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## THE EFFECT OF RECREATIONAL SERVICES OFFERED BY MUNICIPALITIES ON LEISURE EDUCATION LEVELS OF WOMEN<sup>1</sup>

### ABSTRACT

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Primary goal of this study is to investigate the effect of programmed and planned recreational services offered by municipalities under the roof of town halls on leisure education levels of participants. A total of 537 women who were selected via easily accessible sampling method and were able (n=291) and unable (n= 246) to use recreational services offered by town halls constituted the study sample. In the study, Independent Samples T-Test, One-Way and Two Way Analysis of Variance (ANOVA) which are among parametric tests and Kruskal Wallis Test which is among non-parametric tests were used in determining which independent variables affected the dependent variable of leisure education and its sub-dimensions. As a result of statistical analyses, it was determined that total scores of leisure education levels, awareness, problem solving and time management were higher in individuals who used town hall activities than those who did not. It was also observed that awareness and motivation scores of individuals who did not use these activities but had family members using them were positively affected. It was determined that independent variables of educational level and age affected leisure education, as well.

**Keywords:** Leisure education, leisure activities, leisure services, municipalities, local governments, town halls.

### BELEDİYELERİN BELDE EVLERİ ÇATISI ALTINDA SUNDUĞU REKREASYON HİZMETLERİNİN KADINLARIN BOŞ ZAMAN EĞİTİM DÜZEYLERİ ÜZERİNE ETKİSİ

### ÖZ

Bu araştırmanın temel amacı belediyeler tarafından belde evleri çatısı altında sunulan programlı ve planlı rekreasyon hizmetlerinin katılımcıların boş zaman eğitim düzeyleri üzerindeki etkisini araştırmaktır. Kolay ulaşılabilir örnekleme yöntemi ile seçilmiş, belde evlerinin sunduğu rekreasyon hizmetlerinden yararlanan (n=291) ve yararlanmayan (n=246) toplam 537 kadın araştırmanın örneklemini oluşturmaktadır. Araştırmada boş zaman eğitimi bağımlı değişkeninin ve alt boyutlarının hangi bağımsız değişkenlerden etkilendiğini belirlemek amacıyla, parametrik testlerden Bağımsız Gruplar T-Testinden, Tek Yönlü ve Çift Yönlü Varyans Analizinden (ANOVA) ve parametrik olmayan testlerden Kruskal Wallis Testinden yararlanılmıştır. Yapılan istatistiksel analizler sonucunda belde evi faaliyetlerinden yararlananların toplam boş zaman eğitim düzeyi puanları ile farkındalık, problem çözme ve zaman yönetimi puanlarında yararlanmayanlardan daha yüksek olduğu ortaya çıkmıştır. Bu faaliyetlerden yararlanmamalarına rağmen ailelerinden bu faaliyetlerden yararlanan olan bireylerin de farkındalık ve motivasyon puanlarının olumlu yönde etkilendiği görülmüştür. Eğitim seviyesi ve yaş bağımsız değişkenlerinin de boş zaman eğitimi üzerinde etkisi olduğu tespit edilmiştir.

**Anahtar kelimeler:** Boş zaman eğitimi, boş zaman aktiviteleri, boş zaman hizmetleri, belediyeler, yerel yönetimler, belde evleri.

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## INTRODUCTION

Recreational services are supplied to individuals in society via government (political), voluntary and commercial (market) system<sup>21</sup>. Commercial system targets the consumption of leisure services and goods by participants for a certain cost; voluntariness system targets the coalescence of non-public persons and organizations with community leisure services without any profit motive; and government system targets the coalescence of recreational services and individuals by using public fundings for either free or affordable prices<sup>21,40</sup>. Municipalities are among the most effective institutions in the generation of recreational services within the government system<sup>32</sup>.

Local interventions are of great importance in raising healthy communities<sup>6</sup>. Municipalities are undoubtedly among the primary institutions that offer public services like environmental planning, school, social life and social service to individuals at the local level with a sense of responsibility<sup>23</sup>. Primary goal of municipalities is to offer useful services to meet the needs of society. Even though basic needs of individuals are considered expectations like sheltering, health, cleaning and security from municipalities<sup>31</sup>, individuals may also need leisure activities that provide satisfaction and happiness to meet their psychological needs following biological needs<sup>15</sup>. Recreational services being offered not only increase the health and life quality of people in that area<sup>7</sup>, but also signify the development levels of the area<sup>37</sup>. Coggburn and Schneider<sup>10</sup> associate the concept of life quality, which is in the center of the needs of many individuals, with both economic and social well-being of citizens.

Leisure habits may vary from culture to culture. Kiray<sup>27</sup> suggests that the most common leisure habit in Turkey is to go to coffee houses for men and pay mutual home visits for women within a traditional

sense. Tatar, Tozoğlu and Pehlivan<sup>43</sup> indicate that women who have economic freedom, higher educational level and well-educated families in the Turkish society have more active leisure habits, whereas housewives have more passive leisure habits due to their educational background. Women are exposed to a greater leisure obstacle due to social gender inequality than men and they remain in the background regarding social activities<sup>13</sup>. In the Turkish society, the most significant passive leisure activity that is specific to female gender is friend and relative visits with offering<sup>8,4</sup>. One of the best ways of saving the society from this passive leisure experience and spreading active leisure habits among them is to use leisure education applications<sup>17, 42, 14</sup>. Adults may have formal and informal lifelong learning environments regarding the proper use of leisure time<sup>41</sup>.

Leisure education is defined as "providing pedagogical, experimental and recreational experiences intended for achieving cognitive, emotional and physical targets of branch learning to use leisure time properly"<sup>46</sup>. Leisure education aims to allow individuals to use their leisure time properly and efficiently and increase their life quality in either formal or informal ways<sup>33</sup>. Leisure education curriculums should evoke not only a content for the proper use of leisure time in school curriculums, but also well-planned postschool and lifelong recreation activities and special educational activities<sup>38</sup>. As learning by experience is an important method for acquiring leisure education, it may be suggested that participation in artistic, sportive, cultural and health activities will allow individuals to acquire behavioral changes for the proper use of leisure time<sup>1</sup>. Municipalities are among primary public institutions that are expected to create lifelong learning and adult education environments<sup>45</sup>. Jones and Symon<sup>26</sup> indicate that leisure activities are among primary applications, which are

freed from acquiring a profession within adult education and take a role in lifelong learning.

Examining the literature, it is seen that programmed leisure activities offered to individuals by municipalities in the stage of providing leisure education applications especially in informal ways to acquire information, values and behaviors for the proper use of leisure time are of great importance. In our country, leisure activities offered by municipalities are considered a great opportunity for breaking the public opinion which

associates women mainly with housework and home activities. The study is important as it will determine whether or not programmed leisure activities offered by municipalities are able to close the gap of leisure education that has failed to become a part of formal education in our social sense to some extent. On the other hand, the objective of this study is to measure the informal effect of programmed leisure opportunities offered by municipalities on leisure education (LE) levels of women in the province of Eskişehir.

## **MATERIAL and METHOD**

### ***Population and Sample of the Study***

Population of the study consisted of women in the province of Eskişehir. Study group consisted of totally 537 women (291 using recreational services offered by municipalities and 246 not using these services) who were selected from the province via convenience sampling method. Even though the data were collected from 569 participants in the beginning of the study, the study was sustained with 537 participants as a result of emitting the missing data and extreme values from the data set in order to prepare the data set to statistical analyses. Within the scope of this study, the concept of recreational services offered by municipalities is limited with activities in town halls that are organized by Tepebaşı District Municipality.

### ***Data Collection Tools***

The study data were collected by using two different data collection tools. The first tool was personal information form that was developed for determining the demographic information of participants. The second data collection tool was "Leisure Education Scale (LES)" that was developed by Munusturlar<sup>35</sup> and reported as an article by Munusturlar and Bayrak<sup>36</sup> for measuring the leisure education levels

(LEL) of participants in the sample of Turkey.

Prepared as 5 point Likert scale; LES consists of 7 sub-dimensions as awareness (5 items), intrinsic motivation (5 items), extrinsic motivation (7 items), social interaction skills (6 items), time management (4 items), problem solving (4 items) and boredom (5 items) and totally 36 items. As some items of the scale regarding the dimensions of extrinsic motivation, social interaction and boredom have a negative correlation with the concept of leisure education, a total of 12 items are calculated with inverse coding (Munusturlar and Bayrak, 2016). In the development process of the scale, the Cronbach Alpha reliability coefficient ( $\alpha$ ) was determined as .85 and sub-dimensions of the scale; awareness .80, intrinsic motivation .82, extrinsic motivation .86, social interaction skills .84, time management (4 items), problem solving .79 and boredom .77. Alpar<sup>4</sup> indicated that scales with Cronbach Alpha reliability coefficients between .60 and .79 could be evaluated as "fairly reliable" and .80 and 1.00 "highly reliable".

### ***Data Collection and Analysis***

The study data were collected from 537 female participants who were selected via convenience sampling method from the province of Eskişehir based on voluntariness between April-May 2016.

Missing data and extreme values were emitted from the data set in order to prepare the study data to analysis.

As a result of the Levene test that was conducted for deciding on using parametric and non-parametric tests before difference statistics, it was determined that variances were homogeneous ( $p>0.05$ ); and as a result of the Kolmogorov-Smirnov test, it was determined that groups showed a normal distribution ( $p>0.05$ ). In the light of these information, Independent Samples T-

Test, Two-Way Analysis of Variance and One-Way Analysis of Variance (ANOVA), which are among parametric tests, were used in determining whether or not dependent variables differed according to independent variables. As there was a problem of both homogeneity and normal distribution only between the independent variable of educational background and dependent variables, Kruskal Wallis variance analysis, which is among non-parametric tests, was used for these variables.

## FINDINGS

Table 1. Demographic Features Regarding the Sample

Variable	f	%	Variable	f	%
<b>Using Recreational Services</b>					
Using	291	54.2			
Not Using	246	45.8			
<b>Total</b>	<b>537</b>	<b>100</b>			
<b>Educational Background</b>			<b>Age</b>		
Primary School	157	29.2	18-25 years	119	22.2
Secondary School	95	17.7	26-31 years	94	17.5
High School	219	40.8	32-38 years	142	26.4
University	64	11.9	39-44 years	106	19.7
			45 years and older	76	14.2
<b>Total</b>	<b>537</b>	<b>100</b>	<b>Total</b>	<b>537</b>	<b>100</b>

Examining Table 1; it is seen that among 537 participants, 291 use leisure activities offered by municipalities (54.2%) and 246 do not (45.8%). It is also seen that among 537 participants; 119 (22.2%) are aged 18-25, 94 (17.5%) 26-31, 142 (26.4%) 32-

38, 106 (19.7%) 39-44 and 76 (14.2%) 45 years and older. 157 of participants (29.2%) are primary school, 95 (17.7%) secondary school, 219 (40.8%) high school and 64 (11.9%) university graduates.

Table 2. Comparing the LEL of Women According to the State of Using Recreational Services Offered by Municipalities

Variable	State of Using Recreational Services Offered by Municipalities	N	$\bar{X}$	sd	t	p
Awareness	Yes	291	21,40	3.73	2.979	.00**
	No	246	20.37	4.44		
Intrinsic Mot.	Yes	291	20.38	3.70	1.546	.12
	No	246	19.84	4.84		
Extrinsic Mot.	Yes	291	27.03	6.07	.366	.71
	No	246	26.83	6.12		
Social Int. Skills	Yes	291	23.17	4.41	1.398	.16
	No	246	22.62	4.73		
Time Man.	Yes	291	13.94	3.39	4.028	.00**
	No	246	12.75	3.44		
Problem Solv.	Yes	291	13.34	3.33	3.930	.00**
	No	246	12.14	3.74		
Boredom	Yes	291	15.32	3.05	.104	.91
	No	246	15.29	3.59		
Total Leisure Education Level	Yes	291	19.23	2.38	3.218	.00**
	No	246	18.55	2.50		

\*  $p < 0.05$  \*\*  $p < 0.01$ 

As a result of the Independent Samples T-Test that was conducted for determining whether or not leisure education levels and sub-dimension scores of participants differed according to the state of using recreational services offered by municipalities; it was determined that there was a significant difference between the groups. The difference was observed in both the total scores of leisure education levels ( $t=3,218$ ,  $p=0,00$ ) and sub-dimension scores of leisure education; awareness

( $t=2,979$ ,  $p=0,00$ ), time management ( $t=4,028$ ,  $p=0,00$ ) and problem solving ( $t=3,930$ ,  $p=0,00$ ). It was observed that all these significant statistical differences were on behalf of individuals using recreational services offered by municipalities. There was no statistically significant difference between the groups in terms of the sub-dimension scores of intrinsic motivation, extrinsic motivation, social interaction skills and boredom (Table 2).

Table 3. Examining the LEL of Women Who Use Recreational Services Offered by Municipalities and Also Have Family Members Using These Services

Variable	State of at Least One Family Member to Use Recreational Services Offered by Municipalities	N	$\bar{X}$	sd	t	p
Problem Solving	Yes	189	13.69	3.19	2.471	.01*
	No	102	12.69	3.48		
Boredom	Yes	189	14.97	3.14	-2.670	.00**
	No	102	15.97	2.78		

\*  $p < 0.05$  \*\*  $p < 0.01$ 

Independent Samples T-Test was used for determining whether or not the state of participants to use recreational services offered by municipalities and also have at least one family member using these services affected the leisure

education levels and sub-dimension scores of participants. As a result of statistical examinations, it was observed that there was a significant difference between the groups in terms of the sub-dimension scores of LE; problem solving

( $t= 2, 471, p= 0,01$ ) and boredom ( $t= -2,670, p= 0,00$ ). This result may signify that the state of individuals to participate in activities and also have at least one family member participating in these activities positively affects the sub-dimensions of leisure education level;

boredom and problem solving, which is related with skills of overcoming leisure constraints (Table 3). There was no significant difference between the groups in terms of other sub-dimensions of LE and the total score of LE.

Table 4. Examining the LEL of Women Who Do Not Use Recreational Services Offered by Municipalities But Have Family Members Using These Services

Variable	State of at Least One Family Member to Use Recreational Services Offered by Municipalities	N	$\bar{X}$	sd	t	p
Awareness	Yes	63	21.28	3.49	1.896	.04*
	No	183	20.06	4.69		
Intrinsic Mot.	Yes	63	20.82	3.96	2.078	.03*
	No	183	19.50	4.48		
Extrinsic Mot.	Yes	63	28.28	4.69	2.198	.02*
	No	183	26.33	6.48		

\*  $p < 0.05$

Independent Samples T-Test was used for determining whether or not the state of participants not to use recreational services offered by municipalities and to have at least one family member using these services affected the leisure education levels and sub-dimension scores of participants. As a result of statistical examinations, it was observed that there was a significant difference between the groups in terms of both total scores of total leisure education scores ( $t= 3,218, p= 0,00$ ) and sub-

dimensions of leisure education; awareness ( $t= 2,979, p= 0,00$ ), intrinsic motivation ( $t= 4,028, p= 0,00$ ) and extrinsic motivation ( $t= 3,930, p= 0,00$ ). This result may signify that the state of individuals not to participate in activities and to have at least one family member participating in these activities positively affects the leisure education level (Table 4). There was no significant difference between the groups in terms of other sub-dimensions of LE and the total score of LE.

Table 5. Evaluating the LEL of Women Who Do Not Use Recreational Services Offered by Municipalities in Terms of the Variable of Age

	18-25 years (Group 1)		26-31 years (Group 2)		32-38 years (Group 3)		39-44 years (Group 4)		45 years and older (Group 5)		F	p	Post-Hoc
	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd			
Boredom	17.03	3.75	15.40	3.34	15.31	3.63	13.71	2.89	13.50	3.63	4.691	.00**	1-4 1-5

\*\*  $p < 0.01$

A statistically significant difference was determined between individuals aged 18-25 and older than 39 in the boredom sub-dimension of leisure education of

women not using recreational services offered by municipalities (Table 5). Because high score obtained from this sub-dimension is interpreted as positive

signifying the highness of leisure education level when all the items of boredom are coded inversely, it may be suggested that women older than 39 experience greater boredom than women

in the age range of 18-25. There was no significant difference between the groups in terms of other sub-dimensions of LE and the total score of LE.

Table 6. Evaluating the LEL of Women Who Use Recreational Services Offered by Municipalities in Terms of the Variable of Educational Background

	Primary School (Group 1)			Secondary School (Group 2)			High School (Group 3)			University (Group 4)			X <sup>2</sup>	p	Post Hoc
	Med	MinMax	$\bar{X}$	Med	MinMax	$\bar{X}$	Med	MinMax	$\bar{X}$	Med	MinMax	$\bar{X}$			
<b>Total Leisure Edu.Level</b>	3.23	$\frac{1.48}{5.00}$	3.44	3.55	$\frac{1.75}{4.64}$	3.53	3.66	$\frac{1.92}{4.75}$	3.55	3.91	$\frac{2.06}{5.00}$	3.89	9.221	.02*	1-4 1-3
<b>Extrinsic Motivation</b>	3.71	$\frac{1.43}{5.00}$	3.61	3.66	$\frac{2.25}{5.00}$	3.70	3.91	$\frac{1.50}{5.00}$	3.74	4.08	$\frac{1.50}{5.00}$	3.98	17.308	.00**	1-4
<b>Social Int. Skills</b>	3.83	$\frac{1.00}{5.00}$	3.71	3.71	$\frac{1.23}{5.00}$	3.41	4.00	$\frac{1.00}{5.00}$	3.92	4.00	$\frac{1.00}{5.00}$	3.93	8.309	.04*	2-4 2-3
<b>Boredom</b>	3.00	$\frac{1.60}{4.80}$	3.17	2.80	$\frac{1.60}{4.20}$	2.99	3.20	$\frac{1.40}{4.6}$	2.92	3.20	$\frac{2.20}{4.2}$	2.90	12.346	.00**	1-4 1-3 2-4

\*  $p < 0.05$  \*\*  $p < 0.01$

As parametric test terms were not met, Kruskal-Wallis test was used for determining whether or not total leisure education scores of participants using recreational services offered by municipalities and sub-dimension scores of leisure education differed according to the variable of educational background. As a result of the statistical analysis, it was observed that there was a statistically significant difference between the groups according to the variable of educational background in terms of the total scores of total leisure education scores ( $X^2 = 9.221$ ;  $df = 290$ ,  $p < 0.01$ ) and sub-dimension scores of extrinsic motivation ( $X^2 = 17.308$ ;  $df = 290$ ,  $p < 0.01$ ), social interaction skills ( $X^2 = 8.309$ ;  $df = 290$ ,  $p < 0.01$ ) and boredom ( $X^2 = 12.346$ ;  $df = 290$ ,  $p < 0.01$ ). Bonferroni Correction was used for determining between which groups the significant difference was (Table 6). Examining the significant differences that were determined

between the groups as a result of this procedure; it was observed that university and high school graduate participants had higher LE scores in total, compared to primary school graduates. It was determined that primary school graduates were affected by extrinsic motivation in terms of participating in recreational activities more than university graduates. In the dimension of social interaction skills, on the other hand, there was a significant difference between high school and primary school graduates and university and primary school graduates on behalf of the highness of educational level. It was determined that boredom scores were lower in university graduates than primary school and secondary school graduates and in high school graduates than primary school graduates (Table 6). There was no significant difference between the groups in terms of other sub-dimensions of LE according to the variable of educational background.

Tablo 7. Two Way Analysis of Variance Test (ANOVA) Results Which Show Effects of Using Recreational Services Offered by Municipalities and Educational Background Variables on LEL

Source of Variance	Sum of Squares	df	Mean Square	F	Partial Eta Squared ( $\eta_p^2$ )	Observed Power	p
Educational Background (EB)	58.457	3	19.486	3.698	.102	1.000	.00*
Using Recreational Services of Municipality (URSM)	98.280	1	98.280	16.773	.195	.992	.00*
EB*URSM	34.626	3	11.542	3.326	.078	.743	.03*

\* $p < 0.05$ ; \*\*  $p < 0.01$

Examining Table 7; according to Two Way Analysis of Variance Test (ANOVA) Results it is seen that interaction of Using Recreational Services Offered by Municipalities\*Educational

Background causes a statistically significant difference on LE Score averages of women ( $F_{(1,537)} = 3,326, p < 0,05$ ).

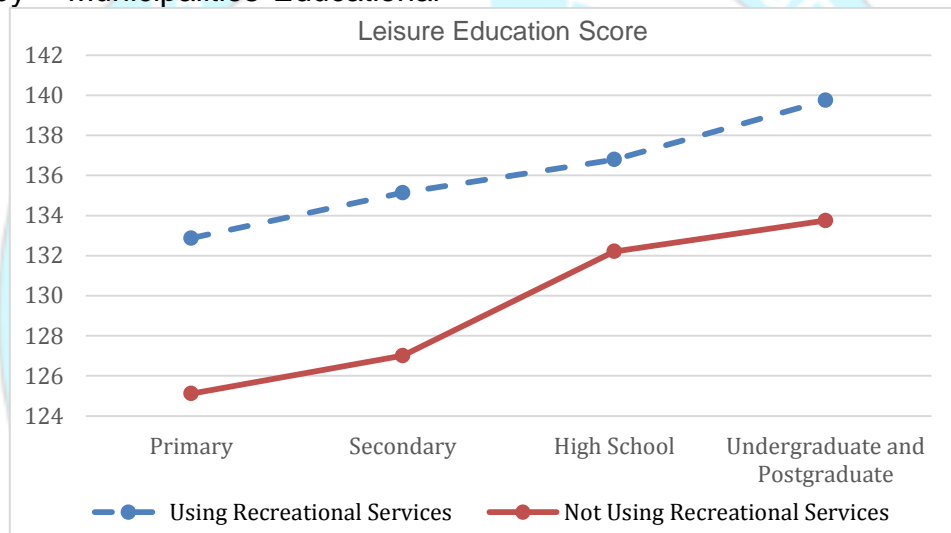


Figure 1. According to Two Way Analysis of Variance Test (ANOVA) Results Effects of Using Recreational Services Offered by Municipalities and Educational Background Variables on LEL

It is seen that, women who use recreational services offered by municipalities have higher LE scores than women who do not use recreational services offered by municipalities in all educational background levels. In addition

to this, it can be stated that the most remarkable average difference among primary school graduates and the fewest difference among high school graduates (Figure 1).

## DISCUSSION AND CONCLUSION

One of the most striking findings of this study is that leisure education levels (LEL) of women using recreational services offered by municipalities are higher than women not using these services. Besides LEL, it is seen that sub-

dimensions of LE; awareness, problem solving and time management also have higher averages on behalf of women using these services. Mundy and Odum<sup>33, 34</sup> suggest that well-planned leisure activities will contribute to leisure education levels of individuals. Dupuis<sup>18</sup> also suggests that well-planned leisure



activities provide one of the best ways of having life satisfaction. On the other hand, Cosgriff<sup>11</sup> indicates that leisure activities are naturally a learning process and this learning can be realized regarding the self, activity or leisure time. Dunn and Wilhite<sup>19</sup> suggest that properly programmed and organized leisure activities will create an effect of leisure education, decrease feelings like boredom, loneliness, depression and increase the present well-being, which supports the findings of this study. The results of many studies show that well-programmed leisure activities make great contributions to primarily life quality of individuals, as well as their cognitive, affective and psychomotor development<sup>44, 30</sup>.

According to one of the study findings, the state of women to use recreational services offered by municipalities and also have at least one family member using these services positively affects their problem solving and boredom scores, which is highly striking. Rapoport and Rapoport<sup>39</sup> suggest that leisure activities supported by family members may positively affect their skills of overcoming leisure obstacles as a result of interaction, which supports this finding. As a result of their experimental study investigating the effectiveness of intrafamilial leisure education; Desrosiers et al.<sup>12</sup> determined that increase in leisure education levels as a result of intrafamilial interaction affected especially the skill of overcoming leisure obstacles and awareness elements. It was also determined that participants in the experimental group preferred leisure activities requiring an active participation rather than passiveness, compared to participants in the control group. Agate, Zabriskie, Agate and Poff<sup>2</sup> stated that leisure activities conducted by family members together allowed them to feel a greater leisure satisfaction than alone participation. Johnson, Zabriskie and Hill<sup>25</sup> indicated that leisure activities conducted by family members increased

not only the life satisfaction, but also the pleasure taken from being a family. These determinations may signify that individuals who use municipality activities and also have family members using these activities feel less boredom, which is one of our study findings.

Individuals may cause other individuals to experience cognitive acquisitions obtained as a result of their own experiences via the process of social interaction, which is a great part of sociocultural learning theory<sup>24</sup>. This determination supports another important finding that the state of individuals not to participate in recreational services of municipalities and to have family members participating in these activities positively affects their leisure awareness. In other words, it may be suggested that individuals will obtain cognitive and affective acquisitions that contain awareness like acquiring information about these activities, learning their benefits and recognizing their terms as a result of interacting with family members using these services. As informal learnings that are realized through social interaction are related with the interest and need of learners<sup>16</sup>; this finding may also signify that they may have a tendency of using the municipality services even though they do not use them right now and increasing their leisure education levels. As a result of their experimental study; Backman and Mannell<sup>5</sup> determined that speeches and studies on leisure time encouraged individuals in leisure participation and increased it. Dattilo<sup>12</sup> also stated that informal learnings that were a part of leisure education being realized through social norms would affect the future decisions of leisure participation. Carbonneau, Caron and Desrosiers<sup>9</sup> indicated that if individuals experiencing leisure time conveyed their emotions and experiences to others, this would increase the participation of those individuals in similar activities, which could be considered a whisper effect.

According to study findings, higher educational level has a positive effect on leisure education level. As a result of their study; Droomers, Schrijvers and Mackenbach<sup>18</sup> determined that individuals with lower educational levels had a higher tendency of excluding leisure habits containing physical activities from their lives as they aged, compared to individuals with higher educational levels, which supports this finding. Another reason for the relationship between educational level and leisure education level might be the positive relationship between life inferences, perceived inspection affecting the control and educational level<sup>28</sup>. Liberatos, Link and Kelsey<sup>29</sup> suggest that individuals with higher educational levels are more selective in tending towards leisure activities that positively affect their life quality. It may be stated that leisure education which is related with using leisure time properly and efficiently is affected by educational levels.

As a result of this study, it was determined that women using recreational services systematically offered by municipalities as town halls had higher leisure education levels than

those not using these services. It was also observed that the state of family members to use these services positively affected leisure education levels of individuals in an indirect way. As a consequence, it may be suggested that informal learnings that are realized through experiences and interactions with family members will increase the leisure education levels of individuals who use well-programmed recreational services offered by municipalities.

This study is limited with recreational services that are conducted within the body of town halls, which are offered by district municipalities in Eskişehir Metropolitan Municipality and selected via easily accessible sampling method. It is recommended to investigate larger samples, different provinces and the effect of different recreational services in future studies. It is also recommended to apply this study, which bears the quality of leisure education and mainly investigates the effects of informal learning on leisure education, in a research design that investigates the effects of systematic and formal education.

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