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### THE RELATIONSHIP BETWEEN PSYCHOLOGICAL WELL-BEING LEVELS AND SOCIAL WELL-BEING LEVELS OF TEACHERS DOING SPORTS\*

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#### ABSTRACT

This descriptive study aims to investigate the association between teachers who participate in sports and their levels of social and psychological well-being. A total of 85 instructors (mean age  $27.74 \pm 9.51$ ), 37 females and 48 males made up the study's sample. The study employed two different instruments for gathering data: the "Psychological Well-Being Scale," which was created by Diener et al. (2010) and translated into Turkish by Telef (2013), and the "Social Well-Being Scale," whose Turkish translation has been verified as valid and trustworthy by Akın et al. (2013). The measurements were made using the Kurtosis normality test and the skewness test. The t-test was used for pairwise comparisons and the One-Way Anova test was used for multiple comparisons since the test result was consistent with a normal distribution. Based on the study's findings, it was determined that the instructors' social well-being scale had a mean score of 4.0 and the participants' psychological well-being scale had a mean score of 5.5, both of which were at a medium level. The t-test was used for pairwise comparisons and the One-Way Anova test was used for multiple comparisons since the test result was consistent with a normal distribution. Based on the study's findings, it was determined that the instructors' social well-being scale had a mean score of 4.0 and the participants' psychological well-being scale had a mean score of 5.5, both of which were at a medium level. A statistically significant difference was observed between the participants' psychological and social well-being levels according to certain personal characteristics, while no statistically significant difference was found according to other variables. A noteworthy positive correlation was observed between the psychological and social well-being levels of the study participants, who were instructors.

**Keywords:** Psychological Well-Being, Social Well-Being, Sport, Student

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## 1. INTRODUCTION

Athletes must not only possess the requisite skills and expertise, but also defend and propagate the ideals of the relevant society, exhibit attitudes and values suitable for the cultural context, and act as community role models. Individuals' actions, attitudes, and behaviors are influenced by their values (Tokmak, 2009). Value-related viewpoints are established and revealed in popular sports players, who serve as role models for future generations. Furthermore, values have an effect on the cooperative formations of both players and spectators in various sports, which influences decision-making. We can comprehend people's overall emotional moods and well-being by looking at the connection between personal values and psychological well-being. There is a wide range in the ways that people view and conduct their lives. A healthy individual has a beneficial effect on society. That society's standard of living rises. However, linking personal values to psychological health also contributes to a higher standard of living. A coach is a person who helps their athlete grow not only in the technical, tactical, and performance domains but also in the psychological and social domains. They also make Turkish sports and athletes elite in the global arena and help the sport, which is vital to all aspects of life, reach people from all walks of life. Sport: It is acknowledged that opportunities that emphasize physical activities and the mental condition of an individual in regard to his or her physical, social, and psychological interactions are not given enough priority (Gillespie and Culpan, 2000). According to Fishbach and Woolley (2022), motivation is a crucial component of positive sports outcomes. It involves cognitively strengthening behavior and exerting the required effort to achieve success, as highlighted by Bowman-Smart and Savulescu (2020) and Maslen et al. (2019). Motivation is a vital part of an athlete's performance, even while it is not sufficient in and of itself to attain a desired outcome. Even though an athlete has a strong desire to win, he is unlikely to succeed unless he puts in the necessary work. As a result, motivation and effort are strongly associated. A person with low motivation can need to exert more effort than necessary to complete an action, whereas a person with great motivation can accomplish his goal with less effort (Ilieva and Farah, 2013). Many academics have found motivation in athletic performance to be a fascinating subject, particularly in the past ten years. This category involves driving oneself to compete, succeed, or participate in sports, among other things. It may be viewed from several angles, including. According to Tunca and Gülsoy (2023), motivation is a significant factor in sporting activities, performance evaluation exams, and competitiveness at all levels. Because of this, there is a place in sports for coaches who can comprehend the realities of the world in which we live, who can bring the right elements

together, and who are a part of the society in which they persist, to develop their athletes into problem-solvers and leaders who can adapt to changing circumstances. A coach is someone who helps his athletes develop their qualities and skills at the appropriate time and in the appropriate manner, makes the best use of his energy, constantly asks probing questions to attain excellence, and encourages them to have a strong feeling of self-worth. Other studies that examine social well-being, problem-solving abilities, and connections between coaches play a significant role (psychological, social and advisory services). It is critical that our coaches, who play a major role in the development of young people who will shape our future in all spheres-physical, social, and mental-be able to instill this quality in the generations that they mentor.

### **The goal of the research**

The goal of this study is to provide a descriptive analysis of the psychological and social well-being levels of teachers who participate in sports. It also reveals the link between these factors and the participants' psychological and social well-being.

### **Hypotheses**

H<sub>1</sub> Does the gender variable have a significant impact on the mean scores for the psychological and social well-being aspects among teachers who participated in sports?

H<sub>2</sub> Regarding the domicile variable, is there a discernible difference in the mean scores for the psychological and social well-being aspects among teachers who participate in sports?

H<sub>3</sub> Does the frequency of sports participation affect the mean scores for the psychological and social well-being components among teachers who participate in sports?

H<sub>4</sub> Does the sport type variable affect the mean scores on the psychological well-being and social well-being aspects of teachers who participate in sports?

H<sub>5</sub> Is there a meaningful connection between psychological and social well-being?

## **2. METHOD**

The study technique is covered in this section. The research method, sample and demographic characteristics, data and data collecting instrument, scale application, and statistical analysis utilized in the findings were the main points of interest.

## **2.1. Model of Research**

The investigation was conducted using a basic random sample technique. Every sample unit has an equal chance of selection thanks to the Simple Random sample approach ( Büyüköztürk et al., 2013). One aspect of the research is a descriptive study.

## **2.2. Group for Research**

Teachers who work in different disciplines and participate in sports at schools connected to the Ministry of National Education make up the research population. A total of 85 instructors (mean age:  $27.74 \pm 9.51$ ), including 37 women and 48 men, make up the research sample.

## **2.3. Data Gathering**

Local and international sources were consulted by searching the research literature, and a theoretical framework for the thesis was developed. The research's data were voluntarily and in-person obtained. Data collecting instruments used in the study were the "Psychological Well-Being Scale" established by Diener et al. (2010) and modified into Turkish by Telef in 2013. It revealed students' psychological well-being levels. Akın et al. The "Social Well-Being Scale" was utilized; its validity and reliability in Turkish was assessed by (2013).

## **2.4. Data Tools**

### **2.4.1. Personal Information Form**

The researcher created a seven-item personal information form to gather data on the personal traits of educators who participate in sports and to establish the research's independent variables. Teachers' "Gender, Age, Marital Status, Length of Service, Place of Residence, Sports Branch, and Frequency of Doing Sports" are determined by a number of characteristics.

### **2.4.2 Psychological Well Being Scale – Psychological Well Being (PIOS)**

Diener et al. (2010) created the Psychological Well-Being Scale to assess socio-psychological well-being in addition to the current well-being measures. Telef (2013) was the one who translated the scale into Turkish. An exploratory factor analysis revealed that 42% of the variation was explained overall. The scale items' factor loadings were computed to range from .54 to .76. Fit index values were determined to be RMSEA = 0.08, SRMR = 0.04, GFI =

0.96, NFI = 0.94, RFI = 0.92, CFI = 0.95, and IFI = 0.95 in the confirmatory factor analysis. Sub-dimensions of the Psychological Well-Being Scales include environmental mastery, autonomy, and thirty. 53, with personal growth. 29, a good interpersonal relationship. 41, intended for life. 38. Accepting oneself. with 56 and complete mental health. There were 56 relationship tiers identified. Additionally with autonomy, one of the Need Satisfaction Scale's subdimensions. 30 with proficiency.69 that are connected.57 and complete satiation of needs. There were found to be 73 layers of linkages. Cronbach's alpha internal consistency coefficient, which was found during the scale's reliability analysis. It comes to 80 when computed. The test-retest findings showed that the first and second applications of the scale had a strong, positive, and statistically significant association ( $r = 0.86$ ,  $p < .001$ ). connections between the Psychological Well-Being Scale's items and totals, with 41. It was discovered that the t-values were significant ( $p < .001$ ) and that it varied between 63. The responses to the questions on the Psychological Well-Being Scale range from 1 (strongly disagree) to 7 (strongly agree). Every item has a good wording. If every question is answered "strongly disagree," the score is 8, and if every question is answered "strongly agree," it is 56. A high score denotes a person's plenty of strengths and psychological resources. The scale offers an overview of positive functioning in several domains that we feel are significant, even if it does not give individual evaluations of well-being (Diener et al., 2010). The current study's internal consistency (Cronbach Alpha) reliability coefficient for the psychological well-being measure was determined to be 0.79.

#### 2.4.3. Social Well-Being Scale (SIOÖ)

Seven-point Likert scale (1 being very disagree, and 7 being very agree). The scale is an assessment instrument designed to gauge traits associated with social well-being and is predicated on the person furnishing personal data. It has one dimension and fifteen components in total. The scale's lowest possible score is 15, while the greatest possible value is 105. Increased scores are considered to indicate increased social well-being. There are reverse-scored items on the scale. The model, which has 15 items and a single dimension, fit index values in the first sample ( $\chi^2 = 914$ , GFI = .86, AGFI = .84) and the second sample ( $\chi^2 = 705$ , GFI = .95, AGFI = .92) of the confirmatory factor analysis. internal coherence. Research on two samples yielded Cronbach's alpha internal consistency reliability coefficients for each of the five sub-dimensions of the scale. It was discovered to be between 81 and 81 in values. Four faculty members who were fluent in English translated the items into Turkish as part of the process of translating the scale to Turkish. The Turkish versions were then translated back into

English, and the linguistic coherence between the two forms was assessed. Three knowledgeable faculty members finally debated it, and a Turkish form that was suitable for usage was produced. legitimacy of construction. The original scale's five-dimensional model did not fit well in the confirmatory factor analysis, whereas the one-dimensional social well-being model fit well ( $\chi^2= 155.46$ ,  $SD= 86$ ,  $RMSEA=.054$ ,  $GFI=.93$ ,  $AGFI=.90$ ,  $SRMR=.065$ ). internal coherence.

The internal consistency reliability coefficient, or Cronbach's alpha, was determined to be .64. The current study indicated that the internal consistency (Cronbach Alpha) reliability coefficient of the social well-being scale was 0.69.

## **2.5. Data Collection Process**

Prior to beginning the research's implementation phase, the required procedures were completed, including requesting institutional and individual approval. Subsequently, voluntary face-to-face three-part inventories were carried out with the subjects included in the sample group. The goal and scope of the study were outlined, along with the information that was required to read and thoroughly complete the questions.

## **2.6. Analysis of Data**

In compliance with the research objectives, the following procedures were conducted during the data analysis phase.

- Descriptive statistics, frequency distributions, and percentage distributions were used to ascertain the properties of the data.
- To find out if the measurements fit a normal distribution, a single sample Skewness and Kurtosis normality test was used.
- The t-test was employed for pairwise comparisons and One Way Anova tests were utilized for multiple comparisons because the data did not follow a normal distribution. To find the difference between the groups, the Tukey test was employed.
- Ultimately, the association between them was discovered using the Pearson Correlation Analysis test. The statistical application SPSS for Windows 21.00 was used to assess the research data analysis.

### 3. RESULTS

The results drawn from the data analysis of the variables and hypotheses investigated in the study are presented in this part.

#### 3.1. Findings Regarding the Personal Characteristics of the Research Group

Details on the individual traits of the research participants who made up the sample group were provided in this section of the study.

**Table 1.** Distribution of Participants According to Independent Variables

		N	%
<b>Gender</b>	Female	37	43,5
	Male	48	56,5
<b>Age</b>	19-20	19	22,4
	21 and +	66	77,6
<b>Marital status</b>	Married	60	70,6
	Single	25	29,4
<b>Service Duration</b>	1-5 Year	42	49,4
	6-10 Year	25	29,4
	11 Year and +	18	21,2
<b>Sports Branch</b>	Team	52	61,2
	Individual	33	38,8
<b>Frequency of Exercising</b>	Sometimes	17	20,0
	1 time per week	16	18,8
	2-3 Times a Week	21	24,7
	4-5 Times a Week	19	22,4
	Every day	12	14,1
<b>Residential area</b>	Centre	28	32,9
	District	32	37,6
	Other	25	29,4

**Table 2.** Descriptive Statistics for the Dimensions of the Psychological Well-Being and Social Well-Being Scales

	N	$\bar{X}$	Ss	Skewness	Kurtosis	Min.	Max.
<b>Social Well-being</b>	85	4,0706	,82432	-,317	,069	1,80	6,07
<b>Psychological Well-being</b>	85	5,5721	,85791	,236	-,904	4,00	7,00

Based on Table 2's findings from the Skewness and Kurtosis normalcy tests for the psychological and social well-being scales, it can be concluded that the positive thinking skill component is not appropriate for a normal distribution because the p-value is less than .05. We looked at the participants' average psychological well-being level scores. It is clear from this study that the average psychological well-being scale score of the research participants is at a middle level, with Mean = 5.5. The average scores of the participants on the social well-being measure were analyzed. This study has led to the understanding that the average score on the social well-being scale for the research participants is at a medium level (Mean = 4.07).

**Table 3.** T-Test Results Conducted to Determine Whether Participants' Psychological Well-Being Scale and Social Well-Being Scale Dimension Scores Differ According to Gender Variable

	Groups	N	Mean	Ss	Shg	T Test		
						T	Sd	P
Social Well-being	Female	37	3,8631	,92228	,15162	2,078	83	,041*
	Male	48	4,2306	,70914	,10236			
Psychological Well-being	Female	37	5,4831	,93270	,15334	-,838	83	,405
	Male	48	5,6406	,79878	,11529			

\* p<.05

The table displays the results of a t test that was used to see if there was a statistically significant difference in the social well-being scale between the groups based on the gender variable. The difference was found to be statistically significant ( $t=-2.078$ ;  $p<.05$ ). The social well-being scale's gender variable revealed a statistically significant difference favoring the male participants. This indicates that compared to female participants, men participants have greater degrees of social well-being.

**Table 4.** One Way Anova Test Results Conducted to Determine Whether Participants Psychological Well-Being Scale and Social Well-Being Scale Dimension Scores Differ According to the Place of Residence Variable.

	Groups	N	Rank Average	df	F	p	Difference	
Social Well-being	Centre 1	28	4,1905	2	,439	,640	,530	-
	District 2	32	3,9500					
	Other 3	25	4,0907					
Psychological Well-being	Centre 1	28	5,8929	2	2,256	3,228	,045*	1-3
	District 2	32	5,4688					
	Other 3	25	5,3450					

\* p<.05



Table 4 displays the results of the One Way ANOVA test, which was used to see if there was a statistically significant difference in the psychological well-being scale based on the location variable. The difference between the groups based on the residential variable was found to be statistically significant ( $F=,439$ ;  $p<.05$ ). A statistically significant difference was found in favor of the individuals whose place of residence was the center as a result of the Tukey test, which was used to identify which subgroups the psychological well-being scale differed between according to the location variable. This scenario shows that people with core settlements had better psychological well-being than those with other settlements.

**Table 5.** Results of the t-Test Conducted to Determine Whether the Participants' Psychological Well-Being Scale and Social Well-Being Scale Dimension Scores Differ According to the Sport Type Variable.

	Gruplar	N	Sıra Ortalaması	Sıra Toplamı	df	t	p
Social Well-being	Team	52	3,9769	,78968	83	-1,321	,190
	Individual	33	4,2182	,86783			
Psychological Well-being	Team	52	5,4159	,80809	83	-2,152	,039*
	Individual	33	5,8182	,88834			

The difference between the psychological well-being scales of the sport type variable groups was found to be statistically significant ( $t=-2.152$ ;  $p<.05$ ), as the table illustrates. This was determined by conducting a t test to see if the psychological well-being scale showed a significant difference according to the sport type variable. The sport type variable of the psychological well-being scale revealed a statistically significant difference favoring the individual sports participants. This indicates that those who participate in individual sports have better psychological well-being than those who participate in team sports.

**Table 6.** Pearson Product Moment Correlation Analysis Results Table Conducted to Determine the Relationship Between the Scores Obtained from the Psychological Well-Being Scale and the Social Well-Being Scale Test Scores

Psychological Well-being	N	R	P
Social Well-being	85	,366**	,001

\*\* . Correlation is significant at the 0.01 level (2-tailed).

There is a statistically significant, positive, and low-level relationship between the psychological well-being test score and the social well-being test dimension scores at the  $p < .001$  level ( $r = .366$ ;  $p < .01$ ), according to an examination of the table and the results of the Pearson Product Moment Correlation analysis performed to ascertain the relationship between the scores obtained from the psychological well-being scale dimension and the social well-being scale test scores.

#### **4. CONCLUSION, DISCUSSION, RECOMMENDATIONS**

This part interprets and discusses the conclusions drawn from the research findings. The results were corroborated by research on social and psychological well-being in the pertinent literature. There was not a single study that examined the relationship between psychological and social well-being in the reviewed literature. It is believed to have a significant impact on the field from this angle. Nonetheless, other research on social and psychological well-being was also discovered, and the results of these studies were used to try to bolster the current study.

##### ***According to the research results;***

- According to the results of the research, it was concluded that the participants' psychological well-being scale average scores and social well-being scale average scores were at medium levels. According to Güvenç, A.'s (2021) study on teachers, it was concluded that the psychological well-being levels of the participants were above the medium level. In their study on physical education and sports teachers, Karaçam and Pulur (2019) found that the psychological well-being levels of physical education and sports teachers were above the medium level.
- There is a significant difference in the mean scores of the Social Well-being scale in terms of gender, and this difference is in favor of men among the participants.
- There is a significant difference between the psychological well-being scale score averages and the place of residence, and this difference shows that the psychological well-being levels of those who live in the center are higher than those who live in other places (Village/Town).
- There is a significant difference in the psychological well-being scale mean scores in terms of sport type, and this difference is in favor of men and in favor of those who do individual sports.

***Relationship Between Psychological Well-Being Scale and Mental Toughness Scale:***

According to the findings of the Spearman product moment correlation analysis conducted to determine the relationship between the participants' psychological well-being scale and social well-being scale;

- As a result of Pearson Product Moment Correlation analysis; It can be concluded that there is a statistically significant, positive and low-level relationship at the  $p < .001$  level ( $r = .366$ ;  $p < .01$ ) between the psychological well-being test score and social well-being test dimension scores.
- In the literature review conducted by the researcher, no study was found addressing the relationship between psychological well-being and social well-being levels.
- In this section, suggestions developed based on the results of the research and the researcher's experiences are included.
- Learning and teaching understanding measurements can be made on a larger sample group than the participants in our study, and the results can be interpreted more broadly by looking at the correlation of all variables.
- Our study can be applied to those who are professionally involved in sports in proportion to its participants.

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