

# The Effect of Verbal Feedback in Ten-Week Training on Life Satisfaction

M. TOPRAK KESKIN<sup>1</sup>, TURHAN TOROS<sup>2</sup>

<sup>1</sup>Nevşehir Hacı Bektaş Veli University- School of Sports Sciences and Technology- <https://orcid.org/0000-0001-9439-0094>, [toprakkeskin@hotmail.com](mailto:toprakkeskin@hotmail.com)

<sup>2</sup>Department of Sports Sciences, Mersin University, Mersin, Turkey

Corresponding author: [turhantoros@yahoo.com](mailto:turhantoros@yahoo.com) <https://orcid.org/0000-0002-8328-2925>

## ABSTRACT

The aim of this study is to examine the effect of verbal feedback given to athletes during training on life satisfaction. A research was conducted with a total of 50 students in two groups showing similarities in terms of some variables. The average age of the research group is  $(22.17 \pm 1.34)$  for the experimental group and  $(22.89 \pm 1.28)$  for the control group. The Life Satisfaction Scale, developed by Diener et al. (1985) and adapted into Turkish by Yetim (1991), was used as data collection tools. In the data analysis, the Shapiro-Wilk test was used to determine whether the scores show normal distribution or not. The Wilcoxon Signed Ranks Test was used to determine the difference between the pre-test and post-test scores of the groups. In the study, 0.05 was used in statistical processes as the level of significance. According to the research findings, there was no significant difference between the experimental group pre-test and post-test life satisfaction values ( $p > 0.05$ ). The Mann-Whitney U test was used to determine the differences between experimental and control groups.

As a result, it was seen that verbal feedback given during ten weeks of training had a positive effect on life satisfaction.

**Keywords:** Basketball, Feedback, Verbal Feedback, Life Satisfaction.

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## INTRODUCTION

It is seen in studies that feedback is frequently used in the sports environment. While it is stated by the studies that there are many variables in the teaching of a skill; In teaching behavior or movement, it is seen as a perception of life satisfaction that allows the person to be willing to achieve the skill he/she has applied together with feedback, believing in himself/herself and continuing to work and to continue working (Bandura, 1997, 2000; Pajares, 2001, Ilkım Mergan, 2021, Gündoğdu et al., 2018). According to Turan (2013), the fact that these expectations are close to each other as a result of the comparison of the athlete's life situation and his life expectancy indicates that his life satisfaction is realized. Flanagan (1978) stated the factors affecting the quality of life as physical and material well-being, human relations, social citizenship activities, personal development, and satisfaction with one's potential and recreation. The life satisfaction variable has been presented by various studies, such as the complex and difficult movement that the athlete has just learned, the ability to reach the target behavior as a result of the practice, and the ability to meet the expectations of the athlete from life.

Sports psychology is a versatile field that includes skills learning, cognitive and affective domains. For this reason, skills must be learned most accurately in skill learning. In this study, the effect of verbal feedback on life satisfaction, which increases the basketball qualities of athletes, has been the subject of many studies all over the world and is thought to have a large share in learning skills.

## METHOD

**Research Group:** Fifty males voluntarily participated in the study. 25 students who received 10 weeks of training and verbal feedback were in the experimental group and 25 students who did not receive 10 weeks of training and verbal feedback were in the control group.

As a pre-test, life satisfaction scales were applied, after 10 weeks, the scales were re-applied as a post-test, and the effects of verbal feedback were examined.

### Data Collection Tools

**Life Satisfaction Scale:** Life satisfaction scale consists of 5 expressions in the same direction. Respondents are asked to report their level of participation in each item according to the 7-point evaluation system (1 totally disagree-7 totally agree). Test-retest reliability of the scale was found to be 0.58 in four years and 0.58 in six years (Yetim, 1991). The scale developed by Diener (1985) was adapted into Turkish by Yetim (1991). In our country, the internal consistency of the scale is .78 (Yetim, 1991), and the internal consistency in the research is calculated as .78.

**Data Analysis:** Descriptive statistics were used to determine the age and number of subjects' values of the groups participating in the study. When the Tests of Normality p values were examined after the Shapiro-Wilk test, it was determined that they did not show a normal distribution because they got a value below 0.05 in all variables.

The Wilcoxon Signed Ranks test, which is the non-parametric of the t-test, and the Mann-Whitney U test were used to evaluate the development of the experimental-control group in terms of pre-test and post-test scores.

## Findings

**Table 1.** Regarding the Comparison of Experimental Group Pretest-Posttest Life Satisfaction Values Wilcoxon Signed Rank Test Findings

Experimental group Pre-Test - Post Test Life Satisfaction	n	Average Rank	Rank Sum	Z	P
Negative Rank	3 <sup>a</sup>	4,00	5,00	0,602	0,463
Positive Rank	4 <sup>b</sup>	1,50	10,00		
Equal	18 <sup>c</sup>				

a posttest life satisfaction average < pretest life satisfaction average

b posttest satisfaction average > pretest life satisfaction average

c posttest satisfaction average = pretest life satisfaction average

d experiment control = 1.00

Looking at Table 1, there was no statistically significant difference between the experimental group pretest-posttest life satisfaction values ( $Z = 0.602$   $p > .05$ ).

**Table 2.** Wilcoxon Signed Rank Test Findings Regarding the Comparison of the Control Group Pretest-Posttest Life Satisfaction Values

Control group Pre-Test - Post Test Life Satisfaction	n	Average Rank	Rank Sum	Z	P
Negative Rank	4 <sup>a</sup>	5,43	29,43	1,876	0,067
Positive Rank	12 <sup>b</sup>	6,65	102,45		
Equal	9 <sup>c</sup>				

a posttest life satisfaction average < pretest life satisfaction average

b posttest satisfaction average > pretest life satisfaction average

c posttest satisfaction average = pretest life satisfaction average

d experiment control = 2.00

Looking at Table 2, there was no statistically significant difference between the control group pre-test post-test life satisfaction values ( $Z = 1,876$   $p > .05$ ).

**Table 3.** Mann-Whitney U Test Findings for Comparison of Experimental and Control Group Post-Test Life Satisfaction Means

Group	n	Rank Average	Rank Sum	U	p
Experiment	25	24,14	542	109	0,007
Control	25	16,54	338		

According to the findings of the Mann-Whitney U Test, which was used to compare the mean scores of life satisfaction of the control and experimental groups, a significant difference was found between the life satisfaction averages of the students who were given verbal feedback and those who were not given verbal feedback after ten weeks of training ( $U = 109$ ,  $p < .05$ ).

## DISCUSSION

When the experimental group pre-test and post-test life satisfaction averages are examined, it can be explained that the individuals' enjoyment of their environment and being able to achieve success from the exercises they have performed can be explained as the increase in life satisfaction scores. Since the study is limited to ten weeks, it is thought that there is not enough time for the person to enjoy the environment he/she is in, and therefore to create a perception of life satisfaction. If a person's post-test life satisfaction score is lower than the pretest life satisfaction score, it can be interpreted that the training might not meet the person's expectation. In the study that Şekeroğlu (2016) examined the relationship between the employees of the central organization of the Ministry of Youth and Sports, General Directorate of Sports, and the life satisfaction of family-work conflicts; The fact that there is no statistically significant difference in the relationship between life satisfaction of private-sector employees, elite athletes, academicians, hikers, and physical education teachers and family-work and work-family conflict supports our study.

When the control group pre-test and post-test life satisfaction averages are examined, it is thought that he enjoys the environment he is in and that he may be successful in the exercises he has performed. It can be explained as because the training did not meet the expectations of the person. According to the research findings of Tabuk (2009) examining the effect of work-family conflict and family-work conflict on life satisfaction in elite athletes, the increase in life satisfaction of athletes as their age and education level increase supports our study.

## CONCLUSION

A significant difference was found between the experimental group and the control group's post-test life satisfaction values. Considering the mean rank and total, it is seen that the observed difference is in favor of the experimental group.

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