RedFame

Journal of Education and Training Studies
Vol. 5, No. 5; May 2017
ISSN 2324-805X E-ISSN 2324-8068
Published by Redfame Publishing
URL: http://jets.redfame.com

The Effect of Sports on the Psychological Well-being Levels of High School Students

Özgür Gül[1], Hakan Salim Çağlayan[1], Mehibe Akandere[1]

[1]Selcuk University, Faculty of Sport Sciences, Konya, Turkey

Correspondence: Hakan Salim Çağlayan, Selcuk University, Faculty of Sport Sciences, Department of Sports Management, Konya, Turkey.

Received: March 13, 2017 Accepted: March 30, 2017 Online Published: April 6, 2017

doi:10.11114/jets.v5i5.2270 URL: https://doi.org/10.11114/jets.v5i5.2270

Abstract

The aim of this study is to examine the effect of sports education on psychological well-being levels of high school students in terms of individual, environmental and self-determination.

This study group consists oftotally 187 high school students, in other words 97 students (n_{male} = 48, n_{female}= 49) receive education in a high school attached to Provincial National Education Directorate of Konya where they are provided for sports training, while 90 students (n_{male}= 50, n_{female}= 40) receive education in a similar school where they are not provided for sports training in the first half of the 2016-2017 academic year.

This study has been carried out in accordance with the pretest-posttest model and the experimental group has been applied the sports activity program 2 days and 2 hours per week during 8 weeks and control group has continued their education and training according to programs included in the curriculum. "Psychological Well-Being Scale" developed by Ryff (1989) and adapted to Turkish by Cenkseven (2004) has been used as data collection tool in this study. In the analysis of the data, independent group t test has been used for the intergroup comparisons and t test (Paired-Samples t test) has been used for the intra-group comparisons. The level of significance has been taken as 0.05 in the study.

As a result of the study, it has been determined that the individual development dimensions of the psychological well-being scale related with groups receiving (experimental) and not receiving the sports training (control) become different significantly in favor of the posttest score averages and also it has been understood that there is a difference in favor of the posttest score averages in the dimensions of environmental domination and self-determination but this difference is not significant at 0,05 level.

Keywords: sport, personal development, self-determination, environmental domination, psychological well-being

1. Introduction

Psychological well-being is a structure in micro-level and provides information about how one assesses oneself and the quality of his/her life (Ryff et al., 1999). Ryff (1989) stated that psychological well-being includes self-acceptance, positive relationships with others, self-determination, environmental control, life purpose and personal development. According to psychological well-being viewpoint, a human's well-being is characterized as good living and making good things rather than feeling good (Forgeard et al., 2011). Myers and Diener (1995) have expressed in their works that adaptation, cultural point of view, values and goals are the theoretical elements of well-being. According to Lu et al. (2001), cultural values may be an important force in determining the concept of well-being. Values are psychological structures that motivate the behavior and are associated with possible important consequences for personal well-being (Brown and Kasser, 2005).

According to Sinha (2012), all values do not form a well-being at the same level among all people. Some values may show more well-being than other values. Values that develop positive well-being are explained as healthy values. Cohen and Shamai (2010) have stated that psychological well-being has a negative relationship with benevolence, self-orientation and achievement, while it has a positive relationship with power and traditionalism. The positive relationship between benevolence, achievement and self-orientation and psychological well-being is the identical with self-determination and competition emphasis of self-determination theory that increases the well-being.

Psychological well-being consists of phenomena that have been created by necessary internal processes being suitable for the nature of the person and that are less social but generally exhibit behavior depending on human nature (Deci and Ryan, 2008). When well-being levels are considered in the terms of personality types, it can be said that the psychological well-being aspects of the introvert individuals may preponderate, while the subjective well-being aspects of the extrovert individuals may preponderate.

In researches regarding psychological well-being in the relevant literature, Ryff and Singer (2008) have determined that neuroendocrine system (nervous system and endocrine glands system), cardiovascular system (heart and blood vessels system) and immunity functions are of great importance to ensure that individuals have a higher psychological well-being level; Deci and Ryan (2008) have stated that psychological well-being is a multidimensional concept that affects the individual psychologically, socially and physiologically and that creates an individual-centered influence; Oishi et al., (1999) have expressed that if the individual participates in activities consistent with the basic elements of psychological well-being and succeeds at such activities, it would positively influence individual's psychological well-being; Soini et al., (2008) have pointed out that success status of adolescents influence positively their psychological well-being levels and that purpose and timing may change the rate of this effect; Tuzgöl Dost (2004) have shown that there is a significant and positive relationship between university students' achievement levels and their well-being levels.

In the sports environment, individual learns to recognize his/her own abilities as well as the others' abilities, to compete under equal conditions, to appreciate the others by means of accepting the defeat, to become modest when he/she wins, to help the others, to use his/her time and to effort in the best way by racing against time. In this sense, the sports manifest itself as a factor that aims to prepare the individual for life in a multi-directional way and to have a direct impact on individual's psychological well-being states. In the light of this information, this study has been carried out in order to determine whether there is any effect of sports education on the individual, environmental and self-determination dimensions of psychological well-being levels of high school students or not.

2. Method

2.1 The Model of the Study

In this study performed with the purpose of determining whether the sports affect the psychological well-being levels of high school students or not, pretest-posttest model has been applied. The students who are considered as experimental group and receive sports training have been given the sports activity program 2 days and 2 hours per week during 8 weeks (Table 1). The students who are considered as the control group and not take sports training have continued their education and training according to their curriculum.

Table 1. Sports Training Program for Experimental Group

WEEKS	WEDNESDAY	THURSDAY
1	Warm-up exercises during 20 minutes, endurance training, volleyball, cooling excercises.	Warm-up exercises during 20 minutes, endurance training, volleyball, cooling excercises.
2	Warm-up exercises during 20 minutes, over arm pass techniques, cooling excercises.	Warm-up exercises during 20 minutes, over arm pass techniques, cooling excercises.
3	Warm-up exercises during 20 minutes bump pass techniques, cooling excercises during.	Warm-up exercises during 20 minutes bump pass techniques, cooling excercises during.
4	Warm-up exercises during 20 minutes, spiking techniques, cooling excercises.	Warm-up exercises during 20 minutes, spiking techniques, cooling excercises.
5	Warm-up exercises during 20 minutes, technically warm-up excercises through over arm pass and bump pass techniques, serving techniques.	Warm-up exercises during 20 minutes, technically warm-up excercises through over arm pass and bump pass techniques, serving techniques.
6	Warm-up exercises for match during 20 minutes, holding a match lasting 9 sets between them, cooling exercises.	Warm-up exercises for match during 20 minutes, holding a match lasting 9 sets between them, cooling exercises.
7	Warm-up exercises for match during 20 minutes, holding a match lasting 9 sets between them, cooling exercises.	Warm-up exercises for match during 20 minutes, holding a match lasting 9 sets between them, cooling exercises.
8	Warm-up exercises for match during 20 minutes, holding a match lasting 9 sets between them, cooling exercises.	Warm-up exercises for match during 20 minutes, holding a match lasting 9 sets between them, cooling exercises.

2.2 Population and Sample

This study group consists of totally 187 high school students, in other words 97 students (n_{male} = 48, n_{female}= 49) receive education in a high school attached to Provincial National Education Directorate of Konya where they are provided for

sports training, while 90 students (n_{male}= 50, n_{female}= 40) receive education in a similar school where they are not provided for sports training in the first half of the 2016-2017 academic year.

2.3 Data Collection Tools

"Psychological Well-Being Scale" developed by Ryff (1989) and adapted to Turkish by Cenkseven (2004) has been used as data collection tool in order to measure the psychological well-being levels of high school students in this study.

2.3.1 Psychological Well-being Scale

"Psychological Well-Being Scale" developed by Ryff (1989) and adapted to Turkish by Cenkseven (2004) consists of the combination of the six scales (positive relationships with other people, autonomy, environmental dominance, individual development, life purpose and self-acceptance). The scale is a 6-point likert type and consists of 84 items in total, 14 items in each subscale. Reliability study of the scale was conducted by Cenkseven (2004) on 475 university students. Correlations with the total score obtained from the Psychological Well-Being Scale that consists of 84 items ranged from .25 to .57. When we look at the correlations with the total scores of the factors in each of the items, the values are found as .42-.70 for positive relations with others, .38-.60 for autonomy, .32-.63 for environmental dominance, .38-.61 for individual development, .30 to .58 for self-acceptance, and .37 to .63 for self-acceptance. The subscale about positive relationships with others on the scale includes the items (1, 7, 13, 19, 25, 31, 37, 43, 49,55, 61, 67, 73, 79), the autonomy subscale (2, 8, 14, 20, 26, 32, 38, 44, 50, 56, 62, 68,74, 80), environmental dominance (3, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69,75, 81), individual development (4, 10, 16, 22, 28, 34, 40, 46, 52, 58, 64, 70,76, 82), life purpose (5, 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 71, 77, 83), and self-acceptance (6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84). Some items are evaluated by reversing.

Internal consistency coefficients of the scale (Cronbach Alpha); were found .83 for self-esteem, .78 for autonomy, .77 for environmental dominance, .74 for individual development, .76 for life purpose, and .79 for self-acceptance. The total internal consistency coefficient of the scale was calculated as .93. Correlation coefficients for test retest reliability were found as .74 for positive relationships with others, .77 for autonomy, .77 for environmental dominance, .74 for individual development, .75 for life purpose, and .76 for self-acceptance. The test-retest correlation coefficient for the total score was calculated as .84 (Cenkseven, 2004). As a result of the studies done, the total internal consistency coefficient of the scale was found to be .82.

In this study, 3 subscales have been used to investigate the effect of the psychological well-being scale consisting of the combination of the six scales on the students receiving and not receiving the sports training at the high school level. Through questions that constitute the 6 sub dimensions of the scale, we have caused 3 experts to examine the probably features of high school students after score average is obtained from these subscales. Based on the expert opinion, we have reached the conclusion that the possible effect of sport education will be higher in the "self-determination", "environmental dominance" and "personal development" dimensions. For this reason, three of the six scales have been used in accordance with the purposes of this study.

2.4 Analysis of Data

In the analysis phase of data, the frequency and percentage distributions which explain the sex, age and classes of the students constituting the experimental and control group have been revealed. After this process, whether data has been shown normal distribution or not has been tested by the Kolmogorov-Smirnov test and the Shapiro-Wilk test and it has been understood that data has shown normal distribution.

As data has shown normal distribution, independent group t test has been used for intergroup comparisons and T test (Paired-Samples T Test) has been used for intra-group comparisons.

The obtained data has been analyzed on a computer by SPSS (Statistical Package for Social Scientists for Windows Release 18.0) program, significance level of the analysis has been tested at 0.05 level and results have been presented in tabular form for the purpose of this study.

3. Findings

In this section, psychological well-being scales fulfilled over totally 187 high school students who participated as experimental group [those receiving sports training $_{(n=97)}$] and participated as control group [those not receiving sports training $_{(n=90)}$] in this study, their score averages obtained before and after 8-week sports training in “individual”, environmental” and “self-determination” sub dimensions and the differences between them are shown in the following tables.

Table 2.Characteristics of Groups

Variables		Experimental Group (n=97)		Control Group (n=90)	
		n	%	n	%
Gender	Male	48	49,5	50	55,6
	Female	49	50,5	40	44,4
	Total	**97**	**100,0**	**90**	**100,0**
Age	14-15 age	30	30,9	32	35,6
	16-17 age	67	69,1	40	44,4
	+18 age	-	-	18	20,0
	Total	**97**	**100,0**	**90**	**100,0**
Class	9th class	33	34,0	32	35,6
	10th class	64	66,0	-	-
	11th class	-	-	23	25,6
	12th class	-	-	35	38,9
	Total	**97**	**100,0**	**90**	**100,0**

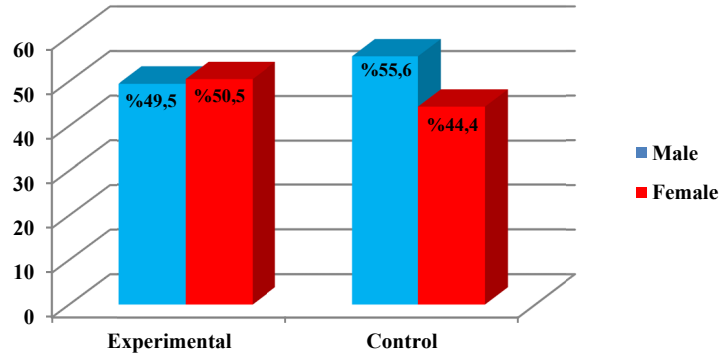

Figure 1.Distribution of Experiment and Control Group by Gender

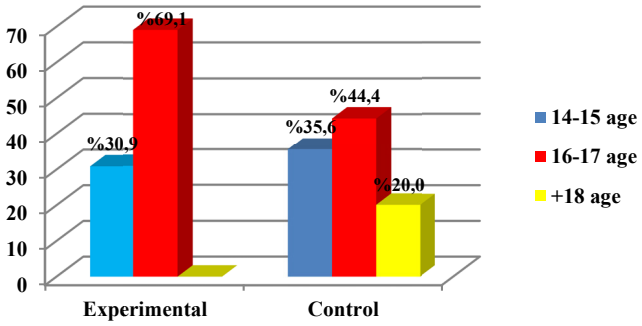

Figure 2. Distribution of Experiment and Control Group by Age

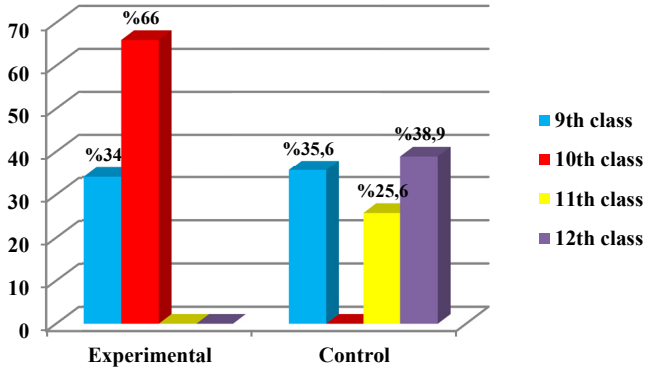

Figure 3. Distribution of Experiment and Control Group by Class

As seen in Table 2 and Figures 1, 2 and 3, it has been determined that 49.5% of the students (experimental) who received sports training were male $_{(n=48)}$, 50.5% were female $_{(n=49)}$; 30.9% were in the age group of 14-15 years $_{(n=30)}$, 69.1% were in the age group of 16-17 years $_{(n=67)}$; 34% were in the 9th class $_{(n=33)}$, 66% were in the 10th class $_{(n=64)}$;

Also it has been determined that 55.6% of the students (control) who did not receive sports training were male$_{(n=50)}$, 44.4% were female $_{(n=40)}$; 35.6 % were in the age group of 14-15 years $_{(n=32)}$, 44.4% were in the age group of 16-17 years $_{(n = 40)}$; 20%were in the age group of 18 and over $_{(n=18)}$, 35.6% were in the 9th class $_{(n=32)}$, 25.6% were in the 11th class $_{(n=23)}$, 38.9% in the 12th class $_{(n=35)}$.

Table 3. Results of the t-Test Showing the Comparison of the Score Averages of Groups that Receive (Experimental) and not receive (Control) a Sports Training Obtained from Dimensions of the Psychological Well-Being Scale in consequence of Pretest Result

		n	$\bar{X}$	SS	Df	t	P
İndividual	Experimental Group	97	63,53	11,71	185	-0,617	0,538
	Control Group	90	64,51	9,97			
Environmental	Experimental Group	97	54,69	11,27	185	-1,129	0,261
	Control Group	90	56,51	10,73			
Self-determination	Experimental Group	97	57,77	10,64	185	0,004	0,997
	Control Group	90	57,76	11,09			

The results of the t-test showing the comparison of the score averages of groups that receive (experimental) and not receive (control) a sports training obtained from the dimensions of the psychological well-being scale in consequence of pretest result in Table 3. According to these results, that the psychological well-being scale of two groups in consequence of pretest result asserts that there is no difference at significant level in the individual ($t_{(185)}$=-0,617; P>0.05), environmental ($t_{(185)}$=-1,129; P>0.05) and self-determination ($t_{(185)}$=0,004; P>0.05) dimensions.

Table 4. Results of the t-Test Showing the Comparison of the Score Averages of Groups that Receive (Experimental) and not receive (Control) a Sports Training Obtained from the Dimensions of the Psychological Well-Being Scale in consequence of posttest Results

		n	$\bar{X}$	SS	Df	t	P
İndividual	Experimental Group	97	66,61	8,54	185	0,629	0,530
	Control Group	90	65,74	10,21			
Environmental	Experimental Group	97	57,72	10,58	185	0,341	0,733
	Control Group	90	57,21	9,82			
Self-determination	Experimental Group	97	61,61	10,53	185	1,953	0,052
	Control Group	90	58,46	11,54			

The results of the t-test showing the comparison of the score averages of groups that receive (experimental) and not receive (control) a sports training obtained from the dimensions of the psychological well-being scale in consequence of posttest results in Table 4. According to these results, that the psychological well-being scale of two groups in consequence of pretest result asserts that there is no difference at the significant level in the individual ($t_{(185)}$=0,629; P>0.05), environmental ($t_{(185)}$=0,341; P>0.05) and self-determination ($t_{(185)}$=1,953; P>0.05) dimensions.

Table 5. Results of the Paired Samples t-Test Showing the Intragroup Comparison of the Pretest-Posttest Score Averages of the Psychological Well-Being Scale Dimensions of Groups that Receive (Experimental) and not receive (Control) a Sports Training

			Pretest		Posttest		Difference	t	P
		n	$\bar{X}$	Ss	$\bar{X}$	Ss			
Experimental	İndividual	97	63,53	11,71	66,61	8,54	-3,08	-2,149	**0,034***
	Environmental	97	54,69	11,27	57,72	10,58	-3,03	-1,919	0,058
	Self-determination	97	57,77	10,64	57,72	10,58	0,05	0,035	0,972
Control	İndividual	90	64,51	9,97	65,74	10,21	-1,23	-3,390	**0,001***
	Environmental	90	56,51	10,73	57,21	9,82	-0,7	-1,607	0,111
	Self-determination	90	57,76	11,09	57,21	9,82	0,55	0,447	0,656

The results of the Paired Samples t-test showing the intragroup comparison of the pretest-posttest score averages of the psychological well-being scale dimensions of students that receive and not receive a sports training are revealed in Table 5.

These results shows that the individual dimension of the psychological well-being scale in the group receiving a sports training (experimental) becomes different at the significant level ($t_{(96)}$=-2,149; P<0.05) in favor of the posttest score averages. Even if there is a significant difference in favor of posttest scores in the environmental dominance ($t_{(96)}$=-1,919; P>0.05) and self-determination ($t_{(96)}$=0,035; P>0.05) dimensions in the group receiving a sports training, it has been determined that this difference is not statistically significant.

Again, it has been determined that the individual development dimension of the psychological well-being scale in the group not receiving a sports training (control) becomes different at the significant level ($t_{(89)}$=-3,390; P<0.05) in favor of the posttest score averages and also it has been determined that there is no a significant difference statistically between pretest and posttest score averages in the environmental ($t_{(89)}$=-1,607; P>0.05) and self-determination ($t_{(89)}$=0,447; P>0.05) dimensions.

4. Discussion and Conclusion

In this study conducted to determine whether psychological well-being levels in terms of individual, environmental and self-determination of high school students become differ depending on whether they receive or do not sports training , in other words to determine whether sport training has any effect on the psychological well-being levels of the students, the following results are obtained:

Prior to the start of the eight-week sports training, the pretest scores of the students to be trained and those who would continue their normal education have been analyzed and it has been determined that there is no significant difference in the psychological well-being scale of both groups in terms of individual, environmental and self-determination dimensions in (Table 3). This result points out that both groups have been formed appropriately before starting sport training.

As a result of in the intra-group comparison of the pretest and posttest score averages of individual, environmental and self-determination dimensions of the psychological well-being scale of groups receiving (experimental) and not receiving sports training, the following results are obtained:

It has been determined that the personal development dimension of the psychological well-being scale of the group receiving eight-week sports training (experimental) becomes different at the significant level in favor of the posttest score averages, even if there is a significant difference in favor of posttest scores in the environmental dominance and self-determination dimensions, it has been determined that this difference is not significant at 0,05 level (Table 5).

Ryff (1995) accepts the individual development dimension as a key to ensure that the individual can open to new experiences. He has explained that individuals with a high level of personal development have sense of continuity to develop themselves, they are open to new experiences and willing to realize their potential. Sport is an important tool that directly affects individuals' personal development and strengthens their desire to combat crises and enables them to be aware of their potential. It is possible to say that the result of this study overlaps with the individual development dimension described by Ryff (1995) and that sports training has a direct effect on the students' individual development that is maybe accepted as the most important element in terms of their psychological well-being dimension.

In a study carried out by Certel et al., (2015), it has been determined that subjective well-being levels of students who make physical exercise is higher than those who do not make physical exercise and also it has been understood that social, emotional and general self-efficacies of adolescents who do not make physical exercise is lower than sporter adolescents who sometimes make physical exercise and play in a team. In the study conducted by Kafkas et al., (2010) on teacher candidates for physical education, it was observed that the self-efficacies of students who have a license to make sports are higher than those who do not make sports. In many studies conducted in the relevant literature, (Hoffstetter et al., 1990; Ryan and Dzewaltowski, 2002; Öztürk and Koparan Şahin, 2007; Cengiz and İnce, 2013), it has been emphasized that the social competence expectations of adolescents who continue to regular exercise programs increase, that their self-esteems develop in a positive direction, that they become more successful in taking responsibility and fulfilling their tasks and that exercises have a positive influence on stress and social factors. These findings support the result of our research.

An increase is observed after sports training in the environmental dominance dimensions defined as the ability to manage to interchange the self-determination and environment with mental and physical activities and the ability to control the difficult living conditions depending on features such as self-determination, independence and individualization. We can attribute this situation to the fact that students are in adolescence period. In this period we define as adolescence period, an adolescent tries to find his/her identity. An adolescent is obliged to make new decisions

about his/her education and career in the future, while trying to cope with his/her rapid physical and physiological change. Adolescence period is a time of change. At the same time, an adolescent starts to show interest to opposite sex. It is important for an adolescent to have a healthy identity and to find adults around him/her who he/she can take as a model. In this context, it can be interpreted that the presence of sports activities though which the students can enrich their environment and most importantly their friend environment will be effective on the psychological well-being of the students in these two dimensions.

The sport contributes to a child as indicated the following sentence: a child recognizes and explores his/her environment and becomes aware of his /her talents and increases them by acquiring new experiences, expresses his/her emotions and thoughts by speaking and gets in contact with other people by establishing relations with his/her environment and adopts some social roles. When taking into consideration the results of this study, it is possible to say that sports are extremely important in terms of personality development and psychological health, especially during childhood.

In the literature there are numerous publications that emphasize the role of peer support in adolescence period. LaFontana and Cillessen (2010) have been determined that sense of self-worth and adaptation levels of adolescents discerned by their peers and included in social interactions show increase; Criss et al., (2002) has suggested that sense of acceptance by peers protects the adolescents from the negative consequences of the stressful events and negative interpersonal experiences; Asher and Paquette (2003) have been pointed out that senses of mutual friendships enhance person's positive feelings about oneself, provide emotional and social support and therefore these factors reduce psychological distress feelings (Turgut et al., 2015). Again Lerner et al., (2003) has been indicated that friendship relationships have more important than relationships associated with family members in the psychological well-being level of an adolescent. Also Saha and Dworkin (2009) have emphasized that family, society, social environment and school-based social gains increase the psychological well-being level and academic performance of the individual by providing an effective social capital for individual. These results partially support the findings of our research.

In the relevant literature there is no study overlapping with purpose of this study, in other words there is no study examining the affects of sports training on the psychological well-being levels of high school students. In a study where the affects of different training programs on the psychological well-being levels of individuals are reviewed, the following result has been obtained:

Gülaçtı (2009) has been examined the effect of the program towards social skill training on social skills, subjective and psychological well-being levels of university students. In the study, it has been determined that the social skill and psychological well-being levels of the students in the experimental group show increase compared to the control group students. It has been found that self-determination, environmental dominance, individual development and self - acceptance levels of the students who participated in the training in the sub dimensions of psychological well-being show an increase significantly compared to students who did not participate in the program but it has been determined that there is no a significant increase in dimensions related to establishing positive relationships with the others and life purpose. The results of this study support the findings of our research.

Again, Segrin and Taylor (2007) have investigated the relationship between positive interpersonal relationships, social skills and psychological well-being. In the study, some results have been obtained that social skills, positive relationships with others and psychological well-being have a complementary affect on life satisfaction, environmental management, self- efficacy, hope, happiness and quality of life. Also in the study it has been observed that social skills have a positive and significant relationship with all dimensions of psychological well-being.

In the study, it has been determined that the individual development dimension of the psychological well-being scale in the group not receiving a sports training (control) becomes different at the significant level in favor of posttest score averages and even if there is a lower difference in favor of posttest scores in the environmental dominance and self-determination dimensions, it has been determined that this difference is not significant at 0,05 level (Table 5).

In the experimental group, it has been thought that showing similarity of the increase ascertained in the individual development, environmental dominance and self-determination dimensions of the psychological well-being scale after sport training with control group even if it is not at the same level results from physical education lessons which are compulsorily taught 2 hours per week in 9th, 10th, 11th and 12th classes according to the general high school weekly course schedule. When taking into consideration that the students in the control group are subject to the same program as the students in the experimental group, it is possible to say that the sports training received 2 hours per week pursuant to the curriculum has an effect on the psychological well-being dimensions of the students.

As a result, physical activity is important for everyone and it is only not necessary to have a good physical health, also good health of people in terms of psychological state is necessary for better life and doing better things as well as people feel good themselves. The sports provides interaction and communication and develops cooperation between individuals. Sports enables individual to care about his/her body and himself/herself and to give value himself/herself

and to increase the self-respect (Akandere and Serdengeçti 2003; Arslan et al., 2011). It is possible that we can add the sports to the factors such as family, environment and education system which affect the psychological well-being levels of adolescents. Exercise contributes both to the reduction of some psychological problems and to the increase in satisfaction from life. It should not be forgotten that active and healthy individuals will be more determined and active in finding solutions to their problems (Eklund and Tenenbaum, 2014).

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