



## Investigation of Happiness and Life Satisfaction Levels of Basketball Players Participating in Infrastructure Leagues According to Some Variables

“Altyapı Liglerine Katılan Basketbol Sporcularının Mutluluk ve Yaşam Doyum Düzeylerinin Bazı Değişkenlere Göre İncelenmesi”

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### ABSTRACT

**Aim:** The general aim of our basketball branch athletes was to examine the effect of participation in basketball training on life satisfaction and happiness levels of students attending schools.

**Material and Method:** A total of 168 athletes from primary, middle and high school participated in the study. Demographic characteristics, job satisfaction scale and happiness scale were used in the study. Frequency distributions were used in the evaluation of demographic data. Since the data showed normal distribution, the data were given as mean and standard deviation. The difference between groups and demographic variables was analyzed using independent t-test and one-way ANOVA. When there was a difference, Tukey HSD test, one of the post hoc tests, was used to determine which of the more than two variables were different. Pearson correlation analysis was used to determine the relationship between variables

**Results:** It was determined that there was a significant difference between the gender variable and life satisfaction and happiness of the students participating in basketball training. In the age groups, it was determined that the life satisfaction and happiness levels of 8-10 years old were higher than 10-14 and 15-18 years old variables, and the life satisfaction and happiness levels of the students who have been doing sports between 1-3 years were higher than the students with more sports age. It was determined that there was a positive relationship between life satisfaction and happiness level.

**Conclusions:** As a result, the participation of students in basketball training together with their education life can increase their life satisfaction and happiness levels and enable them to become healthy and social individuals.

**Keywords:** Basketball, Happiness, Life Satisfaction, Psychology.

### ÖZET

**Amaç:** Çalışmamızın genel amacı okullarda öğrenim gören öğrencilerin basketbol antrenmanına katılımın öğrencilerde yaşam doyumu ve mutluluk düzeyleri üzerine etkisinin incelenmesidir.

**Materyal ve Metod:** Araştırmaya ilkökul, ortaokul ve lise düzeyinde toplam 168 sporcu katılmıştır. Çalışmada demografik özellikler yaşam doyumu ölçeği ve mutluluk ölçeği kullanılmıştır. Çalışmada demografik verilerin değerlendirilmesinde frekans dağılımlarından faydalanılmıştır. Veriler normal dağılım gösterdiğinden veriler ortalama ve standart sapma olarak verilmiştir. Gruplar ve demografik değişkenler arasındaki fark independent sample t test, ve tek yönlü ANOVA analizinden yararlanılmıştır. Fark olduğunda ikiden fazla değişkende farklılığın hangilerinde olduğunu belirlemek için post hoc testlerden Tukey HSD testi yararlanılmıştır. Değişkenler arasında ilişkinin belirlenmesinde ise pearson korelasyon analizi yapılmıştır.

**Bulgular:** Basketbol antrenmanına katılan öğrencilerin cinsiyet değişkeni ile yaşam doyumu ve mutluluk arasında anlamlı farkın olduğu belirlendi. Yaş gruplarında 8-10 yaşın 10-14 ve 15-18 yaş değişkenlerine göre yaşam doyumu ve mutluluk seviyelerinin yüksek olduğu, 1-3 yıl arasında spor yapan öğrencilerin spor yaşı fazla olan öğrencilere göre yaşam doyumu ve mutluluk düzeylerinin daha yüksek olduğu belirlendi. Yaşam doyumu ile mutluluk düzeyi arasında pozitif yönlü ilişkinin olduğu belirlendi.

**Sonuç:** Sonuç olarak basketbol branşı sporcularının öğrenim hayatları ile birlikte basketbol antrenmanına katılması öğrencilerin yaşam doyumu ve mutluluk seviyelerinin artmasına olanak sağlayarak sağlıklı ve sosyal bir birey olmalarına imkân sağlayabilmektedir.

**Anahtar Kelimeler:** Basketbol, Mutluluk, Psikoloji, Yaşam Doyumu.

## INTRADUCTION

It is a well-known fact that exercise is one of the important factors in preventing the occurrence of many diseases (Çelik ve Soyal, 2020). It is a fundamental element in raising healthy individuals in society by developing individuals physically, mentally, and socially (Kaya vd., 2016). In this context, participation in sports activities not only improves individuals' physical health but also their social skills and self-confidence (Karacabey, 2005). Especially team sports are of great importance in terms of providing versatile gains such as cooperation, communication and strategy development (Gürkan, 2008). Basketball is an enjoyable branch that includes a combination of technical, tactical, and physical fitness (Ziv & Lidor, 2009). When examining the nature of basketball, it encompasses combined activities containing maximum intensity during the game. Throughout the game, there are a variety of actions such as speed, muscular power generation, sudden changes of direction, dribbling, sliding movements, and jumping, which all comprise a series of abrupt, fast, moderate, and high-intensity movements (Narazaki et al., 2009).

Happiness, while having many definitions, is expressed as having a more positive disposition in one's emotions and thought patterns in life. It is the result of positive feelings being predominant in individuals' lives (Kangal, 2013). Happiness is a state of mental or emotional relaxation in an individual (Yılmaz, 2008). Happiness can be divided into three dimensions. Among these, positive and negative emotions constitute the emotional aspect of happiness, while life satisfaction represents the mental and judgmental components of happiness (Kangal, 2013). The positive emotional aspect describes states such as joy, pleasure, and cheerfulness experienced by an individual, whereas negative emotions refer to feelings such as sadness, demoralization, and boredom.

The final dimension of happiness, life satisfaction, refers to the individual's overall evaluation of their experiences. For example, happy individuals tend to respond to any situation calmly and rationally, whereas unhappy individuals exhibit panic, fear, or hatred in response to a given situation (Sönmez, 2016). In terms of life satisfaction, having more positive emotions and significantly fewer negative emotions is one of the indicators of the concept of happiness (Eryılmaz ve Aypay, 2011). The state of happiness is influenced by numerous factors. The environment in which individuals find themselves determines the boundaries of happiness, which ultimately dictates whether happiness is at a high or low level. Key factors include satisfaction derived from leisure time, the number of physical activities they engage in, educational level, physical and mental health conditions, and whether their financial situation is good or poor. We can also identify elements such as friendship circles, social activities, and communication as factors influencing individual happiness (Bailey & Fernando, 2012). Considering the exam and life anxieties faced by students transitioning to high school and university preparations, particularly for male and female students, the significance of this study becomes apparent. It is believed that the results of this study will contribute to increasing many students' participation in sports activities. The general aim of our study is to investigate the happiness and life satisfaction levels of basketball players participating in youth leagues according to various variables. The main purpose of this study is to examine the happiness and life satisfaction levels of athletes who actively play basketball in youth leagues in terms of various demographic variables and to reveal the effects of these psychological factors on the general well-being of athletes.

## **MATERIAL AND METHOD**

### **Research Design**

This research is a quasi-experimental study designed to determine the effect of basketball sport on the happiness levels and life satisfaction levels of individuals aged 8-18 years. In the study, a one-group pretest-posttest design was used and the changes between the participants' pretest and posttest measurements were statistically analyzed (Büyüköztürk, 2020).

### **Research Ethics**

The necessary permissions for this research were obtained with the decision numbered 2023/6037 dated 07/12/2023 from the "Siirt University Scientific Research and Publication Ethics Committee."

### **Research Group**

The population of the research, which is a descriptive study, consists of Istanbul Province in the 2023 academic year. The sample group of the research is; A total of 196 people, 81 girls and 115 boys, who voluntarily participated in the research from the athletes playing basketball in the substructure leagues in various districts, participated in the research. However, when the distributed scale forms were examined, the scales that were left blank or filled out incorrectly were eliminated. In the control made; 65 female and 103 male scales were filled in accordance with the instructions, and a total of 493 valid scale forms were taken into consideration. The study was obtained by face-to-face survey method.

### **Data Collection**

Before collecting the data, necessary explanations were made to the participant athletes about the athletes and necessary permissions were obtained from the athletes' management and parents. The athletes were asked to sign a voluntary consent form. Those who did not want to participate or did not obtain permission from their parents were excluded from the study.

### **Data Collection Instruments**

A socio-demographic information form was created to collect personal information. Necessary data were collected using the socio-demographic information form along with happiness and life satisfaction scale data.

### **Happiness Scale**

The 7-item scale developed by Hills and Argyle (2002) is a 5-point Likert-type scale with a single subscale. The score that can be obtained from the scale varies between 7 and 35. The higher the score obtained from the scale, the higher the happiness level of the individual. Exploratory and confirmatory factor analysis conducted to determine the fit of the scale showed that the fit index value was at an acceptable level ( $\chi^2 = 36.05$ ,  $sd = 13$ ,  $\chi^2/sd = 2.77$ ,  $AGFI = .93$ ,  $GFI = .97$ ,  $NFI = .92$ ,  $CFI = .95$ ,  $IFI = .95$ ,  $RMR = .044$ ,  $RMSEA = .074$ ). The factor loadings of the items in the scale ranged between .53 and .72. The internal consistency coefficient of the scale was calculated as .74. The corrected item-total score correlation coefficient of the scale ranged between .36 and .55 (Doğan ve Akıncı-Çötök, 2011).

## Life Satisfaction Scale

The measurement tool developed by Diener, Emmons, Larsen and Griffin in 1985 to examine life satisfaction and adapted into Turkish by Köker (1991) is a one-dimensional 5-point Likert-type scale (1= Strongly Disagree - 5 = Strongly Agree). While the reliability coefficient of the test was 85, the item-test correlation was found to be between 71-80. The reliability and validity of the life satisfaction scale has been established and it consists of a single dimension and 5 items (Köker, 1991).

## Data Analysis

The data obtained in the study were analyzed using the SPSS 21.0 software package. The Kolmogorov-Smirnov test was used to determine whether the data were normally distributed and the data we obtained showed a normal distribution. Parametric tests were conducted using One-Way ANOVA and T-Test for analysis. When there is a difference, Tukey HSD test, one of the post hoc tests, was used to determine in which of the more than two variables there is a difference. Pearson correlation analysis was used to determine the relationship between the variables.

## RESULTS

**Table 1.** *T Test Results According to Gender Variable*

Variables	Gender	n	$\bar{X}$	Ss	t	p
Happiness	Female	65	3.325	.438	3.569	.001*
	Male	103	3.059	.488		
Life Satisfaction	Female	65	3.363	.725	2.006	.046*
	Male	103	3.128	.747		

\*p<0,05

When Table 1 is examined, it was found that there is a statistically significant difference in the total scores of the happiness scale among the participants ( $p < 0,05$ ). According to these results, it has been determined that women are happier than men in terms of happiness scale scores. When the total scores of life satisfaction are analyzed, a statistically significant difference was found between women and men, with women's life satisfaction scores being higher than those of men ( $p < 0,05$ ).

**Table 2.** *T-Test Results for Parameters Obtained from the Research Group Regarding Family Support for Children's Basketball Participation*

Variables	Family support for playing basketball	n	$\bar{X}$	Ss	t	p
Happiness	Yes	147	3.172	.504	0.676	.50
	No	21	3.095	.329		
Life Satisfaction	Yes	147	3.285	.734	3.146	.002*
	No	21	2.752	.669		

\*p<0,05

Upon examining Table 2, it was found that there is no significant difference in the total happiness scale scores regarding families' support for their children's participation in basketball ( $p > 0,05$ ). It was observed that there was a statistically significant difference between the total life satisfaction scores and the total life satisfaction scores of the family members who said yes were higher than those who said no ( $p < 0,05$ ).

**Table 3. ANOVA Test Results by Age Groups**

Variables	Age	n	$\bar{X}$	Ss	F	p	Tukey
Happiness	8-10 Years (a)	28	3.158	.638	.0120	.887	-
	11-14 Years (b)	82	3.146	.475			
	15-18 Years (c)	58	3.187	.420			
Life Satisfaction	8-10 Years (a)	28	3.657	.673	9.425	.000*	a>b
	11-14 Years (b)	82	3.256	.766			a>c
	15-18 Years (c)	58	2.955	.642			b>c

\*p<0,05

Upon examining Table 3, it was found that there is no significant difference in the total life satisfaction scores ( $p > 0,05$ ). However, a statistically significant difference was observed between life satisfaction and age variables ( $p < 0,05$ ). When analyzed with the results of the Tukey test, it was determined that individuals aged 8-10 had higher total life satisfaction scores than those aged 11-14 ( $p < 0,29$ ) and those aged 15-18 ( $p < 0,05$ ). Additionally, individuals aged 11-14 were found to have higher total life satisfaction scores compared to those aged 15-18 ( $p < 0,39$ ).

**Table 4. ANOVA Test Results for Parameters Obtained from the Research Group Regarding Sports Age**

Variables	Sport Age	n	$\bar{X}$	Ss	F	p	Tukey
Happiness	1-3 Years (a)	124	3.191	.448	3.778	.025*	a>c
	4-6 Years (b)	38	3.150	.569			b>c
	7 Years and above (c)	6	2.642	.440			
Life Satisfaction	1-3 Years (a)	124	3.258	.726	.801	.451	-
	4-6 Years (b)	38	3.084	.830			
	7 Years and above (c)	6	3	.560			

\*p<0,05

Upon examining Table 4, it was found that there is no statistically significant difference in total life satisfaction scores between individuals' sports age ( $p > 0,05$ ). However, a difference was identified between total happiness scores and sports age. Individuals with 1-3 years of sports experience had significantly higher happiness scores than those with 7 years or more of sports experience ( $p < 0,18$ ). Additionally, individuals with 4-6 years of sports experience also showed higher happiness scores compared to those with 7 years or more, and this difference was statistically significant ( $p < 0,044$ ). No significant difference was found between the total happiness scores of individuals with 1-3 years and those with 4-6 years of sports experience ( $p > 0,05$ ).

**Table 5. ANOVA Test Results for Parameters Obtained from the Research Group Regarding Weekly Training Days**

Variables	Weekly Training Day	n	$\bar{X}$	Ss	F	p	Tukey
Happiness	1-2 Day (a)	72	3.079	.611	2.295	.104	-
	3-4 Day (b)	84	3.207	.348			
	5 Day and above (c)	12	3.345	.406			
Life Satisfaction	1-2 Days(a)	72	3.522	.694	12.967	.000*	a>b
	3-4 Days(b)	84	2.952	.695			
	5 Day and above (c)	12	3.266	.730			

\*p<0,05

Upon examining Table 5, it was determined that there is no significant difference between total happiness scores and the number of training days per week ( $p > 0,05$ ). However, a statistically significant difference was found between total life satisfaction scores and the number of training days per week ( $p < 0,05$ ). Individuals training 1-2 days a week had higher total life satisfaction scores compared to those training 3-4 days a week, and this difference was significant ( $p < 0,000$ ). It was also determined that there



is no statistically significant difference between total life satisfaction scores and other variables ( $p>0,05$ ).

**Table 6.** Pearson Correlation Analysis of Participants

Life Satisfaction	Happiness
	.203*

\* $p<0,05$

According to the statistical analyses conducted, there is a positive correlation between the average happiness scores and the average life satisfaction scores of the participating students ( $r = 0.203$ ,  $p < 0,008$ ).

## DISCUSSION AND CONCLUSION

Our study aimed to examine the happiness and life satisfaction of athletes aged 8-18 participating in youth basketball leagues concerning various variables. The high academic workload and the amount of time students spend at school can restrict or reduce their ability to engage in sports. Participating in basketball training as an extracurricular activity initially allows students to allocate time for themselves amidst this intense schedule and provides them with opportunities to feel happy.

The findings of our study indicated that there is a statistically significant difference between the gender variable and the average scores of happiness and life satisfaction. The fact that most of the participants are in their adolescence may contribute to this significant difference. A review of studies in this area reveals both similar and differing results. For instance, Önmén (2021), found a significant difference in happiness levels favoring males while reporting no significant difference in life satisfaction. In research conducted with university students, it was noted that male students had higher average happiness scores compared to female students (Göktaş vd., 2019). In a study conducted on adults, Demirel (2018 ), stated that there was no significant difference in happiness and life satisfaction according to gender. A study on athlete spouses also found that female participants had higher life satisfaction scores (Kara vd., 2014). Another study indicated that women have higher life satisfaction compared to men (Daig., et al., 2009).

Our data indicated that there is a statistically significant difference in happiness and life satisfaction concerning the age variable. The observed differences among age groups may be attributed to the fact that children are in a phase of play and entertainment, while other age groups experience significant stress due to university entrance exams and concerns about the future. Studies in this area have shown that university students aged 19-22 have higher levels of happiness compared to those in the 23-25 age group (Gülcan, 2014). Benzer bir araştırmada 11-18 yaş aralığında depresyon bölgesinde yaşayan çocuklara yönelik araştırmada yaş grupları ile toplam yaşam doyumu ölçeği arasında istatistiksel olarak anlamlı farkın olmadığı görüldü (Özçakal vd., 2025). In his study on children between the ages of 10-13, Kahraman stated that the happiness levels of 11-year-old children were higher than 13-year-old children (Kahraman, 2024). Akın and Şentürk noted that the happiness scale values of the 18-24 age group are higher than those of other age groups (Akın ve Şentürk, 2012). Yılmaz's findings indicated that young and older individuals have greater life satisfaction compared to middle-aged individuals (Yılmaz, vd.; 2010). Conversely, another study reported that there is no significant difference in life satisfaction among age groups (Daig et al., 2009). Şahin found no significant difference between the life satisfaction of unassigned physical education teachers and the age variable (Şahin, 2020).

Our findings also revealed a statistically significant difference in life satisfaction regarding families' support for their children's participation in sports. The benefits of children relaxing after sports, returning home with spent energy, gaining a sense of discipline, and the awareness of family members regarding

the health benefits of sports are significant factors in families' support for their children's involvement in sports. In similar studies in this area, it was found that as family income levels increased, families supported their children's participation in sports (Asan ve Gerek, 2019). Likewise, in research conducted on secondary school students, families were found to support their children's participation in sports (Göktaş, 1994).). Bourdieu's research indicated that as the education level of families increases, there is a rise in their children's participation in sports (Bourdieu, 1984).

In our study, a significant difference was found between sports age and happiness scores, while there was no significant difference in life satisfaction. It was observed that individuals who have recently started engaging in sports have high levels of happiness. As sports age increases, the habitual nature of participating in sports may be the general reason for the lack of difference in happiness levels.

Ulukan and Esenkaya stated in their studies that there is no statistically significant difference between the level of happiness and life satisfaction related to participation in sports; however, the total happiness scores were higher in individuals participating in sports (Ulukan ve Esenkaya, 2020). In research conducted on high school students, it was noted that individuals participating in sports had higher life satisfaction compared to those who did not (Tavazar et al., 2016). Mumcu reported that in their research involving students in the physical education department, although there was no statistically significant difference between students who participated in sports and those who did not, students who engaged in sports had higher happiness levels (Mumcu, 2019). Similar research indicated that individuals participating in sports exhibited higher levels of happiness (Demir ve Duman, 2019). In a study by Ortaç, it was expressed that there were statistically significant differences in life satisfaction and happiness levels among university staff participating in recreational sports activities (Ortaç, 2019).

Our findings showed a positive relationship between the total happiness scores and life satisfaction scores of the participating students. We can say that as the quality of life of the participants increases, their levels of happiness also rise. When examining similar research, Çakıroğlu (2007) stated that there are increases in the levels of happiness alongside an increase in quality of life (Çakıroğlu, 2007). Akyüz mentioned in their research on the relationship between leisure consumers' quality of life and happiness levels that both quality of life and happiness levels increase (Akyüz, 2019). Another study conducted on young adults found a positive correlation between life satisfaction and happiness levels (Gülcan ve Bal, 2014). Contrary to our study's findings, Önmen stated in their research that there was a negative relationship between life satisfaction and happiness levels, attributing this to the conditions during the pandemic period (Önmen, 2021). While our study shows similarities with existing research in this area, it is evident that there are also differing results.

In conclusion, we can say that women's happiness and life satisfaction are higher than men's, and that younger age groups experience greater happiness and life satisfaction compared to older age groups. Particularly, individuals with less sports age have higher life satisfaction and happiness scores than those with more sports age. It appears that as sports age increases, there are no changes in happiness and life satisfaction.

Individuals' life satisfaction increases as they engage in sports, and this also corresponds to an increase in their happiness levels. By participating in sports, individuals can overcome challenges encountered in academic and social life more easily, thereby enjoying life more and enabling themselves to achieve greater happiness. Regularly doing sports can contribute positively to individuals' happiness and enjoyment of life. Individuals doing different types of sports branches instead of doing the same sport continuously can increase happiness and life satisfaction. We can say that starting sports at an early age will contribute positively to happiness and life satisfaction.

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