

Quality of life factors for young athletes

Marija Lorger, Snježana Mraković and Marijana Hraski
Faculty of Teacher Education, University of Zagreb

Abstract

The aim of this research was to define the structure of the quality of life of young athletes. The study was conducted on a sample of 343 young athletes (both gender), average age 15.1 years in Zagreb. The quality of life of the participants in this study was estimated using the Croatian version of the Questionnaire of quality of life for children and adolescents The Kidscreen Questionnaire (The Kidscreen Group Europe, 2006), (Lorger, 2011). The construct quality of life, which is estimated by the questionnaire, includes monitoring the quality of life through elements of physical, emotional, social, and behavioural well-being. Descriptive statistic was calculated, and psychometric characteristics of the Croatian version of The Kidscreen - 52 questionnaire were tested. To determine the factor structure, the component model was chosen with extracting principal components for the Guttman–Kaiser criterion (GK criterion). Eleven factors for the quality of life were extracted representing hypothetical dimensions of the quality of life, related to the psychological well-being, family and home life, relationships with friends, bullying, use of free time, physical well-being, school environment, self-perception, money, unpleasant emotions and moods, and hanging out with friends.

Key words: *factor analysis, young athletes, quality of life, questionnaire The Kidscreen-52*

Introduction

Quality of life is a complex phenomenon that includes all segments of people's lives and their actions (Auguštanec, 2008). As it is well known that sport activities have a positive impact on an individual's health (Batričević, 2008; Borer, 2008), placing the level of sport activity, i.e. involvement in organized sport training in focus of interest is an interesting starting point for observing the quality of life of young athletes. Such an approach imposes certain questions in a scientific sense as well as in everyday

life. One of them is whether there is an interaction between the field of sport and the quality of life, i.e. the mutual influence of factors which constitute the structure of quality of life on the one hand and kinesiological factors determined by the field of sport on the other. Since the quality of life is a complex category, the approach in this research focused on the individual who subjectively estimated his own quality of life and personal life satisfaction. For this purpose, the Croatian version of the Quality of Life Questionnaire The Kidscreen-52 was used. The questionnaire was developed through the European project "Screening and Promotion for Health-related Quality of Life in Children and Adolescents: A European Public Health Perspective" during the period from 2001 to 2004 (the Kidscreen Group Europe, 2006) translated and adapted for the Croatian population (Lorger, 2011). As this is an interdisciplinary research of sport and psychological dimensions, determining the quality of life of young athletes, it is expected that the results will contribute to a better understanding of the relationship between sport and the perception of quality of life of youth. Quality of life is a complex term which was in previous research considered from different aspects that partially explained the segments of this phenomenon. In this paper the concept of quality of life will be approached from the point of view of sport. The positive impact of sport on health and physical appearance can be observed through the influence on the improvement of motor and functional abilities (Batričević, 2008), through the influence on the more attractive looks and healthier lifestyle (Borer, 2008). Sport can contribute to the prevention of cardiovascular diseases (Vuori, 2004), better health status (Powell & Pratt, 1996), as well as reduce the risk of some diseases (Vuori, 2004; Warbuton et al. 2006). Sport can also affect the formation of positive attitudes toward physical exercise, which can contribute to the preservation of health (Saar & Jürimae, 2007). Also, during adolescence, physical exercise can support the achievement of some personal goals (Gebhardt et al., 2007), as well as the adoption of healthy habits and concern about health (Findak & Neljak, 2007; Videmšek et al., 2002). The relationship between the quality of life and physical activity is associated with better mood, positive perception of self, higher level of self-esteem and self-efficacy, reduction of psychological and physiological stress (Berger & Motl, 2001), perception of enjoyment, fun and flow (Csikszentmihalyi, 1989, 1997, 2006), and other great experiences that may have an important role in the perception of the quality of life. A high level of sport practice is related with the perception of sport activity in the direction of improving physical fitness, stimulating interest for exercise, expectations of high level of physical activity and in the direction of improving health (Gao, 2008). Conversely, physical inactivity, i.e. deficiency of kinesiological stimulus has opposite effects which can decrease physical wellbeing (Vuori, 2004). Comparing children (young) athletes and those who are not involved in sports, young athletes have expressed a greater self confidence, better social competence, lower amount of shyness and introversion (McHale et al., 2005), better communicative ability (Hrženjak & Šavura, 2002) and better level of personal self-efficacy (Rolim et al., 2007). Children involved in organized sport (10-13 years)

have a tendency towards teamwork and team affiliation, acquiring skills and general physical fitness more than peers who are not involved in sports (Kelemen et al., 2009). The research by Snyder et al. (2010), on a sample of adolescent athletes and non-athletes, confirmed differences in physical well-being in favour of the athletes, presented through a higher level of physical fitness (functioning) and a higher level of health in general, while social acceptability was expressed with a higher level of social functioning. Studies about differences between young athletes and non-athletes in the field of motor and functional dimensions generally shows significant differences in favour of young athletes in different sports disciplines (Kos et al., 2010; Nikolić et al., 2009; Telebar, 2009). Also, differences in the perception of quality of life among young athletes and non-athletes on our population were conditioned by the perception of physical well-being, which is significantly higher in athletes (Lorger, 2011).

Research aim and problem

The structure of the quality of life of young athletes can be observed through different segments whose satisfaction or dissatisfaction can affect the quality of life perception.

Based on the above mentioned, it can be concluded that participation in a sport activity for various reasons – from positive effects on health, physical and mental level, can contribute to someone's quality of life. Therefore, the problem of this study was to research the relation between participation in a sport activity and perception of the quality of life, while the basic aim was to determine the structure of the quality of life, i.e. to define the factors that determine the quality of life of young athletes.

Methodology

Participants

The sample of participants consisted of 343 young athletes in individual and team sports who are members of out-of-school sport teams (cadets of professional sports teams). A characteristic of such teams is the orientation toward achieving excellent results in sports. The sample of participants consisted of 191 young female athletes and 152 young male athletes, average age 15.1 years. All of the young athletes making up the sample were male and female students of the first grade in high schools in Zagreb. As the participants in this research were minors, proper permits and approval from schools and parents were obtained. Also, the research was conducted in accordance to the code of ethics for research involving children (Ajduković & Kolesarić, 2003).

Instruments and variables

The quality of life of participants in this research was estimated using the Croatian version of the Questionnaire of quality of life for children and adolescents The Kidscreen Questionnaire (The Kidscreen Group Europe, 2006), (Lorger, 2011). The construct quality of life, which is estimated using this questionnaire, includes observation of the quality of life through elements of physical, emotional, social and

behavioural well-being. The questionnaire contains a total of 10 dimensions based on which conclusions were made regarding the perception of the quality of life. In that way it is also possible to identify the segment that impairs the quality of life of a young person. When filling out the questionnaire, the participants responded to the statements on the five-point Likert scale through which they expressed their agreement with the statement (from not at all = 1 to very strong = 5).

Results and discussion

The analysis and processing of the results was conducted using the program STATISTICA 8.0. The descriptive parameters were calculated using descriptive statistical methods. The normality of distribution was tested and the basic metrical characteristics were calculated. The metrical characteristics of the Croatian version the Kidscreen - 52 quality of life questionnaire for children and adolescents on the sample of young athletes were also checked.

The results of the descriptive parameters and indicators of result distribution on a sample of athletes show the variation of mean values from 1.21 minimum to 4.38 maximum value, which indicates that a large majority of the answers to questions is distributed negative asymmetrically so it could be said that most of the athletes expressed their agreement with the statements offered in the questionnaire. For this reason, Kolmogorov - Smirnov test (K - S) of normality of distribution also shows a statistically significant deviation from the normal distribution at a 0.01 significance level. Therefore, it is evident that the distributions of the results significantly deviate from normal since they are substantially larger than the mentioned limit, however they are suitable for analysis because the relative sensitivity of the K-S test during the testing of normality of distribution with a larger number of participants can show that there is statistically significant deviation in distribution from normal, and in fact (and only with plain insight into the distribution) it can be seen that it is quite suitable for parametric analysis.

Central parameters of the factors and coefficients of reliability of the questionnaire

Table 1. *The results of central parameters of the quality of life components and their reliability*

Factor	M	SD	Reliability of the factors
1. Psychological Well- being	3.96	.89	0.88
2 Family and Home Life	3.90	.77	0.87
3. Friends	4.18	.79	0.77
4. Bullying	1.27	.61	0.71
5. Free	3.18	.93	0.88
6. Physical Well-being	3.00	.77	0.75
7. School environment	3.87	.65	0.80
8. Self - Perception	2.17	.96	0.81
9. Money	4.07	.96	0.85
10. Moods and Emotions	2.19	.69	0.81
11. Hanging out with friends	3.94	.81	0.77

The results of the central parameters of the quality of life components indicate that athletes attach somewhat more importance to relations with friends, financial resources and socializing with friends. Friendships among athletes are very important and that may be one of the reasons why children and youth decide to engage in sports (Barić & Horga, 2006). The role of peers in the socialization process is important and belonging to a group can directly affect a young athlete's social development (Bungić & Barić, 2009; Urli & Šikić, 1993). The reliability coefficients are high and show a satisfying reliability considering that the desirable level of reliability for the original version of questionnaire is 0.70 (Ravens-Sieberer et al., 2005; The Kidscreen Group Europe, 2006). The reliability coefficients were determined for the entire questionnaire (table 2): Cronbach's (alpha) coefficient which estimates reliability of the questionnaire ($C\alpha$) and standardized alpha coefficient of reliability ($S\alpha$) which was obtained on standardized items. Also, the value of the first characteristic root was estimated (Lambda 1) and presented the percentage of explained variance of the intercorrelation matrix items (PCT 1).

Table 2. Reliability coefficients of the questionnaire

Cronbach's alpha ($C\alpha$)	0.82
Standardized alpha ($S\alpha$)	0.82
Lambda 1	13.89
PCT Lambda 1 (% PCT)	26.71 %

The reliability coefficient, Cronbach's alpha ($C\alpha$), which shows the internal reliability and coefficient of confidence obtained on standardized items ($S\alpha$), may be accepted as reliable because their value of 0.82 exceeds the acceptable limit of confidence of 0.80. The authors of the initial questionnaire consider the limit of confidence of 0.70 as satisfying (The Kidscreen Group Europe, 2006). The value of the first characteristic root is 13.89, which explains 26.71% of the variance matrix of intercorrelations of items, while the rest of the variance (73.29%) is distributed to the other ten factors. Since this is a multidimensional questionnaire, the percentage of explained variance is satisfying.

Factor structure of the quality of life questionnaire on a sample of young athletes

The factor structure of the questionnaire was tested on a sample of young athletes, in order to estimate the factor validity of the questionnaire and verify its stability. To determine the factor structure component, a model which extracts the main components by Guttman - Kaiser criterion (GK criterion) was chosen. The obtained components were rotated by Kaiser oblmin rotation which contains rotations of the initial significant main components (factors).

Table 3. Factor structure of the quality of life questionnaire

Factor	Item number	Contents of items	A	F	L	%
F 1 Psychological Well-being	6	Has your life been enjoyable?	0.52	0.66	13.89	26.71
	7	Have you felt pleased that you are alive?	0.47	0.65		
	8	Have you felt satisfied with your life?	0.58	0.73		
	9	Have you been in a good mood?	0.63	0.76		
	10	Have you felt cheerful?	0.64	0.77		
	11	Have you had fun?	0.54	0.66		
	19	Have you been happy with the way you are?	0.59	0.73		
	20	Have you been happy with your clothes?	0.42	0.55		
F 2 Family and Home Life	29	Have your parent(s) understood you?	0.74	0.79	3.31	6.37
	30	Have you felt loved by your parent(s)?	0.77	0.79		
	31	Have you been happy at home?	0.62	0.76		
	32	Have your parent(s) had enough time for you?	0.71	0.79		
	33	Have your parent(s) treated you fairly?	0.78	0.83		
	34	Have you been able to talk to your parent(s) when you wanted to?	0.62	0.69		
F 3 Friends	41	Have you and your friends helped each other?	0.60	0.71	2.72	5.23
	42	Have you been able to talk about everything with your friends?	0.84	0.85		
	43	Have you been able to rely on your friends?	0.85	0.86		
F 4 Bullying	50	Have you been afraid of other girls and boys?	0.76	0.75	2.64	5.09
	51	Have other girls and boys made fun of you?	0.83	0.84		
	52	Have other girls and boys bullied you?	0.88	0.88		
F 5 Free time	24	Have you had enough time for yourself?	0.72	0.77	2.19	4.22
	25	Have you been able to do the things that you want to do in your free time?	0.85	0.84		
	26	Have you had enough opportunity to be outside?	0.87	0.86		
	27	Have you had enough time to meet friends?	0.84	0.86		
	28	Have you been able to choose what to do in your free time?	0.69	0.73		
F 6 Physical Well-being	1	In general, how would you say your health is?	0.35	0.43	1.97	3.79
	2	Have you felt fit and well?	0.69	0.74		
	3	Have you been physically active (e.g. running...)?	0.86	0.81		
	4	Have you been able to run well?	0.85	0.82		
	5	Have you felt full of energy?	0.52	0.65		
F 7 School environment	44	Have you been happy at school?	- 0.63	- 0.70	1.82	3.50
	45	Have you got on well at school?	- 0.69	- 0.74		
	46	Have you been satisfied with your teachers?	- 0.76	- 0.76		
	47	Have you been able to pay attention?	- 0.71	- 0.73		
	48	Have you enjoyed going to school?	- 0.63	- 0.67		
	49	Have you got along well with your teachers?	- 0.72	- 0.74		

F 8 Self - Perception	21	Have you been worried about the way you look?	0.74	0.78	1.53	2.95
	22	Have you felt jealous of the way other girls and boys look?	0.77	0.81		
	23	Would you like to change something about your body?	0.81	0.83		
F 9 Money	35	Have you had enough money to do the same things as your friends?	0.89	0.89	1.43	2.76
	36	Have you had enough money for your expenses?	0.83	0.87		
	37	Do you have enough money to do things with your friends?	0.84	0.88		
F 10 Moods and Emotions	12	Have you felt that you do everything badly?	0.65	0.71	1.23	2.36
	13	Have you felt sad?	0.69	0.76		
	14	Have you felt so bad that you didn't want to do anything?	0.59	0.68		
	15	Have you felt that everything in your life goes wrong?	0.69	0.78		
	16	Have you felt fed up?	0.60	0.61		
	17	Have you felt lonely?	0.48	0.59		
F 11 Hanging out with friends	38	Have you spent time with your friends?	0.48	0.59	1.04	2.01
	39	Have you done things with other girls and boys?	0.66	0.71		
	40	Have you had fun with your friends?	0.50	0.61		

Legend: items with a maximum projection in the set matrix (A), correlation of items and factors (F), characteristic roots (L), percentage of explained variance (%)

Note: Contents of items and the use of the Croatian version of The Kidscreen-52 questionnaire is not allowed without the consent of the author, i.e. rights holder for the Republic of Croatia.

The results in Table 3 show that in the group of young female and male athletes 11 characteristic roots were obtained whose values exceed 1.00, which means that 11 main components will be considered. The isolated components explain 65.06% of the total variance of the intercorrelation matrix items. The biggest difference in values of characteristic roots is between the first and the second characteristic root.

As for the other main components, the differences are small and range from 0.10 to 0.59. The size of the variance of the first main component is noticeably larger than others so the first main component can be considered to be a general indicator of quality of life in relation to other components. The amount of explained variance of the main components transformed in oblimin factors shows a good saturation of factors which contain latent components of the quality of life of young female and male athletes.

A good saturation of factors is supported by values of the projections of variables on factors.

Most of the extracted factors (except the first factor) are so called "clean" factors, i.e. they project only items from one dimension of the original questionnaire.

The first factor (F 1), in addition to items in the dimension psychological well-being, also projects values in items number 19 and number 20. These two items in the original version of the questionnaire belong to the dimension "self-perception" (The Kidscreen Group Europe, 2006). In the Croatian version of the questionnaire

applied to the sample of athletes these two items belong to the first factor with respect to the value of its projection (0.59) and (0.42). The contents of items: "Have you been happy with the way you are?" and "Have you been happy with your clothes?" emphasize the importance of positive self-concept and positive self-image. Positive self-image can contribute to the psychological well-being of an individual so it can be said that the content of these items do not change the structure of the factor significantly and may be an integral part. In support of this are the results of research by Robital et al. (2007) which was conducted using the short version of the questionnaire The Kidscreen – 27. An abbreviated version of the questionnaire contains 27 items grouped into 5 dimensions of quality of life: psychological well-being, physical well-being, relationships with friends, family environment and school environment (The Kidscreen Group Europe, 2006). In the short version the item that describes pleasure itself is in the dimension of psychological well-being, and item number 20 is not included in the factor structure of the shortened questionnaire. The items projected onto the first factor show a very enjoyable experience of life, life satisfaction, happiness because of one's own existence, happiness, entertainment, feeling pleased by oneself and one's clothing. Given that the latent structure implies a very positive indicator of quality of life expressed through a diverse and high level of satisfaction, the first factor (F 1) can be interpreted as a factor of **psychological well-being**. The same factor is an integral part of the original questionnaire (The Kidscreen Group Europe, 2006) and was isolated in research on a European sample (Bisegger et al., 2005; Mazur, 2004; Rajmil et al., 2009; Ravens - Sieberer et al. 2008, Robitaille et al., 2007, 2007; Tebe, 2008); however, its latent structure consists of 6 items that hypothetically belong to the dimension of psychological well-being. In the sample of young athletes in the Croatian version of the questionnaire, an important element of psychological well-being in addition to the aforementioned joy, happiness and life satisfaction, positive self-awareness was added as an important determinant of psychological well-being.

The maximum number of items that hypothetically belong to family and home life are projected **on the second factor (F 2)**. Showing a good relationship (understanding) with parents, feeling loved by parents, the ability to communicate with parents and their "fair" relationship, a general feeling of happiness with family life describe a positive atmosphere within the family. Therefore, this factor (F 2) can be interpreted as a **factor of satisfaction with family and home life**. The same factor was isolated in the studies previously mentioned, and it is contained in the original questionnaire on the quality of life (The Kidscreen Group Europe, 2006).

Three items (of six possible) that hypothetically belong to the dimension of relations with friends are projected **on the third factor (F 3)**. The contents of items that create the latent structure of the factor describe common assistance among friends, the ability to "strike" conversations with friends, to trust and have confidence in friends. Given the latent structure that supports the true bonds of friendship among adolescents, this factor (F 3) can be interpreted as a **factor of social support and relationships with friends**. In the original questionnaire the factor relationships with friends exists

as a single factor (the Kidscreen Group Europe, 2006). In the Croatian version of the questionnaire on a sample of young athletes, the items that hypothetically belong to the factor relationships with friends are split into two factors, the 3rd and 11th factor. The factor of social support and relationships with friends was isolated also in the research on the European sample (Ravens - Sieberer et al., 2008) and was confirmed in the Korean version of the questionnaire (Hong et al., 2007).

All three items that hypothetically belong to the dimension of bullying among youth are projected **on the fourth factor (F 4)**. The latent structure of factors is made up by items that describe very unpleasant experiences of fear, derision and harassment by peers, so this factor (F 4) can be interpreted as **a factor of bullying among youth**.

In modern sport competition that had previously been more focused on struggling with one's capabilities, or on challenging one's capabilities, gives way to reaching one's personal record and destroying the opponent, which often results in verbal abuse, beating rivals and even hatred (Vujević, 2007). The young athlete can therefore be a victim of violence, but also behave violently towards a sports rival.

All items from the dimension free time are projected **on the fifth factor (F 5)**. The content of items describe features of free time which are related to the autonomy in organizing leisure time, choice of leisure facilities, as well as a sufficient amount of free time. All of the items have a high value of projection on the factor (0.69 to 0.87), which indicates that the free time is a significant factor in experiencing quality of life for young athletes so the second factor (F 2) can be interpreted as **a factor of free time**. The factor of free time is also included in the original version of the questionnaire (The Kidscreen Group Europe, 2006). Perasović and Bartoluci (2008) cited it as an important factor in the quality of life that is responsible for growing and forming life-styles, and physical exercise as a way to use free time can indirectly stimulate the enjoyment of young athletes (Cox et al., 2007) and thus contribute to a better quality of life experience.

All of the items that hypothetically belong to the dimension of physical well-being are projected **on the sixth factor (F 6)**. Physical well-being of young athletes is defined by high values of the projection of items that describe a high level of physical activity, feeling good with physical fitness, a high level of aerobic capacity, while the subjective feeling of health and compliance with energy were estimated by slightly lower values of the projection. As the latent factor structure is made up of a generally good sense of physical fitness, this factor (F 6) can be interpreted as **a factor of physical well-being**. The same factor also includes the original version of the questionnaire (The Kidscreen Group Europe, 2006) and was isolated in studies on different samples of young people (Hong et al., 2007; Mazur, 2004; Ravens - Sieberer et al., 2008, Tebe et al., 2008).

All of the six items that hypothetically belong to the dimension of school environment are projected **on the seventh factor (F 7)**. The atmosphere around and

within the school facilities is described in the items by a positive attitude towards school and school commitments. The definition of this factor implies feelings of happiness at school, a subjective feeling of success in school, going to school with pleasure, good concentration in the classroom, and teachers' work satisfaction and good agreement with them. This factor can therefore be interpreted as **a factor of the school environment satisfaction**. However, on this sample of young athletes these items have a negative value which may indicate that school obligations and sport training do not have to be parallel with each other, and that commitment to regular school can hold back the process of training and achieving a high level of physical fitness. The same problem can be observed from a different perspective, i.e. that sport commitments which demand a continuous process of training, participation in competitions, and travel to competitions may obstruct school obligations in athletes and consequently, their perception of school environment is less satisfactory. The same factor was isolated in studies on various samples of young persons (Hong et al., 2007; Mazur, 2004, Tebe et al., 2008).

Three items of five possible as in the original questionnaire are projected **on factor eight (F 8)**. Similar to the factor of relationships with friends, there was a division of items that make up this factor in the original questionnaire. Of the five possible items whose contents describe the concept of self, items number 19 and number 20 (satisfaction with self and satisfaction with your clothes) they opted for the factor of psychological well-being. The other three items describe the "serious" and less positive self-perception expressed through concerns regarding their appearance, the appearance of jealousy of others and their own desire for change seems to have shaped the structure of the eight factors. With regard to factor eight (F 8), it indicates the existence of negative self-perception which can be interpreted **as a factor of unsatisfactory self-perception**. Concern for their own physical appearance and the desire to change their own appearance indicates a high degree of self-criticism by young athletes striving for the ideal look for their own bodies. Given that physical attractiveness is desirable for peer status in society (Zubić and Burušić, 2009) the reinforced concern for physical appearance is understandable.

Items that hypothetically belong to the dimension of financial resources are projected **on the ninth factor (F 9)**. The features of items that describe the structure of the latent factors show satisfaction with the amount of money that they have for socializing with their friends and for personal use. Therefore, this factor (F 9) can be interpreted **as a factor of financial resources (money)**.

Seven items that describe apathy, sadness, "saturation", stress and loneliness, and feelings that "everything done is wrong" or "that nothing is going right in life" are projected **on the tenth factor (F 10)**. Given the prevalence of elements that suggest the existence of unpleasant emotions and feelings among athletes, this factor (F 6) can be interpreted as **a factor of unpleasant emotions and moods**. Elements of discomfort that can occur in a population of athletes may be manifested by anxiety, stress and the fear of failure with respect to the expectations placed on athletes

requiring them to reconcile various contrasting behaviours. It is demanded that athletes have a high ability of social adaptation, that they must be unique, asking of them, at the same time, to be like others (not to “stand out”), to be superior but respectful of the opponent, to set their expectations in a competition high but realistic (Barjaktarević, 2004). All this can create a high level of pressure in young athletes especially before major competitions, and a result may be the presence of unpleasant emotions and moods. If young athletes come to the competition under psychological pressure in order to achieve success even the slightest thing will disrupt them (Karković, 1998).

Three items that in the hypothetical structure of the questionnaire belong to the dimension of hanging out with friends (The Kidscreen Group Europe, 2006) are projected **on the eleventh factor (F 11)**. The other three items from the hypothetical dimension of hanging out with friends (peers) make up the third factor. Unlike the third latent factor, whose structure is based on trust and confidence among friends, and emphasizes the importance of true friendship relations, the eleventh factor observes peer relationships through socializing, having fun and doing different things with their peers. But hanging out and having fun with peers may not be solely based on friendship, so from that standpoint it is justified to assume that the division into two factors is logical. Given that the latent factor structure views the observed relationships with friends through entertaining and socializing with friends, the eleventh factor (F 11) can be interpreted as **a factor of hanging out with friends**. The existence of this factor is not in accordance with the hypothetical structure of the original questionnaire (The Kidscreen Group Europe, 2006).

Table 4. Correlation between factors

	1	2	3	4	5	6	7	8	9	10	11
1	1.00										
2	0.28	1.00									
3	0.25	0.19	1.00								
4	-0.08	-0.17	-0.13	1.00							
5	0.34	0.22	0.24	-0.09	1.00						
6	0.23	0.03	0.11	-0.08	0.26	1.00					
7	-0.23	-0.32	-0.15	0.04	-0.27	-0.14	1.00				
8	-0.18	-0.17	-0.04	0.17	-0.24	-0.20	0.08	1.00			
9	0.25	0.37	0.23	-0.19	0.28	0.11	-0.25	-0.20	1.00		
10	-0.29	-0.20	-0.13	0.16	-0.27	-0.15	0.27	0.21	-0.15	1.00	
11	0.12	0.05	0.17	-0.05	0.15	0.04	-0.01	-0.03	0.11	-0.08	1.00

Bold correlation coefficients are indicated at the significance level of 0.05

The matrix of correlation between factors shows small correlation at a significance level of 0.05 ($r = 0.20$ to 0.40), (Petz, 1997). Indeed, some of the factors have no significant correlation with other factors. These are the 4th, 9th, 10th, and 11th factor, while the 6th factor has only one correlation with the 8th factor. The highest number of correlations with other factors (seven) was observed for the factor psychological

well-being and the factor of free time (five). The psychological well-being factor (F 1) is defined by pleasurable life, pleasure, happiness and joy due to one's existence, all of which are very positive experiences of life. Such a high estimation of life satisfaction complements communication in the family, a sense of security and parental support and love (F 2), satisfying relationships with friends (F 3), independence and freedom in the use of free time (F 5), high levels of physical fitness, "a good feeling" and full of energy (F 6), as well as satisfaction with financial situation (F 9). A sense of psychological well-being can disrupt the presence of unpleasant emotions (F 10), and the unsatisfactory low level of enjoyment in school (F 7). It is logical that young athletes use their free time mainly for sport, travel to competitions, socializing with friends, and other sports which probably do not leave much time for satisfactorily carrying out school tasks, and all of that can significantly reduce the overall feeling of satisfaction with the school environment.

The factor family and home life (F 2) describes parental home security, mutual respect and support, and time spent together with parents. This experience is associated with autonomy in the creation and use of free time (F 5), and financial satisfaction conditions (F 9). Support for families and young athletes in their sport development can create cohesion within families and improve the satisfaction with their relationships. This mood will reduce the amount of unpleasant emotions and moodiness in young athletes. However, focusing on success in sport and support by families in this direction can have an effect on timely execution of school tasks and consequently low satisfaction with school success. Nevertheless, the family will not be very unhappy, as success in school will not significantly affect the family atmosphere.

The factor relationship with friends (F 3) is positively linked to freely deciding on how to use their free time (F 5) and the amount of money they have for pleasure and personal socializing costs (F 9). This indicates that enjoyment of free time with adequate financial support will contribute to a better relationship with friends.

The factor free time (F 5) is supported by the physical well-being expressed through a high level of physical fitness, health, sports activities and feeling energetic (F 6). Enjoying free time is complemented with the sufficient amount of money that they have (F 9). The sporty look in this case enhances positive self-perception, reduces dissatisfaction with their appearance and feeling of jealousy (F 8), and the presence of unpleasant emotions and moods (F 10). Using free time for sports activities and responsibilities related to the sport is not conducive to successful and timely completion of school tasks (F 7), resulting in decreased school satisfaction and school environment.

The factor physical well-being (F 6) defined by health, high levels of physical fitness and high degree of energy, is negatively associated with the factor of self-perception (F 8), which is characterized by concern for one's appearance. This means that high levels of physical well-being reduce the feeling of concern and dissatisfaction with their appearance as well as the amount of jealousy regarding the appearance of others, i.e. it raises the level of personal self-efficacy (Rolim et al., 2007).

The seventh factor is defined by dissatisfaction with the school environment (F 7) which means that young athletes showed unsatisfactory communication with

teachers, dissatisfaction with teaching as well as dissatisfaction with the success and enjoyment in the school environment. Therefore, the positive correlation of the seventh factor with the presence of unpleasant emotions and moods (F 10), indicating that the irregular performance of schoolwork raises unpleasant emotions, is logical. Dissatisfaction with school was negatively associated with satisfaction with the amount of money for social and personal costs (F 9). This means that satisfaction with financial conditions will reduce discontentment with the school environment.

The factor of self-perception (F 8), which describes the experience of self, satisfaction or dissatisfaction with physical appearance, was positively related to the existence of unpleasant emotions and moods (F 10), and negatively associated with satisfaction with finances (F 9). This suggests that concern for one's appearance enhances the presence of unpleasant moods and emotions, while satisfaction with financial conditions can reduce a negative self-perception. With regard to the possibility of more frequent outings with peers, mutual friendship and satisfying some personal interest (clothing) can raise the self-perception and this is a logical connection.

Conclusion

The aim of this study was to define the factors for the quality of life of young athletes. Accordingly, the sample of young athletes confirmed the complexity of the construct quality of life. Isolated factors presented eleven hypothetical dimensions of quality of life for youth, and they refer to the psychological well-being, family and home life, social support and relationships with friends, bullying, use of free time, physical well-being, school environment, self-perception, money, unpleasant emotions and moods, and hanging out with friends. Such understanding of the concept quality of life complements findings of previous studies where the construct quality of life is seen through the prism of free time, the subjective assessment of health, the importance of family life and relationships with friends, the importance of education levels, the importance of subjective feelings of happiness and psychological well-being, but also through less pleasing elements such as violence among youth.

References

- Ajduković, M., & Kolesarić, V. (2003). *Etički kodeks istraživanja s djecom*. Zagreb: Vijeće za djecu Vlade Republike Hrvatske. Državni zavod za zaštitu obitelji, materinstva i mladeži.
- Auguštanec, V. (2008). Uloga sportskog marketinga u unapređenju kvalitete života. In M. Andrijašević (Ed.), *Zbornik radova međunarodne konferencije Kineziološka rekreacija i kvaliteta života* (pp. 463-471). Zagreb: Faculty of Kinesiology.
- Barić, R., & Horga, S. (2006). Psychometric properties of the Croatian version of Task and Ego Orientation in Sport Questionnaire (CTEOSQ). *Kinesiology*, 38 (2), 135 – 142.
- Batričević, D. (2008). Diskriminativna analiza motoričkih i funkcionalnih sposobnosti sportski aktivnih i neaktivnih učenika. *Sport science*, 1, 50 – 53.

- Barjaktarević, J. (2004). *Psihologija sporta – teorija i empirija*. Sarajevo: University of Sarajevo.
- Berger, B., & Motl, R. (2001). Physical activity and quality of life. Life Spain Development. In R. Singer, H., A., Hausenblas, C., M., Janelle (Eds.), *Handbook of Sport Psychology* (pp. 636 – 671) Canada: J. Wiley & Sons, Inc.
- Bisegger, C., Cloetta, B., Rueden, U., Abel, T., Ravens-Sieberer, European kidscreen group (2005). Health-related quality of life: gender differences in childhood and adolescence. *Soz.-Präventivmed*, 50, 281-291 Basel: Birkhäuser Verlag.
- Borer, K., T. (2008). How effective is exercise in producing fat loss? *Kinesiology*, 40, 2, 126-137.
- Bungić, M., & Barić, R. (2009). Tjelesno vježbanje i neki aspekti psihološkog zdravlja. *Hrvatski Športskomedicinski Vjesnik*, 24, 65 – 67.
- Cox, A., E., Lavon, W., & Smith, A., L. (2007). Motivational in physical education and physical activity behavior outside of school. *Journal of Sport & Exercise Psychology*, 29, 154 – 155.
- Csikszentmihalyi, M. (2006). *Flow – očaravajuća obuzetost*. Jastrebarsko: Naklada Slap
- Csikszentmihalyi, M. (1997). Finding flow. *Psychology Today*. Retrieved on 19 June 2011 from www.psychologytoday.com/articles/1997/07/finding-flow
- Csikszentmihalyi, M., & LeFevre, J. (1989). Optimal Experience in Work and Leisure. *Journal of Personality and Social Psychology*, 36, (59), 815 – 822.
- Findak, V., & Neljak, B. (2007). Tjelesno vježbanje u funkciji unapređenja kvalitete života najmlađih i mladih. In M. Andrijašević (Ur.), *Zbornik radova Međunarodne znanstveno – stručne konferencije Sport za sve u funkciji unapređenja kvalitete života*. (pp. 221-224), Zagreb: Faculty of Kinesiology.
- Gao, Z. (2008). Perceived competence and enjoyment in predicting students' physical activity and cardiorespiratory fitness. *Perceptual and Motor Skills*, 107, 365 – 372.
- Gebhardt, W., A., Doest, L., Dijakstra, A., Maes, S., Garnefski, N., de Wilde, E., J., & Kraaij, W. (2007). The facilitation of important personal goals through exercise. *Perceptual and Motor Skills*, 105, 546-548.
- Hong, S., D., Yang, J., W., Jang, W., S., Byun, H., Lee, M., S., Kim, H., S., Oh, Mi-Y., & Kim, Ji-H. (2007). The KIDSCREEN-52 Quality of Life Measure for Children and Adolescents (KIDSCREEN-52-HRQOL): Reliability and validity of the Korean Version. *J. Korean Med. Sci.*, 22, 446 – 452.
- Hrženjak, M., & Šavora, N. (2002). Utjecaj neposredne socijalne okoline na razvoj djeteta-sportaša. In D. Milanović, S. Haimer, I. Jukić, I. Kulier, B. Matković (Ed.), *Zbornik radova znanstveno-stručnog skupa "Dopunski sadržaji sportske pripreme"* (pp. 245 – 250). Zagreb: Faculty of Kinesiology.
- Karković, R. (1998). *Roditelji i dijete u sportu*. Zagreb: Oktar.
- Kelemen, V., Kolaković, S., & Šerbetar, I. (2009). Why children do not exercise-differences in participation motivation and motivational climate between sport- involved and sport-non-involved children. In I. Prskalo, V. Findak, J. Strel (Eds.), *€CNSI – 2009, Proceedings book of the 3rd International Conference on Advanced and Systems Research, Zadar, 2009, "Kinesiological education – heading towards the future"* (pp. 189 – 197). Zagreb: Faculty of Teacher Education.
- Kos, D., Sitar, A., & Andrović, M. (2010). Razlike između dvije skupine učenika srednje škole različite angažiranosti u sportu u motoričkim testovima agilnosti. In V. Findak

- (Ed.), Zbornik radova 19. ljetne škole kineziologa Republike Hrvatske, Poreč, 2010, "Individualizacija rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije. (pp. 124 – 129). Zagreb: Croatian Association of Kinesiology.
- Lorger, M. (2011). *Sport i kvaliteta života mladih*. Doktorska disertacija. Zagreb: Faculty of Kinesiology.
- Mc Hale, J., P., Vinden, P., G., Bush, L., Richer, D., Shaw, D., & Smith, B. (2005). Patterns of Personal and Social-Adjustment Among Sport-Involved and Noninvolved Urban Middle-Scholl Children. *Sociology of Sport Journal*, 22, 119-136.
- Mazur, J. (2004). Development and initial psychometric analysis of the generic quality of life questionnaire for Polish children and adolescents (KIDSCREEN – 52). *Med. Weku Rozwoj*, 8, 513 – 533.
- Nikolić, I., Bokor, I., & Breslauer, N. (2009). Differences in motor and funkcional abilities between table tennis players and 14- year –old students. In I. Prskalo, V. Findak, J. Strel (Eds.), *€CNSI – 2009, Proceedings book of the 3rd International Conference on Advanced and Systems Research, Zadar, 2009, "Kinesiological education – heading towards the future"* (pp. 172 – 177). Zagreb: Faculty of Teacher Education.
- Perasović, B., & Bartoluci, S. (2008). Slobodno vrijeme i kvaliteta života mladih. In M. Andrijašević (Ed.), *Zbornik radova međunarodne konferencije "Kineziološka rekreacija i kvaliteta života"* (pp. 15-24). Zagreb: Faculty of Kinesiology.
- Petz, B. (1997). *Osnovne statističke metode za nematematičare, 3. dopunjeno izdanje*. Jastrebarsko: Naklada Slap.
- Powell, K., E., & Pratt, M. (1996). Physical activity and health. *BMJ* 313: 126-127.
- Rajmil, L., Palacio-Viera, J. A., Herdman, M., Lopez-Aguila, S., Villalonga-Olives, E., Valderas, J. M., Espallargues, M., & Alonso, J. (2009). Effect on health-related Quality of Life of changes in mental health in children and adolescents. *Health and Quality of Life Outcomes*, 7: 103.
- Ravens-Sieberer, U., Gosh, A., Rajmil, L., Erhart, M., Bruil, J., Duer, W., Auquier, P., Power, M., Abel, T., Czemy, L., Mazur, J., Czimbalmos, A., Tountas, Y., Hagquist, C., Kilroe, J & the European KIDSCREEN Group. (2005). KIDSCREEN-52 quality of life measure for children and adolescents. *Expert Rev.Pharmacoeconomics Outcomes Res.*, 5 (2), (2005).
- Ravens-Sieberer, U., Gosch, A., Rajmil, L., Erhart, M., Bruil, J., Power, M., Duer, W., Auquier, P., Cloetta, B., Czemy, L., Mazur, J., Czimbalmos, A., Tountas, Y., Hagquist, C., & Kilroe, J. the Kidscreen Group (2008). The Kidscreen-52 Quality of Life measure for children and Adolescents: Psychometric results from a Cross-Cultural Survey in 13 European Countries. *Value in health*, 11, 4 (pp. 645 – 658).
- Robitail, S., Ravens-Sieberer, U., Simeoni, M-C., Rajmil, L., Bruil, J., Power, M., Duer, W., Clotteta, B., Czemy, L., Mazur, J., Czimbalmos, A., Tountas, Y., Hagquist, C., Kilroe, J., & Auquier, P. the KIDSCREEN Group. (2007). Testing the structural and cross-cultural validity of the KIDSCREEN - 27 quality of life questionnaire. *Qual Life Res*, 16, 1335 – 1345.
- Robitail, S., Simeoni, M-C., Ravens-Sieberer, U., Bruil, J., & Auquier, P., for the KIDSCREEN Group. (2007). Children proxies' quality –of-life agreement depended on the country using the European KIDSCREEN-52 questionnaire. *Journal of Clinical Epidemiology*, 60, 469 – 478.

- Rolim, M., K., Thiago, S., M., Segato, L., & Andrade, A. (2007). Self-efficacy of actives and nonactives adolescents. *Journal of Sport&Exercise Psychology*, 29, 198 – 199.
- Saar, M., & Jürimäe, T. (2007). Sport participation outside school in total physical activity of children. *Perceptual and Motor Skills*, 105, 559-562.
- Snyder, A., R., Martinez, J., C., Parsons, J., T., Saures, E., L., & Valovich M., T., C. (2010). Health-related quality of life differs between adolescent athletes and adolescent nonathletes. *J Sport Rehabil.*, 19,(3), 237-248.
- Tebe, C., Berra, S., Herdman, M., Alonso, J.,& Rajmil, L. (2008). Reliability and validity of the Spanish version of the KIDSCREEN-52 for children and adolescent population. *Med Clin (Barc)*, 130, (17), 650-654.
- Telear, B. (2009). Analiza razlika u morfološkim obilježjima i motoričkim sposobnostima između učenica odbijkašica i učenica nesportašica. In B. Neljak (Ed.), *Zbornik radova 18.ljetne škole kineziologa Republike Hrvatske, Poreč,2009, "Metodički organizacijski oblici rada u područjima edkacije, sporta,sportske rekreacije i kineziterapije"*, (pp. 250 – 253). Zagreb: Croatian Association of Kinesiology.
- The KIDSCREEN Group Europe (2006). *The KIDSCREEN Questionnaires – Quality of life questionnaires for children and adolescents*. Handbook. Lengerich: Pabst Science Publishers.
- Urli, A., & Šikić, N. (1993). Psihološka obilježja djeteta u sportu. *Kineziologija*, 25, (1-2), 22– 27.
- Videmšek, M., Karpljuk, D., Rešetar, V., Kondrič, M., & Štihec, J. (2002). Sport activities and smoking habits among schoolchildren. *Kinesiology*, 34, (2), 134-140.
- Vujević, D. (2007). Etika natjecanja. *Olimp*, 24, 22-23.
- Vuori, I. (2004). Physical inactivity is a cause and physical activity is a remedy for major public health problems. *Kinesiology*, 36, (2), 123-153.
- Zubić, D., & Burušić, J. (2009). Fizička atraktivnost kao odrednica sociometrijskog statusa: moderirajući utjecaj samopoštovanja i socijalne anksioznosti. *Suvremena psihologija*, 12, (1), 63-80.
- Warbuton, D., E., R., Nicol, C., W., & Bredin, S., S., D. (2006). Health benefits of physical activity: the evidence. *CMAJ*, 174 (6). Retrieved on 30 March 2011 from <http://ecmaj.com/cgi/content/full/174/6/801>

Marija Longer

Faculty of Teacher Education, University of Zagreb
Savska cesta 77, 10 000 Zagreb, Croatia
marijlor@inet.hr

Snježana Mraković

Faculty of Teacher Education, University of Zagreb
Savska cesta 77, 10 000 Zagreb, Croatia
snjemrak@gmail.com

Marijana Hraski

Faculty of Teacher Education, University of Zagreb
Savska cesta 77, 10 000 Zagreb, Croatia
marijana.hraski@ufzg.hr

Faktori kvalitete života mladih sportaša

Sažetak

Svrha istraživanja bila je definiranje strukture kvalitete života mladih sportaša. Istraživanje je provedeno na uzorku od 343 mlada sportaša (oba spola), prosječne dobi 15.1 godina u gradu Zagrebu. Kvaliteta života sudionika ovog istraživanja procijenjena je pomoću hrvatske verzije Upitnika kvalitete života za djecu i adolescente The Kidscreen Questionnaire (The Kidscreen Group Europe, 2006), (Lorger, 2011). Konstrukt kvalitete života, koji se procjenjuje ovim upitnikom uključuje promatranje kvalitete života kroz elemente tjelesne, emocionalne, socijalne i bihevioralne dobrobiti. Deskriptivnim statističkim metodama izračunati su deskriptivni parametri, te je izvršena provjera metrijskih karakteristika hrvatske verzije The Kidscreen - 52 upitnika. Za određivanje faktorske strukture izabran je komponentni model s ekstrakcijom glavnih komponenti po Guttman – Kaiserovom kriteriju (GK kriterij). Izlučeno je 11 faktora kvalitete života mladih sportaša koji predstavljaju jedanaest hipotetskih dimenzija kvalitete života, a odnose se na psihološku dobrobit, obiteljsko okruženje, odnose s prijateljima, nasilje među mladima, korištenje slobodnog vremena, tjelesnu dobrobit, zadovoljstvo školom, samopoimanje, novčane resurse, neugodne emocije i raspoloženja, te na druženje s prijateljima.

Ključne riječi: faktorska analiza, mladi sportaši, kvaliteta života, upitnik The Kidscreen-52

Uvod

Kvaliteta života je složen fenomen koji obuhvaća sve segmente života ljudi i njihovog djelovanja (Auguštanec, 2008). S obzirom da je poznato da sportske aktivnosti pozitivno utječu na zdravlje pojedinca (Batričević, 2008; Borer, 2008), stavljanje razine sportske aktivnosti, to jest uključenosti u organizirani sportski trening u žarište interesa je zanimljivo polazište promatranja kvalitete života mladih sportaša. Takav pristup nameće određena pitanja kako u znanstvenom smislu, tako i u svakodnevnom životu. Jedno od njih je postoji li interakcija područja sporta i kvalitete života, odnosno međusobnih utjecaja čimbenika koji čine strukturu kvalitete života s jedne strane, te

kinezioloških faktora koji determiniraju područje sporta s druge strane. S obzirom da je kvaliteta života kompleksna kategorija, pristup u istraživanju usmjeren je na pojedinca koji subjektivno procjenjuje vlastitu kvalitetu života, odnosno osobno zadovoljstvo životom. U tu svrhu korištena je hrvatska verzija Upitnika kvalitete života The – Kidscreen-52 koji je razvijen u europskom projektu "Screening and Promotion for Health-related Quality of Life in Children and Adolescents: A European Public Health Perspective" u periodu od 2001 do 2004 godine (The Kidscreen Group Europe, 2006), a koji je preveden i adaptiran za hrvatsku populaciju (Lorger, 2011). Ovo istraživanje je interdisciplinarno u smislu istraživanja sportskih i psiholoških dimenzija koje određuju kvalitetu života mladih sportaša, pa je za očekivati da će njegovi rezultati doprinijeti boljem razumijevanju odnosa sporta i doživljaja kvalitete života mladih. Kvaliteta života, je složen pojam koji je u dosadašnjim istraživanjima uglavnom razmatran s različitih stanovišta koji su parcijalno objašnjavali segmente ovog fenomena. U ovom radu proučavanju koncepta kvalitete života pristupit će se sa gledišta sporta. Pozitivan utjecaj sporta na zdravlje i tjelesni izgled može se promatrati kroz utjecaj na poboljšanje motoričkih i funkcionalnih sposobnosti (Batričević, 2008), kroz utjecaj na atraktivniji izgled i zdraviji način života (Borer, 2008), sport može pridonijeti prevenciji kardiovaskularnih bolesti (Vuori, 2004), boljem zdravstvenom statusu (Powell i Prat, 1996), kao i smanjenju rizika od nekih bolesti (Vuori, 2004; Warbuton i sur, 2006). Sport može utjecati i na formiranje pozitivnih stavova prema tjelesnom vježbanju što može doprinijeti očuvanju zdravlja Saar i Jürimae (2007). Također u periodu adolescencije tjelesno vježbanje može poduprijeti doseganje nekih osobnih ciljeva (Gebhardt i sur., 2007), kao i usvajanje zdravih navika, odnosno brige o vlastitom zdravlju (Findak i Neljak, 2007; Videmšek i sur., 2002). Odnos kvalitete života i tjelesne aktivnosti povezuje se s boljim raspoloženjem, pozitivnim doživljajem samog sebe, većom razinom samopoštovanja i samoeфикаsnosti, smanjenjem psihološkog i fiziološkog stresa (Berger i Motl, 2001), doživljajem uživanja, zabave i flow-a (Csikszentmihalyi, 1989, 1997, 2006) i drugih vrhunskih iskustava koja mogu imati važnu ulogu u doživljaju kvalitete života. Visoka razina sportskog treninga povezana je s doživljajem sportske aktivnosti u smjeru poboljšanja sportske forme, poticanja interesa za vježbanje, očekivanja visoke razine tjelesne aktivnosti i u smjeru poboljšanja zdravlja (Gao, 2008). Suprotno tome, tjelesna neaktivnost, odnosno nedostatak kinezioloških stimulusa ima suprotne učinke što može umanjiti tjelesnu dobrobit (Vuori, 2004). Komparirajući djecu (mlade) sportaše i one koji nisu uključeni u sport, djeca sportaši su iskazali veće samopouzdanje, bolju socijalnu kompetentnost, te manju količinu sramežljivosti i povučenosti (McHale i sur., 2005), bolju sposobnost komunikacije (Hrženjak i Šavura, 2002), bolju razinu osobne samoeфикаsnosti (Rolim i sur., 2007). Djeca uključena u organizirani sport (10 - 13 godina) sklonija su timskom radu i pripadnosti ekipi, stjecanju vještina i općoj tjelesnoj spremnosti od vršnjaka koji se ne bave sportom (Kelemen i sur., 2009). U istraživanju Snydera i sur., (2010) na uzorku adolescenata sportaša i nesportaša potvrđene su razlike u tjelesnoj dobrobiti

u korist sportaša iskazane kroz višu razinu tjelesne forme (funkcioniranja) i višu razinu zdravlja općenito, dok je socijalna prihvatljivost bila izražena višom razinom socijalnog funkcioniranja. Istraživanja razlika između mladih sportaša i nesportaša u području motoričkog i funkcionalnog prostora uglavnom pokazuju značajne razlike u korist mladih sportaša u različitim sportskim disciplinama (Kos i sur., 2010; Nikolić i sur., 2009; Telebar, 2009). Također, razlike u doživljaju kvalitete života između mladih sportaša i nesportaša na našoj populaciji bile su uvjetovane percepcijom tjelesne dobrobiti koja je kod sportaša značajno veća (Lorger, 2011).

Problemi i cilj istraživanja

Struktura kvalitete života mladih sportaša može se promatrati kroz različite segmente čije zadovoljavanje ili nezadovoljavanje može utjecati na doživljaj kvalitete života.

Na temelju ranije navedenog može se zaključiti da sudjelovanje u sportskoj aktivnosti zbog različitih pozitivnih učinaka na zdravstvenom, tjelesnom i mentalnom planu može pridonijeti nečijoj kvaliteti života. Stoga je problem ovog rada istraživanje odnosa između sudjelovanja u sportskoj aktivnosti i doživljaja kvalitete života, dok je osnovni cilj odrediti strukturu kvalitete života, odnosno definirati faktore kvalitete života mladih sportaša.

Metodologija

Sudionici

Uzorak sudionika čini 343 mlada sportaša individualnih i timskih sportova koji su članovi sportskih klubova izvan škole (kadeti profesionalnih sportskih klubova). Karakteristika ovih klubova je usmjerenost prema postizanju vrhunskih rezultata u sportu. Uzorak sudionika činila je 191 mlada sportašica i 152 mlada sportaša prosječne dobi 15.1 godina. Svi mladi sportaši su bili učenice i učenici prvih razreda zagrebačkih gimnazija. Kako su u istraživanju sudjelovale maloljetne osobe zatražene su propisane dozvole kao i suglasnost škola i roditelja, te je istraživanje provedeno u skladu s etičkim kodeksom istraživanja s djecom (Ajduković, Kolesarić, 2003).

Instrumenti i varijable

Kvaliteta života sudionika ovog istraživanja procijenjena je pomoću hrvatske verzije Upitnika kvalitete života za djecu i adolescente The Kidscreen Questionnaire (The Kidscreen Group Europe, 2006), (Lorger, 2011). Konstrukt kvalitete života, koji se procjenjuje ovim upitnikom uključuje promatranje kvalitete života kroz elemente tjelesne, emocionalne, socijalne i bihevioralne dobrobiti. Upitnik ukupno sadrži 10 dimenzija na temelju kojih se zaključuje o doživljaju kvalitete života. Također je na taj način moguće identificirati onaj segment koji narušava kvalitetu života mlade osobe. Prilikom ispunjavanja upitnika sudionici su odgovarali na postavljene tvrdnje na skali Likertovog tipa od pet stupnjeva pomoću kojih su izražavali svoje slaganje s postavljenom tvrdnjom (uopće ne = 1 bod do izrazito jako = 5 bodova).

Rezultati i rasprava

Analiza i obrada rezultata mjerenja provedena je u programu STATISTICA 8.0. Izračunati su deskriptivni parametri deskriptivnim statističkim metodama. Testiran je normalitet distribucija i izračunate su osnovne metrijske karakteristike, te je izvršena provjera metrijskih karakteristika hrvatske verzije The Kidscreen - 52 upitnika kvalitete života za djecu i adolescente na uzorku mladih sportaša.

Rezultati deskriptivnih parametara i pokazatelji oblika distribucije rezultata na uzorku sportaša pokazuju variranje aritmetičkih sredina od minimalne vrijednosti 1.21 do maksimalne vrijednosti 4.38. što ukazuje da je velika većina odgovora na pitanja distribuirana negativno asimetrično pa se može reći da je većina sportaša izrazila svoje slaganje s ponuđenim tvrdnjama u upitniku. Upravo iz tog razloga i Kolmogorov – Smirnov test ($K - S$) normaliteta distribucije pokazuje statistički značajno odstupanje od normalne distribucije na razini značajnosti od 0.01. Vidljivo je dakle da distribucije rezultata značajno odstupaju od normalne budući da su bitno veće od navedene granice, ali su pogodne za analizu zbog toga što relativna osjetljivost $K-S$ testa pri testiranju normaliteta distribucije kod većeg broja sudionika može pokazati da neka distribucija statistički značajno odstupa od normalne, a zapravo (tek i običnim uvidom u distribuciju) se može vidjeti da je sasvim pogodna za parametrijsku analizu.

Centralni parametri faktora i koeficijenti pouzdanosti upitnika

Tablica 1.

Rezultati centralnih parametara komponenti kvalitete života ukazuju da sportaši nešto veću važnost poklanjaju odnosima s prijateljima, novčanim resursima i druženju s prijateljima. Prijateljske veze među sportašima su vrlo bitne jer to može biti jedan od razloga zbog kojeg se djeca i mladi odlučuju baviti sportom (Barić i Horga, 2006). Uloga vršnjaka za proces socijalizacije je bitna i skupina kojoj mladi sportaš pripada može izravno utjecati na njegov socijalni razvoj (Bungić i Barić, 2009; Urli i Šikić, 1993). Koeficijenti pouzdanosti su visoki i pokazuju zadovoljavajuću pouzdanost s obzirom da se poželjna razina pouzdanosti za originalnu verziju upitnika smatra 0.70 (Ravens-Sieberer i sur., 2005; The Kidscreen Group Europe, 2006).

Određeni su koeficijenti pouzdanosti za cijeli upitnik (tablica 2): Cronbachov α (alpha) koeficijent kojim se procjenjuje pouzdanost upitnika ($C\alpha$) i standardiziranim koeficijentom pouzdanosti alpha ($S\alpha$) koji je dobiven na standardiziranim česticama Također je procijenjena vrijednost prvog karakterističnog korijena ($\Lambda 1$) i iskazan postotak objašnjene varijance matrice interkorelacije čestica (PCT 1).

Tablica 2.

Koeficijent pouzdanosti Cronbach alpha ($C\alpha$) koji pokazuje internu pouzdanost i koeficijent pouzdanosti dobiven na standardiziranim česticama ($S\alpha$) mogu se

prihvatiti kao pouzdani jer njihove vrijednosti od 0.82 prelaze prihvatljivu granicu pouzdanosti od 0.80. Autori inicijalnog upitnika uzimaju i granicu pouzdanosti od 0.70 kao zadovoljavajuću (The Kidscreen Group Europe, 2006).

Vrijednost prvog karakterističnog korijena iznosi 13.89 što objašnjava 26.71 % varijance matrice interkorelacije čestica, a ostali dio varijance (73.29 %) raspoređen je na ostalih deset faktora. S obzirom da je riječ o multidimenzionalnom upitniku ovaj postotak objašnjene varijance je zadovoljavajući.

Faktorska struktura upitnika kvalitete života na uzorku mladih sportaša

S ciljem procjene faktorske valjanosti upitnika i provjere njezine stabilnosti provjerena je faktorska struktura upitnika na uzorku mladih sportaša.

Za određivanje faktorske strukture izabran je komponentni model s ekstrakcijom glavnih komponenti po Guttman – Kaiserovom kriteriju (GK kriterij). Dobivene komponente rotirane su oblimin rotacijom po Kaiseru koja sadržava rotacije inicijalnih značajnih glavnih komponenti (faktora).

Tablica 3.

Rezultati u tablici 3 pokazuju da je u skupini mladih sportašica i sportaša dobiveno 11 karakterističnih korjenova čije vrijednosti prelaze 1.00, što znači da će se u obzir uzeti 11 glavnih komponenti. Izolirane komponente objašnjavaju 65.06 % ukupne varijance matrice interkorelacije čestica. Najveća razlika u vrijednostima karakterističnih korijena je između prvog i drugog karakterističnog korijena. U preostalim glavnim komponentama, razlike su male i kreću se od 0.10 do 0.59. Veličina varijance prve glavne komponente je osjetno veća od ostalih pa se prva glavna komponenta može smatrati općim pokazateljem kvalitete života u odnosu na ostale komponente.

Količina objašnjene varijance glavnih komponenti transformiranih u oblimin faktore pokazuje dobru zasićenost faktora u kojima su sadržane latentne sastavnice kvalitete života mladih sportaša i sportašica.

Dobru zasićenost faktora potkrepljuju i vrijednosti projekcija varijabli na faktore.

Većina izlučenih faktora (osim prvog faktora) su tzv. "čisti faktori", odnosno na njih su projicirane samo čestice iz jedne dimenzije originalnog upitnika.

Na prvi faktor (F 1) osim čestica iz dimenzije psihološke dobrobiti projicirane su vrijednosti čestice broj 19 i broj 20. Ove dvije čestice u originalnoj verziji upitnika pripadaju dimenziji samopoimanja (The Kidscreen Group Europe, 2006). U hrvatskoj verziji upitnika na uzorku sportaša ove dvije čestice pripadaju prvom faktoru s obzirom na vrijednosti svojih projekcija (0.59) i (0.42). Sadržaji čestica: "Jesi li bio zadovoljan samim sobom?" i "Jesi li bio zadovoljan svojom odjećom?" naglašavaju važnost pozitivnog samopoimanja, odnosno pozitivne slike o sebi. Pozitivna slika o sebi može doprinijeti psihološkoj dobrobiti nekog pojedinca pa se može reći da sadržaji ovih čestica ne mijenjaju bitno strukturu faktora, odnosno da mogu biti njegov sastavni dio. U prilog ovome idu i rezultati istraživanja Robital i sur., (2007)

koje je provedeno na skraćenoj verziji upitnika The Kidscreen – 27. Skraćena verzija upitnika sadrži 27 čestica raspoređenih u 5 dimenzija kvalitete života i to psihološku dobrobit, tjelesnu dobrobit, odnose s prijateljima, obiteljsko okruženje i školsko okruženje (The Kidscreen Group Europe, 2006). U skraćenoj verziji čestica koja opisuje zadovoljstvo samim sobom nalazi se u dimenziji psihološke dobrobiti, a čestica broj 20 ne sudjeluje u faktorskoj strukturi skraćenog upitnika. Sadržaji čestica projiciranih na prvi faktor opisuju izuzetno ugodan doživljaj života, zadovoljstvo životom, sreću zbog vlastitog postojanja, radost, zabavljanje, zadovoljstvo samim sobom i svojom odjećom. S obzirom da latentnu strukturu čine izrazito pozitivni pokazatelji kvalitete života iskazani kroz raznolik i visoku razinu zadovoljstva, prvi faktor (F 1) se može interpretirati kao **faktor psihološke dobrobiti**.

Isti faktor sastavni je dio originalnog upitnika (The Kidscreen Group Europe, 2006), a izoliran je i u istraživanjima na europskom uzorku (Bisegger i sur., 2005; Mazur, 2004; Rajmil i sur., 2009; Ravens – Sieberer i sur., 2008; Robitail i sur., 2007, 2007; Tebe, 2008.) no njegovu latentnu strukturu čini 6 čestica koje hipotetski pripadaju dimenziji psihološke dobrobiti. Na uzorku mladih sportaša u hrvatskoj verziji upitnika, kao važan element psihološke dobrobiti uz ranije spomenute radost, sreću i zadovoljstvo životom dodan je i pozitivan doživljaj samog sebe kao važna odrednica psihološke dobrobiti.

Na drugi faktor (F 2) projiciran je maksimalan broj čestica koje hipotetski pripadaju dimenziji obiteljskog okruženja. Iskazivanje dobrog razumijevanja s roditeljima, osjećaja voljenosti od strane roditelja, mogućnost komunikacije s roditeljima i njihov "fer" odnos, doživljaj sreće u obiteljskom domu opisuju pozitivnu atmosferu unutar obitelji. Stoga se ovaj faktor (F 2) može interpretirati kao **faktor zadovoljstva odnosima u obitelji**.

Isti faktor izoliran je u istraživanjima koja su ranije navedena, a sadrži ga i originalni upitnik kvalitete života (The Kidscreen Group Europe, 2006).

Na treći faktor (F 3) projicirane su tri čestice (od šest mogućih) koje hipotetski pripadaju dimenziji odnosa s prijateljima. Sadržaji čestica koji tvore latentnu strukturu faktora opisuju uzajamno pomaganje među prijateljima, mogućnost "otvorenog" razgovora s prijateljima, odnosno povjerenja u prijatelje, te mogućnost pouzdanja u prijatelje. S obzirom na latentnu strukturu, koja podržava istinske prijateljske veze među adolescentima ovaj faktor (F 3) može se interpretirati kao **faktor socijalne podrške i odnosa s prijateljima**.

U originalnom upitniku faktor odnosa s prijateljima egzistira kao jedinstven faktor (The Kidscreen Group Europe, 2006). U hrvatskoj verziji upitnika na uzorku mladih sportašica i sportaša, čestice koje hipotetski pripadaju faktoru odnosa s prijateljima su se podijelile na dva faktora, na 3. i 11. faktor. Faktor socijalne podrške i odnosa s prijateljima izoliran je i u istraživanjima na europskom uzorku (Ravens – Sieberer i sur., 2008), a potvrđen je i u korejskoj verziji upitnika (Hong. i sur., 2007).

Na **četvrti faktor (F 4)** projicirane su sve tri čestice koje hipotetski pripadaju dimenziji nasilja među mladima. Latentnu strukturu faktora čine sadržaji čestica koji opisuju vrlo neugodna iskustva straha, ruganja i maltretiranja od strane vršnjaka pa se ovaj faktor (F 4) može se interpretirati kao **faktor nasilja među mladima**.

U suvremenom sportu natjecanje koje je ranije više bilo usmjereno na borbu s vlastitim mogućnostima, odnosno izazivanju vlastitih mogućnosti sve više uzmiče pred težnjom za postizanjem rekorda i destrukciji protivnika što često rezultira vrijeđanjem, udaranjem suparnika pa čak i mržnjom (Vujević, 2007). Mladi sportaš prema tome može biti žrtva nasilja, ali se i ponašati nasilno prema sportskom suparniku.

Na **peti faktor (F 5)** projicirane su sve čestice iz dimenzije slobodnog vremena. Sadržaji čestica opisuju komponente slobodnog vremena koje se odnose na autonomnost raspolaganja slobodnim vremenom, slobodan izbor sadržaja korištenja slobodnog vremena, kao i dostatnu količinu slobodnog vremena. Sve čestice imaju visoke vrijednosti projekcija na faktor (0.69 do 0.87) što ukazuje da je slobodno vrijeme bitan čimbenik doživljavanja kvalitete života za mlade sportaše pa se drugi faktor (F 2) može i interpretirati kao **faktor slobodnog vremena**.

Faktor slobodnog vremena sadrži i originalna verzija upitnika (The Kidscreen Group Europe, 2006). Perasović i Bartoluci, (2008) navode ga kao važan čimbenik kvalitete života koji je odgovoran za odrastanje i formiranje životnih stilova, a tjelesno vježbanje kao način iskorištavanja slobodnog vremena može posredno potaknuti uživanje kod mladih vježbača (Cox i sur., 2007) i tako doprinijeti boljem doživljaju kvalitete života.

Na **šesti faktor (F 6)** projicirane su sve čestice koje hipotetski pripadaju dimenziji tjelesne dobrobiti. Tjelesna dobrobit mladih sportaša definirana je visokim vrijednostima projekcija čestica koje opisuju visoku razinu tjelesne aktivnosti, osjećaj dobre tjelesne forme, visoku razinu aerobnih sposobnosti, dok su subjektivan osjećaj zdravlja i ispunjenost energijom procijenjeni s nešto nižim vrijednostima projekcija. Kako latentnu strukturu faktora čini općenito gledano dobar osjećaj tjelesne forme, ovaj faktor (F 6) može se interpretirati kao **faktor tjelesne dobrobiti**.

Isti faktor sadrži i originalna verzija upitnika (The Kidscreen Group Europe, 2006), a izoliran je i u istraživanjima na različitim uzorcima mladih (Hong i sur., 2007; Mazur, 2004; Ravens – Sieberer i sur., 2008; Tebe i sur., 2008).

Na **sedmi faktor (F 7)** projicirano je svih šest čestica koje hipotetski pripadaju dimenziji školskog okruženja. Atmosferu oko i unutar škole sadržaji čestica opisuju kroz pozitivan odnos prema školi i školskim obvezama. U definiciji ovog faktora zastupljeni su osjećaji sreće u školi, subjektivan osjećaj uspjeha u školi, odlazak u školu sa uživanjem i dobra koncentracija na nastavne sadržaje, te zadovoljstvo radom profesora i dobro slaganje s njima. Ovaj faktor se stoga može interpretirati kao **faktor zadovoljstva školskim okruženjem**.

Međutim na ovom uzorku mladih sportaša ove čestice imaju negativan predznak što može upućivati da školske obveze i sportski trening ne moraju paralelno ići jedno

s drugim, odnosno da obveze prema školi mogu ometati redovan proces treninga i postizanje visoke razine sportske forme. Isti problem može se postaviti s druge strane što znači da sportske obveze koje se očituju kroz kontinuirani proces treninga, sudjelovanje na natjecanjima, putovanja na natjecanja mogu otežati izvršavanje školskih obveza kod sportaša pa je njihova percepcija školskog okruženja manje zadovoljavajuća. .

Isti faktor izoliran je i u istraživanjima na različitim uzorcima mladih (Hong i sur., 2007; Mazur, 2004; Tebe i sur., 2008).

Na osmi faktor (F 8) projicirane su tri čestice od pet mogućih koliko ih čini strukturu istog faktora u originalnom upitniku. Slično kao i kod faktora odnosa s prijateljima došlo je do podjele čestica koje tvore ovaj faktor u originalnom upitniku. Od pet mogućih čestica čiji sadržaji opisuju poimanje samog sebe, čestice broj 19 i broj 20 (zadovoljstvo sobom i zadovoljstvo odjećom) priklonile su se faktoru psihološke dobrobiti. Ostale tri čestice koje opisuju "ozbiljniju" i manje pozitivnu samopercepciju izraženu kroz zabrinutost vlastitim izgledom, ljubomorom na izgled drugih te želju za promjenom vlastitog izgleda, oblikovale su strukturu osmog faktora. S obzirom da osmi faktor (F 8) ukazuje na postojanje negativne samopercepcije, on se može i interpretirati kao **faktor nezadovoljavajućeg samopoimanja**.

Zabrinutost za vlastiti tjelesni izgled i želja za promjenom vlastitog izgleda ukazuje na visoku samokritičnost mladih sportaša i težnju za idealnim izgledom vlastita tijela. S obzirom da fizička atraktivnost može osigurati poželjniji status u društvu vršnjaka (Zubić i Burušić, 2009) razumljiva je pojačana briga za tjelesni izgled.

Na deveti faktor (F 9) projicirane su čestice koje hipotetski pripadaju dimenziji novčanih resursa. Sadržaji čestica koji opisuju latentnu strukturu faktora pokazuju zadovoljstvo količinom novca kojom raspolažu kako u svrhu druženja s prijateljima, tako za osobne potrebe. Stoga se ovaj faktor (F 9) može interpretirati kao **faktor novčanih resursa**.

Na deseti faktor (F 10) projicirano je svih sedam čestica koje svojim sadržajima opisuju bezvoljnost za rad, osjećaj tuge, "zasićenja", stresa i usamljenosti, kao i osjećaja da "je sve što se napravi loše", odnosno "da u životu ništa ne ide kako treba". S obzirom na prevladavanje elemenata koji ukazuju na postojanje neugodnih emocija i raspoloženja među sportašima, ovaj faktor (F 6) može se interpretirati kao **faktor neugodnih emocija i raspoloženja**. Elementi neugode koji se mogu javiti u populaciji sportaša mogu se manifestirati kroz anksioznost, stres kao i kroz strah od neuspjeha s obzirom da se od sportaša traži da pomiri različite suprotnosti. Od sportaša se traži visoki stupanj socijalne prilagodbe, mora biti jedinstven, ali se istodobno od njega traži da bude kao i ostali (da ne "odskae"), mora biti nadmoćan protivniku, ali ga ujedno i uvažavati, te mora postaviti svoja očekivanja tijekom natjecanja vrlo visoko i vrlo realno (Barjaktarević, 2004). Sve ovo može stvoriti visoku razinu pritiska kod mladih sportaša posebno prije važnijih natjecanja, a rezultat toga može biti prisutnost

neugodnih emocija i raspoloženja. Naime, mladim sportašima, ako su na natjecanje došli pod psihičkim pritiskom u želji da ostvare uspjeh, smetat će i najmanja sitnica (Karković, 1998).

Na jedanaesti faktor (F 11) projicirane su tri čestice koje u hipotetskoj strukturi upitnika pripadaju dimenziji odnosa s prijateljima (The Kidscreen Group Europe, 2006). Druge tri čestice iz hipotetske dimenzije odnosa s prijateljima (vršnjacima) čine treći faktor. Za razliku od trećeg faktora čija se latentna struktura temelji na povjerenju među prijateljima i pouzdanju u prijatelje, odnosno koja naglašava važnost istinskih prijateljskih veza, jedanaesti faktor odnose s vršnjacima promatra kroz prizmu druženja, zabavljanja i činjenja različitih stvari s vršnjacima. No druženje i zabavljanje s vršnjacima ne mora se isključivo temeljiti na prijateljstvu pa je s tog stanovišta opravdano pretpostaviti da je podjela na dva faktora i logična. S obzirom da latentna struktura faktora odnose s prijateljima promatra kroz zabavljanje i druženje s prijateljima, jedanaesti faktor (F 11) se može interpretirati kao **faktor druženja s prijateljima**.

Postojanje ovog faktora nije u skladu sa hipotetskom strukturom originalnog upitnika (The Kidscreen Group Europe, 2006).

Tablica 4.

Matrica korelacije faktora pokazuje slabu povezanost na razini značajnosti od 0.05 ($r = 0.20$ do 0.40), (Petz, 1997). Dapače, neki od faktora uopće nemaju značajne korelacije s drugim faktorima. To su 4., 9., 10. i 11. faktor, dok 6. faktor ima samo jednu korelacijsku vezu i to s 8. faktorom. Najviše korelacija s ostalim faktorima (ukupno sedam) pokazuju faktor psihološke dobrobiti i faktor slobodnog vremena (ukupno pet).

Faktor psihološke dobrobiti (F 1) definiran je ugodnim doživljajem života, zadovoljstvom, srećom i radosti zbog vlastitog postojanja, dakle izrazito pozitivnim doživljajem života. Ovako visoko procijenjeno zadovoljstvo životom dopunjuju zadovoljavajuća komunikacija u obitelji, osjećaj sigurnosti i roditeljske potpore i ljubavi (F 2), zadovoljavajući odnosi s prijateljima (F 3), neovisnost i sloboda u korištenju slobodnog vremena (F 5), visoka razina sportske forme, „dobar” osjećaj i ispunjenost energijom (F 6), te zadovoljstvo novčanim prilikama (F 9). Osjećaj psihološke dobrobiti može narušiti prisutnost neugodnih emocija (F 10), kao i nezadovoljavajuće niska razina uživanja u školi (F 7). Logično je da mladi sportaši svoje slobodno vrijeme koriste uglavnom za bavljenje sportom, putovanja na natjecanja i druženja sa sportskim i drugim prijateljima što vjerojatno ne ostavlja previše vremena za zadovoljavajuće izvršavanje školskih obveza, a sve to može bitno umanjiti ukupan osjećaj zadovoljstva školskim okruženjem.

Faktor obiteljskog okruženja (F 2) opisuje sigurnost roditeljskog doma, međusobno uvažavanje i potporu te zajedničko provođenje vremena s roditeljima. Ovakav doživljaj povezan je i s autonomnošću u kreiranju i korištenju slobodnog vremena (F 5), te zadovoljstvom novčanim prilikama (F 9). Potpora obitelji i praćenje mladih sportaša

u njihovom sportskom razvoju može stvoriti koheziju unutar obitelji i poboljšati zadovoljstvo međusobnim odnosima. Takvo raspoloženje smanjit će količinu neugodnih emocija i raspoloženja kod mladih sportaša. Ipak, usmjeravanje na uspješnost u sportu i potpora obitelji u tom smjeru mogu umanjiti uredno izvršavanje školskih obveza što se može vidjeti kroz smanjeno zadovoljstvo uspjehom u školi, ali obitelj neće biti jako nesretna zbog toga i neće biti osjetno narušena atmosfera unutar obitelji.

Faktor odnosa s prijateljima (F 3) pozitivno je povezan sa slobodnim odlučivanjem o načinu korištenja slobodnog vremena (F 5) i zadovoljstvom količinom novca za druženje i osobne troškove (F 9). Ovo ukazuje da će uživanje u slobodnom vremenu uz adekvatnu novčanu potporu doprinijeti i boljem odnosu s prijateljima.

Faktor slobode u raspolaganju slobodnim vremenom (F 5) podupiru tjelesna dobrobit iskazana kroz visoku razinu sportske forme, zdravlja, sportske aktivnosti i ispunjenost energijom (F 6). Uživanje u slobodnom vremenu upotpunjava i dovoljna količina novca kojom raspoložu (F 9). Sportski izgled u ovom slučaju poboljšava pozitivnu samopercepciju, umanjuje nezadovoljstvo vlastitim izgledom i ljubomoru na izgled drugih (F 8), te prisutnost neugodnih emocija i raspoloženja (F 10). Korištenje slobodnog vremena za sportske aktivnosti i obveze vezane uz sport ne pogoduje uspješnom i pravovremenom izvršavanju školskih obveza (F 7) što rezultira smanjenim zadovoljstvom školom i školskim okruženjem.

Faktor tjelesne dobrobiti (F 6) definiran zdravljem, visokom razinom sportske forme i ispunjenosti energijom, negativno je povezan sa faktorom samopoimanja (F 8) koji karakterizira zabrinutost za vlastiti izgled. To znači, da visoka razina tjelesne dobrobiti umanjuje osjećaj zabrinutosti i nezadovoljstva vlastitim izgledom kao i količinu ljubomore na izgled drugih, odnosno podiže razinu osobne samoefikasnosti (Rolim i sur., 2007).

Sedmi faktor definiran je nezadovoljstvom školskim okruženjem (F 7) što znači da su mladi sportaši iskazali nezadovoljavajuću komunikaciju s profesorima, nezadovoljstvo praćenjem nastave kao i nezadovoljstvo uspjehom i uživanjem u školskom okruženju. Logična je stoga pozitivna povezanost sedmog faktora sa prisustvom neugodnih emocija i raspoloženja (F 10) što ukazuje da neredovito izvršavanje školskih obveza podiže razinu neugodnih emocija. Nezadovoljstvo školom negativno je povezano sa zadovoljstvom količinom novca za druženje i osobne troškove (F 9). To znači da će zadovoljstvo novčanim prilikama umanjiti nezadovoljstvo školskim okruženjem.

Faktor samopoimanja (F 8) koji opisuje doživljaj samog sebe, zadovoljstvo ili nezadovoljstvo izgledom u pozitivnoj je vezi sa postojanjem neugodnih emocija i raspoloženja (F 10), a negativno je povezan sa zadovoljstvom novčanim prilikama (F 9). Ovo ukazuje da zabrinutost za vlastiti izgled pojačava prisutnost neugodnih raspoloženja i emocija, dok više zadovoljstva novčanim prilikama može smanjiti negativnu samopercepciju. S obzirom da mogućnost češćih izlazaka s vršnjacima, međusobna druženja ali i zadovoljavanje nekih osobnih interesa (odjeća) može podići razinu samopoimanja, ovakva povezanost je logična.

Zaključak

Cilj ovog istraživanja bio je definiranje faktora kvalitete života mladih sportaša. Sukladno tome na uzorku mladih sportaša je potvrđena složenost konstrukta kvalitete života. Izolirani faktori predstavljaju jedanaest hipotetskih dimenzija kvalitete života mladih, a odnose se na psihološku dobrobit, obiteljsko okruženje, odnose s prijateljima, nasilje među mladima, korištenje slobodnog vremena, tjelesnu dobrobit, zadovoljstvo školom, samopoimanje, novčane resurse, neugodne emocije i raspoloženja, te na druženje s prijateljima. Ovakvo poimanje kvalitete života u skladu je s nalazima dosadašnjih istraživanja koji konstrukt kvalitete života promatraju kroz prizmu slobodnog vremena, kroz subjektivnu procjenu zdravlja, kroz važnost obiteljskog života i odnosa s prijateljima, važnost razine obrazovanja, važnost subjektivnog osjećaja sreće i psihološke dobrobiti, ali i kroz manje ugodne elemente poput nasilja među mladima.