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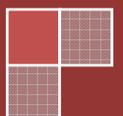
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# Investigation of Relationship between Factors Hindering the Participation of University Students in Recreational Activities and their Leisure Motivations Levels

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## ABSTRACT

The aim of this study is to examine the association between factors hindering the participation of university students in recreational activities and their leisure motivations. The students (800) of the Erciyes University in 2014-2015 academic year became involved voluntarily in the research. The volunteers participating in the research filled the socio-demographic information form including their personal information; then, "Leisure Barriers Scale" and "Leisure Motivation Scale" were applied to them. The package statistics program of IBM SPSS (Statistical Package for the Social Sciences) 20 was employed in analyzing the data. The arithmetic mean and standard deviation of scores the university students got from the scales of Leisure Barriers and Leisure Motivation were presented as  $\bar{X} \pm SS$ . In order to disclose the relationship between the data obtained from two scales, Pearson Product-Moment Correlation Analysis was applied. The significance level was accepted as  $p < 0.05$ . In conclusion, it was found that the leisure motivations and the participation in recreational activities of students are at middle level. It was detected that there is a positive significant correlation among the sub-dimensions of leisure motivations and barriers. University students should benefit from recreational activities during the time left from their studies and from the time spent for vital needs, in order to solve material and moral problems, socialize, enhance and share cultural and knowledge accumulation, and be healthy physically, spiritually, and mentally. Thereby, students would achieve success more easily in socio-cultural and professional life. For this reason, universities should arrange the recreational areas such as cultural, artistic, sportive ones, and multiply the recreational activities in line with students' needs.

**Keywords:** University Students, Leisure Barriers, Leisure Motivation

## INTRODUCTION AND PURPOSE

In the process of transition from individuality to sociality, an individual coexists with the largest communities in the studentship period. The period in which the transition occurs with more logical and conscious choices is that of university education, as it was considered to be the development period. Some habits adopted during the period in which individuals, that become distanced from their family in the course of university education, make new friend groups and acquire new tendencies would affect in a negative or positive way the whole life quality of these individuals. Students may not use effectively and efficiently their leisure time, get into bad habits, and display irresponsible behaviors by being influenced by friends, friend groups, and social environment (1). Although the attendance of university youth at recreational activities has increased in recent years by virtue of the improvement of university campuses and the endeavor of university administrations on this issue, it remains still inadequate at a lot of university. The latest rise in the number of universities has a substantial impact on this situation. On the other hand, the number of educated individuals multiplies. In this context, as the philosophy of recreation is comprehended better, it is unavoidable that individuals would demonstrate themselves in a more active manner both at their social and professional life. (2) For this reason, the required effort, planning, and programming should be made. Hence, the aim of this study is to assess the participation level of university students in recreational activities, to assist and contribute to regenerate the recreational activities in universities, to figure out how university students spend their leisure time, to make a contribution to the studies conducted in this field, and to identify the organizations students participate in or select. (3) The review of the literature reveals that there are some studies investigating the attendance of university students at recreational activities (4, 5, 6) and the leisure barriers (7, 8). However, any study examining simultaneously the attendance of university students at recreational activities and the leisure barriers does not exist. It is considered that the university period which holds a crucial part of lifespan is worthy of being dwelled on and being made research on. The purpose of

this study is to examine the relationship between the leisure motivations and the participation of university students in recreational activities.

## MATERIAL AND METHOD

### Establishment of Volunteer Groups

The universe of the study comprises of 3954 students studying at the department of Physical Education and Sports, and the faculties of Fine Arts, Medicine, Education, Law, and Arts and Sciences in the Erciyes University.

The sample of the study consists of 800 volunteer students, in total, studying at the department of Physical Education and Sports (201), and the faculties of Fine Arts (199), Medicine (100), Education (100), Law (100), and Arts and Sciences (100) in the Erciyes University.

### Data Collection Techniques

#### Personal Information Form:

The volunteers participating in the research were demanded to fill the personal information form comprising of three questions about age, sex, and the department of participants.

**Table1.** Descriptive Statistics on Participants

Variable		n	%
Age	18-21	410	51.25
	22-25	317	39.62
	26-29	73	9.13
<b>Total</b>		800	100
Gender	Female	461	57.62
	Male	339	42.38
<b>Total</b>		800	100
Department	Physical Education and Sports College	201	25.13
	Fine Arts	199	24.87
	Faculty of Education	100	12.5
	Faculty of Medicine	100	12.5
	Faculty of Law	100	12.5
	Faculty of Arts and Sciences	100	12.5
<b>Total</b>		800	100

### Leisure Barriers Scale

In the research, “The Leisure Barriers Scale,” which evaluates the factors hindering university students to participate in recreational activities and was developed by Gürbüz and Karaküçük, was employed. A scale with 27 items, evaluating the factors which prevent the involvement in recreational activities, takes place. The four point Likert-type rating scale was used. For each question, the options of 1: “Absolutely not”, 2: “Unimportant”, 3: “Important”, 4: “Very important” were offered, and the research group was asked to mark the option closest to their opinion. The Leisure Barriers Scale is split into 6 sub-dimensions. The first sub-dimension (individual psychology) is composed of the items 1, 2, 3, and 4; the second one (lack of knowledge) of the items 5, 6, 7, 8, and 9; the third one (facilities/services) of the items 10, 11, 12, 13, 14, 15, 16, and 17; the fourth one (lack of friends) of the items 18, 19, and 20; the fifth one (time) of the items 21, 22, 23, and 24; the sixth sub-dimension (lack of interest) of the items 25, 26, and 27 (9).

### Leisure Motivation Scale

The Leisure Motivation Scale (LMS) was developed by Pelletier, Vallerand, Blais, and Briere The scale, which involves the factors motivating individuals to participate in recreational activities, consists of 7 sub-dimensions, that are (1) to know (intrinsic motivation), (2) to accomplish things (intrinsic motivation), (3) to experience stimulation (intrinsic motivation), (4) to identify (extrinsic motivation), (5) introjection (extrinsic motivation), (6) external regulation (extrinsic motivation), (7) amotivation, and of 28 items. The seven point Likert-type scale ranges from “Strongly disagree (1)” to “Strongly agree (7)”. The reliability and validity of the scale in Turkish was established by Mutlu in 2008. The scale’s form in Turkish is composed of 22 items and of 5 sub-dimensions that are (1) amotivation, (2) to know and accomplish things, (3) to experience stimulation, (4) identification/introjection and (5) external regulation. The scale is five point Likert-type (Strongly Disagree is 1 point, Disagree 2 points, Partly Agree 3 points, Agree 4 points, Strongly Disagree 5 points). The amotivation

sub-dimension is comprised of the questions 5, 12, and 19; the sub-dimension of knowing and accomplishing things of the questions 6, 9, 13, 16 and 20; the sub-dimension of experiencing stimulation of the questions 11 and 18; the identification/introjection sub-dimension of the questions 10, 14, 17, and 21; the external regulation sub-dimension of the questions 1, 8, 15, and 22. The total internal consistency coefficient of scale is .77 (10).

### Data Analysis

The package statistics program of IBM SPSS (Statistical Package for the Social Sciences) 20 was employed in analyzing the data. The arithmetic mean and standard deviation of the scores, that university students got from the scales of Leisure Barriers and Leisure Motivation, was presented as  $X \pm SS$ . Pearson Moment-Product Correlation Analysis was applied in order to disclose the association between the data obtained from these two scales. The significance level was accepted as  $p < 0.05$

## RESULTS

**Table 2.** Descriptive Statistics of the Participants' Scores at Surveys

		N	Min	Max	X±SD
Leisure Motivation	Amotivation	800	3	15	10.64±2.52
	To Know and Accomplish Things	800	5	74	17.58±4.24
	To Experience Stimulation	800	2	10	5.43±2.00
	Introjection	800	4	20	13.15±2.92
	External Regulation	800	4	20	10.86±2.58
Leisure Barriers	Individual Psychology	800	4	16	10.07±2.82
	Lack of Knowledge	800	5	20	13.71±3.51
	Facilities/Services	800	8	32	23.28±4.66
	Lack of Friends	800	3	12	7.72±2.28
	Time	800	4	16	10.97±2.45
	Lack of Interest	800	3	12	7.37±2.24

In the present study, as the Leisure Motivation inventory scores of university students was examined, it was found that the amotivation dimension is 10.64±2.52, the dimension of knowing and accomplishing things 17.58±4.24, the dimension of experiencing stimulation 5.43±2.00, the introjection dimension 13.15±2.92, and the external regulation 10.86±2.58.

The investigation of Leisure Barriers inventory scores uncovers that the Individual Psychology dimension is 10.07±2.82, the Lack of Knowledge dimension 13.71±3.51, the Facilities/ services dimension 23.28±4.66, the Lack of Friends dimension 7.72±2.28, the Time dimension 10.97±2.45, and the Lack of Interest dimension 7.37±2.24 (Table 2).

**Table 3.** Correlation between Leisure Motivations and Barriers of University Students

		1	2	3	4	5	6	7	8	9	10	11
1. Amotivation	r	1										
	p											
2. To Know and Accomplish Things	r	.655**	1									
	p	.000										
3. Stimulation	r	.179**	.202**	1								
	p	.000	.000									
4. Introjection	r	.502**	.574**	.390**	1							
	p	.000	.000	.000								
5. External Regulation	r	.032	.072*	.304**	.301**	1						
	p	.365	.043	.000	.000							
6. Individual Psychology	r	.128**	.079*	.099**	.083*	.135**	1					
	p	.000	.025	.005	.019	.000						
7. Lack of Information	r	.120**	.122**	.215**	.122**	.136**	.430**	1				
	p	.001	.001	.000	.001	.000	.000					
9. Lack of Friends	r	.271**	.221**	.101**	.195**	.097**	.228**	.334**	1			
	p	.000	.000	.004	.000	.006	.000	.000				
10. Time	r	-.007	.032	.173**	.081*	.197**	.120**	.211**	.260**	1		
	p	.840	.362	.000	.022	.000	.001	.000	.000			
11. Lack of Interest	r	.156**	.113**	.108**	.112**	.135**	.340**	.336**	.348**	.296**	1	
	p	.000	.001	.002	.001	.000	.000	.000	.000	.000		
	r	-.004	.030	.158**	.067	.252**	.300**	.319**	.205**	.248**	.372**	1
	p	.904	.392	.000	.058	.000	.000	.000	.000	.000	.000	

As Table 3 was examined, while any significant correlation was not found between the amotivation dimension of leisure motivation, and lack of friends ( $r = -.007, p = .840$ ) and lack of interest ( $r = -.004, p = .904$ ) within leisure barriers, the positive significant correlation of the former dimension with individual psychology ( $r = .128, p = .000$ ), lack of knowledge ( $r = .120, p = .001$ ), facilities ( $r = .271, p = .000$ ), and time ( $r = .156, p = .000$ ) was identified. As any significant association was not detected between the dimension of knowing and accomplishing things, and lack of friends ( $r = .032, p = .362$ ) and lack of interest ( $r = .030, p = .392$ ) within leisure barriers, the positive significant correlation of the former dimension with individual psychology ( $r = .079, p = .025$ ), lack of knowledge ( $r = .122, p = .001$ ), facilities ( $r = .221, p = .000$ ), and time ( $r = .113, p = .001$ ) was found. A positive correlation between the stimulation dimension of leisure motivation, and individual psychology ( $r = .099, p = .005$ ), lack of knowledge ( $r = .215, p = .000$ ), facilities ( $r = .101, p = .004$ ), lack of friends ( $r = .173, p = .000$ ), time ( $r = .108, p = .002$ ), and lack of interest ( $r = .158, p = .000$ ) was observed. While any significant correlation was not found between the introjection dimension of leisure motivation, and lack of interest ( $r = .067, p = .058$ ) within leisure barriers, the positive significant correlation of the former dimension with individual psychology ( $r = .083, p = .019$ ), lack of knowledge ( $r = .122, p = .001$ ), facilities ( $r = .195, p = .000$ ), lack of friends ( $r = .081, p = .022$ ), and time ( $r = .112, p = .001$ ) was observed. A positive correlation between the external regulation dimension of leisure motivation and individual psychology ( $r = .135, p = .000$ ), lack of knowledge ( $r = .136, p = .000$ ), facilities ( $r = .097, p = .006$ ), lack of friends ( $r = .197, p = .000$ ), time ( $r = .135, p = .000$ ), and lack of interest ( $r = .252, p = .000$ ) was identified.

## CONCLUSION

Time is the thing, every instance of which today's human plans desires to live through fully, and according to which today's human adjusts himself. Time is the life itself and should be made meaningful. In 21st century, the industrial and technological improvements, the domination of machine over humankind, and the enhancement in welfare level have led to increase in people's interest in leisure (11).

Although recreational activities are important for individuals at their every age to rest and be happy, the behaviors acquired through recreational activities during university period are more important for individuals. In the present study, it is aimed to investigate the university students' participation in recreational activities and the barriers to this participation.

For the Leisure Motivation of university students, it was observed that the amotivation dimension is  $10.64 \pm 2.52$ , the dimension of knowing and accomplishing things  $17.58 \pm 4.24$ , the dimension of experiencing the stimulation  $5.43 \pm 2.00$ , the introjection dimension  $13.15 \pm 2.92$ , and the external regulation  $10.86 \pm 2.58$  (Table 2). In Kaya's study on leisure motivations of university students, the amotivation dimension was found as  $10.81 \pm 2.56$ , the dimension of knowing and accomplishing things as  $17.10 \pm 3.79$ , the dimension of experiencing the stimulation as  $4.77 \pm 1.91$ , the introjection dimension as  $12.64 \pm 3.37$ , and the external regulation as  $9.99 \pm 2.52$  (1). In the light of this study and the information offered by literature, it can be claimed that students' leisure motivations are at middle level.

Leisure motivation is an individual taking action voluntarily in order to achieve an aim. However, reaching a certain motivation level by means of stimulations or motives has an important role for an individual participating in recreational activities, or overcoming the barriers (12).

Yet, the fact that leisure motivations of university students are at middle level is a puzzling finding. In fact, university students that would comprise the society in future are expected to use their leisure time efficiently.

As the Leisure Barriers inventory scores were investigated, it was identified that the Individual Psychology dimension is  $10.07 \pm 2.82$ , the Lack of Knowledge dimension  $13.71 \pm 3.51$ , the Facilities/ services dimension  $23.28 \pm 4.66$ , the Lack of Friends dimension  $7.72 \pm 2.28$ , the Time dimension  $10.97 \pm 2.45$ , and the Lack of Interest dimension  $7.37 \pm 2.24$  (Table 2). Bulut and Koçak reported in their study that the facility factor ( $X = 3.10 \pm 0.624$ ) is the first among the barriers to university students' participation in recreational activities and it is followed by "lack of knowledge" ( $X = 3.10 \pm 0.62$ ), "individual psychology" ( $X = 6.61 \pm 0.62$ ), "time" ( $X = 2.58 \pm 0.64$ ), "lack of friends" ( $X = 2.30 \pm 0.63$ ), and "lack of interest" ( $X = 2.22 \pm 0.73$ ) respectively. In this study, university students' barriers to participate in recreational activities were found higher.

As any significant correlation was not found between the amotivation dimension of leisure motivation, and lack of friends ( $r = -.007$ ,  $p = .840$ ) and lack of interest ( $r = -.004$ ,  $p = .904$ ) within leisure barriers, the positive significant correlation of the former dimension with individual psychology ( $r = .128$ ,  $p = .000$ ), lack of knowledge ( $r = .120$ ,  $p = .001$ ), facilities ( $r = .271$ ,  $p = .000$ ), and time ( $r = .156$ ,  $p = .000$ ) was identified. As any significant association was not detected between the dimension of knowing and accomplishing things, and lack of friends ( $r = .032$ ,  $p = .362$ ) and lack of interest ( $r = .030$ ,  $p = .392$ ) within leisure barriers, the positive significant correlation of the former dimension with individual psychology ( $r = .079$ ,  $p = .025$ ), lack of knowledge ( $r = .122$ ,  $p = .001$ ), facilities ( $r = .221$ ,  $p = .000$ ), and time ( $r = .113$ ,  $p = .001$ ) was found. A positive correlation between the stimulation dimension of leisure motivation, and individual psychology ( $r = .099$ ,  $p = .005$ ), lack of knowledge ( $r = .215$ ,  $p = .000$ ), facilities ( $r = .101$ ,  $p = .004$ ), lack of friends ( $r = .173$ ,  $p = .000$ ), time ( $r = .108$ ,  $p = .002$ ), and lack of interest ( $r = .158$ ,  $p = .000$ ) was observed. While any significant correlation was not found between the introjection dimension of leisure motivation, and lack of interest ( $r = .067$ ,  $p = .058$ ) within leisure barriers, the positive significant correlation of the former dimension with individual psychology ( $r = .083$ ,  $p = .019$ ), lack of knowledge ( $r = .122$ ,  $p = .001$ ), facilities ( $r = .195$ ,  $p = .000$ ), lack of friends ( $r = .081$ ,  $p = .022$ ), and time ( $r = .112$ ,  $p = .001$ ) was observed. A positive correlation between the external regulation dimension of leisure motivation and individual psychology ( $r = .135$ ,  $p = .000$ ), lack of knowledge ( $r = .136$ ,  $p = .000$ ), facilities ( $r = .097$ ,  $p = .006$ ), lack of friends ( $r = .197$ ,  $p = .000$ ), time ( $r = .135$ ,  $p = .000$ ), and lack of interest ( $r = .252$ ,  $p = .000$ ) was identified (Table 3).

Gradually increasing importance of time discloses the significance of time out of work time, the leisure time, and the requirement of the latter's effective use. The fact that working and other activities involve majorly boring and repeated efforts makes recreational activities an essential part of our life and a renewal instrument (5).

In conclusion, leisure motivation of students is at middle level and their leisure barriers are high. An association was identified between leisure motivations of university students and the barriers' sub-dimensions. University students should benefit from recreational activities during the time left from their studies and from the time spent for vital needs, in order to solve material and moral problems, socialize, enhance and share cultural and knowledge accumulation, and be healthy physically, spiritually, and mentally. Thereby, students would achieve success more easily in socio-cultural and professional life. For this reason, universities should arrange the recreational areas such as cultural, artistic, sportive ones, and multiply the recreational activities in line with students' needs.

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## SUGGESTIONS

- The present state of recreational areas in university campuses should be identified and their usage conditions should be improved.
- The number of recreational areas in university campuses should be multiplied.
- Studies should be carried out in order to enhance university students' knowledge and interest in recreational activities.
- Any factor impeding the usage of recreational areas in university campuses should be eliminated.
- A unit related to recreational activities should be created within Departments of Health, Culture, and Sport of universities.
- Various participant groups can be involved in researches.

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