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Original article

Relationship Between Life Satisfaction and Nutrition of Students at the Faculty of Sports and Health Sciences at University

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Abstract. In this study, it is aimed to examine the relationship between life satisfaction and nutrition of the students studying at the faculty of sports and health sciences at university. 407 students, 244 women and 163 men, who study at the Faculty of Sport Sciences at Uşak University and the Faculty of Health Sciences in the 2018 - 2019 academic year participated in the study. In this study, "Three Factor Nutrition Scale" was used to evaluate the nutritional habits of students, and "Life Satisfaction Scale" was used to measure life satisfaction. "Personal Information Form" was used to evaluate the data regarding the demographic characteristics of university students. In analyzing the data, SPSS 22.0 program was used and frequency distributions were created. While total scores of life satisfaction scale do not differ according to age, gender, faculty and economic condition variables ($p > 0.05$), there are significant differences according to academic success, future expectation and loneliness level variables ($p < 0.05$). > According to the scores of the nutrition scale; while there is a significant difference according to their age, gender, faculty, loneliness level ($p < 0.05$), there is no significant difference according to academic success, economic situation, and future expectation ($p > 0.05$). > There is no statistically significant relationship between life satisfaction and nutrition ($p < 0.05$). As a result, life satisfaction and nutrition have no effect on each other and it is seen that they are independent from each other. It will ensure that the students become healthier as a result of regular nutritional habits. Enjoying life and feeling psychologically happy can be effective in increasing of individuals' life satisfaction. For this reason, in this study, it was aimed to examine the relationship between students' life satisfaction and nutrition.

Key words: Life Satisfaction, Nutrition, Sports Sciences, Health Sciences.

Introduction

One of the basic needs of people is nutrition. Nutrition is obligatory for every living being to survive (1). Nutrition forms the basis of health in every period of life (2). Every living being must pay attention to the nutrition factor in order to maintain its vital element and have a healthy life (3). Nutrition is the most economical way to buy and use the nutrients that will provide each amount of energy and nutrients necessary for growth, development, healthy and productive life for a long time without losing the nutritional value and making the health deteriorating (4). The purpose of nutrition is to take each amout of energy and nutrients that are needed sufficiently according to the age, gender, work and special condition (5). It is possible to protect and improve health and reduce the risk of chronic diseases thanks to an adequate and balanced diet (6). Failure to provide adequate and balanced nutrition causes many negative conditions in body functions. This results in growth and developmental retardation, decreased body resistance, increased likelihood of disease, long and severe illness, and may affect the quality of an individual's life. Therefore, it is

possible to say that nutrition has an important role in increasing the quality of the individual's life, reducing the risk of developing diseases, and increasing the life span without disease (7). Adequate and balanced eating habits are essential for good physical performance as well as health (8). It is possible for individuals to lead a healthy life in adulthood by developing a regular eating habit in childhood and youth (9). As one of the important applications in terms of nutritional knowledge, nutrition education plays an important role in raising public awareness and consequently in public health (10). Therefore, it is seen that adequate and balanced nutrition is important for healthy life.

Neurgarten (11) is the first person who mentioned the concept of life satisfaction in 1961. Firstly, explaining the concept of satisfaction will provide a better understanding of the concept of life satisfaction. Satisfaction defines the concept as the fulfillment of needs, expectations, wishes and requests (12). Life satisfaction shows the general satisfaction with the life of the person and is formed as a result of comparing what the individual has with what the individual want (13). The similarity between the individual's desires and the situation that s/he experienced determines the degree of life satisfaction. The greater this similarity, the greater the satisfaction the person gains from life (14). The concept of quality of life can be evaluated objectively and subjectively, and these evaluations guide the form of the scales used to determine the quality of life (15). Objective evaluations are based on the definition of individuals' life conditions such as physical health, income, quality of the house in which they live, friendship relationships, physical activity, social roles, and political environment. Subjective evaluations describe the satisfaction of the individual from these conditions (16). In short, life satisfaction occurs as a result of the affective and cognitive evaluations made by individuals about their lives (17).

As a result, it is seen that life satisfaction have an important place in nutrition. It may be possible to increase the life satisfaction of the students in order to be healthier as a result of the regulation of their nutritional habits. For this reason, in this study, it was aimed to examine the relationship between students' life satisfaction and nutrition.

Method

Research Model

In this study, descriptive and relational survey methods, which are general survey models, were used.

Forming Volunteer Groups

407 students, 244 women and 163 men, studying at Uşak University Faculty of Sport Sciences and Süleyman Demirel University Faculty of Health Sciences in the 2018-2019 academic year attended voluntarily in the study.

Data Collection Techniques

Personal Information Form, Life Satisfaction and Nutrition scales were usedas data collection techniques.

Personal Information Form

Questions prepared by the researcher and regarding the demographic characteristics of the data, gender, age, faculty, academic success, economic situation, future prospects, the level of loneliness were used in the "Personal Information Form".

Life Satisfaction Scale

Life Satisfaction Scale was developed in 1985 by Diener, Emmons, Larsen and Griffin (The Satisfaction With Life Scale (SWLS) -LDS) (18). The scale consists of 5 items. The scale is a self-rating scale consisting of 7 ratings. This scale contains answers ranging from 1 to 7, ranging from "totally disagree" to "totally agree". In the assessment of the scale, 7 points or less indicate a low life satisfaction, 13 points or more indicate a high life satisfaction and points between 8-12 indicate a moderate level of life satisfaction. The scale was made by Köker (1991) and adapted to Turkish. Then the scale was also used by many researchers in Turkey (19). The test-retest reliability coefficient of the Köker's (1991) scale was found to be 0.85 (19). In another study conducted by Yetim (1993), the reliability coefficient of the scale,

Cronbach-alpha internal consistency coefficient 0.86 and test-retest reliability were determined as 0.73 (20). The reliability of the scale was found to be high.

Three Factor Nutrition Scale

It was developed by Karlsson et al. (2000) to determine the nutritional habits of individuals (21). This questionnaire was originally created as 51 questions and after the necessary corrections, the validity and reliability test of the scale, it took its final form with 18 questions. The "Three Factor Nutrition Survey", which was translated into Turkish by Kıraç et al. (2015) and whose validity and reliability study was conducted, was used to determine the nutritional habits of individuals (22). In addition to the three factors of this questionnaire, a fourth factor was added as the level of susceptibility of people to hunger. As Cronbach's alpha value was 0.72 and a re-test reliability of the tests was 0.70, it was concluded that the reliability of the questionnaire had sufficient values of reliability and validity on the university students in Turkey. The scale consists of eighteen "18" items. Each item is answered according to a 4-point answering system. The scale consists of 5 items in the sub-dimension 'Eating uncontrolled', 3 items in the sub-dimension 'Eating emotionally', 6 items in the sub-dimension 'Eating consciously' and 4 items in the sub-dimension 'Hunger sensitivity level' (22).

Data Analysis

Life Satisfaction Scale

Cronbach's Alpha value of life satisfaction scale was found to be 0.809. The scale is reliable. Kolmogorov-Smirnov and Shapiro-Wilk tests were used to test whether the sample's life satisfaction scale total scores came from the normal distribution.

Table 1. Reliability Analysis for Life Satisfaction Scale

	New Cronbach's Alpha Value with Subtraction	Life Satisfaction Scale Cronbach's Alpha Value
Item 1	0,773	
Item 2	0,771	
Item 3	0,732	0,809
Item 4	0.778	
Item 5	0,803	

Nutrition Survey

The name of the questionnaire is "three-factor nutrition questionnaire" and one more factor (hunger sensitivity level) was added to it. A 4-factor nutrition questionnaire was analyzed. "Nutrition Survey" total score is calculated from 18 items. The minimum score that can be obtained on the scale is 18 and the maximum score is 72. Questions 1-2-3-4-5-6-7-8-9-10-11-12-13 were scored from top to bottom from 4 to 1. Questions 14-15-16-17 are listed from top to bottom from 1 to 4. In the 18th question, those who marked 1-2 were scored as "1", those who marked 3-4 were scored as "2", who scored 5-6 were scored as "3" and those who marked 7-8 were scored as "4".

Nutritional questionnaire subscales;

- Factor 1: restricting eating (items 1-7-13-14-17) (minimum 5, maximum 20 points can be obtained)
- Factor 2: level of eating uncontrolled (items 3-6-10) (minimum 3, maximum 12 points can be obtained)
- Factor 3: degree of eating at emotional times (items 2-11-12-15-16-18) (minimum 6, maximum 24 points can be obtained)
- Factor 4: hunger sensitivity level (items 4-5-8-9) (minimum 4, maximum 16 points can be obtained)

Looking at the table, when items 14, 17 and 18 are excluded from the questionnaire, Cronbach's Alpha exceeds the current value of 0.877 and increases the reliability of the questionnaire. These items can be reviewed, re-accessed or removed from the questionnaire. The Cronbach's Alpha value of the sample of 407 people was 0,877, the restraining level subscale was 0,720, the uncontrolled eating level was 0,872, the emotional times subscale was 0,710 and the hunger sensitivity subscale was 0,855.

Findings

When the participants were examined in terms of demographic characteristics, the following findings were reached.

- 163 (40.0%) of the sample were male and 244 (60.0%) were female.

Table 2. Reliability Analysis Regarding Nutrition Survey and Sub-Scales

	New Cronbach's Alpha Value with Subtraction	Life Satisfaction Scale Cronbach's Alpha Value
Survey Items		
Item 1	0,867	0,877
Item 2	0,875	
Item 3	0,863	
Item 4	0,864	
Item 5	0,866	
Item 6	0,862	
Item 7	0,865	
Item 8	0,864	
Item 9	0,864	
Item 10	0,864	
Item 11	0,874	
Item 12	0,874	
Item 13	0,866	
Item 14	0,885	
Item 15	0,869	
Item 16	0,868	
Item 17	0,882	
Item 18	0,891	
Sub-Scales		
Level of Eating Restriction		0,720
Uncontrolled Eating Level		0,872
Eating Level at Emotional Times		0,710
Sensitivity to Hunger Level		0,855

- Considering the faculties of students, it is seen that 202 (49.6%) people are students of the faculty of sports sciences and 205 (50.4%) are students of the faculty of health sciences.
- Out of the sample with 407 people, 49 (12.0%) stated that their academic achievement was at a "high level", 327 (80.4%) at a "medium level" and 31 (7.6%) at a "low level".

Table 3. Distribution of the Sample According to Demographic Findings

Variable	Frequency	Percentage (%)	Cumulative Percentage (%)
Age			
	157	38,6	38,6
	191	46,9	85,5
	59	14,5	100,0
Gender			
Male	163	40,0	40,0
Female	244	60,0	100,0
Faculty			
Sports S.F.	202	49,6	49,6
Health S.F.	205	50,4	100,0
Academic success			
High Level	49	12,0	12,0
Mid-level	327	80,4	92,4
Low Level	31	7,6	100,0
Economic Condition			
1000-2000 TL	249	61,2	61,2
2001 - 3000 TL	117	28,7	89,9
3001-4000 TL	41	10,1	100,0
Future Expectation			
I believe all my expectations will come true in my life	81	19,9	19,9
I believe some of my expectations will come true in my life	288	70,8	90,7
I don't believe that any of my expectations will come true in my life	38	9,3	100,0
Level of Loneliness			
Low Level	248	60,9	60,9
High Level	159	39,1	100,0
Total	407	100,0	

Table 4. Findings Regarding the Future Expectancy of the Participants by Gender

Future Expectation					
		I believe all my expectations will come true in my life	I believe some of my expectations will come true in my life	I don't believe that any of my expectations will come true in my life	Total
Gender	Male	46 (28,2%)	113 (69,3%)	4 (2,5%)	163 (100,0%)
	Female	35 (14,3%)	175 (71,7%)	34 (13,9%)	244 (100,0%)
		81	288	38	407

- Out of the sample with 407 people, 249 (61.2%) stated that their economic condition is between 1000-2000 TL, 117 (28.7%) between 2001-3000 TL, 41 (10.1%) between 3001-4000 TL.
- 81 (19.9%) people in the sample believe that all their expectations will come true in their lives, 288 (70.8%) people believe that some of their expectations will come true in their lives, and 38 (9.3%) people don't believe that their expectations will be come true.
- Finally, 248 (60.9%) of the 407 sample stated that they experienced "low level of loneliness" and 159 (39.1%) experienced "high level of loneliness".

Relations Between Demographic Findings

It was benefited from cross-tables and chi-square tests that examine the distribution of two categorical variables with each other in order to determine the relationship between the demographic findings of "gender", "faculty" and "economic condition" and the findings of "academic achievement", "expectation of future" and "level of loneliness". The study was conducted at 95% significance level. In the table below, Chi-square test statistics and p-values related to the relationship between the two categorical variables were given. The value in the cell shows the chi-square test statistics, and the value in parentheses shows the p-value.

The rate of "believers that some of their expectations will come true" does not change much in men and women. While the rate of women who "believe that no expectations will come true in their lives" is higher than that of men, the rate of men who "believe that all their expectations will come true in their lives" is about two times more than rate of women.

Table 5. Findings Regarding the Level of Loneliness by Gender of the Participants

		Level of Loneliness		
		Low Level	High Level	Total
Gender	Male	122 (74,8%)	41 (25,2%)	163 (100,0%)
	Female	126 (51,6%)	118 (48,4%)	244 (100,0%)
		248	159	407

According to the table, the percentage of men with a "low" level of loneliness is higher than that of women. On the contrary, the rate of those with a high level of loneliness is higher among women.

According to the table, the rate of those who "believe that all their expectations will be fulfilled in their lives" is much higher among the students of the sports sciences faculty than the students of the health sciences faculty. The rate of those who "believe that no expectation will be come true in their life" is much higher among Health S.F. students than Sports S.F. students.

According to the table, while the rate of those with "low" loneliness is much higher in Sports S.F. students than in Health S.F. students, the rate of those with "high" loneliness is much higher in Health S.F. students than Sports S.F. students.

Summary statistics of life size scale total scores according to each demographic finding and Sig. values for Kruskal-Wallis One Way ANOVA test were given in the table. Their values are given. Values shown in red indicate significant difference significance level at 95%. Looking at the table, the total scores of life satisfaction scale do not differ according to age, gen-

Table 6. Findings Regarding the Future Expectation of the Participants by Faculties

		Future Expectation			
		I believe all my expectations will come true in my life	I believe some of my expectations will come true in my life	I don't believe that any of my expectations will come true in my life	Total
Faculty	Sports S.F.	61 (30,2%)	137 (67,8%)	4 (2,0%)	202 (100,0%)
	Health S.F.	20 (9,8%)	151 (73,7%)	34 (16,6%)	205 (100,0%)
		81	288	38	407

Table 7. Findings Regarding the Participants' Level of Loneliness by the Faculties

		Level of Loneliness		
		Low Level	High Level	Total
Faculty	Sports S.F.	163 (80,7%)	39 (19,3%)	202 (100,0%)
	Health S.F.	85 (41,5%)	120 (58,5%)	205 (100,0%)
		248	159	407

der, faculty and economic condition variables; however, there are significant differences in terms of future expectation and loneliness variables. In addition, it is seen that as future expectations (p-value = 0,000) decrease, life satisfaction also decrease clearly. It was concluded that those who had a low level of loneliness (p-value = 0,000) had higher life satisfaction than those who had a "high" level.

In the tables below, summary statistics of nutrition survey total scores and subscales according to demographic findings were given. The rightmost column of the table gives the p-value obtained from the nonparametric Kruskal-Wallis One Way ANOVA.

"4 Factor Nutrition Survey" and subscale total scores vary according to the ages of the sample. Looking at the table, it is seen that subscale total scores and nutrition survey total scores decrease as the ages of the people increase.

The total scores of women were higher than men for the "restraint eating level", "uncontrolled eating level" and "hunger sensitivity level" subscales. Likewise, the total score of the 4-factor nutrition survey of women was higher than that of men.

Table 8. Change of Life Satisfaction Scale Total Scores According to Demographic Findings

	Average	Std. Deviation	p-value (Sig.)
Age			
≤ 19	20,2611	5,8431	0,193
20–21	20,1152	6,7260	
≥ 22	18,5763	6,8183	
Gender			
Male	19,6074	6,4783	0,243
Female	20,1762	6,3891	
Faculty			
Sports S.F.	19,8861	6,1419	0,541
Health S.F.	20,0098	6,7030	
Economic Condition			
1000-2000 TL	19,8153	6,5603	0,122
2001 - 3000 TL	20,7094	6,1167	
3001-4000 TL	18,5854	6,3007	
Future Expectation			
I believe all my expectations will come true in my life	22,2716	5,9435	0,000
I believe some of my expectations will come true in my life	19,9965	6,0833	
I don't believe that any of my expectations will come true in my life	14,6316	6,9570	
Level of Loneliness			
Low Level	21,1815	5,5560	0,000
High Level	18,0252	7,1864	

The total scores of the health S.FS students were higher than the Sports S.F. students for the subscales of "eating restriction level", "uncontrolled eating level" and "hunger sensitivity level". Likewise, Health S.F. students' 4-factor nutrition survey total scores were higher than Sports S.F. students.

The academic success levels obtained from the sample have no effect on the 4-factor nutrition and subscales of the individuals. All p-values exceeded 0.005.

Looking at the economic condition of the sample of 407 people, only the "level of eating at emotional times" subscale is affected by this variable. Looking at the table, it is seen that as the income levels of the individuals increase, the levels of eating decrease at the emotional times.

It was observed that the subscale total scores increased as the level of expectation from individuals for the subscales of "restriction on eating", "uncontrolled eating" and "hunger sensitivity level" increased. Similarly, it was concluded that the total scores of the 4-fac-

Table 9. Findings Regarding the Nutrition and Subscale Scores of the Participants by Age

	Age						p-value (Sig.)
	0-19		20-21		22+		
	Average	SD	Average	SD	Average	SD	
Level of Eating Restriction	12,3694	3,2919	10,9581	3,2796	10,9492	3,0873	0,000
Uncontrolled Eating Level	7,1401	2,8181	5,7330	2,4744	4,9322	2,2350	0,000
Eating Level at Emotional Times	14,1338	3,4401	13,6859	3,7955	12,5424	3,6451	0,005
Sensitivity Level to Hunger	9,4968	3,1958	8,1885	2,8239	8,2034	2,8993	0,001
Nutrition Survey	43,1401	7,6228	38,5654	6,9444	36,6271	6,9701	0,000

Table 10. Findings Regarding the Nutrition and Subscale Scores of the Participants by Gender

	Gender				p-value (Sig.)
	Male		Female		
	Average	SD	Average	SD	
Level of Eating Restriction	10,4785	3,0313	12,1844	3,3374	0,000
Uncontrolled Eating Level	4,8957	2,0355	7,0041	2,7673	0,000
Eating Level at Emotional Times	13,6196	3,6365	13,7418	3,6955	0,446
Sensitivity Level to Hunger	7,9325	2,7355	9,2049	3,1359	0,000
Nutrition Survey	36,9264	6,5183	42,1352	7,6234	0,000

Table 11. Findings Regarding the Nutrition and Subscale Scores of the Participants by Faculty

	Faculty				p-value (Sig.)
	Sports S.F.		Health S.F.		
	Average	SD	Average	SD	
Level of Eating Restriction	10,5000	3,0505	12,4878	3,2893	0,000
Uncontrolled Eating Level	5,0594	2,1959	7,2439	2,7222	0,000
Eating Level at Emotional Times	13,4257	3,6237	13,9561	3,7012	0,081
Sensitivity Level to Hunger	7,9208	2,7123	9,4585	3,1629	0,000
Nutrition Survey	36,9059	6,7119	43,1463	7,2218	0,000

Table 12. Findings Regarding Nutrition and Subscale Scores According to the Academic Achievement of the Participants

	Academic success						p-value (Sig.)
	High Level		Mid-level		Low Level		
	Average	SD	Average	SD	Average	SD	
Level of Eating Restriction	11,4490	3,9267	11,5152	3,2130	11,4333	3,5397	0,886
Uncontrolled Eating Level	5,9796	3,0378	6,1585	2,6840	6,4667	2,3741	0,461
Eating Level at Emotional Times	13,8163	4,1866	13,7409	3,6148	12,9667	3,3782	0,624
Sensitivity Level to Hunger	8,6327	3,0801	8,6890	3,0521	8,8667	2,9796	0,968
Nutrition Survey	39,8776	7,9651	40,1037	7,5025	39,7333	8,7096	0,926

Table 13. Findings Regarding Nutrition and Subscale Scores According to the Economic Condition of Participants

	Economic Condition						p-value (Sig.)
	1000 - 2000 TL		2001 - 3000 TL		3001 - 4000 TL		
	Average	SD	Average	SD	Average	SD	
Level of Eating Restriction	11,4498	3,2883	11,3761	3,2316	12,1707	3,7610	0,569
Uncontrolled Eating Level	6,1084	2,5653	6,0000	2,7854	6,9268	3,1889	0,239
Eating Level at Emotional Times	13,9920	3,6200	13,4615	3,5996	12,5366	3,9566	0,026
Sensitivity Level to Hunger	8,7992	2,9085	8,4103	3,1215	8,8780	3,5999	0,422
Nutrition Survey	40,3494	7,3387	39,2479	7,6855	40,5122	9,1409	0,292

Table 14. Findings Regarding Nutrition and Subscale Scores According to the Future Expectations of the Participants

	Future Expectation						p-value (Sig.)
	I believe all my expectations will come true in my life		I believe some of my expectations will come true in my life		I don't believe that any of my expectations will come true in my life		
	Average	SD	Average	SD	Average	SD	
Level of Eating Restriction	10,9877	3,9544	11,3681	3,0323	13,6053	3,2676	0,000
Uncontrolled Eating Level	5,0864	2,5797	6,3056	2,5465	7,3421	3,3713	0,000
Eating Level at Emotional Times	14,0617	4,1241	13,5382	3,2532	14,0789	5,3036	0,610
Sensitivity Level to Hunger	7,9630	3,0432	8,7292	2,8632	10,0000	3,8834	0,010
Nutrition Survey	38,0988	7,1652	39,9410	7,4553	45,0263	7,9610	0,000

tor nutrition questionnaire increased as the level of future expectations increased.

Total scores of subscales of "restriction on eating", "level of uncontrolled eating" and "level of sensitivity to hunger" were higher in individuals with higher loneliness than those with low loneliness. Likewise, individuals with high loneliness levels were higher for the 4-factor nutrition questionnaire total scores than individuals with low scale total scores.

Relationship Between The Life Satisfaction Scale and 4-Factor Nutritional Survey

The Pearson Correlation coefficient takes values ranging from -1 to +1. A positive value indicates the

Table 15. Findings Regarding Nutrition and Subscale Scores According to Participants' Level of Loneliness

	Level of Loneliness				p-value (Sig.)
	Low Level		High Level		
	Average	SD	Average	SD	
Level of Eating Restriction	11,2016	3,2630	11,9686	3,3685	0,018
Uncontrolled Eating Level	5,6694	2,4152	6,9245	2,9479	0,000
Eating Level at Emotional Times	13,5887	3,5609	13,8553	3,8349	0,379
Sensitivity Level to Hunger	8,3710	2,8836	9,2013	3,2213	0,016
Nutrition Survey	38,8306	7,2427	41,9497	7,8585	0,000

Table 16. The Relationship Between Life Satisfaction Scale Total Scores and 4 Factor Nutrition Survey Total Scores

	Life Satisfaction Scale	4-Factor Nutrition Survey
Life Satisfaction Scale	1.000	-0.048 (0.333)
4-Factor Nutrition Survey	-0.048 (0.333)	1.000

same directional relationship between the two variables, and a negative value indicates an inverse relationship between the two variables. As the correlation value gets closer to -1 and +1, the intensity of the relationship between them increases. A correlation coefficient of 0 indicates that there is no relationship between the two variables. As you approach 0, the severity of the relationship decreases.

Looking at the general scales, no statistically significant relationship was found between the total scores of "Life Satisfaction Scale" and the "4 Factor Nutrition Survey". The correlation value is -0.048 and is very close to zero and p-value (0.333) is greater than 0.01. These two scales have no effect on each other and are independent of each other.

Discussion and Conclusion

Within the scope of the research, it was aimed to examine the relationship between the life satisfaction and nutrition of the students who study at the faculty of sports and health sciences at university.

While the age of the people increases, the percentage of those who "believe that all their expectations will come true in their lives" increases while the percentage of those who "believe that some expectations will come true" and those who "believe that no expectations will come true in their lives" decrease ($p < .05$). We can say that as the students get older, their point of view towards life changes. Therefore, we can say that this situation happened as those who believe that all their expectations will come true in their lives are hopeful about future. Since there are no studies similar to the study we have done, findings to support could not be reached.

As the age of the people increases, the rate of those whose level of loneliness is "low" increases gradually, while the rate of those whose level of loneliness is "high" decreases gradually ($p < .05$). It was determined that the age variable was effective in determining loneliness. In the study conducted by Kozaklı (2006) with individuals between the ages of 17-29, she found that their loneliness levels differed significantly by age, and those who were "18" and younger were higher than those in the other age group (23). We can state that the reason for the difference in the study was that the students started their education life in a new place and moved away from their family for a certain period of time and were left alone until they make a friend. Findings that support the study we have done have been reached.

Sub-items of future expectations in men and women do not change the rate of those who "believe that some of their expectations will come true" ($p > .05$). While the rate of women who "believe that no expectations will come true in their lives" is higher than men ($p < .05$), the ratio of man who "believe that all their expectations will come true in their lives" is approximately twice as much as the rate of women

($p < .05$). Uygur and Yelken (2017) found that there was no statistically significant difference in terms of gender variable in their study on the examination of their perceptions of future prospects (24). Tuncer (2011) found a significant difference between the future expectations of the vocational high school students in the study he made in terms of gender variable in favor of female students (25). The results of our work are different. As our study was done in faculties, different results may have come out. The expectations of students at the vocational school may differ from those of the faculty. In our study, both genders believe that some of their expectations will come true in the future. In our study, the belief that no expectation will come true in their lives is higher in women than men. In the other item, the belief that all expectations will come true in their lives is higher in men than women. In our study, we can say that all the expectations of men are high as they are hopeful towards the future, they have high confidence that they can overcome the negativities such as stress and have the joy of life. The low future expectations of women may be due to the fact that women live intensely in terms of emotions and thoughts due to their personality traits and have a worried lifestyle.

The rate of those whose level of loneliness is "low" in men is higher than that of women. On the contrary, the rate of those with a high level of loneliness is higher in women ($p < .05$). Considering the relationship between the loneliness levels of the students and the gender variable, the loneliness levels of male students are higher than the female students. When the studies are examined, there are studies in which boys experience more loneliness than girls. In the study of Özkaya (2017), the loneliness levels of male students are higher than female students (26). In the study of Bulus (1996), the loneliness levels of male students are higher than that of female students (27). The studies support our study. We can say that the reason for the high level of loneliness of men compared to females is the feeling of loneliness due to the fact that the men are unable to share their feelings and thoughts as they fulfill the roles given by the society.

According to the faculties, the rate of those who "believe that all their expectations will come true in their lives" is much higher among the students of the faculty of sports sciences than the students of the faculty of health sciences. The rate of those who "believe that no expectation will come true in their lives" is much higher in the students of the faculty of health sciences than in the students of the faculty of sports sciences ($p < .05$). According to the faculties, the rate of those who "believe that all their expectations will come true in their lives" is much higher in the students of the faculty of sport sciences compared to the students of the faculty of health sciences. The view of students in sports sciences is very different. They look at life positively. They do not despair. Self-confidence is high. They are in communication with people. They act with their mind, not with their feelings. They are constitutive. They are not aggressive. They have team unity. They do not accept failure. They love to live and are happy with their lives. They love their profession. Their lives are organized. They are social. They have the belief that they have achieved the goals by starting education in their faculty. Self-esteem is high. They are optimistic about life. We can say that the students in the faculty of health sciences have a weak belief that all their expectations will come true in their lives due to the lack of these characteristics. We can say that the students in the sports sciences believe that all their expectations will come true in their lives because they are hopeful towards life and never lose faith. Since there are no studies similar to the study we have done, there are no findings to support our findings.

According to the faculties, the rate of those with "low" level of loneliness is much higher in students of the faculty of health sciences compared to the students of the faculty of health sciences, on the contrary, the rate of those with high level of loneliness is higher in the students of the faculty of health sciences students ($p < .05$). There is a similar study to the work we have done. In the study conducted by Yazıcılar (2004), a significant difference was found between loneliness levels and whether they do sports or not (28). The loneliness level of young people who do sports is lower than those who do not. The reason for this difference is that students studying in the faculty of sports sciences are actively doing sports. Most of the lessons are practical. Practical courses are sports branches. They are engaged in sports. They do not feel lonely because of doing sports. There is team unity. They are in solidarity. It is

known that sport develops interpersonal relations in determining the positive effect of engaging in sports on loneliness significantly. Sports education is an effective training tool in terms of facilitating individual-social harmony and improving interpersonal relations. These relationships are also supported by the studies carried out in which sports education develops and directs in an orderly and understandable way (29). We think that the reason for the high level of loneliness of students in the faculty of health sciences is due to the education they received.

Total scores of life satisfaction scale do not differ according to age variable ($p > .05$). There is no relationship between students' life satisfaction according to the age variable. Similar to this study finding, Yılmaz (2019) concluded that there is no significant relationship in comparing life satisfaction of municipal employees by age variable (30). Aydıner (2011) concluded that there was no statistically significant difference according to the age variable result in his study on students studying at Sakarya University (31). These results are similar to our study findings. We can say that students' ages are not effective on life satisfaction even if their ages are different. In short, age has no effect on life satisfaction. Although many students are in different age groups, their life satisfaction or pleasure from life is high. We can say that the satisfaction of life is effective for students to be happy and enjoy the life regardless of their age group.

Total scores of life satisfaction scale do not differ by gender ($p > .05$). It was determined that there was no significant difference between the perceptions of male and female students about their level of life satisfaction. In his study, Huebner (1994) found that the level of life satisfaction does not differ by gender (32). The results obtained from the studies conducted by Özkul and Cömert (2018) state that the level of life satisfaction does not differ by gender (33). Yaşartürk et al. (2017) found that there was no statistically difference between the life satisfaction levels and gender variable of students studying at Bartın University School of Physical Education and Sports (34). They support the study we have done. It has been an opinion that female and male students look at life positively, have expectations from life, do not despair, have a purpose in life, and enjoy life. As long as the university youth lives, we can say that they will always struggle to reach the goals that will provide satisfaction from life. As they struggle, they will know how to enjoy in life and they will ensure satisfaction with life. Therefore, we can say that there is no difference between genders.

Life satisfaction scale total scores do not differ according to faculty ($p > .05$). The relationship between life satisfaction and education faculties is not significant. When the results of Işık and Koçak (2014) about comparing the life satisfaction of students according to the department variable are examined, it is seen that there is no significant difference between the students' life satisfaction according to the department variable (35). In the study conducted by Aktağ and Alpay (2015) on the students studying in different departments at Abant Izzet Baysal University College of Physical Education and Sports, they found that there was no statistically significant difference in life satisfaction according to the results of the department variable (36). In the study of Kalfa (2017), it is seen that life satisfaction levels of the students at the faculty of sports and educational sciences do not differ significantly according to their faculties (37). These studies support the studies we have done. In short, there is no significant relationship between students' faculties and life satisfaction levels. We can say that faculties have no effect on life satisfaction.

Total scores of life satisfaction scale do not differ according to economic situation ($p > .05$). There is no relationship between students' income level and life satisfaction. Similar to this research finding, Işık and Koçak (2014) concluded that there was no significant relationship between the monthly individual expense amount and life satisfaction levels of students (35). It supports the study we have done. We can say that the high or low economic situation of students does not affect life satisfaction. In short, the economic situation of students has no effect on life satisfaction. Although the economic situation of many students is bad, their life satisfaction or pleasure from life is high. The economic situation does not reflect students' satisfaction with life.

There are significant differences in life satisfaction scale total scores according to future expectation variables. Life expectancies are clearly reduced as future expectations (p-value = 0,000) decrease ($p < .05$). Life

satisfaction is related to the future expectation. Dost (2007) found that The life satisfaction level of university students who believe that all their expectations will come true in the future is higher than that of those who believe that some expectations will come true, and the life satisfaction level of university students who believe that some of their expectations will come true is higher than that of those who don't believe that any of their expectations will come true (38). Life satisfaction increases as the future expectation increases. In short, we can say that as the university students get optimistic about the future, their life satisfaction increases. Findings that support our study have been reached.

It was found that the life satisfaction of those whose level of loneliness (p-value = 0,000) was "low" was higher than that of those whose level of loneliness was "high" ($p < .05$). There are significant differences in life satisfaction scale total scores according to loneliness variables. The level of loneliness is so related to life. As the level of loneliness decreases, students' life satisfaction increases. We can say that students' attitudes towards life have changed as life satisfaction increases. We can say that it is the result of the increase in life satisfaction due to the fact that they intertwined with the society in order to fulfill the expectations and they do not have the feeling of loneliness as they are focused on their goal. Findings that support our study have not been reached.

The total scores of the nutrition survey and its subscale vary according to their age. It is observed that subscale total scores and nutrition survey total scores decrease as the ages of the individuals increase. Nutrition level changes as age changes ($p < .05$). In the study by Kılıç (2009) on determination of nutrition knowledge levels and nutritional habits of women engaging in agriculture, there was a significant difference between age and nutritional habits (39). It supports the study we have done. We can say that as the nutritional habits of university students change and they become conscious, and most importantly, as the nutrition education they receive in their schools is effective on individuals, they know the nutritional conditions. Individuals should be very careful about their diet as they get older. Regular nutrition strengthens the immune system of individuals and we can say that it leads to a healthier and long-lasting life. Irregular nutrition increases the risk of individuals getting all kinds of diseases.

According to the gender, the total scores of women were higher than men for the "restraint eating level", "uncontrolled eating level" and "sensitivity level to hunger" subscales. Likewise, the total nutrition scores of women were higher than men ($p < .05$). In the study conducted by Gül (2011) on healthy nutrition concept and the attitudes and behaviors of university students towards nutritional habits, it was found that men's perceptions of healthy nutrition were higher than that of women (40). In the study of obesity-related nutritional habits conducted by Kızı et al. (2015), it was concluded that some of the items differed significantly between genders (22). We can state that the reason of the difference between men and women is that university students have different class hours or are in different departments. We can say that the students can pay attention to their regular nutrition if the nutrition hours are suitable according to the class hours.

According to the faculties, the total scores of the students at the faculty of health sciences were higher than the students at the faculty of sports sciences for the subscales of "restriction level on eating", "uncontrolled eating level" and "level of sensitivity to hunger". Likewise, the total scores of the nutrition survey of the students at the faculty of health sciences were higher than those of the students at the faculty of sports sciences ($p < .05$). In the study of Demir (2019) on the nutrition behavior of athletes and sedentary adolescents, the nutrition behavior of athletes is in higher level than that of the sedentary students (41). In other words, the nutrition level of athletes is higher than those who do not do sports. It is a study close to the study we have done. It supports our work. It shows that the faculty of sports sciences has higher nutritional habits than the faculty of health sciences. The students at the faculty of sports sciences pay great attention to regular and balanced nutrition as they receive sports training and do regular sports. Individuals doing sports at the faculty of sports sciences have a scheduled diet according to their sports branches. They apply a diet according to the nutrition program. They cannot get out of the nutrition program. Otherwise, if they do not pay attention, their performance decreases, they cannot do sports and they have health problems. Therefore, the level of healthy life and diet of students at the faculty of sports sciences is different from students at other faculties.

Academic success levels have no effect on individuals' nutrition and subscales ($p > .05$). In our study, it was concluded that the academic success of students is not very effective on nutrition. In our study, we can say that the success level of many students is high although the financial income is low or medium level. We can say that even if their income level is low, academic success is very important for students to continue their education success, to finish their school successfully and enter the business life as soon as possible. In short, academic success comes before nutrition for students. We can state that many students put the level of nutrition on the back burner and put their academic success at the forefront in order to continue their education regularly. Findings that support our study could not be reached.

When we look at their economic situations, only the "level of eating at emotional times" subscale is affected by this variable. As the income levels of the people increase, it is seen that the levels of eating decrease at the emotional times ($p < .05$). There is no significant difference between the other items ($p > 0.05$). In his study, Erçim (2014) did not find a significant difference between healthy nutrition values according to income (42). This study supports our work. Although the income level of students is different, we can say that it does not affect the level of nutrition. If the income of the students is different, we can explain that each individual has a diet according to their income. They are aware that nutrition is important for them because of the education they have received. As the income levels of the people increase, it is seen that the levels of eating decrease at the emotional times. The reason for the difference in this article is that when the students fall into emotional state, if their income levels are high, they can easily get out of the emotional state. We can say that the level of eating has decreased due to the fact that they have a high income level as in an emotional state, instead of staying at home alone, they go away to different areas and do different activities.

When looking at the general scales, there is no statistically significant relationship between "Life Satisfaction" and "Nutrition" total scores ($p > .05$). Life satisfaction; is the subjective and cognitive assessment of the individual about his own life (18). In another definition, a person evaluates his/her own life according to the criteria chosen by him/herself again (43). In a different definition, life satisfaction is the situation that arises with the expectations of the individual and meeting them; It reveals the well-being depending on the characteristics such as happiness and morale (44). In short, we can say that life satisfaction is the pleasure or satisfaction that individuals get as a result of their expectations. Nutrition is an action that needs to be done consciously so that individuals can consume the nutrients needed by the body in a balanced and sufficient amount and when necessary in order to increase their quality of life and lead a healthy life (45). We can state that nutrition is taking the nutrients necessary for individuals to survive. Life Satisfaction and nutrition scale do not have any effect on each other and they are independent from each other. They are different in terms of content. Both are different and important for individuals. We can say that nutrition is extremely important for the development of the body, keeping the immune system strong and protecting it from external influences, living healthier and longer. Life satisfaction is the satisfaction of individuals with life. We can say that it is the providing psychological satisfaction with life. Satisfaction and nutrition are different fields. Findings to support the study we have done could not be reached.

As a result, life satisfaction and nutrition have no effect on each other and it is seen that they are independent from each other. It will ensure that the students become healthier as a result of regular nutritional habits. Enjoying life and feeling psychologically happy can be effective in increasing of individuals' life satisfaction. Since this study will shed light on future studies, we can say that it will be useful in repeating it in different areas in a more comprehensive way.

Recommendations

- It is possible to work on university students in different departments.
- It is possible to study according to the sports branches of the students at the faculty of sports sciences.
- It is possible to work on disabled athletes.

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