



Sporcu kimliği ve yaşam memnuniyetinin spor lisesi öğrencileri perspektifinde incelenmesi

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Özet

Bu çalışmanın amacı Türkiye'deki spor liselerinde öğrenim gören öğrencilerin sporcu kimlikleri ve yaşam memnuniyet düzeylerini belirlemek, aralarındaki ilişkileri ortaya koymak ve bazı değişkenlere göre incelemektir. Araştırmanın örneklem grubunu; 2020-2021 yıllarında Türkiye'deki spor liselerinde eğitim-öğretim faaliyetlerine devam eden 2008'i (%73,4) erkek ve 726'sı (%26,6) kadın olmak üzere toplam 2734 öğrenciden oluşmaktadır. Veri toplama aracı olarak; kişisel bilgi formunun yanı sıra, "Sporcu Kimliği Ölçeği" (SKÖ) ve "Yaşam Memnuniyeti Ölçeği" (YMÖ) uygulanmıştır. Elde edilen veriler SPSS 25 istatistik programı kullanılarak test edilmiştir. Araştırma sonucunda, spor lisesi öğrencilerinin orta seviyenin üzerinde sporcu kimliği ve yaşam memnuniyetine sahip oldukları bulunmuştur. Öğrencilerin sporcu kimlikleri, cinsiyet, yaş, kulüp sporcusu olma, spor yapma yılı ve haftalık antrenman sıklığı bakımından istatistiksel olarak anlamlı farklılık göstermiştir. Öğrencilerin yaşam memnuniyetlerinin ise, cinsiyet, yaş ve haftalık antrenman sıklığına göre anlamlı şekilde farklılaştığı tespit edilmiştir. Sporcu öğrencilerin sporcu kimliği ve yaşam memnuniyeti arasında orta düzeyde pozitif ($r=0,42$) ilişki olduğu sonucuna ulaşılmıştır. Diğer bir önemli sonuç ise, yaşam memnuniyetini yordamada sporcu kimliğinin %17'lik bir rolünün olduğudur.

Anahtar Kelimeler: Öğrenci, sporcu kimliği, spor lisesi, yaşam memnuniyeti

An investigation into athlete identity and contentment with life from the perspective of sports high school students

Abstract

This study aims to determine athlete identities and life satisfaction levels of students in sports high schools in Turkey, to reveal the relationships between and to examine them based on certain variables. The sample consists of a total of 2734 students, of which 2008 (73.4%) male and 726 (26.6%) female, continuing their education and training activities in sports high schools in 2020-2021 academic year in Turkey. Introductory Characteristics Form, "Athletic Identity Measurement Scale" (AIMS) and "Contentment with Life Assessment Scale (CLAS)" were used to collect data. The data were tested using SPSS 25 statistical program. The research results showed sports high school students had an athlete identity and life satisfaction above medium level. Students' athletic identities showed a statistically significant difference according to gender, age, affiliation to a club, years of practicing and weekly training frequency. It has been determined that students' life satisfaction differs significantly according to gender, age and weekly training frequency. It was concluded that there is a moderately positive ($r=0.42$) relationship between athlete identity and life satisfaction. Another important result is athlete identity is 17% effective in predicting life satisfaction.

Keywords: Athlete identity, life satisfaction, sports high school, student.

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Genişletilmiş Türkçe Özet, makalenin sonunda yer almaktadır.

INTRODUCTION

The degree of individual life satisfaction depends on making comparisons about what standards are suitable for him (Diener et al., 1985). Comparisons about certain characteristics and expectations determine the degree of satisfaction. Individuals who want to achieve their goals constantly question their lives. These goals are important factors enabling individuals to be satisfied with their lives (Shali, 2007).

Contentment with life or life satisfaction can be defined as a cognitive process such as people's evaluation of their lives that add value to their lives (Vittersø et al., 2005), their positive evaluation of their life (Kümbül-Güler & Emeç, 2006), abundance of positive emotions, scarcity of negative emotions (Barak et al., 2011). In addition, factors like enjoying life and having a meaningful life were found to be associated with life satisfaction (Peterson et al., 2005).

Most of the studies on life satisfaction are categorized as personality traits that include innate and genetic characteristics, and environmental factors such as living conditions and life events (Sousa & Lyubomirsky, 2001). It is safe to state that identity, which determines the living conditions of individuals, gains meaning by gaining a place in the society, makes it belong to, and determines the characteristics of individual's personality, is a factor affecting life satisfaction. In this sense, identity is defined as the organizational process of associating people's actions and behaviors with the world surrounding them (Erikson, 1968). The search for identity is one of the main characteristics of development, and individuals constantly seek answers to the question of who they are. Answer to the question of who I am is that we are unique people, different from others, and a sense of personal integrity, continuity and consistency as to what we were before and who we are now is our identity (Budak, 2000). Although people continue to search for meaning throughout their lives, the youth years are generally the years in which they experience crisis of belonging and identity the most intensely (Çapçioğlu, 2016). In the early years, when people experience a lot of change and uncertainty, it can create lots of problems when it comes to their identity as athletes, as well as their search for themselves.

Athlete identity is seen as a part of personal identity. Athlete identity, a part of self-identity, emerges in competition and sports environment (Tuşak-Faganel & Bednarık, 2005). In the literature, athlete identity is defined as "the degree and limitation of a person's identification with the role of an athlete" (Brewer & Cornelius, 2001; Li & Andersen, 2008).

The individual who perceives himself as an athlete reveals the importance of "being privileged", a sub-dimension of athlete identity (Can & Kaçay, 2016). Athlete identity of individuals is conceptualized as an identity that shows a quality, they have varying degrees as potentially variable but relatively stable (Anderson, 2004).

High athlete identity has positive and negative consequences (Brewer et al., 1993). Athlete identity perception has a central position in athletes by representing a strong structure, and despite its psychological benefits, it also has physical and psychological (extreme sports commitment and training) negative effects. Negativity can lead to the end of an athlete's sports life, such as being excluded from the team or experiencing injuries. A decrease is seen in the personal value perceptions and identities of athletes who experience emotional disorders (Çetinkaya, 2015). Therefore, it is stated in studies that they experience gender and role conflicts, cannot fulfill expectations in other parts of their life (Steinfeldt & Steinfeldt, 2010), and eating disorders are seen (Gapin & Petruzzello, 2011). Again, while it is stated in studies that individuals with a high level of athlete identity are positively related to high self-identity, social interaction, sense of confidence, positive sports experience and psychological well-being, it is emphasized psychological and physical problems can also be experienced (Brewer & Cornelius, 2010; Griffith & Johnson, 2002). On the other hand, a strong athlete identity plays an active role in overcoming problems, regulating behavior, making effective decisions, and providing self-regulation regarding trainings and competition frequency (Horton & Mack, 2000). It is seen that having a high athlete identity has positive and negative aspects. An adolescent sports high school student who is in his adolescence has different social roles such as self-identity, athlete identity and student identity and can often express these identities in his daily life. Failure to establish a balance in these transitions and to manage these processes well causes people to experience negative emotions.

As a result, understanding the perception of athlete identity formed by athlete and how they express themselves in sports environment has been the subject of research (Li & Andersen, 2008; Visek et al., 2008). Additionally, research on life satisfaction, which is the focus of positive psychology, has mostly focused on adults. Recently, the life satisfaction of children and adolescents has attracted the attention of researchers (Korkmaz et al., 2015).

Sports high schools fill an important gap in Turkey by maintaining continuity of sports life, and undertake an important task for students to realize their dreams about sports. Students in these schools must maintain their personal, athletic and student identity together. It is thought

that it is important to prevent negative aspects of life satisfaction, to emphasize the positive aspects and determine the degree of satisfaction with sports by determining the athlete identity perceptions of the individuals in this adolescence period, who sustain dual-career and intensely experience identity crisis. Moreover, athlete identity positive affects other areas of life (such as family, work) as well as sports success. From this point of view, the aim of this research is to examine athlete identity, which is one of the important concepts of popular culture and professional life, and the concept of life satisfaction on which athlete identity is thought to have an effect, and to reveal the relationship between them based on certain variables. It is predicted that the results will make a significant contribution to the literature.

METHOD

Scanning method was chosen as the study design. The scanning method, which reflects the current or ongoing situation as it is, is the most used technique in quantitative approaches (Kuzu, 2013). In this technique, the group or object is observed as it is without intervening or changing the conditions (Karasar, 2012).

Study group

The study population consists of sports students who continue their education and training activities in sports high schools affiliated to the Ministry of National Education (MNE) in Turkey. The research group consists of 2734 (726 girls, 2008 boys) students. Necessary permissions were obtained from the institutions (Ministry of National Education, General Directorate of Innovation and Educational Technologies) and the forms were applied to the number of participants (N=2734) representing the population (18.879) (Turkish Ministry of Education, 2020). The "Purposeful Sampling" method was used to identify information-rich situations and conduct an in-depth analysis (Andrew et al., 2011). The data obtained from the participants forming the sample group were analyzed and presented in Table 1.

Table 1. Demographic information of the study group

Variables		N	%
Gender	Woman	726	26.6
	Man	2008	73.4
Age	14	190	6.9
	15	790	28.9
	16	712	26.0
	17	710	26.0
	18 and over	332	12.1
Affiliation	Yes	2321	84.9
	No	413	15.1
Years of Practice	1 -5 years	1598	58.4
	6-10 years	1136	41.6
Weekly Training Frequency	1-2 day(s)	533	19.5
	3-4 days	1290	47.2
	5-6 days	911	33.3
Total		2734	100 %

Research instruments

Introductory characteristics form

The personal information form includes items as to such independent variables as gender, age, affiliation to a sports club, years of practice and frequency of weekly training.

Contentment with life assessment scale (clas)

Contentment with Life Assessment Scale, adapted to Turkish culture by Akın and Yalnız, (2015), was originally developed by Lavallee et al., (2007). 7-point Likert type scale includes a total of 5 items. Items 3 and 4 are reverse coded. The internal consistency reliability coefficient of the scale is .73, the item-total correlation coefficients are between .31 and .61, and the minimum and maximum scores that can be obtained from the scale are between 5-35.

Athletic identity measurement scale (aims)

Athletic Identity Measurement Scale consists of three sub-scales, “social identity, limitation, negative affectivity”. It was developed by Brewer and Cornelius (2001), and adapted to our culture by Öztürk and Koca (2013). The scale has 7 items and a 7-point Likert scale, and the range of scores to be taken varies 7-49. It was reported that the correlation with the previously developed 10-item form was 0.96, the internal consistency coefficient of the original form was 0.81, and the test-retest reliability coefficient was 0.89.

Data collection process

The ethics committee permission was obtained from the Tokat Gaziosmanpaşa University Ethics Committee with the document number 19/11/2021-23/01-23 and the necessary permissions were obtained from the General Directorate of Innovation and Educational Technologies affiliated to the Ministry of National Education, and the necessary

legal procedure ground was prepared to start the research. Appropriate time intervals in schools were determined in consultation with school officials and physical education and sports teachers. The principle of volunteering was carefully observed. The participants were informed about filling out the questionnaire, and the data was collected by giving extra 20 minutes for coding.

Data analysis

Data analysis was carried out with IBM SPSS 25. In the analysis of the data, skewness and kurtosis (normal distribution of the data) values were examined first (Büyüköztürk, 2013), and it was understood that the data showed a normal distribution (Table 2). Frequency, arithmetic mean, standard deviation, t-test, ANOVA and regression analyzes were used in the study.

RESULTS

The results of the present research are provided in tables, respectively.

Table 2. Descriptive statistics on AIMS and CLAS scores

	Number of Items	N	\bar{x}	s.d.	Skewness	Kurtosis	Min.	Max.
AIMS	7	2734	5.52	1.57	-0.473	-0.005	7	49
CLAS	5	2734	4.30	1.36	-0.099	-0.556	7	35

AIMS: Athletic identity measurement scale, CLAS: Contentment with life assessment scale

Table 3. AIMS and CLAS t-test results by gender

Scale	Gender	N	\bar{x}	s.d.	df	t	p
AIMS	Woman	726	5.30	1.50	2732	2.304	0.020*
	Man	2008	5.65	1.59			
CLAS	Woman	726	4.22	1.36	1349.031	2.438	0.010*
	Man	2008	4.32	1.36			

*= $p < 0.05$, AIMS: Athletic identity measurement scale, CLAS: Contentment with life assessment scale

The t-test findings regarding “gender” are shown in the table below (Table 3). As can be seen in Table 3, athlete identity levels [$t_{(2732)} = 2.304, p < 0.05$] and life satisfaction [$t_{(1349.031)} = 2.438, p < 0.05$] vary depending on gender.

Table 4. AIMS and CLAS ANOVA results by age

Scale	Age	N	\bar{x}	s.d.	df	F	p	Difference
AIMS	14	190	5.84	1.41	4-2729	20.580	0.001**	14-16.17 and 18 15-16.17 and 18
	15	790	5.87	1.37				
	16	712	5.41	1.66				
	17	710	5.26	1.59				
	18 +	332	5.26	1.67				
CLAS	14	190	4.73	1.35	4-2729	13.606	0.001**	14-16.17 and 18 15-16.17 and 18
	15	790	4.49	1.27				
	16	712	4.21	1.37				
	17	710	4.14	1.33				
	18 +	332	4.11	1.48				

**= $p < 0.01$, AIMS: Athletic identity measurement scale, CLAS: Contentment with life assessment scale

One-way ANOVA analysis shows that age has a main effect on the AIMS [$F_{(4,2729)} = 20.580$, $p < 0.01$] and CLAS [$F_{(4,2729)} = 13.606$, $p < 0.01$] scores of the athletes, producing a significant difference (Table 4). Accordingly, students in 14 and 15 age groups had significantly higher athlete identity and life satisfaction scores than the students in the 16, 17 and 18 age groups.

Table 5. AIMS and CLAS t-test results by affiliation to a club

Scale	Affiliation to a Club	N	\bar{x}	s.d.	df	t	p
AIMS	Yes	2321	5.59	1.52	2732	6.140	0.001**
	No	413	5.08	1.74			
CLAS	Yes	2321	4.31	1.35	2732	1.028	0.304
	No	413	4.23	1.39			

**= $p < 0.01$, AIMS: Athletic identity measurement scale, CLAS: Contentment with life assessment scale

The t-test findings "affiliation to a club" are provided in Table 5. While athlete identity levels [$t_{(2732)} = 6.140$, $p < 0.01$] showed a significant change, life satisfaction [$t_{(2732)} = 1.028$, $p > 0.05$] did not differ significantly. Students affiliated to a sports club have higher AIMS scores.

Table 6. AIMS and CLAS t-test results by years of practice

Scale	Years of Practice	N	\bar{x}	s.d.	df	t	p
AIMS	1-5 years	1598	5.44	1.56	2732	-2.990	0.003**
	6-10 years	1136	5.62	1.57			
CLAS	1-5 years	1598	4.33	1.34	2732	1.393	0.164
	6-10 years	1136	4.25	1.38			

**= $p < 0.05$, AIMS: Athletic identity measurement scale, CLAS: Contentment with life assessment scale

The t-test results regarding "years of practice" are presented in Table 6. While there is a differentiation in the athlete identities of the athlete students [$t_{(2732)} = -2.990$, $p < 0.05$] depending on years of practice, life satisfaction [$t_{(2732)} = 1.393$, $p > 0.05$] did not differ depending on years

of practice. AIMS scores of the athletes having done sports for 6-10 years ($\bar{x}=5.62 \pm 1.57$) are significantly higher than the athletes doing sports for 1-5 years ($\bar{x}=5.44 \pm 1.56$).

Table 7. AIMS and CLAS ANOVA results by weekly training frequency

Scale	Weekly Training	N	\bar{x}	s.d.	df	F	P	Difference
AIMS	1-2 day(s)	533	5.07	1.72	2-2731	33.210	0.000**	3-4/1-2 5-6/1-2 and 3-4
	3-4 days	1290	5.54	1.56				
	5-6 days	911	5.76	1.43				
CLAS	1-2 day(s)	533	4.19	1.40	2-2731	4.501	0.001**	5-6/1-2
	3-4 days	1290	4.27	1.36				
	5-6 days	911	4.40	1.32				

**p<0.01, AIMS: Athletic identity measurement scale, CLAS: Contentment with life assessment scale

ANOVA results according to weekly training frequency are presented in the table below (Table 7). One-way ANOVA results show that the athletes' AIMS [$F_{(2,2731)}=33.210$ p<0.01] and CLAS [$F_{(2,2731)}=4.501$, p<0.05] scores differs significantly depending on the weekly training frequency. Athlete-students who train for 5-6 days were observed to have a significantly higher athlete identity than those who train for 1-2 days and 3-4 days; and those who train for 3-4 days higher than those training for 1-2 day(s). In addition, it has been revealed that the students who train for 5-6 days have significantly higher life satisfaction than those who train for 1-2 days.

Table 8. Regression results between AIMS and CLAS

	B	Standard Error	β	t	p
Constant	2.290	0.086		26.589	0.000
AIMS	0.364	0.015	.421	24.237	0.000

R=0,42, R²=0,17- [$F_{(1,2732)}=587,410$, p=0,00], AIMS: Athletic identity measurement scale, CLAS: Contentment with life assessment scale

The regression analysis results as to the prediction of life satisfaction in athlete identity are shown in Table 8. It has been determined that life satisfaction levels are an important predictor in athlete identity. There is a positive and moderately significant relationship (R=0.42) between the athlete identities of the athlete students and their life satisfaction, and the athlete identities of the students explains 17% of the total variance on the life satisfaction (Table 8). The equation regarding the prediction of the athlete's identity of the athletes is shown below:

$$\text{Life satisfaction} = 2.290 + 0.364 \text{ athlete Identity}$$

DISCUSSION AND CONCLUSION

This research was carried out in order to reveal the relationships between the students in sports high schools in Turkey, which determine the athlete's identity and life satisfaction, and to examine them according to some variables.

According to the results of the research, it is seen that athlete's identity and life satisfaction scores of the sports high school students are higher than average. It is stated that those participating in sports and exercise activities will have a stronger athlete identity (Lamont-Mills & Christensen, 2006; Can & Kaçay, 2016; Saraç & Toprak, 2017; Shapiro & Martin, 2010; Tasiemski et al., 2004). In that sense, sports high schools are important in maintaining continuity and interest of students in sports. When the studies on life satisfaction are examined, in parallel with the research findings, Tuncel (2020) stated sport had a positive effect on life satisfaction in his study, and the participants had life satisfaction above average. Somoğlu (2016) determined the level of life satisfaction of hearing-impaired high school students is higher among those doing sports. In another study examining the life satisfaction levels of sports high school students, it was stated that life satisfaction level was above average (Somoğlu et al., 2017).

It was determined that male students had higher life satisfaction and athletic identities. It was determined by studies that athlete identity, one of the characteristics attributed to men, is associated with masculinity, a judgment from the past, and accordingly, features such as having a more muscular body structure are associated with athlete identity (Steinfeldt et al., 2011). Although women's participation in sports has recently been recognized, this judgment has not been overturned by some communities, and women have been excluded from sports life. Although there are studies (Lantz & Schroeder, 1999; Yanar et al., 2017) differing with the results of the current research, most studies with different study groups show that male athletes are more likely to have stronger athlete identity (Tasiemski et al., 2004; Lamont-Mills and Christensen, 2006; Proios et al., 2012; Görgülü et al., 2018; Baba-Kaya et al., 2018). Since Turkish societies generally have a structure dominated by male hegemony, differences in biological structures of men and women and superiority of men over these differences push female athletes to a secondary plan (Kuruoğlu, 2016). Regarding the findings of life satisfaction and gender, men are found to have higher life satisfaction in this present study. Studies are available conducted with high school students (Öztürk, 2019), sport high school students (Somoğlu et al., 2017) and secondary school students (Atienza et al., 2003). Contrary to current research findings, studies in favor of women have also been found in the literature (Duman et

al., 2011; Danielsen et al., 2009; Tuzgöl-Dost, 2007; Baştuğ & Duman, 2010). The reason for the significant relationship in favor of male students in current study may be due to the fact that sports as a cultural structure is built on a masculine structure. It can be said that high life satisfaction is significant in favor of men in a society where the judgment of doing sports as a male-specific activity is intense.

Current findings revealed that students aged 14 and 15 have higher athlete identity and life satisfaction. Wiechman and Williams (1997) stated that there may be a positive relationship between student age and athlete identity, which may decrease in following school years. It can be said that a higher athlete identity at a young age is an indication that their feelings, desires and aspirations for sports are at a high level. Therefore, it is thought that the changes in the direction of the search for identity due to various reasons (work anxiety, university, etc.) will cause a decrease in the meanings attributed to athletic identity in later ages. In addition, considering that sports high schools do not actually train athletes like a sports club, it may cause a decrease in athletic identity in years. In the study, it was also determined that the younger age group had higher life satisfaction. Somoğlu (2021) and Kumartaşlı (2010) reported results in line with the results of this present study. It is safe to state that life satisfaction is at high level because of positive emotions of the students; as such, the pleasure, happiness and joy of taking part in sports high schools are at a high level where skills and talents are at the forefront in the first years of school.

Another finding is that the athlete identities of the adolescents practising sports under license were higher, but their life satisfaction did not differ. Haralabos et al., (2016), in their study as sedentary and athlete individuals, found the athlete identity of individuals who are sedentary to be low. In a different study, it was concluded that individuals who do elite sports have a higher level of athlete identity than individuals who do sportive activities as a leisure time activity (Cabrita et al., 2014). In order for the athlete to perceive and feel himself as an athlete, he must participate in a sports club. For this reason, it can be thought that being a part of the club increases the sense of belonging and athlete identity is experienced more intensely.

The research findings showed that the athlete identities of those who did sports for 6-10 years were higher than those who did sports for 1-5 years. Görgülü et al., (2018) stated that the identity of the athlete increases as the year of doing sports increases. Karagün's (2014) study also obtained similar results and concluded that those who do sports over 16 years develop a higher athlete identity. Çetinkaya (2015) stated that the participants who participated in the

study with a long-term license had a higher athlete identity. The time spent on sports shows that the athlete is determined in his work and is willing to continue his sports life. In addition, considering that sports done between 6 and 10 years can become a profession, it can be said that the identities of athletes are strengthened in this sense. When the results related to life satisfaction were examined, it did not change depending on the year of doing sports. Considering the contribution of sports to general life satisfaction regardless of the year, similar satisfaction may have emerged between those who have been doing sports for many years and those who have just started. When the literature is examined life satisfaction in those who do sports for more than 6 years differ significantly from those who do less (Pense et al., 2011; Somoğlu, 2016; Somoğlu, 2021).

According to the weekly training frequency, it was seen that the athlete students who train 5-6 days a week have higher life satisfaction than those who train 1-2 days. In addition, those who do sports for 5-6 days were found to have a higher athletic identity than those who train for 1-2 and 3-4 days. When the literature is examined, it has been stated that the athlete identities of those who train at least 3 days a week or more are strengthened (Nasirzade, 2019). It is known that participation in regular sports contributes positively to happiness, life satisfaction, subjective well-being, and psychological well-being (Toros, 2002; Duman et al., 2011; Öztürk, 2019). The more involved with a job, the more potential there will be to feel feelings of belonging, acceptance, and belonging. It can be thought that the further strengthening of the identity can occur in this way. Thus, the positive feelings will contribute positively to the general life satisfaction of the person.

It was concluded that the relationship between athlete identity and life satisfaction was moderately positive (42%), and athlete identity predicted 17% of life satisfaction. In the literature, we could not find any studies that took this dual study together and tried to determine and predict the relationship between them. In other studies, a significant positive relationship was found with social interaction, positive sports experiences, and high self-identity in the formation of a strong athlete identity. In addition, provided that it is not excessive, having a strong athlete identity will also positively affect the psychological well-being of the athlete; however, in the opposite case, it is emphasized that athletes who include sports in their lives at a high rate will encounter psychological and physical problems such as overdoing sports, not eating enough, experiencing injury and wanting to continue sports with disability (Griffith & Johnson, 2002; Gapin & Petruzzello, 2011).

Recommendations

Families, school administrators and teachers have important responsibilities in establishing the balance between self-identity and athlete identity in sports high school students who are in search of identity during adolescence. Necessary regulations and trainings are needed in order to overthrow the male-oriented hegemony of sports in our society. In order for women not to be excluded from sports life in gaining an athlete identity, both in the field of education and in the field of sports, great responsibilities fall on the authorities. Considering its psychological, social and physical benefits, organizations and investments are needed in order to spread sports to all layers and to reach individuals of all kinds. Directing students to sports clubs or teams in the school will enable them to gain an athlete identity, and at the same time to be satisfied with life and to gain achievement that will positively affect their psychological well-being. In future research, different independent variables can be used and perspectives can be changed. In addition, this research is limited to the sample of Turkey and sports high schools students. It is recommended to conduct cross-cultural studies so that this subject can be viewed from a wider perspective.

GENİŞLETİLMİŞ ÖZET

GİRİŞ

Bireyin yaşamdan memnun olma derecesi, kendine uygun standartların ne olduğu hakkında kıyaslama yapmasına bağlıdır (Diener ve ark., 1985). Sahip olunan birtakım özellikler ve beklentilere ilişkin yapılan kıyaslamalar kişinin memnuniyet derecesini belirler (Shali, 2007). Kişilerin yaşamına değer katan yaşantılarını değerlendirmesi (Vittersø ve ark., 2005), yaşamını olumlu olarak derecelendirmesi (Kümbül-Güler & Emeç, 2006), olumlu duyguların çokluğu, olumsuz duyguların azlığı, memnuniyet duyma gibi bilişsel bir süreç olarak yaşam memnuniyeti tanımlanmaktadır (Barak ve ark., 2011).

Kimlik arayışı, gelişimsel temel özelliklerden biridir ve bireyler sürekli olarak kim olduğu sorusuna cevap aramaktadır. Ben kimim sorusuna verilen cevap başkalarından farklı eşsiz bir insan olduğumuzu, benliğimiz konusunda daha önce neyse, şimdide ne olduğumuz yolundaki kişisel bütünlük, süreklilik ve tutarlılık duygusu kimliğimizi oluşturmaktadır (Budak, 2000). İnsanın anlam arayışı yaşam boyu devam etse de gençlik yılları, genellikle aidiyet ve kimlik krizlerinin en yoğun yaşandığı yıllardır (Çapcıoğlu, 2016). Bireyin yaşam koşullarını belirleyen, toplumda yer edinerek anlam kazanmasını, ait olmasını sağlayan ve kişiliğine ilişkin özellikleri belirleyen kimliğin yaşam memnuniyetini etkileyen bir unsur olduğu söylenebilir. Bu anlamda kimlik; kişilerin çevresini saran dünya ile hareket ve davranışlarını ilişkilendirmelerin örgütsel süreci olarak tanımlanmaktadır (Erikson, 1968). Genel olarak kararsızlıkların, duygu durum değişikliklerinin, tutarsızlıkların yoğun olarak

yaşandığı gençlik yıllarında öz kimlik arayışının yanı sıra sporcu kimliği de dâhil olduğunda bireyler üzerinde daha çok ikilemler oluşturacaktır. Yüksek sporcu kimliğinin pozitif ve negatif sonuçları bulunmaktadır (Brewer ve ark., 1993). Sporcu kimlik algısı güçlü bir yapıyı temsil ederek sporcuların yaşamlarında merkezi konuma sahip olup, psikolojik önemli yararlarının yanı sıra fiziksel ve psikolojik (aşırı spor bağlılığı ve antrenman) açıdan olumsuzlukları da bulunmaktadır. Bu olumsuzluk takım dışı kalma, sakatlık deneyimleri yaşama gibi sporcunun spor hayatının sonlanmasına sebep olabilmektedir. Duygusal bozukluklar yaşayan sporcunun kişisel değer algıları ve kimlikleri de azalmaktadır (Çetinkaya, 2015). Ergen spor lisesi öğrencisinin öz kimliği, sporcu kimliği ve öğrenci kimliği gibi farklı sosyal rolleri vardır ve günlük yaşantısında bu kimlikleri sık sık ifade edebilir. Bu geçişlerde dengenin kurulamaması ve bu süreçlerin iyi yönetilememesi kişilerin olumsuz duygular yaşamalarına sebep olmaktadır.

Sonuç olarak, sporcunun oluşturduğu sporcu kimlik algısını ve spor ortamında kendilerini nasıl ifade ettiğini anlamak, araştırmaların merak konusu olmuştur (Li & Andersen, 2008; Visek ve ark., 2008). Ayrıca, pozitif psikolojinin odak noktası olan yaşam memnuniyetine ilişkin yapılan araştırmalar çoğunlukla yetişkinlerin üzerinde yoğunlaşmıştır. Son dönemlerde ise çocukların ve ergenlerin yaşam doyumu, araştırmacıların dikkatini çekmiştir (Korkmaz ve ark., 2015). Spor liseleri sportif yaşamın devamlılığını sürdürerek Türkiye’de önemli bir boşluğu doldurmakta, öğrencilerin spora yönelik hayallerini gerçekleştirmeleri adına önemli bir görevi üstlenmektedir. Bu okullardaki öğrenciler kişisel kimliği, sporcu kimliği ve öğrenci kimliğini bir arada yürütmek zorundadır. Çift kariyerli olarak adlandırılan ve kimlik arayışını kriz boyutunda yoğun olarak yaşayan bu ergenlik dönemindeki bireylerin sporcu kimlik algıları belirlenerek, yaşam memnuniyetine karşı olumsuzlukların önüne geçmenin, olumlu yönlerine vurgu yapmanın önemli olduğu düşünülmektedir. Ayrıca sporcu kimliği, sportif başarının yanı sıra hayatının diğer (aile, iş gibi) alanlarını da etkilemektedir. Buradan hareketle bu araştırmanın amacı, popüler kültürün ve profesyonel yaşamın önemli kavramlarında biri olan sporcu kimliği ve bunun etkisi olduğu düşünülen yaşam memnuniyeti kavramını belirlenen değişkenler açısından ele alıp aralarındaki ilişkiyi ortaya koymaktır. Ortaya koyulan sonuçların alan yazına önemli katkı sağlayacağı öngörülmektedir.

YÖNTEM

Araştırmanın deseninde tarama yöntemi kullanılmıştır. Araştırmaya başlamadan önce Tokat Gaziosmanpaşa Üniversitesi Etik Kurulundan 19/11/2021-23/01-23 belge numarası ile etik kurul izni alınmış ve MEB’e bağlı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünden de gerekli izinler alınarak araştırmaya başlamak için gerekli yasal prosedür zemini hazırlanmıştır. Araştırmanın evreni Türkiye’de Millî Eğitim Bakanlığı (MEB)’e bağlı spor liselerinde eğitim-öğretim faaliyetlerini devam etmekte olan sporcu öğrenciler oluşturmaktadır. Araştırma grubu 2734 (726 kız, 2008 erkek) öğrenciden oluşmaktadır. Gerekli olan izinler ilgili kurumdan (Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü) alınarak evreni (18.879) (MEB, 2020) temsil edecek sayıda (n=2734)

katılımcılara uygulanmıştır Bilgi açısından zengin durumları belirlemek ve derinletme inceleme yapmak için “Amaçlı Örneklem” yönteminden yararlanılmıştır (Andrew ve ark., 2011). Veri toplama aracı olarak; kişisel bilgi formunun yanı sıra, “Sporcu Kimliği Ölçeği” (SKÖ) ve “Yaşam Memnuniyeti Ölçeği” (YMÖ) uygulanmıştır. Elde edilen veriler SPSS 25 istatistik programı kullanılarak test edilmiştir. Verilerin analizi için öncelikle, çarpıklık (Skewness) ve basıklık (Kurtosis) değerleri ile bakılmış (Büyüköztürk, 2013), verilerin normal dağılım gösterdiği anlaşılmıştır. Araştırmada frekans, aritmetik ortalama, standart sapma, t-testi, ANOVA ve regresyon analizlerinden yararlanılmıştır.

BULGULAR

Araştırma sonucunda, spor lisesi öğrencilerinin orta seviyenin üzerinde sporcu kimliği ve yaşam memnuniyetine sahip oldukları bulunmuştur. Öğrencilerin sporcu kimlikleri, cinsiyet, yaş, kulüp sporcusu olma, spor yapma yılı, haftalık antrenman sıklığı bakımından istatistiksel olarak anlamlı farklılık göstermiştir. Öğrencilerin yaşam memnuniyetlerinin ise, cinsiyet, yaş ve haftalık antrenman sıklığına göre anlamlı şekilde farklılaştığı tespit edilmiştir. Sporcu öğrencilerin sporcu kimliği ve yaşam memnuniyeti arasında orta düzeyde pozitif ($r=0,42$) ilişki olduğu sonucuna ulaşılmıştır. Diğer bir önemli sonuç ise, yaşam memnuniyetini yordamada sporcu kimliğinin %17’lik bir rolünün olduğudur.

TARTIŞMA VE SONUÇ

Bu araştırma, popüler kültürün ve profesyonel yaşamın önemli kavramlarında biri olan sporcu kimliğini ve bunun etkisi olduğu düşünülen yaşam memnuniyeti kavramını belirlenen değişkenler açısından ele alıp aralarındaki ilişkiyi ortaya koymak amacıyla yapılmıştır. Araştırma bulgularına göre, spor lisesi öğrencilerinin sporcu kimlik ve yaşam memnuniyetlerinin ortalamanın üzerinde değerlere sahip olduğu görülmektedir. Spor ve egzersiz aktivitelerine katılım sağlayanların sporcu kimliği daha güçlü olacağı ifade edilmektedir (Lamont-Mills & Christensen, 2006; Can & Kaçay, 2016; Saraç & Toprak, 2017; Shapiro & Martin, 2010; Tasiemski ve ark., 2004). Bu anlamda spor liseleri öğrencilerin spora devamlılığı ve ilgisini devam ettirmede önemli rol üstlenmektedir. Yaşam memnuniyeti ile ilgili çalışmalar incelendiğinde araştırma bulgularına paralel olarak Tuncel’in (2020) yaptığı çalışmada sporun yaşam memnuniyeti üzerinde pozitif etkisi olduğunu belirtmiştir ve katılımcılar ortalamanın üzerinde yaşam memnuniyeti sergilemişlerdir. Somoğlu (2016) işitme engelli liseli sporcu öğrencilerin yaşam doyumlarının spor yapanlarda daha yüksek olduğunu tespit etmiştir.

Sporcu kimliği ve yaşam memnuniyeti arasındaki ilişki orta düzeyde pozitif yönde (%42) olduğu ve sporcu kimliği yaşam memnuniyetinin %17 sini yordadığı sonucuna ulaşılmıştır. Literatürde bu ikili çalışmayı bir arada ele alan aralarındaki ilişkiyi ve yordamayı belirlemeye çalışan araştırmalara rast gelinebilmiştir. Yapılan diğer araştırmalarda, güçlü sporcu kimliğinin oluşmasında sosyal etkileşim, olumlu spor yaşantıları, yüksek öz-kimlikle anlamlı şekilde pozitif ilişki tespit edilmiştir. Ayrıca, aşırı olmamak kaydı ile güçlü sporcu kimliğinin olmasının sporcunun psikolojik iyi oluşlarına da olumlu etki edeceği; ancak tersi durumunda, sporu yüksek oranda yaşamına dahil eden sporcuların ise sporda aşırıya

kaçma, yeterli beslenememe, sakatlık yaşama ve sakatlıkla birlikte sporu devam ettirme isteği gibi psikolojik ve bedensel problemlerle karşılaşılacağı vurgulanmaktadır (Griffith & Johnson, 2002; Gapin & Petruzzello, 2011).

Sonuç olarak, ergenlik döneminde kimlik arayışı içerisinde olan spor lisesi öğrencilerinde öz kimliği ve sporcu kimliği arasındaki dengenin kurulması için ailelerin ve okul ortamında yöneticilerin, öğretmenlerin önemli sorumluluğu bulunmaktadır. Toplumumuzda sporun erkeğe yönelik hegemonyasının yıkılması için gerekli düzenlemeler ve eğitime ihtiyaç duyulmaktadır. Kadınların sporcu kimliği kazanmasında spor hayatının dışına itilmemesi için gerek eğitim alanında gerekse spor alanındaki yetkililere büyük sorumluluklar düşmektedir. İnsanların psikolojik, sosyal ve fiziksel yararları göz önünde bulundurulursa sporun bütün tabakalara yayılması ve her cinsten bireyin ulaşabilmesi için organizasyon ve yatırımlara ihtiyaç duyulmaktadır. Öğrencileri spor kulüplerine veya okulda bulunan takımlara yönlendirmek onların sporcu kimlik kazanmasına aynı zamanda da yaşamdan memnurluk duyması, psikolojik iyi oluşunu olumlu yönde etkileyeceği kazanımlar elde edilmesini olanak sağlayacaktır. Bundan sonraki araştırmalarda farklı bağımsız değişkenler kullanılıp bakış açıları değiştirilebilir. Ayrıca bu araştırma Türkiye örneklemini ile sınırlıdır. Bu konu hakkında daha geniş perspektiften bakılabilmesi için kültürlerarası çalışmaların yapılması önerilmektedir.

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KATKI ORANI CONTRIBUTION RATE	AÇIKLAMA EXPLANATION	KATKIDA BULUNANLAR CONTRIBUTORS
Fikir ve Kavramsal Örgü <i>Idea or Notion</i>	Araştırma hipotezini veya fikrini oluşturmak <i>Form the research hypothesis or idea</i>	Ömer Faruk YAZICI
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	Ömer Faruk YAZICI Mustafa Barış SOMOĞLU
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	Ömer Faruk YAZICI Mustafa Barış SOMOĞLU
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	Ömer Faruk YAZICI Mustafa Barış SOMOĞLU
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	Ömer Faruk YAZICI Mustafa Barış SOMOĞLU
Destek ve Teşekkür Beyanı/ Statement of Support and Acknowledgment		
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Çatışma Beyanı/ Statement of Conflict		
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