

An Analysis of Life Satisfaction, Psychological Well-Being and Leisure Satisfaction in University Students Doing Exercise as Leisure Activity

Serbest Zaman Faaliyeti Olarak Egzersiz Yapan Üniversite Öğrencilerinin Yaşam Tatmini, Psikolojik İyilik ve Serbest Zaman Tatminlerinin İncelenmesi

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ABSTRACT

The recent studies aimed to examine the effect of the levels of life satisfaction, psychological well-being of university students that have preferred exercise as leisure activity on their leisure satisfaction. The study population comprised a total of 400 students, 264 male and 136 female, studying in Niğde Ömer Halisdemir University in 2019-2020 academic year and doing exercise at the sports center of the school or a private sports center. "Life satisfaction scale" and "leisure time scale" were used in the research. The difference between the average scores for life satisfaction by gender variable was found not to be significant. The difference between the average scores for leisure satisfaction by gender variable was found not to be significant. In conclusion of the present study, it may be asserted that it was only expected that this study would present a significant relation between leisure satisfaction and life satisfaction.

Keywords: Quality of life, well-being, leisure satisfaction.

ÖZET

Bu çalışmanın amacı; Serbest zaman faaliyeti olarak egzersizi tercih etmiş olan üniversite öğrencilerinin, serbest zaman faaliyetleri içerisinde yaşam tatmini, psikolojik iyilik düzeylerinin serbest zaman tatminleri üzerine ilişkisinin incelenmesidir. Araştırmanın Evrenini Niğde Ömer Halisdemir Üniversitesinde eğitim görmekte olup okuluna spor merkezinde ya da özel bir spor merkezinde egzersiz yapan (Yaş=22.12±2.25), 264 Erkek ve 136 Kadın toplam 400 öğrenciden oluşmaktadır. Araştırma da "Yaşam Tatmini Ölçeği" ve "psikolojik iyilik ölçeği" kullanılmıştır. Cinsiyet değişkenine göre yaşam doyumu için ortalama puanlar arasındaki fark anlamlı bulunmamıştır. Cinsiyet değişkenine göre boş zaman memnuniyetinin ortalama puanları arasındaki fark anlamlı bulunmamıştır. Bu çalışmanın sonucunda, sadece bu çalışmanın serbest zaman memnuniyeti ile yaşam doyumu arasında anlamlı bir ilişki göstermesi beklenebilir.

Anahtar Kelimeler: Psikolojik İyilik, Yaşam Tatmini, Serbest Zaman Tatmini

1. INTRODUCTION

The age we are living in has not only provided a certain amount of convenience for the individuals that make up the society, but, in terms of benefit and loss, also forced them to face certain concepts that can be classified as benefit or loss. In consequence of the advanced technology, the society of the 21st century has had to face various social changes. The individual moving from the agricultural society to the industrial society and not becoming acquainted with the information age has acquired a different culture in each stage (Tofler, 2012). Continuous psychological stress, stressful, especially for those who want to interpret the problems of daily life, has been associated with numerous health consequences (Long et al., 2013). On the other hand, learning process is assisted by components as appropriate assessment methods, adequate curriculum and pedagogical methods. Students' approaches to learning and their perceptions of the academic environment have a direct connection (Mumtaz et al., 2013). The exercise and sports culture has also redoubled its influence alongside this development and transformation. In our modern society where it has become easier for people to find and get whatever they need and even to communicate with each other thanks to the advancements in technology, it can be said that a less moving society has formed.

Another one of the concepts arised out of these developments is the concept of "leisure" also referred to as free time and recreation in the literature. Leisure is defined by Müftüler (Müftüler,

2009) as follows; "The activities that we voluntarily participate in during the free time outside the working hours in order to have individual, psychological and social benefits."

When the studies conducted on the leisure activities of individuals are examined, it can be said that exercise is preferred to a seriously high degree by various populations (Ardahan and Lapa Yerlisu, 2010; Bağır and Geri, 2006; Caldwell et al., 1992). Undoubtedly, these preferences are actively affected by the different personalities that the individuals have and the different mood processes that they are in (Bahar and Açıl, 2014; Hong and Giannakopoulos, 1994). In parallel with this, recently certain concepts such as the satisfaction of human beings, psychological prosperity, personal happiness, essence quality of life, life comfort and positive affect have been examined. Student satisfaction, on the other hand, appears to be a subject widely studied especially in foreign countries (Bahadır, 2013; Chow, 2005; Güler and Emeç, 2006; Mercurio and Landry, 2008). Mohammadiha et al. (2014) declare that students' conditions should be cured in order to increase their students' life satisfaction.

In the present study designed to be conducted in sports centers where students that make up a certain part of the society as individuals isolate themselves from the intense courses and exam-related stress during the day, it is intended to analyze the Life Satisfaction, Psychological Well-Being and Leisure Satisfaction on individuals that prefer doing exercise in their leisure.

2. MATERIAL AND METHODS

Population and Sample: The study population comprised a total of 400 students, 264 male and 136 female, studying in Niğde Ömer Halisdemir University and doing exercise at the sports center of the school or a private sports center (Age=22.12±2.25 years).

Data Collecting Tools:

The Satisfaction with Life Scale (SWLS) formed by Diener, Emmons, Griffin and Larson (1985) – and modified into Turkish language by Köker (1991). The scale is a 7 point likert-type self-assessment scale made up of 7 items from 1 (Absolutely disagree) to 7 (Absolutely agree). Köker (1991) set the test-retest reliability coefficient for the scale conducted at intervals of three weeks as 0.85. For this present study, the internal reliability coefficient was determined as 0.82. In the fourth section, the "Leisure Satisfaction Scale" developed by Beard and Ragheb (1993) and adapted to Turkish by Karlı et al. (2008) was used.

Psychological well-being scale: crucial differences concerning the layers of psychological well-being developed by Ryff (1989) and introduced to Turkish culture by Akın was also studied by him. The scale consists of 84 questions and 6 sub-dimensions. These sub-dimension are respectively: 1) Self-acceptance, 2) Personal growth, 3) Purpose in life, 4) Environmental mastery, 5) Autonomy, 6) Positive relations with others. There are 14 items in each sub-dimension and they are equally divided under positive and negative items.

For testing the linguistic validity, reliability and the validity of the scale, samples were formed consisting of university students and teachers. Upon examination of the correlation coefficients in Turkish and English forms for evaluation of linguistic validity, it was determined that 87 in personnel growth, 90 in purpose of life, 91 in positive relations with others, 94 in autonomy, 95 in self-acceptance, 97 in environmental mastery, 97 in personnel growth, 96 in purpose of life. The accuracy of coefficients 86 in autonomy, 87 in personnel growth, 90 in environmental mastery, 90 in purpose of life, 91 in Positive relations with others, 93 for self-acceptance. The Test-Retest Reliability was conducted on a subset of the sample and on 117 people in 6 weeks and the coefficients ranged from 81 to 85. Explanatory factor analysis was applied to a subdivision of the sample to establish the consistency factor structure in validity analyses and it was seen that the items are distributed in 6 different items as in the original version and the announced variance was found 68%. Based on the confirmatory factor analysis conducted for the structure validity and

testing of the model, the goodness of index values confirmed the sample. The scale was adapted to Turkish culture with 84 items and 6 sub-dimensions as in the original version (Akin, 2008).

Leisure Satisfaction Scale/LSS: The long form of the scale was developed by Jacob G. Beard and Mounir G. Ragheb (1980). The short form which is currently used was readjusted by Idyll Arbor, Inc. in 2002 to replace the long form. The scale consisting of a total of 24 items is a 5 point likert-type scale. The scoring was done ranging from item 1 to 5 with statements which were respectively "Almost never true", "Rarely true", "Occasionally true", "Often true", "Almost always true". The validity and reliability of the scale was tested by Beard and Ragheb in 1980 for the long form of the scale and it is assumed that the score is fairly adequate with Cronbach's Alpha coefficient taken for each dimension in the validity analysis ranging from .85 to .96. The average of this coefficient in the short form of the scale is 0.93.

The correlation coefficient between these two applications and the significance test results between two equivalents were calculated in order to measure the linguistic equivalence of the scale. Pearson Correlation Coefficient between Turkish and English versions were found as $r = .924$. Based on the Significance Test results of the Difference Between Two Equivalents performed so in order to distinguish the difference between two measurements, no significant difference was found ($p > 0.05$). The fact that the Pearson correlation coefficient between Turkish and English versions of the scale was calculated as 0.92, suggests that the Turkish and English versions are related with each other and set forth similar results.

Data Analysis: The Kolmogorov-Smirnov test, descriptive statistics, and The Pearson Product-Moment Correlation were utilized for data analysis and the t-test methods were made use of in independent groups. The statistical analysis was executed by using SPSS software version 16 (SPSS Inc., Chicago, IL, USA). The level of statistical significance was set at $p < 0.05$.

3. RESULTS and DISCUSSION

Table-1. Life satisfaction and leisure satisfaction of exercise participants by gender

	Gender	N	Average	Sd	t
Life Satisfaction	Male	264	4.340	1.022	-1.243
	Female	136	4.372	0.959	
	Total	400	4.385	1.006	
Leisure Satisfaction	Male	264	3.903	0.567	2.045*
	Female	136	3.774	0.651	
	Total	400	3.859	0.599	

* $p < 0.05$

When Table 1 was examined, the difference between the average scores for life satisfaction by gender variable was found not to be significant [t value = -1.243; $p > 0.05$]. Based on the average values; life satisfaction levels of male participants were found to be the mean=4.340 while life satisfaction levels of female participants were found to be the mean=4.372.

The difference between the average scores for leisure satisfaction by gender variable was found not to be significant [t value = 2.045; $p > 0.05$]. Based on the average values; leisure satisfaction levels of male participants were found to be the mean=3.903 while leisure satisfaction levels of female participants were found to be the mean=3.774.

Based on the findings of the study, a medium level positive-linear significant relationship was found between life satisfaction and all sub-dimensions of leisure satisfaction.

When the scores obtained according to the results of the scales for psychological well-being, satisfaction of life, satisfaction leisure are examined, the Psychological Well-Being Level was found to be 3.859 ± 0.599 , Life Satisfaction Level to be 4.385 ± 1.006 , and Leisure Satisfaction Level to be 285.140 ± 35.050 .

Table-2. Relation between levels of life satisfaction and leisure satisfaction

		Life Satisfaction
Leisure Satisfaction	Pearson Correlation	0.307*
	P	0.000
Leisure psychological satisfaction	Pearson Correlation	0.333*
	P	0.000
Leisure educational satisfaction	Pearson Correlation	0.245*
	P	0.000
Leisure social satisfaction	Pearson Correlation	0.272*
	P	0.000
Leisure satisfaction relaxation	Pearson Correlation	0.213*
	P	0.000
Leisure physiological satisfaction	Pearson Correlation	0.201*
	P	0.000
Leisure aesthetic satisfaction	Pearson Correlation	0.239*
	P	0.000

* p < 0.05

As demonstrated in Table 2, the coefficients of life satisfaction was found ($r=.307$) for its relation with leisure satisfaction, and, of the sub-dimensions of leisure satisfaction, it was found ($r=.333$) for leisure psychological satisfaction, ($r=.245$) for leisure educational satisfaction, ($r=.272$) for leisure social satisfaction, ($r=.213$) for leisure relaxation satisfaction, ($r=.201$) for leisure physiological satisfaction, ($r=.239$) leisure aesthetic satisfaction.

Based on the findings of the study, a medium level positive-linear significant relationship was found between psychological well-being level and all sub-dimensions of leisure satisfaction.

Table-3. Relation between levels of psychological well-being and leisure satisfaction

		Psychological Well-Being
Leisure Satisfaction	Pearson Correlation	0.414*
	P	0.000
Leisure psychological satisfaction	Pearson Correlation	0.349*
	P	0.000
Leisure educational satisfaction	Pearson Correlation	0.399*
	P	0.000
Leisure social satisfaction	Pearson Correlation	0.373*
	P	0.000
Leisure relaxation satisfaction	Pearson Correlation	0.362*
	P	0.000
Leisure physiological satisfaction	Pearson Correlation	0.304*
	P	0.000
Leisure aesthetic satisfaction	Pearson Correlation	0.237*
	P	0.000

* p < 0.05

As demonstrated in Table 3, the coefficients of psychological well-being was found ($r=.414$) for its relation with leisure satisfaction, and, of the sub-dimensions of leisure satisfaction, it was found ($r=.349$) for leisure psychological satisfaction, ($r=.399$) for leisure educational satisfaction, ($r=.373$) for leisure social satisfaction, ($r=.362$) for leisure relaxation satisfaction, ($r=.304$) for leisure physiological satisfaction, ($r=.237$) leisure aesthetic satisfaction.

4. CONCLUSION

Based on the findings obtained in the study, it was seen that gender differences have demonstrated no significant differences in terms of psychological well-being, satisfaction of life, satisfaction leisure. In parallel with these findings, the study conducted by Goodstein had also demonstrated no significant differences concerning the layers of psychological well-being in women and men. However, different results can be found on the subject in the literature. It can be asserted that literature review demonstrates that similar results have been obtained (Cooper et al., 1995; Gale et al., 2014; Ryff, 1989; Ryff, 1991).

Based on the findings of the study, a medium level positive-linear significant relationship was found between life satisfaction and all sub-dimensions of leisure satisfaction. Literature review demonstrates satisfaction of life is tested as a positive reaction and determiner of leisure satisfaction (Brown and Frankel, 1993; Guinn, 1980). Thus, it may be asserted that it was only expected that this study would present a significant relation among leisure satisfaction and life satisfaction. The study conducted by Brown and Frankel (1993) demonstrated a medium-level positive correlation between leisure satisfaction and life satisfaction. Life satisfaction increases in direct proportion in individuals increasing their levels of leisure satisfaction by means of leisure activities (McKenzie, 2000).

Based on the findings of the study, a medium level positive-linear significant relationship was found between psychological well-being level and all sub-dimensions of leisure satisfaction. All activities that are aimed at increasing the levels of life satisfaction and leisure satisfaction are thought to be factors that may help increase the levels of psychological well-being and, in parallel, help individuals solve any of their psychological problems. When the results of the study conducted by Diener (2009) are examined, it can be seen that the findings demonstrated an important correlation between the levels of satisfaction of life and subjective well-being. Additionally, the study conducted by Pavot and Diener (2009) can be given as a heuristic example for studies on the relation between psychological well-being and life satisfaction. Following these studies demonstrating that psychological well-being has an indicator and as stated in a study conducted by Ryff (1995), psychological well-being is thought to be a concept in interaction with different factors.

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