

INVESTIGATION OF LIFE SATISFACTION AND RESILIENCE LEVELS OF THE STUDENTS STUDYING AT THE SCHOOL OF PHYSICAL EDUCATION AND SPORTS ACCORDING TO VARIOUS VARIABLES

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Abstract

The aim of this study was to examine the life satisfaction and resilience levels of the students, studying at the universities in physical education and sport departments according to different variables. For this purpose, 242 (38,2%) "Female" and 392 (61,8%) "Male" totally 634 university students, selected by random sampling method, participated to the study voluntarily. In the study, in order to measure the life satisfaction of the students, studying at the School of Physical Education and Sports, the LSS (Life Satisfaction Scale), developed by Diener et al. (1985) and adapted to Turkish by Yetim (1993), was used. Also 50-items "Resilience Scale" developed by Gürcan (2006) was used to determine the resilience levels of the students. In order to determine the distribution of the personal information of the participants (%) and frequency (f) methods was used; Shapiro Wilks normality test was applied to determine whether the data had a normal distribution or not and as a result of this, after the recognition that the data was suitable for non-parametric test conditions, in order to identify significant differences, Mann-Whitney U and Kruskall Wallis tests were applied. Also, Spearman Correlation Test was applied to determine the relationship between Resilience and Life Satisfaction Scales. Consequently, while significant differences were determined in life satisfaction of the participants according to their ages and the situation of doing regular sports, it was revealed that there was a significant difference at a level of .05 according to the participants' resilience levels. As a result of the correlation analysis, positive and strong relationship was determined between life satisfaction and resilience levels of the participants. When the life satisfaction increases, the level of resilience also increases.

Key words: life satisfaction, resilience, physical education, sports, university student

Introduction

Finding the answer to the happiness of the individual and how he is becoming a happier person has been a great problem for the people of science and society since ancient ages. In most of the work done recently in these areas the happiness of the person has been tried to be determined with a lot of variables such as; psychological well-being, life satisfaction, self-perception, subjective well-being. University students constitutes an important part of the society, actually they are the future of the society therefore, happiness levels of them have a special importance. According to Moller (1996), the future prosperity and happiness of a society depends on the well-being of students. There are many factors in daily life both cause individuals to be unhappy and not to get satisfaction from life. In the face of these factors, the immediate drop of the guard or fighting with this factor will vary depending on the psychological well-being of the individual. As a daily life efficiency of the individuals who has a high level of mental health, in other words psychological well-being, will be high, their contribution to the society will rise at that rate. (Ersever, 1994). Every individual is different, and stress, difficulty or adverse conditions cause each individual to be influenced and reacted in different ways. Therefore, productivity and contributions of the individuals who are both physical, mental,

spiritually and socially healthy and least affected by adverse conditions will be at the same level. Given the recent violence in the community, the psychological state of university students and their reactions to events can be mentioned as so important because the knowledgeable, empathic, educated people will shape the future. So these people should be able to cope more and more strongly with the stressful events that take place. Resilience is one of the concepts that constitute the work in this regard. It means struggling against hard conditions and spiritual stability. Resilient individuals are social, entrepreneurial, self-confident and can lead events (Kirimoglu & Yıldırım, 2010: 90). In this respect, it is possible to mention that the individuals with high level of resilience are also highly competent socially and has problem solving skills (Baltacı & Karataş, 2015). On the other hand, Life satisfaction is closely related to morale, adaptation and spiritual well-being (Mc Dowell, 2010) and includes the cognitive judgment of people about their own life (Joshanloo, 2013). Therefore, when Resilience is considered to be successful in spite of the negativities, not to give up despite hard conditions, or as a psychological solidarity (Öğülmüş, 2001; Gizir, 2004), life satisfaction is thought to include satisfaction from life, desire to change life, past fulfilment, future satisfaction and

opinions of one's close relatives about that person's life (Diener & Lucas, 1999); In fact, it is understood that these two concepts are not very distant from each other. On the other hand, as the resilience level (psychological well-being) of the individuals increases, he struggles with difficult situations more comfortably. It will make her more comfortable with her daily activities, let it everything go, that is, getting more satisfied from her life. It is known fact that doing sports generally increases life satisfaction (Ulucan et al., 2011; Özkar et al., 2015).

Moreover, it is known that the athletes are more active in seeing the negativities in their lives and more passive displaying resilient behaviours (Soyer et al., 2013). Sports and recreational activities are not only professionally meaningful, but are also used to increase the happiness of the individual, remove stress and improve quality of life in the last century. In this respect, it can be said that it is important to examine the students who study at the universities that provide sports education. Because, as mentioned above, the welfare of university students can affect the future prosperity and happiness of a society, and sporting activities affect the life satisfaction and resilience levels of university students. In this context, to reveal the life satisfaction and resilience levels of university students with different variables can contribute the literature.

Material and method

Scanning model and survey technique was used in the study. The survey technique has been preferred because of its ability to access the information very quickly and easily and to facilitate access to a larger sample group. Likert scale used in the questionnaire technique is an easy and direct method to measure attitudes. Such scales allow the participants to determine their views and their level of involvement in the statement (Pehlivan, 2007). As a means of collecting data in the study, researchers used a 9-item personal information form prepared to determine the distributions of the personal information of the participants.

Also in order to investigate the resilience characteristics of individuals Resilience Scale developed by Gürkan (2006) was used. It consists of 8 dimensions as "being strong, being an entrepreneur, being optimistic / being connected to life, establishing communication / relationship, foresight, reaching reason, being a leader, being a researcher". The scale also gives a total resilience score. The resilience scale items: 2, 3, 7, 10, 18, 19, 21, 23, 24, 26, 28, 29, 34, 36, 37, 40, 42 and 48 are about being strong; 1, 9, 16, 20, 30, 32, 35, 39, and 50th items are about being an entrepreneur; Optimistic / related to life items are: 14, 27, 31, 38, and 43; Communication / relationship-building items are: 17, 33, 44 and 45; Regarding forecasting; 25th, 46th and 47th items; Regarding the achievement of the purpose; 8, 11,

22 and 41 items; About being a leader; 4, 5, 6, 15 and 49th items; Related to being a researcher; 12th and 13th items. Participants indicate how strongly they agree with each of the items on a scale of the 5-point Likert type. Scores that can be taken from the scale range from 50 to 250. Increasing the score means increasing the level of resilience (Gürkan, 2006a, Gürkan, 2006b). Life Satisfaction Scale (SWLS) developed by Diener et al. (1985) used to measure the life satisfaction of the participants. The scale consists of 5 items in likert style 7 grade (1: strongly disagree - 7: absolutely agree). Diener et al. (1985) found the reliability of the scale as Alpha = .87 and the criterion-dependent validity as. 82 in the original study.

The scale was adapted to Turkish by Yetim (1993). Percent (%) and frequency (f) methods for determining the distributions of personal information of participants; Shapiro Wilks normality test was used to determine whether the data had a normal distribution and after understanding that the data were fit to the nonparametric test conditions Mann-Whitney U and Kruskall Wallis tests was used to determine the significant differences (Büyüköztürk, 2006). Finally, Spearman Correlation test was used to determine the relationship between Life Satisfaction and Resilience Scales.

Results

Table 1. Distribution of the Personal Information of the Study Group.

| FACTOR | VARIABLE | f | % |
|---|-----------|-----|------|
| Gender | Female | 242 | 38.2 |
| | Male | 392 | 61.8 |
| | Total | 634 | 100 |
| Age | 17-20 | 220 | 34.7 |
| | 21-25 | 370 | 58.4 |
| | 26-30 | 44 | 7.0 |
| | Total | 634 | 100 |
| | 1st Class | 265 | 41.8 |
| | 2nd Class | 195 | 30.8 |
| Class | 3rd Class | 114 | 18.0 |
| | 4th Class | 60 | 9.5 |
| | Total | 634 | 100 |
| | Very Bad | 22 | 3.5 |
| | Bad | 81 | 12.8 |
| Welfare Level | Normal | 301 | 47.5 |
| | Good | 198 | 31.2 |
| | Very Good | 32 | 5.0 |
| | Total | 634 | 100 |
| | Yes | 531 | 83.8 |
| | No | 103 | 16.2 |
| Do you participate in sport events regularly? | Total | 634 | 100 |

Table 2. Reliability Results for the Sampling Group of Data Collection Tools.

| Resilience Scale | | Life Satisfaction Scale | |
|------------------|-----------------|-------------------------|-----------------|
| Cronbach's Alpha | Question Number | Cronbach's Alpha | Question Number |
| .63 | 50 | .82 | 5 |

The distribution of participants' personal information was given in Table 1. According to the data, 61.8% of the students in the sample group were male ($n = 392$), 58.4% were in the "21-25", "Age" range ($n = 370$), 41.8% of them in 1st class ($N = 265$), 47.5% had a "Normal" ($n = 301$) welfare level and 83.8% ($n = 531$) participated regularly in sporting events.

The Cronbach alpha calculation method was used to test the reliability of the data collection tools used in the study for the sample group. Total reliability coefficient was found to be .63 according to the subscales of the resilience scale, and the reliability coefficient for the sample group of life satisfaction scale was found to be .82 over five items. In Table 3 the relationship between resilience level average of participants and life satisfaction levels was examined. Positive and significant relation at level 0.01 was determined ($r = .119$; $p < .01$). As life satisfaction increases, the level of resilience increases. When Table 4 was examined, no significant difference was determined in the levels of resilience and life satisfaction at a level of .05 according to the gender of the participants. When Table 5 was examined, while it was found that there was no significant difference in the level of resilience at a level of .05 according to participants' regular participation in sports activities; significant difference was determined between Life satisfaction levels and participation in regular sports activities.

When Table 6 was examined, according to the welfare level of the participants significant differences was determined in resilience ($X^2(4)=24.191$; $p=.000$; $P<0.05$) and life satisfaction levels ($X^2(4)=10.890$; $p=.028$; $P<0.05$). When Table 7 was examined, it was determined that no significant difference was determined in resilience levels of the participants according to their ages ($X^2(2)=2.774$; $p=.250$; $P>0.05$) but significant difference was determined in the participants' life satisfaction levels ($X^2(2)=7.828$; $p=.020$; $P<0.05$).

Table 3. Pearson Correlation Analysis of Participants' Resilience and Life Satisfaction Levels.

| | X | SD | Resilience Level | Life satisfaction | P |
|-------------------|------|------|------------------|-------------------|------|
| Resilience Level | 3.03 | .41 | - | .119* | .003 |
| Life Satisfaction | 4.51 | 1.39 | .119* | - | .003 |

* $p<.01$

Table 4. Mann Whitney U Test Results Regarding Violence and Life Satisfaction Levels by Gender of Participants

| Scales | Gender | N | Order Mean | Total Orders | Mann Whitney U | P |
|-------------------|--------|-----|------------|--------------|----------------|------|
| Resilience Level | Female | 242 | 302.79 | 73274.5 | 43871.5 | .112 |
| | Male | 392 | 326.58 | 128020.5 | | |
| Life Satisfaction | Female | 242 | 325.94 | 78877.0 | 45390.0 | .362 |
| | Male | 392 | 312.29 | 122418.0 | | |

Table 5. Mann Whitney U Test Results Regarding Violence and Life Satisfaction Levels by Participants' Participation in Sportive Activities.

| Scales | Participation to Sport Activities | N | Order Mean | TotalOrders | Mann Whitney U | P |
|-------------------|-----------------------------------|-----|------------|-------------|----------------|------|
| Resilience Level | Yes | 531 | 314,05 | 166760,00 | 20152.0 | .080 |
| | No | 103 | 277,83 | 23893,00 | | |
| Life Satisfaction | Yes | 531 | 318,19 | 168957,50 | 17945.5 | .001 |
| | No | 103 | 252,27 | 21695,50 | | |

Table 6. Kruskall Wallis Test Results Regarding the Level of Resilience and Life Satisfaction According to Welfare Levels of Participants.

| Scales | Welfare Level | N | Mean | St. Deviation | χ^2 | P |
|-------------------|---------------|-----|----------|---------------|----------|------|
| Resilience Level | Very Bad | 22 | 151,7129 | 20,00071 | 24.191 | .000 |
| | Bad | 81 | | | | |
| | Normal | 301 | | | | |
| | Good | 198 | | | | |
| | Very Good | 32 | | | | |
| Life Satisfaction | Very Bad | 22 | 22,5405 | 6,92116 | 10.890 | .028 |
| | Bad | 81 | | | | |
| | Normal | 301 | | | | |
| | Good | 198 | | | | |
| | Very Good | 32 | | | | |

Table 7. Results of the Kruskall Wallis Test Regarding the Level of Resilience and Life Satisfaction by Age of Participants.

| Scales | Age | N | Mean | Standard Deviation | χ^2 | P |
|-------------------|-------|-----|----------|--------------------|----------|------|
| Resilience Level | 17-20 | 220 | 151,7129 | 20,000 | 2.774 | .250 |
| | 21-25 | 370 | | | | |
| | 26-30 | 44 | | | | |
| Life Satisfaction | 17-20 | 220 | 22,5405 | 6,948 | 7.828 | .020 |
| | 21-25 | 370 | | | | |
| | 26-30 | 44 | | | | |

Discussion and conclusion

In this study; It is aimed to examine the life satisfaction and resilience levels of the students who are studying at the universities that provide sports education in terms of different variables and to determine whether there is a meaningful relationship between them. 634 university students selected for this purpose by random sampling method constituted our sample group. Results related to the research are given below with the supporting literature. In Table 3, the relationship between the resilience levels and life satisfaction of the participants was examined and as a result of the analyzes, a positive and a significant relation were determined. In other words, as the level of resilience of the participants increases, life satisfaction also increases. According to this result which is the main problem of our work, it is possible to talk about the relation between level of resilience and life satisfaction. In Gurgan's study (2014) on university students, he found a positive relationship between resilience and well-being levels. In Doğan's (2004) study, it was determined that students' thoughts about the future increased towards positive, the mean scores of well-being increased. In addition, in Karataş and Çakar (2011)'s study, negative correlation between resilience and hopelessness, and positive correlation between self-reliance and resilience were determined. Considering that the concepts of well-being and hopelessness may be related to life satisfaction in mentioned studies; The more students are satisfied with life, the less they are desperate, the more resilient they are. In Table 4, the participants' resilience levels and their life satisfaction were examined according to gender. As a result of the analyzes, no significant results were found in terms of gender variable at both levels. In the study of Dost (2007) on university students, it was seen that female students had significantly higher life satisfaction levels than male students. In the study of Gurgan (2014) comparing the resilience levels of university students according to their genders, no significant differences were determined in the level of resilience. In addition, no significant difference was determined in the study of Kirimoğlu (2010) on Physical Education and Sports Teachers. This study differs from the study done by Dost (2007); It is in parallel with the work done by Gürgan (2014) and Kirimoğlu (2010). In Table 5, the relationship between resilience and life satisfaction according to participants' participation in sports activities was examined. While there is no difference in the participants' participation in sporting activities at the level of resilience.

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Those who participate in sportive activities in terms of life satisfaction have a higher level of life satisfaction than those who do not participate. In the study of Özdemir et al. (2015) on female group, it was stated that participation in physical exercise increased their life satisfaction. Certel et al. (2015) in his study on high school students stated that the level of subjective well-being of the students who do sports is higher than that of the students who do not. In addition to these, Gökcé (2008) determined in the study on relationship between free time satisfaction and life satisfaction that, while no relation between free time satisfaction and life satisfaction was determined, participation in sportive activity increases free time satisfaction. The fact that participation in sportive activity increases life satisfaction has once again been revealed by this study. The effect of participation in sportive activity on the level of resilience has not been studied much in general literature. But; Kirimoğlu (2010) mentioned in the study on the coaches that the coaches' level of resilience was high. This may be due to sports characteristics. Considering the relation between resilience and life satisfaction, it is expected that the level of resilience has a significant difference in terms of participation in sports activities as well as in life satisfaction. However, this may not happen in this study because the sampling group is already in some way in sporting activities. In Table 6, the relationship between life satisfaction and resilience levels according to the welfare level of the participants was examined.

Both life satisfaction and resilience levels are influenced by their level of prosperity. In Table 7, the relationship between life satisfaction and resilience levels according to participants' age was examined (Resilience ($\chi^2(2)=2.774$; $p=.250$; $P>0.05$); Life Satisfaction ($\chi^2(2)=7.828$; $p=.020$; $P<0.05$). According to this it can be stated that while age affects resilience level, it has no significant effect on life satisfaction. As a result; in this study the relationship between the level of resilience and life satisfaction of university students studying at universities that provide sports education has been examined in terms of different variables. As the level of resilience of university students who receive sports education increases, Life satisfaction increases. Also, resilience and life satisfaction levels of university students do not differ according to gender. In addition, while participation in sporting activity affects life satisfaction it does not affect the level of resilience. In terms of welfare level, significant differences were determined in both life satisfaction and resilience level.

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ISTRAŽIVANJE ŽIVOTNOG ZADOVOLJSTVA I RAZINE OTPORNOSTI STUDENATA ŠKOLE TJELESNE I ZDRAVSTVENE KULTURE I SPORTA SUKLADNO RAZLIČITIM VARIJABLAMA

Sažetak

Cilj ovog rada bio je ispitati razinu zadovoljstva životom i otpornost studenata, koji studiraju na sveučilištima Tjelesnom odgoju i sport, a prema različitim varijablama. U tu svrhu volonterski je sudjelovali u studiji 242 (38,2%) ženskih i 392 (61,8%) muških, ukupno 634 studenata, odabranih metodom slučajnog uzorkovanja u ukupnoj populaciji. U istraživanju, kako bi se mjerilo zadovoljstvo životom studenata na Školi TZK i športa, primjenjena je LSS (Skala zadovoljstva životom) koju je razvio Diener et al. (1985) i prilagođena je za Tursku (Yetim, 1993). Također je korištena i 50-itemska Resilience Skala koju je razvio Gürcan (2006) kako bi se odredile razine fleksibilnosti studenata. Kako bi se utvrdilo raspodjelu osobnih podataka sudionika (%) i učestalosti (f) korištene su metode; Primijenjen je test normalnosti Shapiro Wilks kako bi se utvrdilo jesu li podaci normalno raspoređeni ili ne i zbog toga, nakon što je prihvaćeno da su podaci prikladni za neparametrijske testne uvjete, kako bi se utvrdile značajne razlike, primjenjeni su Mann-Whitney U i Kruskall Wallis testovi. Također, primijenjen je Spearmanov korelacijski test za određivanje odnosa između Resilience i Life Scalability Satisfaction. Slijedom toga, iako su značajne razlike određene u životnom zadovoljstvu sudionika prema dobi i situaciji redovitog sportskog rada, otkriveno je da je na razini od 0,05 došlo do značajne razlike prema razini fleksibilnosti sudionika. Kao rezultat analize korelacije utvrđena je pozitivna i jaka veza između zadovoljstva životom i razine otpornosti sudionika. Zaključeno je da kada se zadovoljstvo života povećava, razina otpornosti se također povećava.

Ključne riječi: zadovoljstvo životom, otpornost, TZK, sport, studenti

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