

The Effects of Positive and Negative Emotionality on the Satisfaction of Sport: A Research on Elite Athletes

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ABSTRACT

This research was carried out to determine the aspect of the relationship between the levels of the sport satisfaction and the levels of positive and negative emotionality of people playing sports in the elite level and to find out whether there are significant differences between these variations in terms of age, gender, year of sports, the type of sport and the level of education. 467 sportsmen (consisting of 275 men and 192 women) with a mean age of 21.84 ± 3.85 and with a mean sports year of 9.57 ± 4.76 chosen from 14 different sports branches with the method of random sampling voluntarily participated in the research. The data were examined by means of computers and the table of frequency and percentage distribution was applied for personal information; Pearson correlation analysis for the relationship between dependent variations and Mann-Whitney U-test in paired-groups and Kruskal Wallis test in more than two-groups for the analysis of the differences between dependent and independent variations were implemented. The significance level of 0.05 was basically used in the analysis of the differences. According to the results of the research, it was found out that there was a positive significant relationship at the 0.01 level between the sport satisfaction levels of sportsmen and their positive emotionality levels. It was also found that there was a negative significant relationship at the 0.01 level between their sport satisfaction levels and their negative emotionality levels.

Key words: elite sportsman, sport satisfaction, positive emotionality, negative emotionality

Introduction

Sports is one of the most important and effective experience which enables people to have satisfying feelings towards life. Sports experience is an educational process that enables people to realize their highest satisfying feelings. Within this process, people effectively satisfy their physical and psycho-social needs. Satisfaction is a positive effect that the processes related to human experience reveal. This effect creates the source of positive or negative reactions of people towards life. The feeling of being satisfied is highly important within the psycho-social development in relation to the fact that people can have self-confidence and increase it. People playing sports can increase their quality of life with positive reactions that the feeling of being satisfied creates.

Sports satisfaction has been defined as the reaction that positively affects the feelings and/or perceptions (such as enjoying, loving and being satisfied) which sport experience reflects¹.

For most sportsmen, having an effective sports experience provides them with the association of physical, mental, social and emotional experience. The participation in a sport is seen as attracting because it gives sportsmen the chance to achieve social support and to show their skill². It was determined that the participation in a sport is an extremely important experience and plays an important role in the personality of the sportsman and the development of his/her character and that sport has a relationship with long life. Depending on these factors, it is said that the satisfaction of sports requires experience. That the sportsmen can perceive the satisfaction of sports mostly depends on their practices and experiences³.

Sports satisfaction is an integral part of the participation in sports and enjoying playing sports. In the conditions where the satisfaction doesn't occur, sportsmen go towards other sources in order to enjoy and to succeed.

The level of the satisfaction that a sportsman obtains from his/her participation in the sports plays an important role in perceiving his/her performance. The satisfaction of sports can also be accepted as the quality of life and management that a sportsman perceives in an organization⁴. Satisfaction is a positive effect that emerges as a result of evaluating the structure, the process and the outcomes related to the experience of sports in a complicated way. Sports satisfaction is obtained from the physical, psychological and environmental views related to the sportsmen.

Satisfaction of sports is examined both as a pioneer (individual factor) and as an outcome (individual outcome) within a team association⁵.

The satisfaction of sports is also defined as one of the pioneers that can be used in estimating the level of devotion and the levels of the abandonment occurring later⁶.

The satisfaction in sports is much more important than sportive success in the reality⁷. If a sportsman doesn't feel satisfied, some factors (capacity, performance, team friends, training, trainer, etc) may cause this. Feeling satisfied occurs with the efforts a sportsman makes, with the level of his/her personal development and with his/her feeling of the soul of team. The recent research shows that there is a relationship between the feeling of satisfaction and emotionality.

Researches show that people's evaluations related to subjective well-being are determined in a way to analyze the fields of positive and negative feeling^{8–10}. This shows that two fields have different effects on the individuals' subjective well-being perceptions. In addition, subjective well-being of the people playing sports is an important factor that affects the process of sportive performance¹¹.

Some affective events that people face affect the reactions that they will give to their vicinity^{12–14}. Temporary or short-term positive or negative affective events affect the individuals' behaviors at that time. Especially, in the sport activities where immediate condition changes always happen, the changing of the person playing sports in the fields of positive and negative feelings affects his/her sportive performance¹¹.

The number of research in this subject is limited. The subject hasn't theoretically been examined by organizational behavior scientists¹⁵ and sport scientists either so much. The concept that is stated as a feeling in affective events can be analyzed in two categories. In the first category, the feeling is seen as a feature of character. With this feature the feeling remain in the individual without changing for long time and then this feeling has become his/her personal characteristic¹⁶. It means that the person is affected by the positive and negative events that s/he has lived in the past. For example; the sportive experiences which the sportsmen lived in the past and their success or failure in the sports organizations they participated (such as Europe World and the Olympic games) may maintain its effect in the field of positive and negative feelings. Turkish and World Sports History are full of the examples reflecting this reality.

Researches showed that positive emotionality turns into such behaviors as dynamic, energetic, resolute, determined, affective, sufficiency and enthusiasm^{9,17}. These features are the most effective propulsive powers of sportive performance.

In the second category situational affectivity is under consideration. Situational affectivity has also got two categories. One of them is modes and the other emotions. The emotions are the feelings which an individual obtains by his/her experiences towards the things and events and which get the individual ready to behave¹⁸. In the process of gaining sportive performance, these feelings enable the sportsmen to transform the gains from their experiences into a suitable technical behavior in the setting of a competition and to reach the success¹⁹.

Modes are the softer feelings that comprise the base of daily life²⁰. The mode of Lazarus is defined as »immediate reactions in specific situations«²¹. In this perspective the modes of a person can change in a day. Feelings differ from modes in that the time of their effects is long, they are based on a specific reason and felt intensively²². Feelings affect and change beliefs much more than modes²¹. Modes have lower intensity and do not depend on any reasons. The possibility of transforming the feelings into the behaviors is higher than modes²³. Therefore, the feelings are more effective than modes for sportive life. For sportsmen, sports satisfaction is more important than sportive success. It can be said that there is a relationship between their levels of positive and negative emotionality and the feeling of satisfaction that they obtain by means of sports.

This research was made to determine the aspect of the relationship between the sport satisfaction levels and positive and negative emotionality levels of the people playing sports in elite level and to find out whether there are significant differences between these variations in terms of age, gender, the year of sport, the type of sport and the level of education.

Methods

The survey form which was used as a data collection tool consists of three sections. In the first section the personal information that consists of six questions were used; in the second section, the Positive and Negative Affect Scales (PANAS) that was developed by Watson, Clark and Tellegen and that consisted of 20 questions⁹ was used. In the scale there were 20 statements in the form like »I generally feel angry« or »I feel very powerful«. 10 statements measured the positive effect and the other 10 statements measured the negative effect. In the research, the cronbach alfa value of the positive emotionality was estimated as 0.76 and the cronbach alfa value of the negative emotionality was estimated as 0.80.

In the third section, ASQ-Athlete Satisfaction Questionnaire was used²⁴. In this research, The cronbach alfa value of Athlete Satisfaction Questionnaire was found as 0.78.

467 sportsmen (consisting of 275 men and 192 women) with a mean age of 21.84 ± 3.85 and with a mean sports year of 9.57 ± 4.76 chosen from 14 different sports branches, with random sampling method, voluntarily participated in the research.

The data were examined by means of computers and frequency and percentage distribution table was applied for personal information; Pearson correlation analysis for the relationship between dependent variations and Mann-Whitney U-test in paired-groups and Kruskal Wallis test in more than two-groups for the analysis of the differences between dependent and independent variations were implemented. The significance level of 0.05 was basically used in the analysis of the differences.

Results

When the distribution of the sportsmen participating in the research was analyzed in terms of their age groups; 44.8 percent of them was within 21-25 ages; 34.5 percent of them was within 16-20 ages; 16.1 percent of them was

TABLE 1
DEMOGRAPHIC CHARACTERISTICS OF THE SPORTSMEN PARTICIPATING IN THE RESEARCH

	N	%
Age groups		
11-15	19	4.1
16-20	161	34.5
21-25	209	44.8
26-30	75	16.1
31 and above	3	0.6
Total	467	100
Sports year		
1-5	115	24.6
6-10	179	38.3
11-15	134	28.7
16-20	23	4.9
21 and above	16	3.4
Total	467	100
Gender		
Female	275	58.9
Male	192	41.1
Total	467	100
Sports type		
Team sports	150	32.1
Individual sports	317	67.9
Total	467	100
Education level		
Primary edu.	11	2.4
Elementary edu.	76	16.3
University edu.	374	80.1
Postgraduate	6	1.3
Total	467	100

26-30 ages; 4.1 percent of them was 11-15 ages; 0.6 percent of them was 31 and above ages. Of the sportsmen participating in the research in terms of sports year; 38.3 percent of them was 6-10 years; 28.7 percent of them was 11-15 years 24.6 percent of them was 1-5 years; 4.9 percent of them was 16-20 years; 3.4 percent of them was 21 and above years. Of the sportsmen participating in the research in terms of gender; 58.9 percent of them was female; 41.1 percent of them was male. Of the sportsmen participating in the research in terms of the level of education; 80.1 percent of them was within the group of university education; 16.3 percent of them was within the group of elementary education; 2.4 percent of them was within the group of primary education; 1.3 percent of them was within the group of post graduate education (Table 1).

Of the sportsmen participating in the research in terms of sports branches; 37.9 percent was within the group of taekwon do; 17.3 percent of them was within the group of athletics; 16.5 percent of them was within the group of football; 6.9 percent of them was within the group of wrestling; 6.4 percent of them was within the group of volleyball; 3.2 percent of them was within the group of folk dance; 2.1 percent of them was within the group of basketball. Handball and steppe-aerobic; 1.1 percent of them was within the group of bicycle, boxing, kickboxing, lawn hockey and tennis (Table 2).

According to the data, it was found out that there was a positive significant relationship at the level of 0.01 between the sport satisfaction level and positive emotionality level of the sportsmen. It was also found out that there was a negative significant relationship at the level of 0.01 between the sport satisfaction level and their negative emotionality level (Table 3).

In addition, it was also found out that there was a positive relationship at the level of 0.01 between sports year,

TABLE 2
THE DISTRIBUTION OF THE SPORTSMEN PARTICIPATING IN THE RESEARCH IN TERMS OF SPORTS BRANCH

Sports branches	N	%
Taekwondo	177	37.9
Football	77	16.5
Wrestling	32	6.9
Tennis	5	1.1
Bicycle	5	1.1
Basketball	10	2.1
Volleyball	30	6.4
Handball	10	2.1
Athletics	81	17.3
Lawn Hockey	5	1.1
Steppe	10	2.1
Folk Dance	15	3.2
Kickboxing	5	1.1
Boxing	5	1.1
Total	467	100

TABLE 3
THE RELATIONSHIP BETWEEN THE VARIATIONS OF SPORT SATISFACTION, POSITIVE EMOTIONALITY, NEGATIVE EMOTIONALITY AND EXPERIENCE (SPORTS YEAR)

Variations		1	2	3	4
Sports satisfaction	r	1			
	p				
	N				
Positive emotionality	R	0.211(**)	1		
	p	0.000			
	N	467			
Negative emotionality	r	-0.176(**)	-0.005	1	
	p	0.000	0.906		
	N	467	467		
Sports year (experience)	r	0.136(**)	0.136(**)	-0.193(**)	1
	p	0.003	0.003	0.000	
	N	467	467	467	

sports satisfaction and positive emotionality. There was a negative relationship at the level of 0.01 between sport year and negative emotionality (Table 4).

The findings of the research show that there is a significant difference in sports satisfaction levels of sportsmen and positive emotionality levels in terms of team and individual sports ($p < 0.05$).

It was discovered that there was not a significant difference in negative emotionality levels of sportsmen in terms of team and individual sports ($p > 0.05$).

There was a significant difference in the sports satisfaction levels of sportsmen and positive emotionality levels in terms of gender ($p < 0.05$).

It was seen that there was not a significant difference in negative emotionality levels of sportsmen in terms of gender ($p > 0.05$) (Table 5).

It was found that there was a significant difference in the sports satisfaction levels of the sportsmen participating in the research in terms of sports year ($p < 0.05$).

It was explored that there was not a significant difference in sports satisfaction levels of sportsmen in terms of age groups and the level of education ($p > 0.05$) (Table 6).

According to the findings of the research it was found out that there was a significant difference in the sportsmen’s positive emotionality levels in terms of age groups ($p < 0.05$).

It was found out that there was a significant difference in positive emotionality levels of sportsmen in terms of sports year ($p < 0.05$).

It was found out that there was a significant difference in positive emotionality levels of sportsmen in terms of the level of education ($p < 0.05$) (Table 7).

According to the findings of the research, it was discovered that there was a significant difference in negative emotionality levels of sportsmen in terms of age groups ($p < 0.05$).

TABLE 4
THE ANALYSIS OF DIFFERENCES OF THE SPORTSMEN PARTICIPATING IN THE RESEARCH IN THEIR SPORTS SATISFACTION LEVEL AND IN THEIR POSITIVE AND NEGATIVE EMOTIONALITY LEVELS IN TERMS OF GENDER AND THE TYPE OF SPORTS

			N	X Rank	Z	p
Sports Satisfaction	Gender	Male	275	262.56	-5.481	0.000
		Female	192	193.10		
		Total	467			
	Sports type	Team sports	150	196.70	-4.115	0.000
		Individual sports	317	251.65		
		Total	467			
Positive Emotionality	Gender	Male	275	246.62	-2.424	0.015
		Female	192	215.92		
		Total	467			
	Sports type	Team sports	150	183.08	-5.619	0.000
		Individual sports	317	258.09		
		Total	467			
Negative Emotionality	Gender	Male	275	226.25	-1.486	0.137
		Female	192	245.10		
		Total	467			
	Sports type	Team sports	150	239.82	-0.641	0.521
		Individual sports	317	231.25		
		Total	467			

TABLE 5
THE ANALYSIS OF THE DIFFERENCES OF THE SPORTSMEN PARTICIPATING IN THE RESEARCH IN TERMS OF AGE, SPORTS YEAR AND THE LEVEL OF EDUCATION IN THE SPORTS SATISFACTION LEVELS

		N	X Rank	χ^2	p	
Sports satisfaction	Age groups	11–15	19	307.26	6.062	0.195
		16–20	161	227.04		
		21–25	209	233.30		
		26–30	75	232.34		
		31 and above	3	233.50		
		Total	467			
	Sports year Groups	1–5	115	257.72	34.013	0.000
		6–10	179	190.77		
		11–15	134	273.66		
		16–20	23	216.52		
		21 and above	16	240.06		
		Total	467			
	The level of education	Elementary education	11	195.64	2.614	0.455
		Secondary education	76	244.74		
		University education	374	233.93		
Post graduate		6	172.75			
Total		467				

TABLE 6
THE ANALYSIS OF THE DIFFERENCES OF POSITIVE EMOTIONALITY LEVELS OF THE SPORTSMEN PARTICIPATING IN THE RESEARCH IN TERMS OF AGE, SPORTS YEAR AND THE LEVEL OF EDUCATION

		N	X Rank	χ^2	p	
Positive emotionality	Age Groups	11–15	19	329.16	34.893	0.000
		16–20	161	224.99		
		21–25	209	210.72		
		26–30	75	285.63		
		31 and above	3	446.00		
		Total	467			
	Sports year Groups	1–5	115	221.93	47.473	0.000
		6–10	179	199.96		
		11–15	134	259.16		
		16–20	23	293.11		
		21 and above	16	405.78		
		Total	467			
	Education Level	Elementary education	11	121.27	9.385	0.025
		Secondary education	76	253.74		
		University education	374	233.49		
Postgraduate		6	222.50			
Total		476				

It was explored that there was a significant difference in negative emotionality levels of sportsmen in terms of sports year ($p < 0.05$).

It was found out that there was a significant difference in negative emotionality levels of sportsmen in terms of the level of education ($p < 0.05$).

TABLE 7
 THE ANALYSIS OF THE DIFFERENCES OF NEGATIVE EMOTIONALITY LEVELS OF THE SPORTSMEN PARTICIPATING
 IN THE RESEARCH IN TERMS OF SPORTS YEAR AND THE LEVEL OF EDUCATION

		N	X Rank	χ^2	p	
	Age groups	11–15	19	287.00	23.156	0.000
		16–20	161	258.60		
		21–25	209	227.29		
		26–30	75	195.35		
		31 and above	3	11.50		
		Total	467			
Negative emotionality	Sports year groups	1–5	115	252.51	22.032	0.000
		6–10	179	255.49		
		11–15	134	191.03		
		16–20	23	251.43		
		21 and above	16	195.41		
		Total	467			
The level of education		Elementary education	11	228.05	15.780	0.001
		Secondary education	76	229.68		
		University education	374	238.50		
		Post graduate	6	19.00		
		Total	476			

Discussion and Conclusion

According to the research data, it was found out that there was a positive significant relationship with a level of 0.01 between sports satisfaction levels of sportsmen and their positive emotionality levels. It was also found out that there was a negative significant relationship at the level of 0.01 between the sports satisfaction level and negative emotionality level (Table 3). According to these results, it can be said that while sports satisfaction levels of the sportsmen who have high positive emotionality go up, satisfaction levels of sportsmen get lower in negative emotionality.

In addition, it was explored that there was a positive relationship with a level of 0,01 between sports year, sports satisfaction and positive emotionality. There was a negative relationship with a level of 0.01 between sports year and negative emotionality (Table 3). According to these results, as experiences of sportsmen increase, their levels of positive emotionality also increase. Depending on this, their levels of success increase as well.

The results of the research show that there was a significant difference in sports satisfaction levels of sportsmen and their levels of positive emotionality in terms of team and individual sports ($p < 0.05$). The resource of the difference comes from the fact that positive emotionality levels of the individual sportsmen and their sports satisfaction levels are higher than the team sportsmen’s.

It was seen that there was not a significant difference in negative emotionality levels of sportsmen in terms of team and individual sports ($p > 0.05$).

According to the data of the research, there was a significant difference in sports satisfaction levels of sportsmen and their positive emotionality levels in terms of gender ($p < 0.05$). This difference resulted from the fact that sports satisfaction levels of male sportsmen and their levels of positive emotionality were higher than the female sportsmen’s.

It was found out that there was not a significant difference in negative emotionality levels of sportsmen in terms of gender ($p > 0.05$). It was found out that there was a significant difference in sports satisfaction levels of sportsmen participating in the research in terms of sports year ($p < 0.05$). This shows that experience is an important factor in sports satisfaction.

It was determined that there was not a significant difference in sports satisfaction levels of sportsmen in terms of age groups and the level of education ($p > 0.05$).

According to the results of the research, it was found that there was a significant difference in positive emotionality levels of sportsmen in terms of age groups ($p < 0.05$). This difference resulted from the fact that the sportsmen who were 31 and above had higher levels of positive emotionality than other age groups.

It was explored that there was a significant difference in positive emotionality levels of sportsmen in terms of sports year ($p < 0.05$). This difference resulted from the fact that the more experienced sportsmen (whose sports year was 21 and above) had higher levels of positive emotionality than other groups whose sports year was lower.

It was found out that there was a significant difference in positive emotionality levels of sportsmen in terms

of the level of education ($p < 0.05$). This difference resulted from the fact that positive emotionality levels of the primary school graduates were lower than other groups⁷.

According to the results of the research, it was seen that there was a significant difference in negative emotionality levels of sportsmen in terms of age groups ($p < 0.05$). This difference resulted from the fact that people who were 31 and above had lower negative emotionality levels than the other age groups.

It was found out that there was a significant difference in negative emotionality levels of sportsmen in

terms of sports year ($p < 0.05$). This difference resulted from the fact that those who were within the group of 11-15 years and those who were within the group of 21 years and above had the lower negative emotionality levels than the other groups.

It was explored that there was a significant difference in negative emotionality levels of sportsmen in terms of the level of education ($p < 0.05$). This difference resulted from the fact that negative emotionality levels of post-graduates were lower than the other groups. It is believed that the findings will contribute to the relevant literature²⁵⁻²⁷.

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UTJECAJ POZITIVNE I NEGATIVNE OSJEĆAJNOSTI NA ZADOVOLJSTVO BAVLJENJA SPORTOM: ISTRAŽIVANJE PROVEDENO NA VRHUNSKIM SPORTAŠIMA

SAŽETAK

Ova studija provedena je kako bi se utvrdila eventualna povezanost između stupnja zadovoljstva bavljenja sportom i stupnja pozitivne i negativne osjećajnosti kod vrhunskih sportaša te kako bi se pokazalo postoji li značajna razlika između ovih varijabli s obzirom na dob, spol, godine bavljenja sportom, tip sporta i razinu obrazovanja. Slučajnim odabirom je odabrano 467 sportaša (275 muškaraca i 192 žene) prosječne dobi od 21,84±3,85 godina i sa prosječnim vremenom bavljenja sportom od 9,57±4,76 godina u 14 različitim grana sporta koji su se dobrovoljno javili za sudjelovanje u istraživanju. Podaci su obrađeni kompjuterski, a osobni podaci su prikazani tabelarno i iskorišteni za dobivanje frekvencija i postotaka. Pearsonova korelacijska analiza je korištena za analizu odnosa između varijabli, a Mann-Whitney U-test i Kruskal-Wallis test su korišteni za analizu razlika između zavisnih i nezavisnih varijacija. Prema dobivenim rezultatima možemo zaključiti da je utvrđena pozitivna korelacija od 0,01 između zadovoljstva bavljenja sportom i pozitivne razine osjećajnosti. Također je utvrđena negativna korelacija od 0,01 između razine zadovoljstva bavljenja sportom i negativne razine osjećajnosti.