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INVESTIGATION OF LIFE SATISFACTION AND PSYCHOLOGICAL HEALTH OF UNIVERSITY STUDENTS ACCORDING TO THEIR SPORTS PARTICIPATION EXPERIENCES

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ABSTRACT

The aim of this research is to examine the life satisfaction and psychological resilience of university students according to their experiences of participating in sports in terms of some variables. The study group of the research consisted of 357 (Female= 150, Male= 207, $\bar{x}=22.06$ years old) senior university students studying at Karadeniz Technical University and Trabzon University in the 2021-2022 academic year. In this descriptive and quantitative research method, the "Satisfaction with Life" scale developed by Diener, Emmons, Larsen, and Griffin (1985), adapted to Turkish by Dağlı and Baysal (2016), and developed by Smith, Dalen, Wiggins and Tooley (2008), adapted to Turkish by Doğan (2015) "Brief Resilience Scale" was used. The data obtained as a result of the data collection process carried out by the researcher were carried out with the 26th version of the SPSS statistical package program. When the results of the analysis were examined in terms of life satisfaction, it was determined that the scores of the students who stated that they participated in sports at the primary school level were significantly higher. According to the scores obtained from the psychological resilience scale, it was observed that there were significant differences in 2 categories in favor of the male students and the students who stated that they participated in sports in the primary education period in terms of the gender variable. In this study, in which no significant difference was noted in terms of other variables, it was determined that participation in sports in primary education period is important for university students in terms of psychological resilience and life satisfaction.

Keywords: University student, sport, life satisfaction, resilience

INTRODUCTION

Education is a phenomenon where the human focus is felt at the highest level (Ağralı-Ermış, Altınışık & Burmaoğlu, 2021). Sports activities integrated with education are an effective method for raising healthy individuals and societies in developed countries in the 21st century. Schools are the first institutions where this effective method is provided formally, and the individual's sportive participation is ensured with the physical education and sports lessons given in these institutions. One of the basic principles of today's education system is to support the development of individuals by participating in sports activities (Tüfekçi, 2020). Because movement is very important for human life (Altınışık & Çelik, 2021). So, movement contributes to the development of individuals (Altınışık, İhan & Kurtipek, 2021). Thanks to the integration of education and sports, individuals achieve physical, mental and social development from childhood (Özdogru, 2018). It is possible to give many more examples of students' participation in sports (academic success, career planning, etc.) (Barbosa et al., 2020). A tangible increase in the quality of life is observed with the individual's acquisition of all these gains at a young age (Muslu-Dinç & Tosun, 2022).

World Health Organization (WHO) quality of life; "within the scope of the individual himself, his culture and values; It defines it as "the way one perceives his life in relation to his standards and expectations" (WHO, 2012). Quality of life can be generally considered in two sub-dimensions. The first of these is the individual quality of life, and in this sub-dimension, indicators such as healthy life, socialization, spending quality time, professional satisfaction and high income are at the forefront (Yıldırım, 2019). The other is the quality of social life, and according to this sub-dimension, there are indicators such as healthy environment, social environment, peace and sufficient resources (Kangal, 2009). On the other hand, it is possible to explain this quality perception, which affects the whole life of the individual, with three basic approaches. The first of these approaches is to explain quality of life with normative considerations rather than individual differences. The second approach is related to the satisfaction that develops as a result of choices. According to the third and last approach, an individual considers their individual experiences while evaluating their quality of life (Diener & Suh, 1997). Based on these approaches, it is seen that the quality of life of individuals and their life satisfaction accordingly increases. (Kankaya & Karadakovan, 2017).

Conceptually, life satisfaction can be defined as a cognitive assessment of one's overall satisfaction with life. A person with high life satisfaction becomes stronger under difficult conditions and takes on a more optimistic mood due to the positive evaluations he has about his life (Avşaroğlu & Koç, 2019). Life satisfaction also affects a person's happiness, subjective well-being, mental health and positive functionality (Diener & Diener, 1995). Life satisfaction can be determinant in many issues such as personality, life expectations, socio-economic factors, social relations and health, and it explains the cognitive aspect of subjective well-being, which is one of the concepts related to the happiness of the individual (Ülker- Tümlü & Recepoglu, 2013). Moreover, one of the most important factors explaining a person's life satisfaction is known as psychological resilience (Alibekiroğlu et al., 2018).

When the psychological resilience are examined, this concept; it is explained that, psychological resilience's keywords such as "the process or feature of obtaining positive results in the face of difficulties, being able to achieve positive results in high-risk conditions and maintaining social competence, getting rid of traumatic effects" (Shaikh & Kauppi, 2010; Öz & Yılmaz, 2009; Masten, Best & Garmezy, 1990). When the characteristics of individuals with a high level of psychological resilience are examined, the profile encountered; It indicates people who can produce new strategies in the face of adverse conditions, have high self-confidence, and have a high level of cognitive flexibility (Özer, 2013; Bitsika, Sharpley & Bell, 2013). One of the factors that contribute to the development of psychological resilience, which enables the development of these characteristics in the person, is the individual's participation factor in sports (Çelik et al., 2019). This is due to the reflection of these acquired skills in daily life by being exposed to situations such as fighting with the competition in the nature of sports, developing strategies, and coping with stress (Dereceli, 2021).

It reveals that individuals who participate in sports activities develop positively in terms of both life satisfaction and psychological resilience (Türker & Kul, 2020; Gençoğlu & Namli, 2020; Özkara & Özbay, 2019; Koç, 2018; Özkara, 2020). In addition to the aforementioned findings, Toçoğlu (2020) determined that there is a relationship between students' life satisfaction and psychological resilience as a result of his research. Moreover, Durak (2021) and Akdeniz, Savtekin, and Köylü (2021) also concluded with similar data that there is a positive relationship between students' life satisfaction and psychological resilience levels. In addition, Düzen and Yazıcılar-Özçelik (2022) that is associated this situation with the students' sports status and as a result of their research; They stated that there is a positive relationship between the individual's participation in active sports and life satisfaction and psychological resilience. Based on these studies and the conceptual framework, the following research hypotheses have been proposed in terms of various variables of life satisfaction and psychological resilience of university students according to their sports participation experiences:

H₁: University students' life satisfaction differs according to the gender variable.

H₂: The psychological resilience of university students differs according to the gender variable.

H₃: University students' life satisfaction differs according to their experiences of participating in sports.

H₄: The psychological resilience of university students differs according to their experiences of participating in sports.

H₅: University students' life satisfaction differs according to their views on physical education teacher.

H₆: Psychological resilience of university students differs according to their views on physical education teacher.

Participation in sports, which is known to have an effect on students' life satisfaction and psychological resilience, is a research topic that attracts attention and maintains its popularity in the relevant literature, but it is a study subject that emphasizes the importance of sports. In this study, it is aimed to examine the life

satisfaction and psychological resilience of university students according to their experiences of participating in sports, with the reason that studying these studies in various regions and with different sample groups can contribute to the literature.

METHOD

In this section, information about the analysis of the data obtained during the study is presented.

Research Model

The survey model was used in this study, which was carried out to examine the life satisfaction and psychological resilience of university students according to their experiences of participating in sports. The screening model is used to obtain a general view about the entire universe or a sample group formed from the universe (Bailey, 1982). In this model, questionnaire forms are widely used to get the opinions of the participants (Karasar, 2014).

Study Group

The study group of the research consisted of 357 (Female= 150, Male= 207, $\bar{x}=22.06$ years old) senior university students studying at Karadeniz Technical University and Trabzon University in the 2021-2022 academic year. Easy sampling method was used in the selection of the participants and according to this sampling method, the people in a universe suitable for the limitations of the research should be randomly selected and included in the study (Büyüköztürk, 2018).

Data Collection Tools

In order to collect data about some demographic information, life satisfaction and psychological resilience of the participants, 3 different forms were directed to the participants. These; Demographic Information Form, Life Satisfaction Scale and Brief Psychological Resilience Scale.

Demographic Information Form: This form was prepared by the researchers. The main purpose of this form is to obtain some demographic information of the participants. There are 5 items in this form. These are the participants; gender, participation in sports at primary/secondary/higher education and physical education teacher's views on them.

Life Satisfaction Scale: This scale was developed by Diener et al. (1985) to measure students' general life satisfaction. Turkish reliability and validity studies were conducted by Köker (1991) for the first time, but the form adapted by Dağlı and Baysal (2016) was used in this study. The scale consists of 5 items and a single factor. This measurement tool, which is prepared in a seven-point likert type, is graded between 1 point (strongly disagree) and 7 points (strongly agree). The internal consistency coefficient of the scale was calculated as. 97.

Brief Resilience Scale: The Brief Resilience Scale was developed by Smith et al. (2008) to measure the resilience of adults. Turkish reliability and validity studies were conducted by Doğan (2015). The scale consists of 6 items

and a single factor. This measurement tool, which is prepared in a five-point Likert type, is graded between 1 point (not at all appropriate) and 5 points (completely appropriate). The internal consistency coefficient of the scale was calculated as. 83.

Data Analysis

IBM SPSS version 26.0 was used in the analysis of the data. The raw data obtained from the participants were first transferred to the program and descriptive statistics were calculated considering the data type. After this calculation, t-Test and One-Way ANOVA were used to test the difference between groups depending on the normal distribution of the data. Cronbach's Alpha coefficient was taken into account in the calculation of the reliability of the scales within the framework of internal consistency and the level of significance was determined as 0.05 for statistical evaluations.

FINDINGS

In this part of the research, the presentation and interpretation of the findings obtained as a result of the data analysis with tables are included.

Table 1. Demographic Information of Participants

Variables	n	%
Gender	Female	150
	Male	207
Participation in Sports	Yes	No
	Primary Education	187
	Secondary Education	196
Opinion of Physical Education Teacher (OPET)	High Education	102
	n	%
	Knowledgeable and Equipped	139
	Not Relevant	119
	Insufficient	99
	Total	357
		100

As seen in Table 1, a total of 357 participants, 150 (42%) of whom were women, and 207 (58%) of them, were included in this study, which examined the life satisfaction and psychological resilience of university students according to their participation in sports. 187 of the participants stated that they participated in sports in school sports activities or in a sports team as licensed during their education life in primary education, 119 in secondary education, and 102 in higher education. When asked about the opinions of the physical education teacher; 139 (38.9%) were knowledgeable and equipped, 119 (33.3%) were not relevant, and 99 (27.7%) were insufficient.

Table 2. Descriptive Statistics of Participants

	Number of Items	n	\bar{X}	Ss	Distortion	Kurtosis	Min.	Max.
Life Satisfaction	5	357	15.61	4.45	-,18	-,31	5	25
Psychological Resilience	6	357	19.34	6.00	-,07	-,62	6	30

In Table 2, the arithmetic mean and standard deviations of the data obtained from the participants were 15.61 ± 4.45 on the life satisfaction scale; 19.34 ± 6.00 on the psychological resilience scale. Again in the life satisfaction scale, the skewness value was -0.18, the kurtosis -0.31; In the psychological resilience scale, skewness was reported as -0.07 and kurtosis as -0.62. According to the skewness and kurtosis values obtained according to the data collected from the participants, it is seen that the research findings provide the assumption of normal distribution (Tabachnick & Fidell, 2013).

Table 3. T-Test Results of Life Satisfaction and Psychological Resilience Scores by Gender

	Gender	n	\bar{X}	Ss	sd	F	p
Life Satisfaction	Female	150	15.98	4.24	355	,948	,19
	Male	207	15.35	4.59			
Psychological Resilience	Female	150	18,42	6,02	355	,008	,01*
	Male	207	20,01	5,91			

* $p<0,05$

In Table 3, it was stated that there was no significant difference between the t-test results performed according to the gender variable and the scores of male students and female students from the life satisfaction scale ($t=1,303$; $p>0.05$). In the resilience scale, male students were found to have significantly higher scores from the resilience scale than female students ($t=-2.502$; $p<0.05$).

Table 4. T-Test Results of Life Satisfaction Scores by Sports Participation Variable

	Participation	n	\bar{X}	Ss	sd	F	p
Primary Education	Yes	187	16.20	4.42	338	,01*	
	No	170	14.97	4.42			
Secondary Education	Yes	196	15.78	4.54	355	.027	,44
	No	161	15.41	4.35			
High Education	Yes	102	16.24	4.58	.006	,09	
	No	255	15.36	4.38			

* $p<0,05$

The t-test results according to the variable of participation in sports were carried out by analyzing the scores obtained from the life satisfaction scale. When the participants' participation in school sports in the primary education period was examined, it was seen that the students who answered yes had significantly higher scores from the scale than the students who answered no ($t=-2.642$; $p<0.05$). No significant difference was found between their participation in sports and the scores they received from the life satisfaction scale during their education at secondary and higher education levels (Table 4).

Table 5. T-Test Results of Psychological Resilience Scores According to the Variable of Participation in Sports

	Participation	n	\bar{X}	Ss	sd	F	p
Primary Education	Yes	187	20.23	5.70	1697	,03*	
	No	170	18.37	6.18			
Secondary Education	Yes	196	19.93	5.94	355	.290	,04*
	No	161	18.62	6.01			
High education	Yes	102	21.10	5.98	.051	,00*	
	No	255	18.64	5.87			

* $p<0,05$

In Table 5, the t-test results according to the variable of participation in sports were carried out by analyzing the scores obtained from the psychological resilience scale. When the participants' participation in school sports in the primary education period was examined, it was seen that the students who answered yes had significantly higher scores from the scale than the students who answered no ($t=-2.944$; $p<0.05$). When the participation in sports in the secondary education period was examined, a significant difference was found in favor of the participants who stated that they participated in sports as licensed in school sports or a sports club ($t=-2.063$; $p<0.05$). A similar result was observed in the higher education category. It was observed that the scores obtained from the psychological resilience scale differed significantly in favor of the students who answered yes ($t=-3.561$; $p<0.05$).

Table 6. ANOVA Results of Life Satisfaction Scores According to the OPET Variable

OPET	Knowledgeable and Equipped		Irrelevant		Insufficient		Significant Differences	
	S _s	\bar{X}	S _s	\bar{X}	S _s	\bar{X}	F	p
Life Satisfaction	4.43	16.07	4.59	15.68	4.27	14.91	1.99	0.14

Table 6 shows the results of the ANOVA conducted to examine the opinions of university students about the physical education teacher (OPET) according to the scores they received from the life satisfaction scale. According to the test results, it was determined that the scores obtained by the students from the scale did not make a significant difference in terms of the variable of opinions about the physical education teacher ($F=1.99=0.14$, $p>0.05$).

Table 7. ANOVA Results of Psychological Resilience Scores by Variable of OPET

OPET	Knowledgeable and Equipped		Irrelevant		Insufficient		Significant Differences	
	S _s	\bar{X}	S _s	\bar{X}	S _s	\bar{X}	F	p
Psychological Resilience	6.16	19.88	5.86	19.56	5.88	18.33	2.06	0.13

Table 7 shows the results of the ANOVA test conducted to examine the opinions of university students about the physical education teacher (OPET) according to the scores they received from the psychological resilience scale. According to the test results, it was determined that the scores obtained by the students from the scale did not make a significant difference in terms of the variable of opinions about the physical education teacher ($F=2.06=0.13$, $p>0.05$).

CONCLUSION and DISCUSSION

Based on the research findings, it was concluded that university students' life satisfaction did not differ between the groups regarding the gender variable. Based on this result, our hypothesis that "University students' life satisfaction differs according to the gender variable" was rejected. When the literature investigating the life satisfaction of university students is examined, similar results are found. Acar and Yilmaz (2021) investigated the life satisfaction of university students and concluded that there was no difference regarding the gender variable. Gü (2022) also presented similar data and concluded that the life satisfaction levels of university students do not differ depending on the gender variable. Research results indicating that life

satisfaction differs statistically due to the gender variable are also available in the same literature (Arslan & Sart 2021; Eker & Taş, 2021). The differentiation of these data, as stated by Koca (2021); It differs primarily from individual differences and then from the meaning that individuals attribute to life.

Another result obtained regarding the gender variable is that men have a higher level of psychological resilience than women. Based on this result, our hypothesis "The psychological resilience of university students differs according to the gender variable" was accepted. With parallel results to this data, Yukay-Yüksel, Saruhan, and Keçeci (2021) also concluded that the psychological resilience of men is higher than that of women. Çelik and Gayretli (2020) have also found the same results in their research which is investigate the football referees. However, contrary to these data, studies suggesting that gender is a variable that is not a predictor of resilience are also available in the relevant literature (Kanak & Arslan, 2018). It is possible to explain this difference in the literature with the research findings of Tamres, Janicki, and Helgeson (2002). Because as a result of the aforementioned compilation study, the researchers; They stated that men are more action-oriented than women and exhibit a problem-solving-oriented coping strategy, while women are emotion-focused, and therefore men are more psychologically sound.

When the life satisfaction of university students due to their experience of participating in sports was examined, it was concluded that those who participated in sports at primary school level had a higher level of life satisfaction than those who did not participate in sports. For this reason, our hypothesis that "University students' life satisfaction differs according to their experiences of participating in sports" was accepted. Having obtained results that support this result, Çalım (2019) concluded that individuals who participate in sports at younger ages have higher life satisfaction. Atik (2020) also determined that there is a positive relationship between students' participation and attitudes towards sports and their life satisfaction. In addition to these data, as McNeill et al. (2018) stated; It is possible to say that participating in sports at the primary education level means a healthy body and mind from childhood, and accordingly, it is directly proportional to the life satisfaction of individuals.

When the psychological resilience of university students due to their experience of participating in sports is examined, it has been concluded that the psychological resilience of those who participate in sports from all education levels is higher than those who do not participate in sports. For this reason, our hypothesis "The psychological resilience of university students differs according to their experiences of participating in sports" was accepted. Supporting this data, there are many studies in the literature on the subject that participation in sports increases psychological resilience in the individual (Düzen, 2021; Tatal & Efe, 2020; Brown, Butt & Sarkar, 2020). However, when the psychological resilience of individuals is examined on the basis of education level, studies pointing out that there is no difference between groups; emphasizes that this mental skill develops based on individual differences and is not related to education level (Öner, 2019). Based on all these data, it is possible to say that the level of psychological resilience of individuals is not related to the period or educational level of sports, but to whether they participate in sports or not.

When the life satisfaction of the participants was examined depending on their views on physical education teachers, it was concluded that there was no statistical difference between the groups. For this reason, our hypothesis that "University students' life satisfaction differs according to their views on physical education teacher" was rejected. Similarly, as a result of the examination of the participants' resilience depending on their views on physical education teachers, no difference was found and our hypothesis "The psychological resilience of university students differs according to their views on physical education teachers" was rejected. However, when the average scores calculated for both variables were examined, it was found that the average scores of those who evaluated their physical education teachers as knowledgeable and equipped were at a higher level than those who evaluated their physical education teachers as inadequate, although it was not statistically significant. Ünlü and Aydos (2010) stated that this situation develops with the beliefs of the students in the teachers and that the targeted gains are strengthened with the increase in the belief in between. When these data are also examined within the framework of Bandura's (1977) theory; One of the main sources of a person's behavior is efficacy belief, and this efficacy belief is related to the successful performance of the required behavior in order to produce the desired product. Moreover, Pérez-Ordás et al. (2021) present similar data in their compilation studies in which they talk about the impact of physical education teachers' competences on students. In the aforementioned research, it was also mentioned that if a teacher has sufficient professional knowledge and skills, students can be affected positively in many ways and this situation is very important in terms of students' self-development. As a result; It can be said that if students have positive opinions about their teachers, who direct them to sports, contribute to their physical development and motivate them, their participation in sports will increase, and therefore development can be achieved in terms of life satisfaction and psychological resilience.

RECOMMENDATIONS

While it is recommended that individuals be directed to sports from a young age in order to improve their life satisfaction and psychological resilience, and this orientation should be done in the presence of knowledgeable and equipped individuals, it is thought that using mixed research models in future research and repeating these studies with different demographic information may contribute to the literature on the subject.

ETHICAL TEXT

In this article, it was complied with writing rules of journal, principles of publication, rules of research and publication ethics, and ethical rules of journal. The responsibility in all kinds of breaches that may arise with respect to the article belongs to the authors. For the application of this study, 26/08/2022 dated and E-81614018-000-2200032167 numbered document has been received from Trabzon University, Ethics committee presidency. The result of the ethics committee application is awaited.

Author(s) Contribution Rate: The first author contributed to this research at a rate of 60%, and the second author at a rate of 40%. It is stated by the authors that there is no fact in this research which may constitute conflict of interest.

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