Investigation of university students attitudes toward leisure time activities (ardahan university sample)

Talha MURATHAN[1], Ali TÜRKER[2], Fatih MURATHAN[3]

[1]Ardahan University School of Physical Education and Sport, Department of Sport Management, Ardahan, Turkey

[2]Alparslan University School of Physical Education and Sport, Department of Sport Management, Muş, Turkey

[3]Adıyaman University, School of Physical Education and Sport, Department of Physical Education Teaching, Adıyaman, Turkey

Address Correspondence to A, Türker, e-mail: aturker@alparslan.edu.tr

Abstract

The aim of this research is to identify the attitudes of university students towards leisure activities, their levels of participation in activities and the state of adequate opportunities. The population of the study consists of 5200 students having studied in the education year of 2017-2018 and the sample of the study consists of 1057 (538 male, 519 female) volunteer students. In the research "Free Time Attitude Scale" was used as a data collection tool developed by Akgül and Gürbüz (1). According to the findings of the study, the distribution of students ' gender is close to each other. No difference has been found in the attitudes towards leisure activities according to the gender factor (p = 0.402). It has been found that leisure time attitudes of the students in the Faculty of Engineering and School of Physical Education and Sport higher than the other faculties. In the age factor, the difference has been found only in the behavioral area. While the participants think that their academic GPA effects success positively, no significant difference has been observed in pearson correlation analysis. As a result, it can be said in the research that female students are much more social and positive compared to male students in decision making in terms of leisure time activities.

Key words: University student, Recreation, Attitude, Leisure Time.

INTRODUCTION

Time; is a section that is long or short termed in terms of the place of human being, can be measured by hour and whose beginning and ending is definite It is stated that time can be measured and its limits are definite (20). People perceive time so different from a psychologic aspect. The chain of occasions, effect of past memories and prudential desire and requests cause people perceive real time measured by hours as shorter or longer. One lives depending on time but everyone perceives duration of that time different from each other. Course time is short for the teacher who wants to teach well, but the same time may be quite long for the student who thinks about the game after the course (11).

Leisure time is expressed as "the time that one can spend totally with his/her own free will" in the book named Recreation Executive Report (17). After recreation fulfills individuals' professional, familial, social obligations, it is for individuals to participate in serial relaxation that they can choose with a free

will, entertainments, knowledge and skills enhancement and interest to adopt themselves to refresh (10). First and most important social environment leading and forming one's leisure time behaviors is family. Starting from early childhood, the family as the smallest social unit in which an individual maintains to learn his/her own subculture values also provides a basis for the creation of leisure time behavior models (9). In the process of socialization the tend to recreation that individual acquired in childhood can share similarity with recreation in adulthood. The models of recreation elapsed time until adulthood years are being learned circumstantially, developed, remained or learned again (13).

Although the university students and teens who spend significant amount of their times together in daily life are from the same society, they have different subcultural structures according to their environment in which they live, educational

background, participation in production, families' socio cultural and socioeconomic structures. This difference reflects on teens and university students' attitudes and behaviors related to recreation.

In this study, it is aimed to identify the attitudes towards leisure time activities of 1057 volunteer students having studied in the education year of 2017-2018 in Ardahan University, their level of participation in the activities and the state of opportunities.

MATERIAL & METHOD

The universe of the research consists of 5200 students having studied education year of 2017-2018 in Ardahan University and the sample of the study consists of 1057 volunteer students (538 male, 519 female) studying in Ardahan University and having selected by coincidence. Datum were practiced with mutual negotiation technique by carrying out the scale after the necessary informing in first-hand to the students was made.

Reliability and Validity of the Scale

Turkish version of "Leisure Attitude Scale: LAS" developed by Ragheb and Beard (1982) was done by Akgül and Gürbüz (1,18). It has been found that the internal consistency coefficients (Cronbach Alfa) of the scale have changed between Cognitive 0.81 and Affective 0.92 and they are 0.92 in total (1). Leisure Time Attitude Scale consists of 36 items in total and has three dimensions with equal distribution as (1) Cognitive, (2) Affective and (3) Behavioral. In the scale in 5 Likert type, expressions are answered as Strongly disagree- Disagree- I'm not sure- Agree- Strongly Agree. At least 36 points and maximum 180 points can be got from the scale.

The reliability of the scores obtained with the application of the scale has been tested through Cronbach Alpha reliability coefficient and in the as a result of the analyses made, it has been identified that the internal consistency coefficients of the scale have changed between 0.83 Affective and 0.87 Cognitive. The total reliability co-efficient of the scale has been found as 0,92. In Cronbach Alpha co-efficient reliability test done for this study, cognitive as 0,910, affective as 03932, behavioral as 0,909 and total reliability has been found as 0.961. These values obtained have a high reliability. The fact that the total internal consistency coefficient of the scale is high shows that the items available in the scale for on hand work are coherent with each other and it

consists of the items that aim to evaluate the factors of the same feature.

INTERPRETATION of ANALYSIS & FINDINGS

Analysis of the data obtained in the computer environment was made in SPSS (Statistical Package for Social Sciences) 23.0 package program. T test and ANOVA were used to reveal the situation of differentiation of the subjects aimed at recreation attitude and in the evaluation of relation between variables the normality test was applied to the datum. In the test result, we benefited from the Correlation analysis. Tukey test has been used for multiple comparisons. In the analysis and interpretation of all data, the significance level $p<0.05$ has been considered.

When the research results were examined, while a significant difference in cognitive sub dimensions has been found during the evaluation of recreation according to the gender variable $(p<0.05)$, no significant difference has been found in other sub dimensions and total number $(p>0.05)$ (Table 1). Considering the arithmetic mean towards gender variable of the participants, while it is examined that the highest average score in females $\bar{x}$:49.566+12.306 and in males $\bar{x}$: 50.141+13.392 is in behavioral area, it is also examined that both females $\bar{x}$:32.574+8.889 and males $\bar{x}$:33.703+7.947 again have the lowest average score in cognitive area. According to the research results, it is pointed out that the female and male students studying in Ardahan University have the similar attitudes towards recreation. When the test results were examined, the gender difference has been pointed out only in the cognitive area. Accordingly, it can be said that female students have the ability to make a decision in terms of recreation and are more social compared to male students.

Table 1. Table of Leisure Time Attitudes T Test Analysis According To the Gender Factor

	Groups	N	$\bar{x}$	Ss	t	P
Cognitive	Male	538	32.574	8.889	-2.174	0.030*
	Female	519	33.703	7.947		
Affective	Male	538	43.894	11.49	-1.412	0.158
	Female	519	44.824	10.27		
Behavioral	Male	538	50.141	13.392	0.017	0.468
	Female	519	49.566	12.306		
Total	Male	538	126.609	30.702	0.002	0.402
	Female	519	128.093	27.355		
p<0.05*						

When the results of one way variance analysis aimed at age factor in Table 2 were examined; while no significant difference has been found according to affective, cognitive and total results, a significant

difference has been observed in only behavioral sub dimension (p<0.05).

Table 2. Table of one way Variance Analysis in terms of recreation attitudes According to the Age Factor

	Groups	N	$\bar{x}$	df	F	p
Cognitive	17 and 18 years	143	32.811	3	1.572	0.195
	19 and 20 years	477	33.733			
	21 and 22 years	281	32.448			
	23 years and older	156	32.794			
Affective	17 and 18 years	143	43.489	3	0.592	0.62
	19 and 20 years	477	44.664			
	21 and 22 years	281	44.039			
	23 years and older	156	44.801			
Behavioral	17 and 18 years	143	47.272	3	3.223	0.022
	19 and 20 years	477	50.511			
	21 and 22 years	281	49.259			
	23 years and older	156	51.314			
Total	17 and 18 years	143	123.573	3	1.696	0.166
	19 and 20 years	477	128.909			
	21 and 22 years	281	125.747			
	23 years and older	156	128.91			

p<0.05*

According to the faculty factor in Table 3, the significant differences have been found in the recreational conditions of the participants (p<0.05). In Tukey multiple comparison test result; the significant difference has been found in the area of cognitive, affective and in total between Faculty of Humanities and Letters and Vocational School, in affective area between Vocational School and the School of Physical Education and Sport (SPES), in behavioral area and in total between SPES and both Faculty of Economics and Administrative Sciences (FEAS) and Vocational School (p<0.05). It is seen that the students studying in SPES and Faculty of Engineering can value their spare time generally better and they have higher average scores in the scales. It is also seen that those studying in FEAS and Vocational School have the lowest average scores.

Table 3. Table of One Way Variance Analysis In terms of Leisure Time Attitudes According to the Institution, Faculty and College being studied

	Groups	N	$\bar{x}$	df	f	p
Cognitive	FHAL	556	33.733	5	3.318	0.006**
	Fine Arts	39	30.974			
	FEAS	98	31.622			
	Engineering	7	36.571			
	VSHE	223	31.91			
	SPES	134	34.194			
Affective	FHAL	556	44.983	5	3.295	0.006**
	Fine Arts	39	43.538			
	FEAS	98	42.398			
	Engineering	7	47.142			
	VSHE	223	42.533			
	SPES	134	46.335			
Behavioral	FHAL	556	50.156	5	3.880	0.002**
	Fine Arts	39	51.102			
	FEAS	98	46.642			
	Engineering	7	54.142			
	VSHE	223	48.269			
	SPES	134	53.037			
Total	FHAL	556	128.874	5	3.960	0.001**
	Fine Arts	39	125.615			
	FEAS	98	120.663			
	Engineering	7	137.857			
	VSHE	223	122.713			
	SPES	134	133.567			

p<0.05*,p<0.01**

When Table 4 was examined according to level of income factor, any significant difference has not been found in all subscales in terms of the state of participants' recreation. It has been seen that high-income participants are more social. It has been found that as long as participants' level of income increases, they become more social.

Tablo 4. Results of One way Variance Analysis in Recreation attitudes According to the monthly income

	Groups	N	$\bar{x}$	df	FF	p
Cognitive	less than 500 TL	553	32.884	3	0.96	0.411
	501-1000 TL	209	32.990			
	1001-1500 TL	144	33.159			
	1501-2000TL	151	34.185			
Affective	less than 500 TL	553	44.20	3	0.527	44.048
	501-1000 TL	209	44.25			
	1001-1500 TL	144	44.048			
	1501-2000TL	151	0.639			
Behavioral	less than 500 TL	553	49.842	3	0.564	0.639
	501-1000 TL	209	49.325			
	1001-1500 TL	144	51.048			
	1501-2000TL	151	49.523			
Total	less than 500 TL	553	126.927	3	0.315	0.814
	501-1000 TL	209	126.569			
	1001-1500 TL	144	128.256			
	1501-2000TL	151	129.092			

p<0.05*

Table 5. Descriptive Statistics Table Aimed at effect of students' leisure time activities on success

	N	$\bar{x}$	Ss
Cognitive	818	33,820	8,335
	112	30,339	9,147
	127	31,133	7,799
	1057	33,128	8,454
Affective	818	45,221	10,773
	112	41,008	10,883
	127	41,763	10,939
	1057	44,359	10,913
Behavioral	818	50,982	12,621
	112	45,973	13,168
	127	46,047	12,876
	1057	49,859	12,867
Total	818	130,024	28,607
	112	117,321	30,063
	127	118,944	28,085
	1057	127,347	29,103

It is pointed out that the effect of the students' recreational activities on academic success increases with a percentage of 77.4, it decreases the success with 10.6 percentage and it has no effect on it with a percentage of 12.

Table 6. Descriptive Statistics Table For the time of students' daily leisure time

	N	Daily Leisure Time	X	Ss
Cognitive	101	No time	31.445	9.917
	115	less than 1 hour	30.86	9.315
	209	1-3 Hours	32.933	8.808
	373	3-5 Hours	33.734	7.615
	179	5-7 Hours	34.15	7.27
	80	over 7 hours	33.912	9.665
	1057	Total	33.128	8.454
Affective	101	No time	41.445	12.471
	115	less than 1 hour	41.382	11.602
	209	1-3 Hours	43.971	11.077
	373	3-5 Hours	45.471	9.898
	179	5-7 Hours	45.458	10.19
	80	over 7 hours	45.687	12.159
	1057	Total	44.359	10.913
Behavioral	101	No time	46.802	14.033
	115	less than 1 hour	47.86	12.344
	209	1-3 Hours	49.215	13.506
	373	3-5 Hours	50.624	12.064
	179	5-7 Hours	50.977	11.976
	80	over 7 hours	52.2	15.006
	1057	Total	49.859	12.867
Total	101	No time	33.676	33.676
	115	less than 1 hour	30.338	30.338
	209	1-3 Hours	30.098	30.098
	373	3-5 Hours	26.256	26.256
	179	5-7 Hours	26.251	26.251
	80	over 7 hours	33.844	33.844
	1057	Total	29.103	29.103

The students have remarked for their time to recreate as 12,6 % Strongly Inadequate, %17,2 Inadequate, 34,3 % Normal, 24,5% Strongly Adequat

Table 7. Frequency Percentage Analysis Table of the Remarks For the Recreational Opportunities that the Universities Offer to Students

	N	% Frequency
Strongly Inadequate	310	29.3
Inadequate	248	23.5
Normal	364	34.4
Adequate	101	9.6
Strongly Adequate	34	3.2

The students have remarked for the opportunities that the university offered them as %29,3 Strongly Inadequate, %23,5 Inadequate, 34,4% Normal, 9,6% Adequate and 3,2% Strongly Adequate.

Table 8. Frequency Percentage Analysis Table Regarding How Students Spend Their Free Time

	N	% Frequency
By Resting	544	51.5
By Attending Sport Activities	162	15.3
By Attending Social Activities	195	18.4
By Attending Cultural Activities	46	4.4
By Attending Artistic Activities	64	6.1
By Attending Touristic Activities	45	4.4

The students have remarked for how they spend their free time as 51,5% by resting, 15,3 % by attending sport activities, 18,4 % by attending social activities,,4% by attending cultural activities, 6,1% by attending artistic activities and 4,4% by attending touristic activities.

Table 9. Correlation Analysis Table Regarding students' attitudes towards recreation according to their academic grade point averages

		Total	Cognitive	Affective	Behavioral
Grade Point Average	R	0,031	0,031	0,050	0,008
	P	0,308	0,308	0,107	0,788

When the students' academic grade point averages with total and sub dimensions have been examined, it has been seen that there is a positive in low level and insignificant relation between cognitive (R=0,031), behavioral (R=0,008), affective (R=0,050) and their totals (p>0.05).

DISCUSSION

538 male ,519 female and in total 1057 people participated in this study in which the attitudes of the students studying in Ardahan University regarding recreational activities have been researched. 143 students are aged between 17 and 18 years, 477 of them are aged of 19-20, 281 people are aged of 21-22 and 156 of them are aged over 23 years old.

According to the results of one-way variance analysis regarding age factor, while there has no significant difference in cognitive, affective areas and in total, there has a significant difference only in behavioral area (p<0,05). The fact that Asma, B. and others (4) in their study have indicated there has no significant difference in total number in the evaluation of recreation according to age factor specify parallelism with our research. Paksoy and his friends (16) in their studies where they conveyed on the factors effecting the participation in recreational activities of the students in Abdullah Gül University, they indicated that they have found a difference in the way of preference between the age of 17-20 and 21 and aged over 21. We can explain this situation by stating as the change of the interests associated with the age.

According to the results of T test applied on the gender variable of the students, while no significant difference has been found in cognitive, behavioral and in total scores, it has been observed that there is a significant difference only in cognitive area according to the gender factor on behalf of female students (p<0,05). In their study in which Asma and friends (4) Yüzüncü Yıl Uni. have carried out with the students staying in higher education student loans and dormitories institution, they have stated that they found a significant difference on behalf of

females. Serçek and Serçek (19) in their study in which they searched the relation between the university students' participation in recreational activities and their socialization, they have found there is a significant difference on behalf of females. Demir and Demir, Altergoot and Mccreddy and Moccia have stated that one of the most important factor in individuals' participation in free time activities is the gender (3,8,15). İn the study which they conveyed on the university students in Ankara has found that the females have participated in the activities less (5). The information in literature supports our results.

Çelik (7) in his master's thesis called "Observation of the Students' Attitudes in Ankara Police College Towards Recreational Activities" has researched the attitudes of the students in Ankara Police College towards free time activities. In this study, the researcher has suggested that they the students in Ankara Police College have an active recreational life. When the results regarding recreation have been examined according to the faculties that the students belong to, a significant difference has been observed in all sub scales and in total (p<0.05). And in Tukey multiple comparison test, a significant difference has been found in cognitive, affective areas and in total between faculty of Humanities and Letters and Vocational School, in affective area between Vocational School and School of Physical Education and Sport, and in behavioral area and in total between School of Physical Education and Sport and both faculty of Economics and School of Physical Education and Sport. When the total differences have been observed, it has been figured out that the students studying in School of Physical Education and Sport have the highest average points. Kılıç and Şener (14) in their study in which they researched the sociologic factors and structural restrictions in the university students' participations in recreational activities, they have stated that there is no much significant difference between the recreational activities according to the faculty/higher school variable except School of Physical Education and Sport. Asma and friends (4) have indicated that they found a statistical difference between the recreational preferences of the faculties in which they are studying and the students in School of Physical Education and Sport prefer doing sports. Akyüz (2) in his study in which they carried out on the students from 7 different faculty/higher school in Bartın University, has stated that the score of School

of Health Occupation is the highest one with 144.235 points, Faculty of Educational Science as the second highest with 144.235 points and School of Physical Education and Sport as the third highest one in total average score with 140.219 points. According to that, having higher average points of School of Physical Education and Sport points out that they have more positive attitudes towards recreation. With the reason of that sport is a social activity, it can be said that sport makes the students studying at school of physical education and sport advantageous in leisure time activities compared to the students from other departments.

Although level of income of half of the students is less than 500 TL, no statistical difference has been found. We can explain this situation with the fact that the number of the activity in city center and university campus that students cannot afford is few. Kaya (12) has observed the students' preferences towards recreational activities in his master's thesis called "Observation of the University Students' Atitudes Towards Recreational Activities and Their Leisure Time Motivation According to Some Variables". In this study, sample group consists of 2000 people. Kaya (12) in this study has determined that the university students' level of income are low and the opportunities and facilities in the university campus are not enough for the recreational activities.

The students have stated for their free times as 12,6% Strongly Inadequate, 17,2% Inadequate, 34,3% Normal, 24,5% Adequate, and 11,4% Strongly Adequate. We can say that the students have enough free time. According to the result of one-way variance analysis, the significant difference has been found in all sub dimensions and in total. And when looking at the average points, it has been seen that as the participants' time for recreation increases, their average points are getting higher. According to this, we can conclude that the duration of recreation effects the attitudes towards leisure time activities.

The students have stated for the effect of recreation on their success as 77,4% Increase Success, 10,6% Decrease Success and 12% no effect. However, in the Pearson Correlation Analysis applied for the academic average points that the students have, even if having a positive effect in a low matter has parallelism with the students' remarks, it does not predicate significance statistically.

The students have remarked about how they spend their free times as 51,5% by resting, 15,3% by attending sport activities, 18,4% by attending social activities, 4,4% by attending cultural activities, 6,1% by attending artistic activities and 4,4% by attending touristic activities. In the light of these findings, it is seen that the university students generally spend rest of their time by resting. While there is a high possibility to choose with an idea of that sportive and social activities would be more fun; it can be said that cultural and artistic activities are rare and especially the touristic activities are preferred less because they can be unaffordable.

The students have answered for the opportunities that the university offer them as 29,3% Strongly Inadequate, 23,5 % Inadequate, 34,4% Normal, 9,6% Adequate, 3,2% Strongly Adequate. According to this conclusion, it is thought that the initiatives of the senior staffs in Ardahan University to increase the recreational opportunities of the university can be for the benefit of the students.

CONCLUSION & RECOMMENDATIONS

It has been seen that female and male students in Ardahan University have similar attitudes in terms of the gender factor regarding recreation. The difference has been found only in cognitive area. Accordingly, it can be said that female students compared to males are more social and positive in decision making regarding recreation.

When the differences in recreation according to the students' departments have been examined, it can be seen that the students studying in the School of Physical Education and Sport and Faculty of Engineering have spent their free time better and have higher average scores in the scales. It has been seen that the students studying in Faculty of Economics and Vocational School have the lowest average points.

Although the differences in recreation according to the students' level of incomes have been considered as insignificant, it can be seen that the students with a higher level of incomes have higher average points. It shows that the students having low income level involve in recreational activities less.

It has been seen that the academic average points have no effect on socialization and recreation. Nevertheless, the students think that recreational activities have a positive effect on success.

Even though recreation time that the students take is enough, it has been considered that 51,5% of

the participants by resting, %15,3 by attending sport activities, 18,4% by attending social activities, 4,4% by attending cultural activities, 6,1% by attending artistic activities and 4,4% by attending touristic activities have spent their free time.

The students think about the opportunities that the university offer them considering 29,3% of them Strongly Inadequate, 23,5% Inadequate, 34,4% Normal, 9,% Adequate, and 3,2% Strongly Adequate. It has been identified that university students have requested from the authorities of the university to have conditions that they can perform social, cultural, artistic, sportive and healthy life activities to value their free time well.

• The number of the orientation meetings can be increased for the university freshmen to get used to the environment and school faster.

• It can be provided for the students to socialize by promoting to create student clubs related to their interest.

• While considering that the level of income has a positive effect on the socialization, it will be appropriate to plan activities being carried out by the university to be free or suitable to each student's level of income.

• The extra working dolmush (couch) lines or getting a special access by the university will be beneficial to have more participants in the activities performed within the university.

• Besides being host in the events organized by the university, having an encouraging side will make the number of the activities increase.

• Forming the activities with the suggestions of the student clubs and the university's support these financially at a minimum will be profit.

REFERENCES

1. Akgül BM, Gürbüz B. Leisure Attitude Scale: The Study of Reliability and Validity. 11th International Sports Sciences Congress, 55, 10-12 November 2010, Antalya, Turkey.

2. Akyüz H. Üniversite Öğrencilerinin Boş Zaman Faaliyetlerine Yönelik Tutumlarının İncelenmesi: Bartın Üniversitesi Örneği,(Yüksek Lisans Tezi)Bartın Üni. Eğt. Bil. Ens. Bartın. 2015.

3. Altergoot K, Mccreedy CC. Genderand Family Status Acrossthe Life: Constraints of FiveTypes of Leisure. Loisiret Societe/Societyand Leisure, 1993, 16(1), 151-180.

4. Asma MB, Coşkun F, Gencer YG, Eriş F. Yüzüncü Yıl Üniversitesi Kredi Yurtlar Kurumunda Kalan Öğrencilerin Rekreasyon Etkinliklerinin İncelenmesi. Yüzüncü Yıl Üni. Sosyal Bil. Ens. Dergisi, 2017 Cilt:1, Sayı: 3.

5. Balcı V. Ankara'daki Üniversite Öğrencilerinin Boş Zaman Etkinliklerine Katılımlarının araştırılması, *Milli Eğitim Dergisi*, 2003, 158, 161-173.

6. Binbaşıoğlu H, Tuna H. Üniversite Öğrencilerinin Boş Zamanlarına Yönelik Tutumları: Doğu Anadolu Bölgesindeki MYO Öğrencilerine Yönelik Bir Araştırma. Akademik Yaklaşımlar Dergisi, 2014, Cilt:5 Sayı:2.

7. Çelik Z. Ankara Polis Koleji Öğrencilerinin Boş Zaman Aktivitelerine Yönelik Tutumlarının İncelenmesi. (Yüksek lisans tezi), Ankara Gazi Üni./Sağlık Bil. Ens. Ankara, 2014.

8. Demir C, Demir N. Bireylerin Bos Zaman Faaliyetlerine Katılmalarını Etkileyen Faktorler ile Cinsiyet Arasındaki İlişki: Lisans Öğrencilerine Yönelik Bir Uygulama, 2006. http://www.onlinedergi.com/MakaleDosyalari/51/PDF2006_1 _5.pdf (28.09.2017).

9. Dottavio LD. The Sodal Group Variable İn Recreation Particition.

10. Gökmen H, Açıkalın A, Koyuncu N, Soyder Z. Yüksek Öğrenim Öğrencilerinin Serbest Zaman Etkinlikleri Kendilerini Gerçekleştirme Düzeyleri. Ankara: Milli Eğilim Bakanlığı Basımevi. 1980, s:10,20,22,86.

11. Karaküçük S. Rekreasyon, Bos Zamanları Değerlendirme, Kavram, Kapsam ve Bir Araştırma. Seren Ofset, Ankara, 1995, s:3-5, 15, 44, 70, 85, 214.

12. Kaya AM. *Üniversite Öğrencilerinin Rekreatif Faaliyetlere Yönelik Tutumları ve Boş Zaman Motivasyonlarının Bazı Değişkenler Açısından İncelenmesi,* Yüksek Lisans Tezi, Cumhuriyet Üni. Sağlık Bil. Enst. Sivas, 2011.

13. Kelly RJ. Out Door Recreation Porticipation a Compraritive Analysis Leisure Science. 1980, No:3, p: 129-154.

14. Kılıç M, Şener G. Üniversite Öğrencilerinin Rekreasyon Etkinliklerine Katılımlarındaki Sosyolojik Etkenler ve Yapısal Kısıtlamalar. *Yükseköğretim ve Bilim Dergisi,* 2013.

15. Moccia FD. Planning Time: An Emergent European Practice. European Planning Studies, 2000, 8(3), 367-376.

16. Paksoy HM, Paksoy S, Özçalıcı M. Türkiye'de Yüksek Öğrenim Gören Yabancı Uyruklu Öğrencilerin Sosyal Sorunları: Gap Bölgesi Üniversiteleri Örneği. Kahramanmaraş Sütçü İmam Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi. 2012; 2(2): 85-94.

17. Porker S. Recreation Executive Report USA, Virginia. p: 22-23. StudiesJournal of Ldsure Reseach, 1985, Vol:12, No:4, p:255.

18. Ragheb, MG, Beard JG. Measuringleisureattitude. Journal of Leisure Research, 1982, 14(2), 155-167.

19. Serçek S, Serçek GÖ. Serbest Zaman Etkinlikleri Olarak Üniversite Öğrencilerinin Rekreatif Etkinliklere Katılmaları ve Sosyalleşmeleri Arasındaki İlişki, 2015, Sayı:51, s:1-21

20. Tezcan, M. Boş Zamanları Değerlendirme Sosyolojisi. Ankara: Atilla Kitabevi. 1994, s: 80-90.