

# The Investigation of the Relationship between University Students' Levels of Life Quality and Leisure Satisfaction<sup>1</sup>

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**Abstract** The purpose of this research is to examine the relationship between university students' levels of life quality and leisure satisfaction according to some demographic variables. 680 (429 men and 251 women) people studying at Bartın University participated in the research. In the research, "Personal Information Form" prepared by researchers, developed by Beard and Ragheb (1980) and Turkish adaptation was made by Karlı et al. (2008) "Leisure Satisfaction Scale: LSS" and developed by the World Health Organization and Turkish adaptation was made by Eser et al. (1999) "Quality of Life Scale Short Form: QLS" was used. In the analysis of the data; according to the demographic characteristics of the participants, t-test and ANOVA to investigate the differences between levels of life quality and leisure satisfaction; Pearson Correlation test was applied to examine relations between variables. In the findings of the research, there was no significant difference in the t-test results according to the "gender" variable in the LSS and QLS total score averages ( $p>0,05$ ). There was no significant relationship between LSS and QLS total score averages according to "age" variables in the correlation test results ( $p>0,05$ ). There was a significant difference in the "psychological" subscale of the LSS according to the "department" variable in the ANOVA test results ( $p<0,05$ ). This significant difference is between the physical education and sports teaching and the sport administration department, and it is in favor of the students of the physical education and sports teaching department. In the correlation test results, there was a significant positive and low level relationship between the "family income" variable and the QLS total scores ( $p<0,05$ ). There was a significant positive and low level relationship between the "personal income" variable and the total scores of LSS and QLS ( $p<0,05$ ). On the other hand, there was no significant relationship between the mean scores of LSS and QLS according to the variable "daily leisure time" ( $p>0,05$ ). In

addition, there was no significant relationship between the participants' mean scores of LSS and QLS ( $p>0,05$ ). As a result, variables such as family income and personal income were found to have an impact on participants' levels of leisure satisfaction and quality of life, although there was no significant relationship between participants' levels of leisure satisfaction and quality of life.

**Keywords** University Students, Leisure Satisfaction, Quality of Life

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## 1. Introduction

Today, the importance of time is increasing day by day. Because people who use time effectively and efficiently are successful in work, family and school life. Therefore, it is thought that both free time satisfaction and quality of life levels of university students who evaluate time effectively are increased.

The phenomenon of free time is the period spent away the free time allocated to meet the compulsory time and all physiological needs of people defined for work and work life. In addition, this period should include all the activities of the individual's free will. Under these conditions, the term free time can be mentioned [1].

Free time is an important part of our lives. When we participate in satisfying leisure activities, we can gain a sense of freedom, control, creativity and success. Free times also give us the chance to develop our talents, friendships and self-confidence. It helps us to enjoy new experiences, challenges and adventure and to stay healthy [2].

Karaküçük (1991) defined the leisure time as "It is the time of the person for both himself and others to get rid of all imperfections outside of business life, voluntarily and of

his own will to relax, have fun, or to develop the skills of activities" [3]. In another definition, Dumazedier (1974) defined the free time as it is an activity that outside the necessity of working, the family and the society [4].

Free time satisfaction is the positive satisfaction or emotions that a person presents, achieves and reaches as a result of participation in leisure time activities [5].

Quality of life is considered synonymous with some terms: These can include life satisfaction, self-esteem, well-being, happiness, health, reputation, importance of life, functional status and order [6, 7, 8].

Based on the literature on quality of life, the existing definitions are made as follows: The concept of quality of life (*Quality of life, QOL*) defined as the person's perception of his / her position in life related to his / her aims, expectations, standards and interests within the framework of the culture and value systems. It is a broad concept that is influenced in a complex way from the person's physical health, psychological state, beliefs, social relations and the relationship with the environment [9, 22]. In another definition, quality of life is a concept that shows the personal reactions to the illnesses and the daily physical, mental and social effects that affect the level of personal satisfaction that can be achieved in living conditions. It contains culture, value judgments, person's position and objectives [10]. One of the reasons that decreases the quality of life is the increasing health problems and health status variables. However, there are many reasons affecting the quality of life. We can group these reasons as follows;

- Individual Variables: Gender, age and some inherited characteristics.
- Social Variables: These are the variables that show the social support of society.
- Economic Variables: It is the income and the continuity of the income that will provide a livelihood for the person to live in humanitarian conditions during retirement.
- Psychological Variables: It is one of the variables of general happiness and satisfaction of the person.
- Health Status Variables:
- Environmental Variables: Regulating the physical environment in which the person lives, improving the mobility and health of the person positively affects the quality of life [20, 23].

The aim of this study is to examine the relationship between the free time satisfaction of university students and quality of life according to some demographic variables.

## 2. Materials and Methods

In accordance with the research objectives, "Descriptive and Relational Screening Model" was used.

### 2.1. Research Group

The sample group consisted of 680 (429 male and 251 female) participants selected by simple random sampling method.

### 2.2. Data Collection Tools

Personal Information Form: Personal information form consists of variables such as gender, age, department, family income, personal income and free time period.

Leisure Satisfaction Scale: Leisure Satisfaction Scale (LSS) which The Turkish version was developed by Beard and Ragheb (1980), and the Turkish version of Karlı et al. (2008), and which consist of 51 expressions and six sub-dimensions (psychological, education, social, relaxation, physiological and aesthetic) was used [5, 11].

The 5-point Likert type scale was used to evaluate the expressions in the scale (1 = is almost never available for me, 2 = this is rarely available for me, 3 = is Sometimes available for me, 4 = Frequently available for me, 5 = Almost always available for me). The Cronbach Alpha coefficients of the sub-dimensions ranged from ,79 to ,84 whereas the Cronbach Alpha coefficient of the total scale was ,92.

Quality of Life Scale: The World Health Organization Quality of Life Scale (QLS) Short Form (WHOQOL-BREF-TR) is a form developed by World Health Organization. The aim is to measure the person's well-being and to make cross-cultural comparisons [12]. It is a short form of the WHOQOL-100 scale consisting of 100 questions. One question was taken from WHOQOL-100 for each of the 24 chapters; two questions related to general health and quality of life were added. One more question was added for adapting to the Turkish Community. The question 27 is the national question. The validity and reliability studies of the scale were performed by Eser and others in 1999. It enables to question the quality of life in 4 different factors. Factors were separated from each other by considering the quality of life. These factors;

- 1<sup>st</sup> Factor: Physical health
- 2<sup>nd</sup> Factor: Psychological health
- 3<sup>rd</sup> Factor: Social relations
- 4<sup>th</sup> Factor: It is the area of environmental health.

Field scores are calculated between 4-20. As points increase, the Quality of life also increases [12, 13].

### 2.3. Data Analysis

In the analysis of the data, t-Test and ANOVA were applied to examine the differences between the quality of life and free time satisfaction according to the demographic characteristics of the participants; Pearson Correlation test was used to investigate the relationships between the variables.

### 3. Findings

**Table 1.** Frequency and Percent Values of Participants by Demographic Variables

Variables	N	%	
Gender	Female	251	36,9
	Male	429	63,1
Department	Physical Education and Sports Teaching	156	22,9
	Coaching Training	243	35,7
	Sports Management	89	13,2
	Recreation	192	28,2

Accordinging the table, 36,9% of the participants are female and 63,1% are male. 22,9% of the sample group were Physical Education and Sports Teaching, 35,7% were Coaching Training, 13,2% were Sports Management and 28,2% were studying in the Recreation Department.

**Table 2.** Mean Results of Participants by Demographic Variables

Variables	N	$\bar{X}$	S
Age	680	21,62	2,45
Family Income	680	2440,58	1179,72
Personal Income	680	745,87	317,47
Daily Free Time Duration	680	4,8	3,11

The mean age of the participants was 21,62; family income average is 2440,58 TL; their personal income average is 745,87 TL and the free time period is 4,8 hours.

**Table 3.** Independent Two Sample t-Test Results for Gender Variables

Scales	Gender	N	$\bar{X}$	SS	t	sd	p																																																																																																																																												
General health	Female	251	3,48	,755	-,755	678	,652																																																																																																																																												
	Male	429	3,53	,826				Physical	Female	251	3,50	,588	,810	678	,748	Male	429	3,46	,603	Psychological	Female	251	3,44	,620	,125	678	,587	Male	429	3,43	,613	Environmental	Female	251	3,35	,603	,297	678	,369	Male	429	3,34	,580	Social Relations	Female	251	3,44	,810	,278	678	,258	Male	429	3,42	,802	QLS	Female	251	3,43	,524	,371	678	,478	Male	429	3,41	,532	Psychological	Female	251	3,56	,789	-,948	678	,540	Male	429	3,62	,785	Education	Female	251	3,60	,835	-,924	678	,225	Male	429	3,66	,798	Social	Female	251	3,62	,775	-1,142	678	,382	Male	429	3,69	,737	Relaxation	Female	251	3,69	,940	-1,174	678	,269	Male	429	3,78	,911	Physiological	Female	251	3,49	,783	-1,315	678	,881	Male	429	3,58	,789	Aesthetic	Female	251	3,62	,866	-,453	678	,598	Male	429	3,65	,892	LSS	Female	251	3,59	,701	-1,161	678	,722
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There were no statistically significant differences between the mean scores and subscales of the participants and the mean scores and subscales of the participants according to the table in terms of gender variable ( $p>0,05$ ).

**Table 4.** QLS and LSS Correlation Test Results by Age Variables

Variable	General Health	Physical	Psychological	Environmental	Social Relations	QLS	
Age	-,058	,089	,057	,058	,068	,098	
Variable	Psychological	Education	Social	Relaxation	Physiological	Aesthetic	LSS
Age	,036	,071	,025	,022	,017	,004	,039

According to the table, no significant relationship was found as a result of correlation analysis to show the relationship between age variable and QLS score averages and sub-dimensions, LSS score averages and sub-dimensions ( $p> 0,05$ ).

**Table 5.** QLS and LSS ANOVA Test Results According to Department Variable of Participants

Scales	Source of Variance	Sum of Squares	sd	Square Average	F	p	Significant Dif.																																																																																																																																												
<b>General Health</b>	Between Groups	3,76	3	,878	1,478	,269																																																																																																																																													
	In groups	411,94	677	,588				<b>Physical</b>	Between Groups	,26	3	,147	,254	,844		In groups	256,82	677	,298	<b>Psychological</b>	Between Groups	,95	3	,257	,478	,566		In groups	254,48	677	,357	<b>Environmental</b>	Between Groups	,35	3	,157	,368	,774		In groups	213,19	677	,258	<b>Social Relations</b>	Between Groups	1,62	3	,578	,877	,458		In groups	444,47	677	,698	<b>QLS</b>	Between Groups	,48	3	,147	,555	,658		In groups	187,47	677	,257	<b>Psychological</b>	Between Groups	5,12	3	1,707	2,779	,040	1>3	In groups	431,31	677	,614	<b>Education</b>	Between Groups	4,04	3	1,349	2,062	,104		In groups	459,47	677	,655	<b>Social</b>	Between Groups	1,79	3	,598	1,061	,365		In groups	395,83	677	,564	<b>Relaxation</b>	Between Groups	4,27	3	1,426	1,683	,169		In groups	594,70	677	,847	<b>Physiological</b>	Between Groups	1,96	3	,655	1,055	,368		In groups	435,87	677	,621	<b>Aesthetic</b>	Between Groups	4,18	3	1,393	1,792	,147		In groups	545,89	677	,778	<b>LSS</b>	Between Groups	3,13	3	1,046	2,143	,094	
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Department Groups: 1=Physical Education and Sports Teaching, 2=Coaching Training, 3= Sports Management, 4=Recreation

According to the table, a statistically significant relationship was found in the psychological sub-dimension of the LSS with the section variable ( $p<0,05$ ). This meaningful difference according to the department variable is among the departments of sports management and physical education and sports teaching, and is in favor of the students of physical education and sports education department.

**Table 6.** QLS and LSS Correlation Test Results by Family Income Variables

Variable	General Health	Physical	Psychological	Environmental	Social Relations	QLS	
Family Income	,065	,098	,074	,014*	,058	,011*	
	Psychological	Education	Social	Relaxation	Physiological	Aesthetic	LSS
Family Income	,055	,012	,020	,043	,013	,019	,031

\*p<0,05

According to the table, as a result of the correlation analysis performed to show the relationship between the family income variable and the QLS score averages and sub-dimensions, LSS averages and sub-dimensions; A statistically significant low positive correlation was found in the mean QLS ( $r = ,0148^*$ ,  $p < 0,05$ ) sub-dimension and total score of AQI ( $r = ,111^*$ ,  $p < 0,05$ ).

**Table 7.** QLS and LSS Correlation Test Results According to Personal Income Variables

Variable	General Health	Physical	Psychological	Environmental	Social Relations	QLS	
Personal Income	,077*	,089*	,152*	,189*	,172*	,189*	
	Psychological	Education	Social	Relaxation	Physiological	Aesthetic	LSS
Personal Income	,126*	,118*	,111*	,117*	,077*	,120*	,129*

\*p<0,05

According to the table, as a result of the correlation analysis performed to show the relationship between personal income variable and QLS score averages and sub-dimensions, LSS averages and sub-dimensions; There was a statistically significant low positive correlation between QLS score averages and sub-dimensions, LSS mean scores and sub-dimensions ( $p < 0,05$ ).

**Table 8.** QLS and LSS Correlation Test Results by Free Time Period Variables of Participants

Variable	General Health	Physical	Psychological	Environmental	Social Relations	QLS	
Free Time Duration	-,087	,032	-,036	,014	,014	-,078	
	Psychological	Education	Social	Relaxation	Physiological	Aesthetic	LSS
Free Time Duration	,031	-,011	,001	-,030	-,015	,015	-,001

\*p<0,05

According to the table, there was no significant relationship between the free time duration variable and QLS mean scores and sub-dimensions, LSS score averages and sub-dimensions ( $p > 0,05$ ).

**Table 9.** QLS and LSS Correlation Test Results of the Participants

		LSS
QLS	r	-,051

\*p<0,05

According to the table, no significant relationship was found as a result of the correlation analysis to show the relationship between the mean score of QLS and LSS scores averages ( $p > 0,05$ ).

## 4. Discussion and Conclusions

According to the gender variable, there was no statistically significant difference between the QLS mean scores and subscales; and the mean scores and subscales of the LSS of the participants ( $p > 0.05$ ). Yıldırım et al. (2004) found that there is no difference in the quality of life among people with physical health problems. Yıldırım et al. (2004)'s result is in parallel with our study [14]. The study of Vong Tze (2005) on people living in various countries has found a significant difference in free time satisfaction according to the gender variable [15]. However, as in many studies, Ardahan and Yerlisu (2010) and Hintikka et al (2001) emphasized that the free time satisfaction level of university students did not differ according to the gender variable [16, 21]. Similar results were found in the study of Lu and Hu (2005) on Chinese students [17]. We can say that the gender variable does not lead to a difference in satisfaction levels of university students for leisure time activities.

According to the age variable, there was no significant relationship between the participants' QLS score averages and sub-dimensions, LSS score averages and sub-dimensions ( $p > 0,05$ ). Akal (2005) found in their master thesis that the differences between individuals' ages and quality of life scores were significantly different and the quality of life scores decreased significantly with the increase in age [18]. Since the sample group in our study is university students, the average age is close to each other and called as young. Therefore, we can say that there is no significant relationship between the quality of life of university students and the average age of "21,62".

While no significant difference was found between QLS score averages and sub-dimensions according to department variable, there was a statistically significant difference in LSS at the psychological" sub-dimension ( $p < 0,05$ ). According to the department variable, this meaningful difference is found among the departments of physical education and sports teaching and sports management, and it is concluded that it is in favor of physical education and sports teaching students. When the general average of the students who have entered the department by ÖSYM and the Special Ability Examination is examined, the students who have gained physical education and sports teaching department have achieved success with higher score and special ability. Therefore, according to our findings, the students who are successful are expected to reflect their quality of life positively.

According to family income variable; As a result of the correlation analysis performed to show the relationship between the mean scores and the sub-dimensions of QLS and LSS scores and sub-dimensions; a statistically significant low positive correlation was found in the total subscale scores of the QLS and the total score of the QLS. According to the personal income variable, in the

correlation analysis performed to show the relationship between the mean scores and the sub-dimensions of QLS and LSS scores and sub-dimensions; There was a statistically significant low positive correlation between QLS score averages and sub-dimensions, LSS mean scores and sub-dimensions ( $p < 0,05$ ). As the family income of university students increases, there will be a variety of free time activities and these activities will affect life satisfaction positively. Also, as the increase in "family and personal" income level facilitates living conditions, It is foreseeable that the level of satisfaction in both environmental and leisure activities will increase. In their study, Abobului et al. (2015) found that people with high income perception had a higher quality of life and were positively affected by their activities [19].

According to the free time duration variable, As a result of the correlation analysis performed to show the relationship between "mean score and sub-dimensions of QLS, mean scores and sub-dimensions of LSS", no significant relationship was found ( $p > 0,05$ ). No significant relationship was found as a result of the correlation analysis to show the relationship between the mean scores of QLS and LSS mean scores ( $p > 0,05$ ). We can say that university students have an impact on this result because they cannot cause enough time in free time.

Although there was no significant relationship between free time satisfaction and quality of life levels of university students, it was found that variables such as family income and personal income had an effect on free time satisfaction and quality of life of the participants. According to this result, quality of life and free time satisfaction levels of university students vary according to individual differences; and that the increase in income levels have a positive effect on satisfaction and satisfaction levels.

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