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## Assessment of the relationship between the university life qualities and academic self-sufficiency levels of the students studying in the faculty of sports sciences (Uludağ University Example)

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### Abstract

The purpose of this study is to assess the impact of the relationship between the university life qualities and academic self-sufficiencies of the university students studying in the Faculty of Sports Sciences on the academic self-sufficiency.

For this purpose, a total of 311 students studying in Uludağ University Faculty of Sports Sciences participated voluntarily.

The volunteers were asked to apply the socio-demographic information form, University Life Quality Scale developed by Doğanay and Sari, and Academic Self-Sufficiency Scale developed by Yılmaz *et al.*

The acquired data were recorded with a package program called IBM Spss 22. For the statistical analyses of the acquired data; help from the statistical experts was received. Total scale points giving information in regard to the participants are given by determining the frequency (f) and percentage (%) values. The data show non-parametric distribution. Spearman Correlation Analysis and Regression Analysis are applied as statistical processes.

As a result; a negative relation between the sub-dimension of university life quality decision participation and sub dimensions of academic member student communication and the academic self-sufficiency was determined. It was seen that a significant relationship existed between the university life quality and academic self-sufficiency. The sub-dimensions of university quality decision participation, future and classroom environment predicted academic self-sufficiency and that it explained 67% of the total variation. It can be think that this situation was caused by the fact that the students do not adopt the behaviors and attitudes of the academics they consider as role models, they are negatively affected by the shared learning environment and that the students are not encouraged to participate in the decisions throughout their undergraduate studies.

**Keywords:** University life quality, academic self-sufficiency, student

### Introduction

Schools and universities that are educational institutions that prepare the students for life in academic, social and societal ways and aim to add certain values in addition to some talents have an undeniable significance for the lives of the students [1]. Universities and schools are institutions, in which adolescents and adults start in developing their personal beliefs, educational, cultural, social and professional goals. The students spend majority of their time in school. Students that take part in the classes and various activities, interacting with their peers, teacher and managers throughout the time they are at school, develop either a positive or negative behavior and attitude based on the school life they experienced within that time period [1]. It is not possible to explain the culture about the whole university through a single study with the impact of all the perspectives and different variables. In that sense, the concept was narrowed in terms of place and operation in certain researches, and the emphasis was put on the university culture. University culture is the combination of the rules, regulations, aims, traditions, symbols officially explained by the university and the academic discipline culture wanted to be gained. The important sub-cultures of it are academic members and students. Along with the individual differences and needs of the students, situations such as various problems, expectations or the sense of pleasure they get from the school life can affect the

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university culture positively or negatively [2]. Life quality as an up to date and important concept, is a interdisciplinary study field that deals with the individual as a subject, individual's life and economic condition and social environment as a dimension, subjective feelings of the individuals, his/her satisfaction and dissatisfaction and positive and negative feelings. There is a consensus between the families, teachers, administrators and students that schools must be places that increases the learning of the students to a maximum level and places in which the student feel happy and safe and satisfied by their teachers and what they learn. A happy school environment also enhances the academic success [3]. In that sense, the targets of the students, their motivation levels, academic successes affect the academic self-sufficiency beliefs and develops their beliefs targeted towards acquiring bigger academic successes [4]. According to Millburg [5], academic self-sufficiency stands for individuals' belief in being able to overcome academic duties rather than their belief in their personal attitude and abilities. Students that have quality university life continue their academic development throughout their education as well.

When the literature is analyzed, while the presence of the studies that analyzed the university life qualities and academic self-sufficiencies of the students studying in different university and departments were observed [6, 1, 7, 8, 9, 10], no study analyzing the relationship between the life quality and academic self-sufficiencies of the students studying in the College of Physical Education and Sports was found.

The purpose of this study is to assess the relationship between the university life qualities and academic self-sufficiencies of the students studying in the Faculty of Sports Sciences and its impact on the academic self-sufficiency.

## Material Method

### Creation of Volunteer Groups

The population of this research is composed of Uludağ University and the sample is composed of 311 volunteer participants studying at the Faculty of Sports Sciences determined by coincidence method.

**Table 1:** Descriptive Statistics of the Participants based on Variables

		Frequency	Percentage
Gender	Male	166	53,4
	Female	145	46,6
Age	18-20	81	26,0
	21-23	161	51,8
	24-26	57	18,3
	27-29	12	3,9
Education	Daytime Education	239	76,8
	Evening Education	72	23,2
Place of Residence	with Family	138	44,4
	Student House	115	37,0
	Dormitory	58	18,6

When Table 1 is analyzed, it is determined that 53,4% of the students of the Faculty of Sports Sciences within the scope of research was male, whereas 46,6% was female. It was determined that 26,0% of the students of the Faculty of Sports Sciences taken within the scope of research was aged between 18 – 20, 51,8% was aged between 21 – 23, 18,3% was aged between 24 – 26 and 3,9% was aged between 27 - 29. It was determined that 76,8% of the students was studying in daytime education and 23,2% was studying in evening education. It was determined that 44,4% of the participants stayed with their families, 37,0% at student houses and 18,6% at dormitories.

## Data Collection Tools

The volunteers were asked to apply soci-demographic information form, University Life Quality Scale and Academic Self-sufficiency Scale.

### Socio-demographic information form

The volunteers participated in the study were asked to fill in the personal information form consisting of 4 questions that are about gender, age, education and place of residence.

### University Life Quality Scale

“University Life Quality Scale”, developed by Doğanay and Sari [7] in the year 2004 and consisting of 33 questions was used on the volunteers that participated in the study. This scale is comprised of 7 sub-dimensions. Since the 31<sup>st</sup>, 30<sup>th</sup>, 24<sup>th</sup>, 25<sup>th</sup>, 18<sup>th</sup> and 33<sup>rd</sup> items in the scale scrutinize the level and qualification of the communications between the students and the academic members, this dimension is called as “Academic Member – Student Communication”. Cronbach Alfa internal consistency coefficient of this dimension was found as 0.72. The 2<sup>nd</sup> dimension, in which 17<sup>th</sup>, 6<sup>th</sup>, 12<sup>th</sup>, 8<sup>th</sup> and 23<sup>rd</sup> items that express the perceptions of the students in regard to the their organizational identity within university and the level of the general satisfaction they feel for being the student of this university, is called as “Identity”. The Cronbach Alfa internal consistency coefficient of this dimension was found as 0.75. The dimension, in which 20<sup>th</sup>, 7<sup>th</sup>, 2<sup>nd</sup>, 14<sup>th</sup> and 29<sup>th</sup> items in regard to the socio-cultural opportunities in the university such as cinema, theater, concert, sports and hobbies are found, is called as “Social opportunities”. The Cronbach Alfa internal consistency coefficient of this dimension was found as 0.64. The 4<sup>th</sup> dimension, under which the 4<sup>th</sup>, 27<sup>th</sup>, 32<sup>nd</sup>, 22<sup>nd</sup>, 11<sup>th</sup> and 16<sup>th</sup> items that analyze the extent of the participation of the students to the decision making processes when various levels of decisions are taken in the university are gathered, is called as “Participation in the Decisions”. The Cronbach Alfa internal consistency coefficient of this dimension was found as 0.52. The dimension, in which 10<sup>th</sup>, 5<sup>th</sup>, 26<sup>th</sup> and 19<sup>th</sup> items that aim to determine the qualification of the students' communication with other students exist, is called as “Student – Student Communication”. The Cronbach Alfa internal consistency coefficient of this dimension was found as 0.65. Since the 1<sup>st</sup>, 13<sup>th</sup> and 28<sup>th</sup> items include the thoughts of the students about their university directed towards future, this dimension is called as “Future”. The Cronbach Alfa internal consistency coefficient of this dimension was found as 0.76. The dimension, in which 3<sup>rd</sup>, 15<sup>th</sup>, 21<sup>st</sup> and 9<sup>th</sup> items that point towards various aspects of the classroom environment exist, is called as “Classroom Environment”. The Cronbach Alfa internal consistency coefficient of this dimension was found as 0.56. University Life Quality Scale is comprised of 33 items. The answers in regard to the scale items are in Likert Type rating scale as in: 1 “Strongly Disagree”, 2 “Disagree”, 3 “Somewhat Agree”, 4 “Agree” and 5 “Strongly Agree” [8].

### Academic Self Sufficiency Scale

During this research, “Academic Self Sufficiency Scale”, which was developed by Schwarzer in the year 1981 and adapted to Turkish by Yılmaz *et al.* [11] in the year 2007 and whose validity and reliability value was determined as 0.79, was used. In every one of the 7 items of the Academic Self Sufficiency Scale, there are four statements. The items in the scale are in the form of 4-point Likert Type Scale as in 1 “It does not suit me at all”, 2 “It somehow suits me”, 3 “It suits me”, 4 “It completely suits me”. The Academic Self Sufficiency Scale is comprised of 7 items in total and the items

of the scale create a single dimension. The first 6 items of the scale are straight coded and the last item is reverse coded. The points that can be acquired from the scale vary between 7 and 28, and the high score points out that academic self-sufficiency level is also high.

**Statistical Evaluation**

The acquired data were recorded with a package program named IBM Spss 22. The help from the statistics experts is

received for the statistical analysis of the acquired data. The total points of the inventory that give personal information regarding the participants were given by determining the frequency (f) and percentage (%) values. The data present the non-parametrical distribution. Sperman Correlation Analysis and Regression Analysis were used as statistical process.

**Findings**

**Table 2:** The Relationship between the University Life Quality and Academic Self Sufficiency of the Participants

		1	2	3	4	5	6	7	8
<b>Academic Self Sufficiency</b>	<b>r</b>	1							
	<b>p</b>								
<b>Academic Member Student Communication</b>	<b>r</b>	-,185**	1						
	<b>p</b>	,001							
<b>Identity</b>	<b>r</b>	,011	-,160**	1					
	<b>p</b>	,852	,005						
<b>Social Opportunities</b>	<b>r</b>	-,034	,282**	,231**	1				
	<b>p</b>	,548	,000	,000					
<b>Participation in the Decisions</b>	<b>r</b>	-,252**	,582**	-,015	,235**	1			
	<b>p</b>	,000	,000	,794	,000				
<b>Student - student Communication</b>	<b>r</b>	-,054	,350**	,069	,379**	,326**	1		
	<b>p</b>	,343	,000	,222	,000	,000			
<b>Future</b>	<b>r</b>	-,064	,554**	-,422**	,203**	,514**	,294**	1	
	<b>p</b>	,264	,000	,000	,000	,000	,000		
<b>Classroom Environment</b>	<b>r</b>	-,028	,185**	,195**	,269**	,371**	,188**	,075	1
	<b>p</b>	,628	,001	,001	,000	,000	,001	,189	

As can be seen in Table 2, a negative relationship was determined between university life quality sub-dimension of participation in the decisions and sub-dimensions of academic

member student communication and academic self-sufficiency.

**Table 3:** Regression Analysis of University Life Quality and Academic Self Sufficiency

University Life Quality	Academic Self Sufficiency	B	t	p	R	R2	F	p
						,259	,067	3,116
	Academic Member Student Communication	-,094	-1,218	,224				
	Identity	,071	1,004	,316				
	Social Opportunities	-,075	-1,156	,249				
	Participation in the Decisions	-,281	-3,463	,001				
	Student - student Communication	,074	1,188	,236				
	Future	,181	2,135	,034				
	Classroom Environment	,128	2,031	,043				

When Table 3 was analyzed, it was seen that there is a significant relationship between the university life quality level and academic self-sufficiency(R=, 259, R2, 067; p< .05). When the t test results in regard to the significance of the regression coefficient, it was determined that sub-dimensions of university life quality participation in the decisions (t= - 3,463, p=, 001), future (t= 2,135, p=, 034) and classroom environment (t= 2,031, p=, 043) predicted the academic self-sufficiency, and that it explained 67% of the total variance.

**Result**

The students learn about laws, rules, taboos, social norms, code of behavior related to peers and adults and social acceptability at school. Moreover, they interact with the other students during this process, develop their personalities and search for the most satisfying communal life [12].

The life quality that reflects the characteristics of the school and university’s general environment is as important as the quality of education presented to the youth as the institutions with human factor that has a big importance [13].

A negative relation between the participants’ university life quality participation in the decisions sub-dimension and

academic member student communication sub-dimensions and the academic self-sufficiency was determined in the study conducted with the fact that university life quality the university students have in university is related with the academic self-sufficiency levels and that the university life quality will contribute to the students’ achievement of academic duties at a desired level and success rate (Table 2).When the literature is analyzed, no study analyzing the relationship between the university life quality and academic self-sufficiency levels was found.

It can be said that this situation was caused because of the inadequacy of the physical and social opportunity and chances, in which the faculty finds itself, the limitation of the free time activities inside and outside the university, and the fact that students prepare towards public personnel examination by getting ready with a focus on examination in order to become teachers and also the fact that the academic members do not take the views of the students into consideration when planning and applying the course.

A significant relationship between the university life quality of the participants and the academic self-sufficiency was observed (R=,259, R2, 067; p< .05). When the t test results in

regard to the significance of the regression coefficient was analyzed, it was determined that the university life quality participation in the decisions ( $t = -3,463$ ,  $p = ,001$ ), future ( $t = 2,135$ ,  $p = ,034$ ) and classroom environment ( $t = 2,031$ ,  $p = ,043$ ) sub-dimensions predicted the academic self-sufficiency and that it explained 67% of the total variation (Table 3). When the literature is analyzed, no study examining the impact of the university life quality on the academic self-sufficiency level was found. However, there is a study conducted by Maidinsah *et al.* [14] that determined the general grade point average of the student affected the university life quality at a significant rate.

It can be thought that this situation was caused by the fact that student level show similarities, that only the students of the department of physical education teaching study in undergraduate program, that undergraduate program placement points show no difference, that the students want to actualize themselves by preparing themselves for the teaching profession through theoretical and practical courses they take and that they want to create their own role models.

As a result, a negative relation between the sub-dimension of university life quality participation in the decisions and academic member student communication and the academic self-sufficiency was determined. A significant relationship was observed between the university life quality and academic self-sufficiency. It was determined that university life quality participation in the decisions, future and classroom environment sub dimensions predicted the academic self-sufficiency and that they explained 67% of the total variance. It can be said that this situation was caused because of the fact that students do not adopt the behavior and attitudes of the academic members they consider as role models, get affected by the shared learning and education environment negatively and the students are not encouraged to participate in the decisions throughout their undergraduate studies.

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