Investigation of relationship between subjective well-being levels and academic achievements of university students according to various variables

Murat Gökalp [a] *****, University of Ondokuz Mayis Education Faculty, Samsun city in Turkey, https://orcid.org/0000-0003-4928-6954

Abstract

In this study, it is aimed to determine and evaluate the relationship between the subjective well-being levels of the university students and their academic achievement according to various variables. The study group consisted of 600 students from various faculties of Samsun 19 Mayıs University. Subjective Well-being Scale developed by Tuzgöl-Dost (2004) and academic achievement scores prepared by the researcher were used as data collection tools. The subjective well-being scale, which consists of 46 items, aims to measure the subjective well-being of individuals. Students' academic achievement scores were obtained with personal information form. In the study, simple regression analysis was performed to examine the predictive power of subjective well-being on academic achievement. According to the results of the regression analysis, subjective well-being significantly predicted positively (β = .330, t = 54.704, p <.01) and 5% of the variance in subjective well-being scores. According to these results, as the subjective well-being of the participants increased, their academic achievement levels increased. The level of subjective well-being of the students differed according to the number of faculty and the number of siblings they studied. These findings were discussed in the light of the literature and suggestions for practitioners and researchers were presented.

Keywords: Faculty, level of well-being, subjective well-being, university students;

* ADDRESS FOR CORRESPONDENCE: Murat Gökalp, University of Ondokuz Mayis Education Faculty, Samsun city in TURKEY,
  E-mail address: gokalpm@omu.edu.tr

1. Introduction

Positive psychology; is a field of study of various subjects such as happiness, optimism, subjective well-being and personal development. (Hefferon & Boniwell, 2011). Subjective well-being is one of the most important issues in this field of study. In studies conducted on subjective well-being, researchers focus on questions such as happiness, why some people are happier, what strategies people use to be happy, and what are the determinants of happiness. (Doğan, 2013).

The concept of " subjective well-being " in the psychology literature is the concept in which we use happiness in our daily life. (Diener, 2000; Canbay, 2010). The views of happiness are based on the first epochs of philosophers. According to Aristoteles, happiness, the meaning and purpose of life are all the purpose and result of human existence, (Lyubomirsky, 2007; Doğan & Eryılmaz, 2013).

Positive psychology has traditionally conceptualized happiness as "the association of hedonic and psychological well-being. (Seligman & Csikszentmihalyi, 2000; Hefferon & Boniwell, 2011). Hedonic happiness is defined as positive emotions, frequent negative feelings and high satisfaction from life (Hefferon & Boniwell, 2011). Subjective well-being is defined as the concept of cognitive and emotional state (Tuzgöl-Dost, 2004), which includes satisfaction from the life of the individual, or as a concept that encompasses individuals' emotional responses, areas that create satisfaction and universal life satisfaction. (Diener, 1999; Canbay, 2010).

Subjective well-being has two dimensions, cognitive and affective evaluations. In the cognitive dimension there is life satisfaction and in the affective dimension positive affect and negative affect. (Diener, 1984; Kermen & Sari, 2014). Positive affect, trust, interest, hope, excitement, pride, joy, such as feelings; The negative affect includes negative feelings such as hatred, guilt, sadness. The life satisfaction dimension is the cognitive component of subjective well-being and reflects the individual's evaluations of satisfaction in various habitats. (Myers & Deiner, 1995; Eryılmaz & Ercan, 2010). Subjective well-being, life satisfaction, presence of positive emotions and lack of negative emotions or lack of expression is expressed.

However, it has been suggested that various belief patterns may affect subjective well-being in individuals. Fear of happiness has taken its place in the literature as one of these belief patterns (Joshanloo, 2013). According to research, individuals with high subjective well-being are expected to get more satisfaction from their living conditions and to experience positive feelings such as joy, confidence, enthusiasm more often than negative feelings such as sadness, grief and anger. The individual with a low level of subjective well-being is expected to experience negative feelings such as anger, anxiety and tension more frequently than positive emotions. (Diener, Suh & Oishi, 1997; Kermen & Sari, 2014).

Happy individuals generally have the following characteristics: They feed positive feelings about themselves. (Campbell, 1981), have control over their lives and their environment. (Campbell, 1981; Larson, 1989). they tend to be optimistic for the world and for themselves (Myers & Diener, 1995) and, finally, individuals who are in contact with their environment and are connected to the outside world (Costa & McCrae, 1980; Diener, Sandvik, Pavot & Fujita, 1992) ve (Akin, 2013, 21). These characteristics, which are seen in individuals with high-subjective well-being, are expected to be seen more in psychologist candidates than in other occupational candidates. Because the students in the Department of Psychology are in contact with their environment and constantly interact in their professional lives. However, they need to have features such as being honest, respectful to the environment, being tolerant to individual and cultural differences, and being able to empathize, and these features facilitate subjective well-being.

Psychological well-being, another approach that explains well-being, involves self-realization and mobilization of one's potentials for meaningful life when faced with difficulties (Ryff and Singer,

2008). There are factors affecting subjective well-being. These factors include age, gender, health, physical functioning, socio-economic status, cultural values, religious attitudes, personality and genetic susceptibility.

2. Method
2.1. Research Model

This research is a descriptive and quantitative study that examines the relationship between university students' subjective well-being levels and academic achievement according to various variables.

2.2. Research Group

The study group consisted of 600 students in Ondokuz Mayis University faculty of education (82), science faculty (112), faculty of medicine (61), faculty of agriculture (60), faculty of theology (160) and engineering faculty (125). The research group was selected by easy sampling method.

Table 1 Frequency and percentages of the studying group

Faculty	N	%
Education Faculty	82	13,6
Science Faculty	112	18,6
Medical Faculty	61	10,1
Theology Faculty	160	26,6
Engineering Faculty	125	20,8
Faculty of Agriculture	60	10,0
Total	600	100

2.3. Data Collection Tools

In this study, subjective well-being scale developed by Tuzgöl (2004) and academic achievement score prepared by the researcher were used to measure the subjective well-being of university students. The Subjective Well-being Scale is a 46-item scale and aims to measure the subjective well-being of individuals. In the personal information form, the academic achievements of the students were prepared in 6 groups between40-100. In the study, simple regression analysis was performed to examine the predictive power of subjective well-being on academic achievement. SWC developed by Tuzgöl (2004) consists of 46 items. The aim of the scale is to determine the levels of subjective well-being by determining the frequency and intensity of positive and negative emotions experienced by individuals with their cognitive evaluations about their lives. The subjective well-being scale consists of personal judgments about the habitats and positive and negative emotions. The answering system is"(5) Fully Suitable for each expression. "(4) Mostly Suitable". "(3) Partially Appropriate". (2) Somewhat Appropriate "and" (1) Not Suitable "as a five-point Likert scale. The scores of each item vary between "5 and 1 point. 26 of the items in the scale are positive and 20 are negative expressions. The lowest score is 46 and the highest score is 230. High scores indicate that the level of subjective well-being is high. The Cronbach's alpha reliability coefficient of SWC. In addition, in order to find the stability coefficient of the scale, a group of 39 people in the research sample was applied to the group twice in two weeks and Pearson moments product correlation coefficient was found .86. The reliability coefficients of the scale were used to measure the subjective well-being of university students.

show that it can be used safely. Within this study, the internal consistency coefficient of the scale. 92. After obtaining the necessary permissions, the students were informed about the aim and the subject of the study. The scale was applied to the students who volunteered to participate in the research by the researchers in the 2017-2018 academic year.

2.4. Data Analysis

The data collected within the scope of the research were examined in terms of the missing data and the participants with a lot of loss data were excluded from the data set. Questioning variable is subjective well-occurring A simple linear regression analysis was performed to test the predictor role. Before regression analysis, it was found that the data provided the assumptions needed for regression analysis.

2.5. Problem

University years are one of the most important and critical periods in which students are concerned about the future. Is there a relationship between subjective well-being levels and academic achievement of the students of various faculties of Samsun 19 Mayıs University?

2.5.1. Sub-Problems

1. Is there a relationship between subjective well-being levels and academic achievement of the students of 19 Mayıs University?
2. Are the levels of subjective well-being of the students studying at 19 Mayıs University change according to the faculty they study?
3. Are the levels of subjective well-being of 19 May University students vary according to the number of siblings they have?

3. Findings

Before the simple linear regression analysis to test the predictive power of subjective well-being, bilateral relationships between the variables of the study were examined. Accordingly, the relationship between variables is presented in Table 2.

Table 2: Correlation coefficients between variables

	1	2
Academic success	1	
Subjective Well-being	320**	1

** p< .01

As seen in Table 2, the Pearson correlation coefficients showing the correlation between the variables were found to be positively correlated with academic achievement and subjective well-being (r = -. 320, p <.01).

Table 3: Results of simple regression analysis for subjective well-being

Variables	B	SHB	β	t	R	R2	F
Subjective well-being	43.542	1.900	320	36.817	.072	.066	34.502
Academic success	434	.082		5.953*			

** p< .01

The results of the regression analysis performed to test whether subjective well-being predicts academic achievement are given in Table 3. According to the findings, subjective well-being positively predicts academic achievement (R2 = .066; FReg = 34.502, p <.01). Subjective well-being scores explain 5% of the variance observed in academic achievement scores.

Table 4: Subjective well-being levels according to the faculty levels of the students studying the results of the variance analysis between the mean average (n = 600)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7025,005	4	1756,251	7,157	,000
Within Groups	146000,088	595	245,378		
Total	153025,093	599			

According to the results of the variance analysis applied in Table 4, there were significant differences between the mean scores of subjective well-being levels of the students according to the faculty levels. (F (7.157, p <.05)

According to the data in Table 5, the mean score between the faculty of science and medical students was 7.56667. X = 151,8333 of the faculty of science, X = 144,2667 of the medical faculty. According to these results, the subjective well-being of the students of the faculty of science was higher than the medical students. X = 151,8333 of the faculty of science, X = 146,2982 of the faculty of theology. According to these results, the subjective well-being of the students of the faculty of science is higher than that of the students of theology faculty. The subjective well-being of the faculty of medicine was lower than that of the faculty of education and agriculture. Faculty of Agriculture X = 153,1905, Faculty of Education X = 150,8333. The scores of the faculty of education were higher than the faculty of theology. Faculty of Education X = 150,8333 Faculty of Theology X = 146,2982. The scores of the medical faculty were lower than those of the faculty of education. There were differences between the faculty of theology and agriculture and science faculties in favor of agriculture and science faculties.

Table 5: LSD test results whether students show differences between subjective well-being levels according to their faculties

		Mean Difference (I-J)	Std. Error	Sig.
Science faculty	Medical faculty	7,56667[*]	2,02229	,000
	Education faculty	1,00000	2,02229	,621
	Theloghy faculty	5,53509[*]	2,04872	,007
	Agriculture faculty	-1,35714	1,99807	,497
Medical faculty	Science faculty	-7,56667[*]	2,02229	,000
	Education faculty	-6,56667[*]	2,02229	,001
	Theloghy faculty	-2,03158	2,04872	,322
	Agriculture faculty	-8,92381[*]	1,99807	,000
Education faculty	Science faculty	-1,00000	2,02229	,621
	Medical faculty	6,56667[*]	2,02229	,001
	Theloghy faculty	4,53509[*]	2,04872	,027
	Agriculture faculty	-2,35714	1,99807	,239
Theloghy faculty	Science faculty	-5,53509[*]	2,04872	,007
	Medical faculty	2,03158	2,04872	,322
	Education faculty	-4,53509[*]	2,04872	,027
	Agriculture faculty	-6,89223[*]	2,02482	,001
Agriculture faculty	Science faculty	1,35714	1,99807	,497
	Medical faculty	8,92381[*]	1,99807	,000
	Education faculty	2,35714	1,99807	,239
	Theloghy faculty	6,89223[*]	2,02482	,001
*. The mean difference is significant at the 0.05 level.				

Table 6: Results of variance analysis of whether subjective well-being levels of students have changed according to their siblings' number. (n = 600)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2394,675	3	798,225	3,158	,024
Within Groups	150630,418	596	252,736		
Total	153025,093	599			

According to the results of the variance analysis performed in Table 6, there were significant differences between the mean scores of subjective well-being of the students according to the number of siblings they had.

Table 7: LSD Test results whether students show differences between subjective well-being levels according to their siblings

(I) Siblings number	(J) Siblings number	Mean Difference (I-J)	Std. Error	Sig.
1,00	2,00	1,63803	1,68172	,330
	3,00	5,26155*	1,75185	,003
	4and above	1,64341	2,11616	,438
2,00	1,00	-1,63803	1,68172	,330
	3,00	3,62352*	1,72000	,036
	4and above	,00538	2,08987	,998
3,00	1,00	-5,26155*	1,75185	,003
	2,00	-3,62352*	1,72000	,036
	4and above	-3,61814	2,14671	,092
4 ve üzeri	1,00	-1,64341	2,11616	,438
	2,00	-,00538	2,08987	,998
	3,00	3,61814	2,14671	,092
*. The mean difference is significant at the 0.05 level.				

According to the data in Table 7, there is a difference in favor of those who have 1 and 2 siblings and 3-4 siblings. Those who have 1 brother X = 151,4767, those with 2 siblings X = 149,3524, those with 3 siblings X = 145,6852, 4 and more who have the brother X = 140.2352 was seen.

3. Discussion and Interpretation

In conclusion, the findings revealed that subjective well-being significantly predicted the academic achievement positively. According to these findings, the following suggestions can be given to both the practitioners and the researchers: As understood from the research results, subjective well-being is effective on academic achievement. Therefore, organizing trainings and seminars on the awareness of subjective well-being of university students may be effective. In the future, it is thought that the similarity of subjective well-being in similar samples and strengthening of the findings will contribute to the literature. It is thought that it will be useful to examine the relationship between different factors in order to gain a deeper understanding of subjective well-being and to determine the effects on students. The studies investigating the relationship between perceptions of subjective well-being and academic achievement of university students with demographic variables reveal different results. In the related literature, there are researches on the findings that subjective well-being level differs according to gender (Cenkseven and Akbaş, 2007; Dilmaç & Bozgeyikli, 2009; İlhan, 2005; Sarı, 2003; Tümkaya, 2011; Yavuz-Güler and İşmen-Gazioğlu, 2008). Some of these studies have found that males (İlhan, 2005; Tümkaya, 2011) and others (Dilmaç & Bozgeyikli, 2009; Yavuz-Güler & İşmen-Gazioğlu,

2008) have higher subjective well-being levels. Cenkseven and Akbaş (2007) have found that gender is one of the significant predictors of subjective well-being. However, subjective well-being level of sex (Cihangir-Cankaya, 2009; Fugl-Meyer, Melin and Fugl-Meyer, 2002; Katja, Paivi, Marja-Terttu, and Pekka, 2002; Respectable, 2008; Tuzgöl-Dost, 2006; Tuzgölü-Friendly, 2010) and the undergraduate program (Yavuz-Güler, İşmen-Gazioğlu, 2008). There are also studies showing that it has not changed.

References

Akın, A.(Ed.) (2013). Güncel Psikolojik Kavramlar 1 Pozitif Psikoloji. Sakarya: Sakarya Üniversitesi Eğitim BilimleriEnstitüsü Yayınları 2.

Canbay,H.(2010).Lise Öğrencilerinin Öznel İyi Oluş Düzeyleri İle Sosyal Beceri Düzeyleri Arasındaki İlişkinin İncelenmesi. (Yüksek Lisans Tezi).Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü, İzmir. http://hdl.handle.net/20.500.12397/7055

Cihangir-Çankaya, Z. (2009). Özerklik desteği, temel psikolojik ihtiyaçların doyumu ve öznel iyi olma: öz belirleme kuramı. *Türk PDR Dergisi, 4*(31), 23-31.

Diener, E.(2006). Guidelines for national indicators of subjective well-being and illbeing. *Applied Research in Quality of Life, 1*, 151-157. https://doi.org/10.1007/s10902-006-9000-y

Dilmaç, B. ve Bozgeyikli, H. (2009). Öğretmen adaylarının öznel iyi olma ve karar verme stillerinin incelenmesi. *Erzincan Eğitim Fakültesi Dergisi, 11*(1), 171-187.

Doğan,T.(2013). Beş Faktör Kişilik Özellikleri ve Öznel İyi Oluş. *Niğde Üniversitesi Eğitim Fakültesi Dergisi,14*(1), ss,56-64.

Doğan,T. ve Eryılmaz,A. (2013). İki Boyutlu Benlik Saygısı ve Öznel İyi Oluş Arasındaki İlişkilerin İncelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, Sayı:33* ss,107-117.

Erkuş, A. (2005). Bilimsel araştırma sarmalı. Ankara: Seçkin Yayıncılık.

Eryılmaz, A. (2011). Yetişkin öznel iyi oluşu ile pozitif psikoterapi bağlamında birincil veikincil yetenekler arasındaki ilişkilerin incelenmesi. *Klinik Psikiyatri, 14*, 17-28.

Eryılmaz, A. ve Ercan, L. (2011).*Öznel İyi Oluşun Cinsiyet, Yaş Grupları ve Kişilik Özellikleri Açısından İncelenmesi. Türk Psikolojik Danışma ve Rehberlik Dergisi.4(36),*ss ,139-151.

Heffron, K ve Boniwell, I.(2014).*Pozitif Psikoloji Kuram, Araştırma ve Uygulamalar* (Çev. Ed: Tayfun Doğan).Ankara: Nobel Yayın.

Joshanloo, M. (2014). Cross-cultural validation of Fear of Happiness Scale across 14 national groups. *Journal of Cross-Cultural Psychology, 45*(2), 246-264. https://doi.org/10.1177/0022022113505357

Kermen,U. ve Sarı,T. (2014).Üniversite Öğrencilerinde İhtiyaç Doyumu ve Öznel İyi Oluş Arasındaki İlişkinin İncelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi,14*(2), ss, 175-185.

Reis, H., Sheldon, K., Gable, S., Roscoe, J. ve Ryan, R. (2000). Daily well-being: the role of autonomy, competence and relatedness. *Personality And Social Psychology Bulletin, 26*(4), 419-435. https://doi.org/10.1177/0146167200266002

Ryan, R. M. ve Deci, E. L. (2000). Self- determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist, 55*(1), 68-78.

Ryff, C. D. ve Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of happiness studies, 9*(1), 13-39.

Tümkaya, S. (2011). Humor styles and socio-demographic variables as predictors of subjective well-being of Turkish university students. *Education and Science, 36*(160),

Tuzgöl Dost,M. (2004).Üniversite Öğrencilerinin Öznel İyi Oluş Düzeyi (Doktora Tezi). Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara. 158-170.

Uysal, A. Lin. H. L. ve Kneel, C. R. (2010). The role of need satisfaction in self-concealment and well-being. *Personality and Social Psychology Bulletin, 36*(2), 187-199. https://doi.org/10.1177/0146167209354518

Yavuz-Güler, Ç. ve İşmen-Gazioğlu, A. S. (2008). Rehberlik ve psikolojik danışmanlık öğrencilerinde öznel iyi olma hali, psikiyatrik belirtiler ve bazı kişilik özellikleri: Karşılaştırmalı bir çalışma. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi, 23,* 107-114.