



Ermiş, A.(2023). Life Satisfaction And its Effects On Death Anxiety in University Students During The Covid-19 Pandemic, *The Online Journal of Recreation and Sports (TOJRAS)*, 12 (2), 96-109.

DOI: <https://doi.org/10.22282/tojras.1265152>

Makale Türü (ArticleType):
Araştırma Makalesi / Research Article

ISSN: 2146-9598 Doi Prefix: 10.22282

Gönderi Tarihi (Received): 14/03/2023

Kabul Tarihi (Accepted): 30/03/2023

Online Yayın Tarihi (Published): 30/04/2023

LIFE SATISFACTION AND ITS EFFECTS ON DEATH ANXIETY IN UNIVERSITY STUDENTS DURING THE COVID-19 PANDEMIC

Aydan ERMİŞ

Ondokuz Mayıs University, School of Foreign Languages, Samsun, TURKEY,

aydanak@omu.edu.tr

ORCID: 0000-0003-2285-7980

Abstract

The aim of the present study is to find out life satisfaction and death anxiety of students and to find out the effects of life satisfaction on death anxiety during the Covid-19 pandemic. "Satisfaction with life" and "Death anxiety" scales filled in by 649 university students were evaluated. Independent t-test, one-way analysis of variance and LSD tests were used in statistical procedures. The difference between life satisfaction scores were found to be significant in terms of gender ($p<0.05$). Female students were found to have lower life satisfaction scores than male students. Statistically significant difference was found between female and male university students in terms of death anxiety scores ($p<0.05$). It was found that female students felt death anxiety more than male students. Life satisfaction scores of students who considered their immunity weak were found to be significantly lower than those of students who considered their immunity strong and partly strong ($p<0.001$). Statistically significant difference was found between death anxiety scores ($p<0.001$). The lowest death anxiety scores were found in students who considered their immunity strong. Life satisfaction scores of students who stated that there were no changes in their sleep were found to be significantly better than those of the students who stated that they slept more and those who stated that they slept less ($p<0.001$). Life satisfaction scores of students who stated that they slept 7-9 hours were statistically significantly higher than those of students who stated that they slept 6 hours and less and those who stated that they slept 10 hours and more ($p<0.001$). According to regression analysis, life satisfaction explains 4.5% of the variation in death anxiety. Life satisfaction and death anxiety of university students during the Covid-19 pandemic were found to differ in terms of their states of perceiving their immunity and their sleep states. As students have more trust in their immunity and better sleep pattern and duration, they have higher life satisfaction and lower death anxiety. It was also found that death anxiety of students decreases as their life satisfaction increases. It is recommended to increase life satisfaction to decrease death anxiety in university students. Students should also sleep 7-9 hours a day regularly and believe that they have strong immunity to increase their life satisfaction.

Key Words: University student, life satisfaction, death perception, immunity, sleep

INTRODUCTION

Satisfaction with life, which is defined as a general evaluation of quality of life in individuals, is a cognitive/judgmental process (Diener et al., 1985; Diener and Suh, 1997). Life satisfaction is the result obtained by individuals' comparing what they have with their expectations. A cognitive compound of subjective well-being and cognitive judgments about individuals' lives is included in satisfaction with life. Satisfaction with life is the extent to which individuals evaluate the overall quality of their life as positively (Kaba et al., 2018). Life satisfaction is related to adapting successfully to life (Magallares et al., 2014). Life satisfaction refers to satisfaction in all experiences, not only satisfaction about a specific situation. Life satisfaction is an important element of individuals' positive evaluation of their whole life and a comprehensive happiness (Diener et al., 1985). Satisfaction with life also increases the emotions and thoughts of people around the individual about the life of the individual (Çırak, 2021). Life satisfaction is described with the level of positive development of overall quality of life in general (Veenhoven, 1996a). It is not limited to a certain field and it can be defined as evaluating the whole life positively. Satisfaction with life aims all areas of life as an object (Veenhoven, 1996b). Satisfaction with life has a dynamic structure and it can change depending on existing life conditions and personal standards of individuals (Diener, 1984).

In general, it is assumed that the greater harmony there is between individuals' wishes and success, the more pleasure they will get from life (Diener et al., 2003). It has been shown with different studies that when the expectations and needs of individuals are met, this will cause them to have high satisfaction with life and when these are not met, they will have low satisfaction with life (Diener, 2000; Diener et al., 1985).

The fact that individuals have higher positive evaluations of their lives than negative evaluations shows that they have high life quality (Myers and Diener, 1995). Appleton and Song (2008) grouped life satisfaction components into six categories. These are individuals' income level, profession and social status, opportunities and social mobility, welfare conditions, current state policy and relations with the environment, family and social relations. A large number of factors may affect individuals' satisfaction with life. These factors can be listed as happiness individuals get from daily life, meaning attributed to life, harmony in achieving goals, positive individual identity, feeling physically good, financial situation, security and social relations (Yılmaz and Arsan, 2013). Satisfaction with life may be affected by freedom, democracy, being open-minded, being active, political stability, individuals' feeling to be in control of their lives, being physically and mentally strong. There are also other factors such as being married, good relationships with family and friends, doing sports, living in a safe place, having a wide social environment and positive personal identity (Özdevecioğlu and Aktaş, 2007).

Death anxiety makes its presence felt deeply in all individuals and it is seen as the basis of all the fears experienced. Individuals realize that they will no longer exist, they may lose the world and themselves and they may become "nothing". Death anxiety is a phenomenon that comes out after these processes (Göka, 2009). Multiple factors affect death anxiety. Some of the factors that affect death anxiety are gender, marital status,

age, belief, frequency of encountering death, death-like experiences. However, death anxiety is usually felt intensively when individuals think their lives are in danger (for exp., in situations such as war, famine, etc.) (Ceylan 2018). Death anxiety of individuals may differ according to their beliefs, the culture they lived in and were brought up in, their educational level, the frequency of death-related thoughts and marital status (Tanhan, 2006).

On the other hand, fear of death is the thought of “dying” before all the goals in life, all the works planned, all the dreams come true and before individuals reach the level they aim (Solomon, 2000). Psychologists have stated that the cases in which they had the most difficulty in providing positive and active participation to humans’ lives were individuals who were experiencing death anxiety (Cicirelli, 2006). Death anxiety negatively impacts not only individuals who suffer from this condition, but also the environment of individuals who experience this condition (Halıcı-Kurtalan and Karairmak, 2016). Death, which is an important and real part of human life, creates a very dominant anxiety in some individuals (Turhan,2021). Exposure to processes accompanying the death of others keeps individuals conscious of their own death, causing anxiety and discomfort (Türkmen,2019).

Common infectious disease outbreaks like Covid-19 are associated with psychological distress and symptoms of mental illness (Bao et al., 2020). Satisfaction with life covers whole areas of life and it is an important indicator of mental health in individuals. Satisfaction with life may decrease as a result of sudden negative changes, obstacles, difficulties and conflicts in life (Demirel et al.,2001). Death anxiety is a very important condition for the mental health of the society and can become a problem when it is not resolved (Hululular, 2019). World economies and societies are deeply affected by epidemics and this in turn affects individuals negatively (MacIntyre, 2020; Shigemura et al., 2020). Threat and risk of contamination, security perceptions, ignoring the unknown, stigma, social exclusion, quarantine, financial loss and job insecurity cause stress in individuals (Hamouche,2020). Death anxiety can be defined in many ways, such as the anxiety that occurs as a result of death (Abdel-Khalek,2005). Another definition states that death anxiety creates unpleasant feelings and thoughts about the end of life (Lonetto and Templer,1986), while another definition states that death anxiety creates unpleasant feelings and thoughts about the end of life. Given these definitions and the fact that death is quite common in the middle of this pandemic, it is likely for Corona virus 19 to increase individuals' death anxiety levels. However, not all people will be psychologically affected equally by the virus due to inevitable individual differences, including the perception of death anxiety. Although Covid-19 pandemic is likely to affect more than one psychological aspect, it may resurface or exacerbate existing death anxiety as a deadly infection (Kavaklı et al.,2020). Covid-19 pandemic has also caused the death of thousands of people and continues to do so. Death anxiety may occur in individuals or the existing anxieties of individuals may get worse due to these deaths (Turhan, 2021). Life satisfaction and death anxiety in university students during the corona virus process has become of interest. It is thought that high life satisfaction will decrease death anxiety. The present study was conducted to determine students’ life satisfaction, death anxiety and the effects of life satisfaction on death

anxiety during the Covid-19 pandemic. The main hypothesis of the study is “Life satisfaction of students affected their death anxiety during the Covid-19 pandemic.”

MATERIAL AND METHOD

Participants: The study has a descriptive correlational design and the data were collected through scales administered to the participants. The participants consisted of university students. Satisfaction with life and death anxiety scales filled in by 649 university students were evaluated. The scales were filled in on a voluntary basis in 2021. 2022-493 numbered ethics committee approval was obtained from the ethics committee of Ondokuz Mayıs University to conduct the study.

Measurement Instruments

Satisfaction with Life Scale: It was developed by Diener et al. (1985) to find out the life satisfaction levels of individuals. Turkish version conducted by Dağlı and Baysal (2016) was used in the present study. The consists of a total of five questions that indicate individuals' perceptions of the quality of their living conditions and the satisfaction they get from life. The items in the scale are scored as Totally disagree (1), Somewhat agree (2), Moderately agree (3), Largely agree (4) and Completely agree (5). Total possible score from the scale varies between minimum 5 and maximum 25. High score shows high satisfaction with life (Özkara et al.,2015, Dağlı and Baysal,2016). Cronbach Alpha coefficient of the Satisfaction with Life Scale was found as 0.77 for the present study.

Death Anxiety Scale: It was developed by Sarıkaya (2013). It consists of 20 items prepared by using 5-Likert type design. The responses are scored as 0 for “Never”, as 1 for “Rarely”, as 2 for “Occasionally”, as 3 for “Frequently” and as 4 for “Always”. Items 1, 2, 5, 6, 7, 9, 10, 11, 17 and 20 were in the factor of “ambiguity of death”; items 4, 8, 12, 13, 14, 16 and 19 were in the factor of “thinking and witnessing death” and items 3, 15 and 18 were in the factor of “pain”. Low scores show low anxiety, while high scores show high anxiety (Sarıkaya,2013; Sarıkaya and Baloğlu,2016). Cronbach Alpha coefficient of the present scale was found as 0.85.

Statistical Evaluation

Statistical procedures were carried out with SPSS 25,00 package program. Normality distribution of the data was examined with Kolmogorov-Smirnov test and the data were found to be normally distributed. Statistical procedures were performed with Independent t test in pairs, and one-way ANOVA and LSD tests in groups of three or more.

FINDINGS

Comparisons of anthropometric characteristics, life satisfaction and death anxiety levels of the participants in terms of gender, state of perceiving immunity, sleep pattern and sleep duration are shown in tables below.

Table 1: Comparison of age, height and weight in terms of gender

	Gender	N	Mean	St.deviation	t-test	p
Age (Year)	Female	329	22.03	2.90	-1.01	0.311
	Male	320	22.26	2.85		
Height (cm)	Female	329	165.74	5.60	-27.41	0.000**
	Male	320	178.28	6.05		
Weight (kg)	Female	329	60.43	8.04	-21.23	0.000**
	Male	320	78.85	13.49		

**p<0.001

Table 1 shows the comparison of students' age, height and weight in terms of gender. As can be seen from the table, while no statistically significant difference was found between participants' ages ($p>0.05$), statistically significant difference was found between participants' height and weight in terms of gender ($p<0.001$).

Table 2: Comparison of life satisfaction and death anxiety scores in terms of gender

	Gender	N	Mean	St.deviation	t-test	p
Life satisfaction	Female	329	12.26	4.94	-2,84	0.005*
	Male	320	13.31	4.50		
Death Anxiety	Female	329	35.40	17.38	2,79	0.005*
	Male	320	31.78	15.62		

*p<0.05

Table 2 shows the comparison of students' life satisfaction and anxiety scores in terms of gender. As can be seen from the table, gender was found to cause statistically significant difference between satisfaction with life scores ($p<0.05$). It was found that female students had lower life satisfaction scores than male students. Male and female university students were also found to have statistically significantly different death anxiety scores ($p<0.05$). Male students were found to have lower death anxiety scores than female students.

Table 3: Comparison of life satisfaction and death anxiety scores in terms of the state of perceiving immunity

	Perceiving immunity	n	Mean	St.deviation	F/LSD	P
Life satisfaction	Strong (1)	239	13.61	4.99	18,05 3<1,2	0.000**
	Partly strong (2)	248	13.19	4.60		
	Weak (3)	162	10.91	4.10		
	Total	649	12.78	4.75		
Death Anxiety	Strong (1)	239	28.47	11.80	57.87 1<2.3 2<3	0.000**
	Partly strong (2)	248	31.37	13.02		
	Weak (3)	162	44.62	21.84		
	Total	649	33.61	16.62		

**p<0.001

Table 3 shows the comparison of students' life satisfaction and anxiety scores in terms of the state of perceiving immunity. As can be seen from the table, the students who perceived their immunity to be weak had significantly lower satisfaction with life scores when compared with those who perceived their immunity as strong and partially strong ($p<0.001$) and students who perceived their immunity as strong had lower death anxiety scores.

Table 4: Comparison of life satisfaction and death anxiety scores in terms of sleep pattern

	Sleep pattern	n	Mean	St.deviation	F/LSD	P
Life satisfaction	No changes in sleep pattern (1)	202	16.02	3.88	89.69 1>2.3	0.000**
	I get more sleep (2)	237	11.67	4.56		
	I get less sleep (3)	210	10.90	4.10		
	Total	649	12.78	4.75		
Death Anxiety	No changes in sleep pattern (1)	202	30.56	14.70	44.65 3>1.2	0.000**
	I get more sleep (2)	237	28.85	10.22		
	I get less sleep (3)	210	41.92	20.66		
	Total	649	33.61	16.62		

**p<0.001

Table 4 shows the comparison of students' life satisfaction and anxiety scores in terms of sleep pattern. As can be seen from the table, students who reported no changes in their sleep states had significantly higher life satisfaction scores than those who reported having more sleep and those who reported having less sleep ($p<0.001$) and death anxiety scores of the students who stated that they got less sleep were found to be higher ($p<0.001$).

Table 5: Comparison of life satisfaction and death anxiety scores in terms of sleep duration

	Sleep duration	n	Mean	St.deviation	F/LSD	P
Life satisfaction	≤ 6 hours (1)	212	10.84	4.04	108.40 2>1.3	0.000**
	7-9 hours (2)	208	16.22	3.62		
	≥10 hours (3)	229	11.44	4.58		
	Total	649	12.78	4.75		
Death Anxiety	≤ 6 hours (1)	212	41.50	20.74	42.87 1>2.3 2>3	0.000**
	7-9 hours (2)	208	31.63	14.86		
	≥10 hours (3)	229	28.10	9.73		
	Total	649	33.61	16.62		

**p<0.001

Table 5 shows the comparison of students' life satisfaction and anxiety scores in terms of sleep duration. As can be seen from the table, students who took 7-9 hours of sleep were found to have statistically higher life satisfaction than students who slept 6 hours and less and those who slept 10 hours and more ($p<0.001$). Death anxiety scores of the students who got ≤6 hours of sleep were statistically significantly higher when compared with students who slept 7-9 hours and >10 hours ($p<0.001$).

Table 6: The effects of life satisfaction on death anxiety

Variables	B	Std. Error	R ²	t	P-value
Constant	43.062	1.832	0.045	23.501	<.000
Life satisfaction	-.740	.134		-5.502	<.000

Dependent variable: Death anxiety

Table 6 shows the effects of life satisfaction on death anxiety. As can be seen from the table, it was found that life satisfaction explained 4.5% of the variation related with death anxiety. Death anxiety of students was found to decrease as their satisfaction with life increased.

DISCUSSION AND CONCLUSION

In the present study, mean age of the students was found as 22.26 years in male students and as 22.03 years in female students. While no statistical difference was found between participants' ages ($p>0.05$), statistically significant difference was found between participants' height and weight in terms of gender ($p<0.001$).

Significant differences in satisfaction with life have been reported in some studies in terms of gender (Aydiner, 2011; Eryılmaz, 2012; Kaya et al., 2015; Güney et al., 2021b), while other studies have reported that life satisfaction does not differ significantly in terms of gender (Avşaroğlu et al., 2005; Cömert et al., 2016; Demir, 2019; Gündoğar et al., 2007; Hanbay et al., 2017; Özkara et al., 2015; Özgür et al., 2010; Şener and İmamoğlu, 2020). A large number of studies have reported that women have higher life satisfaction than men (Çam and Artar, 2014; Dost, 2007; Kaplan and Erdem, 2022; Küçükler, 2016; Reçepoğlu, 2013). There are also studies which have found that men have higher life satisfaction than men (Moksnes and Espnes, 2013; Özdaş, 2017). In a study conducted by Sekban and İmamoğlu (2021) during the Covid-19 pandemic, life satisfaction was found to differ in terms of gender. An inconsistency can be seen in the comparison of life satisfaction by gender in studies conducted. It can be thought that different results found in studies can be due to different demographic characteristics of the sample group such as personal, social and cultural variables or differences in the scales used. In the present study, gender was found to cause statistically significant difference between satisfaction with life scores ($p<0.05$). It was found that female students had lower life satisfaction scores than male students. In other words, male students had higher life satisfaction than female students.

In a large number of studies, death anxiety, thinking and experiencing death were found to be higher in women when compared with men. In general, women have higher death anxiety than men (Abdel-Khalek, 2005; Depaola et al., 2003; Madnawat and Kachhawa, 2007; Pierce et al., 2007). Acar et al. (2020) also found that female participants had higher anxiety levels (Acar et al., 2020). In their study, Kavaklı et al., (2020) found perceived Coronavirus threat and death anxiety levels of women were higher than those of men. In a study by Hululular

(2019), thinking and witnessing factor mean scores were found to be higher in women. In their study, Erdoğan and Özkan (2007) found there were no differences between women and men in terms of death anxiety. Şener and İmamoğlu (2020) found ambiguity of death, thinking and witnessing death and pain factors and death anxiety scores were significantly higher in women when compared with men. Aslan and İmamoğlu (2020) found death anxiety scores to be significantly different in men and women. In their study, Güney et al.(2021a) found significantly higher ambiguity of death, thinking and witnessing death and pain factors and death anxiety scores in women when compared with men. Aslan and İmamoğlu (2020) found death anxiety scores to be significantly different between men and women during the Covid-19 period. In the present study, male and female university students were found to have statistically significantly different death anxiety scores ($p<0.05$). Female students seem to have higher death anxiety when compared with male students. The main reason why death anxiety and fear are observed more in women is considered to be the fact that women can express their fears, emotions and anxiety more frequently and more easily (Kasar et al., 2016; Tanhan, 2013).

Turhan (2021) found that only 15% of the participants stated that they were not anxious about losing their lives during the Covid-19 period, while the remaining 85% experienced death anxiety. Some of the studies conducted during the Covid-19 period found that students' satisfaction with life scores differed in terms of their states of perceiving their immunity during the pandemic process (Güney et al.,2021b; Sekban and İmamoğlu,2021; Şener and İmamoğlu, 2020). On the other hand, Aslan and İmamoğlu (2020) found that during the pandemic, students' sleep pattern and perception levels of their immunity were not effective on death anxiety. Life satisfaction was found to change according to sleep patterns in Sekban and İmamoğlu (2021)'s study. The students who perceived their immunity to be weak had significantly lower satisfaction with life scores in the present study when compared with those who perceived their immunity as strong and partially strong ($p<0.001$). Güney et al. (2021a) reported a statistically significant difference in death anxiety total score in terms of the perception of immunity. Aslan and İmamoğlu (2020) stated in their study that death anxiety in university students varied in terms of gender. Şener and İmamoğlu (2020) found in their study that death anxiety score increased during the epidemic and was higher in those who perceived their immunity as weak, although it was not statistically significant. Death anxiety scores were found to differ statistically significantly in the present study ($p<0.001$). The participants who perceived their immunity as strong were found to have the lowest death anxiety. While they were followed by those who perceived their immunity as partially strong, those who perceived their immunity as weak had the worst score. Death anxiety of students increase as their perceptions of immunity decrease. Individuals with chronic diseases had higher coronavirus fear levels in Bakioğlu et al. (2020)'s study. In the aforementioned study, students who perceived their immunity as high were found to have the lowest death anxiety scores.

According to Güney et al. (2021a)'s study, a good sleep pattern and high perceptions of immunity decrease death anxiety. In their study, Şener and İmamoğlu (2020) found that life satisfaction scores changed in terms of sleep pattern and sleep duration. In the present study, students who reported no changes in their sleep states had significantly higher life satisfaction scores than those who reported having more sleep and those who reported

having less sleep ($p<0.001$). Students who took 7-9 hours of sleep were found to have statistically higher life satisfaction than students who slept 6 hours and less and those who slept 10 hours and more ($p<0.001$). A good sleep pattern and getting 7-9 hours of sleep can be said to have a positive effect on satisfaction with life.

Şener and İmamoğlu (2020) reported no significant difference in death anxiety scores in terms of sleep pattern. In the present study, death anxiety scores of the students who stated that they got less sleep were higher than those of the students who did not report changes in their sleep pattern and those who stated that they got more sleep ($p<0.001$). Death anxiety scores of the students who got ≤ 6 hours of sleep were statistically significantly higher when compared with students who slept 7-9 hours and >10 hours ($p<0.001$). It can be thought that in addition to many factors, death anxiety had an effect on students' getting less sleep. It can be said that a good sleep pattern and high perceptions of immunity have a positive effect on death anxiety.

Regression analysis conducted showed a significant regression model between life satisfaction and death anxiety ($F(1, 647)= 30.274, p= 0.000$). It was found that life satisfaction explained 4.5% of the variation related with death anxiety ($R^2= 0.045$). According to the regression model found, one unit of increase in life satisfaction will cause 0.740 unit of decrease in death anxiety. The estimated regression equation calculated in the study is expressed as $\text{Death anxiety} = 43.062 - 0.740 * \text{life satisfaction}$.

As a conclusion, satisfaction with life and death anxiety were found to differ in university students according to gender, perception of immunity and sleep status of students during the coronavirus process. As students have higher confidence in their immunity, better sleep patterns and sleep duration, their life satisfaction increases and their death anxiety decreases.

RECOMMENDATIONS

As a result of the present study, death anxiety of students was found to decrease as their satisfaction with life increased. It is recommended to increase university students' satisfaction with life to reduce death anxiety. It is also recommended to increase students' belief that their immunity is strong in addition to sleeping regularly for 7-9 hours a day to increase students' satisfaction with life.

Ethical Considerations

Journal writing rules, publication principles, research and publication ethics rules, journal ethics rules were followed in the present study. Responsibility for any violations that may arise regarding the article belongs to the author. 2022-493 numbered ethics committee approval was obtained from the ethics committee of Ondokuz Mayıs University.

Conflict of Interest: The author declares no conflict of interest regarding the study.

Contribution of authors: The author contributed to 100% of the study.

References

- Abdel-Khalek, A. M. (2005). Death anxiety in clinical and non-clinical groups. *Death Studies*, 29, 251–259. <https://doi.org/10.1080/07481180590916371>
- Acar K., Mor A., Baynaz K., and Arslanoğlu E. (2020). An investigation on anxiety states of students in faculty of sport sciences during COVID-19. *International Journal of Disabilities Sports & Health Science*, 3(1):66-73 <https://doi.org/10.33438/ijdshs.736875>
- Appleton, S. and Song, L. (2008). Life satisfaction in urban China: components and determinants. *World Development*, (36), 11.
- Aslan H., İmamoğlu O. (2020). Death Anxiety in University Students during the Corona Virus Outbreak Process, 3. International Conference on Sports for All and Wellness, Full Text Book, 177-185, ISBN: 978-625-400-779-8
- Avşaroğlu, S., Deniz, E. M. ve Kahraman, A. (2005). Teknik öğretmenlerde yaşam doyumunu iş doyumunu ve mesleki tükenmişlik düzeylerinin incelenmesi, *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14, 115-129.
- Aydiner, B. B. (2011). *Üniversite öğrencilerinin yaşam amaçlarının alt boyutlarının genel öz-yeterlik yaşam doyumunu ve çeşitli değişkenlere göre incelenmesi* (Yüksek lisans tezi). Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü, Sakarya.
- Bakioğlu, F., Korkmaz, O. & Ercan, H. (2020). Fear of COVID-19 and Positivity: Mediating Role of Intolerance of Uncertainty, Depression, Anxiety, and Stress. *Int J Ment Health Addiction*, 1-14.
- Bao, Y., Sun, Y., Meng, S., Shi, J., Lu, L. (2020). 2019-nCoV epidemic: address mental health care to empower society. *Lancet* 22(395), e37–e38.
- Cicirelli, V. G. (2006). Fear of death in older adults: predictions from terror management.
- Cömert, I.T., Özyeşil, Z.A. and Özgülük, S.B. (2016). Satisfaction with Life, Meaning in Life, Sad Childhood Experiences, and Psychological Symptoms Among Turkish Students. *Psychological Reports*, 118(1): 236-250.
- Çam, Z., & Artar, M. (2014). Ergenlikte yaşam doyumunu okul türleri bağlamında bir inceleme. *Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 2, 23-46.
- Çırak, M. (2021). Üniversite öğrencilerinde nomofobi: dijital bağıllık, sosyal bağıllık ve yaşam doyumunun rolü. Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Yayınlanmış yüksek lisans tezi, Ankara.
- Dağlı A., Baysal N. (2016). Adaptation of The Satisfaction with Life Scale into Turkish: The Study of Validity and Reliability, *Electronic Journal of Social Sciences*, 15(59): 1250-1262
- Demir M. (2019). Lise Öğrencilerinin Problem Çözme Becerileri, Algılanan Stres ve Yaşam Doyumu Düzeyleri Arasındaki İlişkinin İncelenmesi, İstanbul Sabahattin Zaim Üniversitesi Sosyal Bilimler Enstitüsü Eğitim Bilimleri Anabilim Dalı Rehberlik ve Psikolojik Danışmanlık Bilim Dalı Yüksek Lisans tezi, İstanbul
- Demirel, S., Canat, S. (2001). Ankara'daki beş eğitim kurumunda kendini yaralama davranışı üzerine bir çalışma; *Kriz Dergisi*. 12. Baskı, Sayı:3. 1–9.
- Depaola, S. J., Griffin, M., Young, J. R. and Neimeyer, R. (2003). Death anxiety toward the elderly among older adults: the role of gender and ethnicity. *Death Studies*, 27, 335-354.
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95, 542–575.

- Diener, E., Emmons, R. A., Larsen, R. J. and Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49 (1), 71-75.
- Diener, E. and Suh, E. (1997). Measuring quality of life: Economic, social, and subjective indicators. *Social Indicators Research*, 40, 189-216.
- Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American Psychologist*, 55 (1), 34-43.
- Diener, E., Gohm, C., Suh, E., and Oishi, S. (2000). Similarity of the relations between marital status and subjective well-being across cultures. *Journal of Cross-Cultural Psychology*, 31, 419-436.
- Diener, M. L., and Diener McGavran, M.B. (2008). What makes people happy? A developmental approach to the literature on family relationships and well-being. In R. Larson and M. Eid (Eds.), *The science of subjective well-being* (pp. 347-375). New York
- Dost, M. T. (2007). Üniversite öğrencilerinin yaşam doyumunun bazı değişkenlere göre incelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 2, 132-143.
- Erdoğan, M. Y., Özkan, M. (2007). Farklı dini inanışlardaki bireylerin ölüm kaygıları ile ruhsal belirtiler ve sosyo-demografik değişkenler arasındaki ilişkiler. *İnönü Üniversitesi Tıp Fakültesi Dergisi*, 14 (3), 171-179.
- Eryılmaz, S. (2012). Üniversite öğrencilerinde psikolojik sağlamlığı yordamada, yaşam doyumunu, benlik saygısı, iyimserlik ve kontrol odağının incelenmesi. (Yüksek Lisans Tezi). Muğla Üniversitesi, Muğla.
- Güney G, Uzun M, İmamoğlu O. (2021a). Investigation of Death Anxiety of Young People in the Coronavirus Process, 1 Millet, 6 Devlet, Ortak Medya (Türkçe Konuşan Ülkelerin Medya Platformu) Uluslararası Sosyal Ve Beşeri Bilimler Kongresi (Editor: Aytekin Zeynalova), Bakü, Azerbaycan, 400-408
- Güney G., Uzun M., İmamoğlu O. (2021b). Investigation of the life satisfaction levels of young people in the corona virus process, Karabagh International Congress of Modern Studies in Social and Human Sciences Full Text Book-I, (Editor: Ramazan Gafarlı), Karabagh, Azerbaijan, 295-301
- Göka, E. (2009). Ölme: Ölümün ve Geride Kalanların Psikolojisi. İstanbul: Timaş Yayınları.
- Gündoğar, D., Gül, S.S., Uskun, E., Demirci, S. & Keçeci, D. (2007). Üniversite öğrencilerinde yaşam doyumunu yordayan etkenlerin incelenmesi. *Klinik Psikiyatri*, 10(1): 14-27.
- Halıcı-Kurtalan, M. ve Karırmak, Ö. (2016). Ölüm kaygısı, tinsellik, dindarlık eğilimi ve varoluş kaygısı arasındaki ilişkilerin incelenmesi. *Spiritual Psychology and Counselling*, 1, 163-187.
- Hamouche S. (2020). COVID-19 and employees' mental health: stressors, moderators and agenda for organizational actions [version 1; peer review: awaiting peer review] *Emerald Open Research*, 2:15 <https://doi.org/10.35241/emeraldopenres.13550.1>
- Hanbay E., Keskin B., Kahriman M. (2017). Research of The Life Satisfaction of Individuals who Exercise Regularly, *The Journal of International Social Research*, 10(51):1305-1312.
- Hululular G. (2019). Orta yaşlı bireylerde yaşam doyumunu etkileyen umutsuzluk depresyon ve ölüm kaygısının incelenmesi, Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsü Klinik Psikoloji Anabilim Dalı, Lefkoşa
- Kaba, İ., Erol, M. ve Güç, K. (2018). Yetişkin yaşam doyumunu ölçeğinin geliştirilmesi, *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 18(1), 1-14.
- Kaplan İ., Erdem A. (2022). Examining the relationship between life satisfaction and romantic relationship satisfaction: A Generation Z Study, *Journal of Social Research and Behavioural Sciences*, 8(15); 77-96. <https://doi.org/10.52096/jsrbs.8.15.6>

- Kasar, S. K., Karaman, E., Sahin, S. D., Yıldırım, Y., Aykar, S. F. (2016). Yaşlı bireylerin yaşadıkları ölüm kaygısı ile yaşam kalitesi arasındaki ilişki, Gümüşhane üniversitesi sağlık bilimleri dergisi. 5,2, 48-55.
- Kavaklı M, Ak M, Uğuz F, Türkmen OO.(2020). The mediating role of self-compassion in the relationship between perceived COVID-19 threat and death anxiety, Turkish J Clinical Psychiatry 2020;23 (Supp 1):15-23
- Kaya, C., Tansey, T.N., Melekoğlu, M. and Çakıroğlu, O. (2015). Stress and Life Satisfaction of Turkish College Students. College Student Journal, 49(2): 257- 261.
- Küçükler, D. (2016). Affetme, affetmeme, bilişsel esneklik, duygu düzenleme ve yaşam doyumu arasındaki ilişkilerin incelenmesi. Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü Yayınlanmış Yüksek Lisans Tezi.
- Lehto, R. H., & Stein, K. F. (2009). Death anxiety: An analysis of evolving concept. Research and Theory for Nursing Practice: An International Journal, 23(1), 23-41.
- Lonetto R, Templer DI. (1986). Death Anxiety. 1st ed. New York, NY, USA: Hemisphere Publishing Corporation.
- Macintyre CR. (2020). On a knife's edge of a COVID-19 pandemic: is containment still possible? Public Health Res Pract. 30.
- Madnawat, A.V. S. and Kachhawa, P. S. (2007). Department of Psychology, University of Rajasthan, Jaipur, India Age, Gender, And Living Circumstances: Discriminating Older Adults On Death Anxiety. Death Studies, 31, 763-769.
- Magallares, A., Jauregui-Lobera, I., Gamiz-Jimenez, N., & Santed, M.A. (2014). Subjective well-being in a sample of women with eating disorders. Psychol Rec., 64(4), 769-776. doi.org /10.1007/s40732-014-0043-x.
- Moksnes, U. K. ve Espnes, G. A. (2013). Self-esteem and life satisfaction in adolescents— gender and age as potential moderators. Quality Life Research, 22, 2921–2928 https://doi.org/10.1007/s11136-013-0427-4.
- Myers, D.G. and Diener, E. (1995). Who is happy? Psychological Science, (6), 1:10-16.
- Özdaş, İ. (2017). Yetişkinlerde ait olma ihtiyacı, psikolojik dayanıklılık ve yaşam doyumu arasındaki ilişkinin incelenmesi. Beykent Üniversitesi Sosyal Bilimler Enstitüsü Yayınlanmış Yüksek Lisans Tezi, İstanbul.
- Özdevecioğlu, M. ve Aktaş, A. (2007). Kariyer bağlılığı, mesleki bağlılık ve örgütsel bağlılığın yaşam tatmini üzerindeki etkisi: İş-Aile Çatışmasının Rolü, Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, Sayı:28, Ss.1-20.
- Özgür, G., Babacan, A., & Durdu, B. (2010). Evde ve yurttan kalan üniversite öğrencilerinde yaşam doyumu, Psikiyatri Hemşireliği Dergisi, 1, 25-32.
- Özkara A.B., Kalkavan A., Çavdar S. (2015). Examination of the Life Satisfaction Levels of Students Receiving Education in Sports Sciences, International Journal of Science Culture and Sport (IntJSCS), Special Issue 3:336-346
- Pierce Jr JD, Cohen AB, Chambers JA, Meade RM. (2007). Gender differences in death anxiety and religious orientation among US high school and college students. Ment Health Relig Cult, 10(2), 143-150. https://doi.org/ 10.1080/13694670500440650
- Recepoglu, E. (2013). Öğretmen adaylarının yaşam doyumları ile öğretmenlik mesleğine ilişkin tutumları arasındaki ilişkinin incelenmesi. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 1, 311-326.
- Sarıkaya Y. (2013). Ölüm kaygısı ölçeği geliştirilmesi: Geçerlik ve güvenilirlik çalışması, Gaziosmanpaşa Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Ana Bilim Dalı Rehberlik ve Psikolojik Danışmanlık Bilim Dalı Yüksek Lisans Tezi, Tokat

- Sarıkaya Y., Baloğlu M. (2016). The development and psychometric properties of the Turkish death anxiety scale (TDAS). *Death Stud*, 40:419-431. <https://doi.org/10.1080/07481187.2016.1158752>
- Sekban G., İmamoğlu O. (2021). Life satisfaction and psychological well-being of university educated students during the covid-19 pandemic, *Apuntes Universitarios*, 11(4), 384-398, <https://doi.org/10.17162/au.v11i4.819>
- Shigemura J, Ursano RJ, Morganstein JC, et al. (2020). Public responses to the novel 2019 coronavirus (2019-nCoV) in Japan: mental health consequences and target populations. *Psychiatry Clin Neurosci*. 74(4): 281–282.
- Solomon, S., Greenberg, J. and Pyszczynski, T. (2000). Pride and prejudice: Fear of Death and social behaviour. *Current Directions in Psychological Science*, 9, 200-204.
- Şener O.A., İmamoğlu O. (2020). Investigation of university students' life satisfaction levels during corona virus outbreak process, 3. International Conference on Sports for All and Wellness, Full Text Book, 195-204, ISBN: 978-625-400-779-8
- Tanhan, F. (2013). Ölüm eğitiminin üniversite öğrencilerinde ölüm kaygısı ve psikolojik iyi olmaya etkisi. *Journal of education faculty*, 1(10), 184-200.
- Turhan E.H. (2021). Death Anxiety And Coronavirus on the Axis of Death Sociology, *HABITUS Journal of Sociology*, (2), 85-101.
- Türkmen, O. (2019). Üniversite öğrencilerinin ölüm kaygısı ile algılanan stres düzeyi arasındaki ilişkide bilinçli farkındalığın aracı rolü. (Yayımlanmış yüksek lisans tezi). Kırıkkale Üniversitesi/Sosyal Bilimler Enstitüsü, Kırıkkale.
- Yılmaz, E. ve Aslan, H. (2013). Öğretmenlerin iş yerindeki yalnızlıkları ve yaşam doyumları arasındaki ilişkinin incelenmesi, *Eğitim ve Öğretim Dergisi*, (3), 3:59-69.

GENİŞLETİLMİŞ ÖZET

Çalışmanın Amacı: Bu çalışmanın amacı korona virüs salgını sürecinde öğrencilerin yaşam doyumlarının, ölüm kaygılarının ve yaşam doyumunun ölüm kaygısı üzerine etkisinin belirlenmesidir.

Araştırmanın Soruları: Korona virüs salgını sürecinde öğrencilerin yaşam doyumunun ölüm kaygısı üzerine etkileri var mıdır? Öğrencilerin yaşam doyumunu azaldıkça ölüm kaygıları azalır mı?

Literatür Araştırması: Ulusal ve uluslararası literatür incelendiğinde, yaşam doyumunu ve ölüm kaygısını inceleyen yerli ve yabancı bir çok çalışmanın olduğu görülmektedir. Yaşam doyumunu, bilişsel/yargısal bir sürece işaret eder ve fertlerin kendi seçtikleri ölçütlere göre yaşam kalitelerinin genel değerlendirmesi olarak tanımlanır (Diener ve ark., 1985; Diener ve Suh, 1997). Ölüm kaygısı, her insanda mevcudiyetini derinden hissettiren, yaşanan tüm korkuların temeli olarak görülür. Kişiler artık var olmayacaklarının, dünyayı ve kendilerini kaybedebilecekleri ve 'hiç' olabileceklerinin farkındalığına varırlar. İşte ölüm kaygısı tüm bu süreçlerden sonra ortaya çıkan bir olgudur (Göka, 2009). Korona virüs 19 gibi yaygın bulaşıcı hastalık salgınları, psikolojik sıkıntı ve akıl hastalığı semptomları ile ilişkilidir (Bao ve ark., 2020). Yaşamın bütünü kapsayan yaşam doyumunu, kişinin nasıl bir ruh sağlığı içerisinde olduğunu gösteren önemli bir göstergedir. Ölüm kaygısı ise toplumun zihinsel sağlığı açısından çok önemli bir

durumdur ve çözümlenmediği zaman sorun halini alabilmektedir (Hululular,2019). Korona virüs gibi bir salgında ölümün oldukça yaygın olduğu gerçeği göz önüne alındığında, Korona virüs 19'un bireylerin ölüm kaygısı düzeylerini artırması muhtemeldir. Korona virüs 19 salgını süreci binlerce kişinin ölümüne neden olmuş ve olmaya devam etmektedir. Bu ölümler, bireylerde ölüm kaygısını ortaya çıkarabilmekte ya da mevcut kaygıyı daha da şiddetlendirebilmektedir (Turhan,2021). Üniversite öğrencilerinde korona virüs sürecinde yaşam doyumu ve ölüm kaygısı durumları da merak edilen ve çokça araştırılan bir konu olmuştur.

Yöntem: Katılımcılar üniversite öğrenimi gören gençlerden oluşmuştur. Toplam 649 üniversite öğrencisinin doldurmuş olduğu yaşam doyumu ve ölüm kaygısı ölçekleri değerlendirilmiştir. İstatistiksel işlemlerde SPSS 25,00 paket programı kullanılmıştır. Verilerin normal dağılıp dağılmadığını test etmek için Kolmogorov-Smirnov testi yapılmış ve verilerin normal dağılım gösterdiği tespit edilmiştir. İstatistiksel işlemlerde bağımsız t-testi, tekyönlü varyans analizi ve LSD testleri kullanılmıştır. Çalışmanın yürütülmesi için Ondokuz Mayıs Üniversitesi Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etiği Kurulundan izin alınmıştır.

Sonuç ve Değerlendirme: Çalışmada elde edilen sonuçlar incelendiğinde, cinsiyete göre yaşam doyumu puanları arasındaki farkın istatistiksel olarak anlamlı olduğu bulunmuştur. Kadın öğrencilerin yaşam doyum puanları erkek öğrencilerden daha düşüktür. Çalışmada ölüm kaygısı puanlarında erkek ve kadın üniversite öğrencileri arasında istatistiksel anlamda bir farklılık bulunmuştur. Bu sonuçlara göre, kadın öğrenciler ölüm kaygılarını erkek öğrencilerden daha fazla hissettirmektedirler. Bağışıklığını zayıf olarak algılayan öğrencilerin yaşam doyum puanları bağışıklığını güçlü ve kısmen güçlü olarak algılayanlara göre anlamlı şekilde daha düşük bulunmuştur. Yine ölüm kaygısı puanları arasında istatistiksel olarak anlamlı farklılık bulunmuştur. Ölüm kaygısı en az bağışıklığını güçlü olarak algılayan öğrencilerde bulunmuştur. Uyku durumunda değişiklik olmadığını belirtenlerin yaşam doyum puanlarının daha fazla ve daha az uyuyanlardan anlamlı şekilde daha iyi olduğu tespit edilmiştir. Yine 7-9 saat arasında uyuyan öğrencilerin 6 saat ve daha az uyuyanlardan ve 10 saat ve üzeri uyuyanlardan yaşam doyum puanları istatistiksel anlamda daha yüksektir. Regresyon analizine göre yaşam doyumu ölüm kaygısına ait varyasyonun %4,5'ini açıklamaktadır. Üniversite öğrencilerinde korona virüs sürecinde yaşam doyumu ve ölüm kaygısının cinsiyete, öğrencilerin bağışıklıklarını algılama ve uyku durumlarına göre değiştiği tespit edilmiştir. Öğrencilerin bağışıklıklarına güvenme, uyku düzeni ve süresi iyi oldukça yaşam doyumları artmakta ve ölüm kaygıları azalmaktadır. Yine öğrencilerin yaşam doyumları arttıkça ölüm kaygılarının azaldığı tespit edilmiştir. Üniversite öğrencilerinde ölüm kaygısına azaltmak için yaşam doyumlarının artırılması önerilir. Öğrencilerin yaşam doyumlarını artırmak içinde 7-9 saat süreli ve düzenli uyku uyuma yanında bağışıklıklarının güçlü olduğuna inanmalarının artırılması önerilir.