RESEARCH ARTICLE

INVESTIGATION OF PARTICIPATION CONSTRAINTS ON LEISURE TIME ACTIVITIES OF STUDENTS OF SCHOOL OF PHYSICAL EDUCATION AND SPORTS: CASE OF İSTANBUL GELİŞİM UNIVERSITY

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ABSTRACT

The aim of this study is to determine the factors that prevent the participation of the students of Istanbul Developmental University School of Physical Education and Sports in their leisure time activities and determine whether they differ according to some demographic variables. For this purpose, 250 students from School of Physical Education and Sports who are trained at Istanbul Gelişim University's departments of Coach Traning, Sports Management, Recreation, and Exercise and Sport Sciences constitute the sample of the study. The data collection tool used in the study consists of 2 parts. In the first part, a personal information form was developed by the researcher to reveal the demographic characteristics of the participants. In the second part, "Leisure Constraints Scale" developed by Alexandris and Carroll (1997) and adapted to Turkish by Karaküçük and Gürbüz (2007) was used as data collection tool to determine the participation constraints of students on recreational activities. SPSS 21 packaged software was used to analyze the obtained data. The data were collected and then analyzed by coding with the SPSS 21 packaged software. T-Test and ANOVA Test were used while analyzing the data. As a result of the study, the factors that constrain the leisure time of the students according to gender, age, department, class, and monthly income variables were correlated and factors preventing the participation of the students in the leisure time activities were determined.

INTRODUCTION

In the century we are living, scientific and technological developments have increased rapidly, and this increase has been accompanied by great ease of living conditions, and as a result of the reduction of working hours, an increase in leisure time has been observed (Tolukan, 2010). The working time which was 14-15 hours at the beginning of the 19th century decreased to 11-12 hours per day at the beginning of the 20th century and to 8 hours nowadays. With the growth of the world economy and the acceleration of technological developments, the leisure time of people has increased (Genç, 1998). It is seen that leisure time activities are becoming an important part of life over against the decreasing daily activity hours, and the tedious and self-repetitive transformation of work and activities (Passmore, 2001). Various definitions of the leisure time are made in the literature. Kılbaş Ş defined it as the time when the individual does not work, that is beyond the necessities of life and formal tasks, and that can be spent in the direction of the individual (2001).

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Torkildsen defines leisure time as the remaining time after fulfilling practical needs (2005). Leisure time and recreation which are the two most commonly used phrases in this area are not synonyms, although they overlap to some extent. Recreation is regarded as the utilization of the leisure time described above with various activities. Aristotle expresses the leisure time activity as "being in an activity to do just that without any other purpose" (Kraus, 1971). That is to say, as leisure time defines free time without our compulsory needs, recreation defines the activities performed during this time (Kelly, 1989). We can summarize the benefits of making use of the leisure time of individuals in three main chapters. These are listed as physical, social and psychological benefits. When we look at the physical benefits that recreational activities provide for individuals in their free time, there is a lack of movement in humans with the increase in mechanization today. That people stop moving accompanied by various problems and many diseases. The most effective way to get rid of them is physical activities. Sports as one of the leisure time activities, dance, indoor and outdoor recreational activities are important and not negligible factors for people's physical health (Tel, 2007). Many factors in modern life are moving people away from each other. Individuals are being dragged into a daily routine

and a monotonous life. The norms in the workplace of people and the ordinariness in the working environment cause individuals to move away from the social environment and to experience alienation more intensely. Neighborliness, unity and friendship ties are also weakening. However, when modern people find enough time and financial opportunity, they will always head for new activities. The free time activities that individuals will undertake in groups increase communication and connection among people. These activities provide people with such social benefits. Nowadays, the intensity and problems of people in family life, school life, and business life can cause their stamina to decrease, and make them tired by disrupting their neural system. To get away from such pressures, people want to get into a different environment and to lift the morale. Making use of the free time well provides a psychological benefit to the person. The leisure time activities will help them rest, have fun, change and refresh themselves (Emir, 2012).

In many studies conducted in various fields, it was seen that recreational activities have a very positive effect on individual and community health in the process of urbanization. Despite these positive contributions of recreational activities, it has been seen that individuals do not participate in such activities which are very important for them because of various reasons, or they can not attend due to various constrains. The concept of "constrain" in leisure literature refers to the reasons that prevent or restrict the participation of individuals in recreational activities in their leisure time and that are encountered by the individual (Gürbüz, B. and Karaküçük, S., 2007). Rapid tempo and crowd of big city life we live in and technology are just a few reasons that may constrain the participation in recreational activities. This type of constraints causes people not to be able to use their excess energy and to express their various abilities. In this environment, people feel under constant pressure and stress, especially the need for more action, innovation, and change in young people causes various problems and distress (Karaküçük S., 2005). University years are not a time that individuals can develop themselves completely by only studying. For many individuals, university years are important for ensuring academic and socio-cultural development. Making use of university youth's leisure time and their involvement in recreational activities take place during university education in a semi-organized manner within the possibilities offered by the universities for them. In this context, universities can also play a leading role in making use of students' leisure time (Balcı, 2003). With the development of university campuses and the efforts of the administrations in this regard, it is observed that the participation of university youth in recreational activities has increased in recent years.

METHODS

Research Model and Hypotheses

This research was conducted by using survey model with the purpose of examining the leisure time of students of İstanbul Gelişim University School of Physical Education and Sport according to gender, age, department, student class and sports branches.

The hypotheses of this research are as follows

H1: There is a significant difference between the gender of the students of Physical Education and Sport and the levels of leisure time constraints.

H2: There is a significant difference between the age of the students of Physical Education and Sport and the levels of leisure time constraints.

H3: There is a significant difference between the departments of students of Physical Education and Sport and the levels of leisure time constraints.

H4: There is a significant difference between the classes of students of Physical Education and Sport and and the levels of leisure time constraints.

H5: There is a significant difference between the monthly income of students of Physical Education and Sport and the levels of leisure time constraints.

H6: There is a significant difference between the leisure time duration of students of Physical Education and Sport and and the levels of leisure time constraints.

Population and Sample

The research population consists of the students who continue their education in the departments of Coach Training, Sports Management, Recreation, and Exercise and Sport Sciences in Istanbul Gelişim University in the 2017-2018 academic year. Surveys were distributed in person to 280 randomly selected students after explaining the purpose of the research. However, 30 incorrectly and insufficiently filled surveys were not evaluated. The sample of the research consists of 250 students.

Collection of Data

The data collection tool used in the study consists of 2 parts. In the first part, a personal information form was developed by the researcher to reveal the demographic characteristics of the participants. In the second part, "Leisure Constraints Scale" developed by Alexandris and Carroll (1997) and adapted to Turkish by Karaküçük and Gürbüz (2007) was used as data collection tool to determine the participation constraints of students on recreational activities. A 4-point Likert Type grading scale was used. For each question, options were given as 1: "Absolutely Insignificant", 2: "Insignificant", 3: "Important", 4: "Very Important" and the research group was asked to select the most appropriate option. The Leisure Constraints Scale has 6 sub-dimensions. The first sub-dimension (psychology of individual) consists of 1st, 2nd, 3rd, and 4th items, the second sub-dimension (lack of information) consists of 5th, 6th, 7th, 8th, and 9th items, the third sub-dimension (facilities/service) consists of 10th, 11th, 12th, 13th, 14th, 15th, 16th, and 17th items, the forth sub-dimension (lack of friends) consists of 18th, 19th, and 20th items, the fifth sub-dimension (time) consists of 21st, 22nd, 23rd, and 24th items, the sixth sub-dimension (lack of interest) consists of 25th, 26th, and 27th items.

Analysis of Data

After the data were collected, they were analyzed by coding with the SPSS 21 packaged software. T-Test and ANOVA Test were used while analyzing the data.

RESULTS

In the context of the results, the demographic distributions of the students who participated in the research were examined first and then analyses were conducted to determine the

determinants that constrain participants from participating in leisure activities and whether they differed according to some demographic variables. Table 1 shows the distribution of gender, age, class, department and monthly income according to demographic variables of the students participating in the study.

Table 1. Demographic Findings of Participants in the Survey

Variable		Frequency (n)	Percentage (%)
Gender	female	109	43,6
	male	141	56,4
Age			
	18-23	132	52,8
	24-29	109	43,6
	30 and above	9	3,6
Department			
	Sports Management	67	26,8
	Coach Training	75	30,0
	Recreation	61	24,4
	Exercise and Sport Sciences	47	18,8
Class			
	1st Class	78	31,2
	2nd Class	49	19,6
	3rd Class	74	29,6
	4th Class	49	19,6
Monthly Income			
	0-500	51	20,4
	501-999	62	24,8
	1000-1499	88	35,2
	1500 and above	49	19,6
	Total	200	100

When we look at demographic characteristics, 43.6% of the students participating in the study were female and 56.4% of the students were male students. 52.8% of the students who filled in the questionnaire were between the ages of 18-23 and 43.6% were between the ages of 24-29. 26.8% of the students are in Sports Management, 30% are in Coach Training, 24.4% in Recreation and 18.8% in Exercise and Sports Sciences department. If we look at the classes, 1st grade students were more in number with a minor difference. While 78 first grade *students participated* in the study, 74 3rd grade students filled the questionnaire. The monthly income of 20,4% of the students who participated in the study was 0-500 TL, of 24,8% was 501-999 TL, of 35,2% was 1000-1499 TL and the monthly income of 19,6% was 1,500 TL and above. Table 2 shows the results of unpaired T-test analysis which was performed to determine whether the subscales of the factors that constrain the leisure time of the students differ according to the gender variable.

There was no statistically significant difference in terms of gender of students between the psychology of individual (p <0.05), lack of information (p <0.05), facilities/service (p <0.05), lack of friends (p <0.05) that are the sub-dimensions of the factors that constrain the leisure. As a matter of fact, the "p" value is greater than 0.05. However, a statistically significant difference was found in the time sub-dimension. As shown in Table 2, the value of "p" is less than 0.05. In this context, the hypothesis that there is a significant difference between the gender of students of School of Physical Education and Sport and the levels of leisure time constraints is accepted. One of the factors that constrain male students' leisure time is the time problem. As a result of one-way analysis of variance (ANOVA) which was conducted to determine whether the sub-dimensions of the factors that constrain the leisure time of the students differ according to the age variable, there was no

Table 2. Results of the T-test According to Gender Variable

	Gender	N	X	S.S.	f	p
Psychology of individual	Female	109	2,105	0,576	0,002	0,839
	Male	141	2,120	0,586		
Lack of information	Female	109	2,062	0,564	1,776	0,061
	Male	141	2,207	0,648		
Facilities/Service	Female	109	2,150	0,583	0,110	0,074
	Male	141	2,228	0,617		
Lack of friends	Female	109	2,104	0,886	0,044	0,477
	Male	141	2,182	0,852		
Time	Female	109	2,052	0,569	1,061	0,001
	Male	141	2,260	0,636		
Lack of interest	Female	109	2,033	0,639	0,033	0,111
	Male	141	2,163	0,626		

Table 4. Results of One-Way Analysis of Variance in terms of Age Groups of Students

	Age	N	X	S.S.	f	p
Psychology of Individual	18-23	132	2,145	0,624	0,581	0,560
	24-29	109	2,087	0,518		
	30-35	9	1,972	0,654		
Lack of Information	18-23	132	2,208	0,568	1,363	0,258
	24-29	109	2,091	0,557		
	30-35	9	1,956	0,630		
Facilities/Service	18-23	132	2,250	0,610	0,338	0,713
	24-29	109	2,211	0,605		
	30-35	9	2,097	0,568		
Lack of Friends	18-23	132	2,239	0,867	2,505	0,840
	24-29	109	2,015	0,830		
	30-35	9	2,407	0,894		
Time	18-23	132	2,187	0,591	0,551	0,577
	24-29	109	2,103	0,660		
	30-35	9	2,138	0,546		
Lack of Interest	18-23	132	2,136	0,605	0,359	0,699
	24-29	109	2,070	0,674		
	30-35	9	2,074	0,595		

Table 5. Results of One-Way Analysis of Variance in terms of Departments of Students

	Departments	N	X	S.S.	f	p
Psychology of Individual	Sports Management	67	2,141	0,515	0,228	0,877
	Coach Training	75	2,083	0,559		
	Recreation	61	2,090	0,619		
	Exercise and Sport Sciences	47	2,154	0,660		
Lack of Information	Sports Management	67	2,250	0,602	3,777	0,011
	Coach Training	75	2,146	0,604		
	Recreation	61	2,197	0,648		
	Exercise and Sport Sciences	47	1,889	0,552		
Facilities/Service	Sports Management	67	2,238	0,624	3,851	0,010
	Coach Training	75	2,239	0,621		
	Recreation	61	2,059	0,586		
	Exercise and Sport Sciences	47	2,159	0,515		
Lack of Friends	Sports Management	67	1,990	0,780	1,194	0,313
	Coach Training	75	2,257	0,846		
	Recreation	61	2,169	0,938		
	Exercise and Sport Sciences	47	2,170	0,864		
Time	Sports Management	67	2,089	0,675	0,792	0,499
	Coach Training	75	2,210	0,608		
	Recreation	61	2,196	0,624		
	Exercise and Sport Sciences	47	2,074	0,551		
Lack of Interest	Sports Management	67	1,985	0,618	2,867	0,037
	Coach Training	75	2,266	0,641		
	Recreation	61	2,120	0,680		
	Exercise and Sport Sciences	47	2,007	0,540		

Table 6. Results of One-Way Analysis of Variance in terms of Classes of Students

	Classes	N	X	S.S.	f	p
Psychology of Individual	1st	78	2,096	0,584	1,893	0,131
	2nd	49	1,984	0,503		
	3rd	74	2,232	0,615		
	4th	49	2,114	0,577		
Lack of Information	1st	78	2,023	0,521	2,025	0,111
	2nd	49	2,163	0,686		
	3rd	74	2,159	0,639		
	4th	49	2,293	0,625		
Facilities/Service	1st	78	2,102	0,523	2,420	0,067
	2nd	49	2,199	0,652		
	3rd	74	2,361	0,662		
	4th	49	2,252	0,560		
Lack of Friends	1st	78	2,132	0,846	0,607	0,611
	2nd	49	2,265	0,957		
	3rd	74	2,162	0,905		
	4th	49	2,034	0,688		
Time	1st	78	2,128	0,594	0,794	0,498
	2nd	49	2,045	0,646		
	3rd	74	2,206	0,667		
	4th	49	2,199	0,558		
Lack of Interest	1st	78	2,017	0,600	1,167	0,323
	2nd	49	2,217	0,740		
	3rd	74	2,090	0,629		
	4th	49	2,163	0,573		

statistically significant difference between the groups. As a matter of fact, the "p" value is greater than 0.05. For this reason, the hypothesis that there is a significant difference between the age of the students of Physical Education and Sport and the levels of leisure time constraints was rejected. One-way analysis of variance (ANOVA) was performed to determine whether the sub-dimensions of the factors that constrain the leisure time of the students differ according to the department variable they study. There was a statistically significant difference between the lack of information, facilities/service and lack of interest sub-dimensions of the factors that constrain the leisure time, in terms of the departments the students study. As a matter of fact, the "p" value is less than 0.05. There was no statistically significant difference between Psychology of Individual, Lack of Friends, and Time sub-dimensions in terms of the departments the students study.

As a matter of fact, the "p" value is greater than 0.05. The hypothesis that there is a significant difference between the departments of the students of Physical Education and Sport and the levels of leisure time constraints was rejected. sub-dimensions of the factors that constrain the leisure time of the students differ according to the class variable they study, there was no statistically significant difference between the sub-dimensions in terms of the classes of the students. As a matter of fact, the "p" value is greater than 0.05. In this context, the hypothesis that there is a significant difference between the classes of the students of Physical Education and Sport and the levels of leisure time constraints was accepted. One-way analysis of variance (ANOVA) was performed to determine whether the sub-dimensions of the factors that constrain the leisure time of the students differ according to the income levels. As a result of the analysis, there was statistically significant difference between the Lack of Information,

Table 7. Results of One-Way Analysis of Variance in terms of Income Variable of Students

	Monthly Income	N	X	S.S.	f	p
Psychology of Individual	500 and less	51	2,088	0,624	1,446	0,230
	501-999	62	2,229	0,612		
	1000-1499	88	2,034	0,493		
	1500 and above	49	2,137	0,629		
Lack of Information	500 and less	51	2,364	0,652	5,111	0,002
	501-999	62	2,016	0,680		
	1000-1499	88	2,209	0,584		
	1500 and above	49	1,959	0,449		
Facilities/Service	500 and less	51	2,318	0,573	3,425	0,018
	501-999	62	2,375	0,673		
	1000-1499	88	2,171	0,636		
	1500 and above	49	2,045	0,414		
Lack of Friends	500 and less	51	1,817	0,661	10,329	0,001
	501-999	62	2,457	0,929		
	1000-1499	88	2,232	0,946		
	1500 and above	49	1,789	0,459		
Time	500 and less	51	2,152	0,502	0,109	0,955
	501-999	62	2,149	0,727		
	1000-1499	88	2,170	0,650		
	1500 and above	49	2,107	0,537		
Lack of Interest	500 and less	51	2,065	0,581	2,235	0,085
	501-999	62	2,075	0,752		
	1000-1499	88	2,234	0,627		
	1500 and above	49	1,959	0,498		

Table 8. Results of One-Way Analysis of Variance in terms of Leisure Time Duration Variable of Students

	Leisure Time	N	X	S.S.	f	p
Psychology of Individual	1-5 hours	57	2,039	0,483	0,976	0,405
	6-10 hours	112	2,142	0,594		
	11-15 hours	48	2,057	0,621		
	16 hours and more	33	2,227	0,626		
Lack of Information	1-5 hours	57	2,049	0,589	1,326	0,266
	6-10 hours	112	2,117	0,573		
	11-15 hours	48	2,225	0,708		
	16 hours and more	33	2,278	0,647		
Facilities/Service	1-5 hours	57	2,151	0,577	0,865	0,460
	6-10 hours	112	2,206	0,594		
	11-15 hours	48	2,322	0,661		
	16 hours and more	33	2,291	0,609		
Lack of Friends	1-5 hours	57	2,216	0,869	0,936	0,424
	6-10 hours	112	2,050	0,779		
	11-15 hours	48	2,201	0,911		
	16 hours and more	33	2,282	1,003		
Time	1-5 hours	57	2,136	0,530	0,020	0,996
	6-10 hours	112	2,158	0,640		
	11-15 hours	48	2,140	0,641		
	16 hours and more	33	2,151	0,687		
Lack of Interest	1-5 hours	57	2,052	0,518	1,676	0,173
	6-10 hours	112	2,041	0,592		
	11-15 hours	48	2,215	0,722		
	16 hours and more	33	2,106	0,785		

Facilities/Service, Lack of Friends sub-dimensions in terms of the income level variable. As a matter of fact, the "p" value is less than 0.05. There was no statistically significant difference related to the Psychology of Individual, Time, and Lack of Interest sub-dimensions as a result of ANOVA test. As a matter of fact, the "p" value is greater than 0.05. For this reason, the hypothesis that there is a significant difference between the income levels of the students of Physical Education and Sport and the levels of leisure time constraints was accepted. After the one-way analysis of variance (ANOVA) was performed to determine whether the sub-dimensions of the factors that constrain the leisure time of the students differ according to the leisure time duration variable, there was no statistically significant difference between the sub-dimensions of the factors that constrain the leisure time in terms of the leisure time duration. As a matter of fact, the "p" value is greater than 0.05.

For this reason, the hypothesis that there is a significant difference between the leisure time duration of the students of Physical Education and Sport and the levels of leisure time constraints was rejected.

Conclusion and Recommendation

In this study, it was aimed to determine the elements which may constrain the students of Istanbul Gelişim University - School of Physical Education and Sports from participating in the leisure time activities. When we look at demographic characteristics, 109 of the students who participated in the study were female and 141 were male students. 132 of the students who completed the questionnaire were between the ages of 18-23, 109 were between the ages of 24-29. 9 students in the age range of 30 and above participated in the study. If we look at the classes, 1st grade students were more in number with a minor difference.

While 78 first grade students participated in the study voluntarily. When the leisure time constraints of participants are considered in terms of gender, while there was no statistically significant difference between "Psychology of Individual", "Lack of Information", "Facilities/Service", "Lack of Friends", and "Lack of Interest" sub-dimensions, there was a statistically significant difference in "Time" sub-dimension. Temir and Gürbüz (2014) reported that the time factor in participants' participation in recreational activities was at the top of the list, whereas the lack of interest factor was at the bottom in the study called "Analysis of Constraints on Participation in Recreational Activities". This result supports our research that we conducted. Ekinci at al (2014) conducted a study entitled "Analyzing the Factors that may Constrain University Students from Attending Sportive and Non-sportive Recreational Activities", which was statistically significant in terms of gender in "lack of information", "lack of friends" and "time" sub-dimensions, whereas in our study a statistically significant difference was found only in the "time" sub-dimension. Ekinci at al (2014) found significant differences in the "time" sub-dimension according to the age of the students in the same study.

The findings of the study show that there is no statistically significant difference between the leisure time constraints according to the age of the participants. There was a statistically significant difference between the lack of information, facilities/service, and lack of interest sub-dimensions between the factors that constrain the leisure time, in terms of the departments. Polat (2017) found a significant difference in favor of participants in the age range 21-24 in the study of University Students' Participation Constraints on Recreational Activities according to Some Variables (Kütahya City Example). This result does not coincide with our research. The same study findings identified a significant difference in favor of first-year students among the leisure time constraints in terms of class variables of students. In the study we conducted, after one-way analysis of variance (ANOVA) was conducted to determine whether the students of Istanbul Gelişim University School of Physical Education and Sports differed according to the class, no statistically significant difference was found between the sub-dimensions of the factors affecting their leisure time.

Özşaker (2012) found that the level of university welfare was an important factor in participating in the activities as a result of the study "An Investigation on the Reasons for the Young Not Participating in Leisure Time Activities". This result coincides with the study we conducted. A statistically significant difference was found in the Lack of Information, Facilities/Service, and Lack of Friends sub-dimensions in terms of income level variable as a result of the analyses conducted to determine whether the sub-dimensions of the factors that constrain the leisure time of the students differ according to their income levels. As a result, the factors that constrain the participation of university students in sportive leisure activities should be examined in terms of different variables. It is believed that this study will contribute to the relevant literature and will lead and support similar work to be done in this area.

It can be said that participants consider the lack of social environment and information as one of the biggest constraints on participating in leisure activities, followed by factors of facility/service/transportation and psychology of individual. In line with the results we have gathered and when we look at the literature, it is necessary for the universities to develop their opportunities and to offer these opportunities to their students, to develop these opportunities, and to increase the participation in the sports organizations in order to ensure the participation of the youth in the leisure time activities. Universities must employ educated recreational leaders and add recreational lessons to their curriculum so that their students can use their leisure time effectively.

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