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## Message from the Editors

TOJRAS welcomes you and would like to thank you for your online journal interest which helped TOJRAS to gain popularity and dignity among academic publications locally and internationally. We need to indicate that we are so pleased that various researchers, teachers, teacher trainers, parents, and students around the world have visited TOJRAS for four years continuously. It means that TOJRAS has contributed to the dissemination of new trends in sport education and research to all over the world for years. We hope that this latest issue will also follow our global educational goal.

TOJRAS provides its readers with the opportunity of meeting different aspects on sport education so that they can expand their study fields. In addition, the content is freely accessible without charge to the user or to his/her institution. Also, any views expressed in this publication are the views of the authors and are not the views of the Editor and TOJRAS.

TOJRAS thanks and appreciates the editorial board and reviewers who have contributed a lot to the submissions of this issue for their valuable contributions.

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October, 2016

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## INVESTIGATION OF SPORTS HIGH SCHOOL STUDENTS COPING WITH STRESS LEVELS Konya Province Case

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### ABSTRACT

This study, aims to examine the different variables in how the students in sports high school copes with stress. In this study, screening method has been used and 242 questionnaires were distributed to the participants by the number of students. Out of 204, 201 has been returned. Some of these questionnaires has been without valid reasons, such as incomplete questionnaires are set to leave. In total, 188 of the questionnaires has been found worthy of analysis. Accordingly, 188 participant's information (% 68.6 Male, n=129, %31.4 Female, n=59) was taken into account. Data of this research has been developed by Personal Information Form and Folkman and Lazarus (1980), which was adopted to Turkish by Şahin ve Durak (1995) under the name of Stress

Coping Styles Participant's ways to cope with stress has been analyzed depending on their gender, age, income and sportive activities.

In this research, a significant difference has been found between coping with stress and gender difference. Female participant's ways of coping with stress has been found rather weaker, then to those of male participants. In contrast, there is no significant difference that is observed between income, physical fitness and age, in terms of coping with stress. Administration board of the school, teachers and the parents of the female students may contribute by education and planning, to female participant's ways of coping with stress.

**Key Words:** Stress, Coping with Stress, Sports High School Students.

## INTRODUCTION

In today's way of life, stress is one of the most important effects on a person's life. While it can be bothering, annoying and may cause very serious problems, it may also motivate the person. There is no popular opinion of the origination of the word "Stress". According to some sources, it originated from the Latin word "Stringer". According to Oliver and Vantor (2003), the word, "Stress" has originated from the word "Strictus" and it means rigid body position (Bashir and Friends., 2013, 189). According to Yalçın, Çalık and Ramazanoğlu (2016), stress is the status of a person's being under physical or mental pressure (Yalçın, Çalık ve Ramazanoğlu, 2016, 939). In the most common sense, stress is the reaction that is shown by the person to the problems. In other words, stress is the status of while meeting the persons needs from surrounding area and creating tension either in its ranks or personality, when its extremely strong, causing the adaptation to falter, causing person's to change his/her identity and devastation (Bakırcıoğlu, 2006, 237). In fact, the fundamental of stress is the sense of destruction. In the face of an attack from outside, it is the status of a reaction against extinction. Extinction in this case, has two meanings. First is the literal end of the person's existence while the second meaning is to lose the person's honor, job, health or economical assets (Öner, 1986, 15). According to Lazarus and Folkman (1998) whom are the most known and respected researchers, stress is the status of facing the excitement of recourses of the person and seeing it as a stimulant (Anadolu Üniversitesi Yayınları, 1999, 2). In a situation like this, organism has an ability to move the self-defense in order to protect itself. It fights against the current enemy, and in case it cannot be victorious, it reacts as steering away from it and thus adapting to current situation (Baltaş ve Baltaş, 2000, 23). According to U.S. Department of Health and Human Service (1999) stress, is an open risk to mental health and effects a single child out of 5 between the ages of 9-17. Since youth, is a period of development, it is especially defenseless against the effects of stress (Suldo, Shaunessy and Hardesty, 2008, 273).

Other than the personal effect on Socio-physical and Socio-psychological, stress can be harmful to the being. Researches show that extreme stress can effect the students academical performances, to their well being as well as their physicomotor functions. It also has certain effects the health and may lead to alcholoism, drug addiction, eating disorder, sleeping disorder, suicide, mental and pysological issues (Labrague, 2013, 425). It is known



that certain common reasons of stress, such as parental or family issues, issues within school with friends or teacher, may start as normal problems yet may lead into psychological and biological problems (Reddy, Kannekanti and Hamza, 2015,19).

In coping with stress and managing it first step is to know its symptoms and to understand them. Physical symptoms of stress include, head ache, irregular sleep, muscle ache, sweating, back pain, being tired and loss of energy. Emotional symptoms of stress include, being tense, worrisome, fear, irritability, change of the emotional situation is a fast and constant way. Mental symptoms of stress include, difficulties while concentrating, difficulties while deciding, forgetfulness, confusion, low efficiency and rise in errors. Social symptoms of stress include, trust issues, blaming others, being extremely defensive (Braham, 1998, 53-55; Translate by Diker). In the beginning of the stress duration, mind and body would try to do its best. While being under extreme stress can lower these, it is also natural and necessary for human and animals to react to this (Barlow, Rapee and Perini, 2014,1). At this point, if schools were to show how to cope with stress in order to raise the student's efforts, they can point out the positive effects of stress on education. While extreme amount of stress may prevent the motivations and studies, positive stress can make students reach their peaks (Pfeiffer, 2001, 6). For an example, professions such as deep diving and mountain climbing are under constant stress, yet people who has these professions can control their stress and thus have a positive effect (Keenan, 1999, Translated by Aydın). Unlike the common belief, stress is not always something bad, in fact it is an effective motivator. On a daily basis it is used to handle basic situations. However, stress has abilities such as increasing motivation, increase of performance (Clinic Community Health Service,2014,4). For an example, athletes in the Olympics do not break the records on their casual trainings or their shows, yet whenever they are in front of the crowd, they get motivated to do so. In this context, stress is a combination of the symbols for danger and opportunity in Chinese. Under stress, we have the capability to use our energy either to build things or to destroy them (Rowshan, 2003, 12; Translated by Cüceoğlu).

The aim of this study is to investigate the level of high school students cope with stress by several variables. The main goal of this research is, the effect of physical activities on coping with stress and answering to these questions.

1. Do the students show significant differences according to their age while coping with stress?
2. Do the students show significant differences according to their income level while coping with stress?
3. Do the students show significant differences according to their physical activity level while coping with stress?
4. Do the students show significant differences according to their gender while coping with stress?

## **MATERIAL AND METHOD**

### **Model of Research**

This research is a descriptive survey study. Survey study is a type of examination, where within a certain amount of time, to determine the real situation in terms of cases subjects, a research based upon the examples of the society (Arseven, 1993, 14).

### **Study Group**

Example of the study group is formed by the students of Sports High school of Konya, in the province of Konya/Selçuklu, which is attached to National Education Ministry.

### **Information Gathering Equipment**

Within this study, participants have been given the form that is prepared by the researcher that is based upon the Scale of Ways to Cope with Stress.

**Scale of Ways to Cope with Stress:** Ways of Coping Inventory of Folkman and Lazarus (1980) have been adapted to university students by Şahin and Durak (1995) in Turkey as a reliability test (Folkman and Lazarus, 1980, Şahin and Durak, 1995). In its original state, the scale has 66 rules yet due to utilization of certain physico-metric methods, it has been reduced to 30 rules and has been named Scale of Ways to Cope with Stress (SBTÖ in Turkish). In this scale participants are asked how appropriate the methods are. It is in the form of 4 optional Likert format of “Not At all” to “Completely Agreeable” (Poyraz, 2009, 57). Within

SBTÖ, there are 5 inferior scale as, “Secure Self Approach”, “Insecure Approach”, “Submissive Approach”, “Positive Approach”, “Application to Social Support”. The coefficient reliability point is between 0.45 to 0.80, the main coefficient reliability point is established as 0.68 (İmamoğlu, 2009, 78, 86).

Gender	N	%	Physical Activity	N	%
Male	129	68,6	Yes	181	96,3
Female	59	31,4	No	7	3,7
Age	N	%	Income	N	%
14	5	2,7	Low	14	7,4
15	66	35,1	Average	97	51,6
16	65	34,6	Good	72	38,3
17	48	25,5	Very Well	5	2,7
18 or Above	4	2,1			

**Personal Identification Form:** It has been prepared in order to receive the information of the students. It includes 4 questions to receive the knowledge of age, gender, income, whether they take parts in physical activities.

### Analysis of the Data

Scale has been prepared after the students have provided the information voluntarily to the researcher. 20.00 Statically information has been transferred to SPSS (Statistic for Social Sciences) the analysis has been completed.

### FINDINGS

Demographical statistics are to be found in: Chart 1, findings can be found in Chart 2, Chart 3, Chart 4, and Chart 5.

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18 or Above	4	2,1			

**Chart 1: Demographical Information of Participants**

In the analysis of first chart, it is visible %68.6 of the participants are male and the rest 31.4 are female. %95.2 of the participants are between the age of 15 to 17, %89.9 of the participants have an average or well income and %96.3 of the participants take part in physical activities.

In the analysis of first chart, it is visible %68.6 of the participants are male and the rest 31.4 are female. %95.2 of the participants are between the age of 15 to 17, %89.9 of the participants have an average or well income and %96.3 of the participants take part in physical activities.

**Chart 2: Results of the Mann-Whitney U Test on Coping with Stress between Gender Differences in Sports High School Students**

Variant	Groups	n	Average Rank	Total Order	U	Z	p
Coping with Stress	Female	59	82.04	4840.50	3070.50	-2.124	0.034*
	Male	129	100.20	12925.50			

\*p<0.05

In Chart 2, it is visible that there is a significant difference between genders on their levels of coping with stress, and in the average rank it can be seen that its in favor of male students. In sports high school, male students have a higher level of coping with stress

**Chart 3: Results of the Mann-Whitney U Test on Coping with Stress between Age Differences in Sports High School Students**

Variant	Groups	n	Average Rank	Sd	X <sup>2</sup>	p
Coping with Stress	14	5	98	4	1.463	0.833
	15	66	96.27			
	16	65	93.54			
	17	48	90.63			
	Over 18 years old	4	123.13			

\*p>0.05

In chart 3, it is observed that sport high school students stress coping style and age variable have no statistical meaningful difference. In other words, coping with stress style and age have no meaningful relation to each other.

**Chart 4. Results of the Mann-Whitney U Test on Coping with Stress between Family level of income Differences in Sports High School Students**

Variant	Groups	n	Avarage Rank	Sd	X <sup>2</sup>	p
Coping with Stress	Poor	14	103.71	3	0.940	0.816
	Middle	97	96.15			
	Average	72	91.22			
	Outstanding	5	84.00			

\*p>0.05

In chart 4, it is observed that sport high school students stress coping style and their family income have have no meaningful difference. In other words, coping with stress style and family income have no meaningful relation to each other.

**Chart5. Results of the Mann-Whitney U Test on Coping with Stress between in terms of Physical Activities in Sports High School Students**

Variant	Groups	n	Avarage Rank	Total Order	U	Z	p
Coping with Stress	Do exercise	178	93.08	16568.50	608.500	-0.104	0.917
	Do not exercise	7	90.93	636.50			

\*p>0.05

In chart 5, it is observed that sport high school students stress coping style and their exercising levels have no meaningful difference. Exercising and coping with stress have no meaningful relation to each other.

## DISCUSSION AND CONCLUSION

Purpose of this research is to evaluate how the students of Konya Sports High School cope with stress depending on their age, income and physical activities. The findings we have, can be supported and some could not in this branch.

In the research it is seen that female students have a less ranking of coping with stress. In this branch, we also have other inquiries that support our research. According to a research by Poyraz (2009) on teachers, male teachers have been found to have more positive attitudes towards a solution and have less pessimism. In another research on university students, studies have shown that female athletes have more worries as well as more stressed. The cause of this is that women tend to live stress in a more intense way while men have more experience on this topic (Baştuğ ve Çumralıgil, 2004, 99). So far the stress level of women can be observed to be higher than men. In a similar research in capital of Nigeria, Abuja, female students have had a higher level of stress than male students, the reason of this is shown that female students tend to be more emotional (Akande, Olowonirejuoare and Okwarekalu, 2014, 35). Again, in another study that takes part in a university yet different departments, researches (Strenberger and Friends, 1993) and Ronald (1993) have shown that female students are more stressed than men (Kumar and Bhukar, 2013, 7). On this topic, studies of Vijaya and Karunakaran's (2013) and Khan's friends (2015), have shown that in India between the age of 14 to 18 the studies have similar results (Khan, Lanin and Ahmad, 2015, 167). In Jordan, on a research to determine the stress level of university students, it has been seen that female students have had a higher stress level than men, to explain this, it has been said that female students are still under pressure by cultural and social taboos (Thawabieh and Qaisy, 2012, 116). However there are also researches that show the other way. For an example, in a study conducted by Mondal and friends (2011) it was seen that there are differences between physical stress and psychological stress among male and female teachers. It has been concluded as male teachers are less secure and have more economical worries, as well as a higher level of anxiety and stress than female teachers (Okeke friends, 2014, 144). Among some of the researches the hypothesis of a significant difference between male and female has been declined. Chan (2002), Lo (2002), Woloschuk vd (1998)'s works are an example of this (Durna, 2006, 339). Same evidence has been found in university students by Üstün and Bayar (2015), in school teachers by Aksu (1999), among highschool students who

has physical activities by Tural(1994) and Temiz(2008)'s works on gym class teachers.(Nabizade, 2004,39;Turkay and Sökmen,2014,8;Üstün ve Bayar,2015,387). In a similar research in a highschool on the western part of Ghana, there was a study on the connection between stress level and academical performance. On gender difference, there hasnt been a significant difference (Emmanuel,Adom and Solomon,2014,94). On this study there hasnt been an effect of age difference.On the topic, it is possible to see different results. On the study of province of Afyonkarahisar,in its 14 districts, 252 primary school head masters's way of coping with stress, it is seen that as age grows older, the active coping style has been more visible. This connection has similarities with the work of Petrosky and Birkimer (1991), (İmamoğlu,2009,134). In Çumralıgil's high school male and female athletes has had a higher level of stress then of those of a university male or female student. Another research in Turkey shows that 177 female administrator in the universities of Turkey, has a high level of stress. In the same manner Winefield and Jarett (2001) has found that younger academical personal has a higher level of stress then of those with experience(Akın, Baloğlu ve Karşı,2014). It is also possible to find data that does not get along with it. In a university in Taiwan on a study on the causes of stress, it is seen that experienced students have had a higher pressure of physical, mental, emotional and school factored effects (Kahi-When,2009,6). On the study of Altınkol (2011), there hasnt been found a relevancy on the age and stress. In another study, it is seen that students in wrestling education center, does not have a higher level of stress depending on their age(Şeker,2014,51). Therefore, this research supports the findings of this study.

In this research there hasn't been a relevancy on the income of the students and their ways to cope with stress. Studies made by Ören and Türkoğlu (2006); Pehlivan (2008); Yöndem and Bıçak (2008) and Sözen and friends (2012) supports our findings. On the other hand, studies conducted by Temel and friends (200); Camilla (1991) Akt:Avşaroğlu(2007); Otacığlu(2008);Dost(2007);Gündoğar and friends (2007); Sarıtaş(2009) oppose the findings(Akpınar,20013,237).Further, Kurt's study (2011) on Police Training School's students ,Özdel's study (2002) on university students and Şenols study on the students whom were brought to Erciyes Medical Faculty ,due to committing suicide, have been opposing the findings (Kurt,2011, 83).

Finally, there hasn't been a difference of coping with stress among the physical active students and those that are not. On the topic there are relevant researches. On the students that



are physically active and of those whom are not, there is a significant gap. Those that are physically active has less stress (Arslan and Friends, 2011, 124). In the same manner, satisfaction of athletes and their level of stress as well as their aggressiveness do have a negative connection. According to this study, the higher the satisfaction, the less stressful and aggressive the person will be (Özdevecioğlu and Yalçın, 2010, 73). So, according to Duman and Kuru (2010), sportive activities remove the physiological and social dangers and creates a dynamic way of life which creates a solution (Ekinici and Friends, 2014, 37).

In the studies among the teenagers whom are physically active and those that are not, there hasn't been a relevancy. In this case it can be said that athlete student has already overcome the stress that could be created for his/her training or matches(Duman,2009,41). On the study of the aggressiveness and stress levels of the students in the high school, there hasn't been a statistical relevancy. Being physically active can help the psychological comfort. In the studies done by Salar and others (2012; Peluso and Andrade (2005), it is seen that taking part in physical activities can help with coping with stress because it lowers its increase rate (Uluişik, 2015, 58).

#### **Suggestions due to evidence:**

1. Administration members, teachers, parents of the students should take part in psychological advice coordination of how to cope with stress in order to effect the female students in a positive way and thus create events to motivate them.
2. There should be physical exercises on a singular person basis.
3. Parents of the students should be educated on the effects of environmental-based stress causes.

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## THE COMPARISON OF THE KNOWLEDGE OF NUTRITION, ATTITUDE AND BEHAVIOURS OF THE STUDENTS WHO ATTEND AND DO NOT ATTEND AT SCHOOL SPORTS ACTIVITIES

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### ABSTRACT

In our study, it is aimed to examine the nutrition knowledge levels and nutrition habits of the students, attending at Province National Education Schools attending High School and equivalent classes, who are doing active sports and not doing. In our study %69.7 is female (n=184), %30.3 is male (n=80) of the students attending our study who are studying at Adana Girl Highschool Saricam Sports Highschool, Ismail Kulak Anatolian Highschool, Saricam Social Sciences Highschool, Seyhan Ismet Inonu Girl Technical and Vocational Highschool. The height average of the students is found as  $164.87 \pm 14.15$ . The body weight average of the attendants is found as  $57.75 \pm 12.95$ . BMI is found as  $20.72 \pm 3.11$ . It is found that the age average of the mothers attending at study  $41.79 \pm 5.83$ , the age average of father is  $46.57 \pm 6.16$ . It is found that the average hours of watching TV of the attendants in

week days  $2.7 \pm 3.25$ , watching TV at weekends is  $3.89 \pm 3.01$ . The average hours of starting of the computer on of the attendants in weekdays  $1.06 \pm 1.83$ , starting of the computer on at the weekends is  $1.93 \pm 3.04$ . In the study the method of survey is applied. In the survey it is basically questioned that the questions according to determine physical knowledges, health conditions and nutrition levels. In the datas gathered from the survey frequency analyse and T test is applied in SPSS programme. As a result: the basis of living healthy is the movement and nutrition. We are in the thought of no matter how earlier it is started to teach the 15-18 age group children about the nutrition knowledge levels and habits together with movement education, the more it will have contribution to the public health.

**Key Words:** School Sports, Nutrition Knowledge, Nutrition Habits

## **INTRODUCTION**

The movement of all life, it is essential nutrition to be able to continue to sustain their lives and generations (Konopka, Harputoglu, 2000). It is face to face with many threatening adolescent health. One of these factors is the poor eating habits. unhealthy diet, mental and cognitive development disorders are one of the most common risky behavior, behavioral and psychological problems, which can lead to problems such as obesity (Petrillo and Meyers, 2002).

Our children, the nutritional value of food, growth and nutrition education in schools as well, the relationship between development and the protection of health and how it should be the daily diet; catering made places (like fast food) learn the proper food selection.. positive nutritional choices to be gained at this age, such as eating habits and diet will prevent problems in the future will benefit the nutrition of families where the parent (Tekgul, Ozer and Al, 1986). A children's growth traits, but depends on external factors such as diet or environment, physical activity was found to have a positive impact on the development. Due to sports to children's excessive or inadequate dietary fat or they have a weak body structure, the development of muscle, a little shorter in height, perception-made as the ability to learn is slow work were identified as a result of (Karacabey, K. Yilmaz, S. 2004 ).

## **METHOD**

Adana Seyhan, Scots pine and Cukurova district in M. Ismet Inonu Girls Vocational and Technical High School Sports High School, Bakhtiar Vahapza in 9,10,11,12 in Social Sciences Ismail Ear Anatolian High School and High School. students formed the sample. The classes are determined by random sampling method. Students from each school to participate with the students who participate in intramural sports activities were included in the study. Accordingly, a total of 184 female and 80 male students without any health problems, including 264 students were included in the study.

the questionnaire applied to determine the nutritional knowledge level of the students have received a total number of 35 questions and the answers given point for each correct answer to the questions are given. student nutrition information and percentage (%) values

were Obtained. Research data after Obtaining Permits Necessary 02/12/2015 - 13/03/2015 was Implemented between the dates.

### ANALYSIS OF DATA

Analysis of the data, computer-interpreted and the resulting data are arithmetic averages (M) and standard deviation (SD) were, obtained data of T-test, frequency and percentage values are given in the tables in the calculated and the results section.

### RESULTS

**Table 1: Demographic Characteristics of Students**

	Gender	subjects	Mean	Std. Deviation	T test	Significance Value (P)
Age	Woman	184	16.50	1.30	.643	.521
	Male	80	15.76	.88		
Height	Woman	184	162.13	12.37	-4.972	.000
	Male	80	171.16	15.96		
Weight	Woman	184	55.10	10.22	-5.303	.000
	Male	80	63.86	16.20		
BKI	Woman	184	20.64	3.25	-.628	.531
	Male	80	20.90	2.78		

Table 1; The demographic characteristics of the students according to the survey results are analyzed, Body Mass Index and age of the students (BMI) significant difference between the observed, have been found significant differences between height and weight ( $p > 0.05$ ).

**Table 2: Comparison Of those who do the Athlete Nutrition Knowledge Level**

	Have Sports Team?	Number of subjects	Mean	Std.Deviation	T test
Those who do not do sports Nutrition Knowledge Level to compare	Yes	133	7.0115	3.64255	-0.457
	No	131	7.4139	9.48000	



Table 2 when viewed sport had made the comparison in terms of nutrition knowledge of those who do so and there is no significant differences ( $p > 0.05$ ).

**Table 3: Comparison Of Nutrition Knowledge Level of Sex**

Gender nutritional information	Gender	Number of subjects	Mean Std.	Std.Deviation	T test
for level				n	
comparison					
	Woman	184	7.4752	8.31148	-0.910
	Male	80	6.6040	3.10400	

Table 3 were compared in terms of nutrition knowledge when examining gender and there is no significant differences ( $p > 0.05$ ).

## RESULTS AND DISCUSSION

students surveyed 52.7% of 15% 22 16 23.1% 17 2.3% are 18 years of age, 69.7% were female, 30.3% were male. Participants  $164.87 \pm 14.15$  average height, average weight of  $57.75 \pm 12.95$ , mean BMI was found to be  $20.72 \pm 3.11$ . determine the suitability of body weight for height Body Mass Index (BMI) is below 19 weak flour, normally between 20-24, 25 and above is considered obese. When we look at the students' answers on nutrition course 72% was observed that receiving nutrition lessons. Also get out of school information on nutrition 10.2%, it wants to receive nutrition education 49.2%, to find information on nutrition 28.8% is insufficient, the nutrition information 54.9% they said they wanted to take the nutritionist It was observed.

Those who do the work we have done with the athletes when compared in terms of nutrition knowledge; Those who do not do sports nutrition Knowledge is given in terms of comparison. Among those making the athletes According to this analysis, there was no statistically significant difference ( $p > 0.05$ ). Sports activities that students participating in the energy compared to individuals who engage in sports and other nutrients that items need more and Search cola and tea consumption are insufficient in terms of selling the nutritional value of



their meals in the school canteen is a negative finding. students participating in sports activities to meals is believed that rising energy and especially should not consume beverages that meet the fluid needs. Saygin et al and his studies in 2009; skip meals that have been identified as most individuals stating they skip breakfast meal (Saygin, 2009).

Parlak 2009 study on meals jumped individuals have the habit of 30.8% is not enough time to 61.5%, because feeling hungry 7.7% skip meals they (Bright, 2009) belirtirlerk the 2011 Lightning and friends his study; 46.6% of the time due to skipping meals, skip meals and it was determined that the cause of anorexia 26.4% (Yildirim et al 2011). In a 2007 study of the mind; 52.4% of individuals can not find the opportunity, do not want the soul and 25.7% stated that they skip meals to lose weight at 10.5% (Akil, 2007).

Students of the breakfast they eat at home, 64.8%, 35%, 6 in the regular breakfast,% 46.2 'have breakfast tea, cheese, honey it consumes, while 36.4% had no regular breakfast, while for lunch,% 46.2 of which use the school canteen, it was found to be eating dinner at home of 81.4%. Watch Students, chicken, milk, yogurt, cheese, eggs, bread and cereals, dried beans, vegetables, fruit, juice, sugary foods, the rate of 77.7% dr who think that greek be eaten every day of fatty foods. In our study, when compared in terms of nutrition knowledge of gender; There was no significant difference between the sexes in terms of nutrition knowledge level ( $p > 0.05$ ).

As a result; It does not have sufficient knowledge about the feeding of all the students who participated in the study, and the often unhealthy foods in the diet has been shown to be in place. If the 15-18 age group with children to move education levels of nutrition knowledge and habits started to gain an early age how we think would be important contributions to public health.

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## AN EVALUATION OF DIETARY AND EXERCISING HABITS OF THE STUDENTS STUDYING IN THE FACULTY OF SPORTS SCIENCES

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### ABSTRACT

This study is conducted to evaluate the dietary and exercising habits of the students studying in the Faculty of Sports Sciences.

This descriptive-type research is conducted with 317 students from Ondokuz Mayıs University, Faculty of Sports Sciences. The data obtained are statistically analyzed on computer through SPSS 19.0 program. Minimum, maximum and average percent values are used for data analysis. It is observed that 49.5% of the students are between 21 and 23 years of age. It is observed that 54.6% of the participants eat breakfast on a regular basis. It is also observed that 56.2% of the students practice

3-4 times in a week, and 29% of the students practice 1-2 times a week.

It is observed that half of the students eat breakfast on a regular basis. The water consumption of the majority of the participants (50.5%) is also found sufficient. BMI is also determined within the normal range in both male (23,37 kg/m<sup>2</sup>) and female (20,56 kg/m<sup>2</sup>) students. It is observed that seafood consumption of most of the students (%73,6) is below the recommended frequency, but 40,4% of the students of meat consumption is closer to the recommended levels. The majority of the students (89.6%) believed that they could not follow a healthy diet.

**Key Words:** Dietary Habits, Sports, College Students.

## **INTRODUCTION**

While rapidly-developing science and technology are forcing people towards malnutrition and living a life with less physical activities, ever-changing living conditions require a dynamism beyond being healthy. Today, people cannot spare time to exercise within their daily routines and they also cannot follow a well-balanced and a proper diet. It is hard to talk about physical and mental well-being of individuals in both cases.

Access to all nutritional ingredients required by human body through healthy and reliable food products is one of the most important problems in today's world. While defining nutrition, Baysal (1997) emphasized consumption of adequate amounts of all nutritional ingredients required for growth, development and a healthy and long life before they lose their nutritional values. Garibağaoğlu et al. (2006) stated that growth, development and a healthy and productive life of an organism require a well-balanced and conscious cycle of diet. The same principle is also pertinent for continuity of societies. It is impossible to maintain a healthy and mentally consistent societies with high levels of economic and social welfare, and to be confident about the future without individuals keeping a healthy and a balanced diet. From this viewpoint, nutrition should not only be discussed as a physiological fact, but should also be considered multi-dimensionally as a sociological and psychological phenomenon.

Students go through their adolescent period within the first couple of years of college. In adolescent period, growth and development accelerate, lifestyles and dietary habits change and dieting, chronic diseases, smoking and physical activities have major effects on energy and nutrient requirements of the body (Spear, 2002). College years appear as a period, where the most extensive changes occur in individuals' lives.

Within the phenomenon of physical activities/sports, the concept of nutrition refers to a mandatory process of education and practicing. Considering the variety of daily nutritional ingredients required by the organism, it is clear that insufficient consumption of some of these nutritional ingredients will lead to negative effects on health and performance.

Since nutrition, which is considered one of the most important elements of sports sciences, affects both the general state of health and performance of the athletes, it should be carefully reviewed. Along with the effects of nutrition on health and physical performance of the athletes and physically active individuals, its effects on mental capacity, which is one of the

most important elements of athletic performance, recovery from injuries and illnesses, growth and development are also discussed in many studies.

In order to ensure behavioral changes about nutrition, the individuals should be well-informed and their attitudes and beliefs regarding nutrition should be changed. Within this context, the literature, where sports and exercise are discussed in conjunction with nutrition, should be constantly updated and expanded.

## **METHOD**

The population consists of 317 students (115 female, 202 male) between the ages of 17 and 30 from Ondokuz Mayıs University, Faculty of Sports Sciences. The survey data are collected through face-to-face interview method with a questionnaire form. The questionnaire consists of two sections, namely, the general information about the students and information about their dietary habits. The students submitted their body weights and heights, and their Body Mass Indexes were calculated [ $BMI = \text{Body Weight (kg)} / \text{Height (m}^2\text{)}$ ].

SPSS 19.0 (Statistical Package for the Social Science) program for Windows was utilized to evaluate the data obtained. The survey data were shown in charts with absolute and percent (%) values, and where necessary, arithmetic means and standard deviation values ( $X \pm S$ ) were calculated.

## FINDINGS

317 students from Ondokuz Mayıs University, Faculty of Sports Sciences participated in this study, which was conducted to determine the dietary and exercising habits of college students.

**Table 1.** Frequency table about socio-demographic characteristics

Parameter		Frequency	%
Gender	Female	115	36,3
	Male	202	63,7
	<b>Total</b>	<b>317</b>	<b>100</b>
Age	18-20	66	20,8
	21-23	157	49,5
	24-26	76	24
	27	18	5,7
	<b>Total</b>	<b>317</b>	<b>100</b>
BMI	Normal	283	89,3
	Overweight	29	9,1
	1. obese	4	1,3
	2. obese	1	0,3
	<b>Total</b>	<b>317</b>	<b>100</b>
Major/Department	Teaching	124	39,1
	Sports Coaching	109	34,4
	Sports management	84	26,5
	<b>Total</b>	<b>317</b>	<b>100</b>
Extra Income	Yes	190	59,9
	No	127	40,1
	<b>Total</b>	<b>317</b>	<b>100</b>
Housing/Accommodation	Public dormitories	65	20,5
	Private dormitories	44	13,9
	Student house	122	38,5
	Family house	86	27,1
	<b>Total</b>	<b>317</b>	<b>100</b>

It is observed in Table 1 that out of 317 students, 115 (36.3%) students are female, 202 (63.7%) are male; 39.1% of these students are majoring in PE Teaching, 26.5% in Sports Management, and 34.4% in Sports Coaching Departments. 49.5% of the students are between 21 and 23, 20.8% are between 18 and 20, and 24% are between 24 and 26 years of age. When BMI values of the students are analyzed, it is observed that 89.3% of the students are weighed within the normal range, and 9.1% of the students are found to be overweight. 20.5% of the

students are living in public dormitories, 13.9% are in private dormitories, 37.8% are living in student houses and 27.1% are living with their families. It is observed that 59.9% of the students make their own money and have an extra income, and 49.1% of the students do not have any extra income.

**Table 2.** Frequency table about dietary habits

	Parameter	Frequency	%
<b>Do you think you eat healthy?</b>	Yes	33	10,4
	No	284	89,6
	Total	317	100
<b>Do you eat breakfast on a regular basis?</b>	I eat breakfast on a regular basis	173	54,6
	I eat breakfast occasionally	115	36,3
	I never eat breakfast	29	9,1
	Total	317	100
<b>Seafood consumption</b>	Once in a week	83	26,2
	Once in a month	131	41,3
	Once in a year	66	20,8
	Never	37	11,7
	Total	317	100
<b>Meat consumption</b>	At least once in a week	128	40,4
	Once in a month	120	37,9
	Once in a year	34	10,7
	Never	35	11
	Total	317	100
<b>Water consumption</b>	Less than 1 liter	59	18,6
	1-2 liters	8	2,5
	2-3 liters	160	50,5
	More than 3 liters	90	28,4
	Total	317	100

It is observed in Table 2 that 10.4% of the participants think that they follow a healthy diet, but 89.6% of them do not think they can follow a healthy diet. It is also observed in Table 2 that 54.6% of the participants have breakfast on a regular basis, 36.3% have breakfast occasionally and 9.1% never have breakfast. It is observed that 41.3% of the students eat seafood once in a month, 26.4% once in a week, and 20.8% once in a year; 11.7% of the participants stated that they never eat seafood. When the meat consumption of the students is analyzed, it is observed that 40.4% eat meat once in a week, 37.9% once in a month, and 10.7% once in a year; 11% of the students stated that they never eat meat. When the daily water consumption levels of the students are analyzed, it is observed that 50.5% of the students drink 2-3 liters of water, 28.4% drink more than 3 liters, 18.6% drink less than 1 liter and 2.5% drink 1-2 liters of water.

**Table 3. Gender-based BMI averages of the students**

	<b>N</b>	<b>Avg. <math>\pm</math> SD</b>
<b>Female</b>	115	20.56 $\pm$ 1.36
<b>Male</b>	202	23.37 $\pm$ 3.60
<b>Total</b>	317	22.35 $\pm$ 3.28

According to Table 3, the BMI average of the students is determined as 22.35 kg/m<sup>2</sup>. When the BMI averages of the students are analyzed according to their genders, the BMI average of female students is determined as 20.56 kg/m<sup>2</sup>, and BMI average of male students is determined as 23.37 kg/m<sup>2</sup>.



**Table 4.** Frequency table about exercising patterns

Parameter	Frequency	%
<b>Years of regular exercising</b>	1 - 5 years	76
	6 - 10 years	173
	11 - 15 years	54
	16 years and over	14
	Total	317
<b>Are you a licensed athlete?</b>	Yes	273
	No	44
	Total	317
<b>Weekly exercise routine</b>	1-2 times a week	92
	3-4 times a week	178
	5-6 times a week	15
	Never	32
	Total	317
<b>Branch</b>	Soccer/Football	67
	Basketball	37
	Volleyball	51
	Handball	24
	Swimming	26
	Track & Field	13
	Judo	15
	Wrestling	17
	Orienteering	5
	Rugby	1
	Tennis	7
	Karate	3
	Taekwondo	5
	Archery	31
	Kickbox	5
	Badminton	4
	Weight Lifting	2
	Fencing	2
	Table Tennis	2
	Total	317

It is observed in Table 4 that 86.1% of the students are licensed athletes, and the remaining 13.9% are not licensed. It is also observed that 54.6% of the participants have been practicing between 6 and 10 years, 24% between 1 and 5 years and 17% between 11 and 15 years.

When the weekly exercise routine of the students is analyzed, it is observed that 56.2% are practicing 3-4 days in a week, 29% are practicing 1-2 times in a week, and 4.7% are practicing 5-6 times in a week, while 10.1% have never been engaged in any kind of activities. When the branches of the students are analyzed, it is observed that 21.1% play soccer/football, 11.7% play basketball, 16.1% play volleyball, 9.8% of the students are archers, 8.2% are swimmers, 7.6% play handball, 5.4% are wrestlers, 4.7% are judokas, and 4.1% are track & fielders. The percentages of participants engaged in branches, such as orienteering, karate, kickbox, badminton, tennis, rugby, weight lifting, fencing, table tennis and taekwondo, are relatively lower than the other sports.

**Table 5.** BMI averages of the students according to their exercising frequencies

	<b>N</b>	<b>Mean</b>	<b>±</b>	<b>SD</b>
<b>1 - 2 times</b>	92	22,11	±	3,51
<b>3 - 4 times</b>	178	22,57	±	2,73
<b>5 - 6 times</b>	15	23,45	±	4,25
<b>Never</b>	32	21,33	±	4,58
<b>Total</b>	317	22,35	±	3,28

Table 5 gives the BMI averages of the students according to their exercising frequencies. While the BMI average of the students, who practice 1-2 times a week, is found to be 22.11 kg/m<sup>2</sup>, it is found to be 22.57 kg/m<sup>2</sup>, in students, who practice 3-4 times a week, 23.45 kg/m<sup>2</sup> in students, who practice 5-6 times a week, and found to be 21.33 kg/m<sup>2</sup> in students, who never exercise. The overall BMI average of the students is 22.35 kg/m<sup>2</sup>.

## DISCUSSION

This study was conducted to evaluate the dietary and exercising habits of the students studying in Ondokuz Mayıs University, Yaşar Doğu Sports Sciences Faculty. It is observed that 49.5% of the students are between 21 and 23 years of age, and their average BMI (Body Mass Index) is  $22.35 \text{ kg/m}^2$ . Vançelik et al. (2007) determined the age average of the students from Atatürk University as  $21.6 \pm 1.9$  years, and the BMI as  $21.9 \pm 2.7 \text{ kg/m}^2$ . In their recent study, where they analyzed the dietary habits of junior and senior college students, Mazıcıoğlu and Öztürk (2003) found the age average of female students as  $21.33 \pm 1.48$  years, and BMI average as  $20.77 \pm 2.06 \text{ kg/m}^2$ . The percentage of female students, who participated in a research conducted by Özdoğan et al. (2012), was 65.9%, and the percentage of male students was 34.1%. The age average of the students was  $21.4 \pm 2.22$  years, height average was  $1.70 \pm 0.09$  meters, bodyweight average was  $64.7 \pm 13.5 \text{ kg}$ , and BMI average was  $22.1 \pm 3.07 \text{ kg/m}^2$ .

While 20.5% of the students live in public dormitories, 37.8% live in student houses. In their research, Yılmaz and Özkan (2007) found that 32% of the students were living in residence halls and 48.6% were living in student houses with their friends. Onurlubaş et al. (2015) found that 14% of college students were living in pre-furnished rental apartments, 49.3% were living rental apartments, 30.2% were living in residence halls and 6.5% were living in boarding houses, 4.7% were living with their families, 87.8% with their friends and 7.5% were living alone.

While 10.4% of the students in our study stated that they follow a healthy diet, 89.6% of the students stated that they could not follow a healthy diet. Similar to the findings of our study, Yılmaz and Özkan (2007) found that 78.9% of the students stated that they could not follow a healthy diet. Unlike our findings, Onurlubaş et al. (2015) found in their study, which they conducted in Trakya University, School of Keşan Yusuf Çapraz Applied Sciences, that 36% of the students stated that they follow a healthy diet, but 64% stated that they could not follow a healthy diet. Mazıcıoğlu and Öztürk (2006) stated that 35.9% of the students stated that they follow a healthy diet, and Erten (2006) stated that 22.8% of the students stated that they follow a health and well-balanced diet.

It is observed that 54.6% of the participants eat breakfast on a regular basis. While Yıldırım et al. (2011) found in their study, which they conducted in Afyon Kocatepe

University, School of Physical Education and Sports, that 38.5% of the students eat breakfast on a regular basis, it was observed that 61.5% of the students did not eat breakfast on a regular basis.

It is observed that 26.4% of the participants eat seafood once in a week, and 41.3% of the students eat seafood once in a month. As the studies on revealing the effects of seafood consumption on human health suggest, it is best to eat seafood 2-3 times a week, which is an excellent nutritional source due to its nutritious content that should be consumed for medicinal purposes to help treating some certain diseases of our age (Turan et al., 2006). Aytekin (1999) found that 25% of college students never eat seafood; Erten (2006) found that 35.2% of college students never eat seafood, and 37.2% eat seafood once in a week.

Within this context, it is observed both in our study and the studies of Aytekin (1999) and Erten (2006) that seafood consumption of college students does not allow for optimum levels of nourishment.

When the meat consumption patterns of the participants are analyzed, it is observed that 40.4% of the students eat meat once in a week and 37.9% of the students eat meat once in a month. In order to talk about a well-balanced and a healthy diet, the amount of proteins consumed becomes important, and it is recommended that animal proteins should constitute 40-50% of our daily protein intake (Karabacak and Direk, 2007). It is observed that the meat consumption of the participants is insufficient in accordance with the principles of healthy nutrition. Erten (2006) stated that 31.6% of the students eat red meat 1-2 times in a week. Vassigh (2012) found that male and female college students (28.7% male, 33.8% female) eat red meat 1-2 times in a week. The rate of male students, who eat red meat 3-4 times in a week was 20.1% and it was 22.3% for female students. The ratios of male and female students, who never eat red meat, were similar (male: 6.6%, female: 6.7%).

When the water consumption patterns of the students are analyzed, it is observed that 50.5% of the students drink 2-3 liters of water. Arslan and Mendeş (2004) found that daily average water consumption of college students was  $913 \pm 9.27$  ml. Özdoğan et al. (2012), the ratio of college students living in residence halls, who drink 2 liters or more water, was relatively lower (18.7%); the highest daily water consumption was found in students, who drink 4-6 glasses of water every day (43.4%).

When the weekly exercise frequencies of the students are analyzed, it is observed that 56.2% of the students practice 3-4 times a week, and 29% of the students practice 1-2 times a week. In the study of Avşar et al. (2013), it was stated that 23.5% of the college students practice less than 1 hour a week, 28.2% practice 1-3 hours a week, 20% practice more than 4 hours a week and 28.2% of the students never practice.

## CONCLUSION

The dietary and exercising habits of college students were analyzed in this study. It is observed that half of the participating students eat breakfast on a regular basis. It is also observed that the students consume adequate amounts of water. BMIs were determined within the normal range in both male and female students. It is observed that seafood consumption of the students is below the recommended frequency, but meat consumption is closer to the recommended levels. The majority of the students stated that they did not have a healthy diet. Considering healthy nutrition requires some sort of awareness, the students should be informed about healthy nutrition through related events, conferences, presentations and panels, and it must be ensured that they adopt a life-long awareness on healthy nutrition.

It is also found that some students never eat meat and seafood.

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## EXAMINATION OF COLLEAGUE, SCHOOL ADMINISTRATION AND JOB SATISFACTION RELATIONS OF PHYSICAL EDUCATION AND SPORTS TEACHERS

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### ABSTRACT

This research was conducted for the purpose of identifying the colleague relations of physical education and sports teachers, support of school administration and job satisfaction levels for their professions in terms of certain variables. The population of the research, which was made by using general survey model, consisted of regular physical education and sports teachers working in Malatya city center. As for the sampling, it consisted of 80 volunteer physical education and sports teachers, randomly selected from the population. Colleague relations, support of school administration and job satisfaction scales were used as data collection tools in

the research. Arithmetic average, t-test and one-way analysis of variance was used in analysis of the data. As a result of the research, based on the answers given by teachers to the scale, it was determined that general arithmetic averages of colleague relations, support of school administration and job satisfaction for their professions are at medium level. Also, it was identified that no statistically significant difference was present between the age, education level, marital status, seniority and the school they work and colleague relations, support of school administration and job satisfaction scores.

**Key Words:** Physical Education and Sports Teaching, Colleague Relations, Support of School Administration, Job Satisfaction.

## **INTRODUCTION**

It is being reported that job satisfaction is a considerably old concept found in the organizational behavior literature (Sabuncuoglu and Tuz, 2008). When some of the definitions about job satisfaction are looked at; it is generally defined as fulfilment of the job related expectations of employees by directors, these expectations being in compliance with requirements, expression of the pleasure or satisfaction employees receive from the job (Ayan, Kocacik and Karakus, 2009). Job satisfaction is also a mixture of emotional, cognitive and behavioral components, like other attitudes (Eser, 2010). Job satisfaction is not a different concept from the general meaning of satisfaction and is reported to be related with meeting the requirements (Avsaroglu, Deniz and Karaman, 2005). As mentioned above, due to definitions about job satisfaction consisting of many elements, it is seen that no clear definition by consensus of researchers is available (Bozkurt and Bozkurt, 2008).

One of the most important factors affecting the work environment is colleague relations (Basaran, 2008). Job satisfaction of employees who have good relations with their colleagues, support team spirit, have colleagues with same world views are reported to be high (Bozkurt and Bozkurt, 2008; Yilmaz, 2007).

Also, it is observed that an opinion on these employees experiencing human relations at highest level, have technical competence, open to cooperation, create more quality products in the work environment by embracing their jobs more was presented (Bingol, 2003). It is reported that employees with no such environments may feel socially alone, their motivations may decrease and stress levels may increase to face negative situations such as not liking their jobs (Bozkurt and Bozkurt, 2008). Employees who are in high quality relationship with their administrators may tend to feel higher job satisfaction (Ozutku, 2007). Communication can be defined as transferring knowledge, emotion and opinions by carrying out the elements of communication process (Sabuncuoglu and Tuz, 2008). The element of communication is an issue which requires overemphasizing by organizations (Eser, 2010).

In this context, opinions are delivered on communication being the basic foundation for organizations to live and realize their objectives (Elma and Demir, 2000). Therefore, administrators should create the psychological environment to ensure realization of two-way communication in work environments (Sabuncuoglu and Tuz, 2008). Employees being able to



easily reach administrators provides important hints about the adequacy of communication in the organization. Administrators keeping the communication channels open and enable functioning of communication process will enable beginning of open and effective communication process (Yuksel, 2005).

It can be said that administrators, as an important motivation tool in work environments, appreciating the employees due to the jobs they do, may be an important indicator that the job performance is not without consideration and administrators supporting the performance. The researches indicate that appreciation is one of the elements affecting job satisfaction of employees and is one of the primary elements leading to achievement (Eser, 2010). Job satisfaction of an employee who is appreciated at appropriate place and time will be affected by this (Basaran, 2008; Bozkurt and Bozkurt, 2008).

## **MATERIAL AND METHOD**

The research was conducted for the purpose of identifying the colleague relations of physical education and sports teachers, support of school administration and job satisfaction levels for their professions in terms of certain variables. General survey model was used. The population of the research consists of 260 regular physical education and sports teachers working in Malatya city center in 2012-2013 education year (Directorate of National Education, 2012). As for the sampling, it consisted of 80 volunteer physical education and sports teachers, randomly selected from the population. In descriptive researches, when the circumstance of number necessary to reach being minimum 20% in large populations is considered (Arli and Nazik, 2001), it can be said that the number in the sampling represents the population. Job satisfaction (Oranje, 2001; Magill, 2002), colleague relations (Oranje, 2001) and support of school administration (Magill, 2002) scales, which were adapted to Turkish by Ozgun (2005), were used for the purpose of collecting necessary data for the research (Cited by Eser, 2010). The scales aimed to identify the job satisfaction, colleague relations and support of school administration level in five point Likert type by ranking as (5) Completely Agree, (4) Agree, (3) Not Sure, (2) Disagree and (1) Completely Disagree. The answers given by the athletes participating in the research according to demographic variables were calculated by a statistical software suite. Descriptive statistics, frequency, percent, standard deviation,

arithmetic average, t-test, one-way variance analysis were used in the research. Statistical significance level was considered as Alpha ( $\alpha$ ) and error level as  $p < 0.05$ . Results obtained from distributions were made into a table and solutions were offered by interpreting the findings.

Choice range and general evaluation of scale items used in the research were identified by calculation as below (Sarigoz, 2014).

$$SA = \frac{EYD - EDD}{SS} = \frac{5 - 1}{5} = 0,8$$

CR:	Choice Range	1.00 - 1.79:	Low Level
MaxV:	Maximum Value	1.80 - 2.59:	Below Medium Level
MinV:	Minimum Value	2.60 - 3.39:	Medium Level
NoC:	Number of Choices	3.40 - 4.19:	Above Medium Level
		4.20 - 5.00:	High Level

## FINDINGS

In this section, the statistical findings on data obtained from physical education and sports teachers in the research were given.

**Table 1. Descriptive findings on colleague relations, support of school administration and job satisfaction status of teachers**

Components	N	$\bar{X}$	Ss
Colleague Relations	80	2.92	.57
Support of School Administration		2.73	1.00
Job Satisfaction Status		2.91	.32

It was determined that arithmetic averages of colleague relations (2.92), support of school administration (2.73) and job satisfaction (2.91) perceptions of teachers participating in the survey were at medium level with scores close to each other.

**Table 2. Descriptive findings on marital status variable of teachers**

Components	Marital Status	N	%	$\bar{X}$	t-	p
Colleague Relations	Married	17	21.3	2.87	-.431	.668
	Single	63	78.8	2.93		
	<b>Total</b>	80	100	2.92		<b>p&gt;0.05</b>
Support of School Administration	Married	17	21.3	2.72	-.06	.953
	Single	63	78.8	2.73		
	<b>Total</b>	80	100	2.72		<b>p&gt;0.05</b>
Job Satisfaction Status	Married	17	21.3	3.00	1.14	.258
	Single	63	78.8	2.89		
	<b>Total</b>	80	100	2.91		<b>p&gt;0.05</b>

It was identified that there is no statistically significant difference ( $p>.05$ ) according to marital status variable of perception levels from colleague relations, support of school administration and job satisfaction of teachers participating in the research. Thus, it can be said that perception levels of married and single teachers from colleague relations, support of school administration and job satisfaction are equal to each other.

**Table 3. Descriptive findings on education status variable of teachers**

Components	Educational Status	N	%	$\bar{X}$	t-	p
Colleague Relations	Bachelor's	70	87.5	2.90	-.514	.609
	Postgraduate	10	12.5	3.00		
	<b>Total</b>	80	100	2.92		<b>p&gt;0.05</b>
Support of School Administration	Bachelor's	70	87.5	2,74	.119	.906
	Postgraduate	10	12.5	2,70		
	<b>Total</b>	80	100	2.72		<b>p&gt;0.05</b>
Job Satisfaction Status	Bachelor's	70	87.5	2.90	-1.262	.211
	Postgraduate	10	12.5	3.04		
	<b>Total</b>	80	100	2.91		<b>p&gt;0.05</b>

When Table 3 is examined, it was identified that there is no statistically significant difference ( $p>.05$ ) according to education status variable of perception levels from colleague relations, support of school administration and job satisfaction of teachers participating in the research. Thus, it can be said that perception levels of teachers with bachelor's and postgraduate education levels from colleague relations, support of school administration and job satisfaction are at scores close to each other.

**Table 4. Descriptive findings on age variable of teachers**

	Age Status	N	$\bar{X}$	Ss	Source of variance	Sum of Squares	Sd	Mean Square	F	p
Colleague Relations	26-30 age	6	3.19	.79	Between Groups	.571	3	.190	.701	.554
	31-35 age	47	2.87	.48	Within Groups	20.649	76	.272		
	36-40 age	19	2.92	.40	<b>Total</b>	21.221	79			
	41 and longer	8	2.97	.72						
	<b>Total</b>	80	2.92	.51						p>0.05
Support of School Administration	26-30 age	6	2.83	.91	Between Groups	1.299	3	.433	.415	.743
	31-35 age	47	2.77	1.12	Within Groups	79.236	76	1.043		
	36-40 age	19	2.75	.85	<b>Total</b>	80.535	79			
	41 and longer	8	2.35	.71						
	<b>Total</b>	80	2.72	1.00						p>0.05
Job Satisfaction Status	26-30 age	6	2.98	.24	Between Groups	.461	3	.154	1.455	.233
	31-35 age	47	2.88	.32	Within Groups	8.018	76	.105		
	36-40 age	19	3.03	.27	<b>Total</b>	8.478	79			
	41 and longer	8	2.81	.47						
	<b>Total</b>	80	2.91	.32						p>0.05

It was identified that there is no statistically significant difference ( $p>.05$ ) according to age variable of perception levels from colleague relations, support of school administration and job satisfaction of teachers participating in the research. Thus, it can be said that perception levels of teachers of all age groups from colleague relations, support of school administration and job satisfaction are at scores close to each other.

**Table 5. Descriptive findings on years of working variable of teachers**

Years of working		N	$\bar{X}$	Ss	Source of variance	Sum of Squares	Sd	Mean Square	F	p
Colleague Relations	1-5 years	7	2.82	.55	Between Groups	1.991	4	.498	1.942	.112
	6-10 years	38	3.00	.46	Within Groups	19.230	75	.256		
	11-15 years	24	2.79	.54	Total	21.221	79			
	16-20 years	9	3.66	.58						
	21 and longer	2	2.92	.23						
	Total	80	2.92	.51					p>0.05	
Support of School Administration	1-5 years	7	2.72	1.16	Between Groups	4.204	4	1.051	1.033	.396
	6-10 years	38	2.93	1.06	Within Groups	76.331	75	1.018		
	11-15 years	24	2.54	.97	Total	80.357	79			
	16-20 years	9	2.34	.69						
	21 and longer	2	3.00	.40						
	Total	80	2.72	1.00					p>0.05	
Job Satisfaction Status	1-5 years	7	2.94	.35	Between Groups	.121	4	.030	.272	.895
	6-10 years	38	2.91	.29	Within Groups	8.357	75	.111		
	11-15 years	24	2.94	.33	Total	8.478	79			
	16-20 years	9	2.83	.42						
	21 and longer	2	3.04	.53						
	Total	80	2.91	.32					p>0.05	

It was identified that there is no statistically significant difference ( $p>.05$ ) according to years of working in the profession variable of perception levels from colleague relations, support of school administration and job satisfaction of teachers participating in the research. Thus, it can be said that perception levels of teachers in groups showing the years of seniority from colleague relations, support of school administration and job satisfaction are at scores close to each other.

## **DISCUSSION AND CONCLUSION**

General arithmetic averages of colleague relations, support of school administration and job satisfaction perceptions of physical education and sports teachers participating in this research were identified to be positively medium level. The profession of teaching is reported to be seen as an advantageous by people with half a day working hours, considerably good personal rights, longer vacation days compared to other professions and food breaks included in salary (Eser, 2010).

It was identified that no statistically significant difference between the colleague relations, support of school administration and job satisfaction levels of teachers participating in research in terms of marital status. It is seen in the literature that some of the relevant researches reached similar results as this finding of the research (Bilge, Akman and Kalecioglu, 2007; Gunduz, 2008; Sulu, 2007; Yigit, 2007). Also, when the perception scores between groups on colleague relations, support of school administration and job satisfaction levels of physical education and sports teachers according to marital status are looked at, it was identified that they have a medium level average in similar scores. This perception is seen to be changing between these components in other researches made on this subject (Altinkiliç, 2008; Canbay, 2007; Eser, 2010; Girgin, 2009).

Intergroup perception scores of participants according to colleague relations, support of school administration and job satisfaction levels were identified to have a medium level average. However, no statistically significant difference was identified between the groups and education variable. Bilir (2007) and Gergin (2006), in the studies they conducted, have reported that there is no statistically significant difference between the colleague relations, support of school administration and job satisfaction levels and education variable of participants.

It was identified that no statistically significant difference between the colleague relations, support of school administration and job satisfaction levels of teachers participating in research according to age variable. It is seen in the literature that no significant relationship between age groups of the teachers and general job satisfaction levels (Koc, Yazicioglu and Hatipoglu, 2009; Sahin and Dursun, 2009; Yigit, 2007). When the perception scores on colleague relations, support of school administration and job satisfaction levels of physical education and sports teachers according to age variable are looked at, it was identified that they

have a medium level satisfaction. It was determined that in colleague relations and school support components, teachers in the age range of 26 to 30, and in job satisfaction component, teachers in the age range of 36 to 40, are more in arithmetic scores compared to teachers in other age groups. When the results of relevant researches are looked at, similar results to this finding of the research are seen (Altinkilic, 2008; Bilir, 2007; Eser, 2010; Gunbayi and Toprak, 2010). However, Karaca (2007) and Sulu (2007), in the researches they made, report that job satisfaction in the profession decreases as age progresses.

In the study, when the perception scores between groups on colleague relations, support of school administration and job satisfaction levels of physical education and sports teachers according to years of working variable are looked at, it was identified that they have a medium level satisfaction. When the groups are examined, physical education teachers performing this profession for 15 years and more were identified to have more arithmetic score compared to other teachers. No statistically significant difference was identified in colleague relations, support of school administration and job satisfaction levels of teachers according to seniority year variable. Altinkilic (2008) is seen in his research to have reached results close to this finding of this research. However, Eser (2010) reported in his research that teachers with less seniority experience more satisfaction compared to teachers with more seniority.

In conclusion; in this research made for the purpose of identifying the colleague relations of physical education and sports teachers, support of school administration and job satisfaction they feel about their professions in terms of certain variables; based on the answers provided by teacher to the scale, it was identified that perception scores between the components had a medium level average with scores close to each other. No statistically significant difference was identified between the colleague relations, support of school administration and job satisfaction levels of teachers according to age, education level, marital status and years of working in the profession.

## RECOMMENDATIONS

For internalization of sport by individuals as a profession or a leisure activity, sports education should be provided at early ages. In this context, physical education and sports teachers should receive high support from other branch teachers and school administration against negative circumstances they may face during physical education in the school environments during being able to get students adopt a habit of sports that may affect their future lives or train amateur and professional athletes. In this context, seminars should be given at provincial and district directorates of national education or at schools to create an awareness regarding the subject. Physical education and sports teachers should be informed about how to deal with the problems they may encounter while performing their professions.

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## EXAMINATION OF LIFE SATISFACTION AND LEISURE SATISFACTION LEVELS OF INDIVIDUALS PARTICIPATING SPORT ACTIVITIES IN THEIR LEISURE TIME

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### ABSTRACT

This research has aimed to find out the life fulfillment of the individuals who spare their leisure time by doing sports and their fulfillment in terms of leisure time activities by analyzing independent variables. It has been conducted in Ümitköy facility of Sportive Life Club (Sportif Yaşam Kulübü). The study group consists of 80 male and 170 female participants who were chosen among the members of Sportive Life club which is in business in the city of Ankara. During the data collection, Satisfaction with Life-Scale- SWLS which has been designed as one-dimensional by Diener, Emmons, Larsen and Griffin

(1985), whose validity and reliability have been tested by Durak, Durak and Gençöz (2010) has been used. Besides, Leisure Satisfaction Scale, which has been designed by Beard and Ragheb (1980), was brought into Turkish literature after the reliability and validity studies by Karlı et al. in 2008, made up of 39 questions and six other sub-dimensions, whose internal consistency reliability is .92 as a result of KMO sample measurement and analysis of significance is  $p < .05$  as a result of Barrlett's test, was also utilized to determine the satisfaction of leisure time levels of the individuals (Beard and Ragheb, 1980).

**Key Words:** Life satisfaction, leisure satisfaction, sport

## 1. INTRODUCTION

The sub-dimensions were described as Educational Physiological, Aesthetical, Relaxation, Social and Psychological. T-test, one way ANOVA, Tukey's range test and correlation analyses were for the percentage, frequency and independent samples during the analysis of the data. According to the data of the research, the participants show a high level of life satisfaction and leisure satisfaction has come up as a result. While the variables such as gender, age, marital status and level of education do not affect life satisfaction level, the life satisfaction of the participants who perceive their income status as high has been determined as high. Besides, the gender variable has no effect on leisure satisfaction of the participants whereas the leisure satisfaction of the participants at the age of 20 or below is lower than the other age group participants' life satisfaction. It has been observed that there is a parallelism with the education level and leisure satisfaction, additionally; the participants who describe their marital status as married have a slightly higher leisure satisfaction than the ones identifying themselves as single. As a result of the research, we have found out that the individuals who spend their leisure time by joining sportive activities have high level of life and leisure satisfaction. Consequently, the individuals who spend their leisure time by participating in sport activities as long as their perceived income status gets higher, their level of life satisfaction gets higher. We can also claim that their feeling of leisure satisfaction shows itself as they age and their level of education gets higher.

Satisfaction, in other words content, means meeting expectations, needs, wants and wishes. The word "satisfaction" in English is defined as "contentedness, gladness, atone, reassurance, recovery; pleasing, gratifying" (Redhouse, 1988) is defined whereas according to Rycroft (1989: 37) it was defined as "the sensation that accompanies with reaching a purpose". According to Budak, it was stated as "restructuring the state of equilibrium as a result of fulfillment of basic biological needs such as hunger, thirst, sexuality etc or a psychological need such as curiosity, love, closeness, success etc." (Budak, 2000: 226). When we analyze life satisfaction, when the individual's perceived condition or standard of life meets the one which is a reality in their life, this individual's level of life satisfaction is high. Therefore, individuals' all cognitive judgment they consciously realize about their lives are totally about the individual. Individuals may have various standards about success in many different parts of their lives.

Because of that, it is required to assess individuals' general life satisfaction instead of their satisfaction of their private sphere. (Pavot and Diener, 1993).

According to Beard and Ragheb (1980) leisure satisfaction reveals positive perception, emotions, individual forms or provides acquisition as a result of leisure time activities and preferences. Leisure satisfaction is defined with the rate of the individual's satisfaction or fulfillment in certain leisure time activities. It is claimed that the positive feeling of this satisfaction is the result of the level of the fulfillment of the individual's feelings which are perceptible or imperceptible. Leisure satisfaction is about the quality individuals perceive from the way they spend their leisure time and it generally shows how much they are satisfied by their leisure time. (Kovacs, 2007).

They prefer to spend their time for the activities which are both entertaining and beneficial for their health as well as increase their satisfaction level. In this research, also, studies were conducted to seek an answer for the questions whether they use their leisure time as much as they want and feel satisfied and also how much their level of life satisfaction is affected by it in this sense.

## **2. MATERIAL AND METHOD**

Study group consists of 80 male and 170 female participants who were selected among the members of Sportive Life Club which is in business in city of Ankara. During the data collection, Satisfaction with Life-Scale- SWLS which has been designed as one-dimensional by Diener, Emmons, Larsen and Griffin (1985), whose validity and reliability have been tested by Durak, Durak and Gençöz (2010) has been used. Besides, Leisure Satisfaction Scale, which has been designed by Beard and Ragheb (1980), was brought into Turkish literature after the reliability and validity studies by Karlı et al. in 2008, made up of 39 questions and six other sub categories, whose internal consistency reliability is .92 as a result of KMO sample measurement and analysis of significance is  $p < .05$  as a result of Barrlett's test, was also utilized to determine the satisfaction of leisure time levels of the individuals (Beard and Ragheb, 1980). The sub-dimensions were described as Educational, Physiological, Aesthetical, Relaxation, Social and Psychological. T-test, one way ANOVA, Tukey's range test and correlation analyses were for the percentage, frequency and independent samples during the analysis of the data.

### 3. FINDINGS

#### 1- The frequency and percentage distribution of demographic variables of participators

	Variable	N=(250)	
		f	%
<b>Gender</b>	Female	80	32,0
	Male	170	68,0
<b>Age</b>	20<	17	6,8
	20-30	81	32,4
	31-40	84	33,6
	41>	68	27,2
<b>Education Level</b>	High School or less	55	22,0
	Undergraduate	167	66,8
	Graduate	28	11,2
<b>Marital Status</b>	Married	121	48,4
	Single	129	51,6
<b>Percieved Income Level</b>	Low	70	28,0
	Middle	117	46,8
	High	63	25,2

Table 1 shows the information about the individuals' gender, age group, education status, marital status and perceived income status. According to the collected data, it is observed that 68 % of the participants are males, 32 % of them are females, and the predominant age group is 31-40 with a rate of 33.6%. Education status of the participants is highly at undergraduate level with the rate of 66.8%. As marital status of the participants is assessed it is observed that while single individuals are 51.6%, married ones are 48.4%. When the perceived income status is observed, it is understood that 46.8% of participants belong to middle income group.

## 2- The arithmetic average and standard deviation values of life satisfaction, leisure satisfaction scales

	N=(250)			
	$\bar{x}$	ss	Min	Max.
<b>Life Satisfaction</b>	14,48	3,78	5,00	25,00
<b>Leisure Satisfaction</b>	146,00	29,42	39,00	195,00
Educational subdimension	33,49	7,14	9,00	45,00
Physiological subdimension	22,70	5,28	6,00	30,00
Aesthetic subdimension	14,87	3,44	4,00	20,00
Relaxation subdimension	14,98	3,27	4,00	20,00
Social subdimension	29,84	6,71	8,00	40,00
Psychological subdimension	30,10	6,56	8,00	40,00

Arithmetic average and standard deviation value of Life Satisfaction, LSS and its sub-dimensions are shown in Table 2. As Table 2 is analyzed, it is observed that a high frequency of life satisfaction (14,48  $\square$  3,78) and leisure satisfaction (146,00  $\square$  29,42). When sub-dimensions are analyzed, it was determined that the highest value of arithmetic average is in education sub-dimension (33,49  $\square$  7,14), and the lowest value of arithmetic average is aesthetics sub-dimension (14,87  $\square$  3,44).

It has been researched that whether the variables such as gender, age, education status, marital status and perceived income status have an impact on life satisfaction and leisure satisfaction of the individuals who spare their leisure time with sportive activities. According to the data collected, while level of life satisfaction does not change in terms of gender, marital status, age group and education status, it shows a significant difference in terms of perceived income status statistically. Additionally, whereas LSS average does not demonstrate any difference in terms of gender and perceived income status, it shows a variety in terms of the variables such as age, education status and marital status. With reference to these outcomes, the variables which show significant difference by affecting life and leisure satisfaction and the scale items aforesaid and their varieties are given place in the tables below.

### 3- The results of ANOVA among life satisfaction and perceived income variable

Percieved Income Level	N	$\bar{x}$	ss	F	p
Low	78	12,11	3,12	25,196	0,00*
Middle	186	14,98	3,15		
High	597	16,19	4,29		
Total	250	14,48	3,78		

\*p<0,05 is statistically significant.

When Table 3 is analyzed, there is a significant difference between perceived income status and life satisfaction scale. While it is stated that the participants whose perceived income status is high have a higher life satisfaction compared to the ones whose perceived income status is low, it is observed that the participants who define their income status as middle income have a higher life satisfaction compared to the ones who claims low income status. If this outcome is analyzed we can conclude that as much as the income rate gets higher, level of life satisfaction goes up, as well.



#### 4- The results of ANOVA among leisure satisfaction, LSS' sub-dimensions and age variable

	Age	N	$\bar{x}$	ss	F	p
<b>Leisure Satisfaction</b>	20<	17	101,64	45,01	19,363	0,00*
	20-30	81	143,04	30,77		
	31-40	84	154,20	21,65		
	41>	68	150,50	20,17		
Educational subdimension	20<	17	24,55	10,13	12,654	0,00*
	20-30	81	32,84	7,71		
	31-40	84	35,26	5,61		
	41>	68	34,32	7,14		
Physiological subdimension	20<	17	15,47	8,45	15,619	0,00*
	20-30	81	22,17	5,26		
	31-40	84	24,11	4,17		
	41>	68	23,41	3,95		
Aesthetic subdimension	20<	17	9,95	4,92	16,675	0,00*
	20-30	81	14,61	3,56		
	31-40	84	15,78	2,61		
	41>	68	15,29	2,67		
Relaxation subdimension	20<	17	10,92	4,86	10,920	0,00*
	20-30	81	14,94	3,33		
	31-40	84	15,41	2,84		
	41<	68	15,50	2,50		
Social subdimension	20<	17	19,69	9,34	20,001	0,00*
	20-30	81	29,07	7,34		
	31-40	84	31,85	4,72		
	41<	68	30,80	4,69		
Psychological subdimension	20<	17	21,04	9,49	15,897	0,00*
	20-30	81	29,40	6,96		
	31-40	84	31,76	5,03		
	41<	68	31,16	4,81		

\*p<0,05 is statistically significant.

In Table 4, there is a significant difference between the age and leisure satisfaction of the participants. As reference to this, the highest leisure satisfaction is observed at the age group of 31-40, the lowest leisure satisfaction is found out among the participants who are 20 or below. Still, the participants between the ages of 20 and 30 have a higher level of leisure satisfaction compared to the ones at the age of 41 and above. A significant difference is observed between the age variables of the participants and all the sub-dimensions of LSS. Following this, the highest rate of sub-dimensions; physiological, aesthetical, social and psychological is at the 31-40 age group whereas the lowest rate belongs to 20 and lowest age

group. Under the relaxation sub-dimension participants who belong to 41 and above age group show the highest rate of LS while the age group with the lowest LS rate is the age of 20 and lower.

#### 5- The results of ANOVA among life satisfaction, leisure satisfaction, LSS' subdimensions and and education level variable

	Education Level	N	$\bar{x}$	ss	F	p
Leisure Satisfaction	High School or less	55	144,18	28,14	4,566	0,01*
	Undergraduate	167	149,05	28,79		
	Graduate	28	131,42	31,88		
Educational subdimension	High School or less	55	32,99	6,59	6,192	0,02*
	Undergraduate	167	34,35	6,88		
	Graduate	28	29,39	8,39		
Physiological subdimension	High School or less	55	22,53	5,04	5,243	0,06
	Undergraduate	167	23,24	5,11		
	Graduate	28	19,82	5,95		
Aesthetic subdimension	High School or less	55	14,30	3,58	5,216	0,06
	Undergraduate	167	15,32	3,16		
	Graduate	28	13,32	4,18		
Relaxation subdimension	High School or less	55	15,19	6,30	2,390	0,09
	Undergraduate	167	15,12	6,81		
	Graduate	28	13,71	6,65		
Social subdimension	High School or less	55	29,47	6,30	2,232	0,10
	Undergraduate	167	30,35	6,81		
	Graduate	28	27,53	6,65		
Psychological subdimension	High School or less	55	29,69	6,15	2,707	0,06
	Undergraduate	167	30,65	6,41		
	Graduate	28	27,64	7,72		

\*p<0,05 is statistically significant.

The LSS total points of the participants who are postgraduates are significantly higher when compared to the other two education statuses. Participants who state their education level as graduate show higher leisure satisfaction than the ones who state their status high school or

below graduates. Hereunder, we are able to conclude that as much as the education status is high, leisure satisfaction level becomes high. There is a significant difference between education status and education sub-dimension among the sub-dimension of the LSS. While the highest points of education sub-dimension belong to the ones who are graduates, the points of the postgraduate participants in education sub-dimension is the lowest compared to graduates, graduate of high school and below.

**6- The results of t-test among leisure satisfaction, LSS' subdimensions and marital status variable**

	<b>Marital Status</b>	<b>N</b>	<b><math>\bar{x}</math></b>	<b>ss</b>	<b>sd</b>	<b>t</b>	<b>p</b>
<b>Leisure Satisfaction</b>	Married	121	149,18	26,11	250	1,658	0,09
	Single	129	143,03	32,03			
Educational subdimension	Married	121	34,22	6,63	250	-1,562	0,11
	Single	129	32,81	7,56			
Physiological subdimension	Married	121	23,22	4,70	250	1,495	0,13
	Single	129	22,22	5,75			
Aesthetic subdimension	Married	121	15,18	2,89	250	1,367	0,17
	Single	129	14,58	3,87			
Relaxation subdimension	Married	121	15,27	3,02	250	1,371	0,17
	Single	129	14,70	3,48			
Social subdimension	Married	121	30,80	5,80	250	2,204	0,02*
	Single	129	28,94	7,38			
Psychological subdimension	Married	121	30,47	6,18	250	0,868	0,386
	Single	129	29,75	6,90			

\* $p < 0,05$  is statistically significant.

In Table 6; there is no significant relationship between total LSS points and marital status variable, meanwhile there is a statistically significant relationship between social subdimension and marital status. According to this result; married participants has higher leisure satisfaction levels than single participants.

#### 4.DISCUSSION AND CONCLUSION

In this research, life satisfaction and leisure satisfaction of the participants who spare their leisure time by doing sport activities are analyzed. It has been researched whether there is an impact of the variables such as age, gender, perceives income, education status and marital status of the participants who take part in sport activities in Sportive Life Club on their life and

leisure satisfaction. In reference to data collected at the end of the research the results below are found out:

Participants have shown a high rate of life satisfaction (14,48  $\square$  3,78). Other researches analyzing life satisfaction show similarly high or medium level of life satisfaction (Çelik and Tümkaya, 2012; Şimşek, 2011; Öner, 2014; Özgün, 2012). Besides this result, while participants show a high level of life satisfaction (146,00  $\square$  29,42), the fact that the highest arithmetic average in sub-dimensions is education status among the sub-dimensions of the scale (33,49  $\square$  7,14) , and the lowest average is in aesthetical sub-dimension( 14,87  $\square$  3,44) is found out. When other researchers are examined, the relaxation sub-dimension has the highest arithmetic average is observed (Ayyıldız, 2014; Sönmezoğlu et al., 2014; Yerlisu Lapa, 2013, Misra and Kean, 2000).

The fact that gender has no effect on life satisfaction is found out when the outcomes of the research are examined. We also come across many other researches in literature which conclude that gender has no effect on life satisfaction (Çelik and Tümkaya, 2012; Gündoğar et al., 2007; Öner, 2014; Özgür et al., 2010; Tümkaya et al., 2011; Yavuzer and Çivildag, 2014). The fact that age has no effect on life satisfaction is also among the data of our research. There are other researchers parallel to this data (Gündoğar et al., 2007; Öner, 2014; Özgür et al., 2010; Yavuzer and Çivildag, 2014). In contrast to this outcome, Kırıcı and Korkmaz (2014), Çavuş and Cumaliyeva (2013), Akandere et al. (2009) determined that as the age goes up, life satisfaction level also increases.

The result that marital status does not affect life satisfaction is another data collected in our research. As parallel to this result, same data was reached in the research conducted by Öner (2014). Additionally, there are researchers which conclude that marital status affects life satisfaction level (Şimşek, 2011; Çelik and Tümkaya, 2012; Kırıcı and Korkmaz, 2014; Tuzgöl, 2007; Yılmaz and Altınok, 2009). Having examined the findings of our research, there is a significant difference between the education status and life satisfaction. Kırıcı and Korkmaz (2014) and Öner (2014) have also found out similar results.

A significant difference has been found out between the life satisfaction scale and perceived income status of the participants who spare their leisure time by doing sports. While it is stated that the participants who declare their perceived income status as high have a higher

life satisfaction compared to the ones who declare it as low, it is also observed that the participants who define their income status as middle income have a higher life satisfaction compared to the ones who claims low income status. Following this outcome, we can conclude that as much as income is higher, life satisfaction level rises. There are other researches which supports this outcome in literature (Kırıcı and Korkmaz, 2014; Öner, 2014; Özgür et al., 2010; Yılmaz and Altınok, 2009).

There is no difference between the gender and perceived income variables and leisure satisfaction levels whereas in the researches conducted by Sönmezoğlu et al. (2014) and Shin and You (2013) leisure satisfaction level was found higher in male's favor. In the research conducted by Demir and Demir (2006) and Shin and You (2013), leisure satisfaction level was found higher in favor of female participants. As parallel to our research data, there are many other researches in literature which prove that gender does not affect leisure satisfaction level (Amestoy et al., 2008; Ardahan and Yerlisu Lapa, 2010; Berg, Trost, Schneider and Allison 2001; Broughten and Beegs, 2006; Gökçe, 2008; Kabanoff, 1982; Lu and Hu, 2005; Vong Tze, 2005).

There is a significant difference between the age variable and leisure satisfaction level of participants. In the light of this, the highest leisure satisfaction is observed at the age group of 31-40 whereas the lowest leisure satisfaction level is demonstrated by the participants who are at the age of 20 or below. Yet, participants between the ages of 20 and 30 show higher level of leisure satisfaction compared to the ones who are 41 years old or older. Moreover, a significant difference is observed between the age variety of participants and all sub-dimensions of LSS. In accordance with this, the highest leisure satisfaction points were taken by 31-40 age group participants for the sub-dimension of physiological, aesthetical, social and psychological, also the lowest points were taken by the participants who are 20 years old or younger. While the individuals who are 41 or older show the highest LSS level, the lowest level of LSS is demonstrated by the individuals who are 20 years old or younger. As parallel to the data of our research, Broughten and Beggs (2006) have also indicated that age has an effect on leisure satisfaction with the research conducted with 187 individuals. Amestoy et al (2008) and Ayyıldız (2014) have also observed in their research that there is a decrease in leisure satisfaction as the age increases.

In accordance with another result, total LSS points on individuals who declare their education level as postgraduate has been found higher compared to undergraduates or graduates of high school participants' leisure satisfaction level. Individuals declaring their education status as undergraduate have demonstrated higher level of leisure satisfaction than the ones declaring it as graduate of high school or lower. Following this outcome, we conclude that when education status is higher, leisure satisfaction level rises. Arslan (2010), Ayyıldız (2014), Lu and Hu (2005) also contributed some other researchers which conclude some similar facts. Furthermore, there is a significant difference between the participants' education status and education sub-dimension of the scale. While undergraduate participants have the highest points under education sub-dimension, it was found out that the points of the individuals who are postgraduates are lower than the points of the participants who are undergraduates, graduates of high school or lower.

While there is no connection between total LSS points and marital status, there is a significant connection between the social sub-dimension of LSS and LSS. Following this, married individuals show a really slightly higher leisure satisfaction level compared to the single ones. There are some other researches in literature revealing the fact that single individuals show higher leisure satisfaction level (Ayyıldız, 2014; Liang, Yamashita and Brown, 2013, Siegenthaler and O'dell 2000).

When the data of the research is overviewed generally, it has been found out that participants show high level of life and leisure satisfaction. While gender, age, marital status and education level do not affect life satisfaction level, it was determined that individuals who spare their leisure time by doing sports and whose perceived income status is high have a higher life satisfaction level. Besides, gender variable does not affect their leisure satisfaction level whereas the participants who are 20 or younger have the lowest leisure satisfaction level compared to other age groups. A parallel increase is observed between the level of education status and their feeling of leisure satisfaction, and it is also concluded that participants who declare their marital status as married have a slightly higher leisure satisfaction level compared to the ones declaring themselves as single.

Hereby, as much as the income status of the participants who spare their leisure time by doing sports increases their life satisfaction level also shows an increase. The feeling of leisure satisfaction of the individuals show an increase when they get older and their education level

gets higher. In this sense, life satisfaction comes out as an awareness of the employed, educated individuals with a significant amount of income.

This research can be conducted with other sample groups by increasing the number subjects. It can be included into literature by assessing the feeling of satisfaction of individuals while spending their leisure time and the fulfillments they have from their lives may vary as different socio-demographic data can be collected in different cities.

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