




## Evaluation of the Leisure Boredom Perception of Coaches from Different Sports Branches

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### ABSTRACT

The aim of this study is to evaluate the perceptions of leisure boredom of coaches working in different sports branches. The sample group of the study consist of 224 coaches, 173 men and 51 women, actively working in different sports branches. In the study, in order to determine individuals' perceptions of leisure boredom, a method developed by Weissinger and Iso-Ahola, "Leisure Boredom Scale (LBS)", which was adapted to Turkish culture by Kara et al. (2014), was applied. When the internal consistency coefficients of the Leisure Boredom Scale were examined, it was determined that  $\alpha = .721$  for the boredom sub-dimension and  $\alpha = .721$  for the satisfaction sub-dimension. In order to compare the boredom perceptions of the participant group in terms of different variables, Independent Samples T-Test and One-way ANOVA were applied. As a result of the analyses, no difference was detected in the coaches' perception of leisure boredom in terms of gender variable ( $p > .05$ ). No significant difference was detected as a result of the single-factor analysis of variance performed, according to the coaching branch variable of the participant group ( $p > .05$ ). However, when the results of the single-factor analysis of variance for the coaching experience variable were examined, it was seen that there was a significant difference in the "boredom" and "satisfaction" sub-dimensions according to the experience of the coaches ( $p < .05$ ). Tukey test was performed to determine the source of significant difference. According to the results, it was determined that there were significant differences in the "boredom" sub-dimension between the coaching experience groups of 1-5 years and 6-10 years, 1-5 years and 11 years and over, and 6-10 years and 11 years and over. As a result, this study reveals that coaches' perception of boredom in leisure does not differ according to variables such as gender, age, educational status, and coaching branch. However, it was observed that the coaching experience variable had a significant effect on the "Boredom" sub-dimension and this effect was found to associated with the difference between the duration of the coaching experience.

**Keywords:** Leisure, Leisure boredom, Coach

### INTRODUCTION

The concept of leisure is described as a significant period that allows individuals to balance their lives and develop different aspects, providing opportunities for personal growth, creativity, and originality (Crawford, 2009; Kelly, 2017). Leisure is often seen as the opposite of work, but what is work for one person may be leisure for another. Most activities can encompass characteristics of both

leisure and work (Torkildsen, 2005). Leisure activities help reduce stress, support mental health, and contribute to maintaining physical health (Sharma et al., 2021; Warburton et al., 2006). They assist in balancing personal life with work or education. These activities can enhance time management skills and alleviate stress (Macan et al., 1990).

The concept of "boredom perception during leisure" is defined as the inability of individuals to create alternatives during their leisure in the face of

meaningful and high-quality time (Iso-Ahola and Wessinger, 1987). Today, it is believed that the perception of boredom is associated with evaluating leisure (Köse and Bayköse., 2019). An active lifestyle is seen to benefit long-term job performance and post-work efficient recovery, especially in terms of participation in various creative activities and physical activity (Bloom et al., 2018). In a study examining boredom perception during leisure, Wegner and Flisher (2009) categorized this experience as social control (parental monitoring, gender, and identity, age), psychological tendency (motivation, personality, and impact), and content effect (lack of anything to do, limited leisure resources, lack of challenge, and time use). Experiencing boredom during leisure can lead to negative consequences such as internet addiction (Lin et al., 2009), but it can be said that the ability to manage leisure reduces boredom perception (Wang, 2019). Individuals experiencing boredom during leisure can attempt to reduce their stress through the use of digital technologies (Leung, 2015).

In line with all this information, the increasing importance of time management in our era has led to significant developments in the concept of leisure. In this context, the perception of leisure boredom among coaches is important regarding both professional and personal life balance. In this regard, the aim of the study is to evaluate the perception of leisure boredom of coaches working in different sports branches. The research questions related to the study are as follows:

H1: The perception of leisure boredom of individuals working in different sports branches varies according to the gender variable.

H2: The perception of leisure boredom of individuals working in different sports branches varies according to the coaching experience variable.

H3: The perception of leisure boredom of individuals working in different sports branches varies according to the sports branch they work in.

## METHOD

### Research Design

In this study, a descriptive model from quantitative research methods was utilized to reveal the current situation (Karasar, 2009).

### Study Group

The demographic information of the participants included in the study is presented in Table 1. Accordingly, the study group consisted of 224 coaches, with 173 males (77.2%) and 51 females (22.8%). The participants' coaching experiences were also evaluated separately. In this context, it was determined that the number of participants with coaching experience between 1-5 years was 93 (41.5%). The number of participants with coaching experience between 6-10 years was found to be 48 (21.4%). Additionally, the number of participants with coaching experience of 11 years and above was determined to be 83 (37.1%). When the distribution of participants according to coaching disciplines was examined, it was observed that there were 62 (27.7%) participants in the football discipline, 17 (7.6%) in the basketball discipline, 14 (6.3%) in the volleyball discipline, 57 (25.4%) in the swimming discipline, 18 (8.1%) in the fitness/pilates discipline, 18 (8.0%) in combat sports, and 38 (17%) in other disciplines.

**Table 1:** Findings on Participants' Demographic Information

		Frequency	%
<b>Gender</b>	Female	51	22.8
	Male	173	77.2
<b>Age</b>	24 and under	55	24.6
	25-29	43	19.2
	30-35	34	15.2
	36-40	26	11.6
	40-45	21	9.4
	46 and above	45	20.1
<b>Coaching Experience</b>	1-5 years	93	41.5
	6-10 years	48	21.4
	11 years and above	83	37.1
<b>Education Level</b>	Graduate of Faculty of Sports Sciences	190	84.8
	Other	34	15.2
<b>Coaching Discipline</b>	Football	61	27.2
	Basketball	17	7.6
	Volleyball	14	6.3
	Swimming	58	25.9
	Fitness/Pilates	18	8.0
	Combat Sports	18	8.0
	Other	38	17

## Data Collection Tools

Personal Information Form: The aim of this form is to gather information about coaches independent of the two sub-factors of the Leisure Boredom Scale (LBS). This form includes questions covering relevant topics such as age, gender, coaching discipline, active coaching experience duration, and educational background.

**Leisure Boredom Scale (LBS):** Developed by Iso-Ahola and Weissinger in 1990, the Turkish version's validity and reliability were investigated by Kara et al. (2014). LBS consists of two sub-factors: 'Boredom' and 'Satisfaction.' The scale items are scored as "Strongly Disagree (1)", "Disagree (2)", "Undecided (3)", "Agree (4)", and "Strongly Agree (5)". In this study, the analyses conducted on the collected data resulted in a reliability coefficient of 0.77 for the 'Boredom' subscale and 0.73 for the 'Satisfaction' subscale.

## Data Collection

The data was collected online from coaches working in different sports disciplines through the "Microsoft Forms" using the "Personal Information Form" and the "Leisure Boredom Scale" between April and August 2023. The principle of voluntary participation was adopted in this study, and the total application time for both scales was approximately 10 minutes.

## Data Analysis

The statistical analyses conducted in the scope of the research were performed using the SPSS 26 statistical package program. Independent Samples t-Test and One-Way Analysis of Variance (ANOVA) were applied to compare the participants' boredom perceptions regarding different variables.

## RESULT

In this section, the findings obtained from the study are presented.

**Table 2.** Independent T-Test Results for Leisure Boredom Perception of Coaches According to Gender Variable

	Gender	N	X*	S.s.	sd	t	p
<b>Boredom</b>	Female	51	2.2078	.69278	222	-.640	.523
	Male	173	2.2832	.75298			
<b>Satisfaction</b>	Female	51	3.0235	.86223	222	.464	.643
	Male	173	2.9607	.84514			

\*p<0.05

No significant difference was found in the perception of leisure boredom in terms of the gender variable for both the "boredom" and "satisfaction" subscales (p > 0.05).

**Table 3.** One-Way Analysis of Variance (ANOVA) Results for Coaches' Leisure Boredom Perception According to Coaching Experience Variable

		Sum of Squares	sd	Mean Squares	F	p	Significant Difference
<b>Boredom</b>	Between Groups	7.696	2	3.848	7.456	.001*	1-5 years -6-10 years
	Within Groups	114.046	221	.516			1-5 years-11 years and above
	Total	121.742	223				6-10 years-11 years and above
<b>Satisfaction</b>	Between Groups	1.102	2	.551	.765	.466	-
	Within Groups	159.078	221	.720			
	Total	160.180	223				

\*p<0.05

When the coaching discipline variable is examined, no significant difference was found in the perception of leisure boredom in both the "boredom" and "satisfaction" subscales (p > 0.05).

## DISCUSSION AND CONCLUSION

This study was conducted to assess the perception of leisure boredom among coaches working in different sports disciplines. The analysis of the obtained data revealed that there was no significant difference in the perception of leisure

boredom based on gender and coaching discipline variables. Coaches showed similar patterns in how they spend their leisure according to these demographic factors.

No significant difference was found in the perception of leisure boredom based on the gender variable. When reviewing relevant literature, İskender (2023) did not find any significant difference in the perception of leisure boredom based on gender in a study examining the relationship between university students' social media addiction, leisure boredom, and life satisfaction. Similarly, Yaşartürk et al. (2017) did not find any significant difference based on gender in a study investigating the relationship between university students' participation in recreational activities, leisure boredom, and life satisfaction. Likewise, Kara et al. (2018) did not find any significant difference in the perception of leisure boredom, life satisfaction, and social attachment levels among physical education teacher candidates based on gender. These results are in line with the present study.

A significant difference was observed in the perception of leisure boredom in the "boredom" subscale based on coaching experience. This result can be interpreted as coaches' perception of leisure boredom may change as their experience increases.

Specifically, it can be stated that the difference observed in the "boredom" subscale stands out between coaches with 1-5 years of experience compared to those with 6-10 years and 11 years and above of experience.

No significant difference was found in the perception of leisure boredom in the subscales based on coaching discipline. This indicates that the discipline in which coachesal., (2015) suggests that while the perception of boredom in leisure is seen to be associated with negative situations such as delinquency and depression, it also affects the developmental processes of these groups. Spruyt et al., (2018) stated that the perception of boredom in leisure in young individuals may cause weakness in social relationships and result in low life satisfaction. As seen in the studies, it can be said that the perception of boredom in leisure may cause the internal motivation process of individuals to deteriorate (Weissinger et al., 1992). This situation revealed the need to examine the leisure boredom perception of coaches in the current study.

The results of this research provide insights into the variables that may contribute to differences in coaches' perceptions of leisure boredom. Furthermore, the absence of a significant difference in the analysis conducted based on the coaching discipline variable can be interpreted as the coaching

discipline variable having no effect on the perception of leisure boredom. The study indicates that demographic factors such as gender, age, and education level, as well as sports discipline, have limited influence on this perception. However, it was observed that coaching experience has a more prominent effect on the perception of boredom. These findings emphasize the importance of taking coaching experience into consideration when developing strategies to effectively manage coaches' leisure. Understanding how coaches' experience levels may change throughout their careers can contribute to the development of more effective support and guidance strategies in the field of coaching.

While the study aims to evaluate the leisure boredom perception of coaches from different sports branches, it also contains some limitations. These limitations include the natural and cultural structure of the study group. Contextual differences that occur in this direction can be examined in a generalized and specific way by examining work groups in different cultural environments.

#### **Conflict of Interest**

We declare that this article we wrote is not involved in any particular conflict of interest.

#### **Author Contributions**

Study Design, ŞŞC, EŞC and BE; Data Collection, ŞŞC, EŞC and BE; Statistical Analysis, ŞŞC, EŞC and BE; Data Interpretation, ŞŞC, EŞC and BE; Manuscript Preparation, ŞŞC, EŞC and BE; Literature Search, ŞŞC, EŞC and BE. All authors have read and agreed to the published version of the manuscript.

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