

## **THE COMPARISON BETWEEN THE LIFE SATISFACTION LEVELS OF BASKETBALL COACHES IN TERMS OF THEIR CLASSES**

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### **ABSTRACT**

The aim of the study is to compare the life satisfaction levels of basketball coaches in terms of their seniorities in basketball. The target population of the study was created by coaches working as Class A, B, C, D and E while the sample of the study was selected by 176 coaches who voluntarily agreed to participate in the study. The Life Satisfaction Questionnaire was used as a data collection tool. Portable IBM SPSS Statistics v20 software package was used in terms of analysis of data obtained. "The Kolmogorov-Smirnov Test" was applied in order to decide whether data has normal distribution and "ANOVA-Homogeneity of variance" was applied to test the homogeneity of variances and it is observed that data is homogeneous and has a normal distribution. After the earlier analysis, it was decided to use parametric test methods for statistical analysis. The descriptive statistics and one-way variance analysis were applied in data analysis. As a result of the study, it was found that the life satisfaction level of Class D coaches is higher than life satisfaction levels of Class A, B and C coaches.

**Keywords:** Basketball, Coach, Life Satisfaction, Class.

### **INTRODUCTION**

The concept of "life satisfaction" which was introduced by Neugarten has guided number of researchers afterwards. In order to describe life satisfaction, it would be appropriate first to explain concept of "satisfaction". Satisfaction is fulfillment of expectations, requirements, wishes and requests. Then, "life satisfaction" is status or outcome that arise as a result of comparison of expectations (what is desired) and belonging (what is on hand) of an individual (Şahin, 2008).

It is observed that internal/personal variables such as a person's control over his/her life and choice of freedom perceived regarding approaching issues are correlated with happiness.

Happiness in this sense is correlated more with life satisfaction concept which covers assessment of life in terms of cognitive aspect. It can be observed with number of studies that personality characteristics integrate with cognitive factors such as focus of control, sufficiency belief, and coping strategies. It was reported that individuals with high level of subjective well-being believe that they have full control over their lives (Myers, D. G&Diener, 1995).

According to Ehrhardt, Saris and Veenhoven, life satisfaction, as a subjective cognition status, is different from satisfaction types concerning certain life domains such as job or marriage satisfaction; as a whole, it is assessment of life at his moment or satisfaction toward life. Additionally, a person can consider either his/her past, current or future life during assessment his/her life. However, whereas assessment of satisfaction with the past life remains relatively fixed, it would be the most appropriate to consider the level of life satisfaction is determined on the basis of satisfaction with the current life because the assessment of the satisfaction with the future life could change over the time (Sahranç, 2007).

As a mental status, life satisfaction refers degree of positivity reached as a result of a person's holistic evaluation of his/her own life quality. This satisfaction degree which can also be referred as life satisfaction and includes gratification represents the level of gratitude of a person about his/her current ongoing life (Veenhoven,1996).

It was observed that factors such as having a meaningful life, enjoying life, and having excessive laborious activities in life are correlated with life satisfaction (Peterson,Park, & Seligman, 2005).

The aim of the study is to compare the life satisfaction levels of basketball coaches in terms of their seniorities in basketball.

## **METHOD**

### **Target Population and Sample**

The target population of the study was created by coaches working as Class A, B, C, D and E while the sample of the study was selected by totally 176 coaches who voluntarily agreed to participate in the study; 54 of them were from Class A, 48 of them were from Class B, 40 of them were from Class C, 14 of them were from Class D and 20 of them were from Class E.

### **Data Collection Tool**

#### **Life Satisfaction Scale (LSS)**

This is the scale consisted of 5 items and developed by Diener, Emman, Lorse and Giffin (Diener, Emmons, Larsen & Griffin, 1985) and which is evaluated based on 7-point Likert scale

to measure subjective status of well-being. Internal consistency coefficients of the Life Satisfaction Scale range between .80 and .89. Factor analysis results reveal that the scale is consisted of single factor assessing the satisfaction level as a whole of his/her life. It was reported that the correlation between the scale and other scales which measure subjective well-being status and life satisfaction are ranging between .35 and .82 The scale was adapted into Turkish by Aysan, The relevant reliability coefficient was estimated at .85 (Aysan, 2001).

### **Data Analysis**

In the analysis process of the collected data, the SPSS 20 package software was employed. Whereas “Kolmogorov-Smirnov” test was conducted to determine whether collected data exhibit normal distribution, the homogeneity of data was analyzed by means of the "Anova-Homogeneity of variances” test. Then, it was determined that collected data has homogeneity and normal distribution. Afterwards of the initial analysis, parametric test method was considered as an appropriate method for statistical analysis of data. In this process, descriptive statistic and One Way Anova analyses were conducted.

### **Findings**

**Table 1. The Findings of Descriptive Analysis**

Seniorities	N	Mean	Std. Deviation
A	54	22,9630	7,69455
B	48	22,3333	4,93935
C	40	23,3000	5,23401
D	14	23,5714	4,89449
E	20	21,9000	5,73906

According to the result of descriptive statistical analysis, it was determined that the life satisfaction level of Class D coaches is higher than life satisfaction levels of other basketball referees within the scope of the study.

**Table 2. One-Way Analysis of Variance**

	Sum of Squares	df	MeanSquare	F	Sig.
BetweenGroups	46,415	4	11,604	,315	,867
WithinGroups	6290,221	171	36,785		

According to one-way analysis of variance, no statistically significant difference was found between life satisfaction scores of basketball referee in terms of Class variable.

**Table 3. The Results of Tukey’s Test.**

CLASS		MeanDifference (I-J)	Std. Error	Sig.
A	B	,62963	1,20314	,985
	C	-,33704	1,26524	,999
	D	-,60847	1,81898	,997
	E	1,06296	1,58759	,963
B	A	-,62963	1,20314	,985
	C	-,96667	1,29845	,946
	D	-1,23810	1,84224	,962
	E	,43333	1,61419	,999
C	A	,33704	1,26524	,999
	B	,96667	1,29845	,946
	D	-,27143	1,88338	1,000
	E	1,40000	1,66098	,917
D	A	,60847	1,81898	,997
	B	1,23810	1,84224	,962
	C	,27143	1,88338	1,000
	E	1,67143	2,11347	,933
E	A	-1,06296	1,58759	,963
	B	-,43333	1,61419	,999
	C	-1,40000	1,66098	,917
	D	-1,67143	2,11347	,933

In Table 3, the life satisfaction scores of basketball referees were compared with respect to Class variable. In this comparison, statistically insignificant differences were found at all levels between variables.

**DISCUSSION AND CONCLUSION**

According to the results of the descriptive statistical analysis, it was found that the life satisfaction level of Class D coaches is higher than life satisfaction levels of Class A, B and C coaches. However, no statistically significant differences were found when one-way analysis of

variance was performed. As a result of the comparison of Classes with each other, no statistically significant difference was found between all levels. Based on these data, it can be interpreted that Class D coaches are happy people who are more satisfied with their lives. A study on life satisfaction reveals that variables such as gender, race and the level of income has a little impact on individual's life satisfaction and happiness, but it was reported that relations between people and culture have more impact on life satisfaction (Myers and Diener, 1995). The studies that were carried out discuss that culture, self-esteem (Cheng and Furhham, 2003), manageability, significant feelings about themselves and their environment have positive impact on life satisfaction (Compton, 2000). As a result of literature study, different studies which were carried out in terms of life satisfaction levels of basketball coaches were compared. Baştuğ (2009) found that there is a positive correlation between emphatic skills and life satisfaction of volleyball coaches. Afyon and Işıkdemir (2013) found a negative correlation between communication skills and life satisfaction levels of football coaches. Kelecek et al. (2015) reveal that there is a positive correlation between consistent and obsessive passion levels and life satisfaction levels of fitness leaders.

Küçük and Tazegül (2016) discuss that there is no statistically significant difference between the level of income and life satisfaction level of basketball coaches. Menevşe et al. (2016) indicate that the life satisfaction level of basketball coaches, who can earn monthly income more than 2600 TL, is higher than basketball coaches who can earn monthly income between 1600-2500 TL or 500-1500 TL. Menevşe et al. (2016) also highlight that the most important factor in high levels of life satisfaction of basketball coaches, who can earn monthly income more than 2600 TL, is resulted from excess income.

As a result, it was determined that the life satisfaction level of Class D coaches is higher than life satisfaction levels of other basketball referees within the scope of the study. According to literature search which was carried out, the life satisfaction levels of coaches in different sport braches were compared. However, a study which aims to compare the life satisfaction levels of basketball coaches in terms of their Classes was not found. Therefore, this study will provide a major contribution to the literature and it is expected that this study also will set an example for the studies to be conducted thereafter.

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