REPUBLIC OF TURKEY

FIRAT UNIVERSITY

INSTITUTE OF HEALTH SCIENCES

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

COMPARISON OF HEALTHY LIFESTYLE BEHAVIORS OF NATIONAL AND INTERNATIONAL STUDENTS AT FIRAT UNIVERSITY

MASTER THESİS

Mustafa Hassan ZANGANA

ELAZIĞ – 2020

APPROVAL

Prof. Dr. Mustafa KAPLAN

Principal of Institute of Health Sciences

This thesis was found fit to Master's Degree Thesis standards.

Prof. Dr. Yüksel SAVUCU

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

The thesis was read and accepted as a Master's Degree Thesis in terms of extent and quality.

PROF. DR. ERCAN GÜR _____

ADVISOR

Master's Degree Exam Jurors

Prof. Dr. Yüksel SAVUCU _____

Prof. Dr. Ercan GÜR _____

Assoc.Prof. Dr. Oktay KIZAR _____

ETHICAL DECLARATION

I have found that all the information and data in this thesis are obtained in the academic and ethical rules that I have realized with my studies and that I have done this thesis study and that I have not behaved against the ethics at all stages from the planning of the studies to the obtaining of the findings and the writing phase and that this thesis study I declare that I refer to sources, information and interpretations that are not included in the findings.

MUSTAFA HASSAN ZANGANA

PROF. DR. ERCAN GÜR

ADVISOR

Department Of Physical Education And Sport Sciences

ELAZIĞ – 2020

ACKNOWLEGDEMENTS

Praise is to God, who made a price for his blessings, and a reason to increase his benevolence, and prayers and peace be upon the noblest of the prophets and messengers Muhammad and on the god of pure purity of light in my world and my salvation in my end.

It gives me great pleasure and sincere thanks to the University of Fırat and its professors for their continued support and support. From the bottom of the heart, the researcher extends in the highest verses of thanks, appreciation and gratitude to Professor Dr. ERCAN GÜR who supervises the thesis for the assistance and valuable scientific observations and fruitful cooperation in completing this thesis, and making it rise to existence in this context.

And I cannot fail to extend my thanks and gratitude to my friends who stood by my side during the implementation of the tests, and as the researcher offers thanks and appreciation to those who presented even one word that enriches the research and increases the researcher's knowledge.

The duty of fulfillment also calls me to bow to the reverence and respect of those who have had the best aid and endured a lot for my sake so they rejoiced at my joy and they cared for my father, my mother and my brothers, may God grant them success.

MUSTAFA HASSAN ZANGANA

TABLE CONTENT

LIST OF TABLES

ACRONYMS

HLSB : healthy lifestyle behavior

SPSS **:** Statistical Package for the Social Sciences Software.

COPD **:** Chronic Obstructive Pulmonary Disease.

WHO **:** World Health organization.

CDC **:** Centers for Disease Control and Prevention.

ACSM **:** American College of Sports Medicine.

AMM **:** Anthropometric Measurement Methods.

BMI **:** Body Mass Index.

1. ABSTRACT

Healthy lifestyle behaviors include behaviors that must be fulfilled in order to maintain a healthier life and a healthy life. This study was conducted in order to determine and compare the healthy living behaviors of national and international students who continue their education in different departments of Fırat University. While the universe of the study was composed of university students studying in different departments in the 2019-2020 academic year; the sample group consisted of 280 (140 women, 140 men) national students and 280 (140 women, 140 men) international students selected by random sampling method.

A personal information form was created to determine the demographic characteristics of the students participating in the study. In addition, the Healthy Living Behaviors Questionnaire was used to determine the health lifestyle behavior levels of the subjects. The data obtained from the study were analyzed by using the SPSS (Windows 21.0) program. Descriptive statistical methods (Average, Standard deviation) were used in the evaluation of the data. The Kruskal Wallis Test, Mann Whitney U test and correlation analysis were used to compare scale scores with independent variables. The significance level of all statistics was accepted as $p < 0.05$.

As a result of the findings obtained from the research, it was determined that national students' Self-Realization, Health Responsibility, Exercise, Nutrition, Interpersonal Support, and Stress Management scores were higher than the scores of international students. In addition, a significant difference was found when

comparing national (HLBS Total score 130.90 ± 13.19) and international (HLBS Total score 125.94 ± 14.67) university students' total healthy living behavior scores ($p < 0.05$).

Keywords: Healthy Lifestyle, National Student, International Student

2. ÖZET

FIRAT ÜNİVERSİTESİ ULUSAL VE ULUSLARARASI ÖĞRENCİLERİN SAĞLIKLI YAŞAM BİÇİMİ DAVRANIŞLARININ KARŞILAŞTIRILMASI

Sağlıklı yaşam biçimi davranışları, daha sağlıklı bir yaşam ve sağlıklı yaşamı sürdürebilmek adına yerine getirilmesi gereken davranışları içermektedir. Bu çalışma Fırat Üniversitesi'nin farklı bölümlerinde eğitimine devam eden ulusal ve uluslararası öğrencilerin sağlıklı yaşam davranışlarının tespit edilerek karşılaştırılması amacıyla yapılmıştır. Çalışmanın evrenini 2019-2020 akademik yılında farklı bölümlerde okuyan üniversite öğrencileri oluştururken; örneklem grubunu ise rastgele örnekleme yöntemi ile seçilmiş 280 (140 Kadın, 140 Erkek) ulusal öğrenci ve 280 (140 Kadın, 140 Erkek) uluslararası öğrenci oluşturmuştur.

Çalışmaya katılan öğrencilerin demografik özelliklerini belirlemek için kişisel bilgi formu oluşturulmuştur. Ayrıca deneklerin sağlık yaşam davranış düzeylerini belirlemek için Sağlıklı Yaşam Davranışları Anketi kullanılmıştır. Çalışmadan elde edilen veriler SPSS (Windows 21.0) programı kullanılarak analiz edilecektir. Verilerin değerlendirilmesinde tanımlayıcı istatistiksel yöntemler (Ortalama, Standart sapma) kullanılacaktır. Ölçek puanlarının bağımsız değişkenlerle karşılaştırılmasında Kruskal Wallis Testi, Mann Whitney U testi ve korelasyon analizi kullanılacaktır. Tüm istatistiklerin anlamlılık düzeyi $p < 0,05$ olarak kabul edilmiştir.

Araştırmadan elde edilen bulgular sonucunda ulusal öğrencilerin Kendini Gerçekleştirme, Sağlık Sorumluluğu, Egzersiz, Beslenme, Kişilerarası Destek ve Stres Yönetimi puanları uluslararası öğrencilerin puanlarından daha yüksek olarak

tespit edilmiştir. Ayrıca ulusal (SYBDÖ Toplam puan 130.90±13.19) ve uluslararası(SYBDÖ Toplam puan 125.94±14.67) üniversite öğrencilerinin toplam sağlıklı yaşam davranışları puanlarının karşılaştırılmasında anlamlı fark bulunmuştur ($p < 0,05$).

Anahtar Kelimeler: Sağlıklı Yaşam Biçimi , Ulusal Öğrenci, Uluslararası Öğrenci

3. INTRODUCTION

3.1. Introduction

Nowadays, ischemic heart sicknesses, cerebrovascular ailments and fatal ailments, for example, Chronic Obstructive Pulmonary Disease (COPD) are caused for the most part by preventable issues in both genders and depend more on way of life related elements(1).The avoidance of these practices and a long and sound life are believed to be related with solid way of life practices characterized by Pender as self-acknowledgement, wellbeing obligation, work out, nourishment, relational help and stress management(1,2).With the advancement of the observer in daily life and the increasing pressures, more emphasis is being placed on protecting and promoting global health, Improve health is a procedure which changes ways of life and expands control of people over their health. Pointers of this procedure are health duty, physical movement, nourishment, profound advancement, relational connections and stress the board (3).

The concept of health promotion, which is defined as the process of raising health levels by increasing people's control over the components that determine their health, is defined as a branch of arts and sciences that helps people change their lifestyles so that they can work to determine the optimal health status (4).World Health organization (WHO) health; not only the absence of illness or disability, but also as a state of physical, psychological and social well-being (5). In addition, the (WHO) emphasized that health is, above all, a social phenomenon and is closely related to the level of development of countries. According to data,

70-80% of deaths in developed countries and 40-50% of deaths in underdeveloped countries are caused by lifestyle diseases. (6)

Healthy lifestyle behaviors include behaviors that must be fulfilled in order to maintain a healthier life and a healthy life. The most important of these is to pay attention to health protection, to avoid stress and to take care of nutrition. Health promotion is defined as the process of increasing people's control over their own health and raising health levels. In order to improve health, individuals should change their lifestyles and adopt healthy lifestyle behaviors (7, 8). Healthy lifestyle behaviors; adequate and regular exercise, balanced nutrition, non-smoking, health responsibility, stress management and hygienic measures (9).

University life is a period of significant changes in the life of individuals. In addition to vocational education, university education also causes changes in personality development, individual life and health behaviors. This change is particularly important in terms of attitudes and behaviors in the field of health; because the student's attitudes and behaviors related to health affect him / her individually, his / her family and society in his / her present and future life. Health level of societies is measured by the majority of healthy individuals in the society (10, 11). Incorrect behaviors such as neglecting exercise, violent behaviors, lack of control over body weight, problems with communicating with the family, and stress management are problems that an individual can face at university level (12). Stress administration differs among humans the place persons can study to manage stress via realizing the situations that motive stress, which includes training in time management and soliciting for guide and social help from these around, and stress can be managed through behavioral strategies such as muscle

relaxation and exercise (13). Exercising is the most advantageous way to deal with stress, as it tends to reduce in all people who work out regularly, and it makes human beings sleep better for the duration of the night. Body actions and workout routines assist reduce stress. Or pressure (14).

3.2. Research purpose

-To determine and compare healthy living behaviors of national and international students studying at Firat university.

- It is aimed to determine how healthy living behaviors of individuals who are separated from their families and are involved in university process are affected due to this change of environment.

-The determination of physical activity levels of national and international students participating in the research; it is aimed to determine and compare the habits and frequencies of exercise.

-The aim of this study is to determine healthy living behaviors of national and international students according to: age, gender, body mass index, area of education, smoking and alcohol use, education level of the family and income level of the family.

3.3. Research importance

Despite the diversity and abundance of scientific research in the health field in general, and in the field of health problems that students suffer from, there are few studies in terms of health improvement using sports activities, and therefore this study may contribute to enlightening students to use this effective

method to relieve life stress, anxiety and health disorders, and improve their health by paying attention to physical activities. In this regard, indicates the necessity of working to form sporting trends and habits, and the importance of looking at sport and recreation as one of the things that stand at the same level of importance from work, sleep and nutrition (15).

3.4. General Information

3.4.1. Health concepts

Health is one of the most emphasized standards given that the existence of humanity and it is a process that covers one-of-a-kind tiers ranging from accurate and demise at the best level. When this procedure is diagnosed as a wholesome life continues and no disorder is present, it can be believed that folks are making an attempt to advance behaviors that goal only at preventing diseases (16). As a result of the severe physical issues that many humans suffered for the duration of the wars of the nineteenth and twentieth centuries, as well as psychological problems, the fitness of the World Health Organization stated in 1948 that it was no longer only the absence of disorder and disability, however also physical, mental and social well-being. Health is a fundamental circumstance and right for individuals to lead a socially and economically productive life (17).

Today's grasp of health; It envisages a health-centered care approach that protects, continues and improves the health of the individual, household and society. This understanding; It is primarily based on ensuring that people attain behaviors that will protect, maintain and enhance their well-being and that they make the proper choices about their health(16). Physical health: Healthy nutrition,

exercise, non-smoking, regular health checks, such as some activities to hold and hold the body's anatomical and physiological integrity. As for spiritual health: In essence there is an idea of trust and this belief consists of the experience of attachment to others, and the purpose of life styles and the meaning of that. He cannot perform his expected functions as a social being, be productive, and do something for the well-being and happiness of himself, his family and his country. When it comes to the state of goodness, the procedure by which the most striking balance is made between a person's abilities and social desires. Therefore, health is the most cherished idea in human lifestyles (18).

3.4.2. Health Protection

Health protection can be ensured by avoiding behaviors that pose a danger to health, making the biological, physical and social environment positive, as well as not neglecting personal precautions. The researchers classified the level of health protection in three stages (19). These;

- Primary protection covers health promotion practices and preventive measures. It includes activities aimed at enabling individuals, families and society to develop behaviors that reduce disease, develop healthy lifestyles and benefit from preventive services.
- Secondary Protection; It includes the early diagnosis and treatment of diseases by screening at the primary stage, limiting the development of diseases by ensuring the protection of individuals, families and society at the highest health level.

- A third protection includes services to protect individuals from recurring diseases, complications and disabilities. It ensures that individuals with disabilities and disabilities caused by unstoppable diseases and shocks make them productive and survive.

3.4.3. Healthy lifestyle

In order to protect and promote health all over the world, more attention should be paid to the prevention of the actual causes of important diseases with underlying risks, as well as the improvement of existing diseases. Protection will be best achieved through joint efforts to identify and mitigate basic, common risks, and to identify the advantages of their protection opportunities (20). According to the World Health Organization, health risks are defined as "the probability of a negative outcome or the factor that increases this possibility, and states that there are 10 preventable health threats that threaten health globally (21):

• Obesity, • Unsafe sex, • High blood pressure, • Tobacco consumption,

• Alcohol consumption, • Unreliable water, • Lack of cleanliness,

• Iron deficiency, • Smoke from solid fuels, • High cholesterol.

3.4.4. Influential things for a healthy life

3.4.4.1. Nutrition

Great and adjusted nutrition that is one of the basics of healthy is significant for the development and advancement of the body, to work effectively and oppose outer components and infections. The significance of sufficient and

adjusted nourishment can't be denied in ensuring and accomplishing healthy. Different examinations have indicated the connection between cardiovascular sicknesses, metabolic infections and tumors because of lack of healthy sustenance/lopsidedness. Everybody has to know, accept and apply this in their lives (22).

3.4.4.2. Habits and hobbies

Habits are characterized as molded behaviors that emerge because of familiar with something or the redundancy of the behaviors with inward and outside impacts or a similar event. For a healthy life, eating toward the beginning of the day, eating customary dinners and snacks between suppers, no smoking, direct or no utilization of liquor, normal physical exercise, standard rest, ordinary brushing teeth, wearing a safety belt the best approach to pick up (23).

3.4.4.3. Sleep and rest time

Sleep is a condition of rest where cognizance, all or some portion of it is lost to outside upgrades, its response control is debilitated, and a wide range of exercises are extraordinarily diminished and peaceful sleep is basic for a healthy lifestyle. During sleep, the body rests, rinses itself, sanitizes, fixes, modifies, develops and fixes itself. Day by day sleep time outside; person\'s rest period, structure, medicinal services ought to be maneuvered carefully and improvement (24).

3.4.4.4. Exercises and activity

Physical activity is recommended to the general population by many medical entities — including the Centers for Disease Control and Prevention

(CDC) and the American College of Sports Medicine (ACSM) — because it is considered an important tool for the improvement of public health (25, 26).Daily standard activity profits by development and advancement, just as counteractive action of infections and healthy advancement. It is realized that insufficient exercise is a significant factor in the arrangement of ailments, for example, cardiovascular sicknesses, hypertension and osteoporosis, and normal exercise is helpful in the avoidance of these infections. Hence, everybody needs to obtain and keep up a standard exercise program suitable to their qualities, for example, age and physical condition (27).

3.4.4.5. Coping with stress

Stress is a condition that is caused by threatening and straining the physical and psychological limits of the organism and showing its effects at physiological, psychological and social levels. The interaction between stress and the human organism, that is, the destructive effects that occur in the human body as a result of stress, are so important to the deterioration of health. Although stress may be a factor that increases the success from time to time, it has more harmful effects and is an important factor in the etiology of many diseases. In the fight against stress, stress should not leave the time to pass, should actively struggle and the effort to change the situation that creates stress is necessary (22).

3.4.4.6. Responsibility for own health

A healthy life depends on a person's attention to eating, sleeping, resting, hobbies, knowing how to cope with exercise and stress (22), healthy and vitality are improved as social conditions supply support and opportunity for achieving

these requirements, personal development (28, 29, 30). Relatedness is a supplement to the original theory for accounting for human's intrinsic capability for making meaning and link with others throughout internalizing the cultural values and practices (28).

3.4.4.7. Effective health education

When one understands that his or her health depends on his / her own behavior with effective health education, he / she will hear the responsibility of self-health. Therefore, healthy life can be realized as a result of effective health education (22). In the past, infectious diseases, which led to mass deaths, are now replaced; hypertension, obesity, Type diabetes, coronary heart diseases, such as lifestyle-related chronic diseases, and the formation of these diseases, the person's own attitude and behavior is a major role. Half of the diseases that cause death have been identified in studies that play a role in health-damaging behaviors. Therefore, health services to be provided should also be in the direction of protecting, maintaining and improving health (31). Individuals should take their responsibilities in developing healthy behaviors and turn healthy lifestyle behaviors into daily living habits (32).

3.4.5. Measurement Methods of healthy body

The human body mass is one of the most important factors affecting human health, and through it we can distinguish between a healthy and unhealthy body, Obesity means that the individual is above the ideal values determined by weight, height, gender and racial characteristics. Various methods are used in the determination of direct and indirect. Indirect measurement methods

Anthropometric Measurement Methods (AMM) are easier and more economical than direct methods; it is more preferred in determining obesity (33).

3.4.5.1. Body Mass Index (BMI)

Considering that obesity is a common public health problem in society, a cheap, easy to apply and high accuracy method needs to be used in diagnosis and follow-up. BMI is the most used parameter in this sense and correlates well with the amount of body fat tissue. BMI is correlated with body fat as the index that best reflects body composition. The mathematical ratio calculated by dividing the body weight (kg) by the square of the length (m2) is defined as BMI:

BODY MASS INDEX (BMI) = WEIGHT (kg) / SIZE2 (m2)

Table 1. Classification of weakness, overweight and obesity by adult BMI

Classification	BMI
Weak (low weight)	**< 18.50**
Excessive weakness	< 16.00
Moderate weakness	16.00-16.99
Slight weakness	17.00-18.49
Normal	**18,50-24,99**
Before Obesity (pre-obese)	**25,00-29,99**
Obese	**≥30.00**
Obesity is first degree	30,00-34,99
Second degree obesity	35,00-39,99
Third degree obesity	≥ 40,00

A BMI of 30 or more is considered obesity. Health risks of overweight and obesity increase progressively from BMI ≥25 (34).

3.4.6. Youth

According to the definition of the United Nations, “A young person is a person between the ages of 15 and 25 who does not work to earn a living and does not have a separate residence. According to this definition, a young person is a person who has completed her sexual maturation but has not yet gained independence and joins among adults (35). Youth is not only an age when negativity is gathered, it is the age of individuals searching for self and self-identity. It is a period in which innovation and forward leaping are made, and efforts to prove itself and seek their own identity intensify. The most important feature of the youth period; this is because it is a process that hosts important developments affecting the whole life. The positive and negative features gained during this period can bear a person's lifetime. Childhood years, especially the first five years are very important; however, the influence of youth on the development of human character and personality is a known scientific fact (31).

3.4.7. University youth

University students constitute a large group that must be considered in terms of health. University youth in society is the most dynamic element in the social and cultural structure of society and the most important feature that distinguishes university youth from other youth groups is that they are managers with knowledge and candidates for decision-making in the future. In other words, university youth will form the country's top management and higher social classes in terms of education and training, and for this they must pay attention to their health and develop their health (36). Besides independence, another important issue is that university students gain their sexual identity in this period. Acquiring

sexual identity means accepting the physical and hormonal changes specific to the sex that emerge during adolescence, the significant differences between the two sexes psychologically, adopting the behaviors related to their gender, adopting gender roles, and establishing close, healthy relationships with the opposite sex. Higher education years are the first years of late adolescence and adulthood and it is a period in which many lifestyle decisions are taken, When correct behavior is gained in this period, health-enhancing choices can be made instead of harmful behaviors in the future (18).

3.4.8. Importance of Healthy Lifestyle Behaviors of University Students

The youth period is known as the most dynamic period for the individual and society. This process involves the biological, psychological and social development of the young person, which will shape his whole life. University life in the life of youth is the years of significant changes. University youth, which is the assurance for the future of countries, and young people who are generally in the 18-24 age group and who are studying in universities are expressed. University years are a new period in which significant changes take place in the lives of young people, this period requires careful attention and research since it is the last stage of adolescence which is accepted as a transition period both socially and biologically. In addition to vocational education, university education also causes changes in personality development, individual life and health behaviors. This change is particularly important in terms of attitudes and behaviors in the field of health; because the student's attitudes and behaviors related to health affect him / her individually, his / her family and society in his / her present and

future life. Health level of societies is measured by the majority of healthy individuals in the society (37).

4. MATERIALS AND METHODS

This section includes a thorough description on the utilized method and the population of the research.

4.1. Research Model

In this research, so as to discuss and determine the healthy life style behaviors of students of Firat University, The research is a descriptive type of research carried out between 1.10.2019 - 1.4.2020. In the first part of the questionnaire, there were 12 questions about social, demographic, height, and body weight values, and in the second part a measure of healthy lifestyle behaviors consisted of 52 questions about eating habits and some health related characteristics.

4.2. Study Method

The universe of the research while creating national and international students at Firat University. In the 2019-2020 academic year, the sample group consisted of 280 national students and 280 international students, which correspond to 20% of 1400 (http://www.Firat.edu.tr/tr) foreign students studying in different departments and selected by simple random sample selection method. The information such as gender, age, height, weight, smoking and alcohol use, residence, department, etc. of the students who participated in the research determined with a personal information form. Healthy living behaviors the questionnaire has been applied face-to-face with the volunteer participants. The scale which was developed by Walker in 1987 in order to evaluate the healthy life behaviors of the participants was revised again in 1996 and named as Healthy

Lifestyle Behavior Scale II (38) by Bahar et al. (39). The scale consists of 52 items and six sub-scales. The subscales were; self-realization, personal relationships hips, nutrition, physical activity, health responsibility, and stress management. The options are kind of four belts: (Never, sometimes, often, and regularly) in the table. The overall score of the scale is healthy lifestyle behaviors and the lowest score is 52 and the highest score is 208. The Cronbach alpha reliability coefficient of the scale was 0.92.

The importance of identifying the six scales can be summarized in this way (39):

Self-realization: determines the goals of an individual's life, the individual's ability to perceive himself, and to what extent he knows himself and can satisfy himself.

Health responsibility: determines the level of responsibility of an individual for his health and the level of his participation in his health. To take care of their health, be aware of health, when necessary to seek professional help.

Physical activity: Shows the indispensable level of exercise in a healthy life.

Nutrition: determines the value of an individual in choosing, organizing, and choosing food.

Interpersonal support: determines the level of communication and continuity with the immediate environment of the individual.

Stress Management: The individual's ability to identify and activate physiological and psychological resources to effectively reduce or control stress.

The data obtained from the study analyzed by using SPSS (Windows 21.0) program. Descriptive statistical methods (Mean, Standard deviation) used for evaluating the data. Kruskal Wallis Test, Mann Whitney U test and correlation analysis used to compare scale scores with independent variables. Significance level for all statistics accepted as $p < 0.05$.

5. FINDINGS

In this section of the research, we describe the results analyzed by SPSS to compare and know the differences in healthy lifestyles between national students and international students studying at the University of Firat. In addition, some demographic questions are also analyzed to find differences in the level of healthy patterns. This research aims to determine the level of healthy lifestyles of students according to gender, age, height, weight, the field of study, educational status of parents, marital status and income levels. The results obtained in this research are shown in a tabular manner below.

5.1. Students' social and demographic characteristics

Table 2. Socio-Demographic Data Regarding University Students

Variables	Category	Frequency	%
Nationality	International Students	280	50
	National Students	280	50
	Total	**560**	**100**
Gender	Male	280	50
	Female	280	50
	Total	**560**	**100**
Age	18-22	492	87,9
	23-27	68	12,1
	Total	**560**	**100**
Height	145-160	94	16,8
	161-175	307	54,8
	176-190	159	28,4
	Total	**560**	**100**
Weight	40-60	193	34,5
	61-80	326	58,2
	81-100	41	7,3
	Total	**560**	**100**
BMI	Under 18,5	19	3,4
	18.51 to 24.99	432	77,1

	25.99 to 29.99	109	19,5
	Total	**560**	**100**
Marital status	Married	36	6,4
	Single	524	93,6
	Total	**560**	**100**
Education Area	Social Area	280	50
	Digital Area	280	50
	Total	**560**	**100**
Smoking	Yes	229	40,9
	No	331	59,1
	Total	**560**	**100**
Using Alcohol	Yes	40	7,1
	No	520	92,9
	Total	**560**	**100**
place of residence	State Dormitory	136	24,3
	Private Dormitory	87	15,5
	Private House	107	19,1
	With family	230	41,1
	Total	**560**	**100**
Mother's Educational Status	Illiterate	40	7,1
	Primary school	143	25,5
	Middle School	184	32,9
	High school	131	23,4
	University	62	11,1
	Total	**560**	**100**
Father's Educational Status	Illiterate	17	3
	Primary school	85	15,2
	Middle School	159	28,4
	High school	175	31,3
	University	124	22,1
	Total	**560**	**100**
Income status	Income Over Expense	76	13,6
	Income Expense Equal	414	73,9
	Income Less Than Expense	70	12,5
	Total	**560**	**100**

(560) students from Firat University participated in the research, they were (280) National students (50%), (280) International students (50%) and according to the gender they were (280) Male (50%), (280) Female (50%). According to ages 492 of the students (87.9%) were between (18-22) years old, 68 of the students (12.1%) were between (23-27) years old. According to body mass index: 19 of the students (3.4%) were Under 18.5 Weakly, 432 of the students (77.1%) were (18.5 – 24.99) Normal, 109 of the students (19.5%) were (25 – 29.99) before Obesity. According to their marital status, among the 560 national and international students studying at the University of Firat, 36 (6.4%) of the students were married and 524 (93.6%) were single. According to Smoking: 229 of the students (40.9%) were smoking, 331 of the students (59.1%) Do not smoke. According to Alcohol Use: 40 of the students (7.1%) were drinking alcohol and 520 of the students (92.9%) Do not drink alcohol. According to Place of residence: 136 of the students (24.3%) were living in State Dormitory, 87 of the students (15.5%) were living in Private dormitory, 107 of the students (19.1%) were living in Private house, and 230 of the students (41.1%) were living With family.

The education level of the Mother's was examined: 40 of the students mothers (7.1%) were not literate, 143 (25.5%) were Primary School graduates, 184 (32.9%) were Secondary School graduates, 131 (23.4%) were High School graduates and 62 (11.1%) were University graduates. The education level of the Father's was examined: 17 of the students father's (3.0%) were not literate, 85 (15.2%) were Primary School graduates, 159 (28.4%) were Secondary School graduates, 175 (31.3%) were High School graduates and 124 (22.1%) were

University graduates. The level of the Family Income was examined: 76 of the students (13.6%) were Income More than Expense, 414 (73.9%) were Income Expense Equal, 70 (12.5%) were Income Less than Expense.

5.2. Percentage-Frequency Values of the Answers Given by University Students' Healthy Lifestyle Behaviors Scale

Table 3. Percentage-Frequency Values of the Answers Given by University Students' Healthy Lifestyle Behaviors Scale

		Never		Sometimes		Often		Regularly	
		F	%	F	%	F	%	F	**%**
1	I discuss my concerns and problems with people close to me	79	14,1	201	35,9	212	37,9	68	**12,1**
2	I prefer oil and fat, a cholesterol diet	72	12,9	176	31,4	269	48	43	**7,7**
3	I tell the doctor or a paramedic about any unusual signs and symptoms in my body	80	14,3	274	48,9	156	27,9	50	**8,9**
4	I do a regular exercise program	85	15,2	247	44,1	173	30,9	55	**9,8**
5	I sleep enough	54	9,6	132	23,6	219	39,1	155	**27,7**
6	I feel that I am changing and improving positively	35	6,3	250	44,6	197	35,2	78	**13,9**
7	I appreciate people for their success	37	6,6	183	32,7	245	43,8	95	**17,0**
8	I restrict sugar and dessert	76	13,6	203	36,3	218	38,9	63	**11,3**
9	I watch health promotion programs on TV	164	29,3	235	42,0	129	23,0	32	**5,7**
10	I exercise at least three times a week for 20 minutes and / or longer (such as fast walking, cycling, erotic, dancing)	56	10	219	39,1	208	37,1	77	**13,8**
11	I take the time to relax every day	55	9,8	250	44,6	199	35,5	56	**10,0**
12	I believe my life has a purpose	39	7,0	187	33,4	233	41,6	101	**18,0**
13	I maintain meaningful and satisfying relationships with people	52	9,3	239	42,7	199	35,5	70	**12,5**
14	I eat 6-11 meals a day, bread, cereal, rice and pasta every day	80	14,3	253	45,2	183	32,7	44	**7,9**
15	I ask questions to healthcare professionals to understand their recommendations	92	16,4	236	42,1	170	30,4	62	**11,1**
16	I exercise mildly and moderately (For example, 5 times a week)	105	18,8	228	40,7	170	30,4	57	**10,2**
17	I accept things that I can't change in my life	88	15,7	201	35,9	212	37,9	59	**10,5**
18	I look forward to the future	38	6,8	174	31,1	230	41,1	118	**21,1**
19	I spend time with my close friends	41	7,3	203	36,3	215	38,4	101	**18,0**
20	I eat 2-4 meals every day	57	10,2	227	40,5	201	35,9	75	**13,4**
21	I always consult another healthcare provider when I have questions about the advice of the healthcare professionals I go to	109	19,5	251	44,8	161	28,8	39	**7,0**
22	In my spare time, I do entertaining physical activities such as swimming, dancing, cycling.	62	11,1	206	36,8	232	41,4	60	**10,7**
23	I think of good things before I go to sleep	43	7,7	240	42,9	191	34,1	86	**15,4**
24	I feel at peace and feel enough	37	6,6	191	34,1	244	43,6	88	**15,7**
25	It is easy for me to show interest, love and affection to others	63	11,3	225	40,2	208	37,1	64	**11,4**
26	I eat 3-5 meals every day	68	12,1	215	38,4	197	35,2	80	**14,3**
27	I consult my health problems to medical staff	133	23,8	234	41,8	149	26,6	44	**7,9**

28	I do muscle strengthening exercises at least three times a week	89	15,9	278	49,6	162	28,9	31	**5,5**
29	I use appropriate methods to control my stress	102	18,2	235	42,0	179	32,0	44	**7,9**
30	I work for long-term purposes in my life	45	8,0	194	34,6	247	44,1	74	**13,2**
31	I hug you with the people I love	61	10,9	237	42,3	191	34,1	71	**12,7**
32	I eat milk, yogurt or cheese 3-4 times a day	74	13,2	200	35,7	237	42,3	49	**8,8**
33	I check my body at least once a month for physical changes, dangerous signs	117	20,9	247	44,1	152	27,1	44	**7,9**
34	I exercise during daily work	90	16,1	241	43,0	176	31,4	53	**9,5**
35	I balance my work and leisure time	77	13,8	247	44,1	167	29,8	69	**12,3**
36	I find different and interesting things to do every day	72	12,9	241	43,0	192	34,3	55	**9,8**
37	I strive to make close friends	81	14,5	229	40,9	192	34,3	58	**10,4**
38	I eat 3-4 portions of meat, chicken, fish, legumes, eggs, snack foods every day	66	11,8	223	39,8	216	38,6	55	**9,8**
39	I consult with the medical staff on how to take care of myself	125	22,3	220	39,3	165	29,5	50	**8,9**
40	I check my heart rate and heartbeat while exercising	109	19,5	210	37,5	182	32,5	59	**10,5**
41	I make applications in order to relax and relax for 15-20 minutes a day	65	11,6	234	41,8	191	34,1	70	**12,5**
42	I'm aware of what matters to me in my life	43	7,7	221	39,5	212	37,9	84	**15,0**
43	I get support from people with similar problems	50	8,9	238	42,5	217	38,8	55	**9,8**
44	I read the labels that determine the nutrient, fat and sodium contents on the food packages.	84	15,0	230	41,1	199	35,5	47	**8,4**
45	I participate in training programs on individual health care	110	19,6	236	42,1	161	28,8	53	**9,5**
46	I exercise until my heart rate accelerates	116	20,7	217	38,8	174	31,1	53	**9,5**
47	I protect myself from getting tired	75	13,4	227	40,5	208	37,1	50	**8,9**
48	I believe in the existence of a divine power	43	7,7	177	31,6	228	40,7	112	**20,0**
49	I solve conflicts by talking and reconciling	44	7,9	198	35,4	248	44,3	70	**12,5**
50	I do breakfast	27	4,8	148	26,4	225	40,2	160	**28,6**
51	I get advice and guidance from others when I need it	60	10,7	256	45,7	196	35,0	48	**8,6**
52	I am open to new experiences and situations	60	10,7	164	29,3	214	38,2	122	**21,8**

5.3. Evaluation of University Students ' Sub-Dimensions of Healthy Life Scale According to Nationality Variable

Table 4. Evaluation of University Students ' Sub-Dimensions of Healthy Life Scale According to Nationality Variable

Sub Dimensions	Variables	N	M	S.D	T	P
Health Responsibility	**İnternational**	**280**	**19.38**	**3.93**	**-5,675**	**0,000**
	National	**280**	**21.22**	**3.73**		
Physical Activity	**İnternational**	**280**	**18.16**	**3.94**	**-5,131**	**0,000**
	National	**280**	**19.75**	**3.35**		
Self-realization	**İnternational**	**280**	**24.48**	**4.01**	**4,529**	**0,000**
	National	**280**	**23.11**	**3.07**		
Stress Management	**İnternational**	**280**	**19.60**	**3.21**	**-2,254**	**0,025**
	National	**280**	**20.20**	**3.04**		
Nutrition	**İnternational**	**280**	**21.62**	**3.52**	**-6,920**	**0,000**
	National	**280**	**23.56**	**3.12**		
Personal relationships	**İnternational**	**280**	**22.68**	**3.64**	**-1,254**	**0,210**
	National	**280**	**23.03**	**2.99**		
HLSB Total point	**International**	**280**	**125.94**	**14.67**	**4.204**	**0,000**
	National	**280**	**130.90**	**13.19**		

HLSB: healthy lifestyle behavior

According to the (T.Test) evaluation of the overall result of a measure of healthy lifestyle behaviors for students in (Table4), statistically significant differences were found among students in health responsibility because (p = 0.000) in the sense that (P <0.05), where the rate for national students was (21.22 ± 3.73) higher than international students rate (19.38 ± 3.93) in health responsibility. It was found that there were statistically significant differences in physical activity because (p = 0, 000) in the sense that (P <0.05), where the rate of physical activity among national students was (19.75 ± 3.35) higher than international students rate (18.16 ± 3.94). In comparing the level of self-realization, statistically, significant differences were found because (p = 0.000) in the sense that (P <0.05), where the average level of self-realization among international students was (2438 ± 4.01) higher than the level of self-realization for national students (23.11 ± 3.07).Statistically significant differences were found in stress management because it (p = 0.025) meaning (P <0.05), where the stress management rate of national students was (20.20 ± 3.04) more than international students (19.60 ± 3.21). Also, it was found that there are statistically significant differences in nutrition because (p = 0, 000) in the sense that (P <0.05), where the rate of nutrition among national students was (23.56 ± 3.12) more than international students (21.62 ± 3.52). And, on the other hand, it was found that there were no statistically significant differences between national and international students in personal relationships hips because (p = 0.210) means that (P > 0.05). Statistically significant differences were found among students according to the result of healthy lifestyle behavior total point because (p = 0.000)

it means (P <0.05), the rate of national students was (130.90 ± 3.19) more than international students (125.94 ± 14.67).

5.4. Demographic Information Analysis According to National-International Variable

Table 5. Evaluation of University Students' Healthy Lifestyle Behaviors According to Sub-Dimensions Gender (National-International) Variable

	Gender Race	N	M	S.D	GD	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	**İnt. Male**	**140**	**20.65**	**4.00**	**Between groups**	**571.648**	**3**	**2,279**	**12,632**	**,000**	**A-B, B-C, B-D, C-A**
	İnt. Female	**140**	**21.80**	**3.35**							
	National. Male	**140**	**19.23**	**3.43**	**Within groups**	**8107.907**	**556**	**,180**			
	National. Female	**140**	**19.54**	**4.38**							
	Total	**560**	**20.30**	**3.94**	**Total**	**8679.555**	**559**				
Physical Activity	**İntr. Male**	**140**	**19.60**	**3.16**	**Between groups**	**429.534**	**3**	**2,237**	**10,731**	**,000**	**A-D, B-D, C-D**
	İnt. Female	**140**	**19.89**	**3.54**							
	National. Male	**140**	**18.77**	**3.53**	**Within groups**	**7418.350**	**556**	**,208**			
	National. Female	**140**	**17.60**	**4.25**							
	Total	**560**	**18.95**	**3.74**	**Total**	**7847.884**	**559**				
Self-realization	**İnt. Male**	**140**	**22.93**	**2.89**	**Between groups**	**300.648**	**3**	**1,237**	**7,861**	**,000**	**A-C, A-D, B-D,**
	İnt. Female	**140**	**23.29**	**3.23**							
	National. Male	**140**	**24.17**	**3.78**	**Within groups**	**7088.350**	**556**	**,157**			
	National. Female	**140**	**24.80**	**4.22**							
	Total	**560**	**23.80**	**3.63**	**Total**	**7388.998**	**559**				
St re	**İnt.**	**140**	**19.85**	**3.03**	**Between**	**85.877**	**3**	**,447**	**2,930**	**,03**	**B-D**

	Male				**groups**					
	İnt. Female	**140**	**20.54**	**3.01**						
	National. Male	**140**	**19.72**	**3.08**	**Within groups**	**5431.721**	**556**	**,153**		
	National. Female	**140**	**19.49**	**3.35**						
	Total	**560**	**19.90**	**3.14**	**Total**	**5517.598**	**559**			
Nutrition	**İnt. Male**	**140**	**23.25**	**3.24**	**Between groups**	**530.862**	**3**	**2,185**	**15,920**	**,000**	**A-C, A-D, B-C, B-D**
	İnt. Female	**140**	**23.80**	**3.13**						
	National. Male	**140**	**21.90**	**3.14**	**Within groups**	**6180.121**	**556**	**,137**		
	National. Female	**140**	**21.40**	**3.77**						
	Total	**560**	**22.59**	**3.46**	**Total**	**6710.984**	**559**			
Personal relationships	**İnt. Male**	**140**	**22.79**	**3.11**	**Between groups**	**103.605**	**3**	**,426**	**3,136**	**,02**	**A-C, B-C**
	İnt. Female	**140**	**23.31**	**2.85**						
	National. Male	**140**	**22.19**	**3.29**	**Within groups**	**6122.807**	**556**	**,136**		
	National. Female	**140**	**23.15**	**3.91**						
	Total	**560**	**22.86**	**3.33**	**Total**	**6226.413**	**559**			

A- İnternational Students Male B-İnternational Students Female C- National Students Male D- National Students Female

According to the assessment of the scale of healthy lifestyle behaviors of students according to the gender, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the International female students rate was (21.80 ± 3.35) higher than the International male students, National female students and national male students in health responsibility. It was found that there were statistically significant differences between female and male students in physical activity

because ($p = 0.000$) in the sense that ($P < 0.05$) the International female students rate was (19.89 ± 3.54) higher than the International male students, national male students and National female students. When comparing the level of self-realization statistically, differences were found between female and male students because the level of significance was ($p = 0.000$) where ($P < 0.05$), the National female students rate was (24.80 ± 4.22) higher than the National male students, International female students and International male students. Statistically significant differences were found between females and males in stress management because the significance level was ($P = 0.003$) meaning ($P < 0.05$) the International female students rate was (20.54 ± 3.01) higher than the International male students, National female students and national male students. Also, it was found that there were statistically significant differences between females and males in nutrition because ($p = 0.000$) in the sense that ($P < 0.05$) the International female students rate was (23.80 ± 3.13) higher than the International male students, National female students and national male students. And, it was found that there were statistically significant differences between females and males in personal relationships because ($p = 0.02$) means that ($P < 0.05$), the rate of the International female students rate was (23.31 ± 2.85) higher than the International male students, National female students and national male students was higher than males in personal relationships.

Table 6. Evaluation of University Students' Healthy Lifestyle Behaviors According to Sub-Dimensions Age (National-International) Variable

	Gender Race	N	M	S.D	G.D	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İntr. 18-22	247	21.12	3.61	Between groups	495.597	3	2,039	11,223	0,000	A-C, A-D, B-C, B-D
	İnt. 23-27	33	21.96	4.49							
	National. 18-22	245	19.41	3.78	Within groups	8183.959	556	,182			
	National. 23-27	35	19.20	4.94							
	Total	560	20.30	3.94	Total	8679.555	559				
Physical Activity	İntr. 18-22	247	19.72	3.29	Between groups	371.673	3	1,936	9,214	,000	A-C, A-D, B-D,
	İnt. 23-27	33	19.93	3.84							
	National. 18-22	245	18.25	3.89	Within groups	7476.211	556	,210			
	National. 23-27	35	17.51	4.30							
	Total	560	18.95	3.74	Total	7847.884	559				
Self-realization	İntr. 18-22	247	22.95	3.00	Between groups	317.135	3	1,305	8,311	0,000	A-C, A-D
	İnt. 23-27	33	24.30	3.38							
	National. 18-22	245	24.44	4.04	Within groups	7071.863	556	,157			
	National. 23-27	35	24.74	3.79							
	Total	560	23.80	3.63	Total	7388.998	559				
Stress Management	İntr. 18-22	247	20.17	2.88	Between groups	55.071	3	,287	1,868	0,134	
	İnt. 23-27	33	20.39	4.06							
	National. 18-22	245	19.55	3.18	Within groups	5462.528	556	,154			
	National. 23-27	35	19.91	3.49							
	Total	560	19.90	3.14	Total	5517.598	559				

Nutrition	**İntr. 18-22**	**247**	**23.43**	**3.03**	**Between groups**	**569.927**	**3**	**2,345**	**17,200**	**0,000**	**A-C, A-D, B-C, B-D**
	İnt. 23-27	**33**	**24.54**	**3.62**							
	National. 18-22	**245**	**21.66**	**3.52**	**Within groups**	**6141.057**	**556**	**,136**			
	National. 23-27	**35**	**21.31**	**3.53**							
	Total	**560**	**22.59**	**3.46**	**Total**	**6710.984**	**559**				
Personal relationships	**İntr. 18-22**	**247**	**22.97**	**2.89**	**Between groups**	**30.675**	**3**	**,126**	**0,918**	**0,432**	
	İnt. 23-27	**33**	**23.51**	**3.64**							
	National. 18-22	**245**	**22.73**	**3.62**	**Within groups**	**6195.737**	**556**	**,138**			
	National. 23-27	**35**	**22.34**	**3.85**							
	Total	**560**	**22.86**	**3.33**	**Total**	**6226.412**	**559**				

A- İnternational Students 18-22 years B-İnternational Students 23-27 years C- National Students 18-22 years D- National Students 23-27 years

According to the age, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 23-27 years their rate was (21.96 ± 4.49) higher than the International students18-22 years, National students 18-22 years and national students 23-27 years, statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 23-27 years their rate was (19.93 ± 3.84)higher than the International students18-22 years, National students 18-22 years and national students 23-27 years, statistically significant differences were found among students in Self-realization because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 23-27 years their rate was

(24.74 ± 3.79) higher than the International students18-22 years, national students 23-27 years and National students 18-22 years.

According to the age, no statistically significant differences found among students in Stress Management because the significance level was (P = 0.1) where (P > 0.05), but statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 23-27 years their rate was (24.54 ± 3.62) higher than the International students18-22 years, National students 18-22 years and national students 23-27 years, on the other hand no statistically significant differences found among students in Personal relationships because the significance level was (P = 0.4) where (P > 0.05) .

Table 7. Assessment of University Students' Healthy Lifestyle Behaviors According to Sub-Dimensions Height (National-International) Variable

	Gender Race	N	M	S.D	GD	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İntr. 1,45-160	73	22.09	3.30	Between groups	591.20	5	1,460	8,099	,000	A-D, A-E, A-F, B-D, B-E, B-F,
	İnt. 1,61-1,75	145	21.06	3.77		8088.35					
	İnt. 1,76-1,90	62	20.58	3.96							
	National. 1,45-1,60	21	18.23	3.54							
	National. 1,61-1,75	162	19.40	4.08	Within groups	8679.55	554	,180			
	National. 1,76-1,90	97	19.61	3.75							
	Total	560	20.30	3.94	Total		559				
Physical Activity	İntr. 1,45-160	73	20.52	3.63	Between groups	472.86	5	1,478	7,104	,000	A-E, A-F, B-E, C-E,
	İnt. 1,61-1,75	145	19.46	3.34							
	İnt. 1,76-1,90	62	19.50	2.92							
	National. 1,45-1,60	21	19	3.14	Within	7375.01	554	,208			

	National. 1,61-1,75	162	17.77	4.15	groups						
	National. 1,76-1,90	97	18.62	3.69							
	Total	560	18.95	3.74	Total	7847.88	559				
Self-realization	İntr. 1,45-160	73	23.58	3.26	Between groups	293.16	5	,724	4,578	,000	B-E, B-F, C-E, C-F,
	İnt. 1,61-1,75	145	23	3.04							
	İnt. 1,76-1,90	62	22.83	2.88							
	National. 1,45-1,60	21	24	4.85							
	National. 1,61-1,75	162	24.44	4.22	Within groups	7095.83	559	,158			
	National. 1,76-1,90	97	24.65	3.44							
	Total	560	23.80	3.63	Total	7388.99	559				
Stress Management	İntr. 1,45-160	73	20.90	3.10	Between groups	120.19	5	,376	2,467	,032	A-E,
	İnt. 1,61-1,75	145	20.11	3.05							
	İnt. 1,76-1,90	62	19.58	2.80							
	National. 1,45-1,60	21	19	3.03							
	National. 1,61-1,75	162	19.60	3.22	Within groups	5397.40	554	,152			
	National. 1,76-1,90	97	19.73	3.26							
	Total	560	19.90	3.14	Total	5517.59	559				
Nutrition	İntr. 1,45-160	73	24.02	2.89	Between groups	587.86	5	1,452	10,638	,000	A-E, A-F, B-E, B-F, C-E, C-F
	İnt. 1,61-1,75	145	23.37	3.20							
	İnt. 1,76-1,90	62	23.48	3.17							
	National. 1,45-1,60	21	22.71	3.63							
	National. 1,61-1,75	162	21.38	3.68	Within groups	6123.11	554	,136			
	National. 1,76-1,90	97	21.77	3.19							
	Total	560	22.59	3.46	Total	6710.98	559				
Personal relations hips	İntr. 1,45-160	73	23.36	2.99	Between groups	58.37	5	,144	1,049	,388	
	İnt. 1,61-1,75	145	23.11	2.96							

	İnt. 1,76-1,90	**62**	**22.46**	**3.01**				
	National. 1,45-1,60	**21**	**22.33**	**4.16**				
	National. 1,61-1,75	**162**	**22.85**	**3.76**	**Within groups**	**6168.04**	**554**	**,137**
	National. 1,76-1,90	**97**	**22.47**	**3.34**				
	Total	**560**	**22.86**	**3.33**	**Total**	**6226.41**	**559**	

A- İnternational Students 1,45-160 cm B-İnternational Students 1,61-1,75 cm C-İnternational Students 1,76-1,90 cm D- National Students 1,45-160 cm E- National Students 1,61-1,75 cm F- National Students 1,61-1,75 cm

According to the height, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 1,45-160 cm their rate was (22.09 ± 3.30) higher than the International students1,61-1,75 cm, International students 1,76-1,90 cm , National students1,76-1,90 cm , National students 1,61-1,75 cm and national students 1,45-160 cm. Statistically significant differences were found among students in physical activity because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 1,45-160 cm their rate was (20.52 ± 3.63) higher than the International students1,61-1,75 cm, International students 1,76-1,90 cm, national students 1,45-160 cm, National students1,76-1,90 cm and National students 1,61-1,75 cm. Statistically significant differences were found among students in Self-realization because the significance level was (P = 0.000) where (P < 0.05), the National students those who have 1,76-1,90 cm their rate was (24.65 ± 3.44) higher than, National students 1,61-1,75 cm, national students 1,45-160 cm, International students 1,45-160 cm, the International students1,61-1,75 cm and International students 1,76-1,90 cm. statistically significant differences were found among students in stress management because the significance level was (P

= 0.03) where (P < 0.05), the International students those who have 1,45-160 cm their rate was (20.90 ± 3.10) higher than the International students1,61-1,75 cm, International students 1,76-1,90 cm , National students1,76-1,90 cm , National students 1,61-1,75 cm and national students 1,45-160 cm. Also statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 1,45-160 cm their rate was (24.02 ± 2.89) higher than the International students 1,76-1,90 cm, International students1,61-1,75 cm, National students1,76-1,90 cm , National students 1,61-1,75 cm and national students 1,45-160 cm. And no statistically significant differences found among students in Personal relationships because the significance level was (P = 0.3) where (P > 0.05).

Table 8. Evaluation of University Students' Healthy Lifestyle Behaviors According to Sub-Dimensions Body Weight (National-International) Variable

	Gender Race	N	M	S.D	G.D	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İntr. 40-60	133	21.72	3.54	Between groups	574.52	5	1,419	7,854	,000	A-D, A-E, A-F, B-E
	İnt. 61-80	134	20.69	3.74							
	İnt. 81-100	13	21.61	4.92							
	National. 40-60	60	19.93	3.73							
	National. 61-80	192	19.29	4.07	Within groups	8105.02	554	,181			
	National. 81-100	28	18.85	3.33							
	Total	560	20.30	3.94	Total	8679.55	559				
Physical Activity	İntr. 40-60	133	20.01	3.47	Between groups	438.82	5	1,371	6,562	,000	A-E, B-E
	İnt. 61-80	134	19.50	3.10							
	İnt. 81-100	13	19.53	4.57							
	National. 40-	60	18.56	4.01	Within	7409.05	554	,209			

	60				groups						
	National. 61-80	192	17.85	4.00							
	National. 81-100	28	19.35	3.14							
	Total	560	18.95	3.74	Total	7847.88	559				
Self-realization	İntr. 40-60	133	23.37	3.19	Between groups	282.66	5	,698			
	İnt. 61-80	134	22.85	2.90							
	İnt. 81-100	13	23.23	3.49							
	National. 40-60	60	24.65	4.56					4,407	,001	B-D, B-E
	National. 61-80	192	24.44	3.95	Within groups	7106.33	559	,158			
	National. 81-100	28	24.39	3.17							
	Total	560	23.80	3.63	Total	7388.99	559				
Stress Management	İntr. 40-60	133	20.54	3.06	Between groups	100.00	5	,313			
	İnt. 61-80	134	19.93	2.90							
	İnt. 81-100	13	19.38	3.94							
	National. 40-60	60	19.76	3.53					2,045	,071	A-E
	National. 61-80	192	19.46	3.16	Within groups	5417.59	554	,153			
	National. 81-100	28	20.21	2.87							
	Total	560	19.90	3.14	Total	5517.59	559				
Nutrition	İntr. 40-60	133	23.82	3.27	Between groups	565.14	5	1,395			
	İnt. 61-80	134	23.26	2.98							
	İnt. 81-100	13	24.07	2.87							
	National. 40-60	60	21.96	3.66					10,189	,000	A-D, A-E, A-F, B-E
	National. 61-80	192	21.50	3.60	Within groups	6145.83	554	,137			
	National. 81-100	28	21.67	2.58							
	Total	560	22.59	3.46	Total	6710.98	559				
Personal relations hips	İntr. 40-60	133	23.12	2.92	Between groups	24.52	5	,061	,438	,822	
	İnt. 61-80	134	23.00	2.98							

	İnt. 81-100	**13**	**22.61**	**3.90**				
	National. 40-60	**60**	**22.90**	**3.90**				
	National. 61-80	**192**	**22.63**	**3.68**	**Within groups**	**6201.88**	**554**	**,138**
	National. 81-100	**28**	**22.57**	**2.83**				
	Total	**560**	**22.86**	**3.33**	**Total**	**6226.41**	**559**	

A- İnternational Students 40-60 kg B-İnternational Students 61-80 kg C-İnternational Students 81-100 kg D- National Students 40-60 kg E- National Students 61-80 kg F- National Students 81-100 kg

According to the weight, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 40-60kg their rate was (21.72 ± 3.54) higher than the International students 81-100kg, International students61-80kg ,national students 40-60kg, national students61-80kgkg and national students 81-100kg, Statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 40-60kg their rate was (20.01 ± 3.47) higher than the International students 81-100kg, International students61-80kg , national students 81-100kg, national students 40-60kg and national students61-80kgkg, statistically significant differences were found among students in Self-realization because of the significance level was (P = 0.001) where (P < 0.05) the national students those who have 40-60kg their rate was (24.65 ± 4.56) higher than the national students 81-100kg, national students61-80kg , International students 81-100kg, International students 40-60kg and International students61-80kgkg. No statistically significant differences found among students in Stress Management because the significance level was (P =

0.07) where (P > 0.05), but statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 40-60kg their rate was (23.82 ± 3.27) higher than the International students 81-100kg, International students61-80kg ,national students 40-60kg, national students61-80kgkg and national students 81-100kg, on the other hand no statistically significant differences found among students in Personal relationships because the significance level was (P = 0.8) where (P > 0.05) .

Table 9. Assessment of University Students' Healthy Lifestyle Behaviors According to Sub-Dimensions of BMI (National-International) Variable

	Gender Race	N	M	S.D	GD	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İntr. Under 18,5	16	20.75	4.83	Between groups	567.27	5	1,4	7,748	0	B-E, B-F, C-E, C-F
	İnt. 18,51-24,99	212	21.19	3.63							
	İnt. 25-29,99	52	21.50	3.80							
	National. Under 18,5	3	22.66	1.15							
	National.18,51-24,99	220	19.57	4.03	Within groups	8112.27	554	0,18			
	National.25-29,99	57	18.49	3.44							
	Total	560	20.30	3.94	Total	8679.55	559				
Physical Activity	İntr. Under 18,5	16	17.87	4.17	Between groups	425.71	5	1,33	6,355	0	B-E, C-E,
	İnt. 18,51-24,99	212	19.81	3.26							
	İnt. 25-29,99	52	20.07	3.34							
	National. Under 18,5	3	17.33	3.51							
	National.18,51-24,99	220	18.08	3.98	Within groups	7422.16	554	0,21			
	National.25-29,99	57	18.49	3.85							
	Total	560	18.95	3.74	Total	7847.88	559				
Self-realization	İntr. Under 18,5	16	24.06	3.69	Between groups	340.04	5	0,84	5,345	0	B-E
	İnt. 18,51-24,99	212	23.04	3.07							
	İnt. 25-29,99	52	23.13	2.84							
	National. Under 18,5	3	28.33	4.61							

	National.18,51-24,99	220	24.57	3.97	Within groups	7048.95	559	0,16			
	National.25-29,99	57	23.94	4.08							
	Total	560	23.80	3.63	Total	7388.99	559				
Stress Management	İntr. Under 18,5	16	19.87	2.91	Between groups	63.20	5	0,2	1,284	0,27	
	İnt. 18,51-24,99	212	20.25	3.06							
	İnt. 25-29,99	52	20.05	3.01							
	National. Under 18,5	3	21.00	2.00							
	National.18,51-24,99	220	19.52	3.43	Within groups	5454.39	554	0,15			
	National.25-29,99	57	19.82	2.28							
	Total	560	19.90	3.14	Total	5517.59	559				
Nutrition	İntr. Under 18,5	16	22.43	3.99	Between groups	569.20	5	1,41	10,27	0	B-E, B-F, C-E, C-F
	İnt. 18,51-24,99	212	23.55	3.14							
	İnt. 25-29,99	52	23.98	2.66							
	National. Under 18,5	3	22.00	1.73							
	National.18,51-24,99	220	21.70	3.68							
			21.26	2.91	Within groups	6141.78	554	0,14			
	National.25-29,99	57	22.59	3.46							
	Total	560	22.81	3.20	Total	6710.98	559				
Personal relationships	İntr. Under 18,5	16	22.94	3.01	Between groups	123.67	5	0,31	2,245	0,05	D-F
	İnt. 18,51-24,99	212	23.48	2.83							
	İnt. 25-29,99	52	28.00	3.00							
	National. Under 18,5	3	22.71	3.71							
	National.18,51-24,99	220	22.29	3.21	Within groups	6102.73	554	0,14			
	National.25-29,99	57	22.86	3.33							
	Total	560	20.75	4.83	Total	6226.41	559				

A- İnternational Students under 18,5 B-İnternational Students 18,51-24,99 C-İnternational Students 25-29,99 D- National Students under 18,5 E- National Students 18,51-24,99 F- National Students 25-29,99

According to the BMI, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the national students those who have under 18,51bmi their rate

was (22.66 ± 1.15)higher than the International with 25-29,99bmi, International students18,51-24,99bmi, International students Under 18,5bmi, national students18,51-24,99bmi and national students 25-29,99bmi, Statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 25-29,99bmi their rate was (20.07 ± 3.34) higher than the International students18,51-24,99bmi, International students under 18,51bmi, national students 25-29,99bmi, national students18,51-24,99bmi and national students under 18,51bmi, statistically significant differences were found among students in Self-realization because the significance level was (P = 0.000) where (P < 0.05) the national students those who have under 18,51bmi their rate was (24.57 ± 3.97) higher than the national with 18,51-24,99bmi, International students under 18,5bmi, national students 25-29,99bmi, International students18,51-24,99bmi and International students 25-29,99bmi. No statistically significant differences found among students in Stress Management because the significance level was (P = 0.2) where (P > 0.05), but statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 25-29,99bmi their rate was (23.98 ± 2.66) higher than the International students18,51-24,99bmi, International students under 18,5bmi,national students under 18,5bmi, national students18,51-24,99bmi and national students 25-29,99bmi, on the other hand statistically significant differences found among students in Personal relationships because the significance level was (P = 0.04) where (P < 0.05) the national students those who have under 18,51BMI their rate

was (28.00 ± 3.00) higher than the International with 25-29,99BMI, International students18,51-24,99BMI, International students under 18,5BMI, national students18,51-24,99BMI and national students 25-29,99BMI .

Table 10. Assessment of University Students' Healthy Lifestyle Behaviors According to Sub-Dimensions Marital Status (National-International) Variable

	Gender Race	N	M	S.D	G.D	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İntr. Married	20	21.05	4.39	Between groups	478.79	3	1,970	10,820	,000	B-D
	İnt. Single	260	21.24	3.68							
	National. Married	16	18.87	5.94	Within groups	8200.76	556	,182			
	National. Single	264	19.42	3.79							
	Total	560	20.30	3.94	Total	8679.55	559				
Physical Activity	İntr. Married	20	18.65	3.70	Between groups	383.47	3	1,997	9,521	,000	B-D
	İnt. Single	260	19.83	3.32							
	National. Married	16	17.68	4.51	Within groups	7464.40	556	,210			
	National. Single	264	18.18	3.91							
	Total	560	18.95	3.74	Total	7847.88	559				
Self-realization	İntr. Married	20	23.15	3.24	Between groups	297.73	3	1,225	7,781	,000	B-C, B-D,
	İnt. Single	260	23.11	3.06							
	National. Married	16	25.93	3.45	Within groups	7091.26	556	,157			
	National. Single	264	24.39	4.03							
	Total	560	23.80	3.63	Total	7388.99	559				
Stress Management	İntr. Married	20	19.45	3.95	Between groups	62.03	3	,323	2,107	,098	B-D
	İnt. Single	260	20.25	2.96							
	National. Married	16	19.68	2.21	Within groups	5455.56	556	,153			
	National. Single	264	19.59	3.27							
	Total	560	19.90	3.14	Total	5517.59	559				
n io rit ut	İntr. Married	20	23.05	3.64	Between	536.79	3	2,209	16,113	,000	B-D

	İnt. Single	260	23.60	3.08	groups					
	National. Married	16	21.81	4.11	Within groups	6174.18	556	,137		
	National. Single	264	21.60	3.49						
	Total	560	22.59	3.46	Total	6710.98	559			
Personal relationships	İntr. Married	20	22.75	3.62	Between groups	64.21	3	,264	1,931	,123
	İnt. Single	260	23.06	2.94						
	National. Married	16	24.31	4.07	Within groups	6162.19	556	,137		
	National. Single	264	22.58	3.60						
	Total	560	22.86	3.33	Total	6226.41	559			

A- İnternational Students Married B-İnternational Students Single C- National Students Married D- National Students Single

According to the assessment of the scale of healthy lifestyle behaviors of students according to the marital status , statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the International single students rate was (21.24 ± 3.68) higher than the International marred students, National single students and national marred students . It was found that there were statistically significant differences between students in physical activity because (p = 0.000) in the sense that (P < 0.05) the International single students rate was (19.83 ± 3.32) higher than the International marred students, National single students and national marred students. When comparing the level of self-realization statistically, differences were found between students because the level of significance was (p = 0.000) where (P < 0.05), the National marred students rate was (25.93 ± 3.45) higher than the National single students, International marred students and International single students. Statistically significant differences not found between students in stress management because the significance level was (P =

0.09) meaning (P > 0.05). Also, it was found that there were statistically significant differences between them in nutrition because (p = 0.000) in the sense that (P < 0.05) the International single students rate was (23.60 ± 3.08) higher than the International marred students, National marred students and national single students. And, it was found that there was no statistically significant differences between students in personal relationships because (p = 0.1) means that (P > 0.05).

Table 11. Evaluation of University Students' Healthy Lifestyle Behaviors According to Sub-Dimensions of the Department (National-International) Variable

	Gender Race	N	M	S.D	G.D	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İntr. Social	140	21.01	3.57	Between groups	490.36	3	2,018	11,098	,000	A-C, A-D, B-C, B-D
	İnt. Digital	140	21.44	3.88							
	National Social	140	19.27	3.92	Within groups	8189.19	556	,182			
	National. Digital	140	19.50	3.95							
	Total	560	20.30	3.94	Total	8679.55	559				
Physical Activity	İntr. Social	140	19.89	2.69	Between groups	362.33	3	1,887	8,971	,000	A-C, A-D, B-C, B-D
	İnt. Digital	140	19.60	3.91							
	National Social	140	18.26	4.24	Within groups	7485.55	556	,210			
	National. Digital	140	18.05	3.64							
	Total	560	18.95	3.74	Total	7847.88	559				
Self-realization	İntr. Social	140	22.77	2.87	Between groups	307.03	3	1,264	8,035	,000	A-C, A-D, B-D
	İnt. Digital	140	23.45	3.23							
	National Social	140	24.27	3.86	Within groups	7081.96	556	,157			
	National. Digital	140	24.70	4.15							
	Total	560	23.80	3.63	Total	7388.99	559				
Mean age	İntr. Social	140	19.87	2.53	Betwee	92.02	3	,479	3,143	,025	B-D

	İnt. Digital	140	20.52	3.45	n groups						
	National Social	140	19.82	3.28	Within groups	5425.57	556	,152			
	National. Digital	140	19.38	3.14							
	Total	560	19.90	3.14	Total	5517.59	559				
Nutrition	İntr. Social	140	23.72	2.74	Between groups	539.06	3	2,218	16,187	,000	A-C, A-D, B-C, B-D
	İnt. Digital	140	23.40	3.45							
	National Social	140	21.69	3.25	Within groups	6171.92	556	,137			
	National. Digital	140	21.55	3.78							
	Total	560	22.59	3.46	Total	6710.98	559				
Personal relationships	İntr. Social	140	22.65	2.59	Between groups	66.23	3	,273	1,993	,114	
	İnt. Digital	140	23.42	3.30							
	National Social	140	22.53	3.38	Within groups	6160.17	556	,137			
	National. Digital	140	22.83	3.89							
	Total	560	22.86	3.33	Total	6226.41	559				

A- İnternational Students Social Area B-İnternational Students Digital Area C- National Students Social Area D- National Students Digital Area

According to the assessment of the scale of healthy lifestyle behaviors of students according to the department of education, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the International students digital area rate was (21.44 ± 3.88) higher than the International students in social area, National students digital area and national students social area. It was found that there were statistically significant differences between students in physical activity because (p = 0.000) in the sense that (P < 0.05) the International students

in social area rate was (19.89 ± 2.69) higher than the International students in digital area, National students social area and national students digital area. When comparing the level of self-realization statistically differences were found between students because the level of significance was (p = 0.000) where (P < 0.05), the National students in digital area rate was (24.70 ± 4.15) higher than the National students social area, International students digital area and International students social area. Statistically significant differences found between students in stress management because the significance level was (P = 0.02) meaning (P < 0.05) the International students in digital area rate was (20.52 ± 3.45) higher than the International students in social area, National students digital area and national students social area. Also, it was found that there were statistically significant differences between them in nutrition because (p = 0.000) in the sense that (P < 0.05) the International students social area rate was (23.72 ± 2.74) higher than the International students in digital area, National students social area and national students digital area. And, it was found that there were no statistically significant differences between students in personal relationships because (p = 0.1) means that (P > 0.05).

Table 12. Evaluation of University Students' Healthy Lifestyle Behaviors According to Sub-Dimensions of Smoking Status (National-International) Variable

	Gender Race	N	M	S.D	G.D	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İntr. Yes	76	20.86	4.33	Between groups	495.06	3	2,037	11,210	,000	A-D, B-C, B-D
	İnt. No	204	21.36	3.48							
	National Yes	153	19.54	3.95	Within groups	8184.49	556	,182			
	National. No	127	19.20	3.91							
	Total	560	20.30	3.94	Total	8679.55	559				
Physical Activity	İntr. Yes	76	19.28	3.24	Between groups	459.87	3	2,395	11,536	,000	A-D, B-C, B-D
	İnt. No	204	19.92	3.38							
	National Yes	153	18.66	3.89	Within groups	7388.01	556	,208			
	National. No	127	17.55	3.94							
	Total	560	18.95	3.74	Total	7847.88	559				
Self-realization	İntr. Yes	76	22.86	3.12	Between groups	268.90	3	1,107	6,999	,000	A-C, A-D, B-C, B-D
	İnt. No	204	23.21	3.05							
	National Yes	153	24.52	3.97	Within groups	7120.09	556	,158			
	National. No	127	24.44	4.07							
	Total	560	23.80	3.63	Total	7388.98	559				
Stress Management	İntr. Yes	76	20.15	3.44	Between groups	86.96	3	,453	2,968	,031	B-D
	İnt. No	204	20.21	2.88							
	National Yes	153	19.93	3.18	Within groups	5430.63	556	,153			
	National. No	127	19.20	3.22							
	Total	560	19.90	3.14	Total	5517.59	559				
Nutrition	İntr. Yes	76	22.96	3.49	Between groups	584.49	3	2,405	17,682	,000	A-D, B-C, B-D
	İnt. No	204	23.79	2.94							
	National Yes	153	21.83	3.44	Within groups	6126.48	556	,136			

	National. No	**127**	**21.36**	**3.61**						
	Total	**560**	**22.59**	**3.46**	**Total**	**6710.98**	**559**			
Personal relationships	**İntr. Yes**	**76**	**22.93**	**3.64**	**Between groups**	**31.69**	**3**	**,130**	**0,948**	**,417**
	İnt. No	**204**	**23.07**	**2.71**						
	National Yes	**153**	**22.88**	**3.58**	**Within groups**	**6194.71**	**556**	**,138**		
	National. No	**127**	**22.44**	**3.71**						
	Total	**560**	**22.86**	**3.33**	**Total**	**6226.41**	**559**			

A- İnternational Students Yes B-İnternational Students No C- National Students Yes D- National Students No

According to the smoking, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the B group rate was (21.36 ± 3.48) higher than the A group, C group and D group , statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05), the B group rate was (19.92 ± 3.38) higher than the A group, C group and D group, Statistically significant differences were found among students in Self-realization because the significance level was (P = 0.000) where (P < 0.05),), the C group rate was (24.52 ± 3.97) higher than the D group, B group and A group. Statistically significant differences found among students in Stress Management because the significance level was (P = 0.03) where (P < 0.05)), the B group rate was (20.15 ± 3.44) higher than the A group, C group and D group, and statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) where (P < 0.05) the B group rate was (23.79 ± 2.94) higher than the A group, C group and D group, on the other hand no statistically significant differences found among students in

Personal relationships because the significance level was (P = 0.4) where (P > 0.05) .

Table 13. Evaluation of University Students' Healthy Lifestyle Behaviors According to Sub-Dimensions of alcohol using (National-International) Variable

	Gender Race	N	M	S.D	GD	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İntr. Yes	7	24.14	2.19	Between groups	538.13	3	2,215	12,250	,000	A-C, A-D, B-D
	İnt. No	273	21.15	3.73							
	National Yes	33	19.69	3.68	Within groups	8141.42	556	,181			
	National. No	247	19.34	3.97							
	Total	560	20.30	3.94	Total	8679.55	559				
Physical Activity	İntr. Yes	7	19.85	2.34	Between groups	365.70	3	1,905	9,059	,000	B-D
	İnt. No	273	19.74	3.38							
	National Yes	33	18.72	3.78	Within groups	7482.17	556	,210			
	National. No	247	18.08	3.97							
	Total	560	18.95	3.74	Total	7847.88	559				
Self-realization	İntr. Yes	7	24.14	2.67	Between groups	278.25	3	1,145	7,252	,000	B-C, B-D
	İnt. No	273	23.09	3.08							
	National Yes	33	24.96	4.25	Within groups	7110.74	556	,158			
	National. No	247	24.42	3.98							
	Total	560	23.80	3.63	Total	7388.99	559				
Stress Management	İntr. Yes	7	22.14	2.34	Between groups	90.75	3	,473	3,099	,026	
	İnt. No	273	20.15	3.04							
	National Yes	33	20.21	3.38	Within	5426.84	556	,153			

	National. No	247	19.52	3.19	groups						
	Total	560	19.90	3.14	Total	5517.59	559				
Nutrition	İntr. Yes	7	22.85	4.37	Between groups	535.06	3	2,202	16,057	,000	B-C, B-D
	İnt. No	273	23.58	3.09							
	National Yes	33	21.78	3.42	Within groups	6175.91	556	,137			
	National. No	247	21.59	3.54							
	Total	560	22.59	3.46	Total	6710.98	559				
Personal relationships	İntr. Yes	7	25.00	4.12	Between groups	45.75	3	,188	1,372	,250	
	İnt. No	273	22.98	2.95							
	National Yes	33	22.81	3.56	Within groups	6180.65	556	,137			
	National. No	247	22.66	3.66							
	Total	560	22.86	3.33	Total	6226.41	559				

A- İnternational Students Yes B-İnternational Students No C- National Students Yes D- National Students No

According to drinking alcohol, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the A group rate was(24.14 ± 2.19) higher than the B group, C group and D group , statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05), the A group rate was (19.85 ± 2.34) higher than the B group, C group and D group, Statistically significant differences were found among students in Self-realization because the significance level was (P = 0.000) where (P < 0.05) the C group rate was (24.96± 4.25) higher than the D group, A group and B group. Statistically significant differences found among students in Stress Management because the significance level was (P = 0.02) where (P <

0.05)), the A group rate was (22.14 ± 2.34) higher than the C group, B group and D group, and statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) where (P < 0.05) the B group rate was (23.58 ± 3.09) higher than the A group, C group and D group, on the other hand no statistically significant differences found among students in Personal relationships because the significance level was (P = 0.2) where (P > 0.05) .

Table 14. Evaluation of University Students' Healthy Lifestyle Behaviors According to the Sub-Dimensions of the Residency Status (National-International) Variable

	Gender Race	N	M	S.D	G.D	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İntr. State Dormitory	89	21.84	3.30	Between groups	773.13	7	1,364	7,711	,000	A-B, A-H, B-C, C-H, D-H,
	İnt. Private Dormitory	37	19.18	3.86							
	İnt. Private house	69	21.57	3.70							
	İnt. With family	85	21.18	3.86							
	National. State Dormitory	47	20.00	3.79							
	National. Private Dormitory	50	20.26	3.75							
	National. Private house	38	19.63	4.02	Within groups	7906.42	552	,177			
	National. With family	145	18.82	3.96							
	Total	560	20.30	3.94	Total	8679.55	559				
Physical Activity	İntr. State Dormitory	89	19.87	3.23	Between groups	412.66	7	,921	4,377	,000	A-H, C-H, D-H,
	İnt. Private Dormitory	37	19.05	3.01							
	İnt. Private house	69	20.02	3.29							
	İnt. With	85	19.69	3.66	Within	7435.21	552	,210			

	family				**groups**						
	National. State Dormitory	**47**	**18.23**	**4.18**							
	National. Private Dormitory	**50**	**18.84**	**3.37**							
	National. Private house	**38**	**18.21**	**4.42**							
	National. With family	**145**	**17.88**	**3.93**							
	Total	**560**	**18.95**	**3.74**	**Total**	**7847.88**	**559**				
Self-realization	**İntr. State Dormitory**	**89**	**23.07**	**3.06**	**Between groups**	**293.64**	**7**	**,518**	**3,264**	**,002**	
	İnt. Private Dormitory	**37**	**22.72**	**3.29**							
	İnt. Private house	**69**	**23.31**	**2.91**							
	İnt. With family	**85**	**23.16**	**3.14**							
	National. State Dormitory	**47**	**24.74**	**4.08**							
	National. Private Dormitory	**50**	**24.06**	**4.14**							
	National. Private house	**38**	**25.00**	**4.00**	**Within groups**	**7095.35**	**552**	**,159**			
	National. With family	**145**	**24.41**	**3.96**							
	Total	**560**	**23.80**	**3.63**	**Total**	**7388.99**	**559**				
Stress Management	**İntr. State Dormitory**	**89**	**20.28**	**2.95**	**Between groups**	**184.93**	**7**	**,413**	**2,735**	**,008**	**B-C, C-H,**
	İnt. Private Dormitory	**37**	**18.94**	**2.99**							
	İnt. Private house	**69**	**20.91**	**3.33**							
	İnt. With family	**85**	**20.08**	**2.75**							
	National. State Dormitory	**47**	**20.21**	**3.18**							
	National. Private Dormitory	**50**	**19.98**	**3.21**	**Within groups**	**5332.66**	**552**	**,151**			

	National. Private house	38	19.60	3.20							
	National. With family	145	19.27	3.22							
	Total	560	19.90	3.14	Total	5517.59	559				
Nutrition	İntr. State Dormitory	89	23.58	3.16	Between groups	567.83	7	1,001	7,289	,000	A-E, A-F, A-G, A-H, C-E, C-F, C-G, C-H, D-E, D-F, D-G, D-H
	İnt. Private Dormitory	37	23.13	2.95							
	İnt. Private house	69	23.49	3.18							
	İnt. With family	85	23.80	3.12							
	National. State Dormitory	47	21.42	3.44							
	National. Private Dormitory	50	21.18	3.28							
	National. Private house	38	21.36	3.43	Within groups	6143.14	552	,137			
	National. With family	145	21.90	3.65							
	Total	560	22.59	3.46	Total	6710.98	559				
Personal relationships	İntr. State Dormitory	89	23.26	3.22	Between groups	56.230	7	,099	,719	,656	
	İnt. Private Dormitory	37	22.40	3.13							
	İnt. Private house	69	23.28	2.81							
	İnt. With family	85	22.87	2.81							
	National. State Dormitory	47	22.68	3.64							
	National. Private Dormitory	50	22.78	3.72							
	National. Private house	38	23.15	3.59	Within groups	6170.18	552	,138			
	National. With family	145	22.53	3.65							
	Total	560	2286	3.33	Total	6226.41	559				

A- İnternational Students State Dormitory B-İnternational Students Private Dormitory C-İnternational Students Private house D- İnternational Students With family E- National Students State Dormitory F- National Students Private Dormitory G- National Students Private house H- National Students with family

According to the residency status, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the A group rate was (21.84 ± 3.30) higher than the C group, D group, F group, E group, G group, B group and H group, Statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05), the C group rate was(20.02 ± 3.29) higher than the A group, D group, B group, F group, E group, G group and H group, Statistically significant differences were found among students in Self-realization because the significance level was (P = 0.002) where (P < 0.05) the G group rate was (25.00 ± 4.00) higher than the E group, H group, F group, C group, D group, A group and B group. Statistically significant differences found among students in Stress Management because the significance level was (P = 0.08) where (P < 0.05)), the C group rate was (20.91 ± 3.33) higher than the A group, E group, D group, F group, G group, H group and B group, and statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) where (P < 0.05) the D group rate was (23.80 ± 3.12) higher than the A group, C group, B group, H group, E group, G group and F group, on the other hand no statistically significant differences found among students in Personal relationships because the significance level was (P = 0.6) where (P > 0.05) .

Table 15. Evaluation of Healthy Lifestyle Behaviors of University Students According to Sub-Dimensions of Mother Education Status (National-International) Variable

	Gender Race	N	M	S.D	G.D	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	Int. Not studied	17	21.88	2.97	Between groups	576.72	9	,791	4,350	,000	C-F, C-G, D-G, E-F, E-G,
	İnt. Primary school	46	20.89	3.52							
	İnt. Secondary school	76	21.34	3.62							
	İnt. High school	87	20.89	3.99							
	İnt. University	54	21.68	3.87							
	National. Not studied	23	18.39	3.39							
	National .Primary school	97	19.06	3.80							
	National. Secondary school	108	19.93	4.18	Within groups	8102.83	550	,182			
	National. High school	44	19.40	3.82							
	National. University	8	18.75	3.91							
	Total	560	20.30	3.94	Total	8679.55	559				
Physical Activity	Int. Not studied	17	20.05	2.88	Between groups	467.43	9	,812	3,870	,000	C-G, C-H, C-I, E-G, E-I
	İnt. Primary school	46	18.76	3.40							
	İnt. Secondary school	76	20.30	3.14							
	İnt. High school	87	19.44	3.40							
	İnt. University	54	20.20	3.53	Within groups	7380.45	550	,210			
	National. Not studied	23	18.30	4.78							

	National. Primary school	97	18.17	4.11						
	National. Secondary school	108	18.37	3.97						
	National. High school	44	17.50	3.09						
	National. University	8	18.25	3.69						
	Total	560	18.95	3.74	Total	7847.88	559			
Self-realization	Int. Not studied	17	23.88	3.07						
	İnt. Primary school	46	22.89	3.21	Between groups	334.29	9	,459		
	İnt. Secondary school	76	23.05	3.08						
	İnt. High school	87	22.81	2.97					2,896	,002
	İnt. University	54	23.64	3.09						B-G, D-G, G-C,
	National. Not studied	23	24.26	4.88						
	National. .Primary school	97	24.95	3.96						
	National. Secondary school	108	24.19	4.09						
	National. High school	44	24.40	3.74						
	National University	8	23.75	2.05	Within groups	7054.70	550	,158		
	Total	560	23.80	3.63	Total	7388.99	559			
Stress Management	Int. Not studied	17	20.41	3.72						
	İnt. Primary school	46	20.00	2.85	Between groups	117.75	9	,204		
	İnt. Secondary school	76	20.13	2.99					1,333	,217
	İnt. High school	87	20.25	3.08						
	İnt.	54	20.31	3.05						

	University										
	National. Not studied	23	18.65	3.29							
	National. Primary school	97	19.50	3.37							
	National. Secondary school	108	20.12	3.26	Within groups	5399.84	550	,153			
	National. High school	44	19.11	2.71							
	National University	8	19.12	2.16							
	Total	560	19.90	3.14	Total	5517.59	559				
Nutrition	Int. Not studied	17	23.35	3.12							
	İnt. Primary school	46	23.23	3.06	Between groups	680.47	9	,933	6,896	,000	B-G, C-F, C-G, C-H, C-I, C-K, D-F, D-G, E-F, E-G, I-D, K-E
	İnt. Secondary school	76	23.90	2.89							
	İnt. High school	87	23.32	3.33							
	İnt. University	54	23.83	3.16							
	National. Not studied	23	20.73	3.97							
	National. Primary school	97	21.13	3.46							
	National. Secondary school	108	22.31	3.37							
	National. High school	44	21.81	3.47							
	National University	8	19.62	3.73	Within groups	6030.50	550	,135			
	Total	560	22.59	3.46	Total	6710.98	559				
Personal relationships	Int. Not studied	17	24.35	3.63							
	İnt. Primary school	46	23.13	3.12	Between groups	74.887	9	,103	,744	,669	
	İnt. Secondary school	76	22.92	3.02							
	İnt. High	87	23.01	2.78							

	school							
	İnt. University	**54**	**22.75**	**2.94**				
	National. Not studied	**23**	**22.30**	**3.75**				
	National. Primary school	**97**	**22.88**	**3.53**				
	National. Secondary school	**108**	**22.82**	**3.80**				
	National. High school	**44**	**22.15**	**3.50**	**Within groups**	**6151.52**	**550**	**,138**
	National University	**8**	**22.37**	**3.85**				
	Total	**560**	**22.86**	**3.33**	**Total**	**6226.41**	**559**	

A- İnternational Students Not studied B-İnternational Students Primary school C-İnternational Students Secondary school D-İnternational Students High school E- İnternational Students University F- National Students Not studied G- National Students Primary school H- National Students Secondary school I- National Students High school G- National Students University

According to Mother Education Status, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the A group rate was(21.88 ± 2.97) higher than the E group, C group, D group, B group, H group, I group, G group, J group and F group, Statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05), the C group rate was (20.30 ± 3.14) higher than the E group, A group, D group, B group, H group, F group, J group, G group and I group, Statistically significant differences were found among students in Self-realization because the significance level was (P = 0.002) where (P < 0.05) the G group rate was (24.95 ± 3.96) higher than the I group, F group, J group, A group, H group, E group, C group, B group and D group, Statistically significant differences not found among students in Stress Management because the significance level was (P = 0.2) where (P > 0.05), and statistically significant differences were found among students in

nutrition because the significance level was (P = 0.000) where (P < 0.05) the C group rate was (23.90 ± 2.89) higher than the E group, A group, D group, B group, H group, I group, G group, F group and J group, on the other hand no statistically significant differences found among students in Personal relationships because the significance level was (P = 0.6) where (P > 0.05) .

Table 16. Evaluation of Healthy Lifestyle Behaviors of University Students According to Sub-Dimensions of Father Education Status (National-International) Variable

	Gender Race	N	M	S.D	G.D	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İnt. Not studied	5	22.20	2.86	Between groups	515.42	9	,707	3,858	,000	C-H, D-G, D-H, E-H,
	İnt. Primary school	24	20.62	3.68							
	İnt. Secondary school	48	21.37	3.37							
	İnt. High school	105	21.27	3.56							
	İnt. University	98	21.20	4.14							
	National. Not studied	12	20.08	3.26							
	National. Primary school	61	19.01	4.12							
	National. Secondary school	111	19.24	4.03	Within groups	8164.13	550	,183			
	National. High school	70	19.75	3.73							
	National University	26	19.57	3.97							
	Total	560	20.30	3.94	Total	8679.55	559				
Physical Activity	Int. Not studied	5	18.80	1.30	Between groups	426.08	9	,740	3,508	,000	D-H, D-I, E-H, E-I,
	İnt. Primary school	24	19.70	2.78							
	İnt. Secondary	48	19.33	3.26							

	school										
	İnt. High school	105	19.79	3.66	Within groups	7421.80	550	,211			
	İnt. University	98	19.96	3.27							
	National. Not studied	12	20.08	5.64							
	National. Primary school	61	18.39	4.61							
	National. Secondary school	111	18.00	3.49							
	National. High school	70	17.92	3.66							
	National University	26	18.03	3.94							
	Total	560	18.95	3.74	Total	7847.88	559				
Self-realization	Int. Not studied	5	22.00	3.39	Between groups	332.28	9	,456	2,878	,002	C-H
	İnt. Primary school	24	22.70	2.95							
	İnt. Secondary school	48	22.50	3.12							
	İnt. High school	105	23.38	3.17							
	İnt. University	98	23.29	2.94							
	National. Not studied	12	25.25	5.34							
	National. Primary school	61	24.04	4.03							
	National. Secondary school	111	24.66	4.31							
	National. High school	70	24.27	3.42	Within groups	7056.71	550	,158			
	National University	26	24.96	3.52							
	Total	560	23.80	3.63	Total	7388.99	559				
Stress Management	Int. Not studied	5	20.80	2.38	Between groups	80.482	9	,140	,905	,521	
	İnt. Primary	24	19.62	3.21							

	school										
	İnt. Secondary school	48	20.45	2.85							
	İnt. High school	105	220.37	3.03							
	İnt. University	98	20.00	3.14							
	National. Not studied	12	19.16	3.40							
	National. Primary school	61	19.90	3.37							
	National. Secondary school	111	19.63	3.40	Within groups	5437.11	550	,154			
	National. High school	70	19.47	2.97							
	National University	26	19.34	2.69							
	Total	560	19.90	3.14	Total	5517.59	559				
Nutrition	Int. Not studied	5	21.80	2.68							
	İnt. Primary school	24	23.54	2.96	Between groups	569.51	9	,781	5,667	,000	D-G, D-H, D-I, D-K, E-G, E-H, E-K,
	İnt. Secondary school	48	23.29	3.10							
	İnt. High school	105	23.57	3.43							
	İnt. University	98	23.79	2.83							
	National. Not studied	12	21.08	2.81							
	National. Primary school	61	21.68	3.44							
	National. Secondary school	111	21.75	3.66							
	National. High school	70	21.65	3.44	Within groups	6141.47	550	,138			
	National University	26	21.03	3.73							
	Total	560	22.59	3.46	Total	6710.98	559				
Personal relationships	Int. Not studied	5	24.60	4.27							
	İnt. Primary school	24	22.41	3.51	Between groups	54.262	9	,074	,537	,848	

	İnt. Secondary school	**48**	**23.31**	**2.85**				
	İnt. High school	**105**	**23.06**	**3.04**				
	İnt. University	**98**	**22.94**	**2.81**				
	National. Not studied	**12**	**21.83**	**4.30**				
	National. Primary school	**61**	**22.86**	**3.34**				
	National. Secondary school	**111**	**22.67**	**3.93**				
	National. High school	**70**	**22.70**	**3.52**				
	National University	**26**	**22.65**	**3.26**	**Within groups**	**6172.15**	**550**	**,139**
	Total	**560**	**22.86**	**3.33**	**Total**	**6226.41**	**559**	

A- İnternational Students Not studied B-İnternational Students Primary school C-İnternational Students Secondary school D-İnternational Students High school E- İnternational Students University F- National Students Not studied G- National Students Primary school H- National Students Secondary school I- National Students High school G- National Students University

According to Father Education Status, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the A group rate was (22.20 ± 2.86) higher than the C group, D group, E group, B group, F group, I group, J group, H group and G group, Statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05), the F group rate was (20.08 ± 5.64) higher than the E group, D group, B group, C group, A group, G group, J group, H group and I group, Statistically significant differences were found among students in Self-realization because the significance level was (P = 0.002) where (P < 0.05) the F group rate was (25.25 ± 5.34) higher than the J group, H group, I group, G group, D group, E group, B group, C group and A group, Statistically significant differences not found among students in Stress Management because the significance level was (P = 0.5) where

(P > 0.05) and statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) where (P < 0.05) the E group rate was(23.79 ± 2.83) higher than the D group, B group, C group, A group, I group, H group, J group, G group and F group, No statistically significant differences found among students in Personal relationships because the significance level was (P = 0.8) where (P > 0.05) .

Table 17. Evaluation of University Students' Healthy Lifestyle Behaviors According to Sub-Dimensions Income Status (National-International) Variable

	Gender Race	N	M	S.D	G.D	Sum.Sq	Df	T	F	P	Difference
Health Responsibility	İntr. Much	27	22.14	3.82	Between groups	579.60	5	1,431	7,928	,000	A-D, A-E, B-D, B-E, C-D, C-E
	İnt. Equal	197	20.85	3.75							
	İnt. Little	56	22.10	3.43							
	National. Much	49	19.00	4.74							
	National. Equal	217	19.44	3.76	Within groups	8099.95	554	,181			
	National. Little	14	19.92	3.60							
	Total	560	20.30	3.94	Total	8679.55	559				
Physical Activity	İntr. Much	27	20.00	3.60	Between groups	381.06	5	1,191	5,655	,000	B-D, B-E, C-D,
	İnt. Equal	197	19.70	3.37							
	İnt. Little	56	19.78	3.22							
	National. Much	49	17.59	4.05							
	National. Equal	217	18.32	3.94	Within groups	7466.82	554	,211			
	National. Little	14	17.64	3.56							
	Total	560	18.95	3.74	Total	7847.88	559				
Self-realization	İntr. Much	27	22.03	4.26	Between groups	301.42	5	,744	4,712	,000	A-E, B-E,
	İnt. Equal	197	23.18	2.89							
	İnt. Little	56	23.39	2.96							

	National. Much	49	24.44	4.36							
	National. Equal	217	24.52	3.90	Within groups	7087.57	559	,158			
	National. Little	14	24.07	4.63							
	Total	560	23.80	3.63	Total	7388.99	559				
Stress Management	İntr. Much	27	19.81	2.81	Between groups	60.269	5	,188	1,224	,297	
	İnt. Equal	197	20.16	3.01							
	İnt. Little	56	20.51	3.26							
	National. Much	49	19.67	3.17							
	National. Equal	217	19.58	3.25	Within groups	5457.33	554	,154			
	National. Little	14	19.71	2.99							
	Total	560	19.90	3.14	Total	5517.59	559				
Nutrition	İntr. Much	27	23.07	3.49	Between groups	553.06	5	1,366	9,951	,000	B-D, B-E, C-D, C-E, C-F
	İnt. Equal	197	23.53	3.02							
	İnt. Little	56	23.91	3.28							
	National. Much	49	21.40	4.17							
	National. Equal	217	21.70	3.36	Within groups	6157.91	554	,137			
	National. Little	14	21.00	3.57							
	Total	560	22.59	3.46	Total	6710.98	559				
Personal relationships	İntr. Much	27	22.96	3.31	Between groups	55.124	5	,136			
	İnt. Equal	197	22.92	2.96							
	İnt. Little	56	23.46	2.93							
	National. Much	49	23.30	4.09					,990	,423	D-F
	National. Equal	217	22.53	3.45	Within groups	6171.28	554	,138			
	National. Little	14	22.92	4.77							
	Total	560	22.86	3.33	Total	6226.41	559				

A- İnternational Students Income much than Expense B-İnternational Students Income equal Expense C-İnternational Students Income little than Expense

D- National Students Income much than Expense E- National Students Income equal Expense F- National Students Income little than Expense

According to income status, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the A group rate was (22.14 ± 3.82) higher than the C group, B group, F group, E group and D group , statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05) the A group rate was (20.00 ± 3.60) higher than the C group, B group, E group, F group and D group, Statistically significant differences were found among students in Self-realization because the significance level was (P = 0.000) where (P < 0.05)the E group rate was (24.52 ± 3.90) higher than the D group, F group, C group, B group and A group. No statistically significant differences found among students in Stress Management because the significance level was (P = 0.2) where (P > 0.05), and statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) where (P < 0.05) the C group rate was (23.91 ± 3.28) higher than the B group, A group, E group, D group and F group, on the other hand no statistically significant differences found among students in Personal relationships because the significance level was (P = 0.1) where (P > 0.05) .

6. DISCUSSION

In this section, the findings regarding the comparison of healthy lifestyles between national and international students are interpreted and discussed. University students are individuals who set an example for society in terms of health with their attitudes. So the healthiest lifestyle for students in order to reach the community and healthy individuals must have a behavior. The adolescent period is a series of physical and mental changes is the transition period from childhood to adulthood (40). (560) students from Firat University participated in the research, they were (280) National students (50%), (280) International students (50%) and according to the gender they were (280) Male (50%), (280) Female (50%). According to their marital status, among the 560 national and international students studying at the University of Firat, 36 (6.4%) of the students were married and 524 (93.6%) were single. According to ages 492 of the students (87.9%) were between (18-22) years old, 68 of the students (12.1%) were between (23-27) years old. According to body mass index: 19 of the students (3.4%) were Under 18.5 Weakly, 432 of the students (77.1%) were (18.5 – 24.99) Normal, 109 of the students (19.5%) were (25 – 29.99) before Obesity, In a study done in university students in Adıyaman, being overweight was 25.6%, obesity prevalence was (9.8%) (12), in studies conducted with university students in Istanbul, the prevalence of obesity was found (31.3%) (41). According to the results of a study conducted in Northern Serbia, the prevalence of being overweight is 21% and the prevalence of obesity is 1.1% among students with an average age of(22.9) (42). According to Smoking: 229 of the students (40.9%) were smoking, 331 of the students (59.1%) Do not smoke. According to Alcohol Use: 40 of the students

(7.1%) were drinking alcohol and 520 of the students (92.9%) Do not drink alcohol. According to Place of residence: 136 of the students (24.3%) were living in State Dormitory, 87 of the students (15.5%) were living in Private dormitory, 107 of the students (19.1%) were living in Private house, and 230 of the students (41.1%) were living With family.

The education level of the Mother's was examined: 40 of the students mothers (7.1%) were not literate, 143 (25.5%) were Primary School graduates, 184 (32.9%) were Secondary School graduates, 131 (23.4%) were High School graduates and 62 (11.1%) were University graduates.

The education level of the Father's was examined: 17 of the students father's (3.0%) were not literate, 85 (15.2%) were Primary School graduates, 159 (28.4%) were Secondary School graduates, 175 (31.3%) were High School graduates and 124 (22.1%) were University graduates. The level of the Family Income was examined: 76 of the students (13.6%) were Income More than Expense, 414 (73.9%) were Income Expense Equal, 70 (12.5%) were Income Less than Expense.

According to the (T.Test) evaluation of the overall result of a measure of healthy lifestyle behaviors for students, statistically significant differences were found among students in health responsibility because ($P < 0.05$), where the rate for national students was (21.22 ± 3.73) higher than international students (19.38 ± 3.93) in health responsibility, At a time when the arithmetic mean in the study conducted was (21.25 ± 5.88) it was close to the results of the national students (43). It was found that there were statistically significant differences in physical

activity because (P <0.05), where the rate of physical activity for national students was (19.75 ± 3.35) higher than international students (18.16 ± 3.94) in another study the result was (9.49 ± 3.08) (44). In comparing the level of self-realization, statistically, significant differences were found because (P <0.05), where the average level of self-realization international students was (2438 ± 4.01) higher than the level of national students (23.11 ± 3.07) in another study the result was (33, 87 ±5, 65) (44).

Significant differences were found in stress management because (P <0.05), where the rate of national students was (20.20 ± 3.04) more than international students (19.60 ± 3.21) in another study the result was (21, 6 ± 2, 8) (45). Also, it was found that there are significant differences in nutrition because (P <0.05), the rate of nutrition for national students was (23.56 ± 3.12) more than international students rate (21.62 ± 3.52) in another study the result was (15.22 ± 3.25) (46). And, on the other hand, it was found that no statistically significant differences between national and international students in personal relationships because (P > 0.05). Significant differences were found among students according to the result of healthy lifestyle behavior total point because (p = 0.000) it means (P <0.05), the rate of national students was (130.90 ± 3.19) more than international students (125.94 ± 14.6). The total score of the scale in other studies conducted among university students in Turkey ranged from (135.1± 16.1) Total score of the scale, In the study of Ünalan et al, (127.8 ± 17.5)(47), In the study conducted by Beydağ D.K et al., with university students, the total score of the scale was found to be (130.4 ± 17.2)(48). The result we obtained from the study is consistent with these findings, this scale is aimed at evaluating the attitudes and

behaviors that improve health in relation to the healthy lifestyle of the individual and the highest score that can be obtained from the scale is 192. The low score in the total studies in Turkey has reached the conclusion that students are not sufficient to fulfill responsibility and behaviors related to healthy living, this result can be attributed to the fact that when students move away from the family environment and enter a different social and academic environment in the university environment, they must deal with many issues on their own and adopt a relatively irregular lifestyle due to moving away from the family environment, and in our study also we found a difference between International and national students where the differences can be caused by the environment.

According to the assessment of the scale of healthy lifestyle behaviors of students according to the gender, statistically significant differences were found among students in health responsibility because the significance level was ($P = 0.000$) where ($P < 0.05$), the International female students rate was higher than the International male students, National female students and national male students in health responsibility. It was found that there were statistically significant differences between female and male students in physical activity because ($p = 0.000$) in the sense that ($P < 0.05$) the International female students rate was higher than the International male students, national male students and National female students. When comparing the level of self-realization statistically, differences were found between female and male students because the level of significance was ($p = 0.000$) where ($P < 0.05$), the National female students rate was higher than the National male students, International female students and International male students. Statistically significant differences were found

between females and males in stress management because the significance level was (P = 0.003) meaning (P < 0.05) the International female students rate was higher than the International male students, National female students and national male students. Also, it was found that there were statistically significant differences between females and males in nutrition because (p = 0.000) in the sense that (P < 0.05) the International female students rate was higher than the International male students, National female students and national male students. And, it was found that there were statistically significant differences between females and males in personal relationships because (p = 0.02) means that (P < 0.05), the rate of the International female students rate was higher than the International male students, National female students and national male students was higher than males in personal relationships. When evaluated by gender, there was difference between male and female students in terms of scale total score and subscale scores. These findings are not consistent with the results of some studies (Murathan F, 2013, Şimşek H et al, 2012) there is no difference in healthy lifestyle behaviors in terms of gender (12, 45). In our research; It was determined that female students' health responsibility, nutrition, stress management subgroup mean scores were statistically significantly higher than male students. The result of our research is consistent with other research such as: İlhan et al. (2010) compared the mean scores of the scale of healthy lifestyle behaviors by gender in the study he conducted with university students; female students' health responsibility subgroup mean score was found to be significantly higher than boys (46), Karadeniz et al. (2008) found that female students' health responsibility

scores were higher than boys (49). It shows that the measures to be applied to individuals cannot be given to both sexes under the same conditions.

According to the age, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 23-27 years their rate was higher than the International students18-22 years, National students 18-22 years and national students 23-27 years, statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 23-27 years their rate was higher than the International students18-22 years, National students 18-22 years and national students 23-27 years, statistically significant differences were found among students in Self-realization because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 23-27 years their rate was higher than the International students18-22 years, national students 23-27 years and National students 18-22 years. No statistically significant differences found among students in Stress Management because the significance level was (P = 0.1) was (P > 0.05), but statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) was (P < 0.05), the International students those who have 23-27 years their rate was higher than the International students18-22 years, National students 18-22 years and national students 23-27 years, on the other hand no statistically significant differences found among students in Personal relationships because the significance level was (P = 0.4) where (P > 0.05) . In the study investigating the eating habits of adolescents aged

13-19 years in Lebanon, it was found that the prevalence of overweight and obesity is high in adolescents who were fed fast and sugary foods (50). In a study investigating risk factors for overweight and obese adolescents in South Asian countries, it was found that obesity prevalence was higher in fast food consumers (51), The results obtained in our study are consistent with these results in the literature as the percentage of healthy lifestyles in younger ages is lower.

According to the BMI, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the national students those who have under 18,51bmi their rate was higher than the International with 25-29,99bmi, International students18,51-24,99bmi, International students Under 18,5bmi, national students18,51-24,99bmi and national students 25-29,99bmi, Statistically significant differences were found among students in Physical Activity because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 25-29,99bmi their rate was higher than the International students18,51-24,99bmi, International students under 18,51bmi, national students 25-29,99bmi, national students18,51-24,99bmi and national students under 18,51bmi, statistically significant differences were found among students in Self-realization because the significance level was (P = 0.000) where (P < 0.05) the national students those who have under 18,51bmi their rate was higher than the national with 18,51-24,99bmi, International students under 18,5bmi, national students 25-29,99bmi, International students18,51-24,99bmi and International students 25-29,99bmi, no statistically significant differences found among students in Stress Management because the significance level was (P = 0.2) where

(P > 0.05), but statistically significant differences were found among students in nutrition because the significance level was (P = 0.000) where (P < 0.05), the International students those who have 25-29,99bmi their rate was higher than the International students18,51-24,99bmi, International students under 18,5bmi,national students under 18,5bmi, national students18,51-24,99bmi and national students 25-29,99bmi, on the other hand statistically significant differences found among students in Personal relationships because the significance level was (P = 0.04) where (P < 0.05) the national students those who have under 18,51bmi their rate was higher than the International with 25-29,99bmi, International students18,51-24,99bmi, International students under 18,5bmi, national students18,51-24,99bmi and national students 25-29,99bmi .In our study, when BMI values were compared and found that there was a significant difference between students, the rate of healthy lifestyles was found to be higher in students with lighter body mass. Obesity is a metabolic disease resulting from an imbalance between energy intake and energy consumed and it has been revealed in several studies that regular physical activity has an important role in preventing obesity (52, 53) where healthy lifestyles among students in our study fit this information in the literature.

According to the assessment of the scale of healthy lifestyle behaviors of students according to the marital status , statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the International single students rate was higher than the International marred students, National single students and national marred students . It was found that there were statistically significant differences

between students in physical activity because (p = 0.000) in the sense that (P < 0.05) the International single students rate was higher than the International marred students, National single students and national marred students. When comparing the level of self-realization statistically, differences were found between students because the level of significance was (p = 0.000) where (P < 0.05), the National marred students rate was higher than the National single students, International marred students and International single students. Statistically significant differences not found between students in stress management because the significance level was (P = 0.09) meaning (P > 0.05). Also, it was found that there were statistically significant differences between them in nutrition because (p = 0.000) in the sense that (P < 0.05) the International single students rate was higher than the International marred students, National marred students and national single students. And, it was found that there were no statistically significant differences between students in personal relationships because (p = 0.1) means that (P > 0.05. It is believed that a regular life in terms of nutrition and social support for marriage not supports these findings.

According to the assessment of the scale of healthy lifestyle behaviors of students according to the department of education, statistically significant differences were found among students in health responsibility because the significance level was (P = 0.000) where (P < 0.05), the International students digital area rate was higher than the International students in social area, National students digital area and national students social area. It was found that there were statistically significant differences between students in physical activity because (p = 0.000) in the sense that (P < 0.05) the International students in social area rate

was higher than the International students in digital area, National students social area and national students digital area. When comparing the level of self-realization statistically differences were found between students because the level of significance was (p = 0.000) where (P < 0.05), the National students in digital area rate was higher than the National students social area, International students digital area and International students social area. Statistically significant differences found between students in stress management because the significance level was (P = 0.02) meaning (P < 0.05) the International students in digital area rate was higher than the International students in social area, National students digital area and national students social area. Also, it was found that there were statistically significant differences between them in nutrition because (p = 0.000) in the sense that (P < 0.05) the International students social area rate was higher than the International students in digital area, National students social area and national students digital area. And, it was found that there were no statistically significant differences between students in personal relationships because (p = 0.1) means that (P > 0.05). in the study conducted in Yıldırım Beyazıt University between nursing department and medical school 1st and 2nd grade students the frequency of obesity was found to be 2.4%(54). In fact, there are differences in healthy lifestyles among students who study in the digital area compared to students who study in social area, which indicates that dietary habits and levels of physical activity among digital area are better than other students' because the education they received in health sciences and their awareness of health.

According to the smoking, statistically significant differences were found among students because the significance level was (P = 0.000) where (P < 0.05)

Depending on the results, it was found that there is a higher level of healthy lifestyles among students who smoke. According to drinking alcohol, statistically significant differences were found among students the significance level was (P = 0.000) where (P < 0.05) Depending on the results, it was found that there is a higher level of healthy lifestyles among students who drink alcohol.

According to the residency status, statistically significant differences were found among students because the significance level was (P = 0.000) where (P < 0.05), Depending on the results, it was found that there is a higher level of healthy lifestyles among students who reside in government residential departments, and these results are attributed to the presence of more health guidelines in government residential.

According to Mother Education Status, Father Education Status, statistically significant differences were found among students because the significance level was (P = 0.000) where (P < 0.05), among (the International Students Not studied, the International Students University, International Students Secondary school, International Students High school, International Students Primary school, National Students Secondary school, NationalStudents High school, National Students Primary school, National Students University and National Students Not studied), In the study of (Tuğut N. et al.), all subscales are significantly higher in those whose parents are high school and university graduates (55). The emotional and psychological state of individuals is shaped by the relationships established with the mother since infancy. Emotional problems are more common in children who cannot establish solid and supportive relationships with the mother, and this affects social life and relationships negatively. In addition, the mother's and

father's way of raising the child since infancy, the education and guidance they give shape the child's behavior. In our study, the higher the education level of mothers and fathers, the higher the scale total score and the higher the subscale scores, reflecting the importance of education received from parents in regulating healthy lifestyle behaviors of young people.

And according to income status, statistically significant differences were found among students because the significance level was ($P = 0.000$) where ($P < 0.05$), based on the results, it was found that there is a difference in the level of healthy lifestyles between students where students who have more income than necessary had a higher level of the rest, and these results are attributed to the presence of better capabilities for those who have more income in order to exercise in private sports halls Under regular supervision.

7. CONCLUSION

Through our study in this research to know the diversity and differences in healthy lifestyles among university students, we found there are many factors such as (age, gender, Residence, family status, living factors, and physical activity) that affect students' healthy lifestyles. Physical activities are among the most important factors. This research aims to know the healthy lifestyles of national and international students who study at the University of Euphrates and students from two branches (Social Area and Digital Area). The study population consisted of 560 individuals. This sample consists of 280 individuals from Social Area and 280 from Digital Area. A questionnaire was used in the research to assess the level of healthy lifestyles. In the study, we found that national students had higher healthy lifestyles compared to international students. Moreover, those who do physical activities regularly enjoy healthy lifestyles better than other students who do not have physical activities regularly. In terms of factors (field of study, gender, age, marital status, educational attainment of parents, smoking, alcohol) in general, we did not find statistically significant differences among students in the level of healthy lifestyles.

It was possible to announce a positive correlation between healthy lifestyles and factors (residency, family income, body mass index). In other words, through this study, we can conclude that factors (physical activity, residency, body mass index) significantly affect the patterns. Healthy life there is a direct correlation between these factors with an increase in the level of healthy lifestyles among university students.

8. REFERENCES

1. Bakanlığı S & Müdürlüğü, T. S. H. G. Türkiye'de bulaşıcı olmayan hastalıklar ve risk faktörleri ile mücadele politikaları. 2011.
2. Pender NJ. Health promotion and disease prevention: toward excellence in nursing practice and education. Nursing Outlook, 1992; 40(3), 106.
3. Golden SD and Earp J.A.L. Social ecological approaches to individuals and their contexts: twenty years of health education & behavior health promotion interventions. Health Education & Behavior, 2012; 39(3), pp.364-372.
4. O'Donnell MP. Definition of health promotion 2.0: embracing passion, enhancing motivation, recognizing dynamic balance, and creating opportunities, 2009.
5. World Health Organization. World Health Organization definition of palliative care. World Health Organization Website. Available online: http://www.who.Int / cancer/palliative/ definition/en. 2014.
6. Kolaç N, Balcı AS, Şişman FN, Ataçer BE & Dinçer S. Fabrika Çalışanlarında Sağlıklı Yaşam Biçimi Davranışı ve Sağlık Algısı. Medical Journal of Bakirkoy, 2018; 14(3).
7. Owens L. The Relationship of Health Locus of Control, Self-Efficacy, Health Literacy and Health Promoting Behaviors in Older Adults. A Dissertation Presented For the Doctor of Philosophy Decree the University of Memphis, 2006.
8. Özkütük N & Orgun F. Sağlığı Koruma ve Geliştirmede Bilgi Transferinin Önemi. I. Ulusal Sağlığı Geliştirme ve Sağlık Eğitimi Sempozyumu Bildiri Özetleri, Ankara, 2004; 3.
9. Ulamış B & Özmen D. Bir Kamu Hastanesinde Çalışan Hemşirelerin Sağlıklı Yaşam Biçimi Davranışları İle Sağlık Kontrol Odağı Arasındaki İlişki.2014.
10. Ayaz S, Tezcan S & Akıncı F. Hemşirelik yüksekokulu öğrencilerinin sağlığı geliştirme davranışları. Cumhuriyet Üniversitesi Hemşirelik Yüksekokulu Dergisi, 2005; 9(2), 26-34.
11. Batı H, Tezer E, Duman E, Önen E, Yılmaz C, Fadıloğlu Ç & Esen A. Üniversite öğrencilerinde sağlıklı yaşam biçimi davranışı değerlendirmesi. 8. Halk Sağlığı Günleri, 2003; 23-25.

12. Murathan F. Üniversite öğrencilerinde obezite sıklığı, fiziksel aktivite düzeyi ve sağlıklı yaşam biçimi davranışlarının incelenmesi/Obesity frequency of the university students and analyzing the level of physical activity and healthy life style behaviors. 2013;p.1.
13. Bouaziz M. The extent of the contributions of sports recreational practice to some psychological variables and its relationship to the professional compatibility of professors of intermediate education (Doctoral dissertation). 2018; p. 19.
14. Ziad B. Adaptive Strategies with Professional Stress among Teachers of Public Schools in Tulkarm Governorate. Palestine: Al-Quds Open University, 2010; P.5.
15. Yassin R. Mathematical Psychology. 1st floor, Amman, Jordan, Osama House for Publishing and Distribution, 2007; p. 57.
16. Ayaz S, Tezcan S & Akıncı F. Hemşirelik yüksekokulu öğrencilerinin sağlığı geliştirme davranışları. Cumhuriyet Üniversitesi Hemşirelik Yüksekokulu Dergisi, 2005; 9(2), 26-34.
17. Tones K. Health Promotion,Health Education, and Publiv Health. Chapter 73,Oxford Textbook of Public Health, Oxford University Press. 2002.
18. Doğan T. Üniversite öğrencilerinin iyilik halinin incelenmesi (Yayımlanmamış Doktora Tezi). Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara. 2004.
19. Kafkas ME, Kafkas AŞ, & ACET M. Beden Eğitimi Öğretmenlerinin Sağlıklı Yaşam Biçimi Davranış Düzeylerinin İncelenmesi. Dumlupınar Üniversitesi Sosyal Bilimler Dergisi, 2012. (32).
20. WHO. Health Policy for All for the 21st Century. 1998; http://www.euro.who.int/ data/assets/pdf_file/0004/109759/EHFA5-E.pdf (Accessed on 30/11/2007).
21. Tambağ H, & Turan Z. Öğrencilerin Sağlıklı Yaşam Biçimi Davranışlarýna Halk Sağlığı Hemşireliği Dersi'nin Etkisi. Turkish Journal of Research & Development in Nursing, 2012; 14(1).
22. Erefe İ. Halk sağlığı hemşireliği el kitabı. Vehbi Koç Vakfı Yayınları, İstanbul-1998. ss, 126-135.
23. World Health Organization .The world health report. Reducing risks. promoting healthy life. World Health Organization. 2002.

24. Vail-Smith, Karen W. Michael F, and Craig B. "Relationship between sleep quality and health risk behaviors in undergraduate college students." College Student Journal 43.3, 2009; 924-930.

25. Pate RR, Pratt M, Blair SN, Haskell WL, Macera CA, Bouchard C & Kriska A. Physical activity and public health: a recommendation from the Centers for Disease Control and Prevention and the American College of Sports Medicine. Jama, 1995; 273(5), 402-407.

26. Garber CE, Blissmer B, Deschenes MR, Franklin BA, Lamonte MJ, Lee IM & Swain DP. Quantity and quality of exercise for developing and maintaining cardiorespiratory, musculoskeletal, and neuromotor fitness in apparently healthy adults: guidance for prescribing exercise. 2011.

27. Delisle TT, Werch CE, Wong AH, Bian H & Weiler R. Relationship between frequency and intensity of physical activity and health behaviors of adolescents. Journal of School Health, 2010; 80(3), 134-140.

28. Ryan RM & Deci EL. Avoiding death or engaging life as accounts of meaning and culture: comment on Pyszczynski et al. 2004.

29. Chirkov VI & Ryan RM. Parent and teacher autonomy-support in Russian and US adolescents: Common effects on well-being and academic motivation. Journal of cross-cultural psychology, 2001; 32(5), 618-635.

30. La Guardia JG, Ryan RM, Couchman CE & Deci EL. Within-person variation in security of attachment: a self-determination theory perspective on attachment, need fulfillment, and well-being. Journal of personality and social psychology,2000; 79(3), 367.

31. Karadeniz G, Ucum EY, Dedeli O & Karaagac O. The health life style behaviours of university students. TAF-Preventive Medicine Bulletin, 2008; 7(6), 497.

32. Komduur RH, Korthals M, Molder H. The Good Life: Living For Health and a Life without Risks On a Prominent Script of Nutrigenomics. Br J Nutr, 2009; 101 (3): 307-316.

33. Güler Y, Gönener HD, Altay B & Gönener A. Adölesanlarda obezite ve hemşirelik bakımı. Firat Sağlık Hizmetleri Dergisi, 2009; 4(10), 165-181.

34. Abargouei AS, Janghorbani M, Salehi-Marzijarani M & Esmaillzadeh A. Effect of dairy consumption on weight and body composition in adults: a systematic review and meta-

analysis of randomized controlled clinical trials. International journal of obesity, 2012; 36(12), 1485.

35. World Health Organization. World health report. Mental health (No. EM/RC48/INF. DOC. 1). 2001.

36. Uygun S. Üniversite gençliğinin yabancılaşması. Bilim ve Aklın Aydınlığında Eğitim Dergisi, 2004; p. 5.

37. Tambağ H, Turan Z. Öğrencilerin Sağlıklı Yaşam Biçimi Davranışlarına Halk Sağlığı Hemşireliği Dersi'nin Etkisi. Hemşirelikte Araştırma Geliştirme Dergisi, 2012; 1: 46-55.

38. Walker SN, Sechrist KR. & Pender NJ. The health-promoting lifestyle profile: development and psychometric characteristics. Nursing research. 1987.

39. Bahar Z, Beşer A, Gördes N, Ersin F & Kıssal A. Sağlıklı yaşam biçimi davranışları ölçeği II'nin geçerlik ve güvenirlik çalışması. Cumhuriyet Üniversitesi Hemşirelik Yüksekokulu Dergisi, 2008; 12(1), 1-13.

40. Serim H. Adölesanlara sağlık hizmeti sunumu. 46. Milli Pediatri Kongresi (Kongre Kitabı), Mersin.15-19 Ekim, 2002; 25-7.

41. Kazma, E. Üniversite Öğrencileri Arasinda Obezite Prevalansi Ve Oluşum Nedenlerinin Saptanmasi (Doctoral Dissertation, İstanbul Aydin Üniversitesi Fen Bilimleri Enstitüsü). 2013.

42. Crnobrnja-Isailović J, Ćurčić S, Stojadinović D, Tomašević-Kolarov N, Aleksić, I & Tomanović Ž. Diet composition and food preferences in adult common toads (Bufo bufo)(Amphibia: Anura: Bufonidae). Journal of Herpetology, 2012; 46(4), 562-567.

43. Akgün ŞZ, Biçer N. Hipertansiyon Hastalarının Sağlıklı Yaşam Biçimi Davranışları. MN Kardiyoloji, 2015; 22(4):180-185.

44. Ulamış B, Özmen D. Bir Kamu Hastanesinde Çalışan Hemşirelerin Sağlıklı Yaşam Biçimi Davranışları İle Sağlık Kontrol Odağı Arasındaki İlişki. İzmir Tepecik Eğitim ve Araştırma Hastanesi Dergisi. 2014; 24(2):119-25.

45. Şimşek H, Taner M, Karadenizli A, Ertek M & Vahaboğlu, H. Identification of Francisella tularensis by both culture and real-time TaqMan PCR methods from environmental water

specimens in outbreak areas where tularemia cases were not previously reported. European journal of clinical microbiology & infectious diseases, 2012; 31(9), 2353-2357.

46. İlhan N, Batmaz M, Akhan LU. Üniversite öğrencilerinin sağlıklı yaşam biçimi davranışları. Maltepe Üniversitesi Hemşirelik Bilim ve Sanatı Dergisi. 2010; 3(3):34-44.

47. Unalan H, Celik B, Sahin A, Caglar N, Esen S & Karamehmetoglu SS. Quality of life after spinal cord injury: the comparison of the SF-36 health survey and its spinal cord injury-modified version in assessing the health status of people with spinal cord injury. Neurosurgery Quarterly, 2007; 17(3), 175-179.

48. Beydağ KD, Sonakin EUC & Yürügen B. Sağlık ve yaşam dersinin üniversite öğrencilerinin sağlıklı yaşam biçimi davranışlarına etkisi. Gümüşhane Üniversitesi Sağlık Bilimleri Dergisi, 2014; 3(1), 599-609.

49. Karadeniz G, Uçum EY, Dedeli Ö, Karaağaç Ö. Üniversite Öğrencilerinin Sağlıklı Yaşam Biçimi Davranışları. TAF Preventive Medicine Bulletin 2008; 7:497-502.

50. Naja F, Nasreddine L, Itani L, Chamieh MC, Adra N, Sibai AM & Hwalla N. Dietary patterns and their association with obesity and sociodemographic factors in a national sample of Lebanese adults. Public health nutrition, 2011; 14(9), 1570-1578.

51. Kong AS, Sussman AL, Yahne C, Skipper BJ, Burge MR & Davis SM. School-based health center intervention improves body mass index in overweight and obese adolescents. Journal of Obesity, 2013.

52. Hariri N & Thibault L. High-fat diet-induced obesity in animal models. Nutrition research reviews, 2010; 23(2), 270-299.

53. Church TS, Thomas DM, Tudor-Locke C, Katzmarzyk PT, Earnest CP, Rodarte RQ & Bouchard C. Trends over 5 decades in US occupation-related physical activity and their associations with obesity. PloS one, 2011; 6(5), e19657.

54. Arpinar-Avsar P, Birlik G, Sezgin ÖC & Soylu AR. The effects of surface-induced loads on forearm muscle activity during steering a bicycle. Journal of sports science & medicine, 2013; 12(3), 512.

55. Turgut N, Turkmen A, Gokkaya S, Altan A & Hatiboglu MA. Dexmedetomidine-based versus fentanyl-based total intravenous anesthesia for lumbar laminectomy. Minerva Anestesiologica, 2008; 74(9), 469.

9. ATTACHMENTS

ANNEX 1: Decision of the Ethics Committee

Evrak Tarih ve Sayısı: 04/11/2019-357393

T.C.
FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Girişimsel Olmayan Araştırmalar Etik Kurulu

Sayı :97132852/050.01.04/
Konu :Prof. Dr. Ercan GÜR (Yük. Lis. Öğr. Mustafa ZANGANA)

BEDEN EĞİTİMİ VE SPOR BİLİMLERİ ANABİLİM DALINA

İlgi :10/10/2019 tarihli, 352894 sayılı ve "Mustafa ZANAGA" konulu yazı

Anabilim Dalınız Öğretim Üyesi Prof. Dr. Ercan GÜR yönetiminde, Yük. Lis. Öğr. Mustafa ZANGANA'ya ait "**Fırat Üniversitesi'nde Okuyan Türk ve Yabancı Uyruklu Öğrencilerin Sağlıklı Yaşam Davranışlarının Karşılaştırılması**" konulu çalışma ile ilgili Etik Kurul Kararı ekte sunulmuştur.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır.
Prof. Dr. Mustafa KAPLAN
Kurul Başkanı

Not : Araştırıcıların TÜBİTAK'a yapılacak başvurular için, tüm üyelerin ıslak imzalarının bulunduğu etik kurul kararını talep etmeleri gerekmektedir.

EK :
Etik Kurul Kararı 1(bir) sayfa

Fırat Üniversitesi Rektörlüğü 23119 ELAZIĞ/TÜRKİYE
Tel: 0 (424) 237 00 00
E-Posta: :
Ayrıntılı bilgi için irtibat : Tesime ÖZKUÇ
Faks: 0 424 2332707
Elektronik ağ:http://www.firat.edu.tr

T.C.
FIRAT ÜNİVERSİTESİ
Girişimsel Olmayan Araştırmalar Etik Kurulu Başkanlığı

ETİK KURUL KARARI

TOPLANTI TARİHİ	TOPLANTI SAYISI	KARAR NO	ÇALIŞMACININ ADI SOYADI
31.10.2019	16	16	**Sorumlu Araştırmacı:** Prof. Dr. Ercan GÜR **Diğer Araştırmacılar:** Yük. Lis. Öğr. Mustafa ZANGANA

KARAR

"Fırat Üniversitesi'nde Okuyan Türk ve Yabancı Uyruklu Öğrencilerin Sağlıklı Yaşam Davranışlarının Karşılaştırılması" konulu proje etik kurulumuzda görüşülmüş olup; çalışmanın etik kurallara uygun olduğuna oybirliğiyle karar verilmiştir.

Prof. Dr. Mustafa KAPLAN (Başkan)		Prof. Dr. Demet ÇİÇEK (Üye)	İmza
Prof. Dr. Figen DEVECİ (Üye)	Bulunmadı	Prof. Dr. Engin ŞAHNA (Üye)	İmza
Prof. Dr. Erdal TAŞKIN (Üye)	Bulunmadı	Doç. Dr. Funda GÜLCÜ BULMUŞ (Üye)	İmza
Doç. Dr. Fazilet ERMAN (Üye)	İmza	Doç. Dr. Burcu GÜL BAYKALIR (Üye)	İmza
Dr. Öğr. Üyesi Turgay BÖRK (Üye)	İmza	Dr. Öğr. Üyesi Adem GÖK (Üye)	İmza

ANNEX 2: PERSONAL INFORMATION FORM

There are various questions in this form, which is prepared for use in a scientific research. It is kindly requested to answer all the questions in the form correctly and sincerely without providing any identifying information such as name, surname and number. Please respond to each statement one and never leave empty.

Thank you for your contribution.

MUSTAFA ZANGANA

Personal Information Form

1- Age ……. **2- Height …….** **3- Gender …….**

4- Weight …… **5 - Your marital status: ( )** Married **( )** Single ( ) Widow

6 - Your Department ( ) Social Area () Numerical Area

7 - Smoking ( ) Yes () No **8 - Alcohol Use** ( ) Yes ( ) No

9 - Residence to the location ( ) State Dormitory **( )** private dorms **( ),** private home **( )** family with

10-Mother's Educational Status ( ) Literate not ( ) Primary ( ) Secondary ( ) High ( ) University

11-Father's Educational Level ( ) Literate not ( ) Primary ( ) Secondary ( ) High ( ) University

12- Family Income Status ( ) Income More than Expense ( ) Income Equal to Expense ( ) Income Less Than Expense

ANNEX 3: SCALE OF HEALTHY LIFE STYLE BEHAVIOR II

		Never	**Sometimes**	**Often**	**Regularly**
One	I discuss my concerns and problems with people close to me				
2nd	I prefer oil and fat, a cholesterol diet				
3	I tell the doctor or a paramedic about any unusual signs and symptoms in my body				
4	I do a regular exercise program				
5	I sleep enough				
6	I feel that I am changing and improving positively				
7	I appreciate people for their success				
8	I restrict sugar and dessert				
9	I watch health promotion programs on TV				
10	I exercise at least three times a week for 20 minutes and / or longer (such as fast walking, cycling, erotic, dancing)				
11th	I take the time to relax every day				
12	I believe my life has a purpose				
13	I maintain meaningful and satisfying relationships with people				
14	I eat 6-11 meals a day, bread, cereal, rice and pasta every day				
15	I ask questions to healthcare professionals to understand their recommendations				
16	I exercise mildly and moderately (For example, 5 times a week)				
17	I accept things that I can't change in my life				
18	I look forward to the future				
19	I spend time with my close friends				
20	I eat 2-4 meals every day				
21	I always consult another healthcare provider when I have questions about the advice of the healthcare professionals I go to				
22	In my spare time, I do entertaining physical activities such as swimming, dancing, cycling.				
23	I think of good things before I go to sleep				
24	I feel at peace and feel enough				
25	It is easy for me to show interest, love and affection to others				
26	I eat 3-5 meals every day				

27	I consult my health problems to medical staff				
28	I do muscle strengthening exercises at least three times a week				
29	I use appropriate methods to control my stress				
30	I work for long-term purposes in my life				
31	I hug you with the people I love				
32	I eat milk, yogurt or cheese 3-4 times a day				
33	I check my body at least once a month for physical changes, dangerous signs				
34	I exercise during daily work				
35	I balance my work and leisure time				
36	I find different and interesting things to do every day				
37	I strive to make close friends				
38	I eat 3-4 portions of meat, chicken, fish, legumes, eggs, snack foods every day				
39	I consult with the medical staff on how to take care of myself				
40	I check my heart rate and heartbeat while exercising				
41	I make applications in order to relax and relax for 15-20 minutes a day				
42	I'm aware of what matters to me in my life				
43	I get support from people with similar problems				
44	I read the labels that determine the nutrient, fat and sodium contents on the food packages.				
45	I participate in training programs on individual health care				
46	I exercise until my heart rate accelerates				
47	I protect myself from getting tired				
48	I believe in the existence of a divine power				
49	I solve conflicts by talking and reconciling				
50	I do breakfast				
51	I get advice and guidance from others when I need it				
52	I am open to new experiences and situations				

EK 1: KİŞİSEL BİLGİ FORMU

Bilimsel bir araştırmada kullanılmak üzere hazırlanan bu formda çeşitli sorular bulunmaktadır. Ad, soyad ve numara gibi kimliğinizi tanıtıcı bilgiler vermeden formda yer alan tüm soruları doğru ve samimi bir şekilde cevaplamanız rica olunur. Lütfen her ifadeye tek yanıt veriniz ve kesinlikle BOŞ bırakmayınız.

Katkılarınız için teşekkürler.

MUSTAFA ZANGANA

Kişisel Bilgi Formu

1- Yaş ……. **2- Boy …….** **3- Cinsiyet…….**

4- Kilo …… **5- Medeni durumunuz : ( )** Evli **( )** Bekar ( ) Dul

6- Bölümünüz ( )Sosyal Alan ( )Sayısal Alan

7- Sigara Kullanımı ( )Evet ( ) Hayır **8- Alkol Kullanımı** ( )Evet ( ) Hayır

9-İkamet yeriniz **( )** Devlet Yurdu **( )** Özel Yurt **( )** Özel Ev **( )** Aile ile birlikte

10-Annenin Eğitim Durumu ( )Okuryazar değil ( ) İlkokul ( )Ortaokul ( ) Lise ( )Üniversite

11-Babanın Eğitim Durumu ( )Okuryazar değil ( ) İlkokul ( )Ortaokul ( ) Lise ( )Üniversite

12- Ailenin Gelir Durumu ( ) Gelir Giderden Fazla ( )Gelir Gidere Eşit ( ) Gelir Giderden Az

EK 2: SAĞLIKLI YAŞAM BİÇİMİ DAVRANIŞLARI ÖLÇEĞİ II

		Hiçbir zaman	Bazen	Sık sık	Düzenli Olarak
1	Bana yakın olan kişilerle endişelerimi ve sorunlarımı tartışırım				
2	Sıvı ve katı yağı, kolesterolü düşük bir diyeti tercih ederim				
3	Doktora ya da bir sağlık görevlisine, vücudumdaki olağandışı belirti ve bulguları anlatırım				
4	Düzenli bir egzersiz programı yaparım				
5	Yeterince uyurum				
6	Olumlu yönde değiştiğimi ve geliştiğimi hissederim				
7	İnsanları başarıları için takdir ederim				
8	Şekeri ve tatlıyı kısıtlarım				
9	Televizyonda sağlığı geliştirici programları izlerim				
10	Haftada en az üç kez 20 dakika ve/veya daha uzun süreli egzersiz yaparım(hızlı yürüyüş, bisiklete binme, erobik, dans gibi)				
11	Her gün rahatlamak için zaman ayırırım				
12	Yaşamımın bir amacı olduğuna inanırım				
13	İnsanlarla anlamlı ve doyumlu ilişkiler sürdürürüm				
14	Her gün 6-11 öğün ekmek, tahıl, pirinç ve makarna yerim				
15	Sağlık personeline önerilerini anlamak için soru sorarım				
16	Hafif ve orta düzeyde egzersiz yaparım (Örneğin haftada 5 kez)				
17	Yaşamımda değiştiremeyeceğim şeyleri kabullenirim				
18	Geleceğe umutla bakarım				
19	Yakın arkadaşlarıma zaman ayırırım				
20	Her gün 2-4 öğün meyve yerim				
21	Her zaman gittiğim sağlık personelinin önerileri ile ilgili sorularım olduğunda başka bir sağlık personeline danışırım				
22	Boş zamanlarımda yüzme, dans etme, bisiklete binme gibi eğlendirici fiziksel aktiviteler yaparım				

23	Uyumadan önce güzel şeyler düşünürüm				
24	Kendimle barışık ve kendimi yeterli hissederim				
25	Başkalarına ilgi, sevgi ve yakınlık göstermek benim için kolaydır				
26	Her gün 3-5 öğün sebze yerim				
27	Sağlık sorunlarımı sağlık personeline danışırım				
28	Haftada en az üç kere kas güçlendirme egzersizleri yaparım				
29	Stresimi kontrol etmek için uygun yöntemleri kullanırım				
30	Hayatımdaki uzun vadeli amaçlar için çalışırım				
31	Sevdiğim kişilerle kucaklaşırım				
32	Her gün 3-4 kez süt, yoğurt veya peynir yerim				
33	Vücudumu fiziksel değişiklikler, tehlikeli bulgular bakımından ayda en az bir kez kontrol ederim				
34	Günlük işler sırasında egzersiz yaparım				
35	İş ve eğlence zamanımı dengelerim				
36	Her gün yapacak değişik ve ilginç şeyler bulurum				
37	Yakın dostlar edinmek için çaba harcarım				
38	Her gün et, tavuk, balık, kuru bakliyat, yumurta, çerez türü gıdalardan 3-4 porsiyon yerim				
39	Kendime nasıl daha iyi bakabileceğim konusunda sağlık personeline danışırım				
40	Egzersiz yaparken nabız ve kalp atışlarımı kontrol ederim				
41	Günde 15-20 dakika gevşeyebilmek, rahatlayabilmek için uygulamalar yaparım				
42	Yaşamımda benim için önemli olan şeylerin farkındayım				
43	Benzer sorunu olan kişilerden destek alırım				
44	Gıda paketlerinin üzerindeki besin, yağ ve sodyum içeriklerini belirleyen etiketleri okurum				
45	Bireysel sağlık bakımı ile ilgili eğitim programlarına katılırım				
46	Kalp atımım hızlanana kadar egzersiz yaparım				
47	Yorulmaktan kendimi korurum				
48	İlahi bir gücün varlığına inanırım				
49	Konuşarak ve uzlaşarak çatışmaları çözerim				
50	Kahvaltı yaparım				
51	Gereksinim duyduğumda başkalarından danışmanlık ve rehberlik alırım				
52	Yeni deneyimlere ve durumlara açığım				