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EXAMINATION OF THE EXPECTATIONS OF ATHLETES WHO PLAY FOOTBALL IN HIGH SCHOOLS 14-17 AGE GROUP AGAINST SPORTS AND THE LEVELS OF ENVIRONMENTAL FACTORS AFFECTING ATHLETES ACCORDING TO SOME VARIABLES

14-17 YAŞ GRUBUNDA LİSELERDE FUTBOL OYNAYAN SPORCULARIN SPORA KARŞI SPORCU BEKLENTİLERİ VE ÇEVRESEL FAKTÖRLERİN BAZI DEĞİŞKENLERE GÖRE SPORCUYU ETKİLEME DÜZEYLERİNİN İNCELENMESİ

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ÖZ

Amaç: Bu çalışma 14-17 yaş grubunda farklı lise türlerinde öğrenim gören, lisanslı olarak futbol branşın da faaliyet gösteren sporcuların yaş, cinsiyet ve öğrenim gördüğü okul türü bakımından, öğrencilerin futbol dalına yönelik sporcu beklentileri ve çevresel faktörlerin sporcuyu etkileme düzeyini belirlemek amacıyla yapılmıştır.

Yöntem: Araştırmaya, 2018-2019 eğitim öğretim yılında Isparta ve Burdur illerinde ortaöğretim kurumlarında öğrenim gören, 14-17 yaş grubundaki lisanslı futbol oynayan 196 sporcu katılmıştır. Araştırmada, veri toplama aracı olarak anket kullanılmıştır. Araştırmaya katılan futbolcu öğrencilerin demografik bilgilerinin frekans (f) ve yüzde (%) dağılımları belirlenmiştir. Sporcuların demografik bilgileri ile sporcu beklenti düzeyleri ve sporcuyu etkileyen çevresel faktörlerin düzeyleri analizinde, T testi kullanılmış olup, analizlerde anlamlılık düzeyi 0,05 olarak kabul edilmiştir.

Bulgular: Araştırma sonucunda, futbol branşında ki sporcuların cinsiyet değişkenine göre, branşa yönelik sporcu beklentileri düzeyi ve çevresel faktörlerin sporcuyu etkileme düzeyleri arasında anlamlı bir farklılığın olmadığı bulunmuştur ($p>0,05$). Öğrenim gördüğü kurum türü değişkenine göre, branşa yönelik sporcu beklentileri düzeyi ve çevresel faktörlerin sporcuyu etkileme düzeyleri arasında anlamlı bir farklılık olduğu saptanmıştır ($p<0,05$). Çevresel faktörlerin sporcuyu etkileme düzeyi arasında orta düzeyde pozitif yönde bir ilişki vardır ($r=0,416$; $p>0,05$).

Sonuç ve Öneri: Sporcuların beklenti düzeyleri ile çevresel faktörlerden etkilenme düzeyleri arasındaki ilişkinin, sporcunun yaşadığı çevreden etkilenmesi ile beklentilerine yön vermesinden kaynaklandığı söylenebilir.

Anahtar Kelimeler: Lise eğitimi, Futbolcu, Beklenti, Çevresel Faktörler.

ABSTRACT

Objective: In this study, it is aimed to determine the expectations of athletes and environmental factors for the football branch of students according to age, gender and school type of athletes who study in different high school types in 14-17 age group and who operate in football branch as licensed.

Method: The study included 196 athletes in the field of licensed football in Isparta and Burdur province 14-17 years of age, who were educated in high schools in the 2018-2019 academic year. The survey was used as data collection tool. The frequency (F) and percent (%) distributions of the demographic information of the students who participated in the study

were determined. T test analysis was used with demographic information of athletes and expectations of athletes and environmental factors affecting athletes. Significance level is accepted as 0.05 in analysis.

Findings: As a result of the study, it is found that there is no significant difference between the athletes' expectations for sport and the environmental factors influencing sport in the football field according to gender variables ($p>0.05$). It is found that there is a significant difference between the level of expectations of athletes and the levels of environmental factors influencing athletes in football branch according to the type of institution where the athletes were educated ($p<0.05$). There is a moderate positive correlation between the expectations of athletes and the level of environmental factors influencing the athlete ($R=0,416$; $p>0,05$).

Conclusions and Recommendations: It can be said that the relationship between the expectation levels of athletes and the levels of being influenced by environmental factors stems from the fact that the athlete is influenced by the environment in which he lives and directs to his expectations.

Keywords: High School Education, football player, expectation, environmental factors.

1. INTRODUCTION

Since the beginning of human history, as a result of living together, the formal organizational structures of the schools are established against the spontaneous social structures, in line with the targeted aims (Buluç, 1996). Sport has found its own value from country to country, from period to period, and it has been shaped depending on the social texture of the societies and the attitudes of the political rulers. The main purpose of sports activities is to contribute to mental, psychological, social, physical and cultural development of people and to create a healthier generation in a society (Grand National Assembly of Turkey commission report, 2005). Football is popular in almost all countries in our age and it comes out as the game of this period in terms of both watching and playing. Even the lowest level of football competitions between countries is the sports branch that attracts the most attention in terms of the number of spectators. Worldwide amateur and professional football competitions around the world have literally become a sector (Eker et.al., 2003). Considering that we have students who are active in the football branch in our schools, the determination of the satisfaction levels and expectations of the players in this branch will contribute not only to football but also the athletes of this field. It was determined that there are 77 football clubs in Isparta and 44 football clubs in Burdur (Turkey Football Federation, 2019). In 2018-2019, 13 school teams in Isparta and 4 school teams in Burdur actively participated in football competitions (Isparta and Burdur GSM). Increasing interest in both cities is important in terms of determining the expectations and satisfaction levels of individuals engaged in this sport. In this respect, football was chosen as the sport of this study.

Expectation: "The meaning of dictionary is what is expected to happen and realized to be at the end of a phenomenon" (Püsküllüoğlu 2004). We cannot think of expectation and attitude separately. The positive attitudes and behaviours of people in their communication with other individuals will cause them to develop in a positive direction in their expectations (Aytekin 2008). The concept of satisfaction includes the meaning of gratified, joy and rejoice (Turkish Language Society 2005). Beliefs, gender, education level, age, economic status and nationality of people are the factors that cause differences in satisfaction levels (Erdal 2015). In this respect, it is expected that all sports branches will have different expectations and satisfaction. The perception of satisfaction within the concept of sports is a result of meeting the expectations of athletes at the desired level (Coşkuner 2013). It is important to determine the expectations and satisfaction of the athletes in this field. Determining whether this expectation and satisfaction level is positive or negative may constitute a prediction in the attitudes of the institutions to athletes.

Since individuals in a society have the competence to develop positive thoughts and prevent negative thoughts in their communication, it is important to direct the emerging feelings and thoughts to the individuals around them. It can be observed that the satisfaction levels of the sports branch will also improve in a positive way when the expectations of the athletes are met. It can be said that sport activities have great importance in terms of body development and education as well as mental and psychological health (Yergin 2002). Sport, as one of the determinants of both the welfare and cultural levels of the countries, makes us feel its increasing importance in our social and cultural life in this period (İmamoğlu, 1992). It can be said that sport activities have a significant social impact on the formation of healthy societies, positive contribution of people to their lives and development, modernization, integrity and recognition of people acting with social institutions (Yetim, 2000). It can be said that sport contributes to the physiological, psychological and emotional development of individuals in a social and personal way. The main objective of physical education and sport, which is of great importance in all levels of education, is to help individuals increase their motion while providing education through physical activities. At the same time, the aim of sport is to contribute to maximize the mental, social, emotional and physical

development of individuals (Pate, Corbin ve Pangrazi, 1998). As a result, we can say that sports activities contribute to the development of individuals in many aspects of their educational, psychological and physical development. It is evident that sports activities have an impact not only for the athletes but also for their family, school and social environment,

Determining the level of impact of athletes in the 14-17 age group, athletes' expectations and environmental factors will provide a source for education of both current and future generations. On the other hand, it will also contribute positively to the communication of all institutions and trainers with the athletes in the football field.

2. MATERIALS AND METHODS

2.1. Sample Group

The sample group of this research is licensed athletes between the ages of 14-17 in Isparta and Burdur. The sample of the study consisted of 196 footballers; 160 men and 36 women.

2.2. Working Pattern

Descriptive scanning model was used as data collection model. The aim of the study is to identify, classify and record the cases and the relationships between them (Büyüköztürk et.al.. 2014).

2.3. Measuring Tool

Following the literature review as a measurement tool, a 20-question questionnaire which was developed by Coşkuner and Friends in 2013 was applied. It consists of sub-dimensions of expectations and environmental factors affecting athletes. By adding, one question to expectation questions, four questions to satisfaction questions and 3 questions to demographic questions, the total number has been 28. In the implementation phase, the questionnaire was given to athletes participating in the research in a mixed way and the separation process was made during the evaluation phase. In terms of degree of participation in survey questions; Likert style was used as "I strongly agree, agree, neither agree nor disagree, disagree, strongly disagree". The ranges of values are positive to negative; the range of 5.00-4.21 is rated as "Strongly agree", 4.20-3.41 range is "Agree", 3.40-2.61 range is "Neither agree nor disagree", 2.60-1.81 range is "Disagree" and 1.80-1.00 range is "Strongly disagree".

2.4. Data Analysis

The data obtained at the end of the research were processed into SPSS 22.0 program. In this research, frequency and percentage values of personal characteristics were analyzed. Independent t test was used to determine the relationship between gender and athletic expectations of the individuals and the level of environmental factors affecting the athlete and One-way Anova t test was used to investigate the age and demographic characteristics of educational institutions and expectations of athletes and the level of environmental factors affecting the them. Correlation test was applied to determine the relationship between athletes' expectations and the level of environmental factors affecting athletes. Discussion and conclusions were drawn in accordance with the data obtained.

3. RESULTS

Table 1: Personal and Descriptive Information of Athletes

	Groups	N
Gender	Male	160
	Female	36
Age	14	11
	15	52
	16	66
	17	67
The school which you are studying at	Science and Social Sciences High School	12
	Anatolian High School	79
	Vocational High School	105

According to Table 1, a total of 196 athletes, 160 males and 36 females, participated in the study. According to the age variable, there are 11 athletes at the age of 14, 52 athletes at the age of 15, 66 athletes at the age of 16, 67 athletes at the age of 17. According to the type of school, there are 12 athletes from Science and Social Sciences High Schools, 79 athletes from Anatolian High Schools and 105 athletes from Vocational High Schools.

Table 2: According to the Gender of Athletes, the t-Test Result of the Relationship between the Level of Expectations of Athletes and the Level of Environmental Factors Affecting the Athletes.

	Group	N	Avrg.	S	t	df	p
Expectations Level of Athletes	Female	36	22,222±	,813	0,319	194	0,75
	Male	160	22,575±	,491			
Level of Environmental Factors Affecting Athlete	Female	36	33,472±	1,400	0,121	194	0,90
	Male	160	33,656±	,651			

*p<0,05

According to gender variable, it is found that according to the gender variation there is no significant difference between the research group consisting of athletes in the football branch and the level of sportsman expectations for the branch. (t0,05,194; 0,319; p>,05). It is found that according to the gender variation, there is no significant difference between the research group consisting of athletes in the football branch and the level of environmental factors affecting the athletes (t0,05,194; 0,121; p>,05). According to the data, the level of athletic expectations of women ($\bar{X} = 22,222$) is similar to that of men ($\bar{X} = 22,575$). It is found that the level of environmental factors affecting women ($\bar{X} = 33,472$) is similar to that of men, ($\bar{X}=33,656$).

Table 3: t-Test Result of The Relationship between Athletes Expectation Levels, according to the Age, and Environmental Factors Influencing Athletes.

	Group	N	Avrg.	S	df	F	p
Expectations Level of Athletes	14	11	24,454±	1,603	3	0,916	0,43
	15	52	22,192±	1,012			
	16	67	21,848 ±	0,672			
	17	66	23,089 ±	0,661			
Level of Environmental Factors Affecting Athlete	14	11	32,636±	2,820	3	0,569	0,64
	15	52	32,885±	1,336			
	16	67	34,667±	0,810			
	17	66	33,328±	1,032			

*p<0,05

According to gender variable, it is found that according to the gender variation there is no significant difference between the research group consisting of athletes in the football branch and the level of sportsman expectations for the branch. (F3,196; 0.916; p> 0.05). It is found that according to the gender variation, there is no significant difference between the research group consisting of athletes in the football branch and the level of environmental factors affecting the athletes (F3,196; 0.569; p> 0.05). According to the data, 14-year-old athletes ($\bar{X} = 24,454$), 15-year-old athletes ($\bar{X} = 22,192$), 16-year-old athletes ($\bar{X} = 21,848$) and 17-year-old athletes ($\bar{X} = 23,089$) have similar levels of athlete expectations. The level of environmental factors affecting athletes of 14-year-olds ($\bar{X} = 32,636$), 15-year-olds ($\bar{X} = 32,885$), 16-year-olds ($\bar{X} = 34,667$) and 17-year-olds ($\bar{X} = 33,328$) are similar.

Table 4: The t-result of The Relationship between Athlete Expectations Level and the level of Environmental Factors Influencing Athletes According to the Type of Institution where Athletes study.

	Group	N	Average	S	df	F	P
Expectations Level of Athletes	Science and Social Sciences High School	12	20,083±	1,357	2	4,658	0.01
	Anatolian High School	79	24,000±	0,556			
	Vocational High School	105	21,667±	0,642			
Level of Environmental Factors Affecting Athlete	Science and Social Sciences High School	12	33,917±	2,5150	2	4,032	0,01
	Anatolian High School	79	31,646±	,8750			
	Vocational High School	105	35,076±	,81100			

*p<0,05

It is found that there is a significant difference between the level of athletes' expectations for the branch according to the type of institution in which the athletes in the football branch constituting the research group (F2,196; 4,658; p <0.05). According to the type of institution in which the athletes in the football branch of the research group study, there is a significant difference between the level of environmental factors affecting the athlete (F2,196; 4,032; p <0,05). Based on the data, it is found that the average of the athletes' expectations levels is in Anatolian High Schools ($\bar{X} = 24.000$) and Vocational High Schools ($\bar{X} = 21,667$) in Science and Social Sciences High Schools ($\bar{X} = 20,083$). According to the level of environmental factors affecting athletes, the average of Science and Social Sciences High Schools ($\bar{X} =$

33.917) is found in Anatolian High Schools ($\bar{X} = 31,646$) Vocational High Schools ($\bar{X} = 35,076$). According to these findings, it can be said that athletes' expectations levels and athletes' environmental factors affect athletes according to the different institution where athletes are educated.

Table 5: The Relationship between Athlete Expectations Level and Environmental Factors Influencing of Athletes.

		Expectations Level of Athletes	Level of Environmental Factors Affecting Athlete
Expectations Level of Athletes	Pearson Correlation	1	,416**
	Sig. (2-tailed)		,000
	N	196	196
Level of Environmental Factors Affecting Athlete	Pearson Correlation	,416**	1
	Sig. (2-tailed)	,000	
	N	196	196

There is a moderate positive relationship between the level of athletes' expectations in the study group and the level of environmental factors affecting the athletes ($r = 0.416$; $p > 0.05$).

4. DISCUSSION-CONCLUSION

In this research, the relationship between athletes' expectations and environmental factors' effect on athletes according to age, gender and the type of institution they study is examined. It is found that there is no significant difference between the level of athletes' expectations and environmental factors affecting the athletes according to the gender difference of the athletes.

It is found that there is no significant difference between the level of athletes' expectations and environmental factors affecting athletes according to the age variation of athletes. According to Var (2015), in the study of the Attitudes and Expectations of Secondary School Students in Terms of Various Variables, it is concluded that there is no effective variable on the expectation levels of secondary school students despite the high expectations of students over 18 years old. In a study conducted by Alvrdu and Şener (2010), it is found that there is no statistically significant relationship between the age, father and mother occupation of athletes operating in football branch and family income of athletes. Şirin (2008), according to the results of his study of age-related analysis of girls; It is concluded that there was no significant difference between the average scores of age groups related to participation motivation in terms of Skill Development, Team Membership / Spirit, Fun, Achievement / Status, Physical Fitness / Energy Spending, Competition, Movement / Being Active and Friendship statistics.

It is found that there is a significant difference between the level of athletes' expectations and environmental factors affecting the athletes according to the type of institution in which athletes study. It is found that there is a significant relationship between the expectation levels of athletes from football and the level of environmental factors affecting athletes.

As a result, we can say that the athletes who play football are affect neither their expectations nor environmental factors in terms of gender. It can be said that the level of expectations of the players has an influence in the 14-17 age group and environmental factors is the same and that the age has no effect. It can be said that football players in the 14-17 age group differ in terms of expectations and environmental factors related to football, and this is due to the fact that the education in different educational institutions stems from preparing students for higher education institutions. It can be said that the relationship between the expectation levels of athletes and the levels of being influenced by environmental factors stems from the fact that the athlete is influenced by the environment in which he lives and gives direction to his expectations according to this.

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