

HITIT MOVEMENT SCIENCE JOURNAL

Volume 2 • Issue 1
Aralık | December 2025

Investigation of Life Quality and Life Satisfaction Levels of Instructors Working in Youth Centers

Mustafa Önder Şekeroğlu*  | Sinan Özbey 

Muş Alparslan University, Faculty of Sport Sciences, Muş, Türkiye

Article Information

Article Type: Research Article

Received: 23.11.2025

Accepted: 11.11.2025

Published: 31.12.2025

Corresponding Author

Mustafa Önder Şekeroğlu, mo.sekeroglu@alparslan.edu.tr

Cite As

Şekeroğlu, M.Ö., Özbey, S. Investigation of Life Quality and Life Satisfaction Levels of Instructors Working in Youth Centers. *Hitit Movement Science Journal*. 2(1) (2025), 41-51.

Review: Two External Double-blind Peer Review
It was confirmed that it did not contain plagiarism by similarity scanning (Turnitin).

Ethical Statement: This research was conducted with the decision of Muş Alparslan University Ethics Committee dated 27.12.2024 and numbered 175301-82.

Complaints:
sbf@hitit.edu.tr | <https://dergipark.org.tr/en/pub/hitmsj>

Conflicts of Interest: The authors declare that there is no conflict of interest.

Grant Support: The author(s) acknowledge that they received no external funding to support this research.

Copyright & License: Authors publishing with the journal retain the copyright to their work licensed under the CC BY-NC 4.0.

Investigation of Life Quality and Life Satisfaction Levels of Instructors Working in Youth Centers

Abstract

This study aims to examine the quality of life and life satisfaction levels of sports instructors working in youth and sports centers in the province of Van. A high level of quality of life among sports instructors is expected to enhance their professional motivation and positively influence the quality of the services they provide to young people. Factors such as physical health, psychological well-being, social relationships, and perceptions of economic security are considered to have a direct impact on instructors' quality of life and job satisfaction. A total of 101 sports instructors working under the Van Provincial Directorate of Youth and Sports and its district directorates voluntarily participated in the study. Data were collected using the World Health Organization Quality of Life–Short Form (WHOQOL-Bref) and the Satisfaction with Life Scale (SWLS). The analyses conducted using the SPSS 22.0 software included the Mann–Whitney U test and Pearson correlation analysis. The findings indicate that female sports instructors have significantly higher perceptions of economic security than their male counterparts. In addition, increases in economic security and overall quality of life were found to positively affect life satisfaction. Psychological well-being, social support, and environmental conditions were also identified as significant determinants of life satisfaction.

Keywords: Life satisfaction, quality of life, sports instructor.

Gençlik Merkezlerinde Görev Yapan Eğitimcilerin Yaşam Kalitesi ve Yaşam Doyum Düzeylerinin İncelenmesi

Özet

Bu çalışma, Van ilinde gençlik ve spor merkezlerinde görev yapan spor eğitimcilerinin yaşam kalitesi ve yaşam doyum düzeylerini incelemeyi amaçlamaktadır. Spor eğitimcilerinin yaşam kalitesinin yüksek olması, mesleki motivasyonlarını artırarak gençlere sundukları hizmetin kalitesini olumlu yönde etkileyebilecektir. Fiziksel sağlık, psikolojik iyi oluş, sosyal ilişkiler ve ekonomik güvenlik algısı gibi unsurların, eğitimcilerin yaşam kaliteleri ve iş tatminleri üzerinde doğrudan etkili olduğu düşünülmektedir. Araştırmaya, Van Gençlik ve Spor İl Müdürlüğü ile ilçe müdürlüklerinde görev yapan toplam 101 spor eğitmeni gönüllü olarak katılmıştır. Verilerin toplanması sürecinde Dünya Sağlık Örgütü Yaşam Kalitesi Ölçeği Kısa Formu (WHOQOL-Bref) ve Yaşam Doyumu Ölçeği (YDÖ) kullanılmıştır. SPSS 22.0 programı yardımıyla gerçekleştirilen analizlerde, Mann Whitney U testi ve Pearson korelasyon testi uygulanmıştır. Bulgular, kadın spor eğitimcilerinin ekonomik güvenlik algılarının erkek meslektaşlarına göre anlamlı düzeyde yüksek olduğunu ortaya koymaktadır. Ayrıca, ekonomik güvenlik ve genel yaşam kalitesindeki artışın yaşam doyumunu pozitif yönde etkilediği belirlenmiştir. Psikolojik iyi oluş, sosyal destek ve çevresel koşulların ise yaşam doyumunu belirleyen önemli faktörler olduğu saptanmıştır. Bu sonuçlar, spor eğitimcilerinin mesleki tatminlerini artırmaya yönelik destekleyici politikaların geliştirilmesi gerekliliğini ortaya koymaktadır.

Anahtar Kelimeler: Yaşam doyum, yaşam kalitesi, spor eğitmeni.

INTRODUCTION

Quality of life and life satisfaction have been fundamental topics examined by various disciplines throughout history. Life satisfaction is defined as a cognitive component of subjective well-being that arises from an individual's evaluation of their expectations, experiences, and standards related to their own life (Diener, 1984). In contrast, quality of life is interpreted as an indicator of an individual's capacity to perform physical, mental, and social functions and their perceptions in these areas (Tütüncü, 2012). According to the World Health Organization (WHO) Quality of Life (WHOQOL) group, quality of life is defined as “individuals' perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards, and concerns” (WHOQOL Group, 1995). These two concepts have been considered important indicators for measuring both personal and societal welfare. However, beyond general definitions in the literature, the various dimensions of the subject have not been examined in sufficient detail.

Previous studies have examined the concepts of life satisfaction and quality of life within the framework of demographic variables, psychological tendencies, and social relationships. For example, Myers and Diener (1995) reported that the impact of demographic factors on life satisfaction is limited, whereas personal characteristics and close interpersonal relationships play a more decisive role. Although definitions of quality of life are predominantly based on individuals' subjective perceptions of their lives, they have also been associated with objective indicators (Aydiner Boylu, 2007; Çakıroğlu, 2007). Moreover, life satisfaction is influenced by variables such as age, gender, marital status, income level, and educational attainment and is closely related to factors including work life, the use of leisure time, and the emotional support received from family and the social environment (Aydiner Boylu ve Paçacıoğlu, 2016). However, the majority of existing studies remain insufficient in addressing the quality of life and life satisfaction dynamics of specific occupational groups and, in particular, lack in-depth analyses focusing on sports instructors.

A sports instructor is a qualified person who enables systematic work to make bodies more efficient according to programs prepared according to individuals' physical structure and provides control by giving information about the use of equipment (Demirci, 2016). This professional group plays a significant role in both the physical and psychological development of young people and is also of great importance due to its direct contribution to public health. Moreover, the quality of life of sports instructors is considered crucial for their personal well-being and the quality of the services they provide. Nevertheless, although numerous studies on life satisfaction and quality of life exist in the literature overall, a deficiency is observed in assessments and studies specific to sports instructors.

In this context, this study aims to address a critical gap in the existing literature by comprehensively examining the quality of life and life satisfaction levels of sports instructors working in youth and sports centers in the province of Van. By analyzing multidimensional components such as physical health, psychological well-being, social relationships, and perceptions of economic security, the study seeks to reveal both individual and occupational determinants of well-being among sports instructors. The findings are expected to provide an evidence-based foundation for developing strategic policies aimed at improving professional satisfaction, enhancing service quality, and strengthening institutional support mechanisms within youth and sports services. In this respect, the study holds both scholarly and practical significance for the fields of sports management and public youth services.

METHODS

1. Population and Sample

The population of this study consisted of 138 sports instructors working in provincial and district youth centers under the Van Provincial Directorate of Youth and Sports in 2024. The sample comprised 101 sports instructors who voluntarily agreed to participate in the study. Convenience sampling was employed as the sampling method. Convenience sampling is a practical non-probability sampling technique that allows data to be collected from individuals who are easily accessible and willing to participate, offering advantages in terms of time and cost efficiency. The data were collected online via Google Forms, and the survey link was distributed to the participants through digital communication channels. Ethical committee approval for the study was obtained from Muş Alparslan University (Decision No: 175301-82, dated 27.12.2024).

2. Data Collection Instruments

In this study, a questionnaire form consisting of three sections was used as the data collection method. The first section included the instructors' demographic information (age, gender, marital status, educational level, number of individuals in the household, number of working individuals in the household, and work

duration). The second section featured the Satisfaction with Life Scale, and the third section included the Quality of Life Scale to assess the participants' quality of life.

Satisfaction with Life Scale: The "Satisfaction with Life Scale" (SWLS), developed by Diener, Emmons, Larsen, and Griffin (1985) to measure life satisfaction and adapted into Turkish by Dağlı and Baysal (2016), was used to assess the life satisfaction of the sports instructors. The scale consists of a total of 5 items and is unidimensional. As a result of their reliability analysis, Dağlı and Baysal (2016) determined the scale's internal consistency coefficient to be 0.88.

Quality of Life Scale: The "Quality of Life Scale" (EUROHIS-QOL 8), which uses specific items from the WHOQOL-BREF scale, was used to measure the sports instructors' perceptions of their quality of life. Its psychometric properties were validated for the Turkish population by Eser et al. (2010). The scale comprises 8 items and two sub-dimensions: Economic Quality and Life Quality. Eser et al. (2010) identified the first sub-dimension as the perception of economic quality (items 1, 7, and 8) and the second sub-dimension as the perception quality of life (items 2, 3, 4, 5, and 6). Eser et al. (2010) obtained a Cronbach's alpha value of 0.85 for the overall scale structure.

3. Data Analysis

Within the scope of the data analysis, descriptive statistics such as frequency and percentage were initially applied. Subsequently, relationships between variables were assessed using the Mann-Whitney U test and Spearman's correlation test. All analyses were performed using the IBM SPSS Statistics 22.0 software package.

FINDINGS

This section presents frequency and percentage tables containing data on the demographic characteristics of the instructors who participated in the study. It also includes the results of the Mann-Whitney U test, which reveals differences in life satisfaction and quality of life perceptions based on gender, education level, and marital status. Furthermore, the results of the Spearman's correlation test, which evaluates the relationships between variables such as age, number of individuals in the household, number of working individuals in the household, and work duration with life satisfaction and quality of life, are presented.

It was found that 64.4% of the instructors who participated in the study were male, 38.6% were female, 85.1% were graduates of a bachelor's degree program, and 14.9% held a graduate degree. Furthermore, 34.7% of the instructors were married, while 65.3% were single. The mean age of the instructors was 31.71, with an age range of 22 to 58 years. The mean number of individuals in the household was 4.34, ranging from 1 to 10. The mean number of income earners in the household was 1.93, ranging from 1 to 5. The instructors' mean professional tenure was 4.9 years, ranging from 1 to 34 years.

Descriptive statistics for the life satisfaction and quality of life scales and their sub-dimensions are presented in Table 2.

Table 1. Statistical Distributions of Sports Instructors According to Demographic Characteristics

Gender	N	%	Education Level	N	%
Male	62	64,4	Bachelor's Degree	86	85,1
Female	39	38,6	Graduate Degree	15	14,9
Total	101	100,0	Total	101	100,0
Marital Status			Age		
Married	35	34,7	Mean	31,71	
Single	66	65,3	Standard Deviation	7,20	
Total	101	100,0	Minimum	22,00	
			Maximum	58,00	
Number of Individuals in the Household			Number of Income Earners in the Household		
Mean	4,34		Mean	1,93	
Standard Deviation	1,85		Standard Deviation	0,85	
Minimum	1,00		Minimum	1,00	
Maximum	10,00		Maximum	5,00	
Work Experience					
Mean	4,9				
Standard Deviation	5,54				
Minimum	1,00				
Maximum	34,00				

According to the findings in Table 2, the skewness values for life satisfaction and the sub-dimensions of the quality of life scale ranged from -0.619 to 0.149, while the kurtosis values ranged from -0.191 to 1.098. The mean score for the sports instructors' life satisfaction ($\bar{x} = 2.80$) and their perception of economic quality ($\bar{x} = 2.97$) are above the midpoint of the scale, while their perception of quality of life ($\bar{x} = 3.76$) is notably higher.

Table 2. Descriptive Statistics for the Life Satisfaction and Quality of Life Scales

Variables	N	Min	Max.	$\bar{x}$	SD	Skew.	Kurt.
Life Satisfaction	101	1	5	2.80	0.93	0.190	-0.191
Economic Quality Perception	101	1	5	2.97	0.81	0.149	0.484
Quality of Life Perception	101	1	5	3.76	0.72	-0.619	1.098

The reliability analysis results for the Life Satisfaction and Quality of Life scales are presented in Table 3.

Table 3. Reliability Analysis Results for the Life Satisfaction and Quality of Life Scales

	Life Satisfaction Scale	Economic Quality Perception	Quality of Life Perception
Cronbach's Alpha	0.86	0.79	0.80

n (101)

An examination of the reliability analysis results for the life satisfaction and quality of life scales revealed that the reliability coefficient for the Life Satisfaction Scale was 0.86, for the Economic Quality Perception sub-dimension was 0.79, and for the Quality of Life Perception sub-dimension was 0.80 (See Table 3). Based on these results, it can be concluded that the reliability coefficients are above the 0.70 threshold, indicating that the scales are reliable.

Table 4. Comparison of Sports Instructors' Life Satisfaction and Quality of Life Perception by Gender

Variable	Gender	N	Mean Rank	Sum of Ranks	U	p
Life Satisfaction	1. Male	62	49,83	3089,50	1136,500	0,612
	2. Female	39	52,86	2061,50		
Economic Quality Perception	1. Male	62	46,30	2870,50	917,500	0,039*
	2. Female	39	58,47	2280,50		
Quality of Life Perception	1. Male	62	48,56	3010,50	1057,500	0,287
	2. Female	39	54,88	2140,50		

*p<0,05

An examination of the findings presented in Table 4 indicates that there is no statistically significant difference based on gender in the life satisfaction scale or in the quality of life perception sub-dimension of the quality of life scale ($p > 0.05$). However, a statistically significant difference was found in favor of female sports instructors in the economic quality of life perception sub-dimension ($p = 0.039$). Accordingly, female sports instructors were found to have significantly higher perceptions of economic quality of life compared to their male counterparts.

Table 5. Comparison of Sports Instructors' Life Satisfaction and Quality of Life Perception by Education Level

Variable	Education Level	N	Mean Rank	Sum of Ranks	U	p
Life Satisfaction	1. Bachelor's	86	49,75	4278,50	537,500	0,303
	2. Graduate	15	58,17	872,50		
Economic Quality Perception	1. Bachelor's	86	49,10	4222,50	481,500	0,114
	2. Graduate	15	61,90	928,50		
Quality of Life Perception	1. Bachelor's	86	48,78	4195,50	454,500	0,067
	2. Graduate	15	63,70	955,50		

An examination of the findings presented in Table 5 indicates that there were no statistically significant differences in the life satisfaction scale or the sub-dimensions of the quality of life scale based on the education level of the sports instructors ($p > 0.05$).

Table 6. Comparison of Sports Instructors' Life Satisfaction and Quality of Life Perception by Marital Status

Variable	Marital Status	N	Mean Rank	Sum of Ranks	U	p
Life Satisfaction	1. Married	35	51,60	1806,00	1134,000	0,881
	2. Single	66	50,68	3345,00		
Economic Quality Perception	1. Married	35	53,79	1882,50	1057,500	0,481
	2. Single	66	49,52	3268,50		
Quality of Life Perception	1. Married	35	56,06	1962,00	978,000	0,204
	2. Single	66	48,32	3189,00		

An examination of the findings presented in Table 6 indicates that there were no statistically significant differences in the life satisfaction scale or the sub-dimensions of the quality of life scale based on the marital status of the sports instructors ($p > 0.05$).

Table 7. Correlation Test Results for Sports Instructors' Age, Number of Household Members, Number of Income Earners, Work Experience with Life Satisfaction and Quality of Life

Variable	Age	No. of Household Members	No. of Income Earners	Work Experience	Life Satisfaction
Life Satisfaction	0,050	-0,209*	0,048	0,083	
Economic Quality Perception	0,022	-0,107	0,164	0,073	0,581*
Quality of Life Perception	-0,046	-0,048	0,062	0,069	0,206*

*p<0,05

An examination of the findings in Table 7 reveals the analysis of the relationships between variables such as the sports instructors' age, number of household members, number of income earners, and work experience, and their life satisfaction, economic quality perception, and quality of life perception. The correlation analysis results indicated that age ($r = .050$, $p > .05$), the number of income earners ($r = .048$, $p > .05$), and work experience ($r = .083$, $p > .05$) showed no statistically significant relationship with any of the dependent variables. Furthermore, the number of household members was not significantly correlated with economic quality perception ($r = -.107$, $p > .05$) or quality of life perception ($r = -.048$, $p > .05$).

However, a significant, low-level negative correlation was found between the number of household members and life satisfaction ($r = -.209$, $p < .05$). Additionally, a significant, moderate positive correlation was identified between life satisfaction and economic quality perception ($r = .581$, $p < .05$), and a significant, low-level positive correlation was found between life satisfaction and quality of life perception ($r = .206$, $p < .05$). These findings indicate that the life satisfaction of sports instructors is particularly associated with their perceptions of both economic and general quality of life.

DISCUSSION AND CONCLUSION

This study examined the quality of life and life satisfaction levels of sports instructors working at youth centers in the province of Van, with the findings evaluated in light of the existing literature. Overall, the results revealed that the instructors' life satisfaction was positively correlated with their perceptions of economic security and quality of life. An analysis of demographic variables showed that gender created a significant difference only in the perception of economic quality of life; however, life satisfaction scores did not differ significantly based on characteristics such as gender, marital status, or education level. These findings are discussed in comparison with the relevant literature, and their implications for the professional and personal well-being of sports instructors working in youth centers are evaluated.

The research found a moderate positive correlation between life satisfaction and economic quality perception, and a positive, albeit weaker, correlation between life satisfaction and general quality of life perception. This suggests that financial security and standard of living may play a significant role in individuals' overall happiness levels. Indeed, the literature has frequently emphasized that economic conditions and income level affect life satisfaction. For example, it has been shown that increases in income significantly improve life evaluations (Kahneman & Deaton, 2010). Consequently, this finding—that as material well-being increases, so does the life satisfaction of sports instructors—confirms the role of economic factors in quality of life (Diener & Biswas-Diener, 2002; Cantón, 2021). On the other hand, the relatively low correlation between general quality of life and life satisfaction might be because quality of life encompasses multiple dimensions. Quality of life is a multidimensional concept including various elements such as physical health, psychological state, social relationships, and environmental conditions (WHOQOL Group, 1995). Life satisfaction, meanwhile, is seen as an individual's overall evaluation of their life across all these dimensions (Shin & Johnson, 1978). From this perspective, it is understandable that in the current study, the relationship between general quality of life perception and life satisfaction was limited, while material

dimensions like economic security showed stronger effects. These results align with previous studies indicating that not only psychological but also economic conditions influence happiness (Diener et al., 1999; Cantón, 2021). A study on coaches, for instance, showed that as the perceived level of social capital increased, so did life satisfaction (Atılğan & Tükel, 2021). These findings underscore the importance of support from colleagues, family, and the community for youth center instructors as well. Similarly, it can be predicted that as environmental conditions in the workplace (e.g., facilities, physical infrastructure, safety) improve, the general quality of life of sports instructors will increase, which would, in turn, be reflected in their life satisfaction. The quality of life model developed by the World Health Organization also lists social relationships and environmental conditions among the core dimensions of general quality of life (WHOQOL Group, 1995). Therefore, improving not only economic but also psycho-social conditions appears crucial for enhancing the life satisfaction of instructors.

According to the analysis results, while the gender of the sports instructors did not create a significant difference in their life satisfaction and quality of life perceptions, it was found that female sports instructors had a significantly higher perception of economic quality compared to their male counterparts. This finding suggests that women make a more positive assessment regarding their economic security. Similarly, studies in the literature also support that the effect of women's economic situation on life satisfaction is stronger than it is for men (Campos et al., 2014; McGinnity & Russell, 2008; Diener & Biswas-Diener, 2002). However, research with differing results also exists. For example, Yılmaz (2024), in a study titled "Investigation of Quality of Life and Coping Methods with Stress of Provincial Directorate of Youth and Sports Employees," and Michel et al. (2009), in their study "Age and gender differences in health-related quality of life of children and adolescents in Europe: A multilevel analysis," found that males had higher quality of life levels compared to females.

A moderate positive correlation was found between the sports instructors' life satisfaction and their economic quality perceptions, and a low-level positive correlation was found between life satisfaction and their general quality of life perceptions. This indicates that economic conditions have a more pronounced effect on the instructors' life satisfaction. Instructors with higher economic security were found to have higher levels of life satisfaction. The study by Kahneman and Deaton (2010) also supports the existence of a significant relationship between income increase and life satisfaction.

In conclusion, the findings indicate that the happiness levels of sports instructors are influenced more by factors such as economic and social conditions, whereas basic demographic differences are not determinative. In short, taking steps to improve the quality of life of sports instructors will not only enhance their individual well-being but also positively contribute to their professional motivation and the quality of services they provide. The key findings of this research demonstrate that, for sports instructors working in youth centers, economic stability and social support are important both for their own happiness and for the quality of the services they offer to young people.

Recommendations

Based on the findings obtained, the following recommendations have been developed to enhance the quality of life and life satisfaction of sports instructors working in youth centers:

- Future Research: To generalize the findings of this study, more comprehensive research on similar topics involving different universities should be conducted. Furthermore, mixed-methods studies, integrating qualitative methods alongside quantitative ones, could be undertaken.

- Financial and Professional Incentives: To increase the financial security of sports instructors, salary adjustments should be made, additional social benefits should be provided, and incentive mechanisms to boost motivation should be implemented.
- Professional Development: Opportunities for sports instructors to enhance their knowledge and skills should be expanded through training programs, certification options, and avenues for academic advancement.
- Work Environment and Balance: Ergonomic improvements should be made to ensure a more efficient working environment. Furthermore, work-life balance should be protected, and flexible working models should be supported.
- Psycho-social Support: Activities that encourage solidarity among sports instructors should be organized. Access to psychological support and counseling services should be facilitated.
- Infrastructure and Resources: To enable sports instructors to work more effectively, teaching materials and physical conditions should be improved, and the overall efficacy of the centers should be enhanced.

Strengths and Limitations

This research aims to address a gap in the literature by examining the quality of life and life satisfaction of sports instructors working in youth centers. The study's strengths include the use of internationally validated scales and the voluntary participation of respondents, which enhances the reliability of the collected data. By exploring the relationship between instructors' economic perceptions and their life satisfaction, the study makes a valuable contribution to the existing body of knowledge.

However, the study also has several limitations. The research was conducted exclusively with instructors from youth centers in the province of Van, which limits the generalizability of the findings to instructors in other regions. As the data were collected via self-report questionnaires, responses may be subject to variability due to differences in subjective perception. Furthermore, the cross-sectional design of the study does not allow for the observation of changes over time. Other factors that could influence the instructors' quality of life, such as workload, institutional support, and career advancement opportunities, were not within the scope of this investigation.

Despite these limitations, the study provides significant findings that can inform policy development processes aimed at enhancing the professional satisfaction of instructors in youth centers.

REFERENCES

1. Atilgan, D., & Tükel, Y. (2021). Social Capital and Satisfaction with Life during the COVID-19 Pandemic: A Case Study on Coaches. *International Journal on Social and Education Sciences*, 3(2), 342-359.
2. Aydın Boylu, A. (2007). *Ailelerin yaşam kalitelerini etkileyen bazı objektif ve subjektif göstergelerin incelenmesi*. (Yayımlanmamış doktora tezi). Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Aile, Ankara.
3. Aydın Boylu, A., & Paçacıoğlu, B. (2016). Yaşam kalitesi ve göstergeleri. *Akademik Araştırmalar ve Çalışmalar Dergisi (AKAD)*, 8(15), 137-150.
4. Beutell, N. J., & Wittig, J. (2008). Work-family conflict, work-family synergy, and well-being among dual-earner couples. *Journal of Family and Economic Issues*, 29(3), 446-460.
5. Cecen-Erogul, A. R., & Dingiltepe, T. (2012). Parçalanmış ve tam aileye sahip ergenlerin yaşam doyumu düzeyleri ile yaşam kalite düzeylerinin karşılaştırılması. *İlköğretim Online*, 11(4), 1077-1086.

6. Cohen, S., & Wills, T. A. (1985). Social support and stress: A review. *Psychological Bulletin*, 98(2), 310-357. <https://doi.org/10.1037/0033-2909.98.2.31>
7. Çakıroğlu, A. (2007). *Türkiye’de yaşam kalitesi ve mutluluk arasındaki ilişki* (Yayımlanmamış yüksek lisans tezi). Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
8. Dağlı, A., & Baysal, N. (2016). Yaşam doyumu ölçeğinin Türkçe’ye uyarlanması: Geçerlik ve güvenirlik çalışması. *Elektronik Sosyal Bilimler Dergisi*, 15(59), 1250-1263. <https://doi.org/10.17755/esosder.263229>
9. Demirci, A. (2016). Spor eğitmenliği nedir? Ege Life Dergisi. (E.T) <http://www.egelife.com/yazarlar/arzu-demirci/spor-egitmenligi-nedir>
10. Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1), 71-75.
11. Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95, 542-575.
12. Diener, E., & Suh, E. (1997). Measuring quality of life: Economic, social, and subjective indicators. *Social Indicators Research*, 40, 189-216.
13. Diener, E., & Biswas-Diener, R. (2002). Will money increase subjective well-being? *Social Indicators Research*, 57(2), 119-169. <https://doi.org/10.1023/A:1014411319119>
14. Diener, E., & Seligman, M. E. P. (2004). Beyond money: Toward an economy of well-being. *Psychological Science in the Public Interest*, 5(1), 1-31. <https://doi.org/10.1111/j.0963-7214.2004.00501001.x>
15. Diener, E., Gohm, C. L., Suh, E., & Oishi, S. (2000). Similarity of the relations between marital status and subjective well-being across cultures. *Journal of Cross-Cultural Psychology*, 31(4), 419-436.
16. Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276-302. <https://doi.org/10.1037/0033-2909.125.2.276>
17. Dünya Sağlık Örgütü (DSÖ). (2023). WHOQOL: Measuring quality of life. <https://www.who.int/tools/whoqol> Erişim tarihi: 11.06.2023.
18. Erdoğan, İ. (1998). SPSS kullanımı örnekleriyle araştırma dizaynı ve istatistik yöntemleri: Empirik bilimsel araştırmanın temel ilkeleri ve sorunları. Konya: Emel Matbaası.
19. Haybron, D. M. (2004). *Happiness and the importance of life satisfaction*. Department of Philosophy, Rutgers University, 1, 22.
20. Kahneman, D., & Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. *Proceedings of the National Academy of Sciences*, 107(38), 16489-16493. <https://doi.org/10.1073/pnas.1011492107>
21. Lachman, M. E., & Teshale, S. (2013). When is the time to act? How time and responsibility can shape the quality of life of working adults. *Journal of Applied Psychology*, 98(6), 1217-1233.
22. Lin, N. (1976). *Foundations of social research*. McGraw-Hill Companies.
23. McGinnity, F., & Russell, H. (2008). Gender differences in the effects of employment and income on well-being. *European Sociological Review*, 24(3), 269-283. <https://doi.org/10.1093/esr/jcn042>
24. Michel, G., Bisegger, C., Fuhr, D. C., Abel, T., & Kidscreen Group. (2009). Age and gender differences in health-related quality of life of children and adolescents in Europe: A multilevel analysis. *Quality of life research*, 18, 1147-1157.
25. Myers, D.G. and Diener, E. (1995). Who is happy? *Psychological Science*, 6(1), 10-16.
26. Canton, H. (2021). Organisation for economic co-operation and development—OECD. In *The Europa Directory of International Organizations 2021* (pp. 677-687). Routledge.
27. Proctor, C., Linley, P. A., Maltby, J., & Port, G. (2017). Life satisfaction. *Encyclopedia of Adolescence*, 2(1), 2165-2176. https://doi.org/10.1007/978-3-319-32132-5_125-2

28. Shin, D. C., & Johnson, D. M. (1978). Avowed happiness as an overall assessment of the quality of life. *Social Indicators Research*, 5, 475-492.
29. Tokay Argan, M., Argan, M., & Kurulgan, M. (2008). Kitaplara ilişkin biçimsel özelliklerin okuyucu tutumları üzerine etkisi. *Bilgi Dünyası*, 9(1), 179-206.
30. Turhan, F. H. (2018). T.C. Gençlik ve Spor Bakanlığına bağlı gençlik merkezlerinde çalışan gençlik liderlerinin yaşam kalite düzeylerinin incelenmesi (Yayımlanmamış Yüksek Lisans Tezi). Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
31. Tütüncü, M. (2012). *Yönetici ve çalışanların psikolojik iyi olma ve stres düzeyleri açısından karşılaştırılması*. (Yayımlanmamış yüksek lisans tezi). Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
32. Veenhoven, R. (1996). *The study of life-satisfaction*. Eötvös University Press.
33. Veenhoven, R. (2007). Subjective measures of well-being. In Human well-being: Concept and measurement (pp. 214-239). London: Palgrave Macmillan UK.
34. WHOQOL Group (1995) The World Health Organization Quality of Life assessment position paper from the World Health Organization. *Social Science & Medicine* 41, 1403.
35. Yılmaz, D. (2024). Gençlik ve spor il müdürlüğü çalışanlarının yaşam kalitesi ve stresle başa çıkma yöntemlerinin incelenmesi (Yüksek Lisans Tezi). Kırşehir Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü, Kırşehir.