



Yıl: 4, Sayı: 13, Aralık 2017, s. 217-229

INESJOURNAL

ULUSLARARASI EĞİTİM BİLİMLERİ DERGİSİ
THE JOURNAL OF INTERNATIONAL EDUCATION SCIENCE

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SELÇUK UNIVERSITY FACULTY OF SPORT SCIENCES STUDENTS' PERCEPTIONS OF UNIVERSITY LIFE QUALITY⁴

Abstract

The aim of this study is to compare the perceptions of the students living in universities on the personal qualities of the students who are studying at Selçuk University Sports Sciences Faculty. This research is a descriptive survey model. The study's universe constitutes a total of 231 students studying at the Faculty of Sports Sciences of Selçuk University in the academic year of 2016-2017. The data in the study were collected using the "University Quality of Life Scale" developed by Doğanay and Sarı in 2004 and the personal information form developed by the researchers. UYKO is a measure of 33 items collected in 7 factors. In the analysis of the study, t test and ANOVA tests were used.

As a result of the research, it was determined that the students' average scores of the University Quality of Life Scale subscale did not differ according to the gender variable, while the age group of 22-24 age group, 25-27 age group was in the student-instructor communication and future subscale and 22-24 age group significant differences were found in favour of students. In addition, the difference between the quality of life sub-dimensions of student-student communication and the sub-dimensions of social facilities sub-dimensions of physical education and sport teachers and recreation students was found significant differences in favour of recreation students.

Keywords: Life Quality, Students, University Life Quality, Students' Perceptions

INTRODUCTION

Quality of life is a term, which is declaratory of individual's or society's general welfare and access level. Quality of life data; international development, health, also inclusive political and employment areas have used at wide range. Term of quality of life used firstly a drama of Priestley which is called 'Daylight on Saturday' on 1943 (Özüdoğru 2013). World Health Organization after defined health positively that 'Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity', 'Quality of Life' concept to interest rather increase during the recent years(WHO 1974). Quality of life should not involvement with standard of life. Quality of life, how individuals perceive his own life in

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his lives culture and ethos. When individuals are evaluated specifications about life quality is not aware and can not do certain life quality assessment (Cummins 1998). Committed most of studying remain incapable objective results because of subjectivity of life quality. Rogers tried to explain that 'phenomenological area' in brief; under same environmental conditions to individuals perception area explains their different reacts. Scientists with increasing social mobility at the present time from climate change, air, water and noise pollution, from marriage to free time, from housing to business criterions very much areas had started to investigate (Torlak ve Yavuzçehre, 2008). In 2006, by consulting company Mercer prepared list considering socioeconomic circumstances, health, education, sheltering and environmental conditions, Austria's capital city Vienna, had selected the city with the highest quality of life in the world. In the investigation evaluated between 230 cities with Vienna, Zurich from Switzerland, Auckland from New Zealand, Munich from Germany, Vancouver from Canada constitute top five, Iraq capital city Bagdad latest and İstanbul barely takes place at 122. rank (<http://aa.com.tr/tr/kultur-sanat/dunyada-yasam-kalitesi-en-yukse-sehir-viyana/525917>). Recently committed in the widest scope one of the studying by public and private corporation followed with care this studying is place importance to life quality of the world. In our country to political and social life variation also adding geopolitical features in increase of life quality in encountered possible problems can be hold reference qualification (<http://www.aso.org.tr/kurumsal/media/kaynak/TUR/asomedyaya/mayis2004/dosyamayis2004.html>).

When considered that about 16-20 years of an individual living in the average country conditions spent in the education areas and the campuses connected with them, the characteristics of school and its species are an important factor affecting the quality of life. School quality of life should be based on very different sub dimensions, but also should contain developer qualities within itself on the academic and social aspects of the individual. In addition to these, schools are responsible for social and personal development of students, in other words responsible for the development of students as 'a whole' (Marks 1998).

Quality of life is closely related to the physical, psychological, social, economic and spiritual area as a multidimensional concept of the individual (WHOQOL 1998). The most of studies conducted with a sample of university students in our country are at the top. Students also express the factors that influence quality of life, such as economic, environmental and social factors have also been seen that overlap with basic concepts that defined quality of life (Özgür and others 2010). But, even in the lights of these results, there may be some contradictions about the quality of life in some places. As a result of there dilemma is assumed that two different approaches are taken as the basis for the study of quality of life. On the one hand, the Scandinavian trend which focuses on objective living conditions, on acquired resources, on the other hand, is the American trend, based on the evaluation of the circumstances at the end of the process by related individuals (Akder 2004). In our work drew a profile of situationality that both approaches and their common features which is person, the individual and foregrounding the related indicators about them. Borthwick-Duffy 1992, presented three perspectives about quality of life, these are, quality of life defined as the quality of life quality, quality of life defined as satisfaction of one of living conditions and is defined as combination of both living conditions and satisfaction. A committed study about quality of life by Krabbenborg and others in 2017 also reveals specific factors, such as 'the right to self-determination', which young people in this age group regard as first priority in quality of life. It

is possible that the characteristics of life quality become more prominently when these specific areas are studied in researches.

METHOD

This research is a descriptive research that survey model towards determination of perceptions related to university life quality of students of Selçuk University Faculty of Sports Sciences. It constitutes the sample of research according to education that students of Physical Education and Sports Teaching, Sports Management, Coaching Education and Recreation departments. Of the total 208 students, 108 (51.9%) are female and 100 (48.1%) are male, 53 (25.5%) are in physical education and sports teaching, 39 (18.8%) are in coaching education, 80 (38.5%) are in sports management and 36 (17.3%) are in the department of recreation.

Data Collection Tools

In the collection of data, "University Quality of Life Scale" (UYKO) developed by 'Doğanay and Sarı' in 2004 and using personal information form reformed by researchers consisting the scale from two parts and personal information form were given to the participant by the "face to face questionnaire" collected back after required informing. When the questionnaires were collected, all the questionnaires collected were evaluated because the filling errors were corrected at the time of application.

Analysis Of Data

In the study, SPSS 16.0 package program was used for the analysis of the data. Frequency and % analysis were used for distribution of demographic characteristics and for comparison of groups: Independent samples t-test for binary groups, ANOVA for comparison of groups with more than 2 were used in comparison of groups. In case of a significant difference, Tukey test was applied to determine the groups from which the difference originated. Significance level is taken as 0.05.

RESULTS

Table.1 Gender Distribution of Participants

Gender	f	%
Female	108	51,90
Male	100	48,10
Total	208	100.00

The distribution of participants by gender is given in Table 1. According to the table, 51.9% (n= 108) of consisting the study are female and 48.1% (100) are male participants.

Table.2 Participants' Gender-Specific Departments

Participants' Departments	Female		Male		Total	
	f	%	f	%	f	%
Physical Education and Sports Teaching	28	25.9	25	25.0	53	25.5

Coaching Education	16	14.8	23	23.0	39	18.8
Sports Management	41	38.0	39	39	80	38.5
Recreation	23	21.3	13	13	36	17.2
Total	108	100.0	100	100.0	208	100

The distribution of participants' gender-specific departments is given in Table 2. According to the table, 25.5% (28 females, 25 males) of participated get training in the department of physical education and sports teaching, 18.8% (16 females, 23 males) of in the department of coaching education and 38.5% (41 females, 39 males) of in the department of sports management and 17.3% (23 females, 13 males) of in the department of recreation.

Table.3 University Quality of Life Scale Subdimension Score Averages

	n	\bar{X}	sd	Alpha
Future	208	2.184	0.75	0.76
Instructor - Student Communication	208	2.613	0.66	0.71
Student-Student Communication	208	2.933	0.68	0.68
Social Facilities	208	2.816	0.60	0.68
Classroom Environment	208	2.896	0.71	0.66
Participation on Decisions	208	2.939	0.63	0.67
Identity	208	2.939	0.63	0.67
TOTAL				0.83

Table 4. Results of One-way ANOVA Analysis of Subdimention Score Averages that Comparison Indicative According to Age Variables of University Quality of Life Scale

	Age	n	\bar{X}	sd	df	F	P	Tukey
Instructor-Student Communication	A 19-21 age	71	2.52	0.64	2	4.749	0.010*	B>C
	B 22-24 age	110	2.73	0.66	205			
	C 25-27 age	27	2.34	0.64	207			
Identity	A 19-21 age	71	3.33	1.03	2	1.453	0.236	
	B 22-24 age	110	3.13	0.93	205			
	C 25-27 age	27	3.43	1.08	207			
Social Facilities	A 19-21 age	71	2.78	0.60	2	0.998	0.371	
	B 22-24 age	110	2.86	0.62	205			
	C 25-27 age	27	2.69	0.48	207			
Paricipation On Decisions	A 19-21 age	71	2.91	0.65	2	0.154	0.857	
	B 22-24 age	110	2.94	0.62	205			
	C 25-27 age	27	2.98	0.67	207			

Student-Student Communication	A	19-21 age	71	2.95	0.76	2		
	B	22-24 age	110	2.89	0.65	205	0.534	0.587
	C	25-27age	27	3.03	0.57	207		
Future	A	19-21 age	71	2.16	0.76	2		
	B	22-24 age	110	2.27	0.74	205	3.636	0.028* B>C
	C	25-27 age	27	1.85	0.66	207		
Classroom Environment	A	19-21 age	71	2.90	0.72	2		
	B	22-24 age	110	2.89	0.71	205	0.009	0.991
	C	25-27 age	27	2.87	0.68	207		

P<0.05

Table 4 shows the results of the ANOVA test, which shows the comparison of the university quality of life scale subdimension averages of the students according to age variables. The results were as follows: Identity(F(2-207)=1.453; P>0.05), social facility (F (2-207) = 0.998, P> 0.05), participant on decisions(F(2-207)=0.154; P>0.05) and student-student communication (F (2-207) = 0.534; P> 0.05) and the classroom environment (F (2-207) = 0.009; P> 0.05) did not significantly differ; student-instructor communication (F (2-207) = 4.749, P <0.05), future (F (2-207) = 3.636; P <0.05) showed significant differences in the subdimensions. The Tukey HSD test was used for multiple comparison tests because of the homogeneity of the variances to determine which groups were significant differences. According to these test results; Students in the 22-24 age group, according to the students in the 25-27 age group, a significant difference was found in the subdimension of student-instructor communication and the future subdimension.

Table 5. Results of One-way ANOVA Analysis of Sub dimension Score Averages that Comparison Indicative According to Department Variables of University Quality of Life Scale

	Department	n	\bar{x}	sd	df	F	P	Tukey
Instructor-Student Communication	A Physical Education and Sports Teaching	53	2.66	0.71				
	B Coaching Education	39	2.70	0.62	3	1.214	0.306	
	C Sports Management	80	2.51	0.80	202			
	D Recreation	34	2.71	0.66	205			
Identity	A Physical Education and Sports Teaching	53	3.17	0.93				
	B Coaching Education	39	2.95	0.93	3	2.536	0.058	
	C Sports Management	80	3.34	1.01	202			
	D Recreation	34	3.54	0.98	205			
Social Facilities	A Physical Education and Sports Teaching	53	2.75	0.48				
	B Coaching Education	39	2.73	0.67	3	3.240	0.023*	D>A,B,C
	C Sports Management	80	2.80	0.58	202			
	D Recreation	34	3.10	0.62	205			
Participation Decisions	A Physical Education and Sports Teaching	53	2.94	0.55				
	B Coaching Education	39	2.94	0.76	3	0.949	0.418	
	C Sports Management	80	2.88	0.59	202			
	D Recreation	34	3.10	0.67	205			
Student-Student	A Physical Education and Sports Teaching	53	3.06	0.65	3	2.790	0.042*	D>A,C

Communication	B	Coaching Education	39	2.83	0.72	202		
	C	Sports Management	80	2.81	0.64	205		
	D	Recreation	34	3.13	0.70			
Future	A	Physical Education and Sports Teaching	53	2.15	0.76		3	0.809 0.490
	B	Coaching Education	39	2.31	0.76	202		
	C	Sports Management	80	2.11	0.71	205		
	D	Recreation	34	2.27	0.81			
Classroom Environment	A	Physical Education and Sports Teaching	53	3.00	0.62		3	1.433 0.234
	B	Coaching Education	39	2.75	0.86	202		
	C	Sports Management	80	2.85	0.64	205		
	D	Recreation	34	3.02	0.74			

P<0.05

Table 5 figures the results of the ANOVA test which is a comparison of the university students' quality of life scale subdimension averages according to the departmental variables. The results showed that according to class variables that instructor-student communication ($F(3-205) = 1.214, P < 0.05$), identity ($F(3-205) = 2.536; P > 0.05$), participants on decisions ($F(3-205) = 0.949; P > 0.05$), the future ($F(3-205) = 0.809, P < 0.05$) and the classroom environment ($F(3-205) = 1.433, P > 0.05$) subdimensions did not significantly differ; social facilities ($F(3-205) = 3.240; P > 0.05$) and student-student communication ($F(3-205) = 2.790, P > 0.05$) subdimensions differed significantly. The Tukey test of multiple comparison tests was used because of the homogeneity of the variances to determine which groups the significant difference was. According to these test results; according to physical education and sports teaching, coaching education and sports management students and recreation students; student-student communication subdimension and social facilities subdimension, there was a significant difference in favor of recreational students.

DISCUSSION AND CONCLUSION

When the results of our study were examined in the average scores of University Quality of Life subdimension, it was concluded that the highest score average was 'identity' and the lowest score average was 'future' subdimension. Based on these conclusions, the expected high score average in the 'identity' subdimension, which includes expressions about the level of general satisfaction of the students from being a student of this university, supports the face to face interviews. The 'Future' subdimension includes students' future thinking about universities and with a low point average, obtained similar to similar studies in the area.

When the 'identity' subdimension is examined in terms of the findings of the students on the university quality of life effects, it is possible to find an opportunity identification of identity seek that 'role conflict to create identity' according to Erikson's 'Psycho-social Development Theory' in terms of the students who can be assessed the results they can express in present institutional structure. In this process, it can be said that established universities are more advantageous than universities with a short history. Having a campus life that is isolated from the city complex but with social facilities, effective use of social media tools, and taking a part in a university that makes good use of brand value and famousness specification can be said to have an effect on the average score of the 'identity' subdimension (Aydın & others, 2014).

There is a positive surplus in the classroom environment and the student is supported by findings and findings with a third point in perceiving the quality of life to find opportunities to express himself in the classroom environment. It can be said that these general rules which are taken into consideration in the positive effect of the democratic environments on the general level of perception are in parallel with our studies. It is effective for the integration and interaction of democratic environments. The quality of life, the phenomenological dimension, the individual's knowledge and interpretation. He emphasized. Zuniga and others. (2005) also supports our assumptions about working on the democratic environment and campus life; the interaction with the various peers, participation in the classes, and the content of the residence halls and the activities outside it challenge the students to their prejudices, does not involve the process and encourages social justice

The 'Future' subdimension was supported by face-to-face interviews and study findings that the average of the scores was lower than the other subdimensions, which was generally related to the geographical position of Selçuk University. It can be said that the students are almost all gathered for education in every region of Turkey and can said that it is affective that they want to evaluate their sufficiency in the places where their parents live or close to them. Tuncer (2011) says that while the global impact describes the country's economy and the situation for employees, the geographical location of the country's developmental level and situation will need to be considered. Hence, it has drawn attention to this point with various educational activities to work and to make it pessimistic in the sense of anticipation of unemployed young people. Therefore, it can reach the end of that they do not prudential expect or savings about their universities. A study by Başkonuş and others (2011) on Ahi Evran University also supporting our findings.

"Instructor Student Communication, Student - Student Communication, Social Facilities, Classroom Environment, Participation in Decisions" sub - dimensions are sorted from low to high; it can be said that the instructors are effective in perceiving the student's quality of life. In our study the lack of instructor-student communication seems a negative quality of life sensing tool, can be as a result of the lack of the instructors can not be sufficient role model to the students who are in identity seek. The isolation in the mutual interaction and the weakening in social relations can also be effective in this process (Aydın 2009). It can also be related to the low point average in the student-student subdimension is due to the campus boundaries are very close to each other, and that social facilities are more likely to be in the vicinity of the living area. From this point forth social environment where is close to the campus but outside of campus life can be negative effects on the communication of students (Wilcox and others, 2006). Having a wide campus life and having many different faculties and colleges within the university, achieving medium-level average scores in respect of social facilities may have an impact on the perceived quality of life due to recreational activities. Jordan and others (2006), also support our findings, reaching the conclusion that sustainable relationship among students or open events are connect to higher education and careers. Also study by Pike and Kuh (2006) support our findings. It is thoughting effectively that Selçuk University has more than 130 communities in its constitution and that these communities can carry on their lives by carrying out at least two activities per year is the effect of providing opportunities for students to participate in social activities appropriate to them with at least one activity every day. The formation of a positive atmosphere in the classroom environment, far from memorization, finding the ability of express of the students to himself in the classroom environment with the

third place in the perception of quality of life finds itself in place and is supported by findings. It can be said that these general rules are parallel to our study when considering the positive effect of democratic environments on the general level of perception level. A positive reflection of the democratic environment and effective participation in decisions can also influence the quality of life perception. It can be emphasized that when the phenomenological dimension of the quality of life perception is considered, the importance of the effect of cognitive selection and interpretation of the individual.

As a result of comparing the average scores of University Quality of Life Scale subdimension scores of Selçuk University Faculty of Sports Sciences students with the age variables, it was concluded that 22-24 age range in Instructor-Student Communication and Future subdimension significantly differed from 25-27 age range. This difference is influenced by the orientation process which is affected by the social environment can be said. At the beginning of the undergraduate education, it can be said that the participants in the adaptation process aged between 19 and 21 living are in a passive expectation due to the incompleteness of the process, but due to increasing age they can more healthy communicate with the instructors. However, it is thought that this communication is weakened with increasing age and the studies related to preparation of post-training professional life. In this process creating a wave effect of the quality of life perception can be naturally meet when the process is widely examined and based on the above assumptions .

It can be said that in the 'Future' subdimension was also observed in the above explanations with a low awareness of the age range of 19-21 years coincide to term, in the age range of 22-24 years needed guidance and support, from the age of 25-27 it can be said that they have now passed on to implementation phases of quality of life with the guidance and support they have achieved in their preferences. A study by Wolfe and Kay supporting our findings. Based on these results, it is an expected result that the significant difference in the "future" and "instructor- student communication" subdimensions of the 22-24 age range compared to the 25-27 age range.

In the 'Identity, Social Facilities, Participation on Decisions, Student-Student Communication, Classroom Environment' subdimension the comparison of the University Quality of Life scale subdimension scores according to the age variable shows that a significant difference can not be achieved that parallel to both studies in developmental psychology and social psychology. It is expected result in terms of identification that the participants have a common view at all ages by developmental psychology, providing facilities, and considered communication and democratic environments by social psychology. It can be interpreted that showing normal distribution of these expectations are due to the same expectation and perception of the quality of life in terms of participants in different age ranges from different geographical regions in these areas.

As a result of comparing the University Quality of Life Scale subdimension averages according to departmental variables, it was reached the end of in the subdimensions of 'Social Facilities' and 'Student-Student Communication', the department of recreation differed significantly as against to the physical education and sports teaching. It can be assumed that this difference is based on more than one reason. The quality expectation towards the institutions which the students have received education is a multidimensional fact. This fact includes different facts like; quality of education, physical places, opportunities of offered

implementations, social cultural and sportive opportunities and personal characteristics of students (Saydan 2008). It can be said that the department of recreation has been newly established and has not graduated yet is effective in this process. The existence of a structure based on the individual efforts of the students can be said to make the students in this department more social and therefore more aware of the social opportunities.

In the 'Student-Student Communication' subdimension in favor of the department of recreation significant difference, depending on strategies to follow and wide activity portfolio is considered a natural result of the negative effect on the weak in terms of mass department of physical education teaching. Demirhan and others (2002), Mawer (1995) reported that the communication skills of students in the department of physical education teaching were as high as 50.6% in proportion to the departments of management and coaching. It can be shown that, the departments of recreation have not yet started their education life in our country during the periods when these studies are made of this difference. In terms of the department of recreation, this environment of uncertainty could be said to have a negative effect on the perception of the quality of life due to the low communication between the students. However it can be acceptable that in our study, student-student communication in proportion to the other departments being high that as a reflection of capable of work in the future. The lack of communication between the students of physical education teaching on the quality of life is an unexpected result. While thinking that the students of departments of physical education and sports teaching that the different aspects of program development and teaching method techniques made increasing communication or even necessary, the department of recreation got higher results. It can be said that the existence of individual and social professional working areas in the department of recreation is also effective in this process.

It makes essential that in the 'Instructor-Student Communication, Identity, Participation in Decisions, Future, Classroom Environment' subdimensions, there could not be significant difference according to department variables makes to be evaluated in some processes different from the age variable. Based on this result, it can be said that the instructors did not any discrimination in terms of communication between the departments and personal variables were influential depending on age in the process of creating identity but there was no departmental difference. The provided of democratic environment and expectations towards future based on the perception of quality of life can be effective in this process.

All of the subdimensions of the quality of life scale were examined by gender variables but no significant difference was encountered in any of the subdimensions. Salici (2010) determined that students of the College of Physical Education and Sports did not show a statistically significant difference on the basis of gender when they were studying on University Quality of Life. These results supports our study. Nowadays increasing positive discrimination towards women can be said to increase the level of knowledge about women's quality of life as a result of technological developments effective in this process. Also it can be said that the democratic attitude in the education environment contributes to be conscious of the men in this process.

Given the above findings and informations considering that, it can reach the end of that the effects of this process should not be ignored by university administrations and instructors in order to develop the sense of identity, and the provision of appropriate guidance services in this process result in positive consequences.

Increasing the number of staff with knowledge about developmental psychology characteristics can produce a positive effect on developing and changing the perceived quality of life that depending on age. Accordingly, implementation of early referral processes can cause to more significant results.

By increasing the number of individuals who have predictions about the future and who are aware of their own abilities seems possible to raise the quality of life perception. Identification and implementation of individual and public responsibilities can cause to acquire more effective results in this process.

Especially the newly established departments or colleges that enter into the process of becoming faculty are informed with the continuous education model in this process, taking measures to help the students to survive the preparation process in various ways in a healthy manner, increasing the homogeneity between the departments and increasing the identity, future and socialization is possible to reach the assumption. That way, students' perceptions of quality of life can be raised.

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GENİŞ ÖZET

SELÇUK ÜNİVERSİTESİ SPOR BİLİMLERİ FAKÜLTESİ ÖĞRENCİLERİNİN ÜNİVERSİTE YAŞAM KALİTESİNE İLİŞKİN ALGILARININ BELİRLENMESİ

Bu çalışmanın amacı, Selçuk Üniversitesi Spor Bilimleri Fakültesi'nde eğitim gören öğrencilerin üniversitedeki yaşam kalitesine ilişkin algılarının kişisel değişkenlere göre karşılaştırılmasıdır. Bu araştırma Selçuk Üniversitesi Spor Bilimleri Fakültesi öğrencilerinin üniversite yaşam kalitesine ilişkin algılarının belirlenmesini yönelik tarama modelinde tanımlayıcı bir araştırmadır. Araştırmanın örneklemini 2016-2017 yılında eğitim gören Beden Eğitimi ve Spor Öğretmenliği, Spor Yöneticiliği, Antrenörlük Eğitimi ve Rekreasyon bölümleri öğrencileri oluşturmaktadır. Örnekleme yer alan 108'i kadın (%51.9), 100'ü erkek (%48.1) toplam 208 öğrencinin 53'ü (%25.5) beden eğitimi ve spor öğretmenliğinde, 39'u (%18.8) antrenörlük eğitiminde, 80'i (%38.5) spor yöneticiliği bölümünde ve 36'sı (%17.3) ise rekreasyon bölümünde eğitim almaktadır. Verilerin toplanmasında, "Doğanay ve Sarı" tarafından 2004 yılında geliştirilmiş olan "Üniversite Yaşam Kalitesi Ölçeği" (ÜYKÖ) ve araştırmacılar tarafından geliştirilen kişisel bilgi formu kullanılarak iki bölümden oluşan ölçek ve kişisel bilgiler formu "yüz yüze anket" metoduyla katılımcılara verilmiş ve gerekli bilgilendirme yapıldıktan sonra geri toplanmıştır. Anketler toplanıldığında doldurma hataları uygulama anında düzeltilmiş için toplanan tüm anketler değerlendirmeye alınmıştır. ÜYKÖ 7 faktörde toplanan 33 maddeden oluşan bir ölçektir. Araştırmada verilerin analizi için SPSS 20.0 paket program kullanılmıştır. Demografik özelliklerin dağılımı için frekans ve % analizi kullanılmış olup, grupların karşılaştırılmasında: ikili gruplar için Bağımsız Örneklemler t-testi, 2'den fazla olan grupların karşılaştırılmasında ANOVA kullanılmıştır Farkın anlamlı çıkması durumunda ise farkın hangi gruplardan kaynaklandığını belirlemek amacıyla Tukey testi uygulanmıştır. Anlamlılık düzeyi 0,05 olarak alınmıştır.

Çalışmamızın sonuçları incelendiğinde Üniversite Yaşam Kalitesi Ölçeği alt boyut puan ortalamaları incelendiğinde en yüksek puan ortalamasının 'kimlik' ve en düşük puan ortalamasının 'gelecek' alt boyutunda olduğu sonucuna ulaşılmıştır. Bu sonuçlardan hareketle, öğrencilerin bu üniversitenin öğrencisi olmaktan duydukları genel memnuniyetin düzeyi ile ilgili ifadeler içeren 'kimlik' alt boyutundaki beklenen yüksek puan ortalaması yüz yüze yapılan öncül görüşmeleri destekler niteliktedir. 'Gelecek' alt boyutu ise öğrencilerin üniversiteleriyle ilgili geleceğe yönelik düşüncelerini içermekte ve alandaki benzer çalışmalarla paralellik göstererek düşük bir puan ortalaması elde etmektedir.

Araştırma sonucunda öğrencilerinin Üniversite Yaşam Kalitesi Ölçeği alt boyut puan ortalamalarının cinsiyet değişkenine göre farklılaşmadığı belirlenirken, yaş değişkenine göre 22-24 yaş grubundaki öğrencilerin, 25-27 yaş grubu öğrencilere göre "öğrenci-öğretim elemanı iletişimi" alt boyutunda ve "gelecek" alt boyutunda 22-24 yaş grubundaki öğrencilerin lehine anlamlı farklılıklar bulunmuştur. Ayrıca yaşam kalitesi alt boyutlarından "öğrenci-öğretim elemanı iletişimi" ve "sosyal olanaklar" alt boyutlarında bölüm değişkenine göre anlamlı fark bulunmuş ve farkın hangi gruplar arasında olduğunu belirlemek üzere varyansların homojen

olmasından dolayı çoklu karşılaştırma testlerinden Tukey testi kullanılmıştır. Bu test sonuçlarına göre; Beden eğitimi ve spor öğretmenliği, antrenörlük eğitimi ve spor yöneticiliği öğrencileri ve rekreasyon öğrencilerine göre “öğrenci-öğrenci iletişimi” alt boyutunda düşük puanlara sahiptir ve “sosyal olanaklar” alt boyutunda rekreasyon öğrencileri lehine anlamlı farklılık bulunmuştur

Anahtar Kelimeler: Yaşam Kalitesi, Öğrenciler, Üniversite Yaşam Kalitesi, Öğrenci Algıları