

INVESTIGATION OF THE RELATIONSHIP BETWEEN SPORTSPERSONSHIP ORIENTATION AND LIFE SATISFACTION OF SPORTS MANAGEMENT DEPARTMENT STUDENTS

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Abstract

This research aimed to evaluate the relationship between the level of sportspersonship orientation and the life satisfaction of university students who continue their education in the sports management department. This study also aimed to evaluate the sportspersonship orientation and life satisfaction according to gender, class, sports branch, actively doing sports, and household income. The research method is quantitative research, it was designed with the relational screening method and causal comparison model. The questionnaire technique was preferred as the data collection tool, and the data was collected voluntarily basis. The universe of the research consisted of university students who were actively studying at the Department of Sports Management at Istanbul Gelişim University, and the sample consisted of 194 volunteer participants. In addition to the personal information form, the Sportspersonship Orientation Scale and the Life Satisfaction Scale were applied to the participants. The data were transferred to the SPSS 25.0 package program and Mann Whitney U, Kruskal Wallis-H Test, and Spearman Correlation analyzes were applied as statistical analysis. As a result, a moderately positive relationship was determined between the sportspersonship orientation of the Sports Management department students and their level of life satisfaction. It was determined that female students had a more sportspersonship attitude compared to male students in the sportspersonship orientation of the students of the sports management department according to their gender.

Keywords: Sportspersonship, Life Satisfaction, Student, Sports Management, Sports.

Introduction

While sport is an important position for a society to maintain its health and well-being, it is also seen as a socialization tool. However, moral actions must be at the forefront before, during, and after sports activities. Ethical and moral actions in sports constitute the perception of sportspersonship. The phenomenon of sportspersonship is a concept that emerges when all values like love, respect, honesty, fair play, etc. are found. Sportspersonship is manifested by the behaviors of the athletes who don't mind losing the game, act generous, good, and courteous towards their opponent during the competition, and do not dominate the opponent with illegal movements and behaviors. The concept of sportspersonship is realized through the athletes who can approach the athlete's opponent with concepts such as respect, honesty, and sincerity. Among the purposes of the perception of sportspersonship, there is also the control of the tension in the competition function of sports (Kılıç, 2019).

Sport is a healing and developing element for society. In this context, the development and improvement of society are parallel with the development of sports. At this point, sportspersonship gains importance. The individual with the identity of an athlete should be in harmony with society, respectful of the rules, and unifying.

Nowadays, the diversification of technological developments and their spread to human life has brought about changes in people's lives and caused the concepts to be moved to a different dimension. The concept of life satisfaction, which was defined by Neugarten in 1961, is perceived as a situation or result obtained because of comparing the person's desires to be relevant to himself and his life and the current situation in his life (Özer & Karabulut, 2003). Happiness, morale, etc. express the state of being well in different forms such as (Vara, 1999). A person's perception of life satisfaction is directly proportional to the subjective judgments an individual has imposed on himself/herself according to the flow of life (Pavot & Ed, 1993). Life satisfaction can be expressed as the individual's work time, leisure time, and emotional reactions and attitudes during life (Köker, 1991). In other words, life satisfaction is the psychological and emotional response level of the individual to all kinds of processes and phenomena in life. Since there are subjective structures, such as work life, life expectations, lifestyle, cultural structure, economic situation, family, and social environment that affect this reaction, expectations and naturally life satisfaction rate will also vary. An individual's life satisfaction directly affects himself/herself, position, perspective on events, involvement in social structures, and value judgments. The expression of satisfaction in the definition of life satisfaction can be explained by the realization of hopes, wishes, and dreams. Life satisfaction generally deals with an individual's entire life (Avşaroğlu, Deniz, & Kahraman, 1999).

The underlying reason for making more than one definition of life satisfaction lies in individual differences and that it is not instantaneous or limited to a specific situation. In this case, life satisfaction is the constantly changing and developing interests and needs of the individual throughout his/her life from birth to death. Satisfaction with life will constantly change in the face of situations such as the music he/she listens to, the activities he/she attends, the books he/she reads, his/her bilateral relations and family relations, and his/her decisions and judgments will be affected in line with this satisfaction. In general, it is expected that the level of life satisfaction is high in individuals who have higher positive emotions than negative emotions, who know how to enjoy their lives, and who have an optimistic perspective (Çakar & Karataş, 2017). In this context, our study aims to evaluate the relationship between sportspersonship orientation and the life satisfaction of the students of the sports management department.

Method

Research Model

The research was designed according to the quantitative research type and structured as a method specific to descriptive and relational surveys aiming to create an existing issue. Descriptive screening is the statistical operation that allows the gathering, describing, and presenting of numerical data related to one variable (Büyüköztürk et al., 2014). The relational screening model is a research model that aims to determine whether there is a change between two or more parameters and the level/level of change (Karasar, 2017).

Universe and Sample

According to the aim of the study, the generalizing universe of the research consisted of students who continue their education in the Department of Sports Management at Istanbul Gelisim University School of Physical Education and Sports. The sampling method used is the easy sampling method, in which the probability of all students being included in the sample is equal and random, and the result of the study is produced quickly and easily (Yazıcıoğlu and Erdoğan 2004; Ural 2006). The sample of the study (n=194) consisted of voluntary participants. After providing the research group with accurate information about the study, the research was conducted on demand.

Data Collection Tools

The personal information form created by the researcher consisted of 5 questions: gender, class, sports branch, actively doing sports, and household income.

Multidimensional Sportspersonship Orientation Scale-Msos

The "Multidimensional Sportspersonship Orientation Scale" developed by Vallerand et al. (1997) and adapted into Turkish by Sezen-Balçıklı (2010) was used to measure the sportspersonship orientation of the participants. The Turkish version of the Multidimensional Sportspersonship Orientation Scale consisted of 4 sub-dimensions and 20 items. A five-point Likert-type scale was used to determine the awareness levels of the participants about their Sportspersonship Orientations. When the internal consistency coefficients of all sub-dimensions of the scale were examined, it was found that Respect for social convention was 0.86, respect for rules and officials was 0.83, respect for one's full commitment in sports was 0.91, and respect for the opponent was 0.82, respectively. The internal consistency coefficient of the scale was determined as 0.90. To determine the awareness levels of participant students about Multidimensional Sportspersonship Orientations, a five-point Likert-type scale, which was one of the methods used as a measurement tool in social sciences, was used.

The Satisfaction with Life Scale

The satisfaction with life scale (SLS), developed by Diener, Emmons, Larsen, and Griffin (1985), to measure participants' life satisfaction, consisted of a one-dimensional structure and five items. In the scale adapted to Turkish by Dağlı and Baysal (2016), the answers were listed in the range of strongly disagree and strongly agree. There were no reverse-coded questions and sub-dimensions in the life satisfaction scale. The Cronbach Alpha internal consistency coefficient of the life satisfaction scale was expressed as 0.85 by Dağlı and Baysal (2016).

Table 1: Demographic Characteristics of the Participants

	Variables	N	%
Gender	Female	73	37,6
	Male	121	62,4
	Total	194	100,0
Grade	1. Grade	45	23,2
	2. Grade	32	16,5
	3. Grade	61	31,4
	4. Grade	56	28,4
	Total	194	100,0
Sport brach	Team Sport	55	28,4
	Individual Sport	139	71,6
	Total	194	100,0
Actively Doing Sports Status	Yes	153	78,9

	No	41	21,1
	Total	194	100,0
Income	Low	15	7,7
	Medium	102	52,6
	Good	60	30,9
	High	17	8,8
	Total	194	100,0

Table 1. When examined, 37.6% of the volunteers participating in the study were female and 62.4% were male, 23% were in the 1st grade, 16.5% in the 2nd grade, 31.4% in the 3rd grade, 28% were in the 4th grade, 28.4% were interested in team sports, 71.6% were interested in individual sports, 78.9% were actively doing sports, 21.1% were not actively doing sports. Moreover, it was determined that 7.7% of them had a low-income level, 52.6% had a medium level, 30.9% had a good level and 8.8% have a high level of household income.

Data Analysis

The data obtained from the personal information form (gender, class, sports branch, actively doing sports, household income), life satisfaction scale, and sportspersonship orientation scale was processed into the SPSS 24.0 package program and the analysis of the study was performed through this program. In the research; the normal distribution of participants' scores after descriptive and descriptive analysis; normal distribution curve, skewness-kurtosis value, normal distribution curve according to the histogram and Kolmogorov-Smirnov test values used for group sizes larger than 50 were examined. Reliability analyzes were examined for the overall and sub-dimensions of the scales, and as a result, the "Chronbach Alpha Coefficient" was obtained. It was understood that the data do not show a normal distribution. As a statistical method, Mann Whitney U, Kruskal Wallis-H Test, and Spearman Correlation analyzes were used to test the hypotheses created for the aim of the research.

Results

Table 2: Results of the Skewness and Kurtosis Values of the Scores Obtained from the Scales by the Participants

Scale	N	Skewness	Kurtosis	p
Respect for social convention	194	-,652	,619	,000
Respect for rules and officials	194	-,860	,998	,000
Respect for one's full commitment	194	-,938	1,498	,000
Respect for opponents	194	-,567	,205	,000
Perception of Sportspersonship Orientation Total Score	194	-,659	,806	,011
The Satisfaction With Life Scale	194	-,201	-,375	,008

When the results of the Kolmogorov-Smirnov test were examined in Table 2, it was seen that the scores obtained in the satisfaction with life scale, sportspersonship orientation scale, and its sub-dimensions deviate from normality. Kolmogorov-Smirnov analysis was only one of the analyzes performed to determine whether the data show a normal distribution. The skewness and kurtosis values were examined to check whether the data obtained from the data set from the group were normally distributed. It was determined that the data set used in the study was not normally distributed.

Table 3: Descriptive Statistics of Participants' Scores from Scales

Scales	N	Min	Max	X±SD
Respect for social convention	194	1,40	5,00	3,97±0,69
Respect for rules and officials	194	1,80	5,00	4,09±0,67
Respect for one's full commitment	194	1,60	5,00	4,21±0,62
Respect for opponents	194	1,80	5,00	4,19±0,62
Perception of Sportspersonship Orientation Total Score	194	1,65	5,00	4,12±0,60
The Satisfaction with life	194	1,00	5,00	3,41±0,92

When Table 3 was examined, the mean of the participants' perception of sportspersonship orientation, respect for social convention sub-dimension was 3.97±0.69, the mean of respect for rules and officials sub-dimension was 4.09±0.67, and the sub-dimension of Respect for one's full commitment sports was 4.21±0.62. Moreover, the respect to the opponent sub-dimension mean was 4.19±0.62, sportspersonship management perception total score was 4.12±0.60, and the mean life satisfaction scale was 3.41±0.92.

Table 4: Comparison of Participants' Scores from Scales According to Gender Variable

Scales	Gender	N	Mean rank	Rank sum	u	p
Respect for social convention	Male	121	84,52	10227,00	2846,00	,000*
	Female	73	119,01	8688,00		
Respect for rules and officials	Male	121	87,08	10536,50	3155,00	,001*
	Female	73	114,77	8378,50		
Respect for one's full commitment	Male	121	85,70	10370,00	2989,00	,000*
	Female	73	117,05	8545,00		
Respect for opponents	Male	121	89,13	10784,50	3403,50	,007*
	Female	73	111,38	8130,50		
Perception of Sportspersonship Orientation Total Score	Male	121	85,38	10331,00	2950,00	,000*
	Female	73	117,59	8584,00		

The Satisfaction with life	Male	121	99,13	11995,00	4219,00	,601
	Female	73	94,79	6920,00		

* $p < ,050$; ** $p < ,001$

When the sub-dimensions of perception of sportpersonship orientation, total score and level of life satisfaction were examined in Table 4 according to the gender of the participants, a statistically significant difference was determined in the scores of the sportpersonship orientation scale, Respect for social convention, respect for rules and officials, respect for one's full commitment in sports, respect for the opponent and total score ($p < 0.05$). Based on the mean rank, it was determined that male students' perception of sportpersonship was higher than the mean of females. No statistically significant difference was found in the life satisfaction scale.

Table 5: Comparison of the Responses of the Participants to the Scales by Grade

	Grade	N	Mean rank	sd	X ²	p	Difference
Respect for social convention	1. Grade ^a	45	101,76	3	2,328	,507	-
	2. Grade ^b	32	86,80				
	3. Grade ^c	61	103,30				
	4. Grade ^d	56	93,88				
Respect for rules and officials	1. Grade ^a	45	93,94		1,442	,696	-
	2. Grade ^b	32	89,77				
	3. Grade ^c	61	103,11				
	4. Grade ^d	56	98,66				
Respect for one's full commitment	1. Grade ^a	45	99,46		1,533	,675	-
	2. Grade ^b	32	90,31				
	3. Grade ^c	61	103,37				
	4. Grade ^d	56	93,64				
Respect for opponents	1. Grade ^a	45	98,72		1,084	,781	-
	2. Grade ^b	32	88,20				
	3. Grade ^c	61	99,13				
	4. Grade ^d	56	100,05				
	1. Grade ^a	45	98,68		1,543	,672	-

Perception of Sportspersonship Orientation Total Score	2. Grade ^b	32	87,23				
	3. Grade ^c	61	102,31				
	4. Grade ^d	56	97,18				
The satisfaction with life	1. Grade ^a	45	103,38	12,632	,006*	b>c	
	2. Grade ^b	32	79,97			c>d	
	3. Grade ^c	61	114,71				
	4. Grade ^d	56	84,04				

* $p < ,050$; ** $p < ,001$

When the sportspersonship orientation scale and its sub-dimensions were examined according to the grade of the participants in Table 5, it was determined that the difference in the scores of the sportspersonship orientation scale, respect for social convention, respect for rules and officials, Respect for one's full commitment in sports, respect for the opponent and total score was not statistically significant. When the satisfaction with life scale was examined, it was found that there was a statistically significant difference ($p < 0.5$). It was understood that this situation arises from the difference between the students studying at the 2nd grade and 3rd grade, and the 3rd grade and 4th grade students.

Table 6: Comparison of Participants' Responses to the Scales According to Sports Branches

Scales	Branch	N	Mean rank	Rank sum	u	p
Respect for social convention	Individual	139	100,76	14006,00	3369,00	,196
	Team sport	55	89,25	4909,00		
Respect for rules and officials	Individual	139	100,65	13991,00	3384,00	,210
	Team sport	55	89,53	4924,00		
Respect for one's full commitment	Individual	139	98,51	13693,00	3682,00	,688
	Team sport	55	94,95	5222,00		
Respect for opponents	Individual	139	98,00	13621,50	3753,50	,844
	Team sport	55	96,25	5293,50		
Perception of Sportspersonship Orientation Total Score	Individual	139	99,85	13879,00	3496,00	,354
	Team sport	55	91,56	5036,00		

The Satisfaction with life	Individual	139	101,51	14109,50	3265,50	,113
	Team sport	55	87,37	4805,50		

* $p < ,050$; ** $p < ,001$

In Table 6, when the sub-dimensions of the sportpersonship orientation scale, total score and satisfaction with life according to the branch variable of the participants were examined, no statistically significant difference was detected in the respect for social convention, respect for rules and officials, Respect for one's full commitment in sports, respect for the opponent, sportpersonship scale total score and life satisfaction.

Table 7: Comparison of the Scores of the Participants According to Actively Doing Sports

Scales	Actively Doing Sports	N	Mean Rank	Rank sum	u	p
Respect for social convention	Yes	153	99,08	15159,50	2894,50	,446
	No	41	91,60	3755,50		
Respect for rules and officials	Yes	153	101,25	15492,00	2562,00	,070
	No	41	83,49	3423,00		
Respect for one's full commitment	Yes	153	100,29	15344,00	2710,00	,178
	No	41	87,10	3571,00		
Respect for opponents	Yes	153	99,08	15159,00	2895,00	,446
	No	41	91,61	3756,00		
Perception of Sportpersonship Orientation	Yes	153	100,08	15312,50	2741,50	,216
	No	41	87,87	3605,50		
The satisfaction with life	Yes	153	97,50	14918,00	3136,00	,999
	No	41	97,49	3997,00		

* $p < ,050$; ** $p < ,001$

In Table 7, when the sub-dimensions of the sportpersonship orientation scale, total score and life satisfaction were examined according to the active sports status of the participants, no statistically significant differences detected in respect for social convention, respect for rules and officials, Respect for one's full commitment in sports, respect for the opponent, sportpersonship scale total score and life satisfaction scale.

Table 8: Comparison of the Scores Obtained from the Scales According to the Monthly Income Status of the Participants

	Income	N	Sıra Ortalaması	Mean rank	X ²	p	Difference
Respect for social	Low ^a	15	97,93	3	1,265	,737	-

convention	Medium ^b	102	93,92							
	Good ^c	60	100,28							
	High ^d	17	108,79							
Respect for rules and officials	Low ^a	15	92,00					3,385	,336	-
	Medium ^b	102	91,69							
	Good ^c	60	104,68							
	High ^d	17	111,91							
Respect for one's full commitment	Low ^a	15	90,83					1,132	,769	-
	Medium ^b	102	101,18							
	Good ^c	60	92,59							
	High ^d	17	98,65							
Respect for opponents	Low ^a	15	86,07					2,215	,529	-
	Medium ^b	102	95,69							
	Good ^c	60	98,84							
	High ^d	17	113,71							
Perception of Sportspersonship Orientation Total Score	Low ^a	15	90,67	1,082	,782	-				
	Medium ^b	102	96,00							
	Good ^c	60	98,38							
	High ^d	17	109,44							
Satisfaction with life	Low ^a	15	69,03	42,475	,000*	a>c a>d b>c b>d				
	Medium ^b	102	78,42							
	Good ^c	60	122,05							
	High ^d	17	150,47							

* $p < ,050$; ** $p < ,001$

When the sub-dimensions and total score of the sportspersonship orientation scale were examined according to the income status of the participants in Table 8, it was detected that the difference in the total score of the Respect for social convention, respect for the rules and officials, respect for one's full commitment in sports, respect for the opponent and sportspersonship scale was not accepted as a statistically significant difference. In total life satisfaction scores, the difference between low level and very good, between low level and good, between medium level and good, and between medium level and high level was significant. As the income level increased, satisfaction with life also increased.

Table 9: The Relationship between Participants' Perception of Sportspersonship and Life Satisfaction

		Respect for social convention	Respect for rules and officials	Respect for one's full commitment	Respect for opponents	Perception of Sportspersonship Orientation
Satisfaction with life	r	,429**	,444**	,346**	,412**	,441**
	p	,000	,000	,000	,000	,000

* $p < .050$; ** $p < .001$

When the perception of sportspersonship in Table 9 was examined, regarding the direction and level of the relationship between the sub-dimensions of respect for social convention, respect for rules and officials, Respect for one's full commitment, respect for the opponent, and the perception of sportspersonship, between the total score and the level of life satisfaction; It was seen that there was a moderately positive and significant relationship between the perception of sportspersonship, the sub-dimension of respect for social convention and the level of life ($r = .429$; $p = .000 < 0.05$). Besides, a moderately positive and statistically significant relationship was determined between the sub-dimension of the perception of sportspersonship, respect for the rules and officials, and the level of life ($r = .444$; $p = .000 < 0.05$). A weak, positive and statistically significant relationship was determined between the perception of sportspersonship and Respect for one's full commitment sub-dimension ($r = .346$; $p = .000 < 0.05$). A moderately positive and statistically significant relationship was found between the perception of sportspersonship, respect for the opponent sub-dimension and the level of life ($r = .412$; $p = .000 < 0.05$). Moreover, a moderately positive and statistically significant relationship between the total score of the perception of sportspersonship and the level of life ($r = .441$; $p = .000 < 0.05$).

Discussion and Conclusion

As a result of this study, in which the relationship between life satisfaction and sportspersonship orientation levels of students studying in the department of sports management was examined;

Sportspersonship orientation according to the gender of the participants; there was a statistically significant difference in the direction of males when respect for social convention, respect for rules and officials, Respect for one's full commitment in sports, and respect for the opponent sub-dimensions were examined. It was determined that there was no statistically significant difference in the levels of life satisfaction of the participants. Considering the mean rank in the total score of respect for social convention, respect for rules and officials, respect for one's full commitment sports, respect for opponents and sportspersonship orientation, males' scores were higher than females. As a result of this situation, it can be explained that males tend to do their jobs more professionally than females. When the literature was reviewed, Güllü (2018) stated that there was a statistically significant difference in the gender variable in the direction of men in the study on national wrestlers. Our results show parallelism with the results of the study. In another study, Gümüş (2019) found that there was a statistically significant difference in the gender variable in the study on generation x. Our results were like the results of the study. When another study was examined, Karanfil, Atay, Ulag and Melek (2017) examined the sportspersonship orientation of secondary school students for physical education lessons; they stated that male students' behaviours of exhibiting sportspersonship orientation were higher than female students. Our results were like the results of the study. In Kulaber's (2021) study examined the sportspersonship orientation of the students who continue their education in sports high school and physical education and sports school, male participants in all sub-dimensions achieved similar results with a higher mean score than female participants at "medium-high level" and "high level". It was stated that there were perceptions of sportspersonship orientation. Our results were like the results of the study.

When the sportspersonship orientation scale and its sub-dimensions were examined according to the class variable of the participants, it was determined that there was no statistically significant difference in the scores of the sportspersonship orientation scale, respect for social convention, respect for rules and officials, respect for one's full commitment in sports, respect for the opponent and total score. When life satisfaction scores were examined, it was seen that there was a statistically significant difference. It was understood that this situation arose from the difference between the students studying in the 2nd grade and 3rd-grade, and the 3rd-grade and 4th-grade students. As a result of this, it was determined that the life satisfaction of the 2nd-grade students was higher than that of the upper grades. In this context, it can be thought that the increasing stress, unemployment anxiety, and developing future and economic concerns of upper-class students after a certain stage were effective. When the literature was examined, Özdemir and Dilekmen found that there was a significant difference between grade level and life satisfaction in their study. It was determined that 4th-grade students have higher life satisfaction compared to 1st-grade students. However, it differed from the results of our research in results the life satisfaction of upper-class students was higher. Gençay (2009) found in the study that there was no significant difference between the grade level variable and life satisfaction. The results of the conducted research were not like the results of our research.

When the sub-dimensions of the sportspersonship orientation scale, total score and life satisfaction levels of the participants were examined according to the branch variable, it was seen that there was no statistically significant difference found in the scales of respect for social convention, respect for rules and officials, respect for one's full commitment in sports, respect for the opponent, sportspersonship scale total score and life satisfaction scales. It can be said that sportspersonship levels and life satisfaction levels did not change according to the variable of sports branches. When the literature was reviewed, Berktaş (2019), Kılıç, S. K. Atasoy, Gürbüz, and Öncü stated that there was no significant difference between the sports branch variable and life satisfaction levels of the students studying the physical education and sports college and sports science faculties. Our results were consistent with the results of the research in the literature.

When the sub-dimensions of the sportspersonship orientation scale, total score and life satisfaction were examined according to the active sports variable of the participants, it was found that there was no statistically significant difference in respect for social convention, respect for rules and officials, respect for one's full commitment in sports, respect for the opponent, sportspersonship scales total scores and life satisfaction scales. It can be interpreted that whether the participants did sports actively or not did not change their level of sportspersonship and life satisfaction.

When the sub-dimensions of the sportspersonship orientation scale and the total score were examined according to the household income status of the participants, it was determined that there was no statistically significant difference in the total score of the respect for social convention, respect for the rules and officials, respect for one's full commitment in sports, respect for the opponent and sportspersonship scales. The life satisfaction scale, on the other hand, did not reveal a statistically significant difference. As a result of this situation, while the results obtained from the study with a large population under various economic conditions were like our study, different results were obtained in the study conducted in a narrower field. In this case, it can be concluded that economic factors affect the life satisfaction of individuals, but this may differ under various factors. When the literature was reviewed, Özkara and Ark (2015) stated that there was a statistically significant difference in the data provided according to the income status parameter research results, which they conducted with 82 female and 176 male students who continue their education in the field of physical education and sports at various universities. The results of the study show similarities with the results we obtained. Apart from this study, Yaşartürk and Ark (2017) conducted a study with 639 students studying at the School of Physical Education and Sports of Bartın University in the 2016-2017 academic year, and in this study, it was found that there was no significant difference between life satisfaction levels and income status variable. The results in the literature were not like our results.

When the relationship between the participants' life satisfaction and the perception of sportspersonship orientation was examined, it was found that there was a moderately positive and significant relationship. As a result of this situation, as life satisfaction levels increase, sportspersonship orientation perceptions also increase. It was thought that the study would contribute to the literature by making economic factors, leisure periods and individuals in different regions. When the literature was reviewed, Güllü (2018) found that in the study on trainers and athletes

the coach-athlete relationship and sportpersonship orientation levels were at a high level. Our results were partially like the results of the study.

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