

EVALUATION OF ACHIEVEMENT GOALS ACCORDING TO LIFE SATISFACTION LEVELS: A STUDY ON YOUNG FOOTBALL PLAYERS

AVALIAÇÃO DAS METAS DE REALIZAÇÃO DE ACORDO COM OS NÍVEIS DE SATISFAÇÃO DE VIDA: UM ESTUDO SOBRE JOVENS JOGADORES DE FUTEBOL*

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Abstract: The aim of this study is to determine whether the achievement goals of young football players differ according to their life satisfaction levels. 306 football players in Turkey's Professional Leagues and in Izmir province were included in the study. Personal information form, Life Satisfaction Scale (Yetim, 1991) and 2x2 Achievement Goals in Sports Inventory (Kazak Çetinkalp, 2009) were applied to the participants, respectively. Descriptive statistics, classification analysis and t-test for independent groups were used in the statistical analysis of the data. Young football players' life satisfaction scores and athletes with low and high life satisfaction were determined by the K-averages classification method. Then, the two determined groups were compared in terms of their target orientation. When football players with low life satisfaction and football players with high level of life satisfaction were compared, no significant difference was observed in terms of mastery-approach and mastery-avoidance goals, while there were statistically significant differences in performance-approach and performance avoidance goals and the performance-approach and performance avoidance scores of the players with high life satisfaction were higher than the players with low life satisfaction. As a result, performance-approach and performance avoidance goals are goals that mean trying to do better than other individuals and not to be worse than other individuals.

Keywords: Young Football Players. Life Satisfaction. Achievement Goals.

Resumo: O objetivo deste estudo é determinar se os objetivos de realização dos jovens jogadores de futebol diferem de acordo com seus níveis de satisfação de vida. 306 jogadores de futebol nas Ligas Profissionais da Turquia e na província de Izmir foram incluídos no estudo. Formulário de informações pessoais, Escala de Satisfação de Vida (Yetim, 1991) e Gols de Realização 2x2 no Inventário Esportivo (Kazak Çetinkalp, 2009) foram aplicados aos participantes, respectivamente. Na análise estatística dos dados foram utilizadas estatísticas descritivas, análise de classificação e teste t para grupos independentes. Os resultados de satisfação de vida dos jovens jogadores de futebol e atletas com baixa e alta satisfação de vida foram determinados pelo método de classificação das médias K. Em seguida, os dois grupos determinados foram comparados em termos de sua orientação-alvo. Quando foram comparados jogadores de futebol com baixa satisfação de vida e

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jogadores de futebol com alto nível de satisfação de vida, não foi observada nenhuma diferença significativa em termos de metas de maestria e de evitação de maestria, enquanto que houve diferenças estatisticamente significativas em termos de metas de desempenho-abordagem e de evitação de desempenho e as metas de desempenho-abordagem e de evitação de desempenho dos jogadores com alta satisfação de vida foram superiores às dos jogadores com baixa satisfação de vida. Como resultado, as metas de desempenho-abordagem e de evitar o desempenho são metas que significam tentar fazer melhor do que outros indivíduos e não ser pior do que outros indivíduos.

Palavras-chave: Jogadores jovens de futebol. Satisfação de vida. Gols de Realização.

1. INTRODUCTION

Millions of children all over the world start playing football at an early age. Children are affected by this game, which comes into their lives at a young age, they watch, hear, can easily play in all conditions and see in all media organs. This effect leads to the formation of wishes and expectations about the life of the person. These expectations may lead the individual to create the lifestyle he/she wants to achieve by managing the conditions he/she is in over time. When the individual reaches his/her goals, he/she feels better and his/her commitment to life increases. This commitment may also affect the person's achievement of his/her next goals. Especially in young individuals, the concept of life satisfaction gains importance in achieving its goals. It can be said that the effort to achieve future goals will be higher if the individual feels happy and peaceful in the conditions he/she is in.

Achievement goal orientations are defined as “the goal or cognitive-dynamic focus of competence-related activities” and it is assumed that goal orientation leads to the development of a mindset about how the individual will define, interpret and respond to the environment of achievement. In addition, achievement goal orientations are handled as a motivational process and on the basis of approach-avoidance. Approach motive is defined as the activation of behavior to approach positive stimuli (objects, events, probabilities), while avoidance motive is defined as the activation of behavior to move away from negative stimuli (objects, events, probabilities). In recent years, four different goal structures have been defined: mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance.

Mastery-approach goals (MAP) focus on achieving task or person referenced competency. It refers to trying to master or develop in the task (Elliot and Thrash, 2001). For example, striving to advance/improve a sports technique (Morris & Kavussanu, 2008). Mastery-avoidance goal (MAV) refers to not failing while close to mastering the task or

trying not to lose one's skills, abilities or knowledge (Elliot and Thrash, 2001). For example, trying to avoid misunderstanding or failing while learning course subjects, trying not to make mistakes in a job, trying not to miss the free throw in a basketball game, trying not to forget what he/she learned, trying not to lose one's physical and mental capacity (Elliot and McGregor, 2001). Performance-approach goal (PAP) refers to trying to do better than other individuals (Elliot and Thrash, 2001). Performance-approach goals focus on achieving normative competence. For example, trying to score more points than your opponent (Morris & Kavussanu, 2008). Performance avoidance goal (PAV) refers to trying not to be worse than other individuals (Elliot and Thrash, 2001). For example, trying to avoid getting lower scores than other competitors (Morris & Kavussanu, 2008). There are psychological variables that these target structures are related to. One of these variables is life satisfaction.

Satisfaction, which is a part of the concept of life satisfaction, is the fulfillment of requirements, wishes, expectations and wishes. Life satisfaction is generally understood as satisfaction in all of their lives, not satisfaction with a particular situation. Life satisfaction refers to the state of well-being in different aspects such as happiness, joy, and morale (Vara, 1999). Life satisfaction is that positive emotion dominates negative emotion in daily relationships (Aksaray et al. 1998).

After comparing expectations of an individual with the real experiences he/she has, the result that we obtain shows the degree of life satisfaction. It has been suggested that there is a relationship between satisfaction and subjective well-being from life and goal structure and achievement (Diener, 1984; Emmons, 1986; Michalos, 1985; Yetim, 1993). Ryan et al. (1996), stated that purposeful behaviors towards internal needs such as relevance, autonomy, and competence lead to a high perception of satisfaction. It is stated that individuals who try to achieve internal and self-related goals are more satisfied with their lives (Cantor and Fleeson, 1991; Kasser and Ryan, 1993).

As a result, most of the studies on life satisfaction are based on the view that individual happiness depends on the goals that people strive to achieve (Diener, 1984; Emmons, 1986; Michalos, 1985). Life satisfaction, which is an important indicator of subjective well-being, is an important part of positive psychology (Veenhoven, 1988; Gilman and Huebner, 2003). Considering these two concepts, it can be thought that it may also affect the competencies of football players to achieve performance or desired goals.

These concepts are of great importance in young football players. Especially in the case of performance, the life satisfaction of individuals and their sustainability in these

situations are very important in achieving the desired performance. Considering that the number of trainings an athlete needs until he/she becomes an elite football player is 7000-10000 and he/she needs to train 2-3 hours a day for about 10 years, this long time period needs to be planned very well (Eniseler, 2009). In this long training process, one of the topics that is constantly discussed is what the content of football training should consist of. In the planning of this time frame, it is necessary to examine not only the physical works for implementation but also every factor affecting the whole process. With training, the individual develops and changes not only in the locomotional area but also in the affective, cognitive and social areas. The concepts of life satisfaction and achievement goals, which are among their psychological developments, can be considered as two concepts that are expected to be constantly positively supported and should be examined.

2. METHODOLOGY

Sample

Infrastructure football players of professional teams in Turkey Professional Leagues and located in İzmir province. 306 football players between the ages of 15 and 19 ($\bar{X}_{age}=16.98$, $Ss=0.91$ years) who played in the U16, U17 and U19 academy leagues participated in the study. Participants' age of starting sports is 8.73 ± 2.32 years.

Data Collection Tools

Questionnaire method was used in the study. Personal information form, Life Satisfaction Scale (Yetim, 1991) and 2x2 Achievement Targets in Sports Inventory (Kazakh Çetinkalp, 2009) were applied to the participants, respectively.

Life Satisfaction Scale: The Life Satisfaction Scale developed by Diener et al. (1985) and implemented by Yetim (1991) was used. The scale has 5 items and 7 evaluation steps. The scale was made by Köker (1991) and adapted to Turkish. Then the scale was used by many researchers in Turkey. It was realized that the test-retest reliability of the scale adapted to Turkish by Yetim (1991) was .71; Cronbach alpha internal consistency coefficient was .78. The highest score that can be obtained from the life satisfaction scale is 35, and the lowest score is 5. In this study, the Cronbach alpha internal consistency coefficient of the Life Satisfaction Scale was found to be .80. The reliability of the scale was found to be high.

2x2 Achievement Goals Questionnaire in Sports: Developed by Conroy et al. (2003) and adapted to Turkish by Kazakh Çetinkalp (2009), the 2x2 Achievement Goals Questionnaire for Sports consists of four subscales and a total of 12 items. The scale is a 7-

point Likert scale ranging from "Strongly Agree (1)" to "Strongly Disagree (7)". When the confirmatory factor analysis results regarding the adaptation of the scales were examined, the fit indices for the 2x2 Achievement Goals in Sports Inventory were calculated as $X^2/df=128.14/43=2.98$, $RMSEA=0.066$, $CFI=0.98$, $GFI=0.95$ and $NNFI=0.96$ (Kazak Çetinkalp, 2009). Internal consistency values for mastery-approach, mastery-avoidance, performance-approach and performance-avoidance subscales were relatively .94, .75, .88 and .73. The results of the analysis showed that the scale could be used for the Turkish athlete population. In the reliability studies conducted within the scope of this study, the internal consistency coefficients of the 2x2 Achievement Goals in Sports Inventory were found to be .80 for mastery-approach, .65 for mastery-avoidance, .74 for performance-approach and .63 for performance-avoidance.

Data Collection

The scales used in the research were applied face-to-face and individually by the researcher to 306 athletes.

Data Analysis

Descriptive statistics, classification analysis and t-test for independent groups were used in the statistical analysis of the data. Young football players' life satisfaction scores and athletes with low and high life satisfaction were determined by the K-averages classification method. Then, the 2 determined groups were compared in terms of their target orientation.

3. RESULTS

Young football players' life satisfaction scores and athletes with low and high life satisfaction were determined by the K-averages classification method.

Table 1. Results of the groups formed by the K-averages classification method

	Classification	
	1st Group	2nd Group
N	105	201
Life satisfaction averages	3,42	5,36
Level	Low	High

With the K-averages classification method, two groups were defined regarding the life satisfaction scores of the football players participating in the study. It was observed that the average of the first group was 3,42 and the average of the second group was 5,36. Based

on these average values, the first group was named as «football players with low life satisfaction» and the second group as «football players with high life satisfaction».

Table 2. T-test results for Independent Groups

		N	Art.Ort.	Sd	T	P
MAP	Low LS	105	6,3206	1,38438	-1,79	0,07
	High LS	201	6,5771	1,07173		
MAV	Low LS	105	3,9016	1,59923	0,05	0,96
	High LS	201	3,8922	1,71626		
PAP	Low LS	105	5,6889	1,56502	-2,46*	0,02
	High LS	201	6,0829	1,19014		
PAV	Low LS	105	4,4000	1,63783	-2,06*	0,04
	High LS	201	4,7894	1,53637		

* $p < 0.05$

When the mean scores of the study variables of individuals with low life satisfaction and high life satisfaction were examined with the t-test for independent groups, no significant difference was observed in terms of mastery-approach ($t = -1.79$; $p > 0.05$) and mastery-avoidance ($t = 0.05$; $p > 0.05$) goals while statistically significant differences were found in performance-approach ($t = -2.46$; $p < 0.05$) and performance avoidance ($t = -2.06$; $p < 0.05$) goals. Accordingly, it was determined that the performance-approach and performance avoidance scores of the players with high life satisfaction were higher than the players with low life satisfaction.

4. DISCUSSION

The aim of this study is to determine whether the achievement goals of young football players differ according to their life satisfaction levels. Therefore, this study is a study to explain the 2x2 achievement goal profiles.

With the K-averages classification method, two groups were defined regarding the life satisfaction scores of the football players participating in the study. It was observed that the average of the first group was 3,42 and the average of the second group was 5,36. Based on these average values, the first group was named as «football players with low life satisfaction» and the second group as «football players with high life satisfaction». In our study, we can say that the second group has higher life satisfaction than the first group and their life satisfaction levels are different. Life satisfaction shows the general satisfaction with the life of the person and is formed as a result of comparing what the individual has with what the individual want. Quality of life examines the material and spiritual dimension of the individual. The concept of quality of life can be evaluated objectively and subjectively, and these evaluations guide the form of the scales used to determine the quality of life. Objective evaluations are based on the definition of individuals' life conditions such as physical health, income, quality of the house in which they live, friendship relationships, physical activity, social roles, and political environment. Subjective evaluations, on the other hand, describe the satisfaction of the person with these conditions (Ozgen, 2012; Amarantos et al. 2001; Koltarla, 2008; Dalbudak et al. 2020; Yilmaz et al. 2020). In short, we can explain that the fact that life satisfaction is different is the result of evaluations about the lives of individuals.

When the mean scores of the study variables of individuals with low life satisfaction and high life satisfaction were examined with the t-test for independent groups, no significant difference was observed in terms of mastery-approach ($t=-1.79$; $p>0.05$) and mastery-avoidance ($t=0.05$; $p>0.05$) goals, while statistically significant differences were found in performance-approach ($t=-2.46$; $p<0.05$) and performance avoidance ($t=-2.06$; $p<0.05$) goals. Accordingly, it was determined that the performance-approach and performance avoidance scores of the players with high life satisfaction were higher than the players with low life satisfaction. Antaramian (2017) suggested that higher life satisfaction may be more important in achievement environments. In addition, some studies have shown that high life satisfaction is an important facilitator of academic achievement among individuals (Antaramian, 2015; Renshaw & Cohen, 2014). Antaramian (2017) revealed that

individuals with high level of life satisfaction have high mastery-approach goals and performance-approach goals. In our study, a similar result was obtained with this study only for the performance-approach goal. Toros (2010) stated that athletes' high life satisfaction can reveal their desire to maintain their skills and be superior to other athletes; however, those who have high satisfaction from life can show the highest performance.

5. CONCLUSION

As a result, performance-approach and performance avoidance goals are goals that mean trying to do better than other individuals and not to be worse than other individuals. In particular, the high life expectancy of people with high performance levels may depend on the age range of the participants. In addition, the fulfillment of social approval goals is very important for life satisfaction and offers satisfaction to the individual in his/her social life. Enjoying life and feeling psychologically happy can be effective in increasing of individuals' life satisfaction. Coaches can support their athletes by conducting life satisfaction assessments to identify athletes who may be at risk for further difficulty through team mentors. Since this study will shed light on future studies, we can say that it will be useful to repeat it in different areas in a more comprehensive way.

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