

## REKREASYON BÖLÜMÜ ÖĞRENCİLERİNİN SERBEST ZAMAN VE SPORİF AÇIDAN SERBEST ZAMAN FAALİYETLERİNE KATILIMLARININ İNCELENMESİ (FIRAT ÜNİVERSİTESİ ÖRNEĞİ) <sup>1</sup>

### INVESTIGATION OF THE LEISURE ACTIVITIES OF RECREATION DEPARTMENT STUDENTS IN TERMS OF LEISURE ACTIVITIES AND SPORTS (SAMPLE OF FIRAT UNIVERSITY)

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**Öz: Amaç:** Bu çalışma Firat Üniversitesi Rekreasyon Bölümü öğrencilerinin serbest zaman ve sportif açıdan serbest zaman faaliyetlerine katılımlarının incelenmesi amacıyla gerçekleştirilmiştir. **Yöntem:** Araştırmada veri toplama aracı olarak katılımcıların serbest zaman ve sportif açıdan serbest zaman faaliyetlerine katılımlarını ölçmeye yönelik 3 bölümden oluşan bir anket kullanılmıştır. Verilerin analizinde SPSS paket programından faydalanılarak frekans, yüzde analizleri, cross-tabs ve ki-kare testi kullanılmıştır. Çalışma grubunu Firat Üniversitesi Spor Bilimleri Fakültesi Rekreasyon Bölümü öğrencileri oluşturmaktadır (70 erkek ve 30 kız). Katılımcıların **Bulgular:** 1 haftalık serbest zaman süreleri (%56) 8 saat ve üstüdür. Evdeki serbest zamanlarını %34 TV izleyerek, %18'i müzik dinleyerek, %14'ü spor yaparak geçirmektedir. Ayrıca spor yapanların çoğunluğu erkektir. Ev dışındaki serbest zamanlarda ise %71'i spor yapmaktadır. Katılımcıların çoğunluğu (%32) serbest zaman faaliyetlerinin eğlenceli ve (%22) mutluluk verdiğini ifade etmiştir. **Sonuç:** Çalışma sonunda serbest zaman ve sportif açıdan serbest zaman faaliyetlerine katılım konusunda cinsiyet değişkenine göre katılımcıların fakültelerinde olmasını istedikleri serbest zaman değerlendirme faaliyet alanları açısından anlamlı farklılık bulunmuştur. Erkeklerin daha çok sınıflar ve bölümler arası sportif müsabakalar, bayanların ise sağlık için spor programlarına talepleri olduğu tespit edilmiştir. Sportif açıdan erkeklerin futbol, taekwondo ve yüzme ağırlıklı tercih nedeni iken, bayanlarda ise halk oyunlarının ağırlıklı tercih nedeni olduğu görülmüştür.

**Anahtar Kelimeler:** Serbest zaman, Rekreasyon, Öğrenci, Spor

**Abstract: Objective:** This study was aimed to investigation of the leisure activities of Firat University Recreation Department students in terms of leisure activities and sports. **Method:** A questionnaire consisting of 3 parts was used to measure the leisure participation as a data tool of the participants in the study and in terms of leisure activities and sports. Frequency, percentage analysis, cross-tabs and Chi-square test was used to analyze the data. Experimental group consisted of Firat University Sports Science Faculty Recreation department students (70 males and 30 females). **Results:** 1 weekly leisure time of the participants (56%) was 8 hours and up. Participants spend their time by watching TV 34%, listening to music 18%, doing sport 14% at home. Also the majority of participants who doing sport was men. 71% of them are doing sport in their free time outside. Most of them (32%) expressed that leisure activities are fun and happiness (22%). **Conclusion:** At the end of the our research, it has been found that there are significant differences in terms of leisure activities and sports in participate to the leisure activities according to the gender variable of the participations who want to be areas of leisure assessment in their faculty. It has been identified that males usually want to participate between the class and departments sports competitions most females also want to participate for sports programs for health. It had been seen that while males have mainly preferred soccer, taekwondo and swimming, females have also preferred folk dances.

**Key Words:** Leisure, Recreation, Student, Sport

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## INTRODUCTION

Leisure time activities are a concept that has been defined in various ways until today. Leisure time is shortly defined by Roberts (2006) and Tezcan (1994) as the time that remains after work, sleep and necessities and the leisure time activities as the activities done in this time. This approach creates some limitations and contradictions within itself, especially in the modern societies in which unemployed people, housewives, temporary unemployed people and retired people exist (Roberts, 2006; Tezcan, 1994: 76; Hills et al, 2000: 770). According to another definition, leisure time is defined as the time spent apart from work and required activities. In another words, leisure time is also defined as the arbitrarily used time paid to resting before and after the obligatory activities such as eating, sleeping, working, company managing, going to school, doing homework and housework. Additional, leisure time also involves attending to events of art, politics, sports and etc. to pursue the personal development in the time remaining from the work life and daily works (Tezcan, 1982: 10). With all these discourses, leisure time is seen as a process accepted as the time period in which the personal control is maintained without any external forces, no payment is taken and satisfactory experiences are lived, and which happens itself, and recalls joy, pleasure and happiness feelings (Mieczkowski, 1990; Önder, 2003:

35). Meanwhile, it is also known that human beings have basic needs, social needs being in the lead. Again, alongside the social needs, humans also have physical and emotional needs. Today, humans makes for sports to make best of their free times to meet these needs and try to engage in the activities through which they can demonstrate their skills (Hacıcaferoğlu et al, 2012: 14).

For employed people and students, making use of the leisure time effectively is seen as an important activity. Because these activities ensure that people dispose of their exhaustion and stress caused by working life and that they are more happy and successful in their social and personal lives. For an employed person to be deemed to be successful, s/he needs to be successful in his/her personal life as well, to have various hobbies and to be able to pay enough time to his/her private life (Aydoğan and Gündoğdu, 2006: 217-232). In the places where leisure time education is weak; strong, constructive and creative institutions and traditions about leisure time have not been established and where this culture is not settled, leisure time controls reside in ordinary and certain patterns. Leisure time shall be seen as a way of human elevation and human follows that path by realising itself. There is no need for a special training on how to use the leisure time and what can be done about these activities. This training



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happens itself and expressing this training as a free time causes misinterpreting and misuse of these activities. Leisure time training, traditionally, is seen as teaching the knowledge and the skills. This training ensures the effective use of leisure time programs and also exist in the mass education. Making use of leisure time in a constructive and wise way is accepted as the target of the leisure time training (Tezcan, 1994: 76). Various elements have forced leisure time training to change in terms of aim and function in the twentieth century. The developments in human rights, science and technology and the changes in the socio-economic status of the society have caused the expectations from the training to rise and have forced the leisure time training to change in the favour of the individual by pressuring the traditional education. Leisure time training has been an important element within the changing educational understanding. Also, it has supported the education directly and indirectly outside of the common education (Torkildsen, 1992: 25).

To be able to make an inference in line with the aim of the study, free time and recreation notions shall be defined. In this case, *free time* is known as the status of being independent and disconnected to feel joy and pleasure that remains completely outside of the time period shared for work and obligatory needs and gives personal satisfaction (Karaküçük, 2001:

58). Besides, it is the time that the individual gets free from all challenges and connections both for him/herself and for others and gets busy with an activity s/he chooses in his/her own discretion. It is also defined as the time the individual can freely use as s/he wants (Bakır, 1990: 22). In another definition, it is expressed as the time that the individual has the right to use as s/he wants and that remains after performing work, life and obligatory responsibilities (Tezcan, 1982: 10). *Recreation*; comes from the Latin recreation word that means renewal, revealing some things again or reconstruction. What is important is that human beings are socialised and reveal their creativeness and skills. Turkish meaning of the word is to make use of the free time. Recreation, which is a social institution, a compilation of knowledge and a professional working field in modern terms, is a full and happy device of life that is independent from work, valuable in itself and that meets many important need of the individual. Recreation, while being defined as a basic and modern need of humans, covers the entirety of the activities, trainings, opportunities and consultancy services that are valuable for the free time of humans. According to Bayer, recreation is the compilations of the activities that help humans relax, entertain and interested which clings them to the life or to gain a physical and mental vitality by engaging in these activities. The activities that the people engage



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in to regain, protect or maintain their physical and mental health that is threatened by the intense work life, routine life style or negative environmental effects, and that are done individually or within a group by choice, within free time that is completely independent and disconnected from the time that is shared for work and obligatory needs and they is done to ensure personal satisfaction and to get joy and pleasure (Karaküçük, 1999: 57).

This study was conducted to investigate Fırat University, Sport Sciences Faculty, Recreation Department students' the leisure time and their participation to leisure time activities in terms of sports.

## MATERIAL and METHOD

The research dimension of the study is based on Students (n=100) of Fırat University, Faculty of Sports Sciences, Department of Recreation. The data collection tool used in the

research is a survey form which was used before and which consists of 3 parts that aims to measure the leisure time of participants and their participation in the leisure time activities in terms of sports. In the analysis of the data, SPSS package program was used and frequency, percentage analyses and chi square test were performed.

## RESULTS

In this part of the research, statistical distribution of the data acquired in relation to Fırat University, Faculty of Sport Sciences, Department of Recreation students' the leisure time and their participation to leisure time activities in terms of sports. Table 1 demonstrates the personal information of the participant students, Table 2 demonstrates the numerical distribution of the ideas of students on making use of leisure times and Table 3 demonstrates the ideas on the evaluation of the recreational activities of the students.

**Table 1. Personal Information of the Students of Fırat University, Faculty of Sport Sciences, Department of Recreation**

Variable	Distribution	f	%
Gender	Female	30	30
	Male	70	70
	Total	100	100
Age	25 and Below	93	93
	26 – 30	6	6
	31 – 36	1	1
	Total	100	100



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As seen in Table 1, 30% of the participant are females and 70% are males. When the table is reviewed in regard to age variable, it is seen that 93% of the participant students are 25

years old or younger, 6% is between 26-30 years of age and 1% is between 31-36 years of age.

**Table 2. Distribution of Students' Ideas on Making Use of their Leisure Time and Chi Square Test Table in relation to Comparison of these Ideas in regard to Gender Variable**

Variable	Distribution	F	%	P
How Many Hours Of Leisure Time Do You Have In A Week?	1-3	22	22	,343
	4-7	22	22	
	8-11	22	22	
	12 And More	34	34	
	<b>Total</b>	<b>100</b>	<b>100</b>	
What Kind Of Activities Do You Do In Your Leisure Time At Home?	I Watch TV	34	34	,134
	I Do Handiworks	2	2	
	I Read Books	17	17	
	I Grow Flowers	3	3	
	I Listen To Music	18	18	
	I Do Sports	14	14	
	I Do Housework	3	3	
	Other	9	9	
<b>Total</b>	<b>100</b>	<b>100</b>		
Which Activities Do You Engage In More In The Leisure Time You Spend Out Of House?	Sports Activities	71	71	,468
	Social, Cultural And Artistic Activities	13	13	
	Touristic And Fun Trips	6	6	
	Skill Developer And Occupational Activities	4	4	
	Other	6	6	
<b>Total</b>	<b>100</b>	<b>100</b>		



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How Are You Influenced By The Activities Of Making Use Of Leisure Time?	I Find Them Relaxing	21	21	,346
	I Find Them Entertaining	32	32	
	I Find Them Pleasurable And Joyful	22	22	
	I Find Them Instructive And Educational	9	9	
	I Feel Relaxed And Less Anxious	12	12	
	Affects My Health Positively	4	4	
<b>Total</b>	<b>100</b>	<b>100</b>		
What Kind Of Activities And Facilities Does Your Faculty Have To Make Use Of Leisure Times?	Student Sports Halls	80	80	,746
	Public Sports Halls	6	6	
	Entertainment Activities	5	5	
	Courses And Seminars About Various Occupations	4	4	
	Sport Activities For Health	4	4	
	Short And Long Term Touristic And Introductory Trips	1	1	
<b>Total</b>	<b>100</b>	<b>100</b>		
What Are The Leisure Time Activities That Does Not Exist In Your Faculty But You Would Like Them To?	Various Sports Competitions Between Classes And Departments	31	31	,001
	Sport Programs For Health	10	10	
	Activities Of Nature Sports	22	22	
	Activities Of Entertainment	24	24	
	Activities For Occupational Development	13	13	
<b>Total</b>	<b>100</b>	<b>100</b>		
What Are The Types Of Facilities Of Leisure Time Activities That Do Not Exist In Your Faculty But You Would Like Them To?	Student Sports Hall And Swimming Pool	51	51	,518
	Theatre, Cinema Hall Etc.	34	34	
	Sport Tracks For Health	13	13	
	Other	2	2	
<b>Total</b>	<b>100</b>	<b>100</b>		

In Table 2, frequencies and percentages of the idea of students who participated in this research, on how they make use of their leisure time.

### **Students;**

Have responded to the question ‘how many hours of leisure time do you have in a week?’ as 12 hours and more (34 – 34%) as the most



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answer and between 1-11 hours (22 -22%) as the least answer;

Have said that they mostly watch TV in their free time at home (34 -34%) and the thing they do least is doing housework with (3 -3%);

Have stated that the thing they do most in their leisure time outside of the house is to engage in sports activities with (71 – 71%) and the thing they do least is to engage skill developing and occupational activities;

Have responded the question asking them how they are influenced with the activities to make use of the leisure time as they find it entertaining with the highest rate (32 – 32%) and as they find it affecting their health positively with the least rate;

Have said that the least of facilities and activities they have in their faculty to make use of their leisure time is the touristic and introductory long and short term trips (1 – 1%) and the most they have is student sports halls (80 – 80%);

Have stated that the activities of leisure time they do not have but they would most like to have as various sports competitions between classes and departments with (31 – 31%) and that they would like least to have as sports programs for health with (10 – 10%);

Have expressed that the facilities of leisure time they do not have but would most like to have as student sports halls and swimming pool with (51 – 51%) and they would like least as other with (2 -2%).

Reviewing the significance level of the ideas of students who answered the question ‘what are the activities to make use of leisure time that do not exist in your faculty but you would like them to?’, it is seen that there is a significant difference ( $p < 0,05$ ) between them.

Analysing the chi square test results of other variables in regard to gender variable, no significant difference ( $p > 0.05$ ) could have been observed.



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**Table 3. Distribution of the Students’ Ideas on Assessment of the Recreational Activities in respect to Sports and Chi Square Test Table in relation to the Comparison of these Ideas in regard to Gender Variable**

Variable	Distribution	F	%	P
Sport Branch Of The Student	Football	28	28	,008
	Volleyball	18	18	
	Basketball	2	2	
	Handball	4	4	
	Racket Sports	4	4	
	Aerobics – Gymnastics	2	2	
	Swimming	11	11	
	Folklore – Modern Dance	9	9	
	Taekwondo – Judo – Combatting Sports	12	12	
	Athletics	2	2	
	None of above	8	8	
<b>Total</b>	<b>100</b>	<b>100</b>		
For How Long Do You Do These Activities In A Week?	1 – 3 Hours	63	63	,624
	4 – 6 Hours	19	19	
	6 Hours and more	18	18	
	<b>Total</b>	<b>100</b>	<b>100</b>	
If You Do Not Participate In These Activities, Please Specify The Reason	Economic Insufficiency	37	37	,197
	Reluctance For Sports	14	14	
	Intense Course Programs	15	15	
	Lacking Equipment Suitable for the Sport	34	34	
<b>Total</b>	<b>100</b>	<b>100</b>		

In Table 3, frequency and percentage distributions of participant students’ ideas on assessment of recreational activities.

Reviewing which of the sportive leisure time activities students most engage in to make use of their leisure time in and out of the faculty, the most distribution is seen to be foot-



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(2015/04315- 2015-GE-18972)

ball with (28 -28%) and the least is aerobics – gymnastics with (2 -2%).

Reviewing for how long the students engage in these activities in a week, it is seen that the most answer is between 1-3 hours with (63 – 63%) and the least is 6 hours and more with (18 -18%).

The students have responded the reason not to engage in these activities as the economic insufficiency as the most given answer with (37 -37%) and reluctance for sports as the least given answer with (14 -14%).

Analysing the chi square results of the research in respect to gender variable, no significant difference ( $p>0.05$ ) can be seen in any of the items.

As a result of the research, in respect to leisure time and participation to leisure time sports activities, the ideas of the participants represent a significant difference in relation to the gender variable about the leisure time use activity areas, in that males rather prefer sportive competitions between classes and departments while females prefer sport programs for health; in addition, analysing the results in terms of sports, males lean towards football, taekwondo and swimming while females lean towards folklore mostly.

## DISCUSSION

People can get vital satisfaction from the activities they engage in in their leisure time and get distance themselves from the anxiety and stress of the daily life. Leisure times is a free area through which individual adapts to the society and express him/herself (Sabbağ and Aksoy, 2011: 14). In this scope, the research is important with this aspect. Besides, as a result of this study, the ideas of the students of Fırat University, Faculty of Sport Sciences, Department of Recreation on their participation to leisure time activities have been analysed. Fırat University and Elazığ Province has a more advantageous location in terms of sports facility establishment compared to surrounding provinces. As stated by the participant students, it is seen that the sport facilities in the university to make use of the leisure time are open for students. In the research, reviewing the weekly leisure times of the students, it is determined that an important deal of students have at least 8 hours of leisure time in a week. “Mansuroğlu (2002), in a similar study, have made a determination that students have leisure time of 5 hours within the week days and 10 hours in the weekends. Equivalent to this determination, the researcher reported that students to not have problems with having leisure time” (Mansuroğlu, 2002: 53-56).



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Looking at with what kind of an activity the leisure time out of the house is spent, it is seen that students mostly engage in sport activities mostly. In line with the findings acquired, it can be said that the sports facility establishment at university and province level is sufficient and therefore that students benefit from these facilities effectively. Özdilek, Demirel and Harmandal, (2009), in their study named “Comparison of the Reasons Why Students Studying in School of Physical Education and Sports in Dumlupınar and Sakarya Universities Participate In Leisure Time Activities and Their Participation Levels”, have conducted a poll to 365 students studying in School of Physical Education and Sports in Dumlupınar and Sakarya Universities to determine their demographic structures, the reasons why they participate in leisure time activities and participation levels. In this application, it was determined that 19.9% of the students engage in sports activities in their leisure times (Özdelik et al., 2007: 2). Schrag and Strattman (2009) in their study have stated that the students from urban and rural areas have a high participation in music listening and sports groups (Schrag and Strattman, 2009: 156). Göktaş and Çolak (2006), have stated that personnel working in public institutions participates in sportive activities with a high rate as 52% in the leisure time activities outside of their institutions (Göktaş and Çolak, 2006).

Analysing the ideas of the students on in what way they were influenced by the leisure time activities, they have said that they find these activities rather fun, relaxing and pleasurable. Therefore, it can be concluded that such activities performed in leisure times achieve its objective. Sabbağ and Aksoy (2011: 18), in a study on leisure time activities of university students and employees, have stated that reasons of these students and employees participating in these leisure time activities were learning new things for male students (28.1%), being happy for female students (27.8%), being happy for male employees (33.8%) and getting free from a monotonous life for female employees (25.0%). Yetiş (2008) stated in his study that employees rather prefer being with friends, that they participate in leisure time activities because it is a nice environment and that many of them have expressed that they find these activities relaxing, resting and distancing from work stress (Yetiş, 2008: 40). Kandaz and Hergüner (2006), in their study named “Analysing How Teachers of Physical Education and Sports Use Their Leisure Times (Sakarya Province Sample)” have placed physical convenience and being health in the first rank with 63.8% within the reasons of participating in the leisure time activities (Kandaz and Hergüner, 2006: 16). Additionally, these researchers have determined in their study that the first two reasons for not participating in these leisure time activities



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even though the participants of the survey stated that they wanted to participate in such activities as financial incapability with 43.6% and insufficient time with 30.1% (Kandaz and Hergüner, 2006: 16).

Analysing the answer of the students on the leisure time activities that do not exist in their faculty but they would like them to, the answers are seen to be mostly sport competition between classes and departments, activities of entertainment and nature sports. It is thought that paying attention to these demands of the students would be an important element in the effective use of leisure time. Reviewing the sportive activities students engage in at branch basis, it is seen that they engage in these sports 1 to 3 hours a week. Considering the weekly leisure time determine within this study, it can be said that this time is very short. It is thought that it will be convenient to conduct researches investigating the reasons of this situation. In the study of Hacıcaferoğlu et al. (2013), it has been observed that when the participation duration of university students in leisure time activities is analyzed by month, week, day and hour; the participation is the most intense for the options of 2 and 4 months a year, 2 and 3 days a week and 2 and 3 hours a day; they participate in these activities as a result of the personal attempts. Batmaz et al (2013) have suggested in their study that it is essential that families and instructors

encourage students to the sports. They have stated that students shall grow effectively in Turkish educational system and become healthy, informed, self-refreshing sportsmen who grow up with a sports culture and earn the social value they deserve (Batmaz et al, 2013: 68). In this study, it is concluded that provincial directorates of youth and sports, universities and local administrations shall increase the numbers of facilities on sports, art and culture and that students shall benefit from these at maximum level. Considering that students do not participate in social and cultural activities due to economic incapability and equipment insufficiency, duty of meeting these needs also fall to public entities and institutions.

As a result of the study, in respect to leisure time and participation to leisure time activities in respect to sports, a significant difference is found in respect to leisure time use activity fields that participants want in their faculties in line with the gender variable. Males prefer rather sportive competition between classes and departments while females demand sport programs for health. In sportive aspect, males prefer football, taekwondo and swimming mostly while females prefer folklore mostly.

For students to participate more in leisure time activities, it can be suggested that plan-



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ning is done in line with course hours and sport hall suitability.

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