EXAMINATION OF UNIVERSITY STUDENTS' LEVEL OF SATISFACTION WITH LEISURE ACTIVITIES

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ABSTRACT

This study aimed to determine whether university students' level of satisfaction with leisure activities differs according to some variables. A total of 300 students, 165 male and 135 female, receiving education at Ondokuz Mayıs University voluntarily participated in the study. In the study, a Personal Information Form and the Leisure Satisfaction Scale (LSS) were used as data collection tools. Statistical analysis of the data was performed with independent two groups t-test and Mann Whitney U test; one-way ANOVA and Kruskal-Wallis test were used for three groups and more. The satisfaction level of male students was significantly higher than that of female students in the physiological satisfaction subscale. In terms of the age variable, there was a statistically significant difference was in the social and aesthetic satisfaction subscales. According to the sports status, the satisfaction level of the students who did sports was significantly higher than that of the students who did not do sports in the physiological satisfaction subscale. In addition, there was a statistically significant difference in the social and aesthetic subscales in the comparison made according to the grade variable. In both subscales, first-grade students had the lowest satisfaction level. In conclusion, it was determined that the level of satisfaction of students of Ondokuz Mayıs University with leisure activities was moderate in terms of all factors.

Keywords: Recreational activities, leisure satisfaction, university students.

INTRODUCTION

Roberts (2006) defined leisure as time other than work, sleep, and obligations and described activities performed during this period as leisure activities. This situation is related to the quality perceived by individuals from the activities they participate in their leisure time and expresses the level of satisfaction with their leisure time (Kovacs, 2007, s.42). This concept also reflects the degree of satisfaction of individuals with their overall activity experience and situation (Beard and Ragheb, 1980, s.22). Making efficient use of free time activities that we can use freely and voluntarily, free from all kinds of difficulties, has an important role in the development of the individual (Gao et al. 2018; Gürbüz and Henderson, 2014; Koçak, 2017). In today's world, participation in leisure activities emerges as a spiritual and physical need and is essential for individuals to pursue a healthy life (Acar and Yılmaz, 2021). The monotonous life spreading rapidly around the world; society can have negative repercussions on health and economy. Sports and its stakeholders are important in compensating for this situation (Uzun and Osmanoğlu, 2021). With a sedentary life, many health problems will inevitably arise. Individuals who lead a sedentary life feel the need to participate in voluntary activities in order to overcome health problems and lead an active and happy life (Yaşartürk et al., 2016). It has caused people living in the city to escape from the culture of city life, to use their spare time for more entertainment purposes and to turn to recreational activities that will be in harmony with nature (Güney and Osmanoğlu, 2021). Although sports and recreation date back to human history, it is a phenomenon that can be expressed as a part of life because it provides various benefits to people. This phenomenon contributes to the maintenance of physical health and wellness in people through participation in sports and exercise, as well as recreation and socialization (Uzun and Konur Tekeş, 2022). Sports and recreation activities have an important effect on individuals to act together in the social structure. In this process, social interaction can be developed through the participation of individuals in various activities. Participation in exercise positively affects the individual's ability to support the development of socialization process and maintain social relations (Uzun and Güney, 2021).

In the measurement of leisure satisfaction, it is determined how individuals perceive the quality of the leisure activities they participate in (Chiang, 2010, s.17). People who gain satisfaction by participating in recreational activities increase their quality of life by getting rid of daily problems and continue their daily lives in a psychologically, physically and mentally healthy way. The importance of recreational activities in ensuring leisure time satisfaction is extremely high. In addition, the satisfaction provided in leisure time differs from individual to individual. For example, someone who enjoys doing housework may regard it as a leisure activity, while for another person it may be seen as an obligation. In this respect, leisure time satisfaction is an important factor in a person's happiness (Demiral, 2018). It is also known that the preferences and needs of these individuals are compatible (Pinquart and Schindler, 2009, s.311).

Leisure satisfaction evokes positive perceptions, emotions, and individual forms, or the individual gains are obtained as a result of leisure activities and choices (Uzun et al., 2022). To measure whether individuals provide the benefit they want from leisure activities they participate in, whether they meet their expectations, and

whether they are happy to participate in such activities can provide important information in taking measures to ensure that they are happier and more satisfied spending their spare time, developing leisure activities provided in line with their satisfaction levels, and even expanding the range of activities (Karlı et al., 2008).

It can be described as the gift of free time for people to get away from the monotony of daily life by participating in different activities that appeal to their own essence and are happy and enjoy doing it, and to gain a social personality by interacting with other people and integrating (Uzun and İmamoğlu, 2020). The phenomenon of benefitting from leisure is discussed for different age periods and shows different characteristics in each period. However, the effect of this process in the youth, when individuals experience serious biological, psychological, and social changes and their characters begin to shape, is more important for individuals and society (Süzer, 2000). Recreation activity is a part of school life. Today, every student who spends most of his time in classrooms, laboratories or work desks needs to participate in recreational activities. For this reason, the activity programs of universities should provide opportunities for recreation and rest, and should relieve the intensity of modern life and school studies. Necessary effort, planning and programming should be done for this (Uzun and Gözaydın, 2017). For this reason, the university education period is the most important period in which behavior patterns that will continue for years are developed. Leisure activities planned in line with the interests and requests of university students will enable individuals to turn these activities into habits in the later stages of their lives and create a social and healthy personality (Ağaoğlu, 2002). For these reasons, the concept of leisure and recreational activities should be included as a part of academic education and students should be able to experience them. Accordingly, this study aimed to examine university students' level of satisfaction with leisure activities.

METHOD

Research Model

This research was structured based on the descriptive survey model. Descriptive studies aim to explain the interaction between circumstances, considering the relationship between current events and previous events and conditions (Kaptan, 1998). In this study, in which the correlational survey model, one of the general survey models, was used, the aim was to determine the degree of change of two or more variables together (Karasar, 2013).

Research Sample

A total of 300 students, 165 male and 135 female, receiving education at Ondokuz Mayıs University voluntarily participated in the study. After the students were informed about the purpose of the study, questionnaires were administered to students in classes in their free time by the researcher during the 2018-2019 Academic Year Fall Semester. The students were explained that the data of this study would be used for scientific purposes and their answers would remain anonymous.

Data Collection Tools

The survey method was used as a data collection method in the research. The questionnaire prepared by the researcher consists of two parts. A "Personal Information Form" was included in the first part and, the Leisure Satisfaction Scale (LSS), which was developed by Beard and Ragheb (1980) and adapted to Turkish by Gökçe and Orhan (2011) was used in the second part.

Personal Information Form: The researcher asked the participants to answer questions regarding gender, age, sports status, and grade.

LSS: LSS was developed by Beard and Ragheb (1980) and adapted to Turkish by Gökçe and Orhan (2011). LSS consists of 6 subscales (Psychological, Educational, Social, Relaxation, Physiological, and Aesthetic). The 1st, 2nd, 3rd, and 4th questions are related to the psychological subscale; the 5th, 6th, 7th, and 8th questions are related to the educational subscale; the 9th, 10th, 11th, and 12th questions are related to the social subscale; the 13th, 14th, 15th, and 16th questions are related to the relaxation subscale; the 17th, 18th, 19th, and 20th questions are related to physical subscale; the 21st, 22nd, 23rd, and 24th questions are related to the aesthetic subscale. In this study, the reliability coefficient was .81 for psychological, .79 for educational, .77 for social, .81 for relaxation, .81 for physiological, and .80 for aesthetic. Also Cronbachs Alpha reliability coefficient value was found as 0.82.

Data Analysis

Prior to choosing the tests to be performed for the data obtained in the study, the Kolmogorov-Smirnov test was performed to check whether the error terms showed normal distribution. Independent two groups t-test was used for normally distributed data and groups of more than two were evaluated with one-way ANOVA. In the case of significant differences between the groups, the Tukey HSD test, one of the post hoc tests, was used to find out which group resulted in meaningfulness. In cases where the data did not show normal distribution, groups of two were evaluated using the Mann-Whitney U test and groups of more than two were evaluated using the Kruskal-Wallis test. The study findings were expressed as percentage (%), mean, median, and standard deviation; the differences in all statistical results were considered significant at a significance level of $p<0.05$. The data were analyzed in SPSS 22.0 V. statistical package program.

FINDINGS

In this part of the study, the mean, standard deviation and statistical data of the students' level of satisfaction with leisure time activities are presented.

Table 1. Frequency and Percentage Distributions of the Participants Regarding Their Demographic Characteristics

Gender	n	%
Male	165	45.0
Female	135	55.0
Total	300	100.0
Age		
18-20	126	42.0
21-23	152	50.7
24 and over	22	7.3
Total	300	100.0
Sports status		
Yes	90	30.0
No	210	70.0
Total	300	100.0
Grade		
1st grade	72	24.0
2st grade	54	18.0
3rd grade	74	24.7
4th grade	100	33.3
Total	300	100.0

According to the results in Table 1, 135 of the students were female (55%) and 165 were male (45%). 126 (42%) of the students were in the 18-20 age group, 152 (50.7%) were in the 21-23 age group and 22 (7.3%) were in the 24 and over age group. While 90 (30%) of the students participating in the survey do sports, 210 (70%) do not do sports. In addition, 72 (24%) of the students are 1st grade, 54 (18%) 2nd grade, 74 (24.7%) 3rd grade, 100 (33.3%) 4th grade students.

Table 2. Arithmetic Mean and Standard Deviation Values of Subscales

Subscale Number	Subscale	n	Mean	Std Deviation
1	Psychological	300	3.68	0.67
2	Educational	300	3.73	0.65
3	Social	300	3.74	0.64
4	Relaxation	300	4.07	0.72
5	Physiological	300	3.57	0.75
6	Aesthetic	300	3.72	0.73

When the sub-dimension averages are examined in Table 2, the mean of the "psychological" sub-dimension is 3.68, the mean of the "educational" sub-dimension is 3.73, the mean of the "social" sub-dimension is 3.74, the mean of the "relaxation" sub-dimension is 4.07, the mean of the "physiological" sub-dimension is 3.57 and the mean of the "aesthetic" sub-dimension is 3.72.

Table 3. LSS Scores of the Participants According to the Gender Variable

Subscales	Gender	n	Mean	Std Deviation	t	p-Value
Psychological	Female	127	3,73	0,60	-1,189	0,236
	Male	182	3,63	0,74		
Educational	Female	127	3,79	0,66	-1,794	0,074
	Male	182	3,66	0,64		
Social	Female	127	3,71	0,65	1,002	0,317
	Male	182	3,78	0,62		
Relaxation	Female	127	4,09	0,74	-,562	0,574
	Male	182	4,05	0,70		

Physiological	Female	127	3,47	0,75		2,375	**0,018***
	Male	182	3,68	0,74			
Aesthetic	Female	127	3,70	0,69		,339	0,735
	Male	182	3,73	0,77			

*p< .05

When the participants were examined according to the gender variable (Table 3), the "physiological" subscale of LSS showed a statistical difference (p<0.05). The "physiological" subscale scores of male participants were higher.

Table 4. LSS Scores of the Participants According to the Age Variable

Subscales	Age	n	Mean	Std Deviation	Median	IQR	p-Value	Significant difference
Psychological	18-20	126	3,68	0,63	3,68	0,88	0,404	-
	21-23	152	3,70	0,70	3,75	0,63		
	24 and over	22	3,55	0,68	3,56	1,31		
Educational	18-20	126	3,71	0,68	3,66	0,69	0,458	-
	21-23	152	3,75	0,62	3,77	0,56		
	24 and over	22	3,65	0,71	3,77	0,89		
Social	18-20	126	3,64	0,65	3,75	0,75	**0,028***	18-20 <21-23
	21-23	152	3,84	0,60	4,00	0,59		
	24 and over	22	3,63	0,76	3,75	1,19		
Relaxation	18-20	126	4,06	0,82	4,25	1,00	0,728	-
	21-23	152	4,10	0,64	4,25	0,75		
	24 and over	22	3,96	0,73	4,12	1,13		
Physiological	18-20	126	3,49	0,80	3,50	1,04	0,210	-
	21-23	152	3,64	0,71	3,83	1,00		
	24 and over	22	3,50	0,79	3,67	1,25		
Aesthetic	18-20	126	3,58	0,78	3,75	1,00	**0,003***	18-20 <21-23
	21-23	152	3,86	0,65	4,00	0,75		
	24 and over	22	3,48	0,80	3,75	1,00		

*p< .05

According to Table 4, a statistical significance was observed in the "social and aesthetic" subscale scores of the participants (p<0.05).

Table 5. LSS Scores of the Participants According to the Sports Status

Subscales	Sports status	n	Mean	Std Deviation	Median	IQR	p-Value
Psychological	Yes	90	3,71	0,79	3,87	1,13	0,283
	No	210	3,67	0,61	3,75	0,66	
Educational	Yes	90	3,78	0,69	3,78	0,92	0,390
	No	210	3,71	0,63	3,78	0,56	
Social	Yes	90	3,84	0,61	3,87	0,75	0,268
	No	210	3,70	0,65	3,87	0,75	
Relaxation	Yes	90	4,06	0,75	4,00	1,06	0,776
	No	210	4,08	0,71	4,25	0,75	
Physiological	Yes	90	3,69	0,75	3,83	1,17	0,054
	No	210	3,51	0,75	3,67	1,17	
Aesthetic	Yes	90	3,84	0,76	4,00	1,25	0,072
	No	210	3,67	0,71	3,75	0,75	

According to Table 5, there is no statistically significant difference in the answers given by the students regarding the faculty variable in the sub-dimensions of the SZTÖ (p>0.05).

Table 6. LSS Scores of the Participants According to the Grade Variable

Subscales	Grade	n	Mean	Std Deviation	F	p-Value	Significant difference
Psychological	1st grade	72	3,64	0,70	,370	0,775	-
	2st grade	54	3,64	0,69			
	3rd grade	74	3,71	0,68			
	4th grade	100	3,73	0,63			
Educational	1st grade	72	3,65	0,72	,568	0,636	-
	2st grade	54	3,78	0,74			
	3rd grade	74	3,76	0,57			
	4th grade	100	3,74	0,61			
Social	1st grade	72	3,46	0,67	6,890	**0,001**	1st grade<2st grade, 3rd grade, 4th grade
	2st grade	54	3,86	0,68			
	3rd grade	74	3,76	0,54			
	4th grade	100	3,87	0,60			
Relaxation	1st grade	72	3,95	0,93	1,614	0,186	-
	2st grade	54	4,23	0,57			
	3rd grade	74	4,09	0,70			
	4th grade	100	4,06	0,63			
Physiological	1st grade	72	3,36	0,77	2,407	0,067	-
	2st grade	54	3,60	0,78			
	3rd grade	74	3,62	0,79			
	4th grade	100	3,66	0,68			
Aesthetic	1st grade	72	3,48	0,85	3,928	**0,009**	1st grade<3rd grade, 4th grade
	2st grade	54	3,69	0,76			
	3rd grade	74	3,81	0,70			
	4th grade	100	3,83	0,60			

*p< .05

When the participants were examined according to the grade variable (Table 6), the "social" and "aesthetic" subscales show statistically significant differences (p<0.05). The score of the first-grade students was lower compared to the other students.

CONCLUSION and DISCUSSION

This study aimed to determine whether university students' level of satisfaction with leisure activities differs according to some variables.

When the participants' level of satisfaction with leisure activities was examined according to the gender variable, a statistical difference was found in the "physiological" subscale. The "physiological" subscale score of male participants was found to be higher. The results of the studies conducted by Serdar and Ay (2016), Kodaş et al. (2015), and Ngai (2005) are consistent with the results of current study whereas the results of the studies conducted by Ardahan and Yerlisu Lapa (2010), Çelik (2011), and Ayyıldız (2015) differ from the results of this study. The fact that female students had a lower mean score compared to male students might be due to the fact that female students adopted the student role more than male students and that they have priorities regarding the lectures. It can also be suggested that the traditional roles attributed to women, even if they are students, make a difference in attitudes towards leisure activities.

When the research findings were examined in terms of the age variable, there was statistical significance in the "social and aesthetic" subscale scores of the participants. It can be concluded that the participants in the 21-23 age range participate in leisure activities more socially and aesthetically than the participants in other age ranges and that they are more satisfied with the leisure activities they participate in compared to other age groups. Furthermore, with advanced age, more participation in leisure activities and adaptation to the university environment and the city may also be effective. In the study conducted by Ayyıldız (2015), it has been reported that there was a significant difference between the subscales and the age variable. Significant differences were found in favor of lower age groups.

There is no statistically significant difference in the answers given by the students regarding the faculty variable in the sub-dimensions of the SZTÖ. But students who did sports were found to have higher attitude scores than students who did not do sports. In their study, Lu and Hu (2005) have found that individuals who actively participate in recreational activities such as physical activity during their spare time have higher levels of leisure satisfaction than individuals who passively participate. In the study conducted by Serdar and Ay (2016), Active participants had higher scores than passive participants according to their participation in sports and social, artistic, and cultural activities. The findings of current research and literature findings demonstrate that participation in physical activity and doing sports increase leisure satisfaction.

When the participants were examined according to the grade variable, the "social" and "aesthetic" subscales show statistically significant differences. It was observed that the score of the first-grade students was lower compared to the other students. Here, a result similar to that related to the age variable can be mentioned. Students' participation in leisure activities at advanced grades may have been effective in achieving this result. Kocaer (2018) found a significant difference between the class variable and recreation benefit levels in his master's thesis study. He stated that this significant difference was in favor of 4th grade students. This finding of Kocaer (2018) supports the research finding.

As a result of the obtained data, it was determined that male students' scores were higher than female students, that leisure satisfaction increased as the mean age increased, that leisure satisfaction similarly increased as the grade increased, and that university students who did sports had a higher mean score regarding leisure satisfaction. As a result of this study, it can be suggested that the leisure satisfaction scores of university students are at average levels.

SUGGESTIONS

Educational support can be provided to students about leisure time satisfaction through seminars, courses, panels, etc. In addition to the educational activities of the students, recreational activity programmes can be prepared and a leisure time culture can be gained.

Considering the individual differences and different personality structures of the students, open and closed recreational activity areas can be created within the university where everyone can use their free time efficiently.

In the following researches, variables such as gender, age, sports status and class, found to be related to free time satisfaction in the literature, may be compared in different groups. In addition, this study can be applied in countries other than Turkey and intercultural differences can be correlated.

ETHICAL TEXT

"In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author (s) for any violations that may arise regarding the article."

The data were obtained by the researcher in the 2018-2019 Academic Year Autumn Term.

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