



Examination of the Correlation Between Physical Education Teachers' Levels of Happiness and Psychological Well-being (Diyarbakır Province)

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Abstract

In this study, it is aimed to determine the relationship between these two variables by examining the happiness and psychological well-being levels of physical education teachers in terms of different variables. The sample group of this research consisted of a total of 252 physical education teachers, 124 female and 128 male, working in schools affiliated to the Ministry of National Education in Diyarbakır. Oxford Happiness Scale and Psychological Well-being Scale were used as data collection tools. According to the findings taken in the study, it was seen that the happiness and psychological well-being levels of physical education teachers were above the average. It was observed that the happiness and psychological well-being levels of physical education teachers did not differ according to gender, but differed according to age. In the comparison between physical education teachers' sports, exercise or physical activity status and happiness and psychological well-being, it was seen that there was a significant difference in favor of those who did sports, exercise or physical activity. While it was determined that there was a significant difference in favor of those participating in social activity in the psychological well-being levels of physical education teachers participating in social activities, it was seen that there was no difference between the happiness levels of physical education teachers and their participation in social activities. It was determined that there was a significant difference between the happiness and psychological well-being levels of physical education teachers and their self-identification in daily life in favor of the teachers who stated that they were peaceful and calm. As a result, it has been determined that there is a moderate and positive relevancy between teachers' happiness levels and psychological well-being levels.

Keywords: Happiness, Psychological Well-Being, Physical Education Teacher

INTRODUCTION

Many subjects that are significant in human life have been researched in psychology for many years. Psychological well-being has also been one of these issues. People can experience some hardships in their lives and that is important that they struggle against these hardships (28).

Even though it may seem so easy to explain the perception of happiness in the daily course of life, it is actually both very difficult to explain and exceedingly deep. Although words like excitement, joy, contentment and peace are generally perceived as defining happiness, they are not sufficient to fully explain happiness (22).

The person often experienced positive emotional states such as hope, joy, cheer, confidence; Having less experience of negative emotions such as sadness, hopelessness, fear, anxiety, hatred, and anger and being satisfied in life environments such as health, marriage or working environment are considered as outputs of happiness (12).

If a happy person in the team feels good, it affects both the team and himself. This increases efficiency. An athlete who has a higher happiness level will also rise his motivation level and achieve success even easier. A person's realization of happiness in the brain also reveals mental strength, and thus it becomes easier for the athlete to achieve success (28).

Scientists who go on their activities in the field of social sciences, which deal with individual and situational characteristics with different models, have tried to understand the well-being process. More than one expression or word that corresponds to the state of well-being in people are used. The perception of wellness, which is used to express people's health, includes expressions such as individual wellness, psychological well-being, positive or negative mood, life satisfaction, quality of life, which do not meet each other in meaning, but are related to each other. Because all of these statements are related to the conditions that affect the well-being of individuals (13).

Kıran (18) defined individuals with higher psychological well-being as those who struggle to ensure their own individual development and can continue their lives in line with their life goals. Ryff (23) explained wellness as the effort that a person makes to improve himself; therefore, while researching the concept of psychological well-being, he benefited from the studies of humanist existentialists and theorists working on the self. Therefore, the concept of psychological well-being; He expressed it in six dimensions: positive relations with other individuals, life goal, environmental dominance, self-acceptance, autonomy and personal development, and stated that it is expected that individuals with positive dimensions from these dimensions have higher levels of satisfaction with life and psychological wellness.

The psychological well-being of individuals is directly related to their psychological endurance. If individuals have a psychological endurance that can resist some sources of stress and reduce the effects of negative situations they encounter, their psychological well-being can increase in parallel with their endurance (20).

Taking part in sports, which is one of the techniques to overcome health problems caused by the tension and sedentary lifestyle created by the changing and developing social life, is gaining importance day by day. People may turn to sports for various reasons such as struggling with health problems, the need for socialization, etc. (4).

The problems caused by irregular and insufficient level of sports have led to the taking of necessary measures in most of the countries. In many countries, studies are carried out to increase the level of citizens doing sports and to protect public health (19). Since it is known that regular sports play an active role in preventing various ailments in every age group, countries develop policies accordingly. However, the sedentary lifestyle habits brought by technological innovation also affect the sports habits of individuals. In order to minimize the negative effects of technological developments on sports habits, countries or various institutions encourage individuals to engage in sports through different applications (2).

We can say that educators specializing in physical education and sports within educational institutions fulfill the most important duty to help sports become widespread in our country and to direct every student to sports. The fact that educators specializing in physical education and sports transfer their knowledge to

their pupils in a healthy way enables them to achieve professional success. In this respect, it is important for the teacher to be mentally healthy. It directly influences effective communication with students and academic advancement. Teachers with a positive attitude towards life are expected to do what is necessary for their students to gain course goals, and teachers with a positive opposing perspective are expected not to give up in the face of the difficulties they encounter in the lesson and to show the tendency to do their best in accordance with the needs of the age in order to help students to get the objectives of the lesson (14). Since the number of studies on the happiness and psychological well-being levels of educators specializing in physical education and sports is less, in this study, it was aimed to contribute to the literature by examining the correlation between the happiness and mental well-being levels of physical education and sports teachers.

MATERIAL AND METHOD

In this descriptive research, the correlational survey model was employed because it aims to explain the correlation between the mental well-being and happiness levels of physical education and sports teachers.

Population and Sample of the Research

Educators specializing in physical education and sports working in schools affiliated to MEB in Diyarbakır city constitute the population of the research. 252 educators who accepted to take part in the research voluntarily constitute the sample of the survey.

Data Collection Tools

In the information collection form of the research, "Personal Data Form" is used to measure the demographic characteristics of physical education teachers, "Oxford Happiness Scale" to measure their happiness levels, and "Psychological Well-being Scale" to measure their psychological wellness levels. The scales were administered to volunteer participants using the online questionnaire method.

Personal Data Form

It was employed by the researcher to measure the demographic qualities of educators specializing in physical education and sports through variables such as gender, age, sports/exercise/physical activity status, participation in social activities and self-identification status in daily life.

Oxford Happiness Scale

The happiness levels of individuals were gauged using the scale formulated by Hills and Argyle (16), which was subsequently adapted into Turkish by Doğan and Çötök (10). This single-dimensional scale comprises 7 items, with the 7th and 1st items functioning in a reversed manner. Respondents evaluate these items on a 5-point Likert-type scale, ranging from "Totally Agree" to "Totally Disagree." The scores taken from the scale indicate the degree of happiness, with higher scores showing greater happiness levels and lower scores indicating lesser happiness. The scale give satisfactory reliability, with a Cronbach's alpha coefficient of .74. In our study, the Cronbach's Alpha coefficient for the scale was found to be .71.

Psychological Well-being Scale

To assess psychological well-being, the Turkish version of the "Psychological Well-Being" scale was employed, as established by previous research (9, 27). This scale, encompassing 8 items, employs a 7-point Likert-type scale (ranging from 1 for "totally disagree" to 7 for "totally agree"). Higher scores on the scale are indicative of elevated levels of psychological well-being, whereas lower scores suggest a lower level of mental well-being. The Cronbach alpha internal consistency coefficient value was determined to be .80 for the Turkish form. The Cronbach Alpha internal consistency coefficient of the scale in our research was determined to be .89.

Statistical Analysis

The data acquired from the study were subjected to analyze in the SPSS.22 package program. Throughout the data analysis phase, various statistical methods were employed. Descriptive statistics were utilized to summarize the data, while the independent samples t-test was applied to make pairwise comparisons between groups. For the examination of differences among multiple groups, a one-way analysis of variance (ANOVA)

was conducted. To investigate the association between happiness and psychological well-being, the Pearson correlation test was employed. The significance level of .05 was considered in the interpretation of the results.

RESULTS

The statistical results showing the demographic information of the educators specializing in physical education and sports taking part in the research and the relationship between the applied scales and each other are given in the tables below.

Table 1: Results Regarding Demographic Information of Physical Education Teachers

Variables	Groups	n	%
Age	25 year and below	68	27,0
	26-30 years	100	39,7
	31-35 years	56	22,2
	36 year and +	28	11,1
	Total	252	100
Gender	Female	124	49,2
	Male	128	50,8
	Total	252	100
Regularly Attending Social Activities Except Exercise	Yes	156	61,9
	No	96	38,1
	Total	252	100
How Do You Describe Yourself In Daily Life?	Calm	100	39,7
	Peaceful	32	12,7
	Stressful	84	33,3
	Agressive	36	14,3
	Total	252	100

When the data on the ages of the teachers participating in the research are examined, 27% of them are 25 years old and below, 39.7% are in the 26-30 age range, 22.2% are in the 31-35 age range and 11.1% are 36 years old and above, 252 physical education teachers are seen. When the variable of gender of the educators specializing in physical education and sports in the study is examined, 49.2% of them are women and 50.2% of them are men. While 61.9% of the educators taking part in the survey regularly participate in social activities other than exercise, 38.1% do not participate regularly. 39.7% of the educators specializing in physical education and sports taking in the survey describe themselves as calm in daily life, 12.7% as peaceful, 33.3% as stressful and 14.3% as aggressive. In this case, it can be said that while some of the physical education teachers lead a comfortable life, an important part of them is stressful and aggressive.

Table 2: ANOVA Test Results of Physical Education Teachers' Happiness and Psychological Well-Being Levels by Age Variable

	Ages	n	\bar{X}	ss	f	p	scheffe
Happiness	25 year ve below (1)	68	20,71	4,97	7,39	0,00**	1-2
	26-30 years (2)	100	22,6	3,46			1-3
	31-35 years (3)	56	23,29	3,75			1-4
	36 year and + (4)	28	24,29	2,87			
Psychological Well-being	25 year and below (1)	68	35,82	11,04	11,74	0,00**	1-2
	26-30 year (2)	100	40,68	9,15			1-3
	31-35 years (3)	56	43,79	5,41			1-4
	36 year and + (4)	28	44,71	2,65			

* $p < 0,05$ significance level

** $p < 0,01$ significance level

In the statistical analysis, a statistically significant difference was determined in the happiness and psychological well-being levels of educators specializing in physical education and sports according to the variable of age ($p < 0.05$). As a result of the analyzes analyzed to understand between which age groups this significant difference is located, it was determined that it has been a statistically significant difference between

educators specializing in physical education and sports aged 25 and under and all other age groups, to the detriment of teachers aged 25 and under.

Table 3: T-Test Results of Educators' Specializing in Physical Education and Sports Happiness and Psychological Well-Being Levels by Gender Variable

Scale	Gender	n	\bar{X}	ss	t	df	p
Oxford Happiness Scale	Female	124	22,16	4,43	-1,02	250	0,31
	Male	128	22,69	3,71			
Scale of Psychological Wellness	Female	124	40,39	9,70	-0,21	250	0,84
	Male	128	40,63	8,54			

In the statistical analysis, no statistically significant difference was determined in the happiness and psychological well-being levels of educators specializing in physical education and sports in respect to variable of gender ($p > 0.05$).

Table 4: T-Test Results of Educators' Specializing in Physical Education and Sports Happiness and Psychological Well-Being Levels According to the Variable "Regularly Attending Social Activities Except Exercise"

Scale	Regularly Attending Social Activities Except Exercise	n	\bar{X}	ss	t	df	p
Oxford Happiness Scale	Yes	156	22,77	4,07	1,70	250	0,93
	No	96	21,88	4,06			
Scale of Psychological Wellness	Yes	156	41	8,67	1,09	250	0,04*
	No	96	39,71	9,78			

* $p < 0,05$ significance level

In the statistical analysis, no statistically significant difference was determined in the happiness levels of educators specializing in physical education and sports in terms of the variable "Regularly Attending Social Activities Except Exercise" ($p > 0.05$). On the other hand, a statistically significant difference was determined in favor of those who regularly participate in social activities other than exercise in the psychological well-being levels of physical education teachers ($p < 0.05$).

Table 5: ANOVA Test Results of Educators' Specializing in Physical Education Happiness and Psychological Well-Being Levels According to the Variable of "Identification of Self in Daily Life"

Scale	How Do You Describe Yourself In Daily Life?	n	\bar{X}	ss	f	p	scheffe
Oxford Happiness Scale	Calm (1)	100	24,4	3,58	23,87	0,00**	1-3
	Peaceful (2)	32	32,63	3,7			1-4
	Stressful (3)	84	20,1	3,04			2-3
	Agressive (4)	36	21,33	4,71			
Scale of Psychological Wellness	Calm (1)	100	45,6	6	24,92	0,00**	1-2
	Peaceful (2)	32	40,75	8,62			1-3
	Stressful (3)	84	36,33	8,38			1-4
	Agressive (4)	36	35,89	11,09			

* $p < 0,05$ significance level

** $p < 0,01$ significance level

In the course of the statistical analysis, a statistically significant distinction was identified in the happiness and psychological well-being levels among educators specializing in physical education and sports, contingent upon the variable "how you describe yourself in daily life" ($p < 0.05$). Further research into the specific groups that contributed to this significant disparity revealed some significant findings. Firstly, a notable statistical difference was found in favor of those who identified as calm, when comparing physical education teachers who described themselves as calm to their counterparts who identified as stressed and aggressive on the happiness scale. Similarly, a statistically significant difference was identified in favor of those who identified as peaceful, when comparing physical education teachers who regard themselves as

peaceful to those who described themselves as stressed. Furthermore, a significant difference was noted between physical education teachers who got themselves as calm and all other groups, favoring the group that characterized themselves as calm ($p < 0.05$).

Table 6: Results of Correlation Analysis Between Happiness and Psychological Well-Being Levels of Physical Education Teachers

Happiness	Psychological Well-being	
	r	0,70*
p	0,00**	

* $p < 0,05$ relevancy level

** $p < 0,01$ significance level

According to the responses provided by the physical education instructors participating in the research to the scales, as a result of the statistical analyzes on the relationship between the Oxford Happiness Scale and the Well-Being Scale, a high level of positive correlation was observed according to the responses provided by the physical education instructors to the scales ($r = 0.70$).

DISCUSSION AND CONCLUSION

In the research, it is aimed to examine the mental/psychological well-being and happiness levels of physical education instructors working in different districts of Diyarbakır in terms of some variables and to reveal the relationships between these variables. It is important in terms of determining how the difficulties of educational processes affect teachers' happiness and psychological well-being. There are similar studies with different samples in the literature. However, no similar studies were found, especially within Diyarbakır province.

Observing that physical education instructors who are 36 years old and above are happier among the average of the happiness levels of physical education instructors in regard to the age variable. In a study on primary school teachers, it was determined that the effect of economic and non-economic factors on happiness did not differ significantly with the age variable (15). In the study of Eryılmaz and Ercan (12) on the subjective well-being of adolescents, it was determined that young adults were happier than adolescents. Again, in a research on middle school teachers, it has been concluded that as the ages of the teachers increased, their happiness levels also increased (11). These studies show parallelism with the results of our research. When the mean scores of psychological well-being of physical education instructors in regard to the variable of age were examined, it was observed that the mean scores of psychological well-being increased as the ages of the teachers increased. The perceived stress, psychological well-being and depression levels of the nurses have been analyzed and any statistically significant difference could not be observed between the psychological well-being levels of the nurses and the age variable (26). Again, contrary to our study, any statistically significant difference could not be observed between the psychological well-being levels and the age variable in Akyıldırım's study (3) with university students. However, in a study on teachers' happiness and psychological well-being levels, it was observed that the average of their psychological well-being levels increased as the ages of the teachers increased, but this increase was not found to be statistically significant (28). Our study also shows that as the age of physical education teachers increases, their average psychological well-being increases. In particular, the average of all age categories and psychological well-being levels of teachers aged 25 and under is statistically more significant in a negative way. It is thought that this result is due to the fact that the current living conditions of young teachers are getting more difficult and at the same time their workload is getting higher.

Having observed that any statistically significant disparity could not be determined in the average of physical education teachers' happiness levels when the gender variable was considered. However, male physical education teachers' the average level of happiness of is slightly higher than that of females. In a research employed by Şahin (25) with university students, no significant difference was observed in the mean happiness levels of students in terms of gender variable, which supports our research. Habibzadeh and Allahviridiyani (15) found that there is a significant correlation between the gender of teachers and happiness as a result of their studies with primary school teachers. Contrary to these studies, in our study, any significant disparity was not observed between the levels of happiness of physical education instructors according to the

gender variable. When the mean scores of physical education instructors' psychological well-being levels in terms of gender variable were examined, it was not observed any significant difference. The mean of male physical education teachers is slightly higher than that of females. Contrary to our study, in the study of Streb et al. (24) in which they examined the relationship between post-traumatic stress disorders and the sense of resilience and consistency and psychological well-being levels of paramedics, they resulted that it has been a significant relationship with the gender variable. In a study on the psychological well-being levels of university students, it was not seen any statistically significant difference when the gender variable was considered (6). Again, as a result of a study on university students' psychological well-being levels, emotional intelligence and personality traits, any significant disparity was not seen between the mean psychological well-being levels of the participants in terms of gender (21). The results of these studies show parallelism with the results of our study.

Any significant disparity was observed between the happiness levels of physical education instructors according to their participation in a social activity except exercise. Huppert (17) states that being social is directly connected to psychological/mental well-being and happiness. In contrast to our research, Canbay (7) identified a positive correlation between students' social skills and their levels of happiness in his research centered on the link between social skill levels and happiness levels among high school students. Conversely, in the survey conducted by Ulukan et al. (28), which explored the happiness levels of students attending physical education and sports schools, any statistically significant distinction could not be found when comparing students' happiness levels with their levels of social activity. This result supports our study. When the average scores of physical education teachers' psychological well-being levels in regard to their attendance in social events are examined, it is seen that the psychological well-being levels of physical education teachers who participate in social events differ statistically positively compared to those who do not participate in social activities. At this point, it can be concluded that the psychological well-being levels of physical education teachers who participate in social events are higher than physical education teachers who do not participate in social activities. In their study, Aydın et al. (5) found that the psychological well-being levels of candidate teachers who took part in social events have been higher than those who have not. The result of the findings of this study is in parallel with the result of the research we have done.

It has been observed that physical education instructors who are regarded as calm among the average of physical education teachers' self-identification in daily life according to their happiness levels are happier than stressed and aggressive ones, and peaceful physical education teachers are happier than stressed teachers. Ulukan (28) analyzed that it has been a statistically significant distinction between the participants' self-identification in life and their level of happiness in their study on teachers. When the mean scores of physical education instructors for their daily self-identification and levels of psychological well-being have been analyzed, it has also been observed that the psychological/mental well-being levels of the physical education instructors who said they are calm, differed statistically in a positive way compared to those who were peaceful, stressed and aggressive. Ulukan (28), in his study examining the correlation between teachers' happiness and psychological resistance levels, observed that calm instructors were statistically more positively psychologically stronger than stressed teachers. This also supports our study.

A statistically significant ($r=0.70$) relationship was observed when examining the relationship between physical education teachers' average happiness levels and average psychological well-being levels. As a result, a positive correlation was observed between the happiness of physical education instructors and their psychological well-being. For these findings, as the happiness of physical education instructors increases, their psychological well-being levels also increase. Thus, from the results obtained, having said that the happiness levels of physical education instructors are a predictor of their psychological well-being levels. Açıkgöz (1), in his study with medical faculty students, observed a positive relation between students' happiness and psychological well-being levels. Again, Cantez (8) observed a similar result in their research in which they analyzed the correlation between happiness, psychological well-being and self-efficacy levels of university students.

As a result of the study, it was determined that there is a moderate and positive relationship between the happiness levels of physical education teachers and their psychological well-being levels. This study, which can be a reference for future studies, can provide more effective results by expanding the sample size.

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