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Message from the Editors

Dear Readers and Authors

I am pleased to announce (introduce) of the third volume and the second issue of the "The Online Journal of Recreation and Sport (TOJRAS) in 2014".

We have given places to some interesting studies in this issue of our Journal.

We thank to our esteemed authors in preparation of this study and the contributions in publishing of our Journal.

Also, we thank heartily to our valuable scientists, the referee and the members of the advisory board that they did not leave us alone in any stages of the Journal's preparation.

It is happily to say that, in the country, there are scientists of whom are well-educated and people, there are in sufficient number, with the satisfactorily information in their background.

I am very proud to report that these scientific people had been contributed a lot to the important parts of our Journal and in this way, I wish to thank to each of them separately.

Your articles could be sent to tojras.editor@gmail.com address for publishing.

We wish happiness to all of you, while looking forward to meet in the coming issues.

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Assessment of the Entrepreneurship Level of the University Students at the Sports Management Departments

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ABSTRACT

The aim of this study is to analyse in terms of several varieties the level of entrepreneurship of the students studying Sport Management at Physical Education and Sport Collage. The research group of the study done by the relational screening model constitutes a total of 266 students including 142 men and 124 women from Kafkas University Department of Physical Education in Sarıkamış and from the Sport Management Department of the Sport Collage in the 2012/2013 academic year. The “Scale of Entrepreneurship of the University Students “ was applied as the data collection tool. It was developed by Yılmaz and Sümbül (2009) with the Personal Information Form. In the analysis of the data the SPSS 14 package was used and the data was interpreted by using T Test, One Way ANOVA according to the structure of the study and Tukey Test in order to determine the differences between the groups.

As the result of the study shows that there are significant differences between the findings related to the level of entrepreneurship of the students in the Department of Sport Management on the gender variable and the level of entrepreneurship on variable of high school types from which the students graduated, there were not found significant differences in the relation between the level of entrepreneurship of the class variable, living variable and the educational variable.

Keywords: Sport Management, Student, Entrepreneurship.

INTRODUCTION

The constant renewal of communication in today's world, the occurring developments in communication and technology, globalization and all that they bring along cannot make the changes suppressed. This change is the cause of differentiating the living conditions, changing the habits of the society, shortly feeling the change in all the cells. Therefore, now the basic condition of success the exchange of people should reflect through all their lives. As the time forces to take the necessary precautions by feeling the change in society, to dominate the change and to adopt the differentiations of the surrounding area actively. The road to success could be reached by being creative, thinking opportunity orientated, dynamism briefly through being entrepreneurial.

Entrepreneurship is a term that is often used whether in daily life, in economic or in administrative areas. Indeed, the literature of entrepreneurship occurred from many disciplines (economics, sociology, management and organizations, psychology, anthropology etc.). This shows that there is not a single definition about entrepreneurship and that entrepreneurship is a constantly changing phenomenon.

If we were to look at a few definitions of entrepreneurship; “ it is a process of setting up a new business or enlargement and of creating goods or services in order to create value or profit” (Bird, 1989). Entrepreneurship, “ is a value creation process for finding new products, services, resource technology and market by using creative skills and making innovation” (Coulter, 2001). According to the definition of Mueller and Thomas entrepreneurship “ is an activity to create an organization in order to perceive an opportunity and to seize that opportunity” (Mueller and

Thomas, 2001). In other definition entrepreneurship “ is a process of the discovery of new things and an estimate of risk and gain” (Kinicki, 2003). According to the recognition made by Loundbury “entrepreneurship is the art of providing optimization by examining alternative production processes and to highlight the inequalities in order to obtain the opportunity (Naktiyok, 2004).

The factors that are especially noticeable and generally accepted in entrepreneurship among the varieties of these definitions are to innovate, to be unique, to create value on society, to set up a new business or to develop it, to be focused on opportunity and to behave flexible and dynamic.

As for the definition of entrepreneur; he/she is the person who produces goods, services and ideas needed by the society and offers them, aims to profit in this direction, sets up business, makes research, planning, organizing so on works in order to realize his business idea and as a result of these he/she brings the inputs such as necessary knowledge, skills, workplace, personnel, equipment and the financial resources together (Bozkurt, 2000).

Besides, entrepreneur should obtain sustainable competitive advantage over the competitors by focusing on more rational and efficient innovations constantly while managing an economic activity by performing it. As a result of this he/she is a person who turns to new markets, develops unique products and places them on the market, provides rationality, implements new technologies and undertakes more important and difficult tasks such as mobilizing greater capital (Şenocak, 1992).

The entrepreneurs are those who take the power generation function of a country’s progress and development in today’s modern world that we just call “information society” where continuous changes occur with the impact of globalization and development in information and communication technologies. For this reason nowadays as a result of changes the importance of entrepreneurs has increased. In our age’s global and regional development undeniable degree of important duties will be dropped on the entrepreneurs.

Individuals should be trained according to business life and the requirements of the community on the basis of both global and regional development. At the same time in line with the education they conducted to have an entrepreneurial spirit by being employed in their own professional fields has a critical and great importance economically. In this respect, one of the most important factors in the development of the entrepreneurial spirit is to develop the entrepreneurial characteristics of the people by expanding the education on this issue (Çetinkaya, Bozkurt 2011).

In accordance with this idea today’s universities try to adapt to the global information age with the pressure brought by the complex, multivariate and intense change and transformation. Therefore, structural changes take place at the universities and it can be seen that renovations are needed for the universities (Odabaşı, 2005). The reasons that put the universities into such changes can be listed as follows:

- From global approach , the higher educational system needs to reach the international standards,
- From the national perspective, factors such as the universities requesting of taking an active role in regional development, increasing the willingness to take education in every segment of the citizen in a growing percentage, the inadequacies in the production factors, the increasing population, efficiency and industrialization,
- When we approach the subject from industrial view, it is possible to sort the factors as the academic staff’s desire to educate and work in better conditions, the increase of pressure for universities in various circles etc.

Such pressures on the institutes and organizations of higher education are felt in intensities that increase its impact. Therefore in our country the strategic thinking of the universities for the future and the performing of transformation are looked for ways by going beyond the daily activities of the administrators especially in state but in all of the universities (Odabaşı, 2005). The universities moving with such a mind-set trying to integrate the structure of change and transformation are aimed to increase the student’s entrepreneurial orientation with the entrepreneurship education they give. Universities will guide the young people who want to employ themselves by developing creative ideas and finding new business opportunities with their entrepreneurship education (Yüzüak, 2010).

From this point the aim of the study is to identify the trends in entrepreneurship for the higher education students who are potential entrepreneurs, to determine the factors that affect these trends and to investigate whether these factors show any differences between the faculties. In this way the investigation of the aspects of the students' entrepreneurship will contribute to the development of entrepreneurship.

METHOD

Research model

Relational screening model was referred in this process of the research. According to Karasar (2009) "Relational Screening model" is a type of model which aims to determine the degree or the mutual alteration circumstance of two or more variables. Screening models were defined as approaches which aim to describe an occasion obviously that was occurred in the past and is still present. The person or the object that were subjected to the research was described authentically in their own conditions and it was emphasized that the effort to change or influence them was not tried. Research Group: the Research Group was populated by 266 students of which 142 were boys and 124 were girls who were studying sport management at Kafkas University, Department of Physical Education and Sports Collage. A number of eight questionnaire forms were excluded from the total number which of 274, because of failure or incomplete fulfilling.

Data Collection

In the process of collecting data after having told the students about the questionnaire and its context, questionnaire consisted of two parts was delivered. The first part called personal information questionnaire was to determine the demographic features of the students and the second part had entrepreneurial scale which was developed to determine the entrepreneurship level of the students.

Data Collection Tool

Entrepreneurship scale was developed by Yılmaz and Sümbül (2009) applied to students. This scale was developed by researchers to determine the entrepreneurial features of the students. Likert type was formed out by 36 items and designed through 5 (very often) to 1 (never) rate form. Cronbach alfa reliability and validity analyses were involved to collected data after trial application. It was found out that all the items were gathered up one size as a result of the validity analyses which was involved with basic components analysis. Within the result of the reliability analysis Cronbach alfa reliability coefficient was found as 0.90 (Yılmaz and Sümbül, 2009).

Data Analysis

In data analysing and explicating, research data was determined whether the research data had features of normal distribution or not. Before the entrepreneurship level of the students of Department of Sport Management was tested according to variables by using the one sample Kolmogorov-Smirnov Test (see Table 1.). As shown in the Table, the samples were drawn from the same distribution. After this test (One sample KS test), T test, OneWayAnova and Tukey Test were used in order to determine the difference between the groups.

Table 1. One sample KS Test showing entrepreneurship levels of students of Sport Management Department

	Entrepreneurship level
N	266
Mean	137,3684
Std. Deviation	18,0339
Kolmogorov-Smirnov	0,804
P	0,537

In Table 1, it is seen that ($p > 0.05$) these proves that the data is suitable to normal distribution.

Table 2. the test results about entrepreneurship levels of students of Sport Management Department according to gender variable.

	n	Mean	SD	T	p
Male	142	139,5352	16,9005	2,111	0,036
Female	124	134,8871	19,0166		

In Table 2, it is determined that the difference between the entrepreneurship levels of the students of Sport Management Department according to gender variable is meaningful. [T value = 2.111, $p=0.036<0.05$] The average values; entrepreneurship level of male students ($x=139.5352$), entrepreneurship level of female students ($x=134.8871$).

Table 3. OneWayAnova test results showing entrepreneurship level of students of Sport Management Department according to class variable.

Source of varyans	KT	Sd	KO	F	P	Dif.
Between groups	623,888	3	207,963	0,637	0,592	-
In-groups	85560,007	262	326,565			

In Table 3, it is determined that the difference between the entrepreneurship level of the students of Sport Management Department is not meaningful according to class variable. [f value = 0.6371 $p=0.592>0.05$]

Table 4. OneWay Anova results showing entrepreneurship levels of student of Sport Management Department according to their residence variable

Source of varyans	KT	Sd	KO	F	P	Dif.
Between groups	1524,560	6	254,093	0,777	0,588	-
In-groups	84659,335	259	326,870			

In Table 4, it is determined that the difference between the entrepreneurship levels of the students of Sport Management Department is not meaningful according to their residence [f value = 0.777 $p=0.588>0.05$]

Table 5. T Test results showing entrepreneurship levels of student of Sport Management Department according to their education type variable

	n	Mean	Std. Deviation	T	p
I. Education	146	138,4795	18,0846	1,109	0,269
II. Education	120	136,0167	17,9547		

In Table 5, it is determined that the difference between the entrepreneurship levels of the students of Sport Management Department is not meaningful according to their education type variable [t value = 1,109 $p=0.269>0.05$]

Table 6. OneWayAnnova results showing entrepreneurship levels of student of Sport Management Department according to their high school type variable from which they graduated

Source of varyans	KT	Sd	KO	F	P	Dif.
Between groups	4502,981	6	750,497	2,380	0,030	4-7
In-groups	81680,913	259	315,370			

In Table 6., it is determined that the difference between the entrepreneurship levels of the students of Sport Management Department is meaningful according to their graduated high school variable [f value= 2.380 p= 0.30 <0.05

Table 7. Tukey Test results showing entrepreneurship levels of student of Sport Management Department according to their high school type variable from which they graduated

Type of School	Graduate	Mean Difference (I-J)	Std. De.	p
	General High School	11,5093	6,4024	0,550
Anatolian High School	Vocational High Lisesi	13,7936	6,8378	0,404
	Sport High School	30,3750	12,0227	0,150
	Science High School	7,3750	12,0227	0,996
	Open Education High School	11,7750	10,1240	0,908
	Foreign Language Intensified High school	38,3750	12,0227	0,024*
Foreign Language Intensified High school	General High School	-26,8657	10,3292	0,126
	Vocational High Lisesi	-24,5814	10,6046	0,235
	Sport High School	-8,0000	14,4999	0,998
	Anatolian High School	-38,3750	12,0227	0,024*
	Science High School	-31,0000	14,4999	0,330
	Open Education High School	-26,6000	12,9691	0,382

*p<0.5 in Table 7., the entrepreneurship levels of the students who graduated from Anatolian High School is higher than of the students who graduated from Foreign Language Intensified High school

DISCUSSION AND CONCLUSION

It is determined that the difference between entrepreneurship levels of students of Sport Management Department according to their gender variable is meaningful. According to this result, it could be thought that the disposition of male students for establishing their own business is higher than that of female students. Today however the term men –women equality is mentioned, within the effect of cultural structure in our society, boys search for work in different sectors rather than girls and girls intent to entrepreneur in certain sectors. Therefore, this intent provides the mentioned results. When the similar researches are examined, it is noticed that the study results of Örucü and his friends (2007), İbicioğlu and his friends (2009), Avşar (2007) and Crant (1996) and Abdullaeva (2007) are similar to each other. But the results of Arslan (2002) and Aktürk (2012) are not similar to each other. This could be because of sample group variables.

According to class variable, it is determined that the difference between entrepreneurship levels of students of Sport Management Department is not meaningful. This shows that the classes that they study do not have effect on their entrepreneurship levels. It could be thought that the result above mentioned is caused because of having the same education in the course of 4 years licence degree besides during these 4 years they do not have

entrepreneurship lessons and other parallel lessons to entrepreneurship lessons such that lack of these lessons makes students unaware of their entrepreneurship which they own potentially. When similar studies are examined it is seen that our study result is similar to those of Kılıç's (2012) and Abdullaeva's (2007). Yet it is different from Kormaz's (2012) study results. This study states that the entrepreneurship levels of 4th grade students are higher than of 1st grade students. As for the cause of this difference it could be told that both two sample groups have different content of licence program.

According to residence unit (place) it is determined that the difference between entrepreneurship levels of students of Sport Management Department is meaningful. According to this result it is found out that the residence unit where the students live do not have effect on their entrepreneurship levels. It is because that the majority of these students are those who live in Eastern-Anatolian Region, South-eastern Anatolian Region. It could be thought that these regions do not provide enough opportunities to students in means of entrepreneurship. Özman (2013) made a similar research whose result supports our study results.

According to the education type variable it is determined that the difference between entrepreneurship levels of students of Sport Management Department is not meaningful. This result states that the education type variable of students do not have relation with the entrepreneurship levels. This could be caused by the insufficient employment provided by the region where the students study and the majority of them are from the same region and the same content of education. When the similar studies are examined these result is different from the result of Kormaz's study (2012). According to the result of Korkmaz's study the entrepreneurship of evening class students are higher. The cause of the difference between these two studies could be told that evening class students have more free time and also they are stimulated by the willingness to earn their education costs so this willingness motivates them in means of entrepreneurship.

According to the graduated high school type variable the entrepreneurship levels of the students who are graduated from Anatolian High School are higher than of the students who are graduated from Foreign Language Intensified High School. By looking at this result it could be told that the students who are graduated from Anatolian High School are more entrepreneurial in means of producing and improving new thoughts and projects, when compared with the students who are graduated from Foreign Language Intensified High School. This is because that Foreign Language Intensified Schools leads students to specific professions yet Anatolian High Schools lead students to professions which require more technique and capability.

As a result of the study which was carried out about the entrepreneurship levels of students of Sport Management Department, various findings are gained about the entrepreneurship levels of the students. According to these findings it is pointed out that the gender of the students are directly related to entrepreneurship levels and boys are more entrepreneurial than the girls. Besides, meaningful differences are found about the graduated high school type variable. The entrepreneurship level of students who graduated from Anatolian High School are higher than of the Foreign Language Intensified High School students. The other findings show that education type variable, class variable and residence variable where the students live do not have relation with the entrepreneurship levels of the students.

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Assertiveness Level of Students Studying at School of Physical Education and Sports

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ABSTRACT

The aim of the study is to evaluate assertiveness level of students studying at School of Physical Education and Sports. Totally, 230 students (145 male, 85 female) have taken part in this research. Data is gathered through Rathus Assertiveness Inventory (RAI). Rathus Assertiveness Inventory has been translated to Turkish Language by Voltan Acar (1980). In evaluation part for questionnaires answered by participants, frequency analysis, percentage analysis, Independent Sample T-test, One Way ANOVA analyses are used.

According to the results, it has been statistically determined that there are not significant differences on genders and ages ($p>0,05$); but there are significant differences on analyses done for the places, participants have lived for the longest time ($p<0,05$).

Keywords: Assertiveness, The School Of Physical Education and Sports, student

INTRODUCTION

An individual should be thought as integrated with, his physical and emotional specialities, the society he lives with. The individual needs some preconditions on interpersonal interactions and communications, to be able to display healthy social and psychological features. It can be said that there are three main behaviours while people express themselves. These behaviour types may be shown on a scale, placing shyness on one edge, aggressiveness on the other and assertiveness in the middle (Bal, 2006).

When speaking about the relations, it can be said that the individual reacts choosing one of the four main behaviours; submissive (passiveness), offensive (aggressiveness), router (manipulativeness) or assertiveness (Oksuz, 2004).

The word "assertiveness" in English literature, (translated as "atılganlık" to Turkish language), is defined as a behaviour type which enables the human relations and interactions to be healthy, including showing respect to others thoughts and expressing own feelings, beliefs and thoughts to others directly, truly and clearly to others (Bayraktar, 2007).

The term assertiveness which takes place in the middle of the scale, came up in the second half of the 20th century in USA, defining a personal characteristic, a behaviour type and has been well researched. In the late 1970's, being considered as an appropriate word, the translation of "assertiveness" has been accepted as "atılganlık" in Turkish language. However, through the late 1980's it has been decided that the translation of assertiveness can be "güvengen", derived from the word "güven" (trust, confidence) just as the other words in Turkish which are derived with the appendixes -gen, -gan, -ken, -kan (Acar, 2008).

Alberti and Emmons described the assertive individual as a person who is really interested in other people, moreover who knows his rights well (Bicer, 2009, Cam 2010, Efe, 2007, Efe 2008, Kutlu 2009, Ozsaker 2010).

Assertiveness is used in the meanings, "displaying yourself effectively", "behaving effectively", "confident behaviour", "being self-starter" (Dincyurek, 2010, Karatas 2009).

According to İnceoğlu and Aytar, assertiveness is a healthy way of behaviour on interpersonal interactions and communications also described as the individual expressing his feelings, needs, thoughts and protecting his own

rights, considering the other people too.

Wolpe describes assertive behaviour as, a feeling being expressed to the others in a proper way (Ozcivanoglu, 2010).

Assertiveness is a main behavioral feature, which might regarded as one of the most important behaving types and forming the basis of social development. Assertive individuals know their own rights, as well as showing respect to others' rights and express their own positive and negative thoughts clearly and honestly in addition to taking responsibility on their behaviours, feelings and thoughts (Kutlu, 2009).

The feature of assertiveness aims to smooth the way to success and remove the threatening powers. Moreover, it removes the obstacles which cause increases or decreases on self-achievement and realization of the thoughts(6).

Lazarus described four items of assertive behaviour. These are; Being able to say no, being able to make demands, being able to express positive and negative thoughts, being able to start a communication, sustaining it and ending it (12).

Assertive individual, expresses what he wants to express in a direct way, is a listener who gives the impression that he cares, can look into others' eyes, uses proper gestures with a natural way of talking and the toning of a mature as well as using the appropriate face expressions, is self-confident, doesn't let others to threat or scare him with their behaviours, doesn't underestimate others or try to take them under his influence and doesn't threat them, when feels there's something wrong asks questions and asks for explanations, doesn't let others use him, can overcome the stressors, can express his feelings and thoughts without anxiety, accepts he may not have the same ideas with everyone, can express his opinions positively leaving space to argument, while making a decision can properly say "yes" or "no", is polite but when needed is definite and can argue useful results, sets up close relationships, determines the needs between people and covers them, takes his own decisions on life and realizes his aims, can express his positive and negative feelings honestly and properly, develops him-self constantly, his performance satisfaction and work satisfaction are high (Efe, 2007).

Considering these explanations it is possible to define assertiveness as the ability of the individual to express his feelings, thoughts, demands and complaints in a democratic way, as well as having the ability to say "no" when needed (Tekin, 2010).

In this research the assertiveness level of the students who are studying at School of Physical Education and Sports has been searched related on their gender, age, the places they have lived for the longest period of time.

MATERIAL AND METHOD

Sample Group

The sample of the research is described as "230 students (145 male, 85 female) studying Department of Physical Education and Sports Teaching, Department of Sports Management, Department of Coach Training in Sports and Department of Recreation at School of Physical Education and Sports in Dumlupinar University"

Data Gathering Means

To gather the data for the research, the demographic information forms and "Rathus Assertiveness Schedule (RAS)" have been used. It is an easy to implement scale which the individuals can answer by themselves. The scale has been thought to the sampling group and it has been filled by the group in accordance with the principle of voluntary participation.

At what degree, the thoughts and behaviours written in the scale match with theirs, has been asked to the participants. The options have been selected as; very much like me, rather like me, slightly like me, slightly unlike me, rather unlike me, very much unlike me (Voltan, 1980).

Statistical Analysis

The data gathered from the participants have been evaluated with the statistics package program SPSS 17.0. To be able to determine if the average points of assertiveness shows any statistical difference related to the demographic

variables, t-test and one-way analysis of variance (ANOVA) has been applied. And in the case of important differences of average points assertiveness is found, Tukey HSD multiple comparison test is used to be able to find the source of the difference. The tolerance of error has been accepted as .05 in the research.

FINDINGS

Table-1. Distributions of The Personal Informations of the research group

FACTOR	VARIABLE	f	%
Gender	Female	85	37
	Male	145	63
	Total	230	100
Age	17-20	47	20,4
	21-23	146	63,5
	24-27	32	13,9
	28 and over	5	2,2
	Total	230	100
Studies	Physical Education Teaching	67	29,1
	Sports Management	69	30,0
	Coaching	64	27,8
	Recreation	30	13,0
	Total	230	100
Year of Study	1.00	57	24,8
	2.00	55	23,9
	3.00	79	34,3
	4.00	39	17,0
	Total	230	100
Type of the places that the participants have lived for the longest period of time	Village	2	,9
	County borough	52	22,6
	Province	65	28,3
	Metropole	111	48,3
	Total	230	100

In Table 1 the distribution of the personal information on the participants have been given. According to the datas it can be seen that 63% of the students who have participated in the research are "male" and 37% are "female" (M=85).

Four different age intervals are used. When evaluated it can be seen that as a big mass, 63.5% of the students are at the age between "21-23" have participated in the research and "28 and over" aged students have been the

lowest number of students who took place in the research with a rate of %2.2.

It has been determined that 34.3% of the students who participated in the research on 3rd year of their study and with a rate of 24.8% of the students participated in the research on 1st year of their study".

It can be seen that the 48.3% of the sample group have lived in a metropole while 28.3% have lived in a province for the longest period of their life.

Table-2. Analysis of T-Test to determine the assertiveness levels related to the variable of "gender" of the participants.

Variable	N	\bar{X}	s.s	T	P
Female	145	121,4828	13,16567	,140	,26
Male	85	121,2235	14,19035		

P=0.05

An meaningful statistical difference of assertiveness points related to genders hasn't been determined in Table-2 ($p>0.05$).

Table-3. ANOVA Analysis to perform comparison of assertiveness points related to ages of the participants.

Variable	N	\bar{X}	s.s	F	P
17-20	47	117,8298	13,08554	2,57	0,55
21-23	146	121,9589	13,26592		
24-27	32	122,1250	14,00403		
28 and over	5	133,4000	15,99375		
Total	230	121,3870	13,52316		

P=0,05

When the assertiveness points are compared considering the ages of the participants it has been seen that there's no meaningful difference between the age groups.

Table-4. ANOVA Analysis to perform comparison of assertiveness points related to the type of places that the participants have lived in for the longest period of their life.

Variable	N	\bar{X}	s.s	F	p	Tukey
Village	2	110,0000	,00000	8,74	.000	2-4*
County borough	52	116,9423	12,05773			3-4*
Province	65	117,7077	13,30733			
Metropole	111	125,8288	13,06409			
Total	230	121,3870	13,52316			

P=0,05

As a result of the variance analysis which has been performed to find the differences of the assertiveness points related to the type of the places that the participants have lived for the longest period of their life, a meaningful difference has been found ($p>0,05$).

To find the groups which cause the difference Tukey test has been performed. According to this, meaningful differences between the students who have lived in a county borough and the students who have lived in metropole for the longest period of their life, between the students who have lived in a province and the students who have lived in a metropole for the longest period of their life, have been determined ($p<0,05$).

DISCUSSION AND CONCLUSION

In this research which is thought to be an example for the researches on assertiveness, the assertiveness levels of the students who are studying at The School of Physical Education in Dumlupınar University have been evaluated.

In Table-1 it is seen that 63% of the participants are "male", 37% are "female"; the biggest mass of the participants with a rate of 63.5% are at an age between "21 and 23" and the lowest number of participants are "28 and over" with a rate of 2.2%. What is more, 48.3% of the participants are studying in the 3rd class while 28.3% are studying in the 1st class and 48.3% of the participants have lived in a "metropole" while 28.3% of them have lived in a "Province" for the longest period of their life.

When analysed, in Table-2 it is seen that there's no meaningful statistical differences on the assertiveness level related to the genders of the school of physical education and sports students and that both of the gender groups gathered average points.

According to Table-3 although the students at the age of "28 and over" are determined as more assertive than the students in other age groups, there's no meaningful statistical difference between the age groups ($p> 0,05$). In researches like this one, Erşan and his friends have found the assertiveness levels of students at the age of "21 and over", higher than the assertiveness levels of students younger than 21; Çam and his friends have found the assertiveness levels of students at the age of "24 and over", higher than the students younger than 24. Çam and his friends think that the reason that difference couldn't be found because all of the students do sports and the ages are close to each other (Ersan, 2009, Cam, 2010)

Taking a look on the Table-4, it's determined that there is a meaningful difference between the students who have lived in a county borough and the students who have lived in a metropole for the longest period of their life in addition to the meaningful difference between the students who have lived in a province and the students who have lived in a metropole for the longest period of their life. ($p<0.01$) There's no data why this difference accrued. For sure the type of the place that the individual has lived for the longest period of his life would effect the level of his assertiveness. However, to determine why this difference accrued, a new research is needed.

The average of assertiveness points of the students studying at School of Physical Education and Sports in Dumlupınar University is determined as 121.4 meaning an average level of assertiveness. As well as the educations on assertiveness, it is thought that habit of doing sports would increase the level of assertiveness.

By all means, sports cause the individual to become more social, help him adapt himself to the society and improve him psychologically as well as physically. The individual can get rid of the negative effects caused by the monotonous conditions seen at the school or at work, by doing sports.

By the researches done with the people doing sports and the people not doing sports, it has been determined that the ones who do sports are more active, more extrovert, more hardworking, more patient, more ready to set up social relations and it is easier for them to adapt themselves to a new situation, and they are more balanced in emotional orientation. In one of the researches it has been determined that the level of assertiveness of the students studying at the School of Physical Education and Sports are higher than the level of assertiveness of the students studying in other departments (Arslan, 2010, Camliyer, 2002, Ersan, 2009).

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Determination of Expectation and Satisfaction Levels of Athletes Who Played Volleyball on Secondary Institutions

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ABSTRACT

In this study, it was aimed to analyze of volleyball competitions which organized among secondary school institutions and determine the level of expectation and satisfaction of athletes who participated to the competitions.

The population of the study consisted of the cities (Bingöl, İstanbul, Kıbrıs, Batman, Tunceli, Diyarbakır, Van, Muş, Mardin, Siirt, Şırnak, Elazığ) in volleyball Championship. The sample of the study also consisted of 140 students (71 boys, 69 girls) who participated to volleyball semi-final and group competitions.

In the end of data analysis, it was accepted as 0,05 significant level. According to the research results, it has been seen that the students' own desire and their physical education teacher have a great influence to beginning to volleyball; friends and the family have been seen as a small contribution.

In conclusion, MEB and GSGM who have an efficient role in volleyball competitions between schools should have an encouragement and endear to sport. Physical conditions should be improved and it was provided that athletes should serves as a healthy, conscious and renewable person to Turkish Education System. In addition, students who represent the school both intramural and interscholastic competitions should be provided the awards by the Ministry of Education and the General Directorate of Youth.

Keywords: Sports, Student, Volleyball, Expectation, Satisfaction

INTRODUCTION

The Physical Education is a broad-based activity, intended for protecting covering the individual's physical and mental health, a game, gymnastics and sports-oriented research which can be changed according to the characteristics of the environmental conditions and the participants and which covers all the of studies (İnal, 1998). In other word, it is a science which evaluates the leisure time of individuals and which keeps the individuals away from daily problems.

In the recent years, the importance of the development of the psychological characteristics along with the conditional properties in the interaction of sport and sport sciences and increasing the sprots performance was understood. The main of the psychological factors which has a significant impact in raising the performance is the motivation of the players. It is obvious that the relationship between the degree of the motivation and its success especially in sports is very important. A situation with a low motivating effect, certainly results in a little success (Arslan and Kuru, 1990).

The situation which is aimed to be specified by the concept of efficiency in sport is to have the players take a pleasure which can be describe as the maximum level attained from the sports activities that the players perform. However, in what degree the both the team and himself served or reached the targets set, is related to the the

current situation. Having secured an efficient environment in the sports depends on the interest, demands and the expectations of the players.

Before explaining the concept of effectiveness in the sports, a conclusion can be reached based on the activity's definition in the science of business. The effectiveness is directed towards the most effectively use of the scarce resources in the hands of the enterprises (Can et al., 2000). The concept of effectiveness in sport is the use of all the elements that could be effective in parallel with the players' demands, and be activated in this direction. The opportunities may be scarce, the conditions may be difficult in favor of the players, and however, what is important, should be to create a working environment that increases their motivation in parallel with their demands.

The motivation shall create a work environment that will result in satisfying the needs of organization and the people, and it is an effecting and incentivating activity that allows activating people. Being motivated is consisted of the following stages: having needs, looking for appropriate environment for satisfying the needs, be eager to satisfy the needs, looking for convenient options for meeting the wishes, testing the mode of action in order to meet any wish and the last stage is the satisfaction (Güney, 2000).

The performance is a process of conducting, evaluating, pricing or awarding and developing, which increases the contribution degree to the efforts and studies to be made, shown to achieve these purposes of the personnel regarding placing a common understanding with regard to the organizational objectives required to be achieved and in this context, regarding the performance needed to demonstrate by the personnel (Canman, 1995).

Dicle (2001), the information collected in relation to performance, should be conveyed to the relevant people and departments in form of a feedback. If the factors such as players' goals, physical environment, nutrition, equipment needs and nutrition which will positively affect the performance of the players are being greatly improved and the conditions are being made convenient, thus the performance of the players shall increase to a top level. And the trainers are the most important factors that will lead to the formation of these conditions as well. In addition, the trainers observe the players from the outside and detecting their shortcomings and weaknesses, they orient them (Genç, 1998). The players and the trainers are the cornerstones of the training system and have active roles. In the mean time they appear as decisive elements within the factors included in all the training resources. The success in sports varies depending on the relationship between the trainer and the players and the quality of training (Konter, 1996).

The players' performance depends on the capabilities and the qualifications. When the achieved performance later on is rewarded, it then turns to be a job satisfaction. The job satisfaction which means to be happy, peaceful, and safe at your work, determines the nature and level of effort to be shown at the next phase (Barutçugil, 2004). Therefore, the necessary awarding should be made in order to increase the success in the Volleyball sports and to have the expected performance from the players be increased to a top level.

Integrity is a process remaining combined towards the tendency to be bound to each others, the satisfaction of the desires and the needs of the group members. There is a social factor effecting the formation of the integrity, which occurs due to the social interaction of the groups (Carron et al., 1998). In addition to good individual features in the Volleyball sport, being a team game as well and the unity and togetherness in the team, are among the important factors in success of the team sporters feeling respect to each others' rights and avoiding behaviours that may negatively effect each others' feelings.

In this study it was aimed to analyze the volleyball competitions among the secondary schools organized by the Ministry of National Education (MNE) and the General Directorate of Youth and Sports (GDYS) to determine the expectations and satisfaction levels of the players participating in the competitions.

MATERIAL AND METHOD

In this study, a server questions have been prepared, determining the developmental characteristics, interests, and needs of the players between the ages group of 14-17. In addition, a table was presented utilizing from a variety of scientific techniques. The survey was applied in order to determine the expectations and satisfaction

levels from the Volleyball sport of the youth who were between 9 and 12 grade-level, who participated to the Volleyball competitions in schools of the MNE.

Population and Sample: The population of the study is consisted of students of the Secondary education bound to the MNE in Turkey and who participated to the Volleyball competitions of the cities (Bingöl, Istanbul, Cyprus, Batman, Tunceli, Diyarbakır, Van, Mus, Mardin, Siirt, Sirtak, Elazig) who participated to the Diyarbakir Group Championship and Malatya Semi-Final Championship. The sample of the study is consisted of 140 players (71 boys, 69 girls) who participated to the Volleyball Group and the Semi-Finals organized by the MNE and the GDYS.

Questionnaire: Our survey work was consisted of 3 parts. The survey questions were included as follows: in the first chapter there are 20 items of personal data of the players continuing their education in secondary schools bound to the MNE are represent their schools in the volleyball competitions, in the second chapter there are 11 items directed towards the expectation levels of the players, and in the third chapter there are 14 items which identify the levels of influence of the environmental factors upon the players.

A five-point Likert-type scale was used as I totally agree, I agree, I partially agree, I disagree and I never disagree, and the participation limits in general and data collection tool were developed based on a five-point Likert-type scale used. Value ranges are graded as follows; 5:00 to 4:21 ranges as I totally agree, 4:20 to 3:41 ranges I agree, 3:40 - 2:61 ranges I partially agree, 2:60 - 1:81 ranges as I disagree, 1:80 - 1:00 ranges as I totally disagree. As the survey questions were important for the researcher, a factor analysis was not been made.

Data Analysis: The expectations and satisfaction levels of the players who study at the Secondary Schools of the MNE and who participated to the volleyball competitions among the secondary schools, were explained through percent, frequency, arithmetic mean, standard deviation without taking into consideration the variables and discussion and inference was made in that direction. At the end of the research, the data were analyzed using a statistical program and the significance level of 0.05 was accepted for the validity.

FINDINGS

In this study, it was intended to determine whether the personal and family information of the volleyball players' in table 1 and 2, the expectation levels of the players from the volleyball sports in table 3, the influence levels of environmental factors upon the players during their playing volleyball in table 4 had a significant difference according to the variables.

Table 1: Personal Information

VARIABLES		f	%
Gender	Men	71	50,7
	Women	69	49,3
Age	Fourteen	10	7,1
	Fifteen	37	26,4
	Sixteen	44	31,4
	Seventeen	49	35
Height	Less than 160 cm	30	21,4
	Between 161 -170cm	50	35,7
	171 cm and over	60	42,9
Type of the High School Attended	General High School	46	32,9
	Anadolu High School	55	39,3
	Vocational High School	39	27,9

Grade Level	Nine	46	32,9
	Ten	50	35,7
	Eleven	41	29,3
	Twelve	3	2,1
Achievement in School Subjects	Bad grades	29	20,7
	Passed	51	36,4
	Certificate of Achievement	26	18,6
	Certificate of Excellence	34	24,3
Years of Playing Volleyball	New	30	21,4
	One year	12	8,6
	Two years	14	10
	Three years	29	20,7
	Four and over	55	39,3
Environmental Factors Affecting the Initiation of volleyball	Family	3	2,1
	Teacher of Physical Education	64	45,7
	Friends Circles	12	8,6
	Myself	61	43,6
The Highest Level of Volleyball Competition Participated in	Interscholastic group	84	60
	Interscholastic semi-final	37	26,4
	Interscholastic Turkey championship	18	12,9
	High Schools World championship	1	7
Number of Weekly Training	One	23	16,4
	Two	15	10,7
	Three	23	16,4
	Four	25	17,9
	Five and over	54	38,6
Sports Hall Availability at School	Yes	67	47,9
	No	73	52,1
Volleyball Club Played In	Yes	78	55,7
	No	62	44,3
Status of Smoking and Use of Addictive Substances	Yes	9	6,4
	No	131	93,6
Scholarship Availability	Yes	8	5,7
	No	132	94,3

f: Frequence, %: Percent,

Tablo 2: Family Information

Father's Educational Status	Illiterate	11	7,9
	Litarate	14	10,0
	Primary School	59	42,1
	High School	34	24,3
	University	15	10,7
	Post-Graduate studies	4	2,9
	Doctor of Philosophy	3	2,1
Father's Professional Knowledge	Civil Servant	25	17,9
	Labour	28	20,0
	Self-employed	63	45,0
	Retired	13	9,3
	Unemployed	11	7,9
Mother's Educational Status	Illiterate	42	30,0
	Literate	19	13,6
	Primary School	48	34,3
	High School	20	14,3
	University	9	6,4
	Post-Graduate/ Ph.D.	2	1,4
Mother's Professional Knowledge	Civil Servant	7	5,0
	Labour	3	2,1
	Self-employed	7	5,0
	Retired	1	,7
	Housewife	122	87,1
Family Income Level	Less than 750 TL	63	45,0
	751 TL -1500 TL	33	23,6
	1501 TL and up	44	31,4

Tablo 3: The Distribution of Assessments of the Expectation Level of the volleyball players.

Item no	OPINIONS	Level							TOTAL	x	s
		% f	I Strongly Disagree	I Disagree	I Partly Agree	I Agree	I Completely Agree				
2	I play this sport because I love it	%	2,9	,7	3,6	12,9	80,0	100	4,66	,828	
		f	4	1	5	18	112	140			
7	It is important for me that my team does not lose the volleyball game	%	1,4	,7	6,4	16,4	75,0	100	4,63	,762	
		f	2	1	9	23	105	140			
4	The school management supports my playing sports	%	2,1	2,1	7,9	24,3	63,6	100	4,45	,892	
		f	3	3	11	34	89	140			
5	My teachers support my playing sports	%	4,3	3,6	6,4	23,6	62,1	100	4,36	1,046	
		F	6	5	9	33	87	140			
8	The trainings are efficient	%	4,3	5,7	10,7	17,1	62,1	100	4,27	1,131	
		F	6	8	15	24	87	140			

9	My family supports my playing sports	%	6,4	2,9	12,9	17,9	60,0	100	4,22	1,176
		F	9	4	18	25	84	140		
3	I play this sport to become a top-level sporter	%	3,6	5,0	18,6	15,0	57,9	100	4,19	1,123
		F	5	7	26	21	81	140		
11	I believe that I've got a status in the society due to my being a sporter	%	3,6	4,3	20,7	27,1	44,3	100	4,04	1,072
		F	5	6	29	38	62	140		
10	A sufficient amount of volleyball equipment is available at school	%	22,9	10,7	18,6	15,7	32,1	100	3,24	1,558
		F	32	15	26	22	45	140		
6	I'm doing this sport just for a healthy life	%	22,1	15,0	20,7	20,7	21,4	100	3,04	1,454
		F	31	21	29	29	30	140		
1	I play the Volleyball sport for material awards (fees, trophies, medals, etc.)	%	60,0	12,9	10,0	5,7	11,4	100	1,96	1,403
		F	84	18	14	8	16	140		

f: Frequency, %: Percentage, X: Arithmetic Mean, S: Standard Deviation

Table 4: The Distribution of the Influence Level Assessments of the Environmental Factors.

Item no	OPINIONS	Level	strongly disagree	disagree	uncertain	agree	totally agree	TOTAL	X	S
		% F								
14	Dealing with the sport of volleyball provides positive contributions to my daily life	%	1,4	1,4	5,7	21,4	70,0	100	4,57	,788
		F	2	2	8	30	98	140		
13	I believe that the sport of volleyball definitely develops a sense of a team spirit	%	2,9	2,1	7,9	18,6	68,6	100	4,48	,940
		F	4	3	11	26	96	140		
7	The motivation increasing speech of my Physical Education Teacher before the match in the locker room is enhancing positive effects on my game motivation.	%	3,6	2,9	5,0	24,3	64,3	100	4,43	,976
		F	5	4	7	34	90	140		
11	As a sporter, I have a sport-oriented goal.	%	2,1	3,6	15,7	14,3	64,3	100	4,35	1,010
		F	3	5	22	20	90	140		
12	When playing volleyball, I <u>definitely</u> would do not act in a manner contrary to a gentlemanly behaviours	%	5,0	6,4	9,3	15,0	64,3	100	4,27	1,174
		F	7	9	13	21	90	140		
4	Having good course success at school, positively effects my game motivation	%	5,0	3,6	14,3	21,4	55,7	100	4,19	1,125
		F	7	5	20	30	78	140		
8	Lack of appropriate circumstances in the environment (heat, light, and hygiene aspects) during the training <u>negatively</u> affects my game motivation.	%	10,0	5,0	15,7	27,9	41,4	100	3,86	1,290
		F	14	7	22	39	58	140		
6	Insufficient and imbalanced nutrition <u>negatively</u> effects my game motivation	%	12,1	7,9	12,1	24,3	43,6	100	3,79	1,391
		F	17	11	17	34	61	140		
1	The abusive cheer of the audience <u>negatively</u> effects my game motivation	%	20,0	7,1	12,1	15,0	45,7	100	3,59	1,586
		F	28	10	17	21	64	140		

5	Having poor course success at school, <u>negatively</u> effects my game motivation	%	16,4	10,7	15,7	14,3	42,9	100	3,56	1,523
		F	23	15	22	20	60	140		
10	Sufficiently take the advantages of the sports facilities of the Educational Institutions in our city	%	10,7	18,6	18,6	22,1	30,0	100	3,42	1,368
		F	15	26	26	31	42	140		
9	We can sufficiently take the advantages of the sports facilities of the Youth Services and Sports Directorate in our city	%	22,9	12,9	16,4	16,4	31,4	100	3,21	1,562
		F	32	18	23	23	44	140		
3	The yelling of my Physical Education Teacher during the match <u>negatively</u> effects my and my friends' game motivation.	%	24,3	17,9	10,7	11,4	35,7	100	3,16	1,639
		F	34	25	15	16	50	140		
2	Any warning by my teammates <u>negatively</u> effects my game motivation	%	29,3	17,9	12,1	17,9	22,9	100	2,87	1,563
		F	41	25	17	25	32	140		

f: Frequence, %: Percent, X: Arithmetic Average; S: Standard Deviation

DISCUSSION AND CONCLUSION

- The volleyball players participating to the survey reported a positive opinion at a highest proportion to the statement "My reason for starting the volleyball sport: I participated upon the suggestion of my Physical Education Teacher / myself / my family". It shows the positive effect of the Physical Education Teachers at the schools in the orientation to the sports.

When the the level of expectations of the players is being examined;

- The players reported a positive opinion as "I'm doing this sport because I love it (X = 4.66). And this shows that the players in secondary education enjoy playing the sport of volleyball and that it is a necessity to organize volleyball tournaments among the classes within the school in order to popularize this sport.
- The players reported a positive opinion as "It is important for me that my team does not lose the volleyball game" (X = 4.63). This is an indication that the team spirit in the players develops and that they attach an importance to their teams.
- The players reported a positive opinion as "The school management supports my playing sports" (X = 4.45). The support given to the school sporters by the school managements will definitely and significantly affect the interest and the relevance of the students to the sports. And thus, the number of the players representing their schools in different disciplines during this progressive process will substantially increase.
- The players reported a positive opinion as "My teachers support my playing sports." (X = 4.36). Having the teachers give their support to the young people engaged in sports, shall ensure these young people withdraw from harmful habits and at the same time shall make these young people to take more useful and positive feedbacks in the education and the training environment.
- The players reported a positive opinion as "My family supports my playing sports." (X = 4.22). It should also be noted that the young volleyball players who get their family support shall definitely use their performance more effectively relying on this support and that this support shall be an important factor in the success.
- The number of the players in secondary education who agreed with the opinion "I play this sport to become a top-level sporter." (X = 4.19) has an important role. For this purpose they need to be provided with the necessary circumstances that they may become better and elite sporters and especially the MNE, the GDYS also should provide these young people with the necessary opportunities.
- The players reported a positive opinion as "I believe that I've got a status in the society due to my being a sporter." (X = 4.04). Having the self-confidence of individuals who are dealing with sports increased, they need to be definitely given the necessary rewards within the society in the areas where these persons are successful.

- For increasing the proportion of the players who reported a positive opinion as “A sufficient amount of volleyball equipment is available at school.” (X = 3.24), it is observed that there is a need to increase the applied courses in the curriculum, and beside having the sports facilities for meeting the sports needs of the students for having the physical education classes be made more efficient, the availability of the sports equipment is also a need. Not having the courses taught at a classroom circumstances and the school being in lack of facilities and equipment, causes the courses and the training be not applied as required. This situation constitutes an obstacle in front of the teacher to teach the courses and to make trainings in accordance with the requirements of the education and the purpose and adversely affects the trainings and the course efficiency.
- It was observed that the players who reported a positive opinion as “I’m doing this sport just for a healthy life.” (X = 3.04), do not see this sport as a profession, but carried it on only as a requirement of a healthy life. In this case, the secondary school students, who think and who are prone to think, should be encouraged for playing sports as a requirement of a healthy life and the number of the students in the secondary education involved in sports should be increased.
- It is observed that the opinion “I play the Volleyball sport for material awards (fees, trophies, medals, etc.)” (X = 1.96) shows that this sport was not being played hoping any material award, in that case the material awards in the sports was in the second plan almost, almost not taken into consideration by the secondary school students.

When the influence level of the environmental factors upon the sporters is being examined;

- It was observed that the players reported a positive opinion as “Dealing with the sport of volleyball provides positive contributions to my daily life.” (X = 4.57), which shows that the sports is not only beneficial for one's health, but it has an effects that makes the life easier in everyday life as well.
- It was observed that the players reported a positive opinion as “I believe that the sport of volleyball definitely develops a sense of a team spirit.” (X = 4.48), shows that the person can not do all the things alone, but sometimes, especially in the team sports, beside individual skills, it is an important factor to necessarily struggle as a team as well.
- It was observed that the players reported a positive opinion as “The motivation increasing speech of my Physical Education Teacher before the match in the locker room, is enhancing positive effects on my game motivation.” (X = 4.43), shows that the leadership qualification of the team trainer or the physical education teacher directing the team, is significant a factor on their expectations and the positive and the team rallying speeches in the locker room, have major effects on the emotional motivation of the players.
- The volleyball players who reported a positive opinion “As a sporter, I have a sport-oriented goals.” (X = 4.35) in terms of doing this work in the professional sense in the future as well, and probably in professionally promoting this work, have important tasks of GSGM in promoting it as a professional step in their career and take the necessary training. In this process, it would be an important step towards choosing the sport as their vocational field by giving them training in accordance with the opinions and seminars of the people who do this work in-service and in a professional manner.
- The volleyball players who reported a positive opinion “When playing volleyball, I definitely would do not act in a manner contrary to a gentlemanly behaviours” (X = 4.27), although is the indication that they have gained a sense of fair play in the sports, seminars should be held for the volleyball players who do not have such an opinion to make them develop the fair play sense in the sports. These seminars should be given by the experts in this field in the university by sending them to the schools in collaboration with the the Higher Education Council under MNE and it was observed that the necessary statements regarding the importance of fair play in sport should be made beginning from the schools, which in turn would be extremely effective in reducing the severity in the sports.
- The volleyball players reported a positive opinion “Having good course success at school, positively effects my game motivation” (X = 4.19); in the relevant sub-paragraph of the item regarding the development of the sports, the item 59 of the Constitution of the Republic of Turkey, entered into force in 1982, it is stated that the State protects the successful sporters. Pursuant to item (TR constitution, 1982), it is seen that having the teachers upgrade the sporters’ verbal mark at least 1 point by taking into consideration the minimum positive effects of their course status at school, would remove some of the barriers in front of the sports.

- “Lack of appropriate circumstances in the environment (heat, light, and hygiene aspects) during the training negatively affects my game motivation.” (X = 3.86); the GDYS should do the necessary work in this regard and the sports fields must be checked for cleanliness and order. The situations that would disturb the game motivation of the sporters must be definitely eliminated, and the cleaning and maintenance of the field should be done by both of the cleaning staff employed by the GDYS and the employees of the private sector with respect to the temperature, the light and the hygiene of the field, which is seen as an important in bringin the sports and the sporters to better places.
- The statement of the volleyball players who reported a positive opinion “Insufficient and imbalanced nutrition negatively effects my game motivation” (X = 3.59), indicates the importance of nutrition in the volleyball or the other sports and while the nutrition of the sportes is being planned, the players’ height and weight, body fat percentage, the level of nutrition knowledge, eating habits, health status, social status, and the social and the economic conditions should also be considered (Güneş, 2005).
- The statement of the volleyball players who reported a positive opinion “Having poor course success at school, negatively effects my game motivation” (X = 3.56); indicates that the sports performance and having good or poor course status which is another factor in the success, and the other factor, the psychological effect also has an important role in the success of the sporter.
- In order to increase the proportion of the sporters who reported their opinion as “We can sufficiently take the advantages of the sports facilities of the Educational Institutions in our city” (X = 3.42), which in this sense this statement is seen important with respect to the development and the progress of the sports, that the educational institutions should definitely help that the other schools may use the sports areas as well and do not use the facilities just for their own interests and the sports halls should be necessarily constructed that the sporters in the educational institutions or in the Physical Education Classes could more comfortably and in a convenient environment play the sports and this situation, which is an obstacle in front of the sports, should be minimized.
- The sporters reported their opinion as “We can sufficiently take the advantages of the sports facilities of the Youth Services and Sports Directorate in our city.” (X = 3.21); the Constitution of the Republic of Turkey, entered into force in 1982, states that the State takes measures that will develop the physical and the mental health of the Turkish citizens of all ages and promotes the popularization of the sports among the masses. Pursuant to item (TR constitution, 1982), developing measures should be definitely taken for the usage of the facilities of the provincial directorates of youth and sports, available in the cities, and it wa s suggested that these facilities should not only be used during the competitions and left them just for the monopoly of the clubs’ teams, either, but the necessary arrangements should be made that the schools of National Education may take their advantage as well and thus, it would be appropriate in terms of playing sports at a more convenient environment in the schools where any sports halls are not available.
- The sporters reported their opinion as “The yelling of my Physical Education Teacher during the match negatively effects my and my friends’ game motivation.” (X = 3.16); this kind of a situation during the game which applies to the players in general, is seen as a situation which do not please any sporters and this situation would be negatively reflected on the match and would cause the players stay away from the game during the match.
- The trainer, who is one of the significant factors in the sporter’s performance, has a a direct effect on the performance. The task of a trainer is not only consisted of training or showing how any sport is being performed. He interprets the information he receives from the sports scientists, sports physicians and sports psychologists and conveys it to the sporters after compared this information with his own experience (Sevim, 2007). In that case it seems that the Physical Education Teachers should not act in this way during a competition.
- The sporters reported their positive opinion as “Any warning by my teammates negatively effects my game motivation.” (X = 2.87); and reported that the shouting of sporters in the team to each others who haven’t a qualification of a leader, would negatively effect the success of the team during the competition.

The situation intended to be shown up in this item, is identifying how much do our sporters take benefit from the sports facilities, to specify what financial contributions are needed to be provided to the sporters by the public and the other legal entities and the natural persons, and before all, to get to know the sporters with all their aspects and to suggest solutions to their expectations.

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Examining the Relationship Between Life Satisfaction and Tennis As a Serious Leisure Activity

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ABSTRACT

The objective of this study is to examine the relationship between life satisfaction and tennis as a serious leisure activity.

Research sample consists of 150 club athletes who are actively interested in tennis, 87 of whom are male athletes while 63 of whom are female athletes (age=20,512 + 1,721).

In order to achieve the objective of the research, "Serious Leisure Time Scale" developed by Gould et al. (2008) and "Life Satisfaction Scale" developed by Diener et al. (1985) and adapted into Turkish by Köker and Yetim (1991) were employed in the study.

In the analysis and interpretation of the data, Kolmogorov-Smirnov test, t-test and Pearson Correlation were used. Significance was taken as $P < 0.05$ and $P < 0.05$. SPSS (Statistical Package for Social Sciences) package program was used in assessing the data and finding the calculated values.

At the end of this study, a positive linear relationship was detected between the level of serious leisure time and the level of life satisfaction. In other words, the higher the level of serious leisure time is, the higher the level of life satisfaction will become among students.

Keywords: Leisure time, tennis, life satisfaction

INTRODUCTION

When the relevant literature is examined, it stands out that serious leisure activity is a concept which is referred to with different names and includes different concepts (Gould, 2005).

The Serious Leisure theory defines voluntariness in the leisure activities and brings an initiative. Those taking part in the voluntary activities to spend their leisure time play a role in constituting the community involvement, civilian labour force and social capital (Stebbins, 2009). At this point, it is stated that the volunteers who sacrifice their leisure time in such issues as career, personal development and social integration have made significant contributions to the development of Western community in social and economic aspects (Stebbins, 2009). Making a general classification for the leisure activities, Stebbins divided leisure activities into "serious leisure" and "casual leisure". In the studies that he conducted in 1977, 1980, 1982, 1992 and 1996, he examined the nature of the serious leisure activities psychologically, socio-psychologically and sociologically. The first distinguishing feature is the perseverance in relation to the activity carried out in the leisure.

Although the participants of the leisure activities generally leave with pleasing memories, they may subject to such stresses as stage fright, embarrassment, freezing cold weather conditions, anxiety and fear, fatigue, injury etc. Thus, sticking to an activity necessitates coping with the challenges of that activity and perseverance along with the positive emotions that it evoked. Advancing towards the hazard, supporting a losing team and showing perseverance in order to tackle the challenges of an activity or a problem encountered are essential features distinguishing the serious leisure from casual leisure (Akyıldız, 2013).

In this respect, it is thought that serious leisure level may have a significant impact on feeling satisfied with the life.

METHODOLOGY

Research Sample

Research sample consists of 150 club athletes who are actively interested in tennis, 87 of whom are male athletes while 63 of whom are female athletes (age=20,512 + 1,721).

Data Collection

“Serious Leisure Scale” developed by Gould et al. (2008) and “Life Satisfaction Scale” developed by Diener et al. (1985) and adapted into Turkish by Köker (1991) and Yetim (1991) were used in order to achieve the objective of this study.

Statistical Analysis

Kolmogorov-Smirnov test, t-test and Pearson correlation test were used in the analysis and interpretation of the data and significance was accepted as $P < 0.05$. SPSS (statistical package for social sciences) package program was used in assessing the data and finding the calculated values.

FINDINGS

Table 1. t test results of the tennis players in relation to their serious leisure and life satisfaction levels by the variable of sex

	Sex	N	Mean	Stand ard Deviation	T
Serious Leisure Level	Male	87	6,7470	1,587 2	-1,751
	Femal e	63	7,1332	1,114 5	
Life Satisfaction Level	Male	87	5,4212	1,313 0	-1,397
	Femal e	63	5,7103	1,159 3	

* $P < 0.05$

When the Table 1 is examined, it is seen that the difference between the serious leisure score averages of male and female tennis players [t value = -1,751 $P > 0.05$] is not significant. Considering the score averages, serious leisure score average of male players is = 6.7470 while that of female players is =7.1332.

It is also clear that the difference between the life satisfaction level score averages of male and female tennis players is not significant [t value = -1,397 $P > 0.05$]. While the life satisfaction score average of male players is = 5.4212, that of female players is =5.7103.

Table 2. t test results of the tennis players in relation to their serious leisure and life satisfaction levels by the variable of marital status

	Marital Status	N	Mean	Standard Deviation	T
Serious Leisure Level	Married	44	5,8640	1,5561	-5,783*
	Single	106	7,4331	1,0997	
Life Satisfaction Level	Married	44	4,9443	1,2814	-3,942*
	Single	106	5,7910	1,1619	

*P<0.05

When the Table 2 is examined, it is seen that the difference between serious leisure level score averages of married and single tennis players is significant [t value = -5,783 P<0.05]. Considering the score averages, serious leisure score average of married players is = 5.8640 while that of single players is =7.4331.

It is also seen that difference between the life satisfaction score averages of married and single players is not significant [t value = -3,942 P>0.05]. Considering the score averages, while the life satisfaction score average of married players is =4.9443, that of single players is =5.7910.

Table 3. t test results of serious leisure and life satisfaction levels of tennis players by the variable of age

	Age	N	Mean	Standard Deviation	T
Serious Leisure Level	Under the age of 18	63	7,6040	0,9121	6,043*
	At the age of 18 and above	87	6,4061	1,5062	
Life Satisfaction Level	Under the age of 18	63	6,0230	1,0897	4,207*
	At the age of 18 and above	87	5,1948	1,2573	

*P<0.05

When the Table 3 is examined, it is seen that the difference between the serious leisure score averages of both groups is significant [t value = -5,783 P<0.05]. Considering the average values, the serious leisure score average of tennis players aged under 18 is =7.6040 while that of tennis players aged 18 and above is =6.4061.

The table also shows that the difference between life satisfaction score averages of both groups is not significant [t value = -3,942 P>0.05]. Considering the average values, while the life satisfaction score average of tennis players aged under 18 is =6.0230, that of tennis players aged 18 and above is =5.1948.

Table 4. Pearson Correlation test results in relation to the serious leisure level and life satisfaction level of tennis players

		Life Satisfaction
Serious Leisure Level	Pearson Correlation	0,474**
	N	150
	P	0,000

****P<0.01**

Table 4 indicates that there is a positive linear relationship between the serious leisure level and life satisfaction level.

In other words, it can be said that life satisfaction levels will rise in tennis players in parallel to their increasing serious leisure levels.

DISCUSSION AND CONCLUSION

When the results obtained in the present study were considered, it was seen that the variable of sex did not have a statistical difference. It could be stated that the variables of marital status and age showed statistical differences. In terms of relationality, a positive linear relationship was detected between serious leisure level and life satisfaction level and statistically significant findings were obtained.

In the light of these findings, as it was stated by Neugarten (1961), levels of participation in physical activities and leisure activities also influence the life satisfaction as well as the socio-demographic factors such as age, health, sex and marital status (Karataş, 1988; Karataş et al., 1989).

A positive linear relationship was detected between the serious leisure level and life satisfaction level. In other words, it can be said that the life satisfaction levels of tennis players will rise in parallel to their increasing serious leisure levels. In terms of rationality, a study carried out on the elderly provided evidence showing that old people who are really active (hobbies, social relations and exercises etc.) are happier than the others (Kelly et al., 1987). According to this approach, if the individual focuses on important activities, happiness comes out by itself (Diener, 1984).

Accordingly, it is thought that tennis is associated with life satisfaction as a serious leisure activity.

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Community-Based Sport Program—Vehicle to Pyd

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ABSTRACT

Researchers assert that sport can be a context that enhances youth development. As a result, an increasing number of community sport programs have begun to incorporate life skills (Wenger & Foutz, 2010). However, formal evaluations of such programs are sparse and therefore little is known regarding their effectiveness. The purpose of this study was to examine the perceived impact of a barrier-free youth sport program. Results indicated that youth perceived PAL as a program where they develop athletic skills ($M=3.51$), put forth effort ($M=3.32$), develop a sense of belonging in their community ($M=3.12$), establish diverse peer relationships ($M=3.11$), and learn how to take initiative ($M=3.10$). Results from interviews supported these findings as the themes that emerged detailed PAL as a fun, safe, and accessible environment that enables friendships to emerge, acts as a catalyst for the development of life skills, and facilitates the transference of skills to outside domains.

Keywords: Boys and Girls Club, positive youth development, sport, mix-methods, community program

INTRODUCTION

Positive youth development (PYD) has emerged as an alternative approach to the reactive and reductionist methods that have historically been used when working with youth (Botvin, 2004; Catalano, Hawkins, Berglund, Pollard, & Arthur, 2002; Damon, 2004). More specifically, PYD is a proactive approach that works to provide an environment conducive to healthy development rather than fixing problems youth often encounter throughout adolescence (e.g. drinking, drug use, drop out, teen pregnancy; Botvin, 2004; Damon, 2004; Edwards, Mumford, & Serra-Roldan, 2007). Consequently, the ultimate goal of PYD is to prepare and engage youth in opportunities that will benefit them in the future. Both researchers and practitioners assert that when youth are not provided with opportunities to achieve optimal health they may fail to reach adulthood as healthy, resilient, and engaged citizens (Bloom, 2000; Public Health Agency of Canada, 2007; Theokas et al., 2005).

At-risk youth are particularly vulnerable of not achieving optimal development. Specifically, at-risk youth have been identified as children and adolescents (approximately ages 6-18) who are at a higher risk of unhealthy, antisocial, and risky behaviours due to poverty (low socioeconomic status), risky peers, and/or lack of access to resources (Dryfoos, 1991; Furstenberg & Hughes, 1995; Pickett, Garner, Boyce, & King, 2002; World Health Organization, 2006). It has not been until recently that proactive measures have been purposefully incorporated in program models with goals of yielding positive psychosocial outcomes for at-risk youth (Holt & Jones, 2008; Petitpas, Cornelius, Van Raalte, & Jones, 2005).

Sport has been used as a specific context and environment that can help facilitate these psychosocial outcomes for youth in general (Martinek & Lee, 2012; Papcharisis, Goudas, Danish, & Theodorakis, 2005; Petitpas et al., 2005), and more specifically, at-risk youth (Danish, 1996; Edwards et al., 2007; Hellison, 2000). Moreover, sport is one of the predominant contexts that have integrated a PYD approach (e.g., teaching life skills) and research has shown that sport-based life skills programs can yield both physical and psychosocial benefits (Holt & Jones, 2008; Perkins, 1997). Not only do such programs provide a positive alternative environment for at-risk youth, but these programs also help to develop values and other positive assets (Pitman & Cahill, 1991). However, very few programs

have been evaluated in terms of their effectiveness and impact on youth participants (Salmon, Booth, Phongsavan, Murphy, & Timperio, 2007).

The Boys and Girls Club is a youth service organization that uses a proactive approach in working with youth. The Boys and Girls Club has been in operation since the late 19th century (Boys and Girls Clubs of Canada, 2012a). This organization is designed to provide community programming to youth between the ages of 6-18 from low income families or disadvantaged communities and to establish positive relationships with adults and peers (Boys and Girls Clubs of Canada, 2012a; Perkins & Noam, 2007). The organization offers after-school, evening, weekend, and summer programming, including but not limited to sport.

More specifically, programs developed within this organization aim to create opportunities and help youth develop life skills, contribute to their communities, and increase their ability to live a productive adult life (Boys and Girls Clubs of Canada, 2012b; Perkins & Borden, 2003). Life skills can be defined as skills that enable people to deal effectively with challenges in their life and succeed in various life domains such as school, work, and their community (Danish, 1997; World Health Organization, 2006). One particular program, the Police Athletic League (PAL), is a social recreation sport program that provides youth an opportunity to compete in a variety of different sports. More specifically, PAL is a barrier-free sport program as there is no registration fee and has its own bus to transport participants to and from the games. In addition, the league supplies all of the sport equipment; all that is required of the youth is gym clothes and running shoes. Therefore, this program helps to eliminate potential barriers for at-risk youth. Eliminating such barriers is particularly important when working with at-risk youth, as according to Johnston, Delva, and O'Malley (2007) participation in sport and physical activity is negatively correlated with socioeconomic status; many families cannot afford to pay registration fees of recreation programs and/or do not have access to these facilities.

As for the format, PAL is much the same as a typical competitive sport program where regular practice time is established and the season is divided into league play, tournaments, and play-offs. In addition, rules and regulations are set out by the league. However, unlike a typical competitive sport program the youth can enter the league at any skill level because the primary focus of PAL is on promoting physical activity, personal and social development, and leadership (Boys and Girls Clubs of Canada, 2012c). While competition is a part of the PAL program, the overall emphasis is on social recreation. As the program director for the Boys and Girls Club stated: "the emphasis still remains on giving the kids social skills and community skills" (J. DeFazio, personal communication October 8, 2010). In addition, the coaches are carefully selected and these coaches, along with the referees, are trained to emphasize respect, responsibility, effort, and personal improvement. In other words, the coaches and referees aim to create a mastery learning climate which self-improvement and effort are encouraged (Eccles, Wigfield, & Schiefele, 1998; Petitpas et al., 2005). This philosophy is consistent with a proactive PYD approach (Fry & Newton, 2003; Larson, 2000; Petitpas et al., 2005).

Based on past reviews, the Boys and Girls Club as a whole, provides a nurturing environment and allows for the acquisition of positive behaviours and the development of competence and self-esteem (Carruthers & Busser, 2000; Davison, 2000). However, as mentioned above, there is a lack of formal research examining the perceptions of youth participation in community-based programs such as PAL and many studies within this field have looked to understand the program impact from the eyes' of the adult leaders and coordinators (Larson, Eccles, & Gootman, 2004; Roth, Brooks-Gunn, Murray, & Foster, 1998). Therefore, the purpose of this study was to gain an understanding of the experiences in the PAL program through the perspectives of the youth using a mixed-methods approach.

METHODS

Participants

One hundred and eight youth (84 males, 24 females) between the ages of 11 and 18 ($M=14.63$; $SD=2.28$) participated in one or more of the following sports within the PAL: soccer, ball hockey, and basketball. Each participant was a member of one of the six Boys and Girls clubhouses located in a city in Eastern Ontario, Canada. The length of involvement in the Boys and Girls Club and PAL ranged from 1-11 years and the youth reported participating

in at least one, but up to three sport leagues any given year. The Boys and Girls Club held these different leagues of PAL over the course of each year, where participants played soccer in the fall, ball hockey in the winter, and/or basketball in the spring. Participants took part in PAL twice a week: once for a practice at his/her 'home' clubhouse and once at a central clubhouse where teams competed in league and playoff games against one of the other five clubhouse teams. Each PAL sport season lasted 10 weeks, where eight weeks were dedicated to regular season play and two weeks were for play-off games. On average, each game and practice lasted 50 minutes, with a five minute warm-up.

Procedure & Measurement

A mixed-methods approach was used to conduct this research. First, the youth participants completed one questionnaire during the final game of each of the three sport program sessions (fall, winter, and spring). In addition, qualitative semi-structured interviews were conducted with the youth as they would allow for the youth to share a more in-depth perception of their experiences (Fontana & Frey, 2000). These interviews were conducted during the last three games of the spring session when all three of the PAL sessions were over and the program had concluded until the following fall. All participants were interviewed at the clubhouse in which the PAL program was run, either before or after their scheduled game time.

The Youth Experiences Survey (YES) 2.0.

The YES 2.0 is a self-report questionnaire that aims to examine youth experiences in different activities, clubs, and organizations as it relates to PYD outcomes (Hansen & Larson, 2005). More specifically, the YES 2.0 focuses on examining various domains of socio-emotional development that involves the processes wherein youth are "active and conscious agents of their own development" (Larson, Hansen, & Monet, 2006, p. 851). Psychometric testing with 1822 youth indicated that the YES 2.0 is a valid and reliable instrument with Cronbach's alpha ranging from 0.75 to 0.94 for the different subscales. Although the YES 2.0 has 17 subscales and a total of 70 items (Hansen & Larson, 2005), only the subscales relevant to the objectives of PAL were used in this study. Participants responded to 36 items (11 subscales) using four response items (4: Yes, definitely; 3: Quite A Bit; 2: A little; 1: Not at all). The subscales included were: identity exploration, identity reflection, goal setting, effort, problem solving, time management, emotional regulation, athletic skills, diverse peer relationships, prosocial norms, and linkages to community. Cronbach's alpha indicated that all of the subscales were reliable ranging from 0.72 to 0.81 with the exception of prosocial norms (0.42). It is believed the reliability of this subscale was low due to the fact that it only has two items which ask about very different aspects of prosocial norms (item 1 – I learned about helping others; item 2 – We discussed morals and values). As a result, caution should be taken when interpreting the results from this subscale. It should be noted that this method used did not test whether actual learning did occur during this activities, but whether the youth reported the experiences within PAL were related to the occurrence of the subscales. However, Larson (2000) argues that youth are active and conscious producers of their development, therefore it should be noted that such surveys are of value when understanding the developmental processes that are occurring. In addition to the 36 items, three open-ended questions were asked about the youth's experience in PAL—what they liked about the program, what they did not like about the program, and what they would want to change to make the program better.

Interviews

The semi-structured interviews were conducted with 10 of the PAL participants. The average age of those interviewed was 16.5 years. Ninety percent of the sample was male which is reflective of the general demographic of participants in the PAL leagues. As mentioned above, the purpose of these interviews was to gain a more in-depth understanding of the youth's experience participating in PAL. The researcher used purposeful sampling as it was important to talk to youth with a variety of experience in PAL. Therefore, youth were sought out who had a variety of different experiences; youth who were participating in the PAL league for the first time, youth who has participated in the program for several years, and youth who participated in the different sport leagues. As a result youth from the three different PAL leagues (Soccer, Floor Hockey, and Basketball) with various years of experience were selected. For example, four of the interviews were conducted with individuals who had been participating in PAL for a number of

years and had recently started to take on a leadership role by volunteering part-time with the Boys and Girls Club. These interviews provided insight into the perceived impact of PAL on participants' growth and development over the course of time. The interview questions focused on what participants liked and disliked about the program, their overall experience in the program, what they believed they had learned through their participation in PAL. Probes were also used to further explore areas of the participants' experiences if needed. All of the interviews were recorded using a digital audio-recorder and varied in length from 15-30 minutes. All procedures were approved by the University Research Ethics Committee.

Data Analysis

The quantitative data from the YES 2.0 was analyzed using SPSS 17.0 for Windows (SPSS Inc. Chicago, IL, USA). In particular descriptive analyses were performed (means and standard deviations). The qualitative data was analyzed using an inductive content analysis (Elo & Kyngas, 2008). This type of analysis allows important themes to emerge inductively from the responses of the participants (Elo & Kyngas, 2008). The interviews were transcribed verbatim and analyzed using an iterative four step process. First, the researcher read through the transcripts to become familiarized with the data. Second, the researcher read through the transcripts a second time and made notes in relation to any interesting and/or relevant responses made by the participant. Third, the researcher re-read the transcripts and the side notes and grouped responses into broader themes. Fourth, the broad themes were organized and relevant quotations were highlighted that supported the emergence of these themes. An independent auditor, who was a graduate student with experience in qualitative data analysis, reviewed the transcripts to examine whether the identified themes were consistent with the data collected. Small discrepancies between researchers in the analysis process were identified. In these cases the discrepancies were discussed until an agreement was reached. Identification codes were created for each quotation as a means to indicate the gender of the participant and the sport(s) the individual participated in to ensure anonymity and confidentiality (F = Female; M = Male; B = Basketball; H= Ball Hockey; S = Soccer). Additionally, numbers were assigned to the participants in the order in which they were interviewed. For example, the identification code MHB-10 would indicate that the interviewed participant was a male who participated in both ball hockey and basketball and was the tenth individual interviewed.

RESULTS

The results section is divided into two sections: the quantitative results from the YES 2.0 and the qualitative results from the semi-structured interviews.

Youth Experience Survey (YES) 2.0

The results from the YES 2.0 indicated that PAL was perceived by the youth as a program that helped them develop a variety of life skills. In particular, the subscales 'athletic skills' ($M=3.51\pm 0.86$), 'effort' ($M=3.32\pm 0.77$), 'linkages to community' ($M=3.12\pm 0.88$), 'diverse peer relationships' ($M=3.11 \pm 0.84$), and 'goal setting' ($M=3.10\pm 0.70$) all had mean scores above 3 indicating that the youth believed that the PAL program helped them to develop these skills. The remaining subscales 'identity exploration' ($M=2.92\pm 0.76$), 'identity reflection' ($M=2.71\pm 0.84$), 'problem solving' ($M=2.73\pm 0.79$), 'time management' ($M=2.86\pm 0.74$), 'emotional regulation' ($M=2.82\pm 0.76$), and 'prosocial norms' ($M=2.87\pm 0.80$) all had mean scores between 2.5 and 3.0 indicating that the youth perceived PAL as helping them develop such life skills, but not to the same extent as the subscales outlined above.

In addition to the YES 2.0 results, it was interesting to note the feedback the youth conveyed regarding the PAL program from the three open-ended questions on the questionnaire. When asked what the youth did not like about PAL very few responded with complaints. In fact, the typical response was there is nothing they did not like about the program. However, for the question "what would you change to make PAL even better?" the youth made a number of recommendations including a longer playing season, involving more regular season games, and offering a wider variety of sports. Finally, there were requests to have the referees certified due to what some participants perceived to be 'poor calls.' It was also noted during interviews that the referees were not always impartial to both teams as "sometimes they had other people on the other team that they knew from different [clubs], so they'd be a little biased" (FHB-7).

Participants' Perceived Experiences

Overall enjoyment of PAL was noted in all 10 interviews. Additionally, 100% of the participants agreed that “yes, PAL is a positive program for youth” and that the program should be continued long into the future. Five themes emerged from the participant’s perspective of the program: (1) fun, safe and accessible; (2) enables friendships to emerge; (3) opportunity to experience success; (4) catalyst for life skill development; and (5) facilitates the transference of life skills to outside domains.

Fun, safe and accessible. The perception of the environment was expressed by the youth through pure enjoyment. The pure sense of fun and enjoyment of participating in PAL was acknowledged by all 10 youth that participated in the interview process. When asked what they liked best about being in the program, eight of the participants indicated the sense of enjoyment and fun they experienced in PAL. Two participants indicated that they looked forward to the specific day of the week they had PAL. One participant highlighted: “It’s been fantastic. I’ve learned a lot, and gained a lot of experience. Overall it’s just a really fun time for me” (FHB-6). One of the volunteers and current participants of PAL recounts: “I look forward to my Thursdays...I like the fact that you can just go and play...and enjoy yourself and it’s not “crazy competitive”. You just go out there and have fun” (MHB-4). It was also indicated that the program offered a sense of competitiveness that had not been present in other recreational programs within the Boys and Girls Club. As one participant shared: “PAL was competitive and very fun! Very fun at the same time ‘cause we got to do stuff off the court and on the court” (MB-2). The overall consensus of the youth was that they recognized the league as competitive, but not as cut-throat competition that occurs for many youth that participate in sport specialization. One youth explained that “it’s just a fun league to play in—like it’s not all serious where like you lose and that’s your only chance in life, like life goes on and you still get other chances” (MSH-10). Additionally, the above quotations speak to the concept that teams were competitive with each other during the game because they all wanted to win, yet this element of cut-throat competitiveness was absent from the league as they were able to be friends with members of the other team before, during, and after the games.

Offering the PAL program in a geographic area where many families living on low incomes reside (e.g. community housing), had a great impact on the youth participants as they were consciously aware of what few positive alternatives were available to them in their community outside of the PAL program. Three youth recognized that PAL provided a safe and accessible environment where they could have fun and learn new things. One participant stated: “This isn’t the best neighbourhood, so it’s better that [we’re] behind a bench and not in the back seat of a cop car” (MH-8). A number of participants believed that if they did not participate in the PAL program, they “would probably be troubled” (MH-5). One participant felt very fortunate, and somewhat relieved that the PAL program was offered to him because it “...gives a lot of people something to do; a lot of kids that would otherwise be doing something else...kids that might not have a place to go to do things that are positive like this” (MH-9). It was evident that youth were aware that few positive alternatives were available to them in their communities. They recognized that PAL provided a safe environment that enabled them to be constructive and productive.

In addition, the youth also discussed that the lack of registration fees enabled access to participants who were not financially able to participate in recreational or competitive sports leagues offered locally through the city. Without PAL, there would be no, or very limited options for extra-curricular sport activities. An individual noted: “I can’t afford it [other competitive leagues]...and the best part about that is...I have PAL...some of these kids that come here, they don’t have the money for [outside] leagues so PAL is a very good place for kids” (FHB-6).

It was acknowledged that the structural environment of PAL benefited the youth as they had a place to come each week and participate on teams and in sports that they might not have otherwise had the chance to participate in, often due to financial barriers.

Enables friendships to emerge

Meeting new friends on both their own team and opposing teams was a pertinent theme that emerged when talking with the participants. Two participants commented that their team was like a “family” (FHB-6; MHS-9). As earlier stated, the PAL environment was not typical of a hyper-competitive sports league, where teams are often

isolated from each other and communication and interaction between teams are discouraged. In PAL, the youth from different teams travel to and from the games together. One participant indicated that “most club teams just go and play and then go home. Here when we go home, we go home altogether” (MB-2). Her tone of voice and smile that emerged on her face highlighted that this was an element of PAL that she really enjoyed. Another participant commented that “even though on the court you’re competitors, and enemies technically speaking, off the court you become friends. That’s probably the best part about it” (FHB-6). The above quotations speak to the social support that was valued within the league, as all members of the PAL league travelled to and from games together. They identified this time frame as a social time, where individuals from other clubs bonded and became friends. From the friendships that developed, a support network was created that was considered something of great importance to the youth: “...the support from my team...when they’re in the bleachers cheering me on; I’d never had anyone cheer me on like that” (MHS-10). This sense of support was very meaningful to the participants especially when such friendships extended to outside the club. One youth stated:

I got to meet a lot of new people who went to the Boys and Girls Club around the city. I’m friends with them and I’ve been friends with them for about ten years now. So my friends that I hang out with now are all ones that I played [ball] hockey with in PAL when I was younger. (MHB-4)

Establishing long-lasting friendships at PAL that have translated into other domains of participants’ lives is an element that was pertinent to participants’ social capital during current and past seasons of PAL, and even more so as they continue to grow older.

Opportunity to experience success

The youth believed that the PAL program provided opportunities for success that went beyond a competitive sport victory. One participant enjoyed the feelings associated with winning, as well as being in the program: “it makes me feel good and my teammates feel good” (MHS-1). The program provided special events such as having the championship game held at the local university gymnasium and a the charity game where the local police force plays against the PAL participants in front of a big crowd. A participant felt that through the involvement in the program he had the opportunity to feel important. This youth described how he felt when playing in the charity game: “[I] actually know what it feels like to be famous, like one of those big stars” (MHS-10). To him, it was not the result indicated by the scoreboard that dictated his success; it was the opportunity and the experience that attributed to these feelings of success. Additionally, a participant indicated that having the PAL championship game held at a major university gymnasium was “every kid’s dream” (MB-2) and that this opportunity was deemed more important than the actual championship game. Finally a participant vocalized just how much influence a program like PAL can have on an individual: “a program like this, it really does make a difference” (MH-8).

Another theme that surfaced related to experiencing success was the improvement of physical and athletic abilities. One youth indicated that participating in PAL helped him to achieve better physical fitness. “Before this, I wasn’t very active...getting into this, I’ve been a lot more active which helps me control my diabetes” (MH-8). Others stated the improvement of their athletic skills led to them making a school team: “When I made it for PAL I got better and made it for the grade seven team, and I felt really good about myself” (MHS-10). Overall there was a general consensus about the improvement of basic sport (soccer, hockey, basketball) skills.

Catalyst for life skill development

Participants discussed a number of skills they believed they developed as a result of participating in PAL. These life skills included teamwork, emotional regulation, learning how to put forth effort, set goals, and respect others. The youth vocalized that teamwork developed over the course of the season. “Before when I came here, I was shy, nervous, and didn’t really want to interact with anybody, so when I joined PAL I got a chance to know what it [to be part of a team] feels like” (MHS-10). Working together was strongly encouraged by the coaches and staff members of the PAL teams. One youth reported “I learned how to do sportsmanship, cooperate with my teammates and the opponents” (MHS-1). One of the ways the staff encouraged teamwork was through a constant rotation of players through the line-up, allowing all participants to have equal playing time and the opportunity to work together with

everyone on the team. One participant explained “[understanding] what role everyone had to take... [it is] not a one-person team; we all have our small parts” (MH-8).

Emotional regulation was also often discussed by the youth. They shared that PAL has helped them better control their temper, change their attitude about losing, and be respectful regarding rules and toward the officials. One youth stated proudly that he “learned not to talk back to the refs; that was a big thing for me” (MB-2), while another participant said: “I learned how to change my attitude!” (MHS-10). Within PAL, there is a zero-tolerance policy regarding profanity and/or disputes with the officials. This strongly enforced rule helped to limit any issues. “If [the refs] make a bad call you just have to brush it off and keep playing” (MHB-7). As this rule was strongly enforced by the coaching staff and referees, it further helped teach athletes to “...simmer down...how to lose and still be happy about it; how to not be a sore loser” (FHB-6). The coaching staff were also noted as a support for participants when controlling their emotions: “...sometimes I get stressed or frustrated or mad or anything— the staff help me” (MHS-1).

Learning and continuing to put forth a constant effort was indicated by the youth who stated that specifically at PAL, they gave an extra push both physically and mentally. This indicated a sense of determination to achieve success and personal satisfaction for giving their best effort.

The way I play I do differently in PAL. Like if I am playing in my school it is a different way than how I play at the Boys and Girls Club, like PAL league. Because the Boys and Girls Club, I don’t know, there’s just something about it that makes it seem like, that just gives you this extra push. I don’t know, there’s just a whole change of spirit, and love, and passion that you share at the Boys and Girls Club, so it just changes the way you play, like together. (MHS-10)

Another participant talked about how PAL helped him to develop goals. “It’s a great way to get more involved and being outside of the house and you have goals to work towards, like do better than your team did last year, get more points...”(MH-8). This was a general consensus for three of the youth participants across all three sport leagues within PAL. Both team-oriented and individual goals were identified as being explicitly set over the course of the seasons.

The concept of respect was also very pertinent for participants when interacting with referees, coaches, teammates, and opponents. As mentioned above under emotion regulation, the youth learned how to respect “the calls the refs make” (MHB-7). Additionally, the youth talked about respecting their peers. One youth vocalized the importance of “respecting the other kids” (MHS-1) in the program regardless of their individual differences, such as age or sex and “just let them play” (FHB-6).

Transference of skills

Some of the youth participants stated that the life skills (e.g., developing relationships, teamwork, respecting others, and managing emotions) they felt they developed and/or improved in PAL were helpful in other domains of their lives. One youth shared “I’ve also become a bit more sociable from it (the program)...it’s helped at school” (MH-8). An individual who had a reputation at his school for being involved in disputes with others in physical education class said “this league has affected me in a good way because now that I’m in other leagues, I have learned more about getting along with other people that I don’t know and controlling my temper” (MB-2). Another participant also reported that he has been able to transfer elements of emotional regulation, controlling his temper and dealing with frustration, into the school environment.

[People at school] make me feel bad (about losing) and it’s not really a big deal. I just ignore them or be like ‘no we didn’t’. I try not to argue with them and be like ‘actually, yeah, we did lose’ ...and just accept it (MHS-10).

Further, participants discussed that they have learned how to respect others and attribute this growth to their experiences with PAL. One youth reported he “learned how to respect people, not just here but outside the club” (MHB-7). This speaks to the element of respect that was discussed in the previous section. From this quotation it is evident that the concept of respect has been transferred into other domains of the participants’ lives.

As explained earlier, a number of the interviews were conducted with long-standing participants of the program and four of these individuals have now attained a volunteer position at the Boys and Girls Club because of their personal growth throughout the program. One individual noted that the skills he learned through PAL helped him achieve the volunteer position at the club. "I found that the leadership role [I was given in PAL] was like a middle man for me getting my job [volunteer position] here...shows that you're ready to move on and take other spots as a leader" (MHB-4). A current participant and staff of PAL program said: "I've gained a lot of leadership skills... just being able to pass on [as a volunteer]...and have the opportunity to teach someone, you feel so much better. It's a feeling I can't even describe" (FHB-6).

DISCUSSION

The purpose of this study was to understand the experiences and perceived impact of the PAL program. Results of this study indicated that the youth believed the PAL program provided a positive environment for them to be active in an enjoyable and safe environment and to also develop and transfer life skills. The quantitative results indicated that the youth perceived the PAL program as helping them learn how to put forth effort, set goals, develop relationships with diverse peers, and develop a sense of belonging in their community, in addition to being able to improve their athletic skills. More specifically, the quantitative findings were supported by the qualitative results. In particular the youth believe that PAL provides an opportunity to develop relationships with peers, put forth effort and as a result experience success, and develop in positive ways such as enhancing their athletic skills, goal setting abilities, as well as how to work as a team, respect others and manage their emotions.

Petitpas and colleagues' (2005) framework for planning youth sport programs that foster psychosocial development highlights that positive psychosocial growth is most likely to occur when youth are engaged in an intrinsically motivating activity that is voluntary, has clear rules, provides a welcoming environment where youth can feel a sense of belonging, has supportive coaches that are willing to challenge the youth to reach their potential, and provides opportunities to develop and transfer life skills. Based on the results of this study it appears that the PAL program is one youth program that may be fostering the development of youth. PAL is a program in which Boys and Girls Club members can voluntarily join and based on the interviews with the youth they appear to enjoy the program. Such theme related to the sense of enjoyment was unique in that it created a foundation as providing a safe environment that is accessible allowed for the remaining themes to emerge once the predominant objective of the program was achieved.

In addition, although PAL runs like a typical community sports program in that it is a competitive league with a clear rule structure, the overall environment appears to create a mastery climate, which research has shown results in more positive outcomes (Eccles et al., 1998; Smith, Smoll, & Cumming, 2009; Smoll, Smith, & Cumming, 2007). Eccles and colleagues (1998) emphasized the importance of not only striving to create, but also maintaining, a mastery learning environment for youth. The PAL program has succeeded in creating such an environment as the youth described PAL as a fun and supportive atmosphere where they were more likely to try harder, set goals and persevere than in other domains of their life. Both the quantitative and qualitative data illustrates that the participants learned how to put forth effort and to improve their athletic skills. The qualitative results also speak to the youths' opportunities to experience success in very different ways than simply winning. Particularly, the youth mentioned achieving better physical fitness and athletic skills over the course of the season, regardless of the final outcome at the end of each game and the season. This notion is in line with the literature as Roth and colleagues (1998) discussed how the environment of a recreation program is critical to the perceived success of the program by its participants.

Furthermore, in line with Petitpas et al.'s (2005) assertion that youth should be surrounded by caring adult mentors within a program, in this study the participants talked a lot about the positive influence of their coaches. The youth shared that the coaches provided everyone with equal playing time and emphasized teamwork. The youth also explained how the coaches helped them to learn how to regulate their emotions and to respect the other players and the referees. From this research, it is evident that if community organizations take the time to ensure their leaders and coaches are aware of the importance of the elements discussed above, such as fair play and managing emotions, the programs can have a positive impact on youth participants.

Finally, researchers assert that sport-based programs need to incorporate opportunities for youth to develop and transfer life skills (Lee & Martinek, 2013; Petitpas et al., 2005). As discussed above the youth reported learning a number of life skills due to their participation in PAL (e.g., goal setting, teamwork, respect, emotion regulation). However, one of the most predominant reported experiences shared by the youth was how they had transferred such skills into other domains of their life such as school and work. For example, the youth discussed that they were better able to meet new friends in school, manage their emotions more effectively at school and transfer the leadership skills they had developed into their current place of employment.

It is also critical to acknowledge the importance of providing opportunities like PAL for at-risk youth. Youth from families living on low incomes are at higher risk for poor developmental outcomes (Wilson, Williams, Evans, Mixon, & Rheaume, 2005). A number of the youth recognized that this program played a big role in providing, not only an alternative that kept them out of trouble, but a positive opportunity to develop essential skills for adulthood. Pittman and Fleming (1991) speak to this issue by emphasizing that simply preventing high risk behaviors is not the same as positively preparing youth for the future. Being problem-free does not necessarily mean youth are adequately prepared. "There must be equal commitment to helping young people understand life's challenges and responsibilities and to developing the necessary skills to succeed as adults" (Pittman & Fleming, 1991, 21-22).

One interesting discrepancy was noted between the quantitative and qualitative results. Within the interviews the youth discussed how PAL helped to manage emotions, particularly anger and frustration, while on the YES 2.0 the mean score of emotional regulation was 2.82. One explanation for this discrepancy may be related to the types of emotions the youth learned how to regulate. The emotional regulation subscale on the YES 2.0 is made up of four questions. The first and fourth question asked about learning to control their temper and learning how emotions can impact their performance. For these two items 70% of participants scored a 3 or 4. On the other hand, the second and third items asked about managing anxiety and stress. Less than 55% scored a 3 or 4. Therefore, it appears that the PAL program is perceived by the youth as helping to regulate their emotions such as anger and frustration, emotions often characteristic in competitive sport compared to anxiety and stress. Moreover, given that the youth described PAL as a positive and fun environment it is likely that they did not experience much stress and anxiety and therefore did not have the opportunity to learn how to regulate such emotions.

Although the results of this study indicate that the youth involved in PAL perceived the program as a positive experience that enabled them to develop a variety of life skills it is important to recognize the limitations of this research. This study did not measure changes in life skill development over time and also relied on self-report. It is recommended that future research employ a longitudinal design and use more objective measures of positive youth development to examine the impact of programs such as PAL. Furthermore, the majority of the individuals interviewed were older youth. Although the older youth, because of their developmental level and veteran-status in PAL, may have a greater ability to reflect on their experiences, this approach limits the generalizability of the results to younger youth. Additionally, the sample of interviewees was predominately male. However, it should be noted that the majority of PAL participants were also male. Nevertheless it would be beneficial to attain feedback from a greater number of female participants in the future. Lastly, the length of some of the interviews can be considered short, lasting only 15 minutes, yet this occurred with two of the younger PAL participants, yet as Smith and Osborn (2008) stated considerably long and intense semi-structured interviews are not always advisable with young children.

As stated earlier, the overall emphasis of PAL is social recreation with the goal of enhancing development. According to the results, PAL is meeting this objective and also doing so by being barrier-free for youth from families living on low incomes. Many of the youth stated that without PAL they would not have the opportunity to participate in a sport program. As a result, it is recommended that community sport and recreation organizations recognize the value of incorporating a philosophy similar to PAL, as using sport as a tool for enhancing social development can have a positive impact on the development of youth. However, there is always room for improvement and it is suggested that researchers and practitioners work together to identify both the strengths and areas of development for the various sport and recreation programs in which they are involved. Once strengths and areas of improvement are identified, specific strategies can be implemented to further enhance the development of the youth participants. This study showed that the PAL program is helping youth set goals, learn how to put forth effort, regulate their emotions,

and develop stronger relationships with peers and their community. Nevertheless, future work is needed to better understand the role (and impact) of coaches and instructors in teaching life skill development and transference.

CONCLUSION

This research provides insight into the youth's experiences and perceived impact of the PAL program offered through the Boys and Girls Club located in Eastern Ontario, Canada. It was evident that the youth participants perceive PAL as a positive context and a program that enhances their personal and athletic development. More specifically, it appears that providing an environment that was fun, safe and accessible enabled participants to develop friendships, to experience success, to develop life skills, and to transfer these skills into other domains, particularly the school environment. However, it is important to note that this positive and supportive environment is strongly influenced by the coaches and staff members that facilitate the PAL program. In sum, this research contributes to the growing body of knowledge on PYD and it is recommended that the Boys and Girls Club continue to offer programs like the PAL program so that youth can build a stronger foundation that will help them to succeed in their future endeavours.

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