

THE RELATION BETWEEN PSYCHOLOGICAL WELLNESS AND PERCEPTION OF SUCCESS OF HIGH SCHOOL STUDENTS DOING SPORTS

A RELAÇÃO ENTRE O BEM-ESTAR PSICOLÓGICO E A PERCEPÇÃO DE SUCESSO DOS ALUNOS DO ENSINO MÉDIO QUE PRATICAM ESPORTES

LA RELACIÓN ENTRE EL BIENESTAR PSICOLÓGICO Y LA PERCEPCIÓN DE ÉXITO DE LOS ESTUDIANTES DE ESCUELA SECUNDARIA QUE HACEN DEPORTES

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ABSTRACT: The aim of this study is to examine the relationship between psychological well-being and perception of success of high school students who do sports. The sample of the study consists of a total of 420 students, 140 female and 280 male, studying at high schools. In this study, “Personal Information Form” prepared by the researcher, the psychological well-being scale developed by Diener et al. (2009) to measure socio-psychological well-being and whose Turkish version and, the validity and reliability study was conducted by Telef in 2013, and the perception of success inventory (Child Version - BAE-Ç) developed by Roberts et al. (1998) and whose adaptation to Turkish was made by Kazak Çetinkalp (2006) were used. As a result, there is no relationship between individuals’ ego orientations and their psychological well-being; however, it showed that there is a significant positive relationship between task orientations and psychological well-being at the level of trust.

KEYWORDS: High school student athlete. Psychological well-being. Perception of success.

RESUMO: O objetivo deste estudo é examinar a relação entre o bem-estar psicológico e a percepção do sucesso dos alunos do ensino médio que praticam esportes. A amostra do estudo consiste de um total de 420 estudantes, 140 do sexo feminino e 280 do sexo masculino, que estudam em escolas de ensino médio. Neste estudo, "Formulário de Informações Pessoais" preparado pelo pesquisador, foi utilizada a escala de bem-estar psicológico desenvolvida por Diener et al. (2009) para medir o bem-estar sócio-psicológico e cuja versão turca e, o estudo de validade e confiabilidade foi realizado pela Telef em 2013, e a percepção do inventário de sucesso (Child Version - BAE-Ç) desenvolvida por Roberts et al. (1998) e cuja adaptação ao turco foi feita por Kazak Çetinkalp (2006). Como resultado, não há relação entre as orientações de ego dos indivíduos e seu bem-estar psicológico; no entanto, mostrou que há uma relação positiva significativa entre as orientações de tarefa e o bem-estar psicológico no nível de confiança.

PALAVRAS-CHAVE: Atleta estudante do ensino médio. Bem-estar psicológico. Percepção do sucesso.

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RESUMEN: El objetivo de este estudio es examinar la relación entre el bienestar psicológico y la percepción de éxito de los estudiantes de secundaria que practican deporte. La muestra del estudio está formada por un total de 420 estudiantes, 140 mujeres y 280 hombres, que cursan estudios en escuelas secundarias. En este estudio, “Formulario de información personal” elaborado por el investigador, la escala de bienestar psicológico desarrollada por Diener et al. (2009) para medir el bienestar socio-psicológico y cuya versión turca y, el estudio de validez y confiabilidad fue realizado por Telef en 2013, y el inventario de percepción de éxito (Child Version - BAE-Ç) desarrollado por Roberts et al. (1998) y cuya adaptación al turco fue realizada por Kazak Çetinkalp (2006). Como resultado, no existe relación entre las orientaciones del ego de los individuos y su bienestar psicológico; sin embargo, mostró que existe una relación positiva significativa entre la orientación a la tarea y el bienestar psicológico a nivel de confianza.

PALABRAS CLAVE: Estudiante de secundaria Atleta. Bienestar psicológico. Percepción de éxito.

Introduction

Psychological well-being is a topic that has been discussed for many years. The concept of psychological well-being was first used by Bradburn (1969). Psychological well-being is defined as maintaining meaningful goals in life, personal development, and establishing and managing meaningful relationships with other people (KEYES *et al.*, 2002). The first emergence of the concept of psychological well-being, which is explained with different perspectives, and the theory on which it is based, constitute the definition of well-being made by Ryff (1989) and the multiple psychological well-being model he developed. According to Ryff and Keyes (1995), this concept, which was developed by utilizing psychological well-being, life improvement, mental health, and clinical perspective, is defined not only as achieving happiness but also as the effort to realize one's true potential. While Ryff and Singer (2008) developed the “Psychological Well-Being” model, they benefited from some personality and development theories such as Allport's maturation, Rogers' fully functioning person, Maslow's self-actualization, Jung's concepts of individuation, Erikson's psycho-social stages, Buhler's basic life tendencies, Jahoda's positive psychological health measurements, Neugarte's characteristics of personality change such as adulthood and old age. Ryff (1989) revealed the Multidimensional Model of Psychological Well-being by addressing these concepts. In the theory of well-being, there are six basic dimensions of psychological well-being, self-acceptance, positive relationships, autonomy, environmental dominance, life purpose, and personal growth. It is stated that these six dimensions cover well-being in all its depth (RYFF, 1989). In short, psychological well-being refers to the

holistic evaluation of a person's psychological functionality regarding his present and past, his capacity for growth and development, the purpose-orientedness and meaningfulness of life, the quality of his relationships with other people, and his life dominance (RYFF & KEYES, 1995).

Success is expressed as reaching the determined goal and achieving the desired (SARIER, 2016). Perception of success is individuals' beliefs about how successful and expert they feel (ERDOĞAN, 2013). It is of great importance to know the factors that affect students' success and perceptions of success (RENÇBER, 2012). Success varies considerably depending on what is understood from this concept (DEMIRTAŞ; ÇINAR, 2004). It should not be forgotten that the perception of success will vary from person to person as well as from place to place. While low success in any sport or in a match is sufficient for an athlete, a normal success in another field, in another match, may mean failure for him. In other words, the athlete determines his own success limits according to the situation (YIĞIT, 2019). If there is no perception of success in sports, we cannot talk about individuals' being successful. Athletes must be successful to fulfill their wishes and desires. Being successful is necessary to reach the goal wanted. We can say that individuals need to work eagerly in order to be successful.

However, it has been observed that the studies on the relationship between psychological well-being and perception of success of high school students doing sports in our country are limited. In this context, in this study, it was aimed to examine the relationship levels between psychological well-being and perception of success of high school students who do sports.

Materials and Methods

In this study, "Personal Information Form" prepared by the researcher, the psychological well-being scale developed by Diener et al. in 2009 to measure socio-psychological well-being and whose Turkish version and, the validity and reliability study was conducted by Telef in 2013 were used for obtaining data.

The Perception of Success Inventory (The Children's Version of The Perception of Success Questionnaire-POSQ-CH) was developed by Roberts et al. (1998) and its adaptation to Turkish was made by Kazak Çetinkalp (2006).

Data Analysis

Psychological Well-Being Scale

Each question in the psychological well-being scale can be scored between 1 and 7 and there are 8 questions. 1 to 7 options are marked as 1: Totally disagree, 2: disagree, 3: somewhat disagree, 4: Neutral, 5: somewhat agree, 6: agree, and 7: totally agree. A score between 8 and 56 can be obtained from the scale. The higher the total score is, the better the individuals are psychologically.

Table 1 – Descriptive Summary Statistics of “Psychological Well-Being Scale” Scores

Scale and Subscales	Lower Limit	Upper Limit	Mean	Standard Deviation	Skewness	Kurtosis	Cronbach's Alpha
Psychological well-being scale	8	56	42,0476	12,7899	-1,364	0,862	0,950

Source: Prepared by the authors

The lowest score obtained from the psychological well-being scale is 8, and the highest score is 56. The mean score of psychological well-being of 420 individuals is 42,0476 and its standard deviation is 12,7899.

When the skewness and kurtosis values of the scale are examined, it is seen that all of them are between -2 and +2. If the skewness and kurtosis values are between -2 and +2, the assumption of normal distribution can be accepted for the scale score values (GEORGE; MALLERY, 2010).

The Cronbach's Alpha value, which measures the reliability of the “Psychological Well-Being Scale” in which 441 individuals participated, was found $\alpha=0,950$. Responses to the scale are quite consistent and reliable.

Perception of Success Inventory

Each question in the perception of success inventory can be scored between 1 and 5 and there are 12 questions. 1: Totally Disagree 2: Disagree 3: Neutral 4: Agree 5: Totally Agree. A score between 12 and 60 can be obtained from the scale. A total score close to 60 means that the individual has a high perception of success, and a score close to 12 means that the perception of success is low.

The scale has two basic sub-dimensions. Both consist of 6 statements, so the total score that can be obtained for both sub-dimensions is between 6 and 30.

- 1) Ego orientation: questions 1 – 2 – 3 – 6 – 10 – 11
- 2) Task orientation: questions 4 – 5 – 7 – 8 – 9 – 12

Table 2 – Descriptive summary statistics of the “Perceptions of success inventory” and Sub-Dimension scores

Scale and Subscales	Lower Limit	Upper Limit	Mean	Standard Deviation	Skewness	Kurtosis	Cronbach’s Alpha
Perception of success inventory	12	60	53,2190	6,9779	-1,527	1,134	0,903
Ego orientation	6	30	25,6238	4,5918	-1,356	1,087	0,884
Task orientation	6	30	27,5952	3,2069	-1,019	0,989	0,871

Source: Prepared by the authors

- The ego orientation sub-dimension total score mean is 25,6238 and its standard deviation is 4,5918. The lowest score is 6 and the highest score is 30. The skewness value of the total score values is -1,356 and the kurtosis value is 1,087.
- The task orientation sub-dimension total score mean is 27,5952 and its standard deviation is 3,2069. The lowest score is 6 and the highest score is 30. The skewness value of the total score values is -1,019 and the kurtosis value is 0,989.
- The perception of success inventory total score mean is 53,2190 and its standard deviation is 6,9779. The lowest score is 12 and the highest score is 60. The skewness value of the total score values is -1,527 and the kurtosis value is 1,134.

When the skewness and kurtosis values of the scale and subscales are examined, it is seen that all of them are between -2 and +2. If the skewness and kurtosis values are between -2 and +2, the assumption of normal distribution can be accepted for the scale score values (GEORGE; MALLERY, 2010). SPSS for Windows Step by Step: A Simple Guide and Reference, 17.0 update (10a ed.) Boston: Pearson.) ** the post with this assumption, for your reference.

The Cronbach’s Alpha value, which measures the reliability of the “Perception of Success Inventory” in which 420 individuals participated, was found to be $\alpha=0,903$. In addition, Cronbach’s Alpha value of ego orientation sub-dimension was $\alpha=0,884$, and Cronbach’s Alpha value of task orientation sub-dimension was $\alpha=0,871$. It is concluded that the perception of success inventory and its sub-dimensions are quite reliable and acceptable.

Table 3 – Pearson Correlation Coefficient of the Relationship Between “Perception of Success Inventory” and Sub-Dimension Total Scores

	Perception of Success Inventory	Ego Orientation	Task Orientation
Perception of Success Inventory	1,000	0,928** (0,000)	0,622** (0,000)
Ego Orientation	0,928** (0,000)	1,000	0,588** (0,000)
Task Orientation	0,622** (0,000)	0,588** (0,000)	1,000

*Correlation is significant at the 0.01 level

Source: Prepared by the authors

Looking at the table, it is concluded that there is a similar relationship (as one increases, the other increases, or as one decreases, the other decreases) at a 99% confidence level between the scores of the “Perception of Success Inventory” and the sub-dimension scores. As individuals’ ego or task orientations increase, their perception of success also increases.

It is concluded that there is a positive correlation at 99% confidence level between “Ego orientation” scores and “Task orientation” ($p=0,000$) sub-dimension scores. Ego orientations and task orientations of individuals change in the same direction.

Results

Table 4 – Distribution of Demographic Characteristics of Individuals Participating in the Study

Variable	Frequency (n)	Percentage (%)
Gender		
Female	140	33,3
Male	280	66,7
Total	420	100,0
Age		
15	133	31,7
16	126	30,0
17	124	29,5
18	37	8,8
Total	420	100,0

Sport branch		
Individual Sports	198	47,1
Team Sports	222	52,9
Total	420	100,0
Active Sports Time		
0 – 5 years	277	66,0
6 years and more	143	34,0
Total	420	100,0
How Many Days A Week Do You Do Sports?		
1-2 days	104	24,8
3-4 days	193	45,9
5-6 days	110	26,2
7 days	13	3,1
Total	420	100,0

Source: Prepared by the authors

- 140 (33.3%) of 420 individuals are female and 280 (66.7%) are male;
- 133 (31.7%) are 15 years old, 126 (30.0%) are 16 years old, 124 (29.5%) are 17 and 37 (8.8%) are 18 years old;
- 198 (47.1%) of them are engaged in individual sports and 222 (52.9%) of them are engaged in team sports;
- While 277 (66.0%) of them have been actively involved in sports for a maximum of 5 years, 143 (34.0%) of them have been actively involved in sports for 6 years or more;
- 104 (24.8%) of them do sports 1 – 2 days a week, 193 (45.9%) of them 3 – 4 days a week, 110 (26.2%) of them 5 – 6 days a week and 13 (3,1%) of them do sports 7 days a week.

Analysis of “perception of success inventory” and sub-dimensional scores according to students’ demographic characteristics

In the tables below, summary statistics based on the demographic characteristics of the scale score means are given. In addition, since the mean scores of the scale and subscales provided the assumption of normal distribution, the differences between the groups were tested with the “Independent samples t-test” and the “One-way analysis of variance (ANOVA)” tests, and from which groups the differences originated was tested with the “Tukey Post Hoc” test.

Table 5 – Findings Related to Perception of Success Inventory and Sub-scale Scores by Gender of Individuals

Gender		Ego Orientation	Task Orientation	Perception of Success Inventory
Female	Mean	25,3429	27,2929	52,6357
	St. Dev.	6,6422	3,7464	7,6621
Male	Mean	25,7643	27,7464	53,5107
	St. Dev.	4,5682	2,8954	6,6045
p- value		0,376	0,172	0,226

Source: Prepared by the authors

Individuals' perceptions of success, ego and task orientations do not show a statistically significant difference according to their gender.

Table 6 – Findings Related to Perception of Success Inventory and Sub-scale Scores by Age of Individuals

Age		Ego Orientation	Task Orientation	Perception of Success Inventory
15	Mean	25,0075	27,5263	52,5338
	St. Dev.	4,5016	3,0365	6,6338
16	Mean	25,8651	27,8889	53,7540
	St. Dev.	4,7080	3,1195	6,9405
17	Mean	26,0161	27,5484	53,5645
	St. Dev.	4,7779	3,5712	7,6702
18	Mean	25,7027	27,0000	52,7027
	St. Dev.	3,7406	2,7988	5,8016
p- value		0,301	0,491	0,471

Source: Prepared by the authors

Individuals' perceptions of success, ego and task orientations do not show a statistically significant difference according to their age.

Table 7 – Findings Related to Perception of Success Inventory and Sub-scale Scores by the Sports Branch of Individuals

Sports branch		Ego Orientation	Task Orientation	Perception of Success Inventory
Individual Sports	Mean	25,2121	27,4848	52,6970
	St. Dev.	4,4500	3,0606	6,6001
Team Sports	Mean	25,9910	27,6937	53,6847
	St. Dev.	4,6942	3,3357	7,2816
p- value		0,083	0,506	0,148

Source: Prepared by the authors

The perceptions of success, ego and task orientations of individuals who are interested in individual and team sports do not show a statistically significant difference.

Table 8 – Findings Related to Perception of Success Inventory and Sub-scale Scores by the Active Sports Year of the Individuals

Active Sports Year		Ego Orientation	Task Orientation	Perception of Success Inventory
0 – 5 years	Mean	25,0213	27,3718	52,6931
	St. Dev.	4,5961	3,3005	6,9701
6 years and more	Mean	26,5098	28,0280	54,2378
	St. Dev.	4,5422	2,9810	6,9037
p- value		,045	.047	0, 031

Source: Prepared by the authors

When the table is examined, it can be said that the ego and task orientations of individuals who have been involved in sports for 6 years or more, that is, longer, and their perception of success are higher than those who have done sports for 5 years or less.

Table 9 – Findings Related to Perception of Success Inventory and Sub-scale Scores by the Number of Sports Days of Individuals in a Week

Number of sports days per week		Ego Orientation	Task Orientation	Perception of Success Inventory
1-2 days	Mean	25,7404	27,3558	53,0962
	St. Dev.	4,0530	3,1311	6,3391
3-4 days	Mean	25,4870	27,6010	53,0881
	St. Dev.	4,7698	3,3215	7,3709
5-6 days	Mean	26,0000	27,8071	53,8091

	St. Dev.	4,6055	3,1316	6,8716
7 days	Mean	23,5385	27,6154	51,1538
	St. Dev.	5,6659	2,9022	6,9862
p- value		0,302	0,785	0,569

Source: Prepared by the authors

Individuals' perceptions of success, ego and task orientations do not show a statistically significant difference according to the number of days they spend doing sports in a week.

Analysis of “psychological wellbeing scale” score according to students' demographic characteristics

In the tables below, summary statistics based on the demographic characteristics of the scale score means are given. In addition, since the mean scores of the scale provided the assumption of normal distribution, the differences between the groups were tested with the “Independent samples t-test” and “One-way analysis of variance (ANOVA)” tests, and from which groups the differences originated was tested with the “Tukey Post Hoc” test.

Table 10 – Findings Related to the Psychological Well-Being Scale and Sub-Dimension Scores of Individuals by Gender

Gender		Psychological Well Being Scale
Female	Mean	40,0143
	St. Dev.	13,0207
Male	Mean	43,0643
	St. Dev.	12,5733
p- value		0, 021*

Source: Prepared by the authors

Statistically, men's psychological well-being scale scores are higher than women's. It is concluded that men are psychologically better than women.

Table 11 – Findings Related to the Psychological Well-Being Scale and Sub-Dimension Scores of Individuals by Age

Age		Psychological Well Being Scale
15	Mean	42,3008
	St. Dev.	12,0987
16	Mean	42,3016
	St. Dev.	12,5731
17	Mean	42,1048
	St. Dev.	13,2479
18	Mean	40,0811
	St. Dev.	14,6351
p- value		0,807

Source: Prepared by the authors

The scores of individuals from the psychological well-being scale do not show a statistically significant difference according to their age.

Table 12 – Findings Related to the Psychological Well-Being Scale and Sub-Dimension Scores of Individuals by Sports Branch

Sports branch		Psychological Well Being Scale
Individual Sports	Mean	42,8586
	St. Dev.	11,8351
Team Sports	Mean	41,3243
	St. Dev.	13,5707
p- value		0,220

Source: Prepared by the authors

The scores of individuals interested in individual sports and team sports from the psychological well-being scale do not show a statistically significant difference.

Table 13 – Findings Related to Psychological Well-Being Scale and Sub-Dimension Scores of Individuals by Active Sports Year

Active Sports Year		Psychological Well Being Scale
0 – 5 years	Mean	40,4477
	St. Dev.	12,5957
6 years and more	Mean	44,2098
	St. Dev.	13,1244
p- value		0,034*

Source: Prepared by the authors

Examining the table, we can conclude that the psychological well-being scale score values of individuals who have been involved in sports for 6 years or more, that is, longer, are higher than individuals who have been involved in sports for 5 years or less.

Table 14 – Findings Related to the Psychological Well-Being Scale and Sub-Dimension Scores of Individuals by the Number of Sports Days in a Week

Number of sports days in a week		Psychological Well Being Scale
1-2 days	Mean	38,7788
	St. Dev.	13,7289
3-4 days	Mean	43,2176
	St. Dev.	11,8182
5-6 days	Mean	42,8091
	St. Dev.	12,9533
7 days	Mean	44,3846
	St. Dev.	14,4657
p- value		0,026*

Source: Prepared by the authors

Individuals who do sports 3 – 4 days, 5 – 6 days or 7 days a week have higher scores from the psychological well-being scale than individuals who do sports 1 – 2 days a week. In other words, it is concluded that individuals who do sports at least 3 days a week are psychologically better than individuals who do less sports.

Table 15 – Pearson Correlation Coefficient Values of the Relationship Between the Perception of Success Inventory and the Psychological Well-Being Scale

	Psychological Well-Being Scale
Perception of Success Inventory	0,058 (0,234)
Ego Orientation	0,013 (0,793)
Task Orientation	0,138* (0,027)

*The correlation is significant at 0.05 level

Source: Prepared by the authors

There is no relationship between the ego orientation of individuals and their psychological well-being. However, a statistically significant positive correlation was obtained between task orientations and psychological well-being scale scores at 95% confidence level. Accordingly, the better the individuals are psychologically, the higher their task orientation is. There is no statistically significant relationship between the scores that individuals get from the perception of success scale and the scores they get from the psychological well-being scale.

Discussion and Conclusion

Within the scope of the study, it was aimed to examine the relationship between the psychological well-being and the perception of success of high school students who do sports.

Individuals' perceptions of success, ego and task orientations do not show a statistically significant difference according to their gender ($P > 0,05$). Torun (2020), Karac (2017), and Canpolat and Çetinkalp (2011) found out in their studies that there was no significant difference in the perception of success and its sub-dimensions according to gender. We can say that gender has no effect on the perception of success and its sub-dimensions. The study we have done is consistent with the studies mentioned above.

Individuals' perceptions of success, ego and task orientations do not show a statistically significant difference according to their age ($P > 0,05$). Dereceli (2019), Gök, Birol and Aydin (2018) and Basoglu (2017) concluded in their studies that there was no significant difference in the sub-dimensions of perception of success according to the age variable. It can be said that different age groups have no effect on the perception of success and its sub-dimensions. It supports our study.

The success perceptions, ego and task orientations of individuals who are interested in individual and team sports do not show a statistically significant difference ($P>0,05$). There is no difference because the perceptions of success are the same. We can say that team and individual sports do not have a different effect on the perception of success and its sub-dimensions. We can state that the perception of success is effective on everyone as well as on team and individual athletes. The perception of success is important for individuals. To excel in a field, it is necessary to be successful. Success can take individuals one step ahead in every field. The basis of every success is obtained with a significant background. Despite a detailed literature review, no study was found on the subject. In this respect, it is thought that the study will contribute to the literature.

When the active sports year of the individuals is considered, the ego and task orientations of the individuals who have been involved in sports for 6 years or more, that is, longer, and their perception of success are higher than the individuals who have done sports for 5 years or less ($P<0,05$). As the sports year of individuals increases, their perception of success, ego and task orientations increase. Sports change the perspective of individuals. Sport provides peace of mind not only physically but also psychologically. We can say that the healthier the individuals are physically, the healthier they are psychologically. In addition to being successful, sports are extremely important for individuals to be competitive by facing every challenge without giving up, to socialize with people and to communicate with individuals. Sport is extremely effective on the individual's success. Despite a detailed literature review, no study was found on the subject. In this respect, it is thought that the study will contribute to the literature.

Individuals' perceptions of success, ego and task orientations do not show a statistically significant difference according to the number of days they spend doing sports in a week ($P>0,05$). It has been concluded that there is no difference in perceptions of success, ego and task orientations between individuals who do sports at least 1 day a week and those who do sports 7 days a week. We can say that individuals' doing different times of sports during the week does not affect their perception of success and its sub-dimensions. We can say that the perception of success has a significant impact on individuals. Success is essential for every individual. Success is always necessary. In the study conducted by Karaçam and Pulur (2016), they concluded that there is no significant difference in the level of perception of success according to the variable of doing sports. It supports the study we have done.

According to gender, men's psychological well-being scale scores are higher than women's ($P<0,05$). It is concluded that men are psychologically better than women. When the

literature on the subject is examined, it is seen that there are results contrary to this research. In this respect, the research findings show parallelism with this study. Ozkan (2019), Eraslan (2015), Gediksiz (2013) and Kuyumcu(2012) concluded in their studies that women's psychological well-being levels are better than men. We can say that the reason for the difference with the study we have done is cultural characteristics, age difference or that men are more prominent in the society and women are left behind.

The scores of individuals from the psychological well-being scale do not show a statistically significant difference according to their age ($P>0,05$). Karaçam and Pulur (2016), Eraslan(2015) and Timur(2008) concluded in their studies that there is no significant difference in psychological well-being according to the age variable. This aspect supports the study. We can say that age has no effect on psychological well-being.

The scores of individuals interested in individual sports and team sports from the psychological well-being scale do not show a statistically significant difference ($P>0,05$). It can be thought that the reason for the result that the difference between the psychological well-being of the students participating in the research and the psychological well-being of individual sports and team sports is not statistically significant is since all the students are engaged in sports and that the athletes have personality traits. Participating in sports is beneficial not only physically but also psychologically. We can mention that all kinds of sports branches have a positive effect on individuals. They can change their perspective on life and have a positive outlook. Despite a detailed literature review, no study was found on the subject. In this respect, it is thought that the study will contribute to the literature.

When the active sports year of the individuals is examined, it is concluded that the psychological well-being scale score values of the individuals who have been involved in sports for 6 years or more, that is, longer, are higher than the individuals who have done sports for 5 years or less ($P<0,05$). In the study conducted by Ozkan (2019), it was concluded that there is a significant difference between psychological well-being according to the variable of sports year. We can say that psychological well-being increases as the number of years of sports is increased and sports have a positive effect on individuals. The studies carried out support our study.

Individuals who do sports 3 – 4 days, 5 – 6 days or 7 days a week have higher scores from the psychological well-being scale than individuals who do sports 1-2 days a week ($P<0,05$). In other words, it is concluded that individuals who do sports at least 3 days a week are psychologically better than individuals who do less sports. Altıntaş *et al.* (2012) and Edwards *et al.* (2004) found a significant difference between the psychological well-being

levels of individuals with a high level of active participation in sports. We can explain that how regularly individuals do sports in a week affects their psychological well-being positively. Findings to support the studies we have done have been reached.

There is no relationship between individuals' ego orientations and their psychological well-being ($P>0,05$); however, a statistically significant positive correlation was obtained between task orientations and psychological well-being scale scores ($P<0,05$). Accordingly, the better the individuals are psychologically, the higher their task orientation is. No study has been found examining the relationship between ego orientations and psychological well-being, and between task orientations and psychological well-being. In this context, it is thought that the study will contribute to the literature. There is no statistically significant relationship between the scores obtained from the individuals' perception of success scale and the scores they obtained from the psychological well-being scale ($P>0,05$). Karaçam (2016) concluded that there is no significant difference between the perception of success and psychological well-being. Accordingly, it can be said that psychological well-being does not affect the perception of success. The study supports our study.

As a result, there is no relation between individuals' ego orientations and their psychological well-being; however, it showed that there is a significant positive relation between task orientations and psychological well-being at the level of trust. Accordingly, the better the individuals are psychologically, the higher their task orientation is. It has been showed that there is no significant relationship between individuals' perception of success and psychological well-being. In this study, it can be suggested that students who do not do sports should be encouraged to do sports, since sports influence the perception of success and psychological well-being.

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