

Evaluation of the effect of sports expectation and environmental factors on athlete satisfaction in adolescents

Yusuf Er

School of Applied Sciences Recreation Management, Karamanoğlu Mehmetbey University, Turkey.

Accepted 29 April, 2020

ABSTRACT

This study has been designed to evaluate the effect of the sports expectation of adolescents participating in summer sports schools in Konya and the environmental factors on athlete's satisfaction. A total of 458 individuals, 179 girls and 279 boys, who attended sports schools, participated in the study with the principle of voluntary participation via the convenience sampling method. In addition, a survey form created by conducting expert opinion and literature review was used for the relationship between the expectation levels of adolescents and the satisfaction level of environmental factors. In addition to descriptive statistical models, Anova analysis methods were used in the statistical analysis of data ($\alpha = 0.05$). According to the results of t-test on the expectations of athletes according to gender and the effects of environmental factors on athlete's satisfaction, it was found that there was a significant difference in terms of gender in the sub-dimensions of "Athletes Expectation Level" and "The Effect of Environmental Factors on Athlete Satisfaction" ($p < 0.05$).

Keywords: Sports expectation, athlete satisfaction, environmental factors.

E-mail: eryusuf@kmu.edu.tr.

INTRODUCTION

Adolescence covers a period of 10 years between the ages of 11 and 20 in the climate zone in which Turkey is included. When children reach adolescence, great changes are observed in their behavior. These changes affect not only growth, but also the gains in all areas of development, and lead to more incompatibilities than in other periods. Adolescence is the part of human life between childhood and adulthood (Çebi et al., 2016). In the century we live, a rapid increase in scientific and technological developments has been observed (Demirel et al., 2017; Yalçın et al., 2017). In our constantly changing and rapidly developing world, the concept of time and movement is becoming more and more important day by day (Çuhadar et al., 2019). Adolescence is an important period of human life during which many changes occur. There are many methods to spend this difficult period for some people, one of which is social activity (Karaküçük, 1995). In this period, the beginning and the end of which vary for each individual,

important physical, spiritual, and social changes occur. It refers to the longest developmental period when the most critical changes, the sharpest developments, and the most striking fluctuations occur. To take into consideration the important characteristics of this period is necessary to understand the common reactions and attitudes of the youth (Ersanlı, 2012).

The general term used for the activities that people engage in to value their spare time is called social activity. It is possible to exemplify social activity through a myriad of activities. The crucial issue in social activity is to undertake these activities with good grace. The activities also support mental well-being, as they keep the person away from the stress, complexity, and excess of daily life and reveal the feeling of doing something only for their own sake. Social activities allow the person to realize themselves whereby people feel comfortable and free. Performing activities that will suit the essence of the family, society, and culture of the individuals is expected

to provide them with substantial benefits (Alikaşifoğlu and Ercan, 2002). Individuals like to voluntarily chat with others and rest physically in their remaining time, except for the mandatory activities that they routinely continue in their daily lives. Therefore, this leisure time remaining from business life has a very important place for individuals (Çuhadar et al., 2019). Sports is the whole of activities that are carried out individually or as a team, which aims at physical, mental, and cognitive development for children of growth age, and is of great importance in terms of health and social development. Sports has a vital role in gaining the habit of doing sport as a society, adopting sports as a life philosophy, gaining self-confidence, and being socially respectable individuals and thus creating a good society (Büyük, 2005).

Social activities that get underway at family or school play huge roles in adolescents' personality development and identity formation. By means of social activity, adolescents find the opportunity to satisfy a great number of emotions such as competition, responsibility, and success. Another important issue that stands out in social activity is that it prevents adolescents from turning towards negative things in their spare time. It stops young people spending their time on useless things or going towards issues that might harm them (using substances such as cigarettes, alcohol, or playing computer games, messaging with their friends too much) and allowing them to engage in activities that would benefit them (such as theater, cinema, visiting a museum) (Seçgin, 1996). The sports environment makes people feel better, learn many skills that can improve their personal characteristics, and socialize by establishing good relationships with their friends and trainers. Participation in sports has an important effect on the development of individuals' self-concept (Menteş, 2007). With its countless benefits, sport internalizes people's skills such as self-control, sportsmanship, openness to criticism, patience, self-confidence, and having a good sense of discipline and a broad perspective. For these reasons, great importance is attached to sports in developed countries where children's participation in sports and physical education programs is provided from an early age (Duman and Kuru, 2010).

This study has been conducted to evaluate the effect of adolescents' sports expectations and environmental factors on athlete's satisfaction.

MATERIALS AND METHODS

Research model

In this research, the convenience sampling method was adopted for the selection of the sample group. Büyüköztürk et al. (2010) define the convenience sampling method as the selection of the sample from easily accessible and applicable units due to existing

limitations such as time and labor.

Population and sample

The population of the research consists of adolescents attending summer sports schools in Konya. Participants included in the sample were chosen using the convenience sampling method while the sample group consists of a total of 458 summer sports school students, 179 girls and 279 boys, whose age range is 9 to 14 years old.

Data collection tool

Apart from the personal information form as a means of collecting data in the study, a questionnaire formed by Batmaz et al. (2013) with expert judgment and literature review to reveal the relationship between the students' expectation levels and the effect of environmental factors on satisfaction level was used.

Data collection and analysis

In the analysis of the data obtained in the study, percentage and frequency were applied to determine the distribution of the personal information of the participants and whether the data showed a normal distribution or not. In addition to descriptive statistical models, t-test and Anova test analysis methods were used in the statistical analysis of data ($\alpha = 0.05$).

FINDINGS

In Table 1, the averages of the scores received by the participants within the scope of the study for Athlete Expectation Level and The Effect of Environmental questionnaires are given. Accordingly, it is 1.96 for AEL and 1.93 for EEFAS.

As seen in Table 2, the participants in the study were 60.9% male, 46.7% were in the 9 to 11 years old age range, 53.5% preferred swimming themselves, 66.6% had 2 weekly workouts, and 48.7% of them have just taken up swimming.

According to the results of the t-test conducted on the expectation of athletes according to the gender variable and the effect of environmental factors on the athlete satisfaction, "Athlete Expectation Level" [$T(1, 456) = 3.490, p < 0.05$] and "The Effect of Environmental Factors on Athlete Satisfaction" [$T(1, 456) = 2.914, p < 0.05$] questionnaires were found to differ significantly according to the gender ($p < 0.05$) (Table 3).

According to the results of the ANOVA test on the effect of athlete expectation level and the effect of

Table 1. Distribution of questionnaire scores.

Sub-dimensions	Number of items	N	Mean	Ss	Skewness	Kurtosis
Athlete Expectation Level (AEL)	11	458	1.96	.512	.847	2.141
The Effect of Environmental Factors on Athlete Satisfaction (EEFAS)	13	458	1.93	.531	.888	.987

Table 2. Demographic information of the participants.

Variables		f	%
Gender	Female	179	39.1
	Male	279	60.9
	Total	458	100
Age	6-8	90	19.7
	9-11	214	46.7
	12-14	112	24.5
	15 and above	42	9.2
	Total	458	100
The factor influencing the choice of the swimming branch	Family	139	30.3
	Physical Education Teacher	40	8.7
	Friends and Circle	34	7.4
	Myself	245	53.5
	Total	458	100
Number of Weekly Workouts	1	59	12.9
	2	305	66.6
	3	22	4.8
	4	45	9.8
	5 and more	27	5.9
	Total	458	100
History of The swimming branch	I have just taken up	223	48.7
	1 Year	79	17.2
	2 Years	83	18.1
	3 Years	34	7.4
	4 Years and above	39	8.5
	Total	458	100

Table 3. Distribution of questionnaire scores according to the gender.

Sub-dimensions	Variable	Mean ± SD	Ss
AEL	Female	2.07	.482
	Male	1.90	.521
EEFAS	Female	2.02	.532
	Male	1.87	.523

environmental factors on the athlete satisfaction according to the age variable, "Athlete Expectation Level" [F (3, 454) = .593, p > 0.05] and "The Effect of

Environmental Factors on Athlete Satisfaction" [F (3, 454) = .526, p > 0.05] questionnaires had no significant difference according to the age of the participants (p >

0.05) (Table 4).

According to the ANOVA test results on the athlete expectation level and the effect of environmental factors on the athlete satisfaction according to the factor of choosing the swimming branch, in the "Athlete Expectation Level" [F (3, 454) = 1.588, $p > 0.05$] and "The Effect of Environmental Factors on Athlete Satisfaction" [F (3, 454) = .986 $p > 0.05$] questionnaires, there was no significant difference according to the participants' choice of the swimming branch ($p > 0.05$) (Table 5).

According to the ANOVA test results on the athlete expectation level and the effect of environmental factors on the athlete satisfaction according to the history of the swimming branch variable, in the "Athlete Expectation Level" [F (4, 453) = 2.305, $p > 0.05$] and "The Effect of Environmental Factors on Athlete Satisfaction" [F (4, 453) = 1.783 $p > 0.05$] questionnaires, there was no significant difference according to the variable of the history of the swimming branch of the participants ($p > 0.05$) (Table 6).

Table 4. The ANOVA test results according to the ages of participants.

Sub-dimensions	Variable	Mean \pm SD	Ss
AEL	6-8	1.94	.425
	9-11	1.95	.532
	12-14	1.96	.519
	15 and above	2.06	.567
EEFAS	6-8	1.98	.570
	9-11	1.92	.516
	12-14	1.89	.523
	15 and above	1.95	.544

Table 5. The ANOVA test results according to the variable of choosing the swimming branch.

Sub-dimensions	Variable	Mean	Ss
AEL	Family	1.96	.553
	Physical Education Teacher	1.82	.457
	Friends and Circle	2.08	.498
	Myself	1.97	.497
EEFAS	Family	1.97	.536
	Physical Education Teacher	1.99	.665
	Friends and Circle	1.96	.466
	Myself	1.89	.511

Table 6. The ANOVA test results according to the history of the swimming branch.

Sub-dimensions	Variable	Mean	Ss
AEL	I have just taken up	1.97	.512
	1 Year	1.89	.458
	2 Years	1.89	.478
	3 Years	2.16	.533
	4 Years and above	2.05	.583
EEFAS	I have just taken up	1.89	.495
	1 Year	1.89	.507
	2 Years	1.94	.562
	3 Years	2.12	.603
	4 Years and above	2.02	.615

RESULTS AND DISCUSSION

This study seeks to examine the effects of adolescents' sports expectations and environmental factors on athlete satisfaction in summer sports schools in Konya and to find out whether athlete satisfaction varies according to variables such as gender, age, factors affecting the choice of swimming sports, weekly workouts and history of swimming sports.

It was determined that there was a significant difference between the participants who participated in the research according to the t-test analysis conducted between the athlete expectation level and the effect of environmental factors on athlete satisfaction according to the gender variable. It was observed that the average scores of the girls are higher than the boys in relation to the level of expectation of athletes and environmental factors on the athlete satisfaction. This result may stem from the fact that girls develop more rapidly in adolescence than boys. Kaya (2014) stated that there was a significant difference in the views regarding the expectations from swimming sports according to the gender variable in the study conducted with swimming athletes performing performance sports. Contrary to the results obtained in our study, Sunay and Saracaloğlu (2003) found that there was no significant difference between the expectations of the sports branch and the opinions of the athletes regarding the factors that encourage the sports branch in a similar study they conducted with the individuals doing sports under license in various sports branches. Yıldız (2006) reported that there was no difference in gender factors in the study related to the reasons for starting sports and choosing this field and expectations of students studying in the field of sports in secondary education institutions.

The ANOVA Test results on the effect of athletes' expectation and environmental factors on athlete's satisfaction according to the age variable showed that there was no significant difference according to the age of the participants. One may also notice that the age variable does not differ due to the fact that participants in the close age ranges experience similar emotions, conditions, and expectations. This result indicates that the athlete expectation levels and the effect of environmental factors on athlete satisfaction for both female athletes and male athletes do not differ by age variable, but is equally important for each age group. In a similar study conducted by Kaya (2014), it is stated that athlete expectations and environmental factors do not differ significantly according to the age variable. Contrary to our research results, Akça (2012) found that the age effect was significant in the expectations variable in a similar study on the reasons for turning to sports and the realization levels of the expectations of individuals who are members of private sports centers.

According to the ANOVA Test results on the athlete expectation level and the effect of environmental factors

on athlete satisfaction according to the variable of factors influencing the choice of the swimming branch, there was no significant difference according to the factor of choosing the swimming branch for participants. Considering the factor affecting the choice of swimming branch, variables such as "my friend and myself" are higher than others. In this case, one may notice that family and physical education teacher are influential in guiding adolescents towards the branch. However, values obtained reveal that adolescents join the swimming branch upon request of the entourage and voluntarily. In a study conducted by Parlak (2019) including running athletes, it was determined that environmental factors had no effect in choosing the running branch. Contrary to the results obtained in the study, Kaya (2014) concluded that there was a significant difference in favor of the effect of "mother, father, and brother" in choosing the swimming branch in his study with swimming athletes performing performance sports. In his research, Kılıçgil (1998), the family, which is one of the social environment factors, has the most important effect on doing sports. He further suggests that the school environment and the group of friends from the close family, in turn, have an important role in doing sports. In another study, Alibaz et al. (2006) state that the most important factor that encourages Taekwondo athletes to focus on the sports branch is "Family", while they also state that it is the "Trainer" in the Kick-Boxing branch and "Family effect" in Karate.

According to the ANOVA Test results on the athlete expectation level and the effect of environmental factors on athlete satisfaction according to the variable of history of the swimming branch, it was determined that there was no significant difference according to the variable of history of the swimming branch of the participants. As a result, it has been concluded that the adolescents participating in the research interact with their friends, and that their branch history does not affect the expectation level and athlete's satisfaction. Contrary to the results obtained in the study, Sunay and Saracaloğlu (2003) reported that there was a significant difference between the athlete expectations and the factors that encouraged sports branches according to the number of years of doing sports.

REFERENCES

- Akça, Ş. N. (2012). Özel Spor Merkezlerine Üye Olan Bireylerin Spora Yönelme Nedenleri ve Beklentilerinin Gerçekleşme Düzeyleri. Yüksek Lisans Tezi, Ankara Üniversitesi Sağlık Bilimleri Enstitüsü, Ankara.
- Alibaz, A., Gündüz, N., and Şentuna, M. (2006). Türkiyede Üst Düzey Taekwondo, Karate Ve Kick-Boks Sporcularının Bu Spor Branşına Yönelmelerine Teşvik Eden Unsurlar, Yapma Nedenleri Ve Geleceğe Yönelik Beklentileri. *Spor metre Beden Eğitimi Ve Spor Bilimleri Dergisi*, 4(3): 91-102.
- Alıkaşifoğlu, M., and Ercan, O. (2002). Drug use among adolescents. *Turkish Pediatrics Archives*, 37: 66-73.
- Batmaz, H. Ç., Yıldırım, F., Coşkun, Z., Karadağ, M., and Atal, A. (2013). Ortaöğretim kurumlarında voleybol oynayan sporcuların

- spora yönelik beklenti ve memnuniyet düzeyleri (Elazığ İli örneği). e- Journal of New Science Academy ; ISBN: 1306-3111/ 1308-7266.
- Büyük, T., Meclisi, M., and Raporu, K. (2005).** TBMM Türk sporunda şiddet, şike, rüşvet ve haksız rekabet iddialarını araştırma komisyonu raporu, Donem; 22, Yasama Yılı; 3 Rapor no.956, 29-35.
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., and Demirel, F. (2010).** Bilimsel araştırma yöntemleri (6. baskı). Ankara: Pegem Akademi.
- Çebi, M., Yamak, B., and Öztürk, M. (2016).** 11-14 yaş çağındaki çocukların spor yapma alışkanlığının duygu kontrolü üzerine etkilerinin incelenmesi. Amasya Üniversitesi Eğitim Fakültesi Dergisi, 5(2): 468-482.
- Çuhadar, A., Demirel, M., Er, Y., and Serdar, E. (2019).** Lise Öğrencilerinde Boş Zaman Yönetimi Ve Gelecek Beklentisi İlişkisi. Journal of International Social Research, 12(66): 1498-1505.
- Çuhadar, A., Yusuf, ER., Demirel, M., and Demirel, D. H. (2019).** Bireyleri Rekreasyonel Amaçlı Egzersize Motive Eden Faktörlerin İncelenmesi. Spormetre Beden Eğitimi Ve Spor Bilimleri Dergisi, 17(3): 153-161.
- Demirel, D. H., Demirel, M., and Serdar, E. (2017).** University students' opinions of the meaning of leisure and their perceived freedom in leisure. Journal of Human Sciences, 14(1): 796-802.
- Duman, S., and Kuru, E. (2010).** Spor yapan ve yapmayan Türk öğrencilerin kişisel uyum düzeylerinin belirlenmesi ve karşılaştırılması. Niğde Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi, Cilt:4, Sayı: 1.
- Ersanlı, K. (2012).** Davranışlarımız. Ankara: DH Basın Yayın, Bileşik Dağıtım Yayınevi.
- Karaküçük, S. (1995)** Rekreasyon Boş Zamanları Değerlendirme, Ankara: Gazi Kitabevi.
- Kaya, M. (2014).** Ankara'da performans sporu yapan yüzme sporcularının yüzmeye başlama nedenleri ve beklentilerinin belirlenmesi/The reasons of beginning swimming and expectations of swimmers who do the performance sport in Ankara.
- Kılçığıl, E. (1998).** Sosyal Çevre - Spor İlişkileri (Teori ve Elit Sporculara İlişkin Bir Uygulama), Bağırğan Yayımevi, s.27-67, 89-99, 139- 140, 147, 153-157, Ankara.
- Menteş, A. (2007).** Lise öğrencilerinin atılganlık düzeyine sporun etkisi. Yüksek lisans tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Parlak, M. A. (2019).** Herkes için spor organizasyonlarında orman koşullarına katılanların spora başlama nedenleri ve beklentileri (İstanbul ormanları örneği) (Master's thesis, İstanbul Gelişim Üniversitesi Sağlık Bilimleri Enstitüsü).
- Seçgin, H. (1996).** Orta Öğretim Kurumlarında Eğitsel Çalışmalarının Boş Zaman Değerlendirmesine Katkıları (İzmir Örneği). Yayınlanmamış Doktora Tezi, 9 Eylül Üniversitesi, Sosyal Bilimler Enstitüsü: İzmir.
- Sunay, H., and Saracaloğlu, A. S. (2003).** Türk sporcusunun spordan beklentileri ile spora yönelen unsurlar. Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi, 1(1): 43-48.
- Yalçın, C., Demirel, M., Demirel, D. H., and Çolakoğlu, T. (2017).** Beden Eğitimi ve Spor Yüksekokulu Öğrencilerinin Boş Zamanın Anlamı İle Akıllı Telefon Bağımlılıklarına İlişkin Görüşlerinin İncelenmesi. İstanbul Üniversitesi Spor Bilimleri Dergisi, 7(1): 1-11.
- Yıldız, G. H. (2006).** Ortaöğretim Kurumları Spor Alanında Okuyan Öğrencilerin Spora Başlama Ve Bu Alanı Seçme Nedenleri İle Beklentileri (Ankara İli Örneği). Yüksek Lisan Tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Citation: Er, Y. (2020). Evaluation of the effect of sports expectation and environmental factors on athlete satisfaction in adolescents. African Educational Research Journal, 8(2): 177-182.
