



Examination of the Social Achievement Goal of the Students in the Faculty of Sports Sciences in Terms of Various Demographic Variables

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Abstract

This study aims to examine the social achievement goals of the students who continue their education at the Faculty of Sport Sciences and to compare them in terms of various demographic variables. The study group consists of a total of 230 volunteers, 74 females and 156 males. "Social Achievement Goal Scale" (SAGS) was used as a data collection tool in the study. The Cronbach Alpha internal consistency coefficient was calculated to determine the scale's reliability. In the analysis of the data obtained, the Shapiro-Wilk Test was applied to determine the normality level of the dependent variable as well as the descriptive statistical methods of the independent variables. Mann-Whitney U Test, the nonparametric test, was used to determine the difference between the groups of the sample that did not comply with the normal distribution. When the results of the U-Test were examined, the independent variables of the individuals who "exercise regularly," "have a professional athlete background," "take duty in a sports organization," and "o team sports" showed a significant difference in terms of the total mean score of SAGS. However, when the results were analyzed in terms of gender variables, it was seen that there was no significant difference. As a result, it has been determined that the Faculty of Sport Sciences students have a high social success target. In addition, it was determined that individuals with an athletic background showed behaviors related to social success more intensely than other groups.

Keywords: Social Success, Goal Orientation, Achievement Goal

Spor Bilimleri Fakültesindeki Öğrencilerin Sosyal Başarı Hedefinin Çeşitli Demografik Değişkenler Açısından İncelenmesi

Özet

Bu araştırmada, Spor Bilimleri Fakültesi'nde öğrenimine devam eden öğrencilerin sosyal başarı hedefinin incelenmesi ve çeşitli demografik değişkenler açısından karşılaştırılması amaçlanmıştır. Çalışma grubunu 74 kadın ve 156 erkek olmak üzere toplam 230 gönüllü birey oluşturmaktadır. Araştırmada veri toplama aracı olarak "Sosyal Başarı Hedefi Ölçeği" (SBHÖ) kullanılmıştır. Ölçeğin güvenilirliğini belirlemek için Cronbach Alpha iç tutarlık katsayısı hesaplanmıştır. Elde edilen verilerin analizinde bağımsız değişkenlerin betimsel istatistik yöntemlerinin yanı sıra bağımlı değişkenin normallik düzeyini tespit etmek için Shapiro-Wilk Testi uygulanmıştır. Normal dağılıma uymayan örneklem grupları arasındaki farklılığı tespit etmek amacıyla nonparametrik testlerden Mann-Whitney U Testi kullanılmıştır. Yapılan U Testi sonuçları incelendiğinde "düzenli egzersiz yapan", "profesyonel sporcu geçmişine sahip olan", "spor organizasyonunda görev almış", ve "takım sporları yapan" bireylerin bağımsız değişkenleri SBHÖ toplam ortalama puanı açısından anlamlı farklılık göstermiştir. Bulgular, cinsiyet değişkeni açısından incelendiğinde anlamlı farklılık olmadığı görülmüştür. Sonuç olarak Spor Bilimleri Fakültesi'ndeki öğrencilerin yüksek düzeyde sosyal başarı hedefi içerisinde olduğu tespit edilmiştir. Ayrıca sporcu geçmişine sahip olan bireylerin sosyal başarıya ilişkin davranışları diğer gruplara kıyasla daha yoğun biçimde gösterdiği belirlenmiştir.

Anahtar Kelimeler: Sosyal Başarı, Hedef Yönelimi, Başarı Hedef

Introduction

The concept of social is derived from the Latin word “socius,” which means “friend.” When the meaning of the word social is examined, we come across definitions based on cooperation between people and the tendency to establish relationships. The concept of success, on the other hand, is the level of competence for the specific skill area of the individual. Success in psychology has been expressed as the stage of realizing the goals that the individual or society dedicates to himself (Alkan, 2019). The concept of social success describes the expectations of individuals and the results of their activities (Taysaeva, 2022). People’s goals for their social relations constitute the goals of social success (Alkan, 2019).

While goals are expressed as the purpose of realizing behaviors, it is seen that social goals are essential for people to achieve success in their social interactions. For example, in the sportive activities that take place within an event, the achievements affected by the event are associated as an indicator of the person’s social status since they are evaluated by people (Drozdov, 2020). The goals people acquire to succeed in their social interactions are their social goals. Social achievement goals, which show different ways of defining a person’s social competence, reveal various patterns in socialization belief and behavior (Arslan et al., 2018).

Human is a social being, and how others think, influence, and establish interpersonal relationships is considered a scientific discipline in social psychology. Solving problems between people in society allows for the development of a healthy lifestyle and happiness. In this direction, community refers to social life. A person who has a self-image in society is a social being. Forming, developing, and strengthening a person’s self-image constitute the main goals (Üzbe & Bacanlı, 2015). In theory, as stated in the success goals, the main success goal, which is the action taken by the person to define the behavior, is fundamental. The characteristic expressed in achievement motivation is based on one’s perception of one’s ability. There appears to be a distinction between the task and ego approaches in achieving goals. Sports psychologists stated that the effect of task approach goals in the struggle in case of failure is vital in maintaining performance (Bozkurt, 2014).

Beliefs and emotions that determine the purpose of one’s behavior are expressed as success orientation (Palancı et al., 2010). The presence of people in social groups represents social identity. Social identity is critical in athletes’ communication skills, self-expression, or relationships within the team. A strong athlete identity is a psychological and sociological

phenomenon that provides an advantage in interpreting the results of positive or negative behaviors (Esenkaya et al., 2021).

Method

Study Group

The study group consists of 230 undergraduate students, whose average age is 74 women and 156 men, studying at the faculty of sports sciences.

Data Collection Tools

A form consisting of two parts was used to collect data. In the first part of the applied form, in addition to the sociodemographic personality characteristics of the individuals, the status of exercising regularly, the variable of taking duty in the sports organization, the variable of having a professional athletic background, and the independent variables related to the sports consisted of questions. In the second part, Horst et al. (2007) Social Achievement Goal Scale developed by Arslan et al. (2018) adapted it into Turkish. The scale has three sub-dimensions, including 11 items. The sub-dimensions are skill, performance approach, and performance-avoidance, respectively. In addition, the scale varies in a 5-point Likert type.

Analysis of Data

In the data analysis part, the results from the Shapiro-Wilk test were examined to determine the normality distribution. It was determined that the group did not provide a normal distribution ($p < 0.05$). In addition to descriptive statistics such as frequency and percentage in data analysis, nonparametric test techniques were used in data analysis. Mann Whitney U Test was applied to determine the difference between the independent variables of the two groups.

Hypotheses

The hypotheses created in the research are as follows:

- H1: Social success target differs significantly according to gender variable.
- H2: The goal of social success differs significantly according to the experience of participating in the sports organization.
- H3: Social success target differs significantly depending on the professional athletic background.
- H4: Social success target differs significantly according to the sports branch.

Results

Table 1. Distribution of the Study Group in terms of Demographic Variables

Variable	N	Percent
Gender		
Male	156	67,8
Female	74	32,2
Regular Exercise		
Yes	147	63,9
No	83	36,1
Taking on Duty in a Sports Organization		
Yes	135	58,7
No	95	41,3
Professional Athletic Background		
Yes	50	21,7
No	180	78,3
Sport		
Individual	111	48,3
Team	119	51,7

The presentation of some demographic characteristics of the participants participating in the research is given in the table. When the frequency and percentage results were analyzed regarding gender, a total of 230 university students, 156 (67.8%) male and 74 (32.2%) female participated in the study. While 147 (63.9%) exercised regularly, 135 (58.7%) participated in sports organizations. In addition, 180 participants (78.3) did not have a professional athlete background, while 119 participants (51.7) were engaged in team sports.

Table 2. Scale Score Distribution

Scale	Items	N	Mean	C.Alpha
Social Achievement Goal	11	230	3.22	0.919

The internal consistency of the items in the scale is analyzed with the alpha coefficient, and the value range of $0.60 \leq \alpha < 0.80$ indicates that the scale is quite reliable (Lorcu, 2015). When the Cronbach Alpha internal consistency coefficient was calculated for the total scale, the result was determined to be 0.919. It has been statistically proven that the obtained result is quite reliable.

Table 3. Shapiro-Wilk Normality Test Result

Scale	Items	Count	p
Social Achievement Goal	11	,970	0.00

When the normality test results of the sample group are examined, it is seen that the group does not exhibit a normal distribution ($p < 0.00$). For this reason, nonparametric test techniques were used to analyze the data.

Table 4. U-Test Results of Social Achievement Goal by Gender Variable

Gender	N	Mean	U	p
Male	74	116.19	5721.00	0.91
Female	156	115.17		

Social achievement goal total scores were examined in terms of the gender variable in Table 4, and no significant difference was found when the averages of men and women were compared ($p > 0.05$).

Table 5. U-Test Results Regarding Regular Exercise Status

Regular Exercise	N	Mean	U	p
Yes	147	128.09	4249.500	0.00
No	83	93.20		

Social achievement goal total scores differed significantly in the regular exercise variable ($p < 0.05$). The significant difference detected is in favor of individuals who exercise regularly.

Table 6. U-Test Results for the Variable of Taking on Duty in a Sports Organization

Participating in Sports Organizations	N	Mean	U	p
Yes	135	136.98	3512.500	0.00
No	95	84.97		

In Table 6, the results of the test conducted regarding the participation of the participants in the sports organization showed a significant difference in terms of the total score of the social

achievement goal ($p < 0.05$). Again, the significant difference is in favor of the individuals involved in the sports organization.

Table 7. U-Test Results for the Variable of Having a Professional Athlete Background

Professional Athletic Background	N	Mean	U	p
Yes	50	147.89	2880.500	0.00
No	180	106.50		

The variable of having a professional athlete background, the participants showed a significant difference in terms of social achievement goal total score ($p < 0.05$). The significant difference is in favor of participants with a professional athlete background.

Table 8. U-Test Results Regarding the Sport Variable

Sport	N	Mean	U	p
Individual	111	100.69	4960.500	0.00
Team	119	129.32		

In Table 8, it is seen that the test result for the sports variable in terms of social success target differs significantly ($p < 0.05$). The significant difference is in favor of the participants engaged in team sports.

Discussion and Conclusion

In this study, the social achievement goals of undergraduate students studying in sports sciences were examined according to their sociodemographic characteristics, regular exercise status, previous involvement in a sports organization, professional athlete background, and sports branches.

In the studies conducted, it is seen that the purpose of success is associated with self-efficacy, being comfortable in front of an audience, and extroverted expectations. It is known that individuals will succeed when they accept their talents and characteristics; that is when they are at peace with their essence. It has been observed that children with low self-esteem are unsuccessful in adapting to formal education and school (Palancı et al., 2010). The relationship between success goal orientation and passion for work was examined, and it was concluded that

mastery goal orientation contributed more positively to work engagement than proving goal orientation (Turgut, 2013). In the studies on the subject, it was concluded that the goal of social success affects motivation in young adolescents. It has been determined that male students have higher levels of social development, social approach, and social avoidance goals compared to female students (Bahar et al., 2018).

In the literature on social achievement goals, it is seen that emphasis is placed on social and academic goals. It has been determined that social aspects are associated with achievement motivation (Horst et al., 2007). The factors in achieving success are many and varied, but the common primary factor is assumed to be motivation (Maehr, 2009). It is seen that the concept of goal, which can be defined as a form of inspiration, is at the center of the study of human motivation (Murayama, 2012). Recently, researchers stated that social achievement goals along with academic goals are critical to understanding motivational dynamics better (Anderman & Anderman, 1999; Covington, 2000; Deci & Ryan, 2000; Dowson & McInerney, 2001; Patrick, Anderman, & Ryan, 2002; Urdan, 1997; Wentzel, 2000). Liem (2015) stated that the importance and meaning of social success goals and the coordination of multiple goals in the daily academic life of individuals constitute an issue that should be considered. In addition, in the related research in the literature, it was concluded that the increase in success motivation in sports activities affects and increases the happiness of the athletes (Özgün et al., 2017).

As a result, it has been determined that the students studying at the faculty of sports sciences have high social achievement goals. The goal of social success shows a significant difference in favor of individuals doing regular exercise, participating in sports organizations, having a professional athlete background, and people who have mainly dealt with team sports. According to the result obtained from the dependent and independent variables, the fact that the students participate in any sports activity in the faculty of sports sciences shows that it plays an essential role in their social identities. Being interested in sports activities creates a situation that brings social success. The fact that the average scores of the participants, especially those involved in team sports, regarding their social achievement goals were higher is an essential outcome of the positive effect of sports on social identity.

Author Contribution

Öntürk, Y. (Conceptual framework, data collection); Özsoy, D. (Conceptual framework, data collection); Satılmış, S. E. (Data analysis); Yaraş A. (Data analysis, writing)

Conflict of Interest

All authors must declare that there is no conflict of interest.

Ethical Statement

Ethical review was provided by the institutional review board.

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