

## INVESTIGATION OF LIFE SATISFACTION OF UNIVERSITY STUDENTS ACCORDING TO VARIOUS VARIABLES

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### ABSTRACT

Life Satisfaction is an important element of an individual's sense of well-being in general. University students have problems with life satisfaction from time to time. University years are a period in which students try their adult roles, prepare for working life and idealize their values more. The aim of this study is to examine the life satisfaction levels of university students according to gender, class, place of residence, income level, number of siblings, education level of parents and whether or not parents are alive. The research was carried out with 550 students in Kyrgyzstan-Turkey Manas University's various faculties of the ongoing 229 male, 321 female and in 2017-2018 academic year. To determine the level of life satisfaction of students developed by Diener, Emmons, Laresen and Griffin (1985) in order to The Life Satisfaction Scale adapted to Turkish by Köker (1985) and the Personal Information Form developed by the researcher were used to obtain information about independent variables. According to the results of the research, life satisfaction levels of university students vary according to income levels and place variables. Results in accordance with the findings and recommendations were made.

**Keywords:** Life Satisfaction, Shelter, Satisfaction Areas, University Student

### INTRODUCTION

Satisfaction with Life is an important element of the individual's well-being in general. One of the sections of society where life satisfaction is important, reflecting the perception and evaluations of the individual's life, is university students. University years are a period in which students try their adult roles, prepare for working life and more idealize the values of their lives.

Throughout history, how many people find their lives meaningful about how to get satisfaction in life on this issue, many philosophers, in recent history has revealed many views on the subject of psychology. The concept of life satisfaction was first introduced by Neugarten in 1961 and later led to many researches. The concept of satisfaction in life satisfaction; expectations, requirements, requests and wishes are met (Özer and Karabulut, 2003: 72).

Life satisfaction is the result obtained from the comparison of what one wants and what he / she gets in life according to Neugarten (Onur, 1997: 368). Diener, Emmons, Larsen, and Griffin (1985); They defined life satisfaction as a positive evaluation of an individual's whole life in accordance with the criteria determined by an individual. According to Pavot and Diener (1993), life satisfaction is the cognitive component of subjective well-being, and it is the appraisal of one's life as a result of comparisons between the individual's perception of living conditions and the criteria he imposes on himself (cited in: Chechen, 2007: 181).

In 1973, psychology thesis abstracts were used in the same sense with happiness for life satisfaction; In 1974, the majority of articles subject to subjective well-being a Social Indicators Research 'magazine was published. In this research, subjective well-being was used in the same sense as life satisfaction (Özer, p.28,2001).

When life satisfaction is said, it should be understood that satisfaction is not related to a certain situation, but overall satisfaction in all life (Vara, 1999; Avşaroğlu et al., 2005). Life satisfaction is the emotional response or attitude of a person to his / her life in work, leisure and other time periods (Köker, 1991).

Life satisfaction includes individuals' lives and all aspects of their lives. Happiness, morale and so on. expresses the state of being good from different angles such as (Neugarten et al., 1961). Life satisfaction is one of the most important factors affecting the individual's mental health and social relations.

The concepts of subjective well-being and life satisfaction have been stated by many scientists and researchers as the main goals of life. Subjective well-being is very much related to how an individual evaluates his / her life. It has been shown that the harmony or incompatibility between the goals of the individual and the extent to which he / she can achieve these goals is a determining factor in achieving happiness (Rask et al., 2002).

The concept of subjective well-being consists of two main elements: the first element describes the cognitive aspect and the second element describes the emotional aspect. Dorahy et al. In their study in 2000, they suggested that cognitive element determines the perception of life satisfaction. In addition, Rask et al., 2002, the emotional element includes positive and negative affect states. Subjective well-being is a positive evaluation of one's life. Buddha positive affect, satisfaction, dedication, attachment and meaning of life together (Diener and Seligman 2004).

There are many theories that suggest that subjective well-being is the result of comparisons between some standards and real conditions. If the actual situation exceeds the established standard, happiness will occur. Given satisfaction, such comparisons can be made consciously. However, in the case of emotions, the comparison of standards with emotions is made unconscious or subconscious. Judicial theories determine what kind of events are positive or negative; they can foresee the amount of emotion that events will reveal (Şahin, 2008: 24). Accordingly, the difference between the conditions in the individual's life and the evaluation of these conditions by the individual is important. The standards used by the individual in judicial theories are important. In these comparisons, satisfaction occurs according to what the individual feels from the individual he / she compares. Such social comparisons affect mental health (Köker, 1991: 85).

Subjective well-being studies include how and why people evaluate their personal lives as positive. These studies include concepts such as life satisfaction, positive emotions, happiness and morale (Özgen, 2012). In general, many ways to improve the quality of life and satisfaction with life have been investigated. Developments in the field of medicine, occupations such as meditation, technological inventions used in daily life can increase the happiness of people, and make them feel better (Sarıcaoğlu, 2011). Life satisfaction, which constitutes the cognitive part of subjective well-being, shows the general satisfaction of the individual towards his / her own life. Life satisfaction, which covers the whole of an individual's life, is the result of comparing the actual situation with its expectations. In other words, life satisfaction is obtained as a result of the comparison of what one wants and what they have (Özgen, 2012).

The more one feels the deprivation of a requirement and the harder it works to satisfy it, the happier the moment it satisfies it. Thus, the deprivation and pain initially created by a need leads to a sense of ownership and pleasure later created by the need. Today, individuals are faced with a life full of challenges that make themselves felt in every field. These strains can disrupt the psychological balance of the individual, revealing the energy necessary for the continuation of life on the one hand, while leaving the individual helpless, vulnerable and weak with a paradox that can destroy all energy.

Life satisfaction generally includes the whole life of a person and all aspects of this life. It is also defined as change such as happiness and morale (Koçoğlu, 2006). Life satisfaction is defined as the satisfaction that an individual receives in his or her life (Özdevecioğlu, 2003). According to Diener (1984), life satisfaction includes satisfaction from life, desire to change life, satisfaction from the past, satisfaction from the future, and the views of that person's relatives about that person. Satisfaction areas can be work, family, leisure, health, money, self and close environment. In this context, the concept of life satisfaction is one of the most important goals in the life of the individual, and it is also of great interest to researchers.

The number of studies related to satisfaction in the field of psychology has increased significantly in recent years. Studies examining the importance and satisfaction of human life are indispensable for psychology. It is to give meaning to the life of individuals, which makes life satisfaction come to the forefront. Life satisfaction is defined as the positive evaluation of an individual's whole life in accordance with the criteria determined by him / her. Life satisfaction is seen as the cognitive component of subjective well-being and includes comparisons between the criteria imposed on the individual and his / her perception of living conditions, and thus his / her appraisal about his / her own life. (Dingiltepe2009).

When life satisfaction is mentioned, it should be understood that the satisfaction of a certain situation is not the satisfaction of the whole life in general. Life satisfaction is the emotional response or attitude of a person to life in work, leisure and other time periods. Life satisfaction includes individuals' lives and all aspects of their lives. Happiness, morale, satisfaction, etc. expresses the state of being good from different angles such as. Life satisfaction is one of the most important factors that affect the mental health and social relations of the individual (Aydiner 2011).

When life satisfaction is said, it is not satisfaction about a particular situation, but satisfaction in all experiences in general. Happiness, morale and so on. expresses the state of being good in various aspects such as (Vara, 1999; Ozer and Karabulut, 2003). In daily relationships, positive emotions dominate negative emotions (Aksaray, Yildiz and Ergun, 1998).

Life satisfaction is defined as the positive evaluation of an individual's whole life in accordance with the criteria determined by an individual (Diener, Emmons, Larsen and Griffin, 1985; Veenhoven, 1996).

Life satisfaction is the cognitive component of subjective well-being and includes comparisons between the criteria imposed on the individual and his / her perception of living conditions, and thus his / her appraisal about his / her life (Deniz, 2006; Pavot & Diener, 1993).

The importance of subjective well-being shows that it is directly related to individual and social value systems as it increases deep, meaningful relationships and productivity, quality of life and creates positive effects on psychological and physical health. Diener (1984), who is a name in the nursing home in the relationship between physical activity and life satisfaction of the elderly examined the findings obtained; revealed a strong relationship with health life satisfaction. Research has shown that subjective well-being is determined by many factors such as life goals, personality traits, income level, and obstacles in life (Rask et al. 2002).

Life satisfaction, which encompasses the whole of life, is an important indicator of how a person is in mental health. Various obstacles, difficulties, conflicts and sudden negative changes that may occur in life may cause a decrease in the level of life satisfaction (Demirel & Canat, 2004: 6).

If a person expresses satisfaction with his / her life, he / she often experiences positive emotions and rarely negative emotions, and we can say that his / her subjective well-being level is high (Diener and Lucas 1999).

Experimental findings indicate that individuals with high levels of subjective well-being exhibit less symptoms of mental discomfort, function more positively in the social environment, have stronger interpersonal relationships, an optimal health-oriented lifestyle, and a more harmonious temperament, as well as cognitive styles that provide more personal development. (Diener 1984, 1994, 2000; Diener, Suh, Lucas and Smith 1999; Lyubomirsky, Sheldon and Schkade 2005; Pressman and Cohen 2005).

Many variables including experiential, psychological, cognitive, motivational, personality-related, cultural, contextual, and demographic factors can be associated with subjective well-being (Argyle 1999; DeNeve and Cooper 1998; Diener 1984, 1994; Diener et al. 1999).

According to Shmotkin (2005), subjective well-being forms offer alternative ways of adapting to changes, deficiencies in personal resources and threatening living conditions. High subjective well-being is the determinant of an individual's optimal functioning (Keyes 2005; Ryan and Deci 2001) and is considered an important individual and social goal (Diener 2000; Seligman 2000).

Veenhoven (1996) defines life satisfaction as the degree of positive development of the whole quality of life as a whole, while the determinants of life satisfaction are changes in life (quality of society, place in society, personal abilities), course of life events, experience (function of pleasure experience, love). It also refers to the relationship between the satisfaction of life and the satisfaction of life, the inner production of emotions, the capacity of enjoyment, the inner progress of development (calculating or inferring, the meanings at the basis of emotions, the differences in the development of the living space and the whole).

Life satisfaction is defined as the positive evaluation of an individual's whole life in accordance with the criteria determined by an individual. Studies on life satisfaction show that gender, race, and income have almost no effect on predicting life satisfaction and happiness, and that psychological variables, for example, personal tendencies, close relationships, and culture have more impact on explaining life satisfaction. (Chechen, 2008).

It is frequently stated that individuals who share the opinion that life is a meaning and direction are individuals with optimal life satisfaction. Life satisfaction, defined in a very simple and clear way, does not seem to be such an easily understandable concept. As a result, one's happiness is an event involving all areas of life. Accordingly, employees will generally be satisfied, or they will not be satisfied in the whole of life. Thus, it is not possible to distinguish the satisfaction from work from life satisfaction, which includes all of the living spaces (Keser, 2005).

Life satisfaction assesses how satisfied people are with their lives in general. The scale does not measure satisfaction for certain living areas such as financial status, health or success, but it allows them to think about all these areas in general and to sort and respond to their own way of life (Güler, Emeç, 2006).

Satisfaction, fulfillment of people's expectations, needs, desires and desires or hunger in the organism, thirst sexuality and so on. basic biological needs, such as curiosity, love, proximity, success, and so on. It is defined as the restoration of the balance state as a result of the elimination of spiritual needs. Life satisfaction is defined as the positive evaluation of an individual's whole life in accordance with the criteria determined by an individual. In other words, life satisfaction is a result of comparing people's expectations with their real situations. Life satisfaction includes individuals' lives and all aspects of their lives. Life satisfaction does not mean the satisfaction of individuals regarding a certain situation, a certain process, but the satisfaction of all their lives in general. Life satisfaction is related to age, gender, working and working conditions, education level, religion, race income level, marriage and family life, social life, personality traits, environment, biological factors (Dilmaç, Ekşi.2001).

There are also writers who do not believe in the concept of life satisfaction and think that one will never experience satisfaction in his life. Schopenhaur (2010) also supports this view, which describes that every desire spreads in many new desires, but states that satisfaction can only be achieved by going beyond all desires.

Satisfaction is the fulfillment of expectations, requirements, wishes and wishes. "Satisfaction with life" is the situation or result obtained by comparing a person's expectations (what he wants) to what he has (what he has). In other words, it expresses the result of comparing one's expectations with the real situation (Özer, Karabulut and Özsoy, 2003).

As a study of subjects from seventeen different countries showed (Diener, 2000), the vast majority of university students place more emphasis on life satisfaction and happiness than money. Some researches indicate that university students with high life satisfaction take more responsibility for their different roles, that they have more satisfaction in romantic relationships, school and family areas, less stress (Bailey and Miller, 1998) and less emotional loneliness (Chechen, 2007). show that they live. In some other studies conducted on university students, there is a positive relationship between life satisfaction and self-esteem (Yetim, 2003); life satisfaction was negatively related to depression, hopelessness, state and trait anxiety (Gündoğar et al., 2007). Therefore, it can be said that the increase in life satisfaction in university students plays a significant role in the realization of positive psychological health.

In this theory, a person's typical thoughts about the future affect their life and thus their subjective well-being. According to this theory, optimism is a tendency that a person has generalized to expect positive results in his or

her life. If a person expects positive results, he / she works for his / her goals. However, if one expects failure, he does not make an effort to achieve his goals (Cha, 2003).

Various research results indicate that subjective well-being and optimism have a positive relationship. Aydın and Tezer (1991) found that as optimism increases, general health status of individuals improves and optimistic students are more successful in academic field.

In some studies examining the life satisfaction of university students, the level of life satisfaction of girls is significantly higher than that of boys when the general life satisfaction is examined by gender. (Uz Baş, 2011; Tuzgöl Dost, 2007) or did not change according to gender (Bailey and Miller, 1998; Gündoğar et al., 2007; Tümkaya, 2011; Zullig, Huebner and Pun, 2009) were obtained. These findings, in Turkey Koker's (1991) findings of his research on adolescents and Cenkseven and Akbas (2007) is in line with the findings of university students. Most studies on different age groups indicate that there is no significant relationship between life satisfaction and gender (Fugl-Meyer, Melin and Fugl-Meyer, 2002; Hampton and Marshall, 2000; Hintikka, 2001; Katja, Paivi, Marja-Terttu) and Pekka, 2002). According to Diener (1984), biosocial variables such as gender and age are among the factors that affect subjective well-being, but Diener and Diener (1996) suggest that socio-economic status has relatively stronger relationships with subjective well-being by age and The strongest socio-structural Pamukkale University Faculty of Education Magazine Year 2007 (2) 22. Issue 140 predictors income.

Organizations such as the Pew Foundation and the World Value Survey monitor data on life satisfaction in many countries and are used to develop social policies. When the data obtained are examined, it is noteworthy that these data generally include developed societies with high welfare level. There is not enough data about life satisfaction in African countries and other developing countries (Gündoğar, Gül, Demirci, Uskun, 2007).

As we have seen, it is very difficult to define life satisfaction with the help of various scales, because life is already wide enough to cover everything. In order to get rid of this confusion, it is preferred to measure life satisfaction with the help of global life satisfaction questions. However, many studies aim to define the element structure of life satisfaction by examining the effects of variables such as being married, self-confidence, control area, age, gender, and health on life satisfaction. (Dikmen, 1995).

Life Satisfaction; Life satisfaction is defined as the positive evaluation of an individual's whole life in accordance with the criteria determined by an individual (Diener, Emmons, Larsen and Griffin, 1985).

Subjective well-being is often used instead of life satisfaction. However, subjective well-being is a concept with a wider content including life satisfaction. Subjective well-being criteria include life satisfaction (Keser, 2003: 122). Subjective well-being constitutes the cognitive part of the concept of life satisfaction, the person's perceptions of living conditions and their own criteria to compare the value of life includes the appraisal (Deniz, 2006; Selçukoğlu, 2001).

According to the orphan, subjective well-being includes the meaning of an individual's evaluation of his / her life from a point of view. Evaluating the life of the individual; their reactions and judgments constitute the subjective well-being of the individual. There are three dimensions to the individual's self-assessment. However, it has been suggested that they will be classified in a general dimension related to each other. These are positive emotion, negative emotion and life satisfaction. The pleasures, joys and pleasant emotions experienced in the positive emotion dimension; In the negative emotion dimension, it was determined that the lack of unpleasant, bad and painful emotions was important for goodness. Life satisfaction includes cognitive judgments and evaluations related to general life (Yetim, 2001: 135-138).

While life satisfaction is based on the recent and direct events of the individual, in other words, while trying to determine how satisfying the life he is living in, happiness is handled in relation to future actions. Thus, the concept of life satisfaction is a more concrete concept than the concept of happiness. The concept of happiness is always expected to reach a certain goal in the form of a result (Keser, 2003: 124).

As a result, the concept of life satisfaction can be confused with other concepts to be fully defined along with its elements. Therefore, in our study, we will try to define the concept of life satisfaction on the basis of general life satisfaction, not on the basis of the scale, but on the basis of the individual's positions of life with different roles (work, home hayab, leisure etc.).

## METHOD

### Method of research

In this study, descriptive research methods were selected. General screening models are scanning arrangements made on a whole, a group, sample or sample to be taken from the universe in order to reach a general judgment about the universe in a universe consisting of many elements (Karasar, 2010; 79). Relational survey model, literature survey, descriptive method, survey technique, analysis, synthesis and comparison method were used. SPSS 16.00 package program was used in the analysis of the data obtained by the survey technique.

### Population and sample of the research

The study population in the 2016-2017 academic year, Kyrgyzstan-Turkey Manas University, 550 students constitute ongoing in various faculties. In addition, the class status of the students was taken into consideration in the sample selection and the preparatory class was included. The students who form the sample of the research were randomly selected from the classes on the day of the survey and disproportionately selected by easy sampling method.

**Table 1. Working Group Frequency and Percentages**

<b>Faculty</b>	<b>Frequency</b>	<b>Percent</b>
Literature	142	25,8
Communication	107	19,5
Economy	114	20,7
Fine Arts	62	11,3
Science	83	15,1
Other	42	7,6
<b>Gender</b>		
Girl	321	58,4
Male	229	41,6
<b>Class</b>		
Preparatory class	95	17,3
First class	118	21,5
Second class	108	19,6
Third Class	104	18,9
FourthClass	125	22,7
<b>Location</b>		
I'm living with my family	193	35,1
I live in the dorms	167	30,4
I live at home with friends	114	20,7
Other	76	13,8
<b>Income</b>		
Less than 10000 Som	119	21,6
Between 10-15 Thousand Som	141	25,6
Between 15-20 Thousand Som	135	24,5
More Than 20 Thousand Som	155	28,2
<b>Number of siblings</b>		
No sister	30	5,5
1 Brother	55	10,0
2 siblings	105	19,1

3 Brothers	144	26,2
Brother 4 and up	216	39,3
<b>Mother Education</b>		
Primary school	32	5,8
Middle School	63	11,5
High school	167	30,4
University	288	52,4
<b>Father Education</b>		
Primary school	30	5,5
Middle School	63	11,5
High school	164	29,8
University	293	53,3
<b>Parents Right Status</b>		
Mother Father Right	442	80,4
No parents	2	,4
Mother Right Father None	43	7,8
Father Right Mother None	16	2,9
Parents Separated Divorced	47	8,5

According to Table 1: The percentage of 142 students in the Faculty of Literature is 25.8, the percentage of 107 students in the Faculty of Communication is 19.5, the percentage of 114 students in the Faculty of Economics is 20.7, the percentage of 62 students in the Faculty of Fine Arts is 11.3, the percentage of 83 students in the Faculty of Science is 15.1, the percentage of 42 students in other faculties is 7.6. According to gender: 321 percent of female students 58.4, male students 229 percent 41.6, According to class: 95 percent of students in preparatory class 17.3, 118 percent of first class students 21.5, 108 percent of second class students 19.6, third class 104 students 18.9 percent, fourth grade 125 students 22.7 percent, based on where I live: with my family 193 percent of students 35.1, staying in dormitories 167 percent of students 30.4, living with friends at home 114 percent of students 20.7, other 76 percent of students 13.8, Family income level: Less than 10000 som 119 percent of students 21.6, 10- Percentage of 141 students from 15 thousand som 25.6, Percentage of students from 15-20 thousand som 24.5, Percentage of students from more than 20 thousand som 155 28.2, Number of siblings: no siblings 30 percent of students 5.5, one brother 55 students 10.0 percent, two siblings 105 the percentage of students is 19.1, the percentage of three brothers is 144, the percentage of students is 26.2 39.3, Mother education level: 32 percent of primary school students 5.8, secondary school 63 percent of students 11.5, high school 167 percent of students 30.4, university 288 percent of students 52.4, Father education level: 30 percent of primary school students 5.5, 11.5 percent of secondary school 63 students, high school 164 student percentage 29.8, university 293 student percentage 53.3, according to parental right status: parent right 442 student percentage 80.4, no parent 2 student percentage .4, no parent right student 43 student percentage 7.8, no parent right mother 16 student the percentage of 2.9, the divorce of the parents divorced 47 percent of 8.5 students.

### IMPORTANCE OF RESEARCH

Spiritual well-being of university students is of particular importance to society. According to Moller (1996), the future prosperity of a nation depends on the well-being of students. In particular, the interest shown to the situation of students with leadership personality is an investment for the future of the country. Life satisfaction is one of the concepts that have taken place in our lives since the existence of humanity. Life satisfaction is the cognitive component of subjective well-being and includes appraisal of an individual's life. Factors that make life worth living have been the subject of curiosity since ancient times and it is stated that the real source of a life worth living is that the individual is satisfied with his life.

## **Problem Sentence**

In recent years, there has been an increase in students' research on the concept of life satisfaction. Life satisfaction is a positive evaluation of an individual's whole life in accordance with the criteria determined by him / her. Life satisfaction is defined as the general cognitive evaluations of the individual about whether he / she is satisfied with his / her own life or in terms of certain living areas such as family, friends and living environment. Accordingly, individuals with high levels of subjective well-being have more life satisfaction and positive emotions are experienced more than negative emotions. What the meaning given to the lives of university students is a problem that the research seeks answers. Quality of life satisfaction is an important issue for university students as in all age groups. It is inevitable that there will be a change in the quality of life of young people who move away from their homes and families and start living in another environment for university education. Most of the students who win the university earn a school in a city different from where they live. This requires students to adapt to a new life and leads to significant changes in the lives of many young people and bio psychosocial problems. Life satisfaction is one of the most important determinants of the general sense of well-being and quality of life and includes the judgment of quality of life and well-being based on the qualities of the individual. In other words, it is a cognitive assessment based on individual's judgment of his / her own life according to various criteria. Life satisfaction includes various aspects of life in general; age, gender, health, work life, economic situation, education level, place of residence, social support and environmental conditions. The most important and first problem faced by students in university life is the "housing" problem. The majority of university students stay at home or in a dormitory during their education, apart from their families. Dormitories are usually large buildings with a large number of students and are generally preferred by most students in that they are close to the campus, provide a more relaxed environment than the home, and offer the opportunity to socialize with students. However, the increasing number of universities, increasing the student capacity and inadequate student dormitory capacities in recent years increase the academic and social problems of university students along with the housing problem. The most viable alternative to a dormitory for students is renting a house with one or more friends. Leaving home and family that they are accustomed to, changing the living environment and starting living together with people they do not know are important changes that may affect the physical, mental and social lives of students. Living in suitable environments, having adequate conditions and meeting the physical, mental and social needs of the students will increase their life satisfaction. Leaving home and family that they are accustomed to, changing the living environment and starting living together with people they do not know are important changes that may affect the physical, mental and social lives of students. Living in suitable environments, having adequate conditions and meeting the physical, mental and social needs of the students will increase their life satisfaction. Do university students have a statistically significant difference according to their place of residence and sub-dimensions, according to their gender, class level, faculty, family income level?

## **Sub Problems**

Kyrgyzstan-Turkey Manas University student of life satisfaction:

Does it vary according to the place of residence, gender, class level, family income level, number of siblings, parental education status, whether the parents are alive or not, and the faculty they study?

## **limitations**

The sample of the study is limited to KTMU students studying in the 2016-2017 academic year. The Satisfaction Scale of Life Satisfaction Scale .

## **Data collection tool**

Two data collection tools were used in this study. Life Satisfaction Scale was developed by Diener, Emmons, Laresen and Griffin (1985); Adaptation to Turkish was performed by Köker (1991). The scale consists of five items related to life satisfaction. Each item is answered according to a 7-graded response system (1: not at all suitable - 7: very appropriate). The scale, which aims to measure general life satisfaction, is suitable for all ages from adolescents to adults. The translation of the scale into Turkish and the validity study of the scale with the

“superficial validity” technique was conducted by Köker (1991). The data on the independent variables of the study were obtained by the Personal Information Form prepared by the researcher.

### **Data Collection and Analysis**

The data obtained from the study were analyzed using SPSS (Statistical Package for Social Sciences) Windows 16.0 program. Descriptive statistical methods (number, percentage, mean, standard deviation, one-way analysis of variance and LSD) were used to evaluate the data. Life satisfaction scale is normally distributed.

### **Reliability / Validity of the Scale**

The students ( $n = 550$ ); The mean score of the scale was 23.81, the standard deviation was 7.12, and the internal consistency of the scale. 84 and item-total correlation of items was found to range between .57 and .64. Validity: The Confirmatory Factor Analysis revealed that the scale consisted of one factor and the fit indices were sufficient. The Confirmatory Factor Analysis, which includes multiple group comparisons, showed that the theoretical structure of the scale was the same (constant) for each sample. Simultaneous validity and discriminant validity of the scale were observed to be sufficient. There was a significant relationship between total score and life satisfaction, and variables of similar structures (eg self-esteem, positive mood, etc.). In terms of discriminant validity, the relationship between life satisfaction and the desire to self-censor with a structure different from life satisfaction is meaningless. The scale includes a metric metric that changes from "(1) I strongly disagree to" (7) I completely agree. The scale can be applied to all individuals over the age of 16 years. The scores obtained from the scale vary between 7 and 35. As the score obtained from the scale increases, life satisfaction increases.

### **Life Satisfaction Scale**

Diener, Griffin, Larsen and Emmons (1985) was developed to determine the satisfaction of life. The scale consists of 5 items. Each of the five items has 7 different answer options. Each item is scored between 1 and 7 and 5 to 35 points are obtained from the whole scale. The low score obtained from the scale is accepted as an indicator of low life satisfaction. A high score is also considered as a high level of life satisfaction. The scale was adapted to Turkish by Köker (1991) and the reliability coefficient was found to be 0.85 with test-retest method. In this study, the Cronbach alpha coefficient for the reliability of the scale was calculated as .85. Validity and reliability of the scale was made by Sultan Çamur Karataş in 1988. (Yılmaz, Sayıl, 1996).

## **RESULTS**

In this section, the frequency distributions of demographic information defining the sample, such as gender, age, faculty and department, are given. Descriptive statistics of the scores obtained from the Satisfaction with Life Scale, findings of statistical analyzes and interpretations of the analyzes were included.

**Table 2. Frequency and% Data of Life Satisfaction Scale of University Students by Location**

		Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Very little agree	Agree	Strongly agree
I have an ideal life in many ways.	n	34	91	97	65	70	155	38
	%	6,2	6,5	17,6	11,8	2,7	28,2	6,9
My living conditions are excellent	n	29	80	99	74	75	139	54
	%	5,3	14,5	18,0	13,5	3,6	25,3	9,8
My life satisfies me	n	25	76	92	98	70	138	51
	%	4,5	13,8	16,7	17,8	2,7	5,1	9,3
So far, I have achieved the important things I want in life	n	25	69	98	87	96	122	53
	%	4,5	12,5	17,8	15,8	7,5	2,2	9,6
If I had the chance to live my life again, I wouldn't change anything.	n	67	87	84	70	87	102	53
	%	12,2	15,8	5,3	12,7	5,8	8,5	9,6

**Table 3. Data of Life Satisfaction Scale of University Students by Location**

Items	N	Lowest possible score	Highest possible score	Average	Standard deviation
I have an ideal life in many ways.	550	1,00	7,00	4,2055	1,79849
My living conditions are excellent	550	1,00	7,00	4,3073	1,78287
My life satisfies me	550	1,00	7,00	4,3273	1,72999
So far, I have achieved the important things I want in life	550	1,00	7,00	4,3418	1,70488
If I had the chance to live my life again, I wouldn't change anything.	550	1,00	7,00	3,9836	1,91193

According to the data in Table 3 I have a life close to ideal in many ways the lowest score can be taken 1, the highest score can be 7, average 4, 2055, standard deviation is 1,79849.

Im My living conditions are excellent the lowest score is 1, the highest score is 7, average 4, 3073, standard deviation is 1, 78287.

Im My life satisfies me the lowest score is 1, the highest score is 7, average 4, 3273, standard deviation is 1, 72999.

‘So far, I have achieved the important things I want in life the lowest score can be taken 1, the highest score can be 7, average 4, 3418, standard deviation 1, 70488.

If I had the chance to live my life again, I wouldn't change anything the lowest score is 1, the highest score is 7, the average is 3.9836, the standard deviation is 1, 91193.

**Table 4. One-way ANOVA Findings of University Students' Satisfaction with Life Scale**

Place of Residence	Sum of Squares	D.F.	Mean Square	F	Signification
Between Groups	2583,485	3	861,162	21,415	, 000 p<0.000 meaningful
Within Groups	21956,459	546	40,213		
Total	24539,944	549			

According to Table 4, it is seen that there are significant differences according to the findings of one-way analysis of variance in order to see whether there is a difference in the opinions of university students about life satisfaction according to their accommodation. (p <0.000 significant).

**Table 5. LSD (Least Significant Difference) Test Findings Related to Life Satisfaction Scale of University Students**

Money Spent in a Month	Difference Between Means	Importance of Level
I'm living with my family	I live in the dorms	5,21051
I'm living with my family	Living at home with friends	3,74166
I'm living with my family	Other	2,85131
I live in the dorms	Other	2,35920

**DF.549.**

According to the data in Table 5, there are differences between the LSD findings of üniversite I live with my family and stay in the dormitory ”between ,2 5,21051, I live with my family I live with my friends , 74 166. In favor of living with my family, living with my family-other ”in favor of living with my family of 2,85131 staying in dormitory – other”, there was a difference between 2,35920 in favor of living with my family. (P <0.05).

**Table 6. One-Way Variance Analysis Findings of Life Satisfaction Scale According to Income Levels of University Students**

Residence	Sum of Squares	D.F.	Mean Square	F	Signification
Between Groups	935,597	3	311,866	7,214	, 000 p<0.000 meaningful
Within Groups	23604,346	546	43,231		
Total	24539,944	549			

According to Table 6, it is seen that there are significant differences according to the findings of one-way analysis of variance regarding whether there is a difference in the opinions of university students about life satisfaction according to their income levels ( $p < 0.000$  significant).

**Table 7. LSD (Least Significant Difference) Test Findings Related to Life Satisfaction Scale According to Income Levels of University Students**

Income		Difference Between Means	Importance of Level
less than 10000	Between 10-15000 Som	-1,75600	$p < 0.05$
less than 10000	Between 15-20000 Som	-2,31298*	$p < 0.05$
More than 10000	More than 20000 Som	-3,68430*	$p < 0.05$
Between 10-15000	More than 20000 Som	-1,92830	$p < 0.05$

According to the data in Table 7, there is a difference between the LSD findings regarding whether there is a difference in the opinions of university students about their life satisfaction or not. -20 thousand som ”-2,31298 \* 15-20 thousand som in favor,” Less than 10000 som more than 20 thousand som ”-3,68430 \* In favor of more than 20 thousand som,” 10-15 thousand som between 20 thousand more than som 1.92830 In favor of more than 20 thousand som, “” was found. ( $P < 0.05$ ).

## CONCLUSION AND SUGGESTIONS

### Result

In this section, the results of the research are given. However, based on the results of the research, suggestions were given to the employees in the field and to the researchers who may work on this subject in the future. The research is limited to the data obtained from the Personal Information Form and the Satisfaction with Life Scale.

The difference between living with my family and living in a dormitory, in favor of living with my family was observed between the opinions of university students regarding their life satisfaction. There was a difference between “living with my family- living with my friends leh, in favor of living with my family, living with my family-other,, in favor of living with my family, orum staying in the dorm – other –, in favor of living with my family.

According to the findings of whether there is a difference in life satisfaction according to the income of university students, between az 10000 som less than 10-15 thousand som ”between 10-15 thousand som among,“ Less than 10000 som between 15-20 thousand som ”between 15-20 thousand som in favor of som less than 10000 som more than 20 thousand som ”in favor of more than 20 thousand som,” 10-15 thousand som more than 20 thousand som ”in favor of more than 20 thousand som,”

'In many ways I have a life close to ideal', 'My living conditions are excellent', 'My life satisfies me', 'Until now, I have achieved the important things I want in life', 'If I had the chance to live my life again, I would hardly change anything' average of those who were found to be high.

## SUGGESTIONS

In future researches, it is thought that measuring the characteristics to be measured with different measurement tools and expanding the questions in the Personal Information Form will be beneficial for the validity and reliability of the research.

When the results of the research are considered, it is thought that the life satisfaction of the individuals is generally high and in this sense, the application of the study in larger and different sample groups will increase the measurability and generalizability of the research results.

In the future research, it is considered that the number of female and male students to be sampled is equal to be carried out with samples from different universities and / or different age groups and it will be beneficial for the reliability and efficiency of the research.

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