INVESTIGATION OF HAPPINESS LEVELS OF STUDENTS LEARNING IN SPORTS MANAGEMENT DEPARTMENT

Spor Yöneticiliği Bölümünde Öğrenim Gören Öğrencilerin Mutluluk Düzeylerinin İncelenmesi

PhD.Mahmut ULUKAN
Kütahya Dumlupınar Unıversıty, Institute of Social Sciences, Departmant of Physical Education and Sport, Kütahya/TURKEY
ORCID ID: https://orcid.org/0000-0003-3623-395X

Prof. Dr. Adnan ERSOY
Kütahya Dumlupınar Unıversıty, Institute of Social Sciences, Departmant of Physical Education and Sport, Kütahya/TURKEY

PhD.Yunus ŞAHİNLER
Kütahya Dumlupınar Unıversıty, Institute of Social Sciences, Departmant of Physical Education and Sport, Kütahya/TURKEY

ABSTRACT

In this study, it was aimed to examine the happiness levels of students studying in the sports management department. The research 213 students studying in the sports management department in Aydın and İzmir provinces participated as voluntary. In this study; It was used he scale of happiness developed by Hills and Argyle (2002) and adapted to Turkish by Doğan and Çötok (2011). To evaluate the data SPSS 25.0 statistical software was used. It benefited from frequency and percentage values. In the study; due to the normal distribution of datas parametric tests were used. To test the difference between the variables T-test and ANOVA test were used. In addition, to determine the difference of subgroups Bonferroni and Tamhane were used (α = 0.05). According to the findings of the research, it was found that there was a significant difference between the happiness levels of the students according to active sports, branch, age, income and self-definition variables. When the average of the students according to the active sports variable was examined, it was found that those who do active sports had higher levels of happiness than those who did not. When the happiness levels of the participants were analyzed according to the branch variable, it was determined that there was a significant difference in happiness levels and this difference was in favor of those who do team sports. When the happiness levels of the students were examined in terms of age variable, it was determined that there was a significant difference. This difference was found to favor 18-year-old students. It has been determined that there is a significant difference between the happiness level of the students and the income variable in favor of those with 1000 or less income. It was observed that there was a significant difference between the self-description variable and happiness levels of the participants in favor of the calm participants. However, it was determined that there was no significant difference in terms of gender and psychological help status variables. As a result, it was determined that the happiness level of the students studying in the sports management department is above the middle level.

Anahtar Kelimeler: Sport, sports management, happiness

ÖZET

Bu çalışmada spor yöneticiliği bölümünde öğrenim gören öğrencilerin mutluluk düzeylerinin incelenmesi amaçlanmıştır. Araştırmaya, Aydın ve İzmir illerinde spor yöneticiliği bölümünde okuyan 213 öğrenci gönüllü olarak katılmıştır. Araştırmada Hills ve Argyle (2002) tarafından geliştirilmiş, Doğan ve Çötok (2011) tarafından Türkçe'ye uyarlanan Oxford Mutluluk Ölçeği kullanılmıştır. Verilerin değerlendirilmesinde SPSS 25.0 istatistik paket programı kullanılmıştır. Frekans ve yüzde değerlerinden faydalanılmıştır. Çalışmada; verilerin normal dağılım göstermesi sebebiyle parametrik testlerden yararlanılmıştır. Değişkenler arasındaki farklılığın test edilmesi için t-testi ve ANOVA testinden faydalanılmıştır. Ayrıca alt grupların farklılığı belirlemek için Bonferroni ve Tamhane kullanıldı (α=0,05). Araştırma elde edilen bulgulara göre öğrencilerin aktif spor yapma, branş, yaş, gelir ve kendini tanımlama değişkenlerine göre mutluluk düzeyleri arasında anlamlı bir farklılık olduğu saptanmıştır. Öğrencilerin aktif spor yapma değişkenine göre ortalamaları incelendiğinde aktif spor yapanların, yapmayanlara göre mutluluk düzeylerinin daha fazla olduğu tespit edilmiştir. Katılımcıların mutluluk düzeylerinin branş değişkenine göre incelendiğinde mutluluk düzeylerinde anlamlı bir farklılık olduğu saptanmış ve bu farkın takım sporu yapanların lehine olduğu belirlenmiştir. Öğrencilerin mutluluk düzeylerinin yaş değişkeni açısından incelendiğinde anlamlı bir farklılık olduğu tespit edilmiştir. Bu farkın 18 yaşında olan öğrencilerin lehine olduğu görülmüştür. Öğrencilerin mutluluk düzeylerinin gelir değişkeni ile arasında 1000 ve altı gelire sahip olanların lehine anlamlı bir farklılık olduğu tespit edilmiştir. Katılımcıların kendini tanımlama değişkeni ile mutluluk düzeyleri arasında sakin olan katılımcıların lehine anlamlı farklılık olduğu görülmüştür. Ancak bireylerin cinsiyet ve psikolojik yardım alma durumu değişkenleri açısından anlamlı bir farklılık olmadığı tespit edilmiştir. Sonuç olarak spor yöneticiliği bölümünde öğrenim gören öğrencilerin mutluluk düzeylerinin orta seviyenin üzerinde olduğu tespit edilmiştir.

Key Words: Spor, spor yöneticiliği, mutluluk

1. INTRODUCTION

Sports is the whole of activities that are carried out individually or as a team, which aims at physical, mental and cognitive development for children of growth age and is of great importance in terms of health and social development. The fact that it has a great importance in gaining the habit of doing sports as a society, adopting sports as a philosophy of life, gaining self-confidence and being a socially respected individuals and thus raising a good society is undeniable (Ulukan, Acet, & Şahinler, 2019). It is all of the body movements performed in the form of sports, personal or collective games, which often lead to competition, and are applied according to some rules. Sports are activities in competition style in order to develop human body and intellectual abilities as a whole in a balanced and healthy way. Sports is a pedagogical, biological and social concept that enables the individual to be psychologically and physiologically healthy, regulates social life, and allows her to bring it to a certain level mentally (Şahinler & Ersoy, 2019). It can be said that what sports means, that is, by looking at the sport with its definitions and dimensions, the contribution of sports activities until recently to the individual's cognitive, affective and social dimensions are ignored. However, sports is a necessary tool and action to train the integrity of man, not just his body. In other words, the sport; It can be said that it was made for the purpose of developing action authority, self-confidence, taking responsibility, being creative, performing, playing, adventure, health and fitness and social features (Grössing, 1991). It is all of the body movements performed in the form of sports, personal or collective games, which often lead to competition, and are applied according to some rules. Sports are activities in competition style in order to develop human body and intellectual abilities as a whole in a balanced and healthy way.

Researching happiness from past to present is important for determining individual and organizational goals. When happiness at work is handled from an individual point of view, it is important for the individual to experience job satisfaction and increase the quality of individual life. Organizationally, the positive emotion of the individual indicates positive results in terms of job motivation, performance and efficiency (Keser, 2018). In his article titled "The future of happiness research", Killingsworth states that happiness at work does not come with high salaries or titles, but rather with instant experiences such as positive interaction with colleagues, projects involved and everyday contributions. Besides the physical benefits of sports, it has an important role in ensuring individual and social well-being. In particular, it is the public administration's responsibility to take measures and make investments that will enable all segments of the society to do sports (Yücel et al., 2016). Public organizations, which are obliged to fulfill the provisions of articles 58 and 59 of the Constitution, must ensure that their employees are happy in order to maintain their existence effectively and efficiently. While managers with high levels of happiness cause their subordinates to work more effectively and efficiently, they also indirectly contribute positively to the education of children who step into sports. A manager who sees happiness creates happy employees and turns into people who solve problems instead of being troublesome in happy personnel.

In this context, determining the happiness levels of sports management students is an important factor. Happiness is closely related to the self-improvement, enrichment of personal life and reaching its goals. It can be defined as happiness, satisfaction with life, joy and joy, as well as perceiving their own situation, feeling good and enjoying life in the system of individuals' culture and values. Within the scope of happiness, people's physical functions, psychological states, social relationships inside and outside the family, interactions with the environment and beliefs are included (Arslantaş et al., 2006). As can be seen from here, education is a concept that should be considered as one of the important dimensions of general happiness. In this regard, this study, which may contribute to the literature by the researchers at the point of happiness concept, is considered to be important to try to define the happiness levels that the students studying in the sports management department should have in more detail.

When the literature is examined, it has been seen that many studies about happiness are done in the field of work and study, and it has increased the need for more studies in different fields. It is a known fact that physical education and sports, which is one of these areas, has an impact on healthy living. It is inevitable that individuals will positively affect happiness in their healthy life. In some studies conducted in this field, it has been stated that sports can be evaluated as an auxiliary factor in increasing happiness levels. However, literature reviews show a limited written descriptive study on the determination of the happiness levels of individuals in the field of physical education and sports or the happiness levels that should be shown at the appropriate performance level. Some studies on this subject often emphasize that the subject should be examined from different perspectives (Okçu & Pilatin, 2018). With this study, which aims to

examine the happiness levels of sports management students studying in Aydın and İzmir provinces, it is thought that it can be of great importance in raising the happiness levels that contribute to the success and performance of students in educational institutions.

1.1. SPORT MANAGEMENT AND HAPPINESS

1.1.1. Sport Management

The concept of "Management", which constitutes the basic element and subject of management thought, in the broadest sense; are the activities aimed at ensuring the cooperation and coordination of multiple people in order to achieve the objectives effectively and efficiently. In other words, management; are all activities related to planning, organizing, execution, coordination and supervision functions, systematically and consciously, skillfully applying the concepts, principles, theories, models and techniques in order to achieve organizational goals effectively and efficiently (Baransel, 1979). The concept of sport is an artificial phenomenon that is created, created, developed, regulated by human beings, and will be rearranged and developed when necessary, sports; is a cultural event (Erdemli, 2006). In another definition, sport is the sport that increases the feelings of people living together to enjoy and enjoy these behaviors by fighting and achieving success; It is an occupation with biological, pedagogical and social aspects that improves people's physical activities and skills, mental and spiritual structure, social behavior, and allows them to compete these characteristics within certain rules (İnal, 2003). Management, on the other hand, is to carry out the tasks created by people together according to a certain purpose. Management has many areas; military management, business management, public administration. Sports management is a special area of public administration. A large portion of sports institutions and organizations in sports activities in Turkey depends on the state administration. Even in sports institutions and organizations established and operated by the private sector, supervision is carried out under state supervision and surveillance (Yamaner, 2001).

Sports management is to implement the determined policies and decisions taken by providing human and substance resources and using them effectively in order to reach the sportive movements to the specified goals (Doğar, 1997). Sports management is to ensure that the available human and substance resources are used in the most effective and efficient manner in line with these targets in order to reach the sports services to the predetermined targets. The aim of sports management is to develop individuals and communities in all aspects, and to achieve peace and socialization at the level of individual, social, social, cultural and international levels. Therefore, sports management, sports; conducts studies to achieve analysis and synthesis as national, international individual and social activity (İşler, 2001). Another aim of sports management is to explore, find and transform the ways of conducting sports activities in a rational and scientific way.

1.1.2. Happiness

Happiness is often used instead of concepts such as satisfaction, joy and peace, but these words are not enough to describe happiness. The happiness that many disciplines, especially philosophy and psychology, are trying to explain, is explained in the The Turkish Language Institution dictionary as "honorable situation, happiness, honorableness, kut, happiness, dignity, happinessiness", which is full and continuously reached. In the Oxford English dictionary, happiness is defined as "the state of being happy."

Epikuros explained happiness as coping with pleasures (Marar, 2004). In the Islamic world, however, the philosopher, who was influenced by Aristotle's thoughts on happiness and considered happiness in Islamic thought, is Fârâbi (Tuncer, 2006). According to Farabi's moral philosophy, every person wants to be happy by nature and everything done to be happy is the most valuable purpose and moral effort. When man achieves happiness, he does not need anything other than him (Uslu, 2018). s he tries to explain to Nikomakhns, which Aristotle dedicated to his son, in his book titled "Ethics, there is no winter with a cloud, summer does not come with a flower", happiness is just like a blooming flower or a few moments of pleasure when it does not prove that a single hot day has come in the summer. then we can say that true happiness will not come. Aristotle emphasizes that true happiness is not a short pleasure, and argues that children cannot be happy because they are at the beginning of their lives. According to him, true happiness is achieved after a long life (http://www.felsefe.gen.tr).

In another definition, happiness is the fact that the positive emotions of the individual are more than negative emotions and the positive emotional state obtained from life in general (Özdemir & Koruklu,

2011). Veenhoven (2000) explains happiness as the process of life. According to him, happiness presents continuity in a short time and cannot be spread permanently throughout life. Descartes defines happiness as complete soul satisfaction and inner satisfaction. He claims that happiness depends on virtue and virtue depends on the good use of reason (Türkben, 2010). Happiness is a subjective statement, it is about how common positive effects on the individual and how rare the negative effects are (Rego et al, 2011)

As seen in happiness research that happy people are healthier than unhappy, they take more satisfaction in life, their creativity is high, interpersonal and emotional relationships are likely to be very successful. According to the survey on people's happiness it is known that the positive effects (Aksoy, Aytar & Kayter, 2017).

2. METHODOLGY

This section includes the sample group participating in the research, data collection tools used in the research, data collection and data analysis.

2.1. Study Model

The research is a study in the survey model. Survey models are research approaches aiming to describe a situation that exists in the past or still as it exists. In addition, as it is examined the differences in terms of active sports, sports branch, age, gender, income, expressing themselves in daily life and getting a psychological help in terms of the variables, Karasar also has the characteristics of a comparative relational screening model (Karasar, 2012).
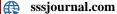
2.2. Universe and Sample

The fact that the results obtained in the scientific studies contribute to the studies to be carried out is an important clue that reveals the quality of that study. The results achieved through these tips provide access to holistic information about any field (Karasar, 2016).

The concept defined as the community in which the research results are interpreted is called the universe. (Büyüköztürk et al., 2012). The universe of the research conducted in this context is the students studying at Süleyman Demirel University. The group that takes place in the universe and is researched and generalized to the universe is called the sample (Büyüköztürk, 2017). The sample of the study consists of 213 students who were determined among the sports management students in Aydın and İzmir provinces by using "Simple Selectionless Sampling" method. Explanatory information is given in the tables below according to the variables of the students participating in the research, their active sports status, sports branch, age, gender, income, self-expression and psychological help.

Tablo 2.1. Spor yöneticiliği öğrencilerinin frekans ve yüzde analizleri

Variables	N	X	%
Active Doing Sports	Yes	125	58,7
	No	88	41,3
Sport Branch	Individual Sports	59	27,7
	Team Sports	66	31,0
	None of Them	88	41,3
Age	18 year	17	8,0
	19 – 22	66	31,0
	23 – 25	69	32,4
	26 year and over	61	28,6
Gender	Female	99	46,5
	Male	114	53,5
Income	1000 and below	39	18,3
	1001 – 2000	23	10,8
	2001 - 3000	60	28,2
	3001 and over	91	42,7
Self-definition Status	Aggressive / Offensive	4	1,9
	Frustrated / Angry	35	16,4
	Social	79	37,1
	Relaxed	51	23,9
	Calm	44	20,7
Psychological Help Status	Yes	55	25,8
	No	158	74,2

When Table 1 is examined, a total of 213 students, 46.5% women and 53.5% men, participated in the study. It was observed that the majority of the participants were between 23-25 years old (32.4%) and 19-22 years old (31.0%) according to the age variable. When the participants' active sports status was examined, it was seen that the majority (58.7%) were those who said yes. It has been seen that among the ones who do sports, the majority of those who participate in team sports (31.0%) according to the sport branch variable. When the monthly income status of individuals (42.7%) and 3001 and above were examined, when the status of self-identification in daily life was examined, it was seen that the vast majority (37.1%) were those who stated that they were social. In addition, when the psychological status of the participants was examined (74.2%), it was seen that the ones who did not receive psychological help were the majority.

2.3. Collection of Research Data

In order to collect research data, students studying in sports management in Aydın and İzmir provinces were reached by the online survey method (Oxford Happiness Scale). 218 of the data collection tools filled by students have returned and 5 of them have not been found suitable for research and have been excluded. With the data collected from the remaining 213 students, the analysis was analyzed (Bulut, 2019). Oxford Happiness Scale and personal information form prepared by the researchers were used in the research.

2.3.1. Personal Information Form

In the information form developed by the researchers, there are items that give information about the participants' active sports status, sports branch, age, gender, income, self-expression and psychological help.

2.3.1. Oxford Happiness Scale

It was developed by Hills and Argyle (2002) to measure happiness, and its adaptation to Turkish was done by Doğan and Çötok (2011). The scale is 7-item and 5-point Likert type. Articles 1 and 7 are reversed. The scores obtained from the scale indicate the high level of happiness in the individual.

The translation of the scale into Turkish was carried out by 5 people who knew a good level of English, two of whom were experts in psychological counseling and three of them were translation experts. Expressions considered to represent each item best were adopted by analyzing and comparing the translations. "The form obtained was translated back to English by a lecturer from the field of psychological counseling. Finally, the original form and the form obtained were compared and the scale was finalized by concluding that it was sufficient in terms of linguistic equivalence "(Doğan & Çötok, 2011).

2.4. Data Analysis

In the study, the data obtained from the measurements were tried to be evaluated by using the SPSS 25.0 program. Parametric tests were applied due to the normal distribution of the data. Descriptive statistics in data statistics, t test for independent groups in binary group comparisons, one-way variance analysis (ANOVA), frequency and percentage analysis were used to compare multiple groups. In addition, Bonferroni and Tamhane tests were used to determine the difference between the groups. In the interpretation of the results .05 significance level was used.

In the analysis of the data collected in the research, the following data analysis methods were preferred, taking into account the following sub-problems of the research:

- ✓ "What is the happiness level of the sports management students?" to the sub-problem "Descriptive Statistics" was used.
- ✓ "Is there a significant difference between the happiness levels of sports management students and active sports variable?" to the sub-problem "Independent Samples t-Test" was used.
- ✓ "Is there a significant difference between the happiness levels of sports management students and the sports branch variable?" to the sub-problem "One Way Variance Analysis" (ANOVA) was used. To find the difference between the groups as a result of One Way Variance Analysis Bonferroni and Tamhane tests were used.
- ✓ "Is there any significant difference between the happiness levels of the sports management students and the age variable?" to the sub-problem "One Way Variance Analysis" (ANOVA) was used. To find the difference between the groups as a result of One Way Variance Analysis Bonferroni and Tamhane tests were used.

- ✓ "Is there any significant difference between the happiness levels of the sports management students and the gender variable?" to the sub-problem "Independent Samples t-Test" was used.
- ✓ "Is there any significant difference between the happiness levels of the sports management students and the income variable?" to the sub-problem "One Way Variance Analysis" (ANOVA) was used. To find the difference between the groups as a result of One Way Variance Analysis Bonferroni and Tamhane tests were used.
- ✓ "Is there a significant difference between the happiness levels of the sports management students and the self-definition variable in daily life?" to the sub-problem "One Way Variance Analysis" (ANOVA) was used. To find the difference between the groups as a result of One Way Variance Analysis Bonferroni and Tamhane tests were used.
- ✓ "Is there a significant difference between the happiness levels of the sports management students and the psychological help status variable?" to the sub-problem "Independent Samples t-Test" was used.

2.4.1. Independent Samples t-Test

In the research conducted, "Independent Samples t-Test" was used to determine whether there is a significant difference between the opinions of the participants according to the variables of "active sports, getting gender and psychological help".

In the study, some prerequisites are needed for the findings obtained through independent sample t-test to be reliable. These conditions were examined: "By comparing the averages, whether the data show normal distribution", "the variances of the groups to be included in the t-Test" are equal "and whether they comply with the condition that" each data is independent of the other data "(Can, 2016). "Independent Samples t-Test" was used for active sports, gender and psychological help variables determined to fulfill the conditions stated above.

2.4.2. One Way Variance Analysis (ANOVA)

In the study, "One Way Variance Analysis" (ANOVA) was used to determine whether there is a significant difference between the opinions of the sports management students regarding the variables of "branch, age, income and self-definition". In the analysis, "ANOVA (F) value, mean, standard deviations and significance values (p)" of the students' perceptions about their happiness levels were calculated. ANOVA test was used because the averages of more than two independent groups determined whether there was a significant difference between at least two people (Can, 2016). As a result of ANOVA, "post-hoc (multiple) comparisons" tests were examined to determine which groups differ significantly. "Bonferroni and Tamhane" test was used depending on whether it is homogeneous or not.

3. FİNDİNGS

In this section, the findings obtained by analyzing the data tool and data are presented in tables according to independent variables.

3.1. Students' Happiness Levels

Findings about the first sub-problem of the study "What is the happiness level of sports management students?" It is shown in the table below.

Table 3.1. Sports Management Students' Happiness Levels

	N	$\overline{\mathrm{X}}$	SD
Happiness	213	23,39	4,25

Table 3.1. when examined, the highest score that can be obtained from the 7-item scale is 35, the lowest score is 7. In this study, the average score of the participants from the entire scale was found to be 23,39. In this context, it can be said that the happiness levels of the sports management students participating in the research are above the middle level ($\overline{\mathrm{X}}$ = 23,39; SD:4.25).

3.2. The Variable of Active Doing Sports

"Is there a significant difference between the happiness levels of sports management students and active sports?" Independent sample t-test results related to the sub-problem are shown in the table below.

Table 3.2. Sports Management Students' according to active doing sports variables results of t-test analysis.

	Active Doing Sport	N	$\overline{X}$	SD	t	P
Happiness	Yes	125	24,46	4,15	4,556	**.000**
	No	88	21,88	3,92		

Table 3.2. when examined, it was determined that there was a significant difference between the perceptions of the participants about their happiness level and the variable of "active sports" in favor of those doing sports (t = 4,556 p =, 000) p <.05.

3.3. The Variable of Branch

"Is there a significant difference between the happiness levels of the sports management students and the sports branch variable?" The results of one-way analysis of variance (ANOVA) related to the sub-problem are shown in the table below.

Table 3.3. Sports Management Students' according to their branch variables results of ANOVA analysis

	Branch	N	$\overline{X}$	SD	F	P	Significant Difference
Happiness	Individual Sports	59	24.18	4,42	11,828	**.000**	1-3 2-3
	Team Sports	66	24.81	3,84			
	None o Them	88	21,83	3,94			

Table 3.3. when examined, there was a significant difference between the perceptions of the participants about their happiness level and the variable of "sports branch" in favor of those doing team sports (F = 11,828 p =, 000) p <.05. It has been determined that the direction of the said difference is (Individual Sports) - (None of Them) and (Team Sports) - (None o Them).

3.4. The Variable of Age

"Is there a significant difference between the happiness levels of the sports management students and the age variable?" The results of one-way analysis of variance (ANOVA) related to the sub-problem are shown in the table below.

Table 3.4. Sports Management Students' according to their age variables results of ANOVA analysis

	Age	N	$\overline{X}$	SD	F	P	Significant Difference
Happiness	18 year	17	24,58	4,13	3,531	.016	2-3
	19 - 22	66	24,21	4,08			
	23 - 25	69	22,11	3,62			
	26 year and over	61	23,63	4,82			

Table 3.4. when examined, it was determined that there was a significant difference between the perceptions of the participants about their happiness levels and the "age" variable in favor of the participants aged 18 to 22 with a slight difference (F = 3,531 p =, 016) p <.05. It has been observed that the direction of this difference is (19 - 22 years) - (23 - 25 years).
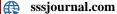
3.5. The Variable of Gender

"Is there a significant difference between the happiness levels of the sports management students and the gender variable?" Independent sample t-test results related to the sub-problem are shown in the table below.

Table 3.5. Sports Management Students' according to gender variables results of t-test analysis.

	Gender	N	$\overline{X}$	SD	t	P
Happiness	Female	99	22,79	4,03	-1,935	,054
	Male	114	23,92	4,38		

Table 3.5. when examined, it was seen that there was no significant difference between the perceptions of participants about their happiness levels and the variable of "gender". However, when the averages are analyzed, it is seen that the average level of happiness of men is slightly higher than that of women.

3.6. The Variable of Income

"Is there a significant difference between the happiness levels of the sports management students and the variable of development?" The results of one-way analysis of variance (ANOVA) related to the sub-problem are shown in the table below.

Table 3.6. Sports Management Students' according to their income variables results of ANOVA analysis

	Income	N	$\overline{X}$	SD	F	P	Significant Difference
Happiness	1000 and below	39	24,66	3,75	3,648	.014	1-3
	1001 - 2000	23	23,65	4,05			
	2001 - 3000	60	22,00	3,60			
	3001 and over	91	23,71	4,68			

Table 3.6. when examined, it was determined that there was a significant difference between the happiness levels of the participants and the "income" variable in favor of the participants with income level of 1000 liras and below (F = 3,648 p =, 014) p <.05. It has been observed that the direction of this difference is (1000 and below) - (2001 - 3000).

3.7. The Variable of Self-definition Status

"Is there a significant difference between the happiness levels of the sports management students and the self-definition variable in daily life?" The results of one-way analysis of variance (ANOVA) related to the sub-problem are shown in the table below.

Table 3.7. Sports Management Students' according to their self-definition variables results of ANOVA analysis

	Self-definition Status	N	$\overline{X}$	SD	F	P	Significant Difference
Happiness	Aggressive / Offensive	4	19,75	0,95	3,946	.004	1-3 1-4 1-5 2-5
	Frustrated / Angry	35	21,42	4,52			
	Social	79	23,41	4,24			
	Relaxed	51	23,96	4,48			
	Calm	44	24,61	3,23			

Table 3.7. when examined, it was determined that there was a significant difference between the happiness levels of the participants and the variable of "self-definition" in favor of the calm participants (F = 3,946 p =, 004) p <.05. It has been observed that the direction of the difference is (Aggressive / Aggressive) - (Social), (Aggressive / Offensive) - (Relaxed), (Aggressive / Offensive) - (Calm) and (Frustrated / Angry) - (Calm).

3.8. The Variable of Psychological Help Status

"Is there a significant difference between the happiness levels of the sports management students and the psycholoical help variable?" Independent sample t-test results related to the sub-problem are shown in the table below.

Table 3.8. Sports Management Students' according to psychological help variables results of t-test analysis.

	Psychological Help Status	N	$\overline{X}$	SD	t	P
Happiness	Yes	55	22,74	4,01	-1,326	,186
	No	158	23,62	4,32		

Table 3.8. when examined, it was determined that there was no significant difference between the perceptions of the participants regarding their happiness levels according to the "psychological help status" variable. However, according to the psychological help status variable, It was observed that the happiness levels of the participants of said yes were higher than those who said no.
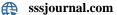
4. DISCUSSION AND RESULTS

When the research group was examined, a total of 213 students, 46.5% women and 53.5% men, participated in the study. It was observed that the majority of the participants were between 23-25 years old (32.4%) and 19-22 years old (31.0%) according to the age variable. When the participants' active sports status was examined, it was seen that the majority (58.7%) were those who said yes. It has been seen that among the ones who do sports, the majority of those who participate in team sports (31.0%) according to the sport branch variable. When the monthly income status of individuals (42.7%) and 3001 and above were examined, when the status of self-identification in daily life was examined, it was seen that the vast majority (37.1%) stated that they were social. In addition, when the psychological status of the participants was examined (74.2%), it was seen that the ones who did not receive psychological help were the majority. When the happiness levels of the sports management students were examined, no statistically significant difference was found. However, when Table 2 is examined, the highest score that can be obtained from the 7-item scale is 35 and the lowest score is 7. In this context, it was determined that the happiness levels of the sports management students who participated in the research were above the middle level. According to the t-Test analysis results of the sports management students according to the active sports variables, there was a significant difference between the perceptions of the participants about their happiness levels and the variable of "active sports" in favor of those who do sports (p <.05). When we look at different studies, Karabulut et al. (2000) found that athletes with high experience had less incentive to avoid failure than less experienced athletes. Duman (2002) concluded that the motivation to approach success also increased with the increase of sportive experience. Another study conducted by Bozkuş et al. (2013) on female footballers revealed that there is a strong relationship between sports experience and personality self-perception and sports experience. When ANOVA analysis results were analyzed according to the branch variables of the sports management students, a significant difference was found between the perceptions of the participants about their happiness levels and the variable of the "sports branch" (p <.05). In a study conducted by Tingaz and Hazar (2014), it was determined that the average values of the students studying in the Department of Physical Education and Sports Teaching are higher than the average values of the students studying in the Department of Primary Education Mathematics Education. When ANOVA analysis results are analyzed according to the age variables of the sports management students, it is determined that there is a significant difference between the perceptions of the participants about their happiness levels and the "age" variable (p <.05). In a different study conducted in Doğaner's (2017) doctoral thesis, no statistically significant difference was found in the levels of happiness perception according to the age variable of the participants who exercise regularly. In Düzgün's (2016) master's thesis, a difference was observed between the happiness levels of the teachers participating in the research and the age variable and the increase in the level of happiness. According to the results of the t-Test analysis according to gender variables of the sports management students, there was no significant difference between the perceptions of the participants about their happiness levels and the "gender" variable (p <.05). In researches conducted in 31 different countries and 49 universities, Diener and Diener (1995) found that the difference between women and men was not significant between 13 and 18 students between the ages of 17-25 (Diener and Diener, 1995, p. 653- 663). Another view is that, based on the results of a study, gender did not make a significant difference in happiness level (Kangal, 2013, p. 215). When the ANOVA analysis results were analyzed according to the income variables of the sports management students, it was found that there was a significant difference between the happiness levels of the participants and the "income" variable (p <.05). In a study, the relationship between per capita GDP (Gross Domestic Product) and happiness was examined and it was observed that the level of happiness increased as the income level of individuals increased (Veenhoven, Dumludağ, 2015, p. 46-51). When the ANOVA analysis results were analyzed according to the self-definition status variables of the sports management students, it was found that there was a significant difference between the happiness levels of the participants and self-definition (p <.05). When ANOVA analysis results were analyzed according to the psychological help status variables of the sports management students, it was found that there was no significant difference between the happiness levels of the participants and the "psychological help status" variable.

As a result, while statistically significant differences were found with the variables of active sports, branch, age, income status, self-definition of the students studying in the sports management department, and no significant differences were found in the variables of gender, psychological help status. Studies similar to this study should be compared to different occupations and individuals from all walks of life, and their level differences should be questioned. Individuals with high happiness shed light on society, development

and illumination. In this respect, the importance and support of activities that have a positive effect on happiness will have a significant impact on the development of the field and society.

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