



Niveles de bienestar psicológico en futbolistas de categorías sub16 - sub19

Levels of psychological well-being in category footballers U16 - U19


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Abstract

This study was performed with the aim of investigating the psychological well-being levels of adolescent sportmen in accordance with a number of variables by using the general survey model. The target population of the study composed of 196 sportmen who played soccer for youth setup of amateur football club located in Kocaeli. Within the scope of the study, personal information form and Psychological Well Being Scale were used as data collection tools. In testing of the hypothesis, Pearson Correlation and One-way ANOVA was exerted. In this the study, a significant difference was observed by means of sub-dimensions that can be listed as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance ($p < 0,05$). it can be commented that the performance of adolescent footballer's alternates in accordance with their psychological well-being levels in terms of different teams. When the performance of adolescent footballers was evaluated according to psychological well-being levels, no significant difference was observed ($p > 0,05$). As a result of league levels, league positions and monthly a significant difference was observed ($p < 0,05$). When the collected data were interpreted, it can be stated that performance and psychological well-being levels of sportsmen show and alteration with regard to league levels, league positions, and monthly household income.

Keywords: Football, psychological wellbeing, youth setup, sport, performance, adolescence

Resumen

Este estudio se realizó con el objetivo de investigar los niveles de bienestar psicológico en deportistas adolescentes de acuerdo con una serie de variables utilizando el modelo de encuesta

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general. La población objetivo del estudio se compone de 196 deportistas que jugaron al fútbol para el club de fútbol juvenil amateur ubicado en Kocaeli (Turquía). Dentro del alcance del estudio, se utilizaron el formulario de información personal y la Escala de Bienestar Psicológico como herramientas de recolección de datos. Al probar la hipótesis, además, se aplicó el análisis ANOVA unidireccional. En este estudio, se observó una diferencia significativa mediante subdimensiones que se pueden catalogar como autonomía, dominio ambiental, crecimiento personal, relaciones positivas con los demás, propósito en la vida y autoaceptación ($p < 0.05$). Se puede comentar que el desempeño de los futbolistas adolescentes suplentes de acuerdo con sus niveles de bienestar psicológico en función de los diferentes equipos. Cuando se evaluó el desempeño de los deportistas adolescentes de acuerdo con los niveles de bienestar psicológico, no se observó diferencia significativa ($p > 0.05$). Como resultado de los niveles de liga, posiciones de liga y mensual se observó una diferencia significativa ($p < 0.05$). Cuando se interpretaron los datos recolectados, se puede afirmar que el rendimiento y los niveles de bienestar psicológico de los deportistas muestran una alteración con respecto a los niveles de liga, posiciones de liga e ingresos familiares mensuales.

Palabras clave: Fútbol, bienestar psicológico, configuración juvenil, deporte, rendimiento, adolescencia.

Introduction

Positive psychology is not a new concept. Throughout the ages, all thinkers have tried to understand the importance of a good life and a moral and virtuous life. In Ancient Greece, for example, Aristotle talked about the importance of a good life for the individual and society in his work *Nicomachean Ethics*; he stated that the highest good for all humanity is happiness (Seligman, 2002).

Psychology has dealt with the concept of "well-being" mainly with two main approaches: "hedonic", which is based on the balancing of positive and negative emotions and the happiness of the individual, and "eudaimonic", which is based on the individual's understanding of how to be well. The hedonic approach is also called subjective well-being and is defined as the individual experiencing positive emotions frequently, negative emotions less frequently, and getting high satisfaction from life (Ryan & Deci, 2001). It has been demonstrated that psychological disorders such as depression, anxiety and stress can benefit from participation in physical activity (Hunt-Shanks et al., 2009).

Adolescence is the situation in which the person biologically, physically, sexually and mentally grows between 12 and 14 years. The person takes the step to be an adult at the end of the adolescence period. Since the young individuals grow in that period, they are directed to sports. They are also provided to commune with the sports to be healthier. Positive psychology

is a fact that is composed of various findings and different parts of psychology by evaluating the correct parts of the attitudes of the individuals (Yavuzer, 2013).

Positive results are obtained as the result of being directed the players in adolescence period to the sports. Personal well-being emerges as a result of being in positive social relationships and recreational events that provide to derived different pleasures (Shuster et al., 2004). Sports is a significant activity that creates motivation for the essential requirements of the young people in the adolescence period. To decide by considering the development and growth of the child in adolescence period is a more positive approach to participating in the sports (Eryilmaz, 2010).

While a positive and significant relationship between psychological variables and physical activity may be interesting for mentally healthy individuals, it appears to be stronger for the psychological community (Biddle, et al, 2001). Sports activities provide positive effects to the human body (Ustun et al., 2020). Both psychological and physiological benefits can be received by being participated in sports activities by the children in the development period. Sports activities contribute to body development and growth rate of children. Moreover, the growth hormone starts to secrete more during the sports activities; this is because the children who play sports seem like physically developed more than other children. Sports activities increase the self-confidence and provide the progress of relationships with other children. Therefore, the child learns how the friendship relationship is established (Gunduz, et al., 2012).

Self-esteem is one's own judgments about feeling proud, valuable, effortful, active, and successful. It is an emotional state that emerges as a result of individuals' judgment and evaluation of themselves as a complex (Bayazit et al., 2020). In addition, psychological well-being includes the individual's positive perception of himself, being satisfied with himself even when he is aware of his limitations, developing safe and warm relationships with others, shaping the environment to meet individual needs and wishes, acting autonomously and independently, having a purpose and meaning in life, being aware of his capacity. It reflects the fact that it is and tries to develop this capacity (Keyes, Shmotkin & Ryff, 2002).

Therefore, this process can positively affect the career development, psychological health and well-being of the athletes. In addition, psychological well-being refers to the subjective well-being, life satisfaction and happiness of the individual's positive evaluations of his/her past life or himself "self-acceptance", the feeling of constantly growing and developing as an individual "individual development", the belief that the individual's life is meaningful and purposeful "life purpose", warmth and trust in interpersonal relationships "positive relationships with others", the individual's capacity to effectively direct the life around him in

line with his wishes and needs “environmental dominance”, and a sense of self-determination “autonomy” (Keyes, Shmotkin, & Ryff, 2002). The individual with a high level of psychological well-being tends to learn about himself and what is going on around him. So, emotional intelligence shows a person as a detailer (Pehlivan et al., 2005). Since the emotional intelligence causes to feel better, it may be in a relationship with the psychological well-being (Onur et al., 2015).

In terms of the relationship between physical and mental health, the evidence reveals that physical activity can be used as an adjunctive therapy in mental health treatment (Scully, et al, 1998). It can be ensured individuals in adolescence period to have a better mood by the sports. Cognitive, emotional and social training of the athlete is also a special research area and the major branch of the sports psychology. The psychological training that includes applicable method and techniques is an irrevocable training method in both individual and team sports by ideocratic concepts and idioms (Ryan & Deci, 2001). Therefore, it is known that participation in sports activities is one of the factors that can meet the desire of the individual to feel good spiritually and to enjoy life.

Methodology

Study design

The research was performed with relational screening model. Relational screening model is expressed as the research model in which the presence or degree of the change between two or more than two variables (Karasar, 2003).

Study sample

Working group of this research was composed of 196 team players who perform in U16-U17-U19 age groups of Dil İskelesi Sports Club, Dilovası Municipality Sports Club, Çayırova Sports Club, Gebze Sports Club. 56 players from U16 age group; 61 players from U17 age group; 79 players from the U19 age group were included in the research.

Data collection tools

The data on the psychological well-being of footballers were analyzed by ‘Psychological Well-Being Scale and Demographic Information Form’. This scale was developed by Ryff and adapted to Turkish by different investigators (Cirhinlioglu, 2006; Akin, 2008). The form of Psychological Well-Being Scale with 42 items for 6 dimensions was used in this research. The original of the scale is composed of 6 dimensions and 84 items. In the original form of the scale, the reliability coefficient of the scale was found as 86 for autonomy sub-scale; 90 for

environmental domination sub-scale; .93 for self-acceptance sub-scale; .91 for the positive relationships with others; .90 for life purposed sub-scales; .74 for the personal development.

The long form of Psychological Well-Being Scale was adapted to Turkish by Akın. Long form's adaptation to Turkish was performed by the explanatory factor analysis that was applied to the data obtained from 791 university students. KMO sample conformance coefficient was found as .766; Barlett x2 value was computed as 52619,744 (Demirci,. 2012). Confirmatory factor analysis was utilized for adapting the short form. Confirmatory factor analysis approves that Psychological Well-Being Scale with the short form have pretty fit values ($\chi^2=2689,13$, $df=791$, $p=0,00000$, $RMSEA=.048$, $NFI=.92$, $NNFI = 94$, $CFI=.95$, $IFI=.95$, $RFI=.92$, $GFI=.90$, ve $SRMR=.048$). Internal consistency coefficient of Psychological Well-Being Scale with the short form is .87. All the differences between factor scores higher than 27% and lower than 27%. All these outcomes pointed out that Psychological Well-Being Scale with 42 items is statistically sufficient (Akın et al., 2012).

Data analysis

Data analysis SPSS 21 packaged software was used to analyze the data obtained at the end of the data collection process. Frequency and percentage values of the general information on the participants were received. Single factorial variance analysis (One-Way ANOVA), Correlation test and Tukey, LCD tests were used to be tested the hypotheses.

Results

This study was conducted to evaluate the psychological well-being levels of adolescent footballers in terms of club, variables, term of the license. The results obtained are presented in tables below.

Table 1

Pearson Correlation Results between the variables

		N	Mean	Std.Dev	1	2	3	4	5	6
1	Autonomy	196	33,13	8,57	1					
2	Environmental mastery	196	32,96	8,44	,730**	1				
3	Individual Development	196	32,14	7,62	,684**	,757**	1			
4	Positive Relationship with others	196	36,90	5,93	,608**	,677**	,700**	1		
5	Life goals	196	32,90	9,90	,734**	,762**	,690**	,640**	1	
6	Self-acceptance	196	32,61	6,72	,685**	,700**	,573**	,590**	,784**	1
7	Psychological Well Being Scales	196	200,82	40,88	,869**	,900**	,850**	,796**	,905**	,836**

Table above shows the correlation values based on the sub-dimensions (** $p<0.01$, * $p<0.05$)

Table 2
One Way ANOVA results by team variable

		n	x-	Ss	F	P	TUKEY	
Autonomy	Dilovası Belediye	60	32,58	4,38	83,782	,000	1-2	
	Çayırova Spor	56	26,42	6,11			1-3	
	Dil iskelesi Spor	19	26,36	4,01			1-4	
	Gebze Spor	61	41,93	6,74			2-4	
	Total	196	33,13	8,57			3-5	
Environmental Mastery	Dilovası Belediye	60	30,60	6,18	49,442	,000		
	Çayırova Spor	56	28,50	5,45				1-4
	Dil iskelesi Spor	19	27,47	4,38				2-4
	Gebze Spor	61	41,09	7,75				3-4
	Total	196	32,96	8,44				
Individual development	Dilovası Belediye	60	30,45	6,76	32,960	,000		
	Çayırova Spor	56	27,94	5,35				1-4
	Dil iskelesi Spor	19	29,21	3,88				2-4
	Gebze Spor	61	38,59	7,00				3-4
	Total	196	32,14	7,62				
Positive relationship with others	Dilovası Belediye	60	36,83	5,28	35,794	,000	1-2	
	Çayırova Spor	56	32,92	4,22			1-3	
	Dil iskelesi Spor	19	33,50	3,58			1-4	
	Gebze Spor	61	41,63	5,04			2-4	
	Total	196	36,90	5,93			3-4	
Life goals	Dilovası Belediye	60	27,98	5,22	65,639	,000		
	Çayırova Spor	56	28,76	6,30				1-4
	Dil iskelesi Spor	19	27,15	3,62				2-4
	Gebze Spor	61	43,34	9,50				3-4
	Total	196	32,90	9,90				
Self-acceptance	Dilovası belediye	60	29,83	4,52	67,606	,000		
	Çayırova spor	56	29,58	5,01				1-4
	Dil iskelesi spor	19	27,52	4,43				2-4
	Gebze spor	61	39,70	4,73				3-4
	Total	196	32,61	6,72				
Psychological Well Being Scales	Dilovası belediye	60	188,28	19,16	91,349	,000	1-2	
	Çayırova spor	56	174,16	19,54			1-4	
	Dil iskelesi spor	19	171,38	8,87			2-4	
	Gebze spor	61	246,31	38,54			2-4	
	Total	196	200,82	40,88			3-4	

There was found a significant difference in all of the sub-dimensions based on ANOVA and Tukey table test results ($p < 0,05$). So, we can say that the teams differ in autonomy, environmental mastery, individual development, positive relationships with others, life goals, self-acceptance, psychological well-being scales.

Table 3
One Way ANOVA results based on league level variable

		n	x-	ss	F	P	LCD
Autonomy	U-16	56	31,32	6,71	6,660	,002	1-2 2-3
	U-17	61	36,34	8,65			
	U-19	79	31,93	9,08			
	Total	196	33,13	8,57			
Environmental mastery	U-16	56	31,28	7,61	3,608	,029	1-2
	U-17	61	35,24	9,07			
	U-19	79	32,39	8,22			
	Total	196	32,96	8,44			
Individual development	U-16	56	29,85	7,66	6,716	,002	1-2 2-3
	U-17	61	34,80	7,89			
	U-19	79	31,72	6,82			
	Total	196	32,14	7,62			
Positive relationship with others	U-16	56	36,39	6,08	2,067	,129	
	U-17	61	38,18	6,02			
	U-19	79	36,28	5,67			
	Total	196	36,90	5,93			
Life goals	U-16	56	31,19	7,50	3,453	,034	1-2
	U-17	61	35,59	10,65			
	U-19	79	32,05	10,47			
	Total	196	32,90	9,90			
Self-acceptance	U-16	56	31,78	5,01	1,589	,207	
	U-17	61	33,85	7,42			
	U-19	79	32,24	7,15			
	Total	196	32,61	6,72			
Psychological Well Being Scales	U-16	56	191,83	31,02	5,085	,007	1-2 2-3
	U-17	61	214,01	43,66			
	U-19	79	196,94	42,72			
	Total	196	200,82	40,88			

With reference to ANOVA and Tukey test results, there was found a significant difference ($p < 0,05$) between Autonomy U16-U17 and U17-U19, Environmental Mastery U16-U17, Individual development U16-U17 and U17-U19, Life Goals U16-U17 and Psychological Well Being scales U16-U17 and U17-U19. The league level of these teams differs by autonomy, environmental mastery, individual development, life goals and psychological well-being scales.

Table 4
Kruskal-Wallis test results by league ranking

		n	x-	ss	df	P	LCD
Autonomy	1-3	107	31,77	7,77	2	,028	1-3 1-2
	4-6	80	34,45	9,26			
	6 and upper	9	37,55	8,90			
	Total	196	33,13	8,57			
Environmental Mastery	1-3	107	32,16	7,75	2	,239	
	4-6	80	33,62	9,18			
	6 and upper	9	36,55	8,98			
	Total	196	32,96	8,44			
Individual Development	1-3	107	31,31	7,79	2	,221	
	4-6	80	33,01	7,29			
	6 and upper	9	34,33	8,15			
	Total	196	32,14	7,62			
Positive Relationships with others	1-3	107	36,46	5,88	2	,328	
	4-6	80	37,17	6,03			
	6 and upper	9	39,77	5,35			
	Total	196	36,90	5,93			
Life goals	1-3	107	31,76	9,01	2	,260	
	4-6	80	33,95	10,76			
	6 and upper	9	37,22	11,06			
	Total	196	32,90	9,90			
Self-acceptance	1-3	107	31,93	6,06	2	,259	
	4-6	80	33,18	7,44			
	6 and upper	9	35,55	7,01			
	Total	196	32,61	6,72			
Psychological well- being scales	1-3	107	195,65	36,73	2	,123	
	4-6	80	205,40	44,51			
	6 and upper	9	221,00	47,13			
	Total	196	200,82	40,88			

About the league ranking, ANOVA and Tukey test results show that there was found a significant difference in autonomy sub-dimension ($p < 0,05$). We can say that psychological well-being levels vary by the autonomy sub-dimension.

Table 5
Kruskal Wallis test results by household income

		n	x-	ss	df	P	LCD
Autonomy	1401-2000 ₺	49	35,36	8,11	3	,018	1-3 1-2
	2001-3000 ₺	117	33,13	8,59			
	3001-4000 ₺	27	29,85	8,57			
	4001 and upper	3	26,00	1,73			
	Total	196	33,13	8,57			
Environmental mastery	1401-2000 ₺	49	34,59	9,05	3	,128	
	2001-3000 ₺	117	32,91	8,41			
	3001-4000 ₺	27	31,07	7,17			
	4001 and upper	3	25,33	3,78			
	Total	196	32,96	8,44			
Individual Development	1401-2000 ₺	49	34,22	7,61	3	,094	
	2001-3000 ₺	117	31,86	7,71			
	3001-4000 ₺	27	30,00	6,98			
	4001 and upper	3	28,66	1,52			
	Total	196	32,14	7,62			
Positive relationship with others	1401-2000 ₺	49	38,29	6,55	3	,093	
	2001-3000 ₺	117	36,86	5,60			
	3001-4000 ₺	27	35,22	5,56			
	4001 and upper	3	31,66	7,50			
	Total	196	36,90	5,93			
Life goals	1401-2000 ₺	49	34,28	10,76	3	,98	
	2001-3000 ₺	117	32,69	9,78			
	3001-4000 ₺	27	32,51	8,81			
	4001 and upper	3	22,33	2,081			
	Total	196	32,90	9,90			
Self-acceptance	1401-2000 ₺	49	33,71	6,62	3	,231	
	2001-3000 ₺	117	32,65	6,72			
	3001-4000 ₺	27	30,70	7,04			
	4001 and upper	3	30,00	1,00			
	Total	196	32,61	6,72			
Psychological well-being scales	1401-2000 ₺	49	211,25	42,17	3	,006	1-3
	2001-3000 ₺	117	200,12	40,27			
	3001-4000 ₺	27	189,37	38,94			
	4001 and upper	3	164,00	8,54			
	Total	196	200,82	40,88			

There is a significant difference in autonomy sub-dimension based on ANOVA and Tukey tests ($p < 0,05$). We can say that the psychological well-being levels vary with the autonomy sub-dimension in monthly household income.

Discussion

In this research, a statistically positive relationship was found between the psychological well-being scale of football players and their lower dimensions. According to the resulting result, the scale of psychological well-being of footballers was found to have a positively significant relationship between their lower dimensions. Edwards et al. (2005) determined that there is a positive relationship on autonomy, environmental mastery, individual development,

positive relationships with others life goals and the self-acceptance. Hassmen (2000), analyzed the relationship between physical activity frequency and the psychological well-being. A relationship was found between psychological well-being and the regular exercises. Scully et al. (1998) performed a literature review and reported that the presence of the relationship exercises and the psychological well-being. Dogan (2006) aimed to find the factors that affect the psychological well-being. It is found that the participation frequency in physical activity has an effect on the psychological well-being. It can be said that the regular training positively affects the psychological well-being of the footballers. Besides, Arı et al. (2020) there was a positive correlation between mindfulness and life satisfaction.

Anova and Tukey test found a significant difference in all the sub-dimensions ($p < 0,05$). Autonomy, environmental mastery, individual development, positive relationships with others, life goals, self-acceptance and psychological well-being scales differ in this circumstance. There has not encountered with findings that are equal or opposite to our findings in the literature. This is because any example could not be given.

There was not found a significant difference in any of the sub-dimensions based on ANOVA and Tukey test results by the status variable ($p > 0,05$). Psychological well-being of footballers play in youth steps does not differ by the statuses. About Wilks' Lambda test, there was not found a significant difference between the groups of ($p > 0,05$) independent variable in terms of the dependent variable. Also, these research findings show parallelism with ours. Akbulut (2012) found differences between the statuses. According to these expressions, since each of the statuses has different missions, the forward aims to avoid the goals. These findings do not show parallelism with our findings.

With reference to ANOVA and Tukey test results, there was found the significant difference in the variable psychological wellbeing in the autonomy U16-U17 and U17-U19, environmental mastery U16-U17, individual development U16-U17 and U17-U19, life goals U16-U17 and psychological wellbeing sub-dimensions U16-U17 and U17-U19. The league level of these teams differs by autonomy, environmental mastery, individual development, life goals and psychological well-being. This result is consistent with the literature, for instance, in a recent study conducted by Reverberi et al. (2020) it was found that elite youth football players perceive significantly better relationships than sub-elite and amateurs and have significantly higher levels of psychological well-being. Besides, studies showed similar results with team sports athletes (Aydın et al., 2018).

There was found a significant difference in autonomy sub-dimension between 1-3 and 4-6 years ($p < 0,05$) based on the league ranking. Gacar and Yanlıc (2012), conducted a study

with handball players and revealed that the self-esteem of players is at a high level. The self-esteem levels of the handball players who finish the league at top places are high. According to Anova and Tukey test results based on the monthly household income, there was a found significant difference between 1401 ₺ with 2000 ₺ and 3001 ₺ with 4000 ₺ income ranges ($p < 0,05$). We can think about this finding that the difference should be accepted as normal if we suppose that the athletes with high income lead a good life. This finding can be commented as the psychological well-being of footballers in adolescence vary by the monthly income variable. Gülsen (2008) conducted a study and reported that the footballers who have a high income are more decisive and insistent.

Erguvan (2015) reviewed the level of intolerance to uncertainty and psychological well-being of the university students. With reference to the findings, there is a significant difference between autonomy, environmental mastery, individual development, positive relationships with others, life goal, self-acceptance dimensions and total psychological well-being levels. This difference is rooted in the students who perceive the income level as sufficient and the students who perceive the income level is insufficient. It is seen that environmental mastery, positive relationships with others, life goals, self-acceptance and total psychological well-being levels of students who perceive the income level is insufficient. With reference to this circumstance, as the income levels that the students perceive increase, their psychological well-being levels increase at the same time.

In this case, Kaplan, Shema, and Leite (2008) found that the high income is associated with the high environmental mastery, individual development, life goals and the self-acceptance. Ryyf et al., (1999) mentioned that socioeconomic level is associated with psychological well-being, self-acceptance, life goal, environmental mastery, individual developmental. Cenkseven (2004) and Anli (2011) pointed out that the positive relationships, self-acceptance and total psychological well-being of university students with high income are higher than the students with low income. Biswas, Diener and Tamir (2004) mentioned that as the income level increases, the targets and the living standards increase, the expectations differ. This is because highest level psychological well-being is not seen in the individuals with high income (Diener, Suh & Oishi, 1997). A child of a family with low income is happier than the child of a family with high income.

Limitations and future studies

This study has some limitations. First, limited to the athletes playing football in the U16-U17-U19 age group of Kocaeli Province in the 2016-2017 season. Second, this study is single-

gendered. However, in Turkey female football has been popular recently. So, mutual comparison studies can be done with male and female football teams. Third, this study is cross-sectional. So, quasi-experiment or longitudinal studies can be done. Future research may be designed with a different type of study design, instrumentation and sampling.

Conclusion

There was found a significant difference in ANOVA and Tukey tests that were applied for teams, league level, league ranking, monthly household income variables. Also, these findings support that the psychological well-being of footballers varies by league level, league ranking, and monthly household income. Also, there was not found a significant difference in ANOVA and Tukey tests applied just between the statuses. It can generally be said that participating in a regular physical activity and playing in a league affect the psychological well-being of the footballers.

For the other hand, the studies about raising young footballers should be conducted with the cooperation of the Department of Physical Education High School. Youth setup teams should establish supportive environments for the footballers. Harboring professionals in youth setups are especially important. The number of professionals who review the family relationships and also the number of professionals who provide psychological support ought to be increased. It is suggested to make some exercises to make the education similar in terms of the quality

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