını kolaylaştırılması ve serbest zaman eğitimi konularında destek verebilirler,
- Üniversiteler, akademik ve idari personelin serbest zamanlarını değerlendirebilecekleri tesislerin ve kulüplerin sayısını artırılıp katılımına teşvik edilebilir,
- Yapılan tesisler hakkında üniversite personeli bilgilendirilebilir,
- Serbest zamanların aktif değerlendirme ile ilgili üniversite personellerine eğitimler düzenlenebilir,
- Sportif faaliyetlerin diğer faaliyetlere oranla çok daha etkin ve faydalı olduğunu üniversite personeline yapılacak eğitimler vasıtası ile aktarılabilir,
- Çalışmanın evren ve örnekleme genişletilerek daha fazla üniversite bünyesinde akademik ve idari personele ulaşılabilir.
- Farklı üniversitelerde çalışan personellerle karşılaştırmalar yapılabilir.

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## Examination of the Effective Factors on the Performances of the Recreational Trap Shooters: An Amateur Competition Sample in Afyonkarahisar City

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### Abstract

The purpose of this study was to investigate the effective factors on the performances of recreational trap shooters. With this purpose, the data set including demographic and shooting features/styles of amateur trap shooters were obtained via a questionnaire. As the rule of the competition, performances of shooters are measured over ten shots and the performance results are obtained from the arbitrator reports at the end of the competition. To determine the effects of the demographic and shooting styles on the performances of competitors Chi-Square Based multivariable statistical analysis CHAID analysis is used. Related to the results of CHAID analysis, to determine the relations among the most effective variables, we applied Multiple Correspondence Analysis. The results of the statistical analysis indicate that the most important variable on the performances of trap shooters is the alcohol usage of the trap shooters among others (experience, height, and etc.), and trap shooters whose performances are categorized as high are those who use alcohol, has less than 7+ years experience, using both of eyes and left hand.

**Keywords:** Trap Shooting, Trap Performance, Multivariate Statistical Analysis.

## Rekreasyonel Trap Atıcıların Performanslarına Etki Eden Faktörlerin İncelenmesi: Afyonkarahisar İli Amatör Müsabaka Örneği

### Öz

Bu çalışmanın amacı, rekreatif trap atıcılarının performansları üzerine etkili olan faktörleri araştırmaktır. Bu amaçla amatör trap atıcılarının demografik ve atış özelliklerini/tarzlarını içeren veri seti anket yoluyla elde edilmiştir. Müsabaka kuralı olarak, atıcıların performansları on atış üzerinden ölçüldü ve müsabaka sonunda hakem raporlarından performans sonuçları alındı. Demografik ve atış tarzlarının rakiplerinin performansları üzerindeki etkilerini belirlemek için Ki-Kare tabanlı çok değişkenli istatistiksel analiz olan CHAID analizi kullanıldı. CHAID analizi sonuçlarıyla ilgili olarak en etkili değişkenler arasındaki ilişkileri belirlemek için Çoklu Uyum Analizi uygulandı. İstatistiksel analiz sonuçları, trap atıcılarının performansları üzerindeki en önemli değişkenin, diğer değişkenlere kıyasla (deneyim, boy, vb.) alkol kullanımı olduğunu ortaya koydu ve performansları yüksek olarak sınıflandırılan trap atıcılarının alkol kullanan, 7 yıldan az deneyime sahip, her iki gözünü ve sol elini kullananlar olduğu belirlendi.

**Anahtar Kelimeler:** Trap Atışı, Trap Performansı, Çok Değişkenli İstatistiksel Analiz.

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## INTRODUCTION

As a sport, Running Target Shooting requires good balance, anticipation, and eye-hand coordination from the shooter (Viitasalo et al., 1999). Clay Target Shooting is a recreational and competitive activity where participants, using shotguns, attempt to break clay disks (also called clay pigeons, no longer made from clay, but compressed chalk and pitch).

From different situations, targets are randomly thrown into the air at different angles by the machines. There are three major disciplines of competitive clay target shooting which are named; Skeet Shooting, Trap Shooting, and Sporting Clays (Musso et al., 2016).

The continued popularity of target shooting has the potential for exposing a large, diverse population to lead. At a range, exposed individuals include employees such as target shooting instructors and maintenance workers; people who are undergoing work-related training such as law enforcement officers and trainees, security guards, and correctional officers; and people who enjoy target shooting as a hobby, including competitive shooters of all ages (Prince and Horstman, 1993; Shannon, 1999; Lynn et al., 2005; Gelberg and DePersis, 2009).

Youth are encouraged to participate in target shooting activities at local indoor and outdoor shooting ranges, or informal rural venues such as farms and ranches under the mentorship of adult shooters. These events typically have bystanders and spectators nearby the shooters (Meinke et al., 2014).

Indeed, hunters exhibit no association between hunting rifles and aggression, implying that they classify these rifles as working tools and not weapons (Bartholow et al., 2005). The same could also be true for target-shooters who might represent their weapon as a sports instrument or for people carrying guns to protect themselves rather than to act aggressively (Erle et al., 2017).

## METHOD

### Sample

The demographic data of the competitors is obtained via a questionnaire at an amateur trap competition at Afyonkarahisar city in Turkey between the dates 16-17 July 2019. The questionnaire is applied to 70 competitors; however, because of some wrong and unfilled questions, the final analyses are applied to over 62 competitors. As the rule of the competition, performances of shooters are measured over ten shots, and the performance results are obtained from the arbitrator reports at the end of the competition.

### Statistical analysis

Chi-Squared Automatic Interaction Detection (CHAID) analysis is applied to determine the effective factors on the performances of trap shooters. Related to the results of the CHAID analysis, the relations of the levels of the categorical variables with the shooters' performances are examined via Multiple Correspondence Analysis.

CHAID proceeds in steps. First it finds the best partition and then the predictors are compared and the best one chosen. The data are subdivided according to this chosen predictor. To produce further subdivisions for analysis, each of these subgroups are reanalyzed independently. The type of each predictor determines the permissible groupings of its categories, to build the contingency table with the highest significance level according to the Chi-squared test (Kass, 1980; Saraçlı et al., 2014).

Multiple Correspondence Analysis (MCA) is a multivariable statistical method, to describe, explore, summarize and visualize the results in two or more dimensions. (Saraçlı and Gazeloğlu, 2018; Blasius and Greenacre, 2014).

## RESULTS

Performances of the trap shooters related to their demographic features are given in Table 1.

Table 1 indicates that most of the participants are graduated from high school, between the ages 30-40, 1-3 years experienced, use their right eye and right hand while shooting, smoking a cigarette but not drinking alcohol, married, and have 1000-3000 TL monthly income, between 80-99 kg weight and between 175-184 cm height.

When we examine the descriptive statistics of the Trap Shooters given in Table 1, as the education level, those who graduated from secondary school have the greatest performance score with the mean 6.18 shots among other demographic features. It can also be seen that greatest performance of the trap shooters for the categories are; According to age category, Trap Shooters who are between 30-40 years old has the mean score of 5.57, who are experienced 4-6 years has the mean score 5.92, who are left handed has the mean score 6.13, who use their both eyes has the mean score 6.14, who use alcohol has the mean score 5.91, who use cigarette has the mean score 5.22, who are single has the mean score 5.25 and whose income are 5001 TL and higher has the mean score 6.33.

The result of the CHAID Analysis is given in Figure 1. As it can be seen from Figure 1, even

all of the categorical variables are included in the analysis to determine their effects on the dependent categorical variable "performance", only statistically significant variables are in the Figure. As Loze et al. (2001) mentioned, similarly in this study, Numerically high performance is considered over 10 shots.

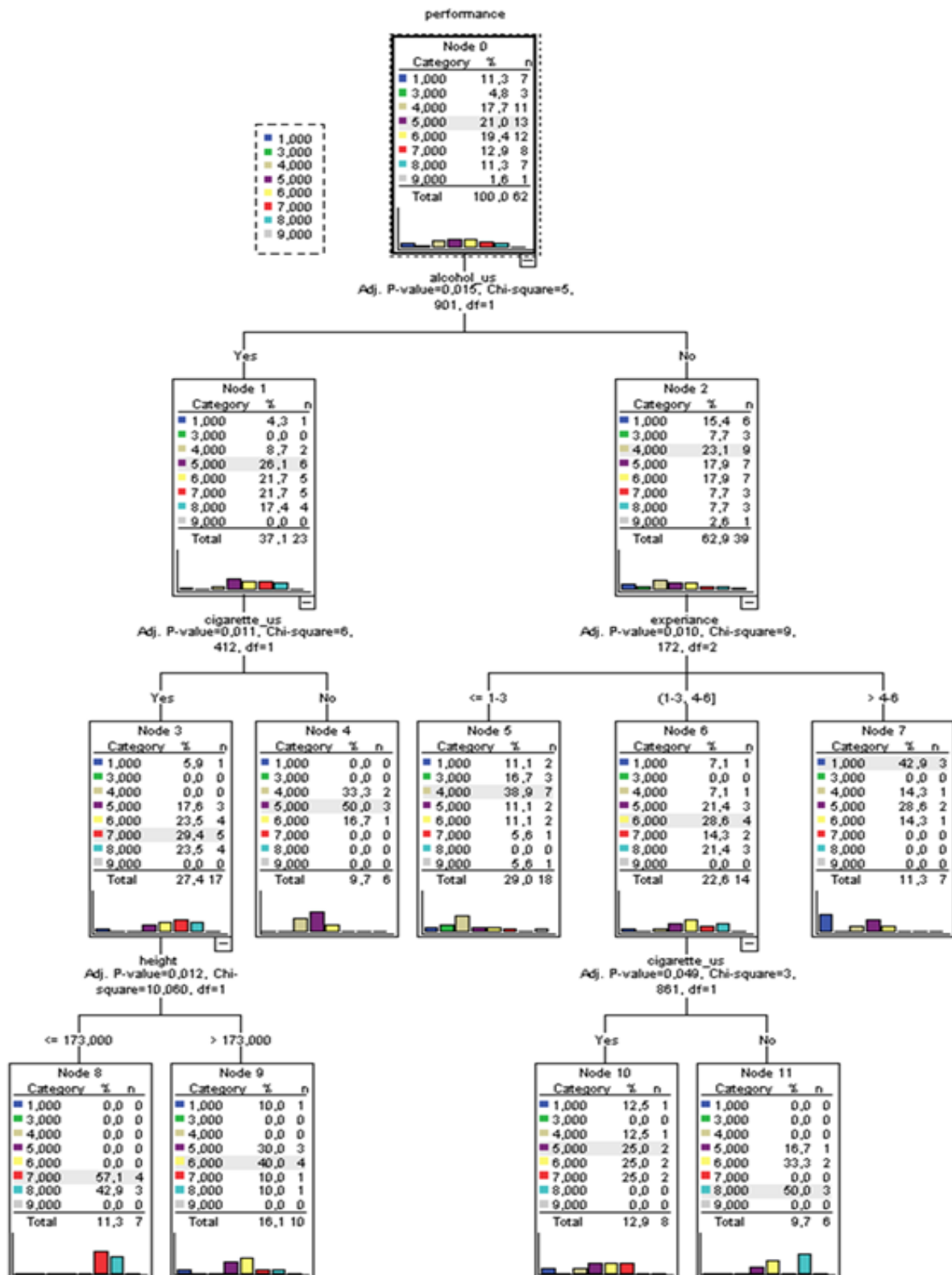
Figure 1 indicates that the most effective factor on the performance of trap shooters is alcohol usage. The average shootings for alcohol users and non-alcohol users are 5 and 4 respectively. Within the trap shooters who use alcohol, cigarette usage found the effective factor, and those who both use alcohol and cigarette, the average shooting is 7 while it's 5 for the shooters who use alcohol but no cigarette. Height of the trap shooters within who both use alcohol and cigarette found the last effective factor and as an average, shooters whose height is equal or less than 173 cm, shoot 7 while it's 6 for those whose height is greater than 173 cm.

On the other hand, within the trap shooters who do not use alcohol, experience found the effective factor and the average shots for the competitors experienced 1-3 years, 4-6 years and much than 6 years are 4, 6 and 1 respectively. Cigarette usage is again found the effective factor on the trap shooters, who don't use alcohol and experienced 4-6 years. Within this category, the average shots are 5 for those who use cigarettes and 8 for those who do not use cigarettes.

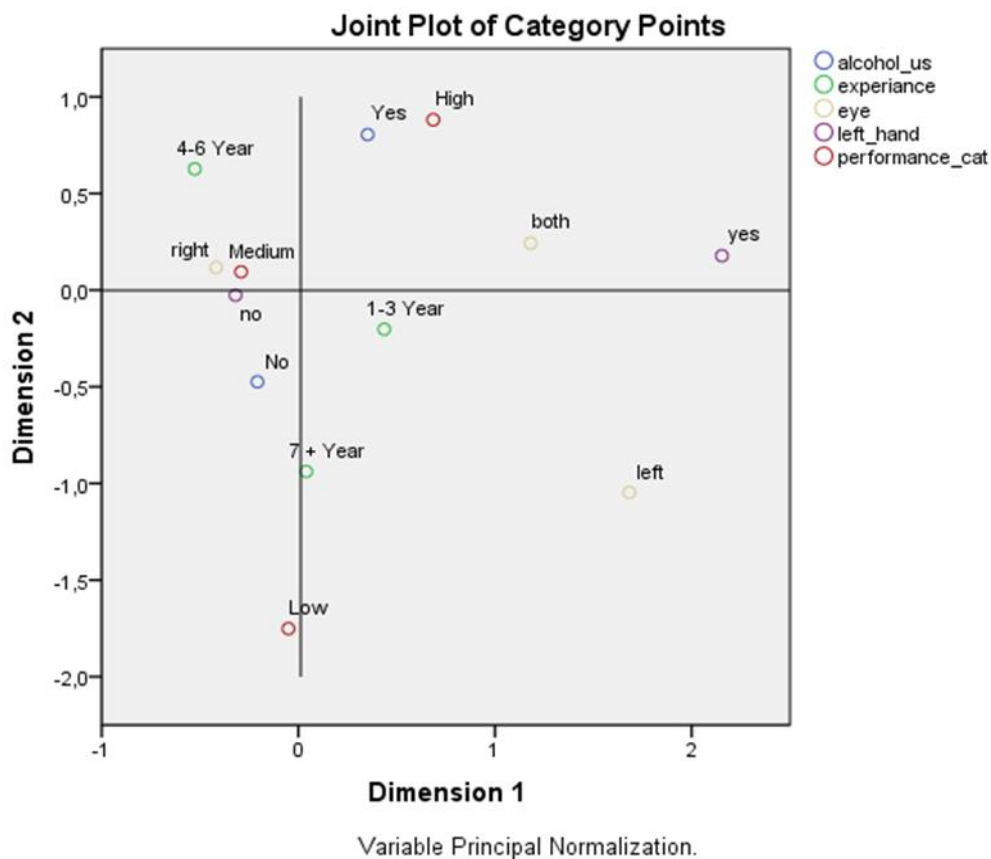


**Table 1.** Frequencies of Demographic Variables and Performance Statistics.

Variable	Level	n	Performance	
			Mean	S.Dev.
Education	Primary	14	4.36	1.78
	Secondary	11	6.18	1.89
	High	20	5.30	2.30
	University	13	4.54	2.03
	MS or PhD	4	6.00	0.82
Age	18-29	12	5.08	1.68
	30-40	37	5.57	1.95
	41 +	13	3.92	2.29
Experience	1-3 Years	28	4.96	2.19
	4-6 years	24	5.92	1.59
	7 + years	10	3.70	1.95
Eye	Right	48	5.10	2.08
	Left	7	4.29	2.21
	Both	7	6.14	1.46
Left hand	Yes	8	6.13	1.55
	No	54	4.98	2.09
Alcohol usage	Yes	23	5.91	1.65
	No	39	4.67	2.14
Cigarette Usage	Yes	37	5.22	2.12
	No	25	5.00	1.98
Marital Status	Single	12	5.25	1.96
	Married	50	5.10	2.09
Income	500-1000	6	5.33	1.51
	1001-2000	22	5.05	1.89
	2001-3000	21	4.95	2.58
	3001-4000	2	5.50	0.71
	4001-5000	8	5.13	1.96
	5001 and +	3	6.33	1.53
Weight	55-79 kg	22	4.91	2.06
	80-99 kg	30	5.33	2.02
	100 and +	10	5.00	2.26
Height	160-174 cm	26	5.19	2.34
	175-184 cm	29	5.10	1.92
	185 and +	7	5.00	1.63



**Figure 1.** Effects of demographic factors on the performances of trap shooters.



**Figure 2.** Relations between categorical variables and performances of trap shooters

Besides several harmful effects of alcohol usage, it's a known fact that correct dosage of alcohol has some beneficial effects for some individuals. For example, as the results of their studies, Steele and Josephs (1990) and Rothman et al. (2012) mentioned that alcohol could reduce self-consciousness and shyness, making it easier for people to act without inhibition. At the same time, it can impair judgment and make people do things that they end up regretting (Yıldırım et al. 2020) Agarwal (2002) and Gronbek (2009) also emphasized that moderate alcohol intake may be effective in reducing stress. Emotional shock or anger trigger the sympathetic nervous

system releasing epinephrine or norepinephrine leading to either a rise in blood pressure and may ultimately lead to cardiac arrhythmia and sudden death. The professional trap shooters that we made an interview during the competition also emphasized that drinking a glass of alcohol relax them for a better shot by reducing the handshake and it is related to the tranquilizer effect of alcohol.

Professional shooters emphasize that using both eyes (which enhances the field of view), experience, a correct position, and

concentration is much important and increases the performance of shooting.

Considering this idea a multiple correspondence analysis is also applied to the data set to see the relations among the levels of these categorical variables and the performances of trap shooters. The results of the multiple correspondence analysis are given in Figure 2.

Similar to the results of CHAID analysis, results of multiple correspondence analysis, given in Figure 2, indicate those trap shooters whose performances are categorized as high are those who use alcohol, less than 7+ years experienced, using both eyes and left hand. Whose performances are medium are the shooters using their right hand, right eye, 4-6 year experienced and not using alcohol. The trap shooters having low performances are the shooters who are experienced 7 or more years, do not use alcohol, use their right hand and use either their left or right eye while shooting.

## DISCUSSION AND CONCLUSION

In recent years in Turkey, trap shooting is becoming one of the most famous sport. New platforms are building in different cities of the country, and concerns for young and female individuals are also increasing. In this study both to emphasize the importance of this sport and to determine the effective factors on trap shooting performance, a data set is collected from the amateur competition and analyzed via multivariable statistical techniques. Results of the study indicate that even physical factors are effective on the performance, mental factors are also effective on the scores of the shooters.

When we examine similar studies; Share et al. (2009) aimed to determine the effects of two doses of caffeine on shooting performance, reaction time, and target tracking times in the sport of clay target shooting, and results of their study, indicate that caffeine does not

provide performance benefits to elite performers of clay target shooting in the double trap discipline. In their study, Dadswell et al. (2016) aimed to identify how performance-related variables (a) changed within each shooting series and (b) changed between each shooting series. In conclusion, they mentioned that neither time constraints nor the effects of each running phase caused any significant changes in combined event shooting performance. In their study, Mets et al. (2003) examined the reproducibility of professional target shooters and as a result, they concluded that the most experienced and educated shooter observed the shooting performance most reproducibly among the others.

Professional trap shooters emphasizes that combination of mental, physical, physiological, and environmental conditions affect the performances of trap shooting. According to their experiences, besides a well calibrated gun; correct position, well concentration, quiet environment, and physiologically well adaptation are the most effective factors on performance. As a conclusion, in this study, we aimed to determine the effects of the individual features and the results of the study have confirmed some of the effective factors on trap shooting performances similar to the other studies.

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## The Relationships between Leisure Satisfaction, Job Performance, and Life Satisfaction: A Sample of Private Sector Employees in Turkey

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### Abstract

This study aimed to describe the relationships between leisure satisfaction, job performance, and life satisfaction among private-sector employees. The study sample consisted of 347 employees, 158 males, and 189 females, working in a private company in Istanbul. The participants were selected using a purposeful sampling method. The data collection tools included the "Leisure Satisfaction Scale"; the "Job Performance Scale", and "Life Satisfaction Scale". The data were analyzed using independent t-test, ANOVA, MANOVA, and Pearson Correlation analysis. The analysis results showed no significant difference between the Life-SS and Leisure-SS scores by gender, but there was a difference in the JPS scores. No significant difference was measured in any scales by marital status. There was a significant statistically meaningful difference between the Life-SS and JPS scores by working types, but no difference in the Leisure-SS scores. There was a difference between the Life-SS and JPS scores; the difference in the Leisure-SS scores was not significant. There was a positive and low-level relationship between JPS and Life-SS. Similarly, a positive and low-level relationship was found between the "Psychological," "Educational" and "Social" sub-dimensions of Leisure-SS and Life-SS. However, there was no relationship between the sub-dimensions of JPS and Leisure-SS. In conclusion, there were meaningful differences in all scale scores by specific socio-demographic characteristics; there was a positive correlation between the "Psychological," "Educational" and "Social" sub-dimensions of Leisure-SS and the Life-SS, and that there was no relationship between Leisure-SS, Life-SS, and JPS. As a result, it can be said that as individuals' job performance and leisure time satisfaction increase, their life satisfaction also increases.

**Keywords:** Leisure satisfaction, life satisfaction, job performance

## Serbest Zaman Doyumu, İş Performansı ve Yaşam Doyumu Arasındaki İlişki: Türkiye'deki Özel Sektör Çalışanları Örneği

### Öz

Bu araştırmanın amacı, özel sektörde çalışan bireylerin serbest zaman doyum düzeyleri, iş performansları ve yaşam doyumları arasındaki ilişkinin belirlenmesidir. Araştırmanın örneklemini, İstanbul ilinde bulunan, özel sektörde faaliyet gösteren bir şirkette çalışan ve amaçlı örnekleme yöntemi ile seçilen 158 erkek ve 189 kadın olmak üzere toplamda 347 kişi oluşturmuştur. Veri toplama aracı olarak, "Serbest Zaman Doyum Ölçeği", "İşgören Performans Ölçeği" ile "Yaşam Doyumu Ölçeği" kullanılmıştır. Verilerin analizinde ise, bağımsız t-testi, ANOVA, MANOVA ve Pearson Korelasyon analizleri kullanılmıştır. Cinsiyet değişkenine göre, katılımcıların YDÖ ile SZDÖ puanları arasında anlamlı farklılık bulunmazken, İPÖ puanları arasında farklılık vardır. Medeni duruma göre katılımcıların YDÖ, İPÖ ile SZDÖ puanları arasında farklılık saptanamamıştır. Bireylerin çalışma şekillerine göre YDÖ ile İPÖ puanları arasında farklılık varken, SZDÖ puanları arasında farklılık görülmemektedir. İPÖ ile YDÖ arasında pozitif ve düşük düzeyde bir ilişki, SZDÖ'nün "Psikolojik", "Eğitimsel" ve "Sosyal" alt boyutları ile YDÖ arasında pozitif ve düşük düzeyde bir ilişki olduğu belirlenmiştir. İPÖ ile SZDÖ'nün alt boyutları arasında ilişki olmadığı saptanmıştır. Sonuç olarak, bireylerin sosyo-demografik özelliklerine göre SZDÖ, YDÖ ile İPÖ düzeylerinin farklılık gösterdiği ve İPÖ ile YDÖ ve SZDÖ arasında ilişki olmadığı, SZDÖ'nün "Psikolojik", "Eğitimsel" ve "Sosyal" alt boyutları ile YDÖ arasında pozitif yönde bir ilişki olduğu saptanmıştır. Sonuç olarak, bireylerin iş performansları ve serbest zaman doyumları arttıkça yaşam doyumlarının da artış gösterdiği söylenebilir.

**Anahtar Kelimeler:** Serbest zaman doyumunu, yaşam doyumunu, iş performansı

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## INTRODUCTION

Leisure is an essential part of life, and many people believe that leisure activities can help them cope with job-related problems (Iwasaki & Mannell, 2000; Tsaur et al., 2012). Leisure is characterized by the enjoyable activities that individuals voluntarily engage in to withdraw from work and other responsibilities (Pressman et al., 2009; Eifert et al., 2019). In other words, leisure activities are non-work activities performed voluntarily and with recreational purposes (Hills & Argyle, 1998; Holder et al., 2009; Shin & You, 2013). Besides, it is suggested that engaging in leisure activities promotes general well-being and socialization, increases life quality by providing them with opportunities to show their talents, realize their potentials, and experience various emotions (Dattilo & Schleien, 1994; Azaiza et al., 2011). People get different levels of benefit and satisfaction from different leisure activities (Yurcu et al., 2018; Serdar & Demirel, 2020). Thus, Beard and Ragheb (1980) describe leisure satisfaction as the positive perceptions or emotions that an individual creates and elicits from leisure activities.

It is described as the degree of satisfaction from leisure experiences (Walker & Ito, 2017). Kuykendall et al. (2017) also underlined the overall satisfaction with leisure experiences (Rosa et al., 2019). In other words, Ragheb and Tate (1993) assume leisure satisfaction as positive outcome resulting from participation in leisure activities (Kim et al., 2015). Beard and Ragheb (1980) determined six dimensions of leisure satisfaction: *psychological*, *educational*, *social*, *relaxational*, *physiological*, and *aesthetic* (Lin & Yu, 2015). *The psychological dimension* refers to mental benefits such as emitting enjoyment, expressing individuality, and developing self-confidence. *The relaxational dimension* refers to relieving stress and promoting emotional well-being (Choi & Fu, 2015). *The educational dimension* offers individuals opportunities to try new things, learn about themselves, others, and their surroundings (Çelik et al., 2014). *The physiological dimension* is related to improving physical fitness and being healthy. *The social dimension* refers to rewarding relationships with others (Cheng et al., 2010). *The aesthetic dimension* is about the sanitation

and design of recreational places where individuals engage in leisure activities (Choi & Yoo, 2017).

Life satisfaction is generally conceptualized as a sense of well-being stemming from satisfaction or dissatisfaction with living spaces (Ferrans, 1996; Liang et al., 2013). Edginton et al. (2005) define life satisfaction as an assessment of life by love, happiness, and well-being (Cho et al., 2017). Individuals assess their life satisfaction considering emotional experiences. Positive and negative emotions influence life satisfaction (Cho, 2019; Iyer & Jetten, 2011; Kuppens et al., 2008). Individuals with high life satisfaction are also advantageous in terms of professional success. In this sense, high life satisfaction is associated with good job performance, high career satisfaction, increased organizational commitment, and decreased intent to quit the job (Erdoğan et al., 2012; Antaramian, 2017). Besides, it was observed that general life satisfaction is characterized by satisfaction from physical health, working life, family, and leisure (Janet et al., 1999; Argan et al., 2018).

Job performance is characterized by employees' consistent behaviors that contribute to organizational goals (Jex & Thomas, 2003; Mulki et al., 2008). According to Roe (1999), job performance is an outcome and process in which individuals collectively attempt to achieve specific organizational goals (Alessandri et al., 2015). In other words, one's ability to carry out their job's tasks and descriptions refer to fulfilling the organizational responsibilities (Anitha, 2014; Chen et al., 2014; Prentice & Thaichon, 2019). Borman and Motowidlo (1997) discussed job performance in two dimensions: contextual and task performance. Task performance refers to the accomplishment of organizational tasks by employees traditionally and formally. Contextual performance includes voluntary behaviors (Bozer & Yanık, 2020).

The researches in the literature indicated a meaningful relationship between leisure satisfaction and life satisfaction (Ağyar, 2014; Chick et al., 2014; Chick et al., 2016; Korotkov et al., 2011; Payne & Zabriskie, 2014; Smith et al., 2009; Aslan and Cansever, 2016). However, there are a limited number of studies examining the relationship between



leisure satisfaction and job performance. Therefore, the study aimed to determine the relationship between leisure satisfaction, job performance, and life satisfaction of individuals working in the private sector.

## METHOD

### Research Model

A relational survey model was used in the research. In the model, questions such as the degree of difference between variables are clarified with relational patterns (Gürbüz & Şahin, 2016).

### Research Group

The sample consisted of 347 employees in a private company in Istanbul, 158 males (Mean<sub>age</sub> = 34.86±6.41) and 189 females (Mean<sub>age</sub> = 33.64±5.61), who were selected using a purposeful sampling method. 65.7% of the participants were "Married," 71.5% were "University Graduates," 41.5% worked for "4-6 years" in the company, 32% had "6-10 hours" of weekly leisure, and 83% had "Average" income.

### Data Collection and Tools

Regarding participation in the research, necessary permissions were obtained from the company where the data will be collected. The relevant questionnaires were administered to the participants individually at their workplaces, and sensitivity was shown to answer the questionnaires correctly. Before the data collection tools were presented to the participants, a brief briefing was given about the purpose and importance of the research. The data were collected by the researcher by face-to-face survey technique between 15.01.2021 and 15.02.2021.

#### *Leisure Satisfaction Scale (Leisure-SS):*

The scale was developed by Beard and Ragheb (1980) to assess leisure satisfaction and adapted into Turkish by Gökçe and Orhan (2011). The 5-point Likert type scale includes 24 items and six sub-scales: "Psychological" (4 Items), "Educational" (4 Items), "Social" (4 Items), "Physiological" (4 Items),

"Relaxational" (4 Items), and "Aesthetics" (4 Items). The Cronbach alpha coefficient of the original scale was .90. It was .77 for the psychological, .77 for the educational, .76 for the social, .79 for the physiological, .80 for the relaxational, and .79 for the aesthetic sub-scales. For the current study, it was measured .94 for psychological, .94 for educational, .94 for social, .95 for physiological, .94 for relaxational and .93 for aesthetics sub-scales. It is a 24-item tool scored on a 5-point Likert scale ranging from 1 (Almost Not True) to 5 (Almost Always True).

#### *Job Performance Scale (JPS):*

It is a one-dimensional and 4-item instrument scored on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) that assess the job performance levels. It was developed by Kirkman and Rosen (1999) and adapted into Turkish by Çöl (2008). The original scale's internal consistency coefficient was 0.82, and it was measured 0.94 for the current study.

#### *Life Satisfaction Scale (Life-SS):*

The scale was developed by Diener et al. (1985) and adapted to Turkish by Yetim (1993). It is a one-dimensional scale consisting of five items. Items are ranged from 1 (Strongly Disagree) to 7 (Strongly Agree). The internal consistency coefficient of the original scale was 0.86. It was measured as 0.94 in the current study.

### Statistical Analysis

The data were analyzed using the SPSS 20.0 package program. The percentage and frequency methods were applied to show the distribution of personal information. To determine whether the variables exhibit a normal distribution, the normality test was tested by considering the criteria of skewness and kurtosis values being within the range of ±2 (George ve Mallery, 2016). The results indicated a normal distribution. Thus, independent t-test, One-way ANOVA, MANOVA, and Pearson correlation analysis were used in the data analysis.

## FINDINGS

**Table 1.** Distribution of scale scores

Variables	Scale Sub-Dimensions	Item Numbers	n	Mean	Sd.	Sk.	Kr.
<b>Leisure Satisfaction Scale</b>	Psychological	4	347	3.28	0.79	-0.39	0.23
	Educational	4	347	3.28	0.80	-0.24	0.21
	Social	4	347	3.23	0.82	-0.25	0.22
	Relaxational	4	347	3.39	0.87	-0.36	-0.14
	Physiological	4	347	3.24	0.83	-0.19	-0.20
	Aesthetic	4	347	3.37	0.85	-0.31	0.15
<b>JPS</b>	Job Performance	4	347	4.11	1.13	-1.09	-0.28
<b>Life-SS</b>	Life Satisfaction	5	347	4.78	1.38	-0.93	-0.23

Sk.: Skewness; Kr.: Kurtosis

As seen in Table 1, the highest mean of Leisure-SS was in the "relaxational" (3.39), and the lowest mean was in the "social" (3.23)

sub-dimension. The mean score of the Life-SS was 4.11, and it was measured at 4.78 for Life-SS.

**Table 2.** Analysis of Scale Scores by Gender

Variables	Male (n=158)		Female (n=189)	
	Mean	Sd.	Mean	Sd.
<b>Life-SS</b>	4.85	1.37	4.72	1.39
<b>JPS</b>	3.76	1.24	4.40	0.93
<b>Leisure Satisfaction Scale</b>				
Psychological	3.30	0.77	3.26	0.82
Educational	3.29	0.73	3.28	0.86
Social	3.25	0.80	3.22	0.83
Relaxational	3.36	0.83	3.41	0.90
Physiological	3.31	0.77	3.19	0.88
Aesthetic	3.37	0.83	3.38	0.87

Table 2 shows the analysis results by gender. In this sense, there was no significant difference in Life-SS scores by gender ( $t = .896$ ;  $p > 0.05$ ). However, a significant difference was found in JPS scores by gender

( $t = -5.430$ ;  $p < 0.05$ ). Job performance levels of females were higher than males. MANOVA analysis results revealed no significant impact of gender on the sub-dimensions of Leisure-SS [ $\lambda = 0.974$ ,  $F_{(6,340)} = 1.491$ ;  $p > 0.05$ ].

**Table 3.** Analysis of Scale Scores by Marital Status

Variables	Married (n=228)		Single (n=119)	
	Mean	Sd.	Mean	Sd.
<b>Life-SS</b>	4.84	1.36	4.66	1.43
<b>JPS</b>	4.16	1.08	4.00	1.22
<b>Leisure Satisfaction Scale</b>				
Psychological	3.23	0.80	3.37	0.79
Educational	3.25	0.83	3.36	0.74
Social	3.20	0.82	3.29	0.81
Relaxational	3.37	0.86	3.42	0.89
Physiological	3.20	0.83	3.32	0.84
Aesthetic	3.32	0.83	3.48	0.89

As seen in Table 3, there was no significant difference in the Life-SS scores by marital status ( $t = 1.104$ ;  $p > 0.05$ ). Similarly, no significant difference was found in JPS scores by marital status ( $t = 1.259$ ;  $p > 0.05$ ). MANOVA analysis results showed that the

main effect of the marital status on the sub-dimensions of Leisure-SS was not significant, and there was also no significant difference in the sub-dimensions level [ $\lambda = 0.980$ ,  $F_{(6,340)} = 1.129$ ;  $p > 0.05$ ].

**Table 4.** Analysis of Scale Scores by Labor Types

Variables	Regular labor (n=240)		Contract labor (n=107)	
	Mean	Sd.	Mean	Sd.
Life-SS	4.92	1.34	4.45	1.43
JPS	4.29	1.06	3.70	1.18
<b>Leisure Satisfaction Scale</b>				
Psychological	3.31	0.76	3.19	0.86
Educational	3.27	0.78	3.31	0.84
Social	3.24	0.79	3.23	0.87
Relaxational	3.37	0.84	3.42	0.94
Physiological	3.24	0.82	3.27	0.85
Aesthetic	3.35	0.81	3.42	0.93

Table 4 presents the analysis results by labor types. A significant difference was found in the Life-SS scores by labor types ( $t = 2.979$ ;  $p < 0.05$ ). Similarly, a significant difference was found in JPS scores by labor type ( $t = 4.618$ ;  $p < 0.05$ ). It was determined that life satisfaction

and job performance of regular laborers were higher than singles. MANOVA analysis results revealed no meaningful effect of the labor types on the sub-dimensions of Leisure-SS [ $\lambda = 0.971$ ,  $F_{(6,340)} = 1.683$ ;  $p > 0.05$ ].

**Table 5.** Analysis of Scale Scores by Weekly Leisure

Variables	1-5 Hours (n=88)		6-10 Hours (n=111)		11-15 Hours (n=104)		16 Hours and More (n=44)	
	Mean	Sd.	Mean	Sd.	Mean	Sd.	Mean	Sd.
Life-SS	4.71	1.27	4.81	1.41	4.87	1.40	4.63	1.50
JPS	4.11	1.13	4.10	1.13	4.21	1.08	3.84	1.22
<b>Leisure Satisfaction Scale</b>								
Psychological	3.21	0.88	3.36	0.74	3.26	0.74	3.23	0.87
Educational	3.23	0.91	3.34	0.74	3.25	0.73	3.32	0.88
Social	3.16	0.97	3.24	0.72	3.23	0.75	3.38	0.86
Relaxational	3.31	0.97	3.49	0.81	3.36	0.78	3.36	1.01
Physiological	3.26	0.90	3.30	0.79	3.26	0.77	3.10	0.93
Aesthetic	3.31	0.94	3.45	0.78	3.36	0.83	3.35	0.90

Table 5 shows the analysis results by weekly leisure. In this sense, there was no significant difference in the Life-SS scores by weekly leisure of the participants ( $f = .420$ ;  $p > 0.05$ ). No significant difference was also found in

JPS scores by weekly leisure ( $t = 1.099$ ;  $p > 0.05$ ). MANOVA analysis results revealed that the main effect of the weekly leisure on the sub-dimensions of Leisure-SS was not significant [ $\lambda = 0.955$ ,  $F_{(18,956)} = .881$ ;  $p > 0.05$ ].

**Table 6.** Analysis Results between Scale Scores

Variables		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Life Satisfaction (1)		1							
Job Performance (2)		.157**	1						
Leisure Satisfaction Scale	Psychological (3)	.219**	.090	1					
	Educational (4)	.112**	.034	.769**	1				
	Social (5)	.115*	.034	.681**	.793**	1			
	Relaxational (6)	.057	.035	.670**	.711**	.767**	1		
	Physiological (7)	.104	.023	.593**	.626**	.624**	.692**	1	
	Aesthetic (8)	.068	.048	.630**	.661**	.695**	.792**	.755**	1

( $p < 0.01$ ) \*\*; ( $p < 0.05$ ) \*

According to the Pearson Correlation analysis results in Table 6, there was a positive and low-level relationship between Job Performance and Life Satisfaction, and between the "Psychological," "Educational,"

and "Social" sub-dimensions of Leisure Satisfaction and Job Performance. However, there was no statistically significant relationship between the sub-dimensions of JPS and Leisure-SS.

## DISCUSSION AND CONCLUSION

The gender's main effect on leisure satisfaction levels was not significant, and there was no significant difference in the sub-dimensions, which did not overlap with the findings of Ngai (2005), Serdar and Ay (2016), Serdar et al. (2018), Chun et al. (2012), Çelik et al. (2014), and Muzindutsi and Masango (2015). However, Yaşartürk and Bilgin (2019) and Tian et al. (2020) found similar results. In light of the studies in the literature, it is suggested that the differences between study findings can stem from using different sample groups. Although men's life satisfaction levels were higher than women's, statistically significant no difference was found, which was also found by Çakır et al. (2016), Drakou et al. (2006). Thus, it can be implied that gender is not an important factor affecting life satisfaction. A significant difference was found in participants' job performance levels by gender. In other words, women had higher job performance levels than men. In their study, Türkoğlu, and Yurdakul (2017), Dhani and Sharma (2017) reached similar results.

The main effect of the participants' marital status on their leisure satisfaction was not significant, and there was no significant difference in the sub-dimensions. In this sense, leisure satisfaction levels did not differ by

being single or married. In light of the findings, the findings of Ngai (2005), Koç and Er (2020), and Yaşartürk et al. (2018) were in line with the results of the current study. It can be suggested that marital status is not an influential variable in determining leisure satisfaction. No statistically significant difference was found in the life satisfaction of married and single individuals. However, Drakou et al. (2006) determined that the married coaches' life satisfaction was higher than the single or divorced coaches, which was a different finding from the current ones. The differences between study results can be due to the use of different research groups. No statistically significant difference was found in participants' job performance levels by marital status. In other words, although the job performance of married participants was higher than singles, the difference was not statistically significant. The study results of

Türkoğlu and Yurdakul (2017) overlapped with the current finding. No significant difference was found in leisure satisfaction levels by labor type. Although the leisure satisfaction levels of the contract laborers were high, the difference was not statistically significant. It might stem from that labor type was not an indicator of leisure satisfaction.

A significant difference was found in life satisfaction by labor types. In other words, regular laborers' life satisfaction level in a workplace was higher than contract laborers. It can be interpreted as the fact that regular laborers are less likely to experience work-life-related problems than contract laborers. A significant difference was seen in job performances by labor type. It was in favor of regular laborers. Thus, it can be suggested that labor types of influence job performance.

The main effect of weekly leisure on leisure satisfaction was not significant. There was also no significant difference in the sub-dimensions. This finding was also proved by Serdar and Demirel (2020). In other words, the weekly leisure of participants did not affect their leisure satisfaction. Although the life satisfaction levels of those with 11-15 hours of weekly leisure were high, this difference was not statistically significant. Hence, there was no difference in life satisfaction of participants by their weekly leisure.

Similarly, although the work performance of those with 11-15 hours of weekly leisure was high, no significant difference was obtained, which can be interpreted as the weekly leisure did not affect their job performance.

There was a positive and low-level relationship between job performance and life satisfaction. In this sense, as job performance increases, so does the life satisfaction level. Besides, there was a positive and low-level relationship between the "Psychological," "Educational" and "Social" sub-dimensions of leisure satisfaction and life satisfaction levels. Some studies in the literature also revealed similar findings (Özmaden, 2019; Yaşartürk and Bilgin, 2019; Yerlisu Lapa, 2013). It can be suggested that as individuals' life satisfaction levels increase, so do their leisure satisfaction levels. Nevertheless, there was no statistically significant relationship between job performance and leisure satisfaction.

Lastly, women's job performance levels were higher than men's. Although married participants' life satisfaction and job performance were higher than singles, this difference was not significant. Similarly, although regular laborers' life satisfaction and job performance were higher than contract

laborers, this difference was not significant. Although both life satisfaction and job performance of those with 11-15 hours of weekly leisure were high, the difference was not statistically meaningful. Finally, it can be claimed that as job performance and leisure satisfaction increase, so does life satisfaction.

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## Relationship Between Sportsmanship Behavior and Communication Skills: A Study on University Student-Athletes

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### Abstract

The concept of sportsmanship, frequently mentioned from the ancient Olympics to today's modern Olympics, is increasing its popularity day by day. This study aims to examine the sportsmanship behavior of undergraduate university students and determine its relationship with communication skills. Accordingly, 415 university students reached online with convenience sampling, one of the non-random sampling methods, constituted the study sample. As data collection tools, the "Sportsmanship Scale" developed by Gümüş et al. (2020), and the "Communication Skills Scale" developed by Korkut-Owen and Bugay (2014), were used. Kurtosis and skewness values were examined to assess the conformity of the obtained data to normal distribution. Data analysis included descriptive statistics determining students' demographic characteristics, t-test, and ANOVA. Correlation Analysis tests were applied to reveal the relationship between the two scales, and a p-value of 0.05 was considered the significance level for all analyzes. The analyzes showed that the total communication skills scores and the scores from the sub-dimensions of active listening, non-verbal communication, and willingness to communicate of women were statistically significantly higher than the scores of men. While the sportsmanship behaviors of the students did not differ based on gender, there was a moderate positive relationship between the communication skills scale and all sub-dimensions of the sportsmanship scale.

**Keywords:** Sportsmanship, communication, fair play, athlete, sports.

## Sportmenlik Davranışı ve İletişim Becerisi İlişkisi: Sporcu Üniversite Öğrencileri Üzerine Bir Uygulama

### Öz

Antik olimpiyatlardan günümüz modern olimpiyatlara kadar adından sıklıkla söz ettiğimiz bir kavram olan sportmenlik kavramı, her geçen gün popülerliğini arttırmaktadır. Bu araştırmanın amacı, lisanslı üniversite öğrencilerinde sportmenlik davranışını incelemek ve bu davranışın iletişim becerisi ile ilişkisini ortaya koymaktır. Bu amaç doğrultusunda seçkisiz olmayan örnekleme yöntemlerinden uygun örnekleme yöntemiyle çevrimiçi ulaşılan 415 üniversite öğrencisi araştırmanın örneklemini oluşturmuştur. Veri toplama aracı olarak Gümüş ve arkadaşları (2020) tarafından geliştirilen "Sportmenlik Ölçeği" ve Korkut-Owen ve Bugay (2014) tarafından geliştirilen "İletişim Becerileri Ölçeği" kullanılmıştır. Elde edilen verilerin normal dağılım gösterip göstermediğini belirlemek için basıklık ve çarpıklık değerlerine bakılmıştır. Verilerin analizinde öğrencilerin demografik özelliklerini ortaya koymak için betimsel istatistikler, t testi ve ANOVA kullanılmıştır. İki ölçek arasındaki ilişkiyi ortaya koymak üzere Korelasyon Analizi testleri uygulanmış ve bütün analizler için hata payı 0,05 olarak alınmıştır. Yapılan analizler sonucunda kadınların toplam iletişim becerileri puanları ile etkin dinleme ve sözel olmayan iletişim ve iletişim kurmaya isteklilik alt boyutundan elde ettikleri puanların erkeklerin puanlarından istatistiksel olarak anlamlı düzeyde yüksek olduğu belirlenmiştir. Öğrencilerin sportmenlik davranışları cinsiyet değişkeni açısından farklılık yaratmazken sportmenlik ölçeğine ait tüm alt boyutlarda iletişim becerileri ölçeği ile orta derecede pozitif yönlü ilişki tespit edilmiştir.

**Anahtar Kelimeler:** Sportmenlik, iletişim, dürüst oyun, sporcu, spor.

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## INTRODUCTION

One of the many topics to talk about after the Tokyo 2020 Olympic games is “fair play”, which refers to sportsmanship and integrity. As a matter of fact, the 32nd Summer Olympic Games took its place in history with the great example of sportsmanship, especially in the high jump final. “Gold medal sharing”, one of the most talked-about topics of the Olympics, will be explained as a case study in many universities as one of the precious examples of communication and sportsmanship between athletes. The concepts of communication and sportsmanship have undertaken an essential mission in the transformation of sports into a big industry today.

From the first day of life, communication significantly contributes to defining and expressing oneself and becoming a part of the social structure by interacting with other people and the environment. Human beings have not only influenced others and their environment through communication but also got organized by establishing certain norms and values to continue their existence and created social and cultural institutions. Through communication, they found the opportunity to preserve their traditions and cultural identities, as well as to spread new ideas and values (Mutlu, 1994).

Communication can be defined as the process by which people collectively create and organize social reality; the transmission of information, ideas, feelings, and skills using symbols; the process of participants creating knowledge and sharing it with each other to reach a mutual understanding; having information and ideas understandable by everyone in the same way and with the same value, or making them understandable, as well as sharing and ensuring mutual influence (Dökmen, 2005). From this point of view, the participants (athletes, coaches, parents, managers, etc.) in sports teams are expected to have effective communication means.

Both in team sports and individual sports, communication is crucial in achieving success and exhibiting the desired performance (Selağzı & Çepikkurt, 2009). The relationship established between individuals in every sports branch and every process of sports life plays a

significant role in the physical and psychosocial development of the athlete (Jowett & Cockerill, 2002). Concepts such as sports, exercise, and physical activity can be considered as a successful process that is accomplished depending on the presence of each other. Based on this anticipation, the theoretical structure put forward by Iso-Ahola (1995) suggests that sportive performance will develop as a function of personal (coping) and interpersonal (coach-athlete relationship) factors. According to Iso-Ahola (1995), it is necessary to strengthen both personal and interpersonal communication factors to improve athletic success both in individual and team sports (Selağzı & Çepikkurt, 2009). In this context, the element of sportsmanship comes to the fore, which in its essence contains strong communication factors.

Although individuals directly or indirectly related to sports are expected to behave more virtuously in sportsmanship, the trend today is in the opposite direction. Seeing all means as permissible in the name of winning is incompatible with the concept of sportsmanship. Yet today, the value of sportive events is indexed to the result, the success achieved. This has turned sports into “a struggle to win at all costs”. In other words, while sport should be for sportive virtue, as in the understanding of amateurism, now it is done to win championships, medals, and awards, rendering sportive virtue a concept that does not matter much besides the success achieved (Gümüş et al., 2020).

Moving away from the real purpose of sports and making it linked to success has brought corruption in moral values in sports competitions. Thus, the sportsmanlike competition gave way to the ambition to win (Tanriverdi, 2012). For this reason, providing an understanding of sportsmanship at every stage of education to raise a young generation with ethical values also undertakes a critical mission in terms of reducing violence and aggression in sports. Individuals involved in sports as amateurs or professionals are expected to embrace sportsmanship behavior the most. Yet, studies prove the opposite (Gümüş et al., 2016; Guo et al., 2021; Sánchez-Alcaraz et al., 2020).

This study aims to examine the relationship between communication skills and sportsmanship behaviors of individuals oriented towards sports. Although there are findings in the literature that social expectations include strong communication elements in athletes, there are also scientific studies to the contrary. Therefore, besides studies on amateur and professional identities, there are also studies on individuals who are not involved in active sports. This study aims to examine the student-athlete groups actively involved in university sports and to reveal the current situation.

## METHOD

### Research Model

This research is a cross-sectional descriptive study that aims to reveal the relationship between sportsmanship behavior (SB) and communication skills (CS), as well as whether the SB and CS scale scores of student-athletes differ according to gender and sports age variables. Descriptive studies are generally conducted to shed light on data, reveal possible relationships between events, and make evaluations following standards. Descriptive research refers to studies that describe a situation completely and accurately. Screening models are studies conducted on larger samples compared to other studies in which the interests, skills, abilities, attitudes, etc. of participants about an event or phenomenon are determined (Karasar, 2009; Büyüköztürk et al., 2014).

### Participants

The study population consists of university students currently enrolled in undergraduate education in Turkey. The exclusion criterion was not being a licensed athlete with active participation in individual or team sports in the last 3 years. The study sample was selected by convenient sampling, a type of non-random sampling method. Convenient sampling is a method that aims to prevent time and labor loss depending on the purpose of the study (Büyüköztürk, 2014). In this context, according to the sample size calculation, the sample should contain at least 385 people with a 5% acceptable margin of error at a 95% confidence level (542 people for 98% CI, 664

people for 99% CI). Accordingly, the study sample consists of a total of 415 students, 198 women, and 217 men.

### Data Collection Tools

#### *Personal Information Form*

This section contains study variables, such as demographic characteristics of the participants, gender, grade level, sports age. The personal information form was prepared by the researchers to form the research group.

#### *Sportsmanship Scale*

The "Sportsmanship Scale" developed by Gümüş et al. (2020), which questions the sportsmanship behaviors of individuals, was used as a data collection tool. The 5-point Likert-style scale (1. I strongly disagree, 5. I totally agree) was inspired by the questions in the scales used in the studies of Perry et al. (2015) and Vallerand et al. (1996, 1997). The scale consists of 5 sub-dimensions and 27 items: rules, intentional behaviors, opponent, understanding of the game, and sportive behavior.

#### *Communication Skills Scale*

The communication skills of the students were evaluated using the "Communication Skills Scale" developed by Korkut-Owen and Bugay (2014) and analyzed for validity and reliability. The 5-point Likert-type scale consists of 4 sub-dimensions, namely "Communication Principles and Basic Skills (CPBS)", "Self-Expression (SE)", "Active Listening and Non-Verbal Communication (ALNVC)" and "Willingness to Communicate (WC)", and 25 questions (1: Never; 5: Always).

### Analysis of the Data

In data analysis, frequency and percentage calculations were made in order to reveal the distribution of the sample by demographic variables. The Skewness and Kurtosis normality tests determined a normal distribution. A Skewness value of  $\pm 1$  and a Kurtosis value of  $\pm 2$  indicate a normal distribution (Şenocak and Acar 2007). The t-test was used for comparisons between the means of two independent groups; one-way analysis of variance (ANOVA) for the comparisons of the means of more than two groups; and Pearson Correlation Analysis to determine the level of correlation.

## FINDINGS

**Table 1.** Demographic information of participants

Variables	Groups	n	%
Gender	Male	211	50,8
	Female	204	49,2
Year in Sports	1-3	198	47,7
	4-6	133	32,2
	7-9	84	20,1
Type of Sport	Team	220	53,1
	Individual	195	46,9
Class	1	110	26,5
	2	123	29,7
	3	112	26,9
	4	70	16,9
<b>Total</b>		415	100

Of the individuals participating in the study, 50.8% were male athletes. Of the athletes; 47.7% have been continuing their professional career as licensed athletes for 1-3 years. While

53.1% were engaged in team sports, 46.9% were individual athletes. In addition, 26.5% of the student-athletes were first-year students.

**Table 2.** Comparison of communication skills and sportsmanship scale scores by gender with t-test

Scale	Dimension	Gender	N	X	SS	t	p
Communication Skills	Communication Principles and Basic Skills - CPBS	Female	204	20,08	2,76	1,89	0,07
		Male	211	19,91	2,81		
	Self-Expression - SE	Female	204	39,12	3,57	1,09	0,29
		Male	211	38,04	4,61		
	Active Listening and Non-Verbal Communication - ALNBC	Female	204	21,68	2,3	2,15	0,03*
		Male	211	19,98	3,07		
	Willingness to Communicate - WC	Female	204	12,08	2,09	2,12	0,04*
		Male	211	11,85	1,98		
Communication Skills TOTAL	Female	204	106,23	9,18	2,08	0,03*	
	Male	211	101,21	11,88			
Sportsmanship Behavior	Rules	Female	204	3,41	1,01	1,32	0,36
		Male	211	3,46	0,93		
	Intentional Behaviors	Female	204	3,56	1,17	1,44	0,19
		Male	211	3,44	1,23		
	Opponent	Female	204	2,83	1,11	1,43	0,32
		Male	211	2,76	1,19		
	Understanding of the Game	Female	204	3,76	1,22	1,49	0,39
		Male	211	3,79	1,34		
	Sportive Behavior	Female	204	3,56	1,09	1,64	0,21
		Male	211	3,39	1,11		
	Sportsmanship TOTAL	Female	204	3,65	1,32	1,69	0,29
		Male	211	3,58	1,29		

**Table 3.** Correlation analysis of communication skills scale and sportsmanship scale

N:415		1	2	3	4	5	6	7	8	9	10
<b>Communication Principles and Basic Skills (1)</b>	<b>p</b>										
	<b>r</b>										
<b>Self-Expression (2)</b>	<b>p</b>	,657**									
	<b>r</b>										
<b>Active Listening and Non-Verbal Communication (3)</b>	<b>p</b>	,598**	,458**								
	<b>r</b>										
<b>Willingness to Communicate (4)</b>	<b>p</b>	,368**	,374**	,689**							
	<b>r</b>										
<b>Communication Skills Total (5)</b>	<b>p</b>	,477**	,449**	,387**	,743**						
	<b>r</b>										
<b>Rules (6)</b>	<b>p</b>	,374**	,567**	,449**	,485**	,561**					
	<b>r</b>										
<b>Intentional Behaviors (7)</b>	<b>p</b>	,371	,327**	,302**	,349**	,371**	,561**				
	<b>r</b>										
<b>Opponent (8)</b>	<b>p</b>	,412	,450**	,451**	,398**	,356**	,684**	,531**			
	<b>r</b>										
<b>Understanding of the Game (9)</b>	<b>p</b>	,464	,543**	,593**	,471**	,554**	,439**	,588**	,567**		
	<b>r</b>										
<b>Sportive Behavior (10)</b>	<b>p</b>	,332**	,671**	,469**	,321**	,662**	,678**	,550**	,683**	,510**	
	<b>r</b>										
<b>Sportsmanship Total (11)</b>	<b>p</b>	,531	,413	,452	,374	,456	,647**	,678**	,550**	,498**	,599**
	<b>r</b>										

\*\*Correlation is significant at the 0.01 level (2-tailed).

As can be seen in Table 3, a moderate positive correlation was found in total scale scores and in all sub-dimensions of the communication skills and sportsmanship scales. The correlation coefficients indicate the highest relationship in the self-expression and sportive behavior subscale ( $r=0.671$ ;  $p<0.01$ ).

## DISCUSSION and CONCLUSION

Within the scope of the research, the study group was selected from active athletes among university students with a sports background. Different studies have been carried out on sportsmanship with different groups. These groups also include licensed athletes, but there are hardly any studies examining and questioning the concept of sportsmanship and communication together. In this context, the present study examined the relationship between sportsmanship behavior and communication skills.

Analyses have shown that each sub-dimension of the sportsmanship scale, which has five sub-dimensions, was positively and moderately related to the communication skills scale. Based on the analysis of relationship levels,

the highest correlation was between the self-expression and sportive behavior subscales ( $r=0.671$ ;  $p<0.01$ ), and the lowest correlation was between the active listening and non-verbal communication and intentional behaviors subscales ( $r=0.302$ ;  $p<0.01$ ). This finding is one of the indicators of how crucial communication skills are in popularizing sportsmanship behavior. In terms of establishing a moral perspective in sports, communication plays a key supportive role. The concept of sportsmanship is defined as the expression of competition and honesty for a responsible and thoughtful athlete; but also with the concepts such as magnanimity, respect, kindness, friendliness, compassion, and generosity (Stornes & Ommundsen, 2004). All of these concepts are closely related to the concept of communication.

There are three theoretical approaches regarding how sportsmanship should be understood. The first is social cognitive theory. In this theory, modeling and reinforcement determine the appropriate and inappropriate behavior of athletes in competitive situations. The second approach mentions concepts in

structuralist models of development and especially moral logic. It demonstrates the effects of a person's potential for reconciliation through moral dialogue on aggression by discussing similar tendencies associated with sportsmanship. The last approach is the sociopsychological approach (Sezen Balçıklanılı & Yıldırım, 2011). Sportsmanship has a sociopsychological aspect. In the sociopsychological approach, sportsmanship has three key elements: sportsmanship orientation, development of sportsmanship orientation, and behaviors towards sportsmanship (Valleran, Losier, 1994). "Deliberate behaviors", one of the sub-dimensions of the sportsmanship scale, refers to avoiding behaviors that will harm the opponent or the philosophy of the game. This sub-scale, which emphasizes that provoking the opponent to prevent their performance is extremely wrong, refers to the importance of not only verbal communication but also body language in sports. Indeed, many studies emphasized the importance of body language and nonviolent communication in preventing violence and aggression in sports (Ommundsen et al., 2003; Gua et al., 2021; Serrano-Durá et al., 2021; Pedersen et al., 2020).

Nonviolent communication is a communication process that enables individuals to try to understand the other person through empathy without sacrificing their values, to express their honest feelings without accusing, and to improve the quality of relationships fundamentally. The process of nonviolent communication begins with the individual objectively observing the events, followed by expressing their feelings honestly to themselves and the other person. The process ends as these feelings give rise to related needs, and these needs are asked using clear and positive action language.

Various studies in the literature question the relationship between aggression and communication. Similar to these studies, the concepts of aggression and sportsmanship were considered together and several connections were tried to be established. Various studies considered sportsmanship and aggression to be closely related. For example, Chantal et al. (2005) reported a significant relationship between sportsmanship and

aggression. They even stated that those with a strong sportsmanship orientation would have a decreased reactive aggression. On the other hand, Weiss and Bredemeier (1990) argued that especially men's acceptance of aggression causes them to be more tolerant of unsportsmanlike behavior. Rascle et al. (1998) determined that players with ego-oriented motivation in sports use aggression as a success strategy. The common point of many such studies is the belief of the presence of an element of miscommunication under the behavior of violence and aggression in sports.

One of the main factors that will eliminate or reduce the element of violence and aggression in sports, one of the most discussed topics in sports in recent years, is to help athletes understand each other and to create more effective communication channels. This study considered the elements of communication and sportsmanship in sports together and scientifically revealed their relationship.

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## Sportmenlik Davranışı ve İletişim Becerisi İlişkisi: Sporcu Üniversite Öğrencileri Üzerine Bir Uygulama

**Bilal ÇAĞLAYAN, Sena COŞKUN, BAKI YILMAZ**

### Öz

Antik olimpiyatlardan günümüz modern olimpiyatlara kadar adından sıklıkla söz ettiğimiz bir kavram olan sportmenlik kavramı, her geçen gün popülerliğini arttırmaktadır. Bu araştırmanın amacı, lisanslı üniversite öğrencilerinde sportmenlik davranışını incelemek ve bu davranışın iletişim becerisi ile ilişkisini ortaya koymaktır. Bu amaç doğrultusunda seçkisiz olmayan örnekleme yöntemlerinden uygun örnekleme yöntemiyle çevrimiçi ulaşılan 415 üniversite öğrencisi araştırmanın örneklemini oluşturmuştur. Veri toplama aracı olarak Gümüş ve arkadaşları (2020) tarafından geliştirilen “Sportmenlik Ölçeği” ve Korkut-Owen ve Bugay (2014) tarafından geliştirilen “İletişim Becerileri Ölçeği” kullanılmıştır. Elde edilen verilerin normal dağılım gösterip göstermediğini belirlemek için basıklık ve çarpıklık değerlerine bakılmıştır. Verilerin analizinde öğrencilerin demografik özelliklerini ortaya koymak için betimsel istatistikler, t testi ve ANOVA kullanılmıştır. İki ölçek arasındaki ilişkiyi ortaya koymak üzere Korelasyon Analizi testleri uygulanmış ve bütün analizler için hata payı 0,05 olarak alınmıştır. Yapılan analizler sonucunda kadınların toplam iletişim becerileri puanları ile etkin dinleme ve sözel olmayan iletişim ve iletişim kurmaya isteklilik alt boyutundan elde ettikleri puanların erkeklerin puanlarından istatistiksel olarak anlamlı düzeyde yüksek olduğu belirlenmiştir. Öğrencilerin sportmenlik davranışları cinsiyet değişkeni açısından farklılık yaratmazken sportmenlik ölçeğine ait tüm alt boyutlarda iletişim becerileri ölçeği ile orta derecede pozitif yönlü ilişki tespit edilmiştir.

**Anahtar Kelimeler:** Sportmenlik, iletişim, fair play, sporcu, spor.

### GİRİŞ

Tokyo 2020 olimpiyat oyunlarının ardından üzerine konuşulacak çok fazla konu olmakla beraber bunlardan bir tanesi sportmenlik ve dürüst oyun olarak adlandırılan “fair play”dir. 32. Yaz Olimpiyat Oyunları, özellikle yüksek atlama finalinde yaşanan sportmenlik örneği ile tarihteki yerini almıştır. Olimpiyatların en çok konuşulan konularından olan “altın madalya paylaşımı”, sporcular arasındaki iletişimin ve sportmenliğin nadide örneklerinden biri olarak birçok üniversitede derslerde örnek olay olarak anlatılacaktır. İletişim ve sportmenlik kavramları, sporun günümüzde büyük bir endüstriye dönüşmesinde önemli bir misyon üstlenmiştir.

İletişim, bireyin yaşama başladığı günden itibaren diğer insanlarla ve çevresiyle etkileşim halinde kendini tanımlamasında, ifade etmesinde ve toplumsal yapının parçası olabilmesinde önemli roller oynamaktadır. İnsanoğlu, iletişim aracılığı ile diğerlerini ve çevresini etkilemekle kalmamış varlığını devam ettirebilmek için belli normlar ve değerler üreterek örgütlenmiş, toplumsal ve kültürel kurumlar meydana getirmiştir. İletişim aracılığı ile geleneklerini ve kültürel kimliklerini korumakla birlikte yeni düşünce ve değerleri de yaygınlaştırma imkânı bulmuşlardır (Mutlu, 1994). İletişim, insanların kolektif olarak toplumsal gerçekliği yaratıp düzenledikleri süreç; bilginin, fikirlerin, duyguların, becerilerin, simgeler kullanılarak iletilmesi; katılanların bilgi yaratıp, karşılıklı



anlamaya ulaşmak amacıyla bu bilgiyi birbirleriyle paylaşma süreci; bilgi ve düşüncelerin herkes tarafından aynı biçimde ve aynı değerle anlaşılır olması veya anlaşılır duruma getirilmesi, paylaşılması ve karşılıklı etkinin sağlanması olarak tanımlanabilir (Dökmen, 2005). Bu açıdan bakıldığında, spor takımlarında da katılımcıların (sporcu, antrenör, ebeveyn, yönetici vs.) etkili bir iletişim sürecine sahip olmaları beklenmektedir.

Gerek takım sporlarında gerekse bireysel sporlarda iletişimin başarıyı yakalamada ve istenen performansı ortaya koymada önemli olduğu söylenebilir (Selağzı ve Çepikkurt, 2009). Sporun her dalında ve her sürecinde bireyler arasında kurulan ilişki, sporcunun fiziksel ve psiko sosyal gelişiminde önemli rol oynamaktadır (Jowett ve Cockerill, 2002). Spor, egzersiz ve fiziksel aktivite gibi kavramlar, diğerlerinin varlığına bağlı olarak yerine getirilen bir başarı süreci olarak değerlendirilebilir. Bu öngörüye bağlı olarak Iso-Ahola (1995)'nin ortaya koyduğu kuramsal yapı, sportif performansın kişisel (baş çıkma) ve kişiler arası (antrenör-sporcu ilişkisi) faktörlerin bir fonksiyonu olarak ortaya çıkacağını ileri sürmektedir. Iso-Ahola (1995)'ya göre gerek bireysel bazda gerekse takım sporlarında, sportif başarının artması için hem kişisel hem de kişiler arası iletişim faktörlerin geliştirilmesi gerekmektedir (Selağzı ve Çepikkurt, 2009). Bu kapsamda değerlendirildiğinde sportmenlik unsuru ön plana çıkmaktadır ki kavram, özünde güçlü iletişim unsurlarını barındırmaktadır.

Sporla doğrudan veya dolaylı olarak bir ilişki içerisinde bulunan bireylerin sportmenlik konusunda daha erdemli davranmaları beklenirken günümüzde gidişat, bu durumun tam tersi yöndedir. Kazanma adına her yolu denenebilir görmek, sportmenlik kavramı ile bağdaşmamaktadır. Fakat günümüzde sportif etkinliklerin değeri sonuca, kazanılan başarıya endekslenmiştir. Bu da sporu “Her ne pahasına olursa olsun kazanmak için verilen bir

mücadeleye” dönüştürmüştür. Yani spor, amatörlük anlayışında olduğu gibi sportif erdem için yapılması gerekirken, artık şampiyonluk, madalya ve ödül kazanmak için yapılır olmuş; dolayısıyla sportif erdem, kazanılan başarının yanında pek bir önemi olmayan bir kavram haline dönüşmüştür (Gümüş ve diğ., 2020).

Sporun gerçek amacından uzaklaşması, başarıya endeksli kılınması, sportif mücadelelerde ahlaki değerlerde yozlaşmayı beraberinde getirmiştir. Böylece sportmence mücadele yerini kazanma hırsına bırakmıştır (Tanrıverdi, 2012). Bu nedenle sportmenlik anlayışının etik donanımlara sahip bir genç kuşağın yetiştirilmesine yönelik olarak, eğitimin her aşamasında verilmesi, sporda şiddet ve saldırganlığın azalması noktasında önemli bir misyon üstlenmektedir. Amatör veya profesyonel anlamda sporun içinde bulunan bireylerin sportmenlik davranışını daha üst düzeyde benimsemiş olmaları beklenmektedir. Fakat bunun tersini kanıtlar nitelikte çalışmalar da bulunmaktadır (Gümüş ve ark., 2016; Guo ve diğ., 2021; Sánchez-Alcarazve diğ., 2020).

Bu araştırmanın amacı; spora yönelmiş bireylerin iletişim becerileri ve sportmenlik davranışları arasındaki ilişkinin incelenmesidir. Alanyazın incelemelerinde toplumsal beklentilerin sporcu bireylerde güçlü iletişim unsurlarını barındırdığı yönünde bulgulara rastlanmakla beraber, aksi yönde bilimsel çalışmaların yapıldığı da görülmüştür. Dolayısıyla amatör ve profesyonel kimlikler üzerine yapılan çalışmaların yanı sıra aktif sporun içerisinde bulunmayan bireyler üzerine de çalışmalar vardır. Bu çalışma ile üniversite sporlarında aktif olarak yer alan sporcu-öğrenci gruplarının incelenmesi ve mevcut durumun ortaya konması hedeflenmektedir.

## YÖNTEM

### Araştırma Modeli

Bu araştırma, sportmenlik davranışı (SD) ve iletişim becerisi (İB) arasındaki ilişkiyi ortaya

koymayı amaçlayan ilişkisel tarama modelinde ve aynı zamanda sporcu öğrencilerin SD ve İB ölçek puanlarının cinsiyet ve spor yaşı değişkenlerine göre farklılaşmış farkılaşmadığını ortaya çıkarmayı amaçlayan kesitsel tarama türünde betimsel bir çalışmadır.

Betimsel çalışmalar, genellikle verilere ışık tutmak, olaylar arasında muhtemel ilişkileri ortaya çıkarmak ve standartlara uygun değerlendirmeler yapmak amacıyla yapılır. Betimsel araştırmalar; bir durumu tam ve doğru bir şekilde açıklayan çalışmalardır. Tarama modelleri; bir olay veya olguya dair katılımcıların ilgi, beceri, yetenek, tutum vb. özelliklerinin belirlendiği diğer araştırmalara nazaran daha büyük örneklem üzerinde yapılan araştırmalardır (Karasar, 2009; Büyüköztürk ve diğ., 2014).

### **Katılımcılar**

Araştırmanın evrenini Türkiye’de lisans öğrenimini gören sporcu üniversite öğrencileri oluşturmaktadır. Öğrencilerin lisanslı olarak bireysel ya da takım sporlarında son 3 yıl aktif olarak yer almış olmaması dışlama kriteri olarak belirlenmiştir. Araştırmanın örnekleme, seçkisiz (tesadüfi) olmayan örnekleme yöntemlerinden uygun örnekleme yöntemi ile seçilmiştir. Uygun örnekleme, çalışmanın amacına bağlı olarak zaman ve işgücü kaybını önlemeyi temel amaç edinen bir yöntemdir (Büyüköztürk, 2014). Bu bağlamda örneklem hesabı yapıldığında %95 güven seviyesinde %5 kabul edilebilir hata payı ile örneklemin en az 385 kişi olması (%98 istenirse; 542 kişi, %99 istenirse; 664 kişi) gerekmektedir. Bu doğrultuda araştırmanın örnekleme 198 kadın, 217 erkek olmak üzere toplam 415 öğrenciden oluşmaktadır.

### **Veri Toplama Araçları**

#### *Kişisel Bilgi Formu*

Araştırmanın amacına uygun olarak, katılımcılar ile ilgili demografik özelliklerden, cinsiyet, sınıf derecesi, spor yaşı gibi değişkenlerin yer aldığı bölümdür. Kişisel bilgi

formu, araştırma grubunu oluşturmak amacıyla araştırmacılar tarafından hazırlanmıştır.

#### *Sportmenlik Ölçeği*

Araştırmada veri toplama aracı olarak Gümüş ve arkadaşları (2020) tarafından geliştirilen ve bireylerin sportmenlik davranışlarını sorgulayan "Sportmenlik Ölçeği" kullanılmıştır. 5’li Likert tarzında oluşturulan ölçek (1. Hiç katılmıyorum, 5. Tamamen Katılıyorum), Perry vd. (2015)’nin çalışmasında yer verdiği ölçekte yer alan sorular ve Vallerand vd. (1996, 1997)’un çalışmasından da esinlenerek oluşturulmuştur. Ölçek; kurallar, kasti davranışlar, rakip, oyun anlayışı ve sportif davranış olmak üzere toplam 5 alt boyut ve 27 maddeden oluşmaktadır.

#### *İletişim Becerileri Ölçeği*

Öğrencilerin iletişim becerilerini belirlemek için, Korkut-Owen ve Bugay (2014) tarafından geliştirilerek geçerlik, güvenilirlik analizleri yapılan “İletişim Becerileri Ölçeği” kullanılmıştır. Ölçek, sırasıyla “İletişim İlkeleri ve Temel Beceriler (IITB)”, “Kendini İfade Etme (KIE)”, “Etkin Dinleme ve Sözel Olmayan İletişim (EDSOI)” ve “İletişim Kurmaya İsteklilik (IKI)” olmak üzere 4 alt faktör ve 25 sorudan oluşan 5’li Likert türündedir (1: Hiçbir zaman; 5:Her zaman)..

### **Verilerin Analizi**

Verilerin analizinde örneklemin, demografik değişkenlere göre dağılımını ortaya koymak amacıyla frekans ve yüzdelik hesaplamalar yapılmıştır. Yapılan Skewness ve Kurtosis normallik testleri sonucunda dağılımın normal olduğu tespit edilmiştir. Normalliği belirlemek için yapılan Skewness değerinin  $\pm 1$  olması ve aynı zamanda Kurtosis değerinin  $\pm 2$  olması normal dağılım gösterildiğini ifade etmektedir (Şenocak ve Acar 2007). Verilere iki bağımsız grup ortalamaları arasında karşılaştırmalar için t-testi, ikiden fazla grup ortalamalarının analizinde tek yönlü varyans analizi (ANOVA) ve ilişki düzeylerini belirlemek için Pearson Korelasyon Analizi uygulanmıştır.

## BULGULAR

**Tablo 1.** Katılımcıların demografik bilgileri

Değişkenler	Gruplar	n	%
Cinsiyet	Erkek	211	50.8
	Kadın	204	49.2
Spor Yılı	1-3	198	47.7
	4-6	133	32.2
	7-9	84	20.1
Spor türü	Takım	220	53.1
	Bireysel	195	46.9
Sınıf Derecesi	1	110	26.5
	2	123	29.7
	3	112	26.9
	4	70	16.9
<b>Toplam</b>		<b>415</b>	<b>100</b>

Araştırmaya katılan bireylerin %50.8'i erkek sporculardan oluşmaktadır. Sporcuların %47.7'si 1-3 yıldır lisanslı olarak sporcu kariyerini sürdürmektedir. %53.1'i takım

sporlarıyla uğraşırken %46.9'u bireysel sporculardan oluşmaktadır. Ayrıca sporcu öğrencilerin %26.5'i birinci sınıf öğrencisidir.

**Tablo 2.** Cinsiyete göre iletişim becerileri ve sportmenlik ölçek puanlarının t testi sonuçları

Ölçek	Boyut	Cinsiyet	N	X	SS	t	p
İletişim Becerileri	İletişim ilkeleri ve Temel Beceriler-İİTB	Kadın	204	20,08	2,76	1,89	0,07
		Erkek	211	19,91	2,81		
	Kendini İfade Etme-KİE	Kadın	204	39,12	3,57	1,09	0,29
		Erkek	211	38,04	4,61		
	Etkin Dinleme ve Sözel Olmayan İletişim-EDSOİ	Kadın	204	21,68	2,3	2,15	0,03*
		Erkek	211	19,98	3,07		
	İlişki Kurmaya İsteklilik-İKİ	Kadın	204	12,08	2,09	2,12	0,04*
		Erkek	211	11,85	1,98		
İletişim Becerileri Toplam	Kadın	204	106,23	9,18	2,08	0,03*	
	Erkek	211	101,21	11,88			
Sportmenlik Davranışı	Kurallar	Kadın	204	3,41	1,01	1,32	0,36
		Erkek	211	3,46	0,93		
	Kasti davranışlar	Kadın	204	3,56	1,17	1,44	0,19
		Erkek	211	3,44	1,23		
	Rakip	Kadın	204	2,83	1,11	1,43	0,32
		Erkek	211	2,76	1,19		
	Oyun anlayışı	Kadın	204	3,76	1,22	1,49	0,39
		Erkek	211	3,79	1,34		
	Sportif davranış	Kadın	204	3,56	1,09	1,64	0,21
		Erkek	211	3,39	1,11		
Sportmenlik Toplam	Kadın	204	3,65	1,32	1,69	0,29	
	Erkek	211	3,58	1,29			

**Tablo 3.** İletişim becerileri ölçeği ve sportmenlik ölçeği korelasyon analizi sonuçları

N:415	1	2	3	4	5	6	7	8	9	10
<b>İletişim ilkeleri ver</b>										
<b>Temel Beceriler (1)</b>										
<b>Kendini İfade Etme (2)</b>	,657**									
<b>Etkin Dinleme ver Sözel Olmayan İletişim (3)</b>	,01	,598**	,458**							
<b>İlişki Kurmayar İsteklilik (4)</b>	,01	,01	,689**							
<b>İletişim Becerilerir Toplam (5)</b>	,477**	,449**	,387**	,743**						
<b>Kurallar (6)</b>	,374**	,567**	,449**	,485**	,561**					
<b>Kasti davranışlar (7)</b>	,371	,327**	,302**	,349**	,371**	,561**				
<b>Rakip (8)</b>	,412	,450**	,451**	,398**	,356**	,684**	,531**			
<b>Oyun anlayışı (9)</b>	,464	,543**	,593**	,471**	,554**	,439**	,588**	,567**		
<b>Sportif davranış (10)</b>	,332**	,671**	,469**	,321**	,662**	,678**	,550**	,683**	,510**	
<b>Sportmenlik Toplam (11)</b>	,531	,413	,452	,374	,456	,647**	,678**	,550**	,498**	,599**

Tablo 3 incelendiğinde iletişim becerileri ölçeği ve sportmenlik ölçeğine ilişkin tüm alt boyutlarda ve toplam ölçek puanlarında orta düzeyde pozitif yönlü korelasyon tespit edilmiştir. Korelasyon katsayılarına bakıldığında ise en yüksek ilişki, kendini ifade etme ile sportif davranış alt ölçeğinde tespit edilmiştir ( $r=0.671$ ;  $p<0.01$ ).

## TARTIŞMA ve SONUÇ

Araştırma kapsamında çalışma grubu, üniversite öğrencileri içerisinde spor özgeçmiş olan aktif sporcu bireylerden seçilmiştir. Sportmenlik üzerine farklı gruplarla farklı çalışmalar yapılmıştır. Bu grupların içerisinde lisanslı sporcular da bulunmaktadır fakat sportmenlik ve iletişim kavramının bir arada sorgulandığı, incelendiği çalışmalar yok denecek kadar azdır. Bu kapsamda araştırma probleminde belirlendiği

üzere sportmenlik davranışı ve iletişim becerileri arasındaki ilişki irdelenmiştir.

Yapılan analizler neticesinde beş alt boyutu olan sportmenlik ölçeğinin her alt boyutu, iletişim becerileri ölçeği ile pozitif ve orta düzeyde ilişkili çıkmıştır. İlişki düzeyleri incelendiğinde en yüksek ilişki, kendini ifade etme ile sportif davranış alt ölçeğinde tespit edilirken ( $r=0.671$ ;  $p<0.01$ ), en düşük ilişki, etkin dinleme ve sözel olmayan iletişim ile kasti davranışlar arasında bulunmaktadır ( $r=0.302$ ;  $p<0.01$ ). Bu bulgu, sportmenlik davranışının yaygınlaştırılmasında iletişim becerilerinin ne denli önemli olduğunun göstergelerinden biridir. Sporda ahlaksal bakış açısının kazandırılması noktasında iletişimin destekleyici güç olarak kullanılması önemli bir anahtar rol üstlenmektedir. Sportmenlik kavramı, sorumlu ve düşünceli bir sporcu için rekabetin ve dürüstlüğün ifadesi şeklinde tanımlandığı gibi ayrıca; yüce gönüllülük,

saygı, kibarlık, cana yakınlık, şefkat, cömertlik gibi kavramlarla da ifade edilmektedir (Stornes, Ommundsen, 2004). Bu kavramların tamamı, iletişim kavramıyla yakından ilişkilidir.

Sportmenliğin nasıl anlaşılması gerektiğine dair üç teorik yaklaşım bulunmaktadır. İlki, sosyobilişsel teoridir. Bu teoride modelleme ve pekiştirme, sporcuların rekabet içeren durumlarda uygun olan ve olmayan davranışlarını belirlemektedir. İkinci yaklaşım, yapısalcı gelişim modellerindeki kavramlardan ve özellikle de ahlaki mantıktan söz etmektedir. Ahlaki diyalog yoluyla bir kişinin uzlaşma kapasitesinin sportmenlik ile ilişkilendirilen benzer eğilimleri ileri sürerek saldırganlık üzerine etkilerini göstermektedir. Son yaklaşım ise, sosyopsikolojik yaklaşımdır (Sezen Balçıklan ve Yıldırım, 2011). Sportmenliğin sosyopsikolojik modeli temel alan yönü bulunmaktadır. Sosyopsikolojik yaklaşımda sportmenliğin; sportmenlik yönelimi, sportmenlik yöneliminin gelişimi ve sportmenliğe yönelik davranışlar olmak üzere üç anahtar elementi bulunmaktadır (Valleran, Losier, 1994). Sportmenlik ölçeğinin alt boyutlarından olan “kasti davranışlar”, rakibe ya da oyunun felsefesine zarar verecek davranışlardan kaçınmayı ifade etmektedir. Karşı tarafı tahrik ederek performanslarını engellemenin son derece yanlış olduğunun üzerinde duran bu alt ölçek, sadece sözlü iletişimin değil beden dilinin de spordaki önemine göndermede bulunmaktadır. Zira, sporda şiddet ve saldırganlığı önlemede beden dilinin ve şiddetsiz iletişimin önemi birçok çalışmada vurgulanmaktadır (Ommundsen et al., 2003; Gua et al., 2021; Serrano-Durá et al., 2021; Pedersen et al., 2020).

Şiddetsiz iletişim; bireyin kendi değerlerinden ödün vermeden karşısındakini empati yolu ile anlamaya çalışmasını, suçlama yapmaksızın gerçek duygu ve ihtiyaçlarını dürüst bir şekilde ifade etmesini, ilişkilerin niteliğinin temelden düzeltilmesini sağlayan bir iletişim sürecidir. Şiddetsiz iletişim süreci; bireyin etrafında

yaşanan olayları objektif bir şekilde gözlemlemesinin ardından hissettiği duyguları kendisine ve karşısındakine karşı dürüstçe ifade etmesi ile başlamaktadır. Söz konusu duyguların bağlantılı ihtiyaçları doğurması ve bu ihtiyaçların net ve olumlu bir eylem dili kullanılarak istenmesi ile süreç sonlanmaktadır.

Alanyazında saldırganlık ve iletişim ilişkisini sorgulayan çeşitli çalışmalar bulunmaktadır. Bu çalışmalara benzer olarak saldırganlık ve sportmenlik kavramları da bir arada ele alınmış ve arada çeşitli bağlantılar oluşturulmaya çalışılmıştır. Bazı araştırmalarda sportmenlik ile saldırganlığın yakın ilişkili olduğuna yönelik değerlendirmelere yer verildiği görülmüştür. Örneğin, Chantal ve ark. (2005) çalışmalarında sportmenlik ile saldırganlık arasında önemli bir ilişki bulmuştur. Hatta güçlü sportmenlik yönelime sahip olanların özellikle tepkisel saldırganlıklarının azalacağını belirtmişlerdir. Diğer taraftan Weiss ve Bredemeier (1990), özellikle erkeklerin saldırganlığı kabul etmesinin, onların sportmenlik dışı davranışlara daha toleranslı bakmalarına yol açtığını öne sürmüştür. Rascle ve arkadaşları (1998), çalışmalarında sporda ego yönelimli motivasyona sahip oyuncuların başarı stratejisi olarak saldırganlıklarını kullandıklarını bulmuştur. Bunun gibi çok sayıda çalışmanın ortak noktası sporda şiddet ve saldırganlık davranışının altında iletişimsizlik unsurunun bulunduğu inancıdır.

Sporda son yıllarda üzerine sıklıkla tartışılan konuların başında gelen sporda şiddet ve saldırganlık unsurunu ortadan kaldıracak ya da azaltacak ana faktörlerden biri sporcuların birbirlerini anlamalarına yardımcı olmak ve daha etkili iletişim kanalları oluşturmalarını sağlamaktır. Bu çalışma sporda iletişim ve sportmenlik unsurlarını bir arada ele almış ve aralarındaki ilişkiyi bilimsel olarak ortaya koymuştur.

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## Opinions of Physical Education Teachers on National and Cultural Values Gained Through Physical Education and Sports Activities

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### Abstract

The objective of the research is to analyze the opinions of physical education teachers regarding national and cultural values gained through physical education and sports activities. In the research, the interview method has been used from qualitative research patterns. The study group consists of 19 physical education teachers (12 Male and 7 Female) selected according to the easily accessible sampling method from purposeful sampling methods, which is one of the improbable sampling strategies working at the middle and high school level in Gaziantep province in 2019-2020 Academic Year. Data have been gathered via a semi-structured interview form developed by the researchers and have been evaluated by content analysis method. According to the results of the study it has been determined that physical education teachers think that physical education and sports activities have positive effects in the development of students in terms of national and cultural values, but have various criticisms and suggestions for practice of such activities.

**Keywords:** Physical education and sports activities, physical education teacher, national and cultural value

## Beden Eğitimi ve Spor Etkinlikleri Yoluyla Kazanılan Millî ve Kültürel Değerlere İlişkin Beden Eğitimi Öğretmenlerinin Görüşleri

### Öz

Bu araştırmanın amacı, beden eğitimi ve spor etkinlikleri yoluyla kazanılan millî ve kültürel değerlere ilişkin beden eğitimi öğretmenlerinin görüşlerinin incelenmesidir. Araştırmada nitel araştırma desenlerinden görüşme yöntemi kullanılmıştır. Araştırma grubunu 2019-2020 Eğitim-Öğretim Yılında Gaziantep ilinde ortaokul ve lise kademesinde görev yapan olasılıksız örnekleme stratejilerinden biri olan amaçlı örnekleme yöntemlerinden kolay ulaşılabilir örnekleme yöntemine göre seçilen 19 beden eğitimi öğretmeni (12 Erkek, 7 Kadın) oluşturmaktadır. Veriler araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu yoluyla toplanmış ve içerik analizi yöntemi ile değerlendirilmiştir. Araştırmanın sonuçlarına göre beden eğitimi öğretmenlerinin millî ve kültürel değerler açısından, beden eğitimi ve spor etkinliklerinin öğrencilerin gelişim alanlarında olumlu etkiler oluşturduğunu düşündükleri ancak bu tür etkinliklerin uygulanmasına yönelik çeşitli eleştirilerinin ve önerilerinin olduğu tespit edilmiştir.

**Anahtar Kelimeler:** Beden eğitimi ve spor etkinlikleri, beden eğitimi öğretmeni, millî ve kültürel değer

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## INTRODUCTION

Education, in general terms, has been defined as the process of raising and directing individuals according to certain purposes on the basis of creating desired behaviors on individuals. The personality of the individual involved in this process differs. However, the knowledge, skills, attitudes and values gained through education lie on the basis of this differentiation (Quoted Öçalan & Erdoğan, 2009).

It is seen that the concept of education has been one of the most popular concepts in every field from the past to the present, and educational institutions are the leading institutions in this field. In fact, the reason why educational institutions are so important is that they are institutions that undertake the locomotive role in the transfer of values that protect the indivisible integrity of a community. Although individuals are left alone with value education by their parents since they opened their eyes to life, it can be said that it is possible to raise more conscious individuals about the concept of value due to the planned and programmed value education given by educational institutions. Schwartz (1994) the concept of value, it is defined as the beliefs that the individual aims and strives for, and that guides the choice of behavior preferences or the evaluation of these behaviors and preferences.

When the education curricula of the countries are investigated, it is observed that the practices related to values education are included in the curricula of educational institutions as a state policy. Basically, the universal values that students want to gain in these curricula are; according to Topal (2019) responsibility, benevolence, morality, leadership, justice, righteousness, discipline etc. are the values that direct the individual to the ideal human line (Topal, 2019). Every person has numerous values with different degrees of importance (Bardi & Schwartz, 2003). People who grow up in society and the education they receive impress their value choices. These values affect human life deeply and guide the evaluation of behavior and events (Schwartz & Bilsky, 1987). Therefore, it can be said that social values are transferred to future generations through education, and education as institution and educators play a crucial role in value transfer (Altun, 2003).

Bailey (2006), Bailey and et al. (2009) stated that one of the initial duties of educational institutions in most countries is to promote social and moral development of young people so that they can become productive citizens and make positive contributions to society (Bailey, 2006; Bailey and

et al., 2009 ). It can be said that one of the courses that provide these value gains is physical education and sports (PES) lessons. In fact, all classes in schools, inclusive PES, are expected to place this task at the centre of education period (Hardman & Marshall, 2005; Pühse & Gerber, 2005). Indeed, there is evidence in the literature that PES activities, when properly structured, can promote positive developmental outcomes for young people and promote moral character development (Fraser-Thomas, Côté & Deakin, 2005; Gould & Carson, 2008; Bailey, 2006; Etnier et al., 1997; Landers & Petruzzello, 1994 ). For example, Gould and Carson (2008) defended that sports can provide a suitable background for progress of various perfections, inclusive values that can profit young people's personal development.

In general, it is clearly seen in the literature that PES lessons, which are included in formal education curricula of most countries, also lead a healthy lifestyle. PES lessons have a multifunctional structure by nature. In this context, PES lesson enables the formation of ethical and spiritual qualifications of person, supporting psychomotor development, organization of beneficial social and professional activities, enabling the prevention of diseases and rehabilitating various ailments (Prysiazniuk et al., 2018). However, PES lessons not only provide physical development, but also contribute to the emotional and mental progress of students. For this reason, it is a fact that many values can be gained to students in PES lessons (Yıldız & Güven, 2013). However, PES lessons, it not only helps students stay fit, develop motor skills and muscle strength, but also contributes to the development of many values such as sportsmanship, teamwork, honesty, self-esteem, striving for the best individual performance, group attendance. Therefore, it can be said that PES lessons have a crucial place in promoting and developing both individual and social values in students. One of the phenomena, which is an important platform in the acquisition and transfer of these values, is the national holidays celebrated in a cheerful way.

National holidays are one of the basis notions that reveal the common pleasures and values of society (Elias, 2018). Eventhough societies have experienced negative events in different ways from the past to the present, they have some unique values that they respect. These values, which exist in societies, allow distances and the same excitement to be felt in all geographies of countries. In this respect, these values are the basic building blocks that provide the consciousness of being a nation. Values have emerged from the common experiences of a culture, spread, preserved and transferred from generation to generation. Even

when evaluating some international situations, events are viewed in terms of values. In fact, in various situations, values can be so decisive that even in this sense, international relations can come to a standstill. When we look at the national values of the Turkish society, the flag, patriotism, national anthem, independence, religious beliefs, traditions and customs, recent struggles, state and national elders, historical personalities, etc. can be counted (Çetin, 2015).

While national holidays enable nations to come together around the lofty goals they want to achieve, create a sense of belonging, develop common beliefs and values, they also function as a tool in transferring values to future generations (Uzun, 2010; Şavkili & Ertem, 2019). In national holidays, there are activities with wide participation every year in order to ensure that first of all, the young generations, and the whole society in general, can boast about their past and raise new generations that will create the national state forever (Akbaşrak, 1987). It can be said that one of the most important of these activities is PES activities. Through PES activities, it is possible to raise individuals who have national and cultural values, are hardworking, productive, creative, helpful, and assimilate the behaviors required by democratic life (Aracı, 2000). Therefore, it can be thought that national holidays will be an important tool in providing value gains in this regard.

As a result, culture and its inseparable part PES activities should be regarded as an activity aimed at creating efficient conditions to support physical and spiritual progress. Developing students on the basis of universal values that will contribute to national, ethical, cultural and aesthetic values and providing professional improvement with the target of more self-realization is only possible with PES lessons and activities (Bulger, 2015).

Students in PES activities, it is considered significant by the society to exhibit positive or negative behaviors in accordance with the individual or cultural structure in the national, social, moral and conscientious sense, and what the value perceptions and perspectives of the physical education teachers and students regarding these activities. In this regard, in order to understand the value indicators of the students participating in PES activities, and to examine the thoughts of physical education teachers about the values gained in various PES activities, it is necessary to examine the opinions of physical education teachers. Determining the value indicators of students who experience PES activities and the values that are gained to students and society through these activities, it is important from the point of adapting to social changes and transferring values

to future generations. As a result, the aim of the research is "Examination of the Opinions of Physical Education Teachers on National and Cultural Values Gained through Physical Education and Sports Activities".

## METHOD

### Research Model

Qualitative research method has been used in this study. Qualitative research method tries to understand the reasons behind the behavior of individuals and the social reality, it is a non-quantitative research type in which qualitative data collection techniques such as interview and document analysis are used (Gürbüz & Şahin, 2018). However, in this method, the present results cannot be generalized, but provide a perspective on the subject (Yıldırım & Şimşek, 2018).

In the research, phenomenology research pattern, which is one of the qualitative research patterns, has been used to determine the framework of the research. Phenomenology research focuses on how individuals perceive the phenomena they live and experience, what meanings they attribute to them, what they feel, how they describe them, and what meanings they share with other people (Patton, 2002). Person experiences form the basis of the phenomenological approach. In other words, in this approach, the researcher deals with the subjective experiences of the participant and examines the perceptions of the individual and the meanings they attribute to the events. Phenomenology is a descriptive study. In this sense, it should not be forgotten that it is significant not to generalize but to describe the phenomenon (Akturan & Esen, 2008).

In research, incorporating the views of physical education teachers for specify the values gained by the students in PES activities and the thoughts of physical education teachers about these activities, laid the groundwork for the use of the interview method. This method is a data collection method based on taking, recording and qualitatively analyzing the opinions of certain people or persons on the subject for the purpose of the research (Karasar, 2008; Kuş, 2003; Punch, 2005; Yıldırım & Şimşek, 2018). Data have been acquired via semi-structured interview method. This method has the flexibility to be adapted to different study cases (Punch, 2005). In this type of interviews, there are no standard, pre-prepared questions, and there are no restrictions on the answers (Yıldırım & Şimşek, 2018). In other words, in a semi-structured interview, the researcher is sometimes allowed to go beyond the determined questions and touch on

special issues while asking questions to the participants (Berg & Lune, 2019).

### Research Group

In study, purposive sampling method (Merriam, 2018), which is one of the non-probability sampling strategies used in qualitative research, and easily accessible sampling method, which is one of the purposeful sampling methods, have been used (Yıldırım & Şimşek, 2018).

Qualitative studies do not have to provide an sufficient sample size based on precise and statistical calculations (Ritchie, Lewis & Elam, 2003). It is important that the qualitative sample size is adequate to ensure that all relevant information is discovered (Morse, 2010). Satisfaction principle guided the sample size at this stage. Satisfaction is the situation in which new perspectives, insights, experiences or data are not revealed when enough participants are interviewed (Morse, 2010; Shank, 2006; Teddlie & Tashakkori, 2009). Vagle (2014) states that in phenomenological studies, there is no defined number for participant size (Vagle, 2014). In some

studies, it was stated that the number of participants should be between 5 and 25, while in some studies it was stated that there should be at least 10 people. However, the general consensus is that the number of participants is small. The data collection phase should be terminated when the opinions obtained from the participants in the researches start to be repeated. Therefore, at this stage, the researcher should perform the termination task when data adequacy occurs (Yıldırım & Şimşek, 2018; Creswell, 2018). Since data saturation was reached in this study, the research group ended with 19 physical education teachers (12 Male, 7 Female).

The study group consists of 19 physical education teachers (12 Male and 7 Female) selected according to the easily accessible sampling method from purposeful sampling methods, which is one of the improbable sampling strategies working at the middle and high school level in Gaziantep province in 2019-2020 Academic Year. Nickname codes were given to the participants (as Ö1, Ö2, Ö3,..) who attended in the interview.

**Table 1.** Distribution of the Data of the Research Group on the Participant Codes, Gender, Age, Professional Seniority, Education Status and Interview Dates

Participant Code	Gender	Age	Professional Seniority	Education Status	Interview Date
Ö1	Male	26	5	Bachelor's Degree	30.09.2019
Ö2	Male	29	4	Master's Degree	01.10.2019
Ö3	Male	31	9	Bachelor's Degree	02.10.2019
Ö4	Male	42	12	Bachelor's Degree	07.10.2019
Ö5	Female	37	16	Bachelor's Degree	10.10.2019
Ö6	Female	34	11	Bachelor's Degree	11.10.2019
Ö7	Female	27	5	Bachelor's Degree	17.10.2019
Ö8	Female	29	4	Bachelor's Degree	22.10.2019
Ö9	Female	29	6	Bachelor's Degree	24.10.2019
Ö10	Female	33	5	Bachelor's Degree	06.11.2019
Ö11	Female	27	6	Bachelor's Degree	12.11.2019
Ö12	Male	39	16	Bachelor's Degree	15.11.2019
Ö13	Male	38	13	Bachelor's Degree	16.11.2019
Ö14	Male	33	7	Bachelor's Degree	18.11.2019
Ö15	Male	28	4	Bachelor's Degree	20.11.2019
Ö16	Male	37	14	Bachelor's Degree	21.11.2019
Ö17	Male	30	3	Master's Degree	22.11.2019
Ö18	Male	24	1	Bachelor's Level	25.11.2019
Ö19	Male	29	8	Bachelor's Level	26.11.2019

As can be observed in Table 1, in the way of gender; a total of 19 physical education teachers, 7 Female and 12 Male, participated in the research, and the participants were between 24 and 42 years old, it is seen that the professional seniority of the participants varies between 1 and 16 years, and finally, in terms of the educational status of the participants, 2 of the participants have a master's degree and 17 participants have a bachelor's degree.

### Data Collection Tools

Interview method is one of the most basic data collection techniques in phenomenological studies. However, in phenomenological studies, written materials, observation, social media, visual tools, etc. It is also known that it is possible to benefit from various data collection techniques such as (Saban & Ersoy, 2017). In research, data have been collected through a semi-structured interview form developed by researchers. In the process of

structuring the interview form, a literature review was conducted on value orientations in general, and value orientations in PES in particular, related researches were examined, and after the questions determined by two subject experts were approved, questions were formed. The pilot application of the form was carried out with four physical education teachers, and the interview form, which was finalized as a result of the re-evaluation of the questions by subject experts and researchers, composed of two open-ended questions. In personal information form, information concerning the gender, age, professional seniority and educational status of the physical education teachers are included. In interview form, there are three open-ended questions, prepared to determine the thoughts of physical education teachers about national and cultural values gained through PES activities.

The aim of asking an open-ended and comprehensive question in the research is to try to provide the richness of the data obtained from the sample in a flexible and open-ended manner (Yıldırım & Şimşek, 2018). Semi-structured interview form permitted flexibility in the way and order in which questions have been asked, while ensuring that all participants have been asked the similar general questions (Shank, 2006). In this way, open-ended interview questions provided the participants with a way of expressing their understanding, perceptions and experiences (Roulston, 2010).

### Data Collection

The research data were collected between September and November 2019, by obtaining permission and appointment from physical education teachers, during lunch breaks during school hours, during free lessons, and through individual interviews in out-of-school cafe environments. Before each interview started, the participants had been informed regarding the aim and procedures of the research.

During the interview, a comfortable interview environment was created so that the participants felt comfortable about sharing their life experiences with the researcher (Roulston, 2010). Face-to-face interview sessions started in a conversational style. This approach has been used to help build relationships and relax the participant in the interview environment (Teddlie & Tashakkori, 2009).

Each interview with the participants lasted approximately 20 to 30 minutes. The obtained data were recorded with a mobile phone with voice recording feature, with the consent of the participants. Finally, the opinions of the

participants were converted into a total of 54 pages of raw data in word format using a computer.

### Analysis of Data

In order to draw a conclusion from the data obtained as a result of the interviews made in the research, the interview forms were transferred to the electronic environment and turned into a regular written document. The participants (12 Male, 7 Female) included in the interview were given different nicknames in order to keep their personal information confidential. The answers given by the participants to the open-ended questions in the interview form were read line by line and analyzed systematically with the content analysis method.

Content analysis is careful, detailed and systematic examination and interpretation of a particular material in order to detect patterns, themes, prejudices and meanings (Berg & Lune, 2019). The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. Through this analysis, it is aimed to identify the data and find out the facts that may be hidden in the data (Yıldırım & Şimşek, 2018). In this analysis, attention is paid to the processes of what data will be included in the analysis, what will be analyzed, how to use the analysis steps and coding tables effectively (Berg & Lune, 2019).

Content analysis consists of four stages: coding the data, finding the themes, organizing the data according to the codes and themes, defining and interpreting the findings (Yıldırım & Şimşek, 2018).

In qualitative data analysis, coding is one of the initial and most important tasks to discover the contents of raw data and analyze this data (Punch, 2005). While conducting the interviews during the implementation phase of the research, the researchers ask questions to the participants in line with the purposes of the research. In the continuation of this process, the participants openly express their thoughts by responding to the researchers. Finally, researchers have to document the answers given by the participants to the questions they ask, and analyze the basic thinking tendencies of the participants on the subject of the research. Therefore, this solution process performed in qualitative data analysis is called coding (Glesne, 2013). The main goal in content analysis is to collect similar data based on these codings within the framework of particular concepts and themes and to interpret these data by putting them in an understandable order (Yıldırım & Şimşek, 2018).

The reliability of the content analysis method depends on the coding process. The most important stage of this process is the identification and clear

definition of the themes. The interpretations of the themes do not change from researcher to researcher ensures reliability, which is a condition of objectivity. The interview data set should be given to different researchers at a time and the correlation between the results obtained should be calculated. In addition, this method is both effective and easy to apply against the distorting effect of memory (Miles & Huberman, 1994). For this reason, the data set, which was turned into a written document, was given to two experts and the correlation between the results obtained from each of them was calculated.

Reliability calculation of the data was calculated by using the *Consensus theme / Consensus + Disagreement theme* X 100 formula. According to the formula result, the consistency between the themes/codes should be 70% or more (Miles & Huberman, 1994).

As a result of the application of the formula, 30 of the 32 codes suggested by the experts were approved, and the compatibility between the themes/codes was determined as  $30/32 \times 100 = 93.75$ . The 2 codes on which no consensus could be reached were combined with other appropriate codes.

In addition, frequency analysis, which is one of the content analysis types, had been used in this research. Unit or items through frequency analysis; are presented in numerical, percentage and proportional manner. This situation provides a perspective to the researcher and the reader by revealing the frequency of appearance (repetition) of the views expressed by the participants.

Therefore, frequency analysis allows to understand the intensity and importance of a particular element. From this point of view, after frequency analysis is done, a classification based on frequency is made by placing the items and units in order of importance (Bilgin, 2014).

### **Validity and Reliability of the Research**

It is possible to use alternative concepts suitable for the nature of qualitative research instead of the concepts of validity and reliability in qualitative research. In this framework, "credibility" can be used inside of "internal validity", "transferability" inside of "external validity", "consistency" inside of "internal reliability" and "confirmability" inside of "external reliability" (Yıldırım & Şimşek, 2013; Creswell, 2018; Merriam, 2018). Validity and reliability in a study; they are important concepts in terms of revealing the scientificity, credibility, measurability, generalizability and reproducibility of the study (Kılınç, 2018). In this context, the strategies of credibility, long-term interaction, depth-oriented data collection, expert review, participant confirmation, confirmability, transferability, and consistency have been used to ensure the validity and reliability of this research (Yıldırım & Şimşek, 2018).

### **Results**

In this section, the data concerning to the study group have been examined in terms of different themes and codes, and the themes and codes were explained with percentage and frequency distributions, and direct quotations from the participants related to the themes have been included.

**Table 2.** Findings Concerning the Opinions of Physical Education Teachers on What Kinds of Learning Outcomes are Achieved in School Physical Education and Sports Activities during National Holidays Ceremonies

Theme	Code	Participants	F	%	Example Expressions
Learning Outcome (National-Cultural-Personal-Social Society)	Unity and Togetherness	Ö5,Ö8,Ö9,Ö10,Ö11,Ö16,Ö18	7	19.44	I think that there are activities that inculcate working in cooperation, helping each other, and that the group is important, not the individual (Ö18)...
	National Consciousness	Ö5,Ö6,Ö10,Ö12,Ö15,Ö17,Ö13	7	19.44	... These are the times when national consciousness awareness is at its peak. These days, our students realize what our ancestors have overcome under limited conditions and have the belief that they can do their best for their country and nation (Ö6)...
	National Feeling	Ö1,Ö3,Ö4,Ö5,Ö8,Ö14	6	16.66	...Such holidays remind us how necessary and important the homeland is and make us understand that time, albeit a little. How Does? Children of their age fought fiercely at the front when they were only 15 or 16 years old. To these young people; For the national unity of the country, for the flag, for the honor, telling or making people watch that the people of that period were martyred at a young age not only instills national feeling, but also reminds them to whom they owe their comfortable and beautiful life. National holidays are very important in this respect. (Ö14)...
	Transferring Cultural Values to Future Generations and Keeping them alive	Ö7,Ö11,Ö12	3	8.33	It is a fact that there are very important practices in order to learn the customs, traditions, customs and culture of the students and to continue them in our future generations (Ö7).
	Knowing the Past is Guiding for the Future	Ö10,Ö18,Ö19	3	8.33	...National holidays are the most valuable activities that enable the noble Turkish nation to see its future by looking at its past (Ö10)...
	Social Development	Ö5,Ö10,Ö18	3	8.33	...National holidays enable getting to know other students, working together, acting together and socializing in school activities and competitions (Ö10)...
	Self-confidence	Ö8,Ö9,Ö15	3	8.33	...The performances these days enable students to get rid of their feelings such as shyness and improve their sense of self-confidence (Ö15)...
	Respect	Ö15,Ö14	2	5.55	These ceremonies not only develop the national consciousness of the students, but also develop values such as respect that cannot be learned in other lessons (Ö15)...
	Taking Duty and Responsibility	Ö12	1	2.77	... In-school and out-of-school activities held on national and official holidays improve the sense of duty and responsibility in ceremonies as gains (Ö12)...
	Representing the Group in the Best Way	Ö12	1	2.77	...In the ceremonies organized to celebrate national and official holidays with enthusiasm, our students understand the importance of representing their group in the best possible way (Ö12)...
<b>Total</b>			<b>36</b>	<b>100</b>	
Critical Perspective	Doesn't Matter and Have No Meaning	Ö1,Ö2,Ö3,Ö4,Ö12	5	41.66	Although I think that it has developed a bit of national feelings, I do not think that it has much meaning and importance for students and parents today (Ö1)...
	Having Ceremonies Held Only for the Purpose of Formality	Ö2,Ö13,Ö19	3	29.99	I don't think it does any good for the kids. I think it's just official ceremonies for speeches (Ö2)...
	Repetitive Practices Not Based on Students Keep Students Away from Activities	Ö4,12	2	16.66	...Due to the same type of celebrations that follow one another and do not change for years, students want to avoid such activities. Activities that do not take the student as a basis, lack the sense of fun, and lose their excitement make the students bored (Ö4)...
	Failure in Togetherness	Ö12	1	8.33	Unfortunately, I think that unity could not be achieved in the celebration of national holidays (Ö12)...
	Failure to Balanced Task Distribution	Ö12	1	8.33	...I think that there is no effective distribution of tasks other than certain students (Ö12)...
<b>Total</b>			<b>12</b>	<b>100</b>	
Suggestion	Organizing Ceremonies on Voluntary Basis in the Form of Play and Entertainment	Ö8,Ö12	2	33.3	...In this regard, by making the children adopt national feelings, at the same time, it will be more positive if the works to be carried out during the holidays are based on volunteerism and celebrated in the form of games and entertainment without torturing the children (Ö8)...
	Making Students Do Studies According to Their Talents	Ö13,Ö18	2	33.3	...Activities based on the student's individual performance and personal abilities bring great benefits (Ö13)...
	Briefly Conducting Ceremonies Every Year Without Extending	Ö3	1	16.66	...I am of the opinion that the celebrations should be held briefly without being extended and that they should continue routinely every year (Ö3).
	Gaining the Love of the Country with Effective Activities in Ceremonies	Ö4	1	16.66	...A love of country can be gained to students through good and effective studies. There are schools that conduct exemplary studies on this subject (Ö4)...
<b>Total</b>			<b>6</b>	<b>100</b>	

F: Frequency %: Percent

When Table 2 is investigated, it has been designated that the physical education teachers' views on what kind of gains are achieved in the PES activities held at the school during the ceremonies held on national holidays are grouped under the themes of "Learning Outcome (f36)", "Critical Perspective (f12)" and "Suggestion (f6)". "Learning Outcome" theme respectively; "Unity and Togetherness (f7)", "National Consciousness (f7)", "National Feeling (f6)", "Transferring Cultural Values to Future Generations and Keeping them Alive", "Knowing the Past is Guiding for the Future (f3)", "Social Development (f3)", "Self-confidence (f3)", "Respect (f2)", "Taking Duty and Responsibility (f1)" and "Representing the Group in

the Best Way (f1)", "Critical Perspective" theme respectively; "Doesn't Matter and Have No

Meaning (f5)", "Having Ceremonies Held Only for the Purpose of Formality (f3)", "Repetitive Practices Not Based on Students Keep Students Away from Activities (f2)", "Failure in Togetherness (f1)", and "Failure to Balanced Task Distribution (f1)" and finally "Suggestion" theme respectively; "Organizing Ceremonies on Voluntary Basis in the Form of Play and Entertainment (f2)", "Making Students Do Studies According to Their Talents (f2)", " Briefly Conducting Ceremonies Every Year Without Extending (f1)" and "Gaining the Love of the Country with Effective Activities in

Ceremonies (f1)" appears to occur. In addition, in Table 2, sample statements directly quoted from the participants are included to support the relevant themes and codes.

**Table 3.** Findings Concerning the Opinions of Physical Education Teachers on Teaching Activities Reflecting Our Cultural Values such as Folk Dances and Traditional Games in Physical Education Lessons

Theme	Code	Participants	F	%	Example Expressions
Positive Impact	Importance of Culture in terms of Surviving and Transferring it to Future Generations	Ö1,Ö2,Ö3,Ö5,Ö6,Ö7,Ö8,Ö10,Ö11,Ö12,Ö14,Ö15,Ö19	13	52	...As teachers, our duty is; is to raise a generation whose young generations will take care of our traditions, customs and spiritual cultures. It is the most important element of this in folk dances and traditional games. A nation that does not know its past cannot see its future (Ö10).
	A sense of belonging to a group provides team spirit and self-confidence	Ö8,Ö14,Ö15,Ö18	4	16	...Belonging to a group; provides collaboration and self-confidence gain. Games that reflect our cultural values, such as these games, should definitely be taught in physical education lessons. However, the next stage of this, the demonstration part, should also be included. Because students want to be rewarded for their efforts, they want to be appreciated and reinforced by exhibiting what they have learned in front of a group. These situations develop self-confidence in students and instill a spirit of cooperation in students (Ö8)...
	Supporting Social Development	Ö9,Ö15,Ö16,Ö19	4	16	As a school, we also participate in such events. Relationships between students develop through such activities. Therefore, our values such as folk dances are great riches in terms of development of society and social development and also in terms of culture (Ö9).
	Being a Direct Factor in Gaining National and Spiritual Values	Ö16,Ö17	2	8	The sports branches also carry the motifs of the geography and country in which they live at the same time. Folk dances or traditional games that contain our traditional and cultural values are directly effective in the formation of national and spiritual values. For this reason, I am a teacher who believes that such games should be included in the physical education curriculum more than necessary. Because national and spiritual values help to strengthen the sense of unity and solidarity in the person (Ö17).
	Removal from Harmful Habits	Ö16	1	4	...It enables students to move away from potentially harmful habits (Ö16)...
Being Important for Country Promotion	Ö7	1	4	...Good event to introduce our culture to students from different countries (Ö7)...	
<b>Total</b>			<b>25</b>	<b>100</b>	
Suggestion	Religiously Only Men Participation in Cultural Activities	Ö3	1	33.33	As a physical education teacher, I don't want to be thought of as sexist. However, I am in favor of teaching folk dances only to male students. I am giving this answer by looking at the subject from a religious point of view. I do not want to go into details (Ö3)...
	Training of Professional Educators on Folk Dances	Ö13	1	33.33	It should be in the annual plans. In particular, I am in favor of making traditional games compulsory in primary education plans. For example, I am in favor of a professional folk dances team teacher giving lessons to the students for a month in return for additional lessons. This both develops our spiritual values. It also makes physical education lessons more fun (Ö13).
	Carrying out Studies to Protect Cultural Values	Ö4	1	33.33	...There is an urgent need to start country-level studies on this issue. First of all, our physical education teachers, who have deficiencies related to the subject, should be trained with an in-service training. Then, folk dances and traditional games should be included in the curriculum and students should be provided to experience and love these activities. These values, which cover an important part of our culture and include sports, activities, culture, customs and traditions, will not be forgotten in this way (Ö4).
<b>Total</b>			<b>3</b>	<b>100</b>	
Critical Perspective	Inadequacy of Current Teachers in Teaching Cultural Values	Ö1	1	50	These are certainly important for the survival of our cultural values. However, I do not think that physical education teachers are very sufficient in this regard (Ö1).
	Disappearance of Cultural Values Rather Than Being Taught	Ö4	1	50	Today, unfortunately, one of our greatest values, which is being lost, is our folk dances and traditional games. These values, which have been handed down from generation to generation, are almost extinct. One of the biggest reasons for this to happen is that we can't make our past a culture (Ö4)...
<b>Total</b>			<b>2</b>	<b>100</b>	

F: Frequency %: Percent

When Table 3 is investigated, it has been detected that the opinions of physical education teachers on teaching activities that reflect our cultural values such as folk dances and traditional games in PES lessons are gathered under the themes of "Positive Impact (f25)", "Suggestion (f3)" and "Critical Perspective (f2)". "Positive Impact" theme respectively; "Importance of Culture in terms of Surviving and Transferring it to Future Generations (f13)", "A sense of belonging to a group provides team spirit and self-confidence (f4)", "Supporting Social Development (f4)", "Being a Direct Factor

in Gaining National and Spiritual Values (f2)", "Removal from Harmful Habits (f1)" and "Being Important for Country Promotion (f1)", "Suggestion" theme respectively; "Religiously Only Men Participation in Cultural Activities (f1)", "Training of Professional Educators on Folk Dances (f1) and "Carrying out Studies to Protect Cultural Values (f1)" and finally "Critical Perspective" theme respectively; "Inadequacy of Current Teachers in Teaching Cultural Values (f1)" and "Disappearance of Cultural Values Rather Than

Being Taught (f1)". In addition, in Table 3, sample statements directly quoted from the participants are included to support the relevant themes and codes.

## DISCUSSION AND CONCLUSION

When the findings in Table 2 are investigated, it is observed that the physical education teachers' PES activities in the ceremonies held on national holidays to the students; it has been determined that it provides multidimensional (national, cultural, personal and social) value gain in the form of unity and togetherness, national consciousness, national feeling, social development, self-confidence, respect, taking duty and responsibility and representing the group in the best way. In addition, it has been determined that such activities are significant in transferring cultural values to future generations and they express their opinion that knowing the past will be a guide for the future for students. Apart from this, physical education teachers; they criticized the fact that national holidays are not important and meaningful by parents and school personnel, and they are ceremonies held only for the sake of officiality, and repetitive practices that do not base students on national holidays, distract students from activities, fail to provide unity and not make a balanced distribution of tasks. Regarding these criticisms, it was determined that they suggested that the ceremonies should be held in the form of games and entertainment on a voluntary basis, that the students should work in line with their abilities, that the ceremonies should be held briefly every year without prolonging, and finally that they would gain the love of the country through effective work in the ceremonies.

There are national holidays in Turkey that are celebrated cheerfully with ceremonies and various events at different times of the year. The ceremonies and events held on national holidays are the leading factors that bring the values of a society and ensure the continuity of these values. According to Çelepi (2020) individuals support the continuity of culture by performing or participating in these ceremonies and events. While this process gives the past a chance to live, it simultaneously shapes the future. In this way, the ceremonies and events held on national holidays enable individuals to unite the past and the present, and enable individuals to have an identity and to obtain road maps of the past. The ceremonies and events held thus make both the community and the geography they live in an identity (Çelepi, 2020). Göleç (2019) indicated that ceremonies have a significant value in all societies and these ceremonies have functions such as providing motivation, appreciation and

pedagogical development in the lives of individuals, both socially and individually. Ay and Güllü (2020) stated that the ceremonies held on national holidays are important for children such as knowing and discovering themselves, self-confidence, understanding the importance of unity and team spirit, communication skills, effective speaking, order, discipline, courtesy, obeying the rules of etiquette, exhibiting controlled behavior, obeying the rules shaped they stated that they contributed individually and socially. In Avcı (2007) stated that one of the most important achievements in national holidays is the days when individuals experience the feeling of unity and togetherness in the best way, he also stated that individuals experience a sense of belonging to their cultural and national values with excitement and enthusiasm during these holidays. In this context, it can be said that it is possible to bring the society together around common values through different ceremonies and activities on national holidays. Şahin and Dönmez (2014) stated that national holidays are important and meaningful for people living in Turkey. New generations have learned and understood the meaning of this struggle, initiated under the leadership of Mustafa Kemal Atatürk, for the establishment of a new state and the liberation of the occupied homeland from the enemy occupation, especially on 19 May 1919, which is considered the actual beginning of the Turkish people's struggle against the enemy in unity and togetherness. They expressed their opinion that it is important to build the future.

Of course, it should not be thought that PES activities held on national holidays only provide physically gain. For example, Esentaş and Işıkgöz (2018) state that the individual or team sports that the students in the school teams do; They have determined that it has positive effects on students in a spiritual sense as well as physical benefits, contributes to the increase of students' quality of life, and is an effective tool for students to be a part of sports culture. Erkal et al. (1998) stated that doing sports improves the ability to understand, bear responsibility and maintain order in cooperation, and that sports make the relations between the individual and society more effective (Erkal et al., 1998). Thus, it can be said that social togetherness and integration can be achieved through PES activities. Particularly on national holidays, with the ceremonies held in the form of sports-specific competitions or shows, individuals can be brought to bear the notion of acting together and keeping group interests superior, which is among the values gained by the phenomenon of sports. In addition, it can be said that the participation of students in these organizations will be important in terms of reconciling and gaining



national consciousness and national feelings with sports, so it will be possible to raise individuals with multifaceted values thanks to PES. Karacaoğlu (2019) defined national consciousness as the protection of national values by each individual in the society and stated that individuals with national consciousness will undertake the task of transferring the values that are the basis of their belonging to future generations (Karacaoğlu, 2019). In line with this information, combining the holidays, which have a significant position in the improvement of the sense of national unity and togetherness, with the sports activities, it can be thought that it will contribute to the acquisition of positive behaviors and values and to the transfer of the values that are the basis of the existence of the society to the next generations. Aracı (1999) stated that PES activities; he mentioned that it is a personality training aiming to raise individuals who are healthy, happy, have good morals and balanced personality traits; at the same time, he stated that such activities are an important tool for raising individuals who have national cultural values, who are hardworking, productive, creative, and who assimilate the behaviors required by democratic life. Indeed, it can be observed that PES activities held on national holidays in Turkey strengthen the unity and togetherness of the society and prevent all kinds of positive or negative events from the past from being forgotten. In this context, from the society on national holidays; they can be expected to remember the heroism and achievements of their ancestors and to have an awareness of the values entrusted to them. Therefore, knowing the past will of course be a guide for taking more solid steps for the future. Thus, it can be said that the ceremonies and various activities held on national holidays have a significant position in the sense of keeping a culture alive and seeing the future of a nation by not forgetting its past, as well as keeping the consciousness of unity and togetherness alive.

As a result, when it is considered that belonging to a group is as important a need as basic needs for each individual, it will be easier to meet this need through sports activities to be held on national holidays. The individual will first experience the feeling of belonging to the group through sports activities, and in this way, by taking more duties and responsibilities in order to be effective in the group, in order for the group to be in the best place and to achieve success, will try to represent the group in the best way possible. In this context, the phenomenon of sports obeying the rules, respect, love, peace, do not underestimate the opponent, sportsmanship, responsibility, tolerance, equality, not holding grudges, good morals, shaking hands and congratulations, discipline, self-confidence, helping each other, cooperation, etc. due to the fact

that it contains values such as; it can be said that it will be easier to transfer the values that the society needs and need to be preserved to future generations, thanks to the fact that various institutions and organizations give the necessary importance to PES activities. As Pehlivan (2004) states, sports is an effective way of transferring value to individuals and societies, as it is an activity that incorporates honorable concepts such as peace, tolerance, equality, discipline, virtue, self-confidence, love and respect. In this regard, Martin and Gonzales (2012) pointed out the important role that physical activity and sports play in promoting social and personal values, and indicated that PES activities are a significant element in gaining and transferring value. Doğan et al. (2020) on the other hand, determined that the value perceptions of the students who went to the sports course were higher than the value perceptions of the other students. Regarding this finding, they commented that the students who went to the sports course positively affected the values gained by the PES lesson. Also, they have determined that the students always share the tools and the playgrounds where the PES lessons are held equally, and that they always cooperate in order to reach the goals of the team in the PES lesson. Besides, they found that the students were confident in doing different activities, they always fulfill the different tasks given, they generally took part in organizations connected to PES within the school, and their participation in PES activities increased their desire to succeed. They found that students are always aware of the significance of PES activities, they usually encourage people around them to participate in national holiday events, they usually participate in organized events, they are always happy with the international successes of their country in sports, and they generally recognize their cultural values by participating in activities related to traditional games. Moreover, when the students' views on participation in demonstrations such as sports events and folk dances on national holidays are examined as part of PES lessons; high school students think that it is important to participate in these holidays in terms of national feelings and values, and that students about the sports activities held on the national holiday; they stated that they expressed their opinion that it provides socialization, self-confidence and courage. Sabirova and Zinoviev (2016) stated that children who go to the sport club not only have an environment where they can interact with their peers but also have the chance to socialize with people other than their peers. Contrary to these studies, Şahin and Dönmez (2014) determined that the way of celebrating 19 May the Commemoration of Atatürk, Youth and Sports Day did not

contribute to the acquisition and development of national feelings (Şahin & Dönmez, 2014). As a result, it is observed that most of the researches discussed on the subject support the codes related to the "Learning Outcome" theme.

It is of course important to ensure that national holidays are celebrated with a social consciousness, enthusiasm and excitement, as a result, to create a sense of belonging to social and cultural values and to transfer these values to future generations. However, the fact that students and their families, who are a building block in the celebration of national holidays with different activities, witness long-term official speeches on national holidays and have to wait for hours in addition, pressure on families by school managers and teachers to ensure their participation in these ceremonies has recently started to be a matter of discussion. For example, Şahin and Dönmez (2014) stated that students forcibly participate in such activities, that physical education teachers impose sanctions on students' participation in holidays, and that they threaten students with grades or otherwise. In the same study, many PES teachers made their defense on this issue; they stated that a list of how many students they will attend the festival with was sent to them by National Education Directorate, and if they could not attend with enough students, an investigation was launched against them by the inspectors (Şahin & Dönmez, 2014). These findings are similar to the results of the research. On national holidays; the implementation of official practices that do not take students as a basis, devoid of feelings of fun, and that the relevant personnel and various authorities in schools do not act equally when choosing students for participation in these holidays have created the perception of "ceremonies held for the sake of officialdom" in the minds of students and families about national holidays. These holidays have begun to lose their former importance and meaning gradually, leading to the inability to achieve social unity. From this point of view, considering that national holidays are the pride of a nation, it will be seen that the sports activities held here have an important place in experiencing this feeling. However, at this stage, considering that schools are an institution that produces culture and values and disseminates these facts; it should not be forgotten that they should have an idea that the aim is to instill the consciousness of being a nation, to keep cultural values alive, to make unity and togetherness permanent. Therefore, in order to eliminate the negative attitude created by the society towards national holidays, schools should take the lead in participating in the ceremonies on the basis of voluntariness, the activities to be carried out should not be formally but as games and entertainment, the

students should work in line with their abilities, and the ceremonies should be held briefly every year, without extending them. It can be said that with the constructive works to be carried out, the spirit of love for the country and the holiday will be restored. Şahin and Dönmez (2014) determined that in activities related to national holidays, students seek ways to escape from the oppression of the holiday rather than experiencing the joy of the holiday, that holiday activities are organized with an understanding that is in conflict with the values of the society, students are kept in the sun for hours in the stadiums, and many students faint from the heat. Furthermore, they have determined that the holidays are gathered in a common point that they are the holidays that are organized to fulfill an official duty in an attitude that does not take into account the student's health and safety, and that does not value the student as an individual, and that is celebrated with forced activities without being internalized by teachers and students.

In the light of this information, it can be said that the whole community's participation in national holidays and the most important values to be brought to the young generations during these holidays can only be gained through effective and constructive practices by various institutions and organizations. First of all, ensuring that participation in national holidays is done not by imposition but as a work of the heart, and at the same time, the activities are performed in the form of games and entertainment in regard to the development level of the students will develop a positive attitude towards national holidays. As a result, it will be possible for national feelings and national consciousness to settle in the minds of the society. Regarding this issue, Doğan et al. (2020) stated that students attach more importance to visuality and entertainment during these holidays, and that the activities should be organized more devotedly and effectively by the authorities. Ay and Güllü (2020) determined that classroom teachers do not like today's national holiday ceremonies. The reasons for this are; they stated that ceremonies celebrated with excitement and enthusiasm as in the past were not organized, the society in general, and the student mass in particular, the participation of the student mass in the ceremonies, the days when national holidays were started to be perceived as holidays. In addition, classroom teachers; it has been suggested to organize ceremonies celebrated in areas that allow wide participation as before, to carry out studies to understand the importance of national holidays, to revive the old national spirit by raising awareness of families, and to revise and reorganize the regulation applied on national holidays by the Ministry of National Education. Sofi (2008) stated that holidays should be

celebrated every year in the form of festivals and feasts for all children and youth in the same age group. These findings are similar to the results of the research.

In Table 3 when the findings are examined, it is observed that physical education teachers teach activities that reflect cultural values such as folk dances and traditional games in PES lessons; they stated that teaching these activities is important in terms of keeping Turkish culture alive and transferring it to future generations. Physical education teachers stated that such activities provide team spirit and self-confidence, support social development as they require communication and harmony, directly affect the acquisition of national and spiritual values, keep individuals away from harmful habits, and are important for introducing Turkish culture to individuals from different countries. However, physical education teachers have criticized that existing teachers are insufficient in teaching folk dances and cultural values and that cultural values are gradually disappearing. Regarding these criticisms, physical education teachers; it has been determined that they have suggested that professional educators should provide training on folk dances and that studies should be carried out in order to protect cultural values. In addition, it was determined that a physical education teacher made suggestion for only men to participate in cultural activities in terms of religion.

One of the significant activities of PES lessons is folk dances. According to Uslu (2013), folk dances are an important cultural element that tells the cultural values of the society to which they belong, by making use of movements, rhythms, gestures and mimics, accompanied by music and musical instruments, collectively and sometimes individually (Uslu, 2013). In another definition, Turkish folk dances are called as the whole of aesthetic movements in which individuals who grow up with the culture of the society try to express their feelings and thoughts with the language of body movements in the social life process (Gerek, 2007). Particularly in PES lessons, through folk dances; the cultural values, joys and sorrows of different geographies are tried to be conveyed with clothes that have a meaningful story of the regions and various games performed with these clothes. In this way, it can be said that the transfer of the cultural values that dominate the society to future generations will of course be easier, and a development of society and social can be achieved. In this context, physical education teachers, who are one of the most important basic principles of education and training activities, have a great responsibility in transferring cultural values

to future generations in PES lessons. So much so that physical education teachers are obliged to implement the plans and programs put into practice by education politicians. Therefore, folk dances activities carried out in PES lessons teach students discipline, self-confidence, awareness of being a group, national and spiritual values, etc. considering that it is a great way to teach many values that can be counted even more, it can be said that students can expect guidance from physical education teachers about the teaching of these values. Even this situation clearly reveals the great responsibility on physical education teachers. In addition, it is a fact that these events will contribute positively to the promotion of the country. Uslu (2013) stated that the students participating in the folk dances activities achieved various gains for learning and sharing, and they increased their self-confidence. At the same time, he stated that these activities carried out by the students in a collective environment contributed to the socio-cultural improvement of the country and to the promotion of the country's identity. In this way, he stated that the students made a cultural and social service on behalf of their country (Uslu, 2013). Thus, it can be thought that folk dances, which are taught to students in PES lessons at schools and made as practice, will be effective in shaping and exhibiting the behaviors of students in a positive way.

Knowing the truth for individuals prevents them from making mistakes. Sports environments are at the forefront of the environments where individuals learn wrong and right best. It is known that individuals who participate in sports activities, in particular, move away from harmful habits. In this context, it can be thought that it is extremely important for individuals to turn to sports activities. When individuals are faced with a negative situation, they will either escape from this situation or try to cope with this situation. In order for individuals to cope with such situations, they must have a knowledge of what is right and wrong in their minds so that they can behave in accordance with these values. Thus, the fact that the phenomenon of sports brings this awareness and more has been supported by already existing researches. For example, Segrave and Patient (1982), Brown and Siegel (1988) stated that students who participate in sportive activities show less behavioral disorders, increase their academic achievement, have better classroom behaviors, stay away from harmful habits, and develop better social relations (Segrave & Patient, 1982; Brown & Siegel, 1988). Therefore, folk dances, which are one of the sports activities and a means of transferring cultural values to future generations; it can be said that it not only helps individuals to organize a visual feast aesthetically but also helps

individuals to get rid of bad habits, manage their time well and establish more qualified relationships, thus helping them achieve social development. In the light of this information, it should not be forgotten that folk dances provide individuals with versatile value gains (national-cultural-social). Therefore, it is thought that teaching these activities at all levels of education and training and transferring them to future generations will be important.

Teachers have a great role in transferring the values in question in PES lessons through folk dances. So much so that the teachers' inadequacy in the education of folk dances has also been revealed by the opinions of the participants in the research, and this has led to the gradual disappearance of cultural values. Therefore, training of professional educators on folk dances by carrying out effective studies in order to protect cultural values can enable the realization of the main purposes of folk dances. As Uslu (2013) states, the goal of contributing to the universal culture should be pursued, as well as the preservation and perpetuation of the national culture, by using folk dances, which are our national culture, appropriately, correctly and well. Considering the psycho-social effects that folk dances bring to individuals, especially in the educational environments of children and young people, training services should be provided by master trainers and folk dances studies should be made productive (Uslu, 2013). Yoncalık (2004) states that the importance of physical education in general education is clear, that what makes it important stems from its purpose and scope, and that folk dances are evaluated as a physical education activity within this scope, he stated that it will facilitate the work of physical education teachers with regards to realizing the main

objectives of Turkish national education, and that it will also enhance the significance of PES lessons. In addition, he stated that faculties and colleges that train physical education teachers should give importance to this issue and that teachers who teach physical education under the Ministry of National Education should be trained through in-service training programs on the subject (Yoncalık, 2004). Thus, the fact that folk dances, one of the basic elements of Turkish culture, have a meaningful place on education and training processes will support the transfer of cultural values to students first and then to future generations. In addition, folk dances formed by the cultural fabric of a society in this way, it will be performed by other generations by preserving its value. As a result, it is seen that all the explanations and related researches made so far are compatible with the views of physical education teachers, which were analyzed and concluded in this study.

In conclusion, it has been specified that national holidays attended by schools through PES activities and folk dances performances performed during these holidays have an important function in bringing national and cultural values to students and transferring these values to future generations

#### **SUGGESTION**

- Organization of National Holidays by the Ministry of National Education in a format that will raise awareness and pride in Turkish citizens,
- Teaching folk dances as a lesson at all levels of education,
- In future studies, it is recommended to evaluate the opinions of the students about the research subject.

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