

Perception of Participation Constraints to Recreational Activities: A case of University Students*

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Abstract

The purpose of this research is to analyze the perceptions of the university students related with the constraints that affect the participation to leisure time activities. In this study, Turkish Leisure Constraints Questionnaire (T-LCQ) was used as a data collection tool. LCQ measure university students' perceptions of constraints on leisure participation. The population of the research consists of the students of Kastamonu University and the sampling consists of 300 university students between the ages of 18-30 who are studying in the department of Physical Education and Sports Teaching at Kastamonu University in the academic year of 2012-2013. When the obtained data were analyzed, it was determined that the answers of some participants were "invalid" and 232 university students (91 female and 141 male) formed the sampling of the research. According to the sub-dimensions of T-LCQ, independent sample t-test was used to examine the mean differences related with gender and age. Although female university students have higher average scores in all sub-dimensions of T-LCQ, there is no significant difference ($p > .05$) between the mean scores of male and female students for all sub-dimensions according to t-test analyzes. No significant difference was observed between age groups ($p > .05$). General findings show that the sub-dimension of facility / service and accessibility is the biggest constraint for leisure time activities and the lack of friends is the least constraint for all participants.

Keywords: Leisure time, recreation, constraints, university students.

Rekreasyonel Faaliyetlere Katılım Engelleri Algısı: Üniversite Öğrencileri Örneği

Öz

Bu araştırmanın amacı, üniversite öğrencilerinin boş zaman faaliyetlerine katılımlarını etkileyen kısıtlamalar ile ilgili algılarını araştırmaktır. Araştırmada, ölçme aracı olarak Boş Zaman Engelleri Ölçeği (BZEÖ) kullanılmıştır. BZEÖ üniversite öğrencilerinin boş zaman faaliyetlerine katılımları üzerindeki kısıtlamaların algılarını ölçmek için geliştirilmiştir. Araştırmanın evrenini, Kastamonu Üniversitesi öğrencileri, örneklemini ise, 2012-2013 eğitim-öğretim yılında Kastamonu Üniversitesi, Beden Eğitimi ve Spor Öğretmenliği bölümünde öğrenim gören, 18-30 yaş arası 300 üniversite öğrencisi oluşturmaktadır. Elde edilen veriler incelendiğinde, bazı katılımcıların cevaplarının “geçersiz” olduğu saptanmış ve araştırmanın örneklemini 232 (91 kadın ve 141 erkek) üniversite öğrencisi oluşturmuştur. BZEÖ alt boyutlarına göre, cinsiyet ve yaş ile ilgili ortalama farklılıkları incelemek için Bağımsız örneklem t-testi kullanılmıştır. Kadın üniversite öğrencilerinin BZEÖ'nün tüm alt boyutlarında daha yüksek puan ortalamaları bulunmasına rağmen, t-testi analizlerine göre tüm alt boyutlar için kadın ve erkek öğrencilerin puan ortalamaları arasında anlamlı ($p > .05$) fark bulunmamaktadır. Yaş grupları arasında da puan ortalamaları açısından anlamlı fark ($p > .05$) bulunmamaktadır. Genel bulgular, tesis / hizmet ve erişilebilirlik alt boyutunun boş zaman faaliyetleri için en büyük kısıtlama olduğunu, arkadaş eksikliğinin ise, tüm katılımcılar için en az kısıtlayıcı olduğunu göstermektedir.

Anahtar Kelimeler: Boş zaman, rekreasyon, kısıtlamalar, üniversite öğrencileri.

*This research was presented as a poster paper at the 55th ICHPER-SD Anniversary World Congress.

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INTRODUCTION

The definitions of the leisure time concept show difference according to the variability of the types of activities which the individuals participate. According to Broadhurst (2001), leisure time expresses the time period which an individual may use freely. According to Tezcan (1993), leisure time is expressed as the time when an individual gets rid of all obligations or connections for both himself and others and when he deals with an activity which he chooses with his own will. According to the definition of "World Leisure Time and Recreation Union", leisure time is the private area of human life with its benefits of opportunity to choose, providing joy, satisfaction and pioneering the amusements increasing personal satisfaction (Özdemir et al., 2006).

In the century we are living, we can see that the scientific and technological developments increase rapidly, great convenience in living conditions is provided and leisure time increases as the result of the reduction in working hours of the people (Tolukan, 2010). Within our daily lives, the boring and self-repetitive works and other activities cause the leisure time activities to be an important part of our lives and a tool of renewal (Balçı et al., 2002). A sector which provides a wide range of services for valuing leisure time of people, has occurred in parallel to this. The conscious valuing of this leisure time, which occurred as the result of increase in economic efficiency and improvement of working conditions must be a total effort with positive results (Özdilek et al., 2007).

It is presented with many studies conducted today that individuals can gain positive features in many areas of their lives with recreational activities and various sport activities. Especially, the main focus points on exercise and

emotional happiness relationship in sports literature are on sportive participation and anxiety, depression, self-esteem, and recently on psychosocial stress (Biddle, 1992). This is because the idea that these problems, which are widely seen in the area of mental health, may decrease through exercise and sportive participation and that the level of self-concept (self-recognition) may increase (Donaldson and Ronan, 2006). In addition to this, individuals spend time together in school, in sporting activities, in extracurricular activities, and in their own free time periods and thereby a social interaction occurs. This formation affects their socio-emotional development and identity formation by playing a fundamental role in gaining legal or illegal identity in young people (Moran and Weiss, 2006).

Despite the positive contributions of participation to recreational activities, it has been determined that individuals do not participate in such activities which are very important for them due to various reasons, or they cannot attend due to various constraints. In leisure time literature, the concept of "constraint" expresses the reasons that prevent or constraint the participation to recreational activities in leisure time of the individual (Karaküçük and Gurbuz, 2007).

The constraints related with recreative activities or the reasons of not participating are not spreaded out in the same form at each parts of the society and it is thought that socio-demographic specifications may play a role on the dimensions and generality of these constraints (Jackson, 2005, Jackson and Henderson, 1995, McGuire and O'Leary, 1992, Munson, 1994, Searle and Jackson, 1985). In addition, character situations and perceptions of people are generally shaped by daily interactions and opportunities which they confront (Kindal

et al., 2007). In this context, the purpose of this research is to determine the perceptions of constraints that affect the participation of individuals in leisure time activities based on the relationships between individual life and recreational activities.

METHOD

Population and Sampling

The population of the research is generated by the student of Kastamonu students and the sampling is generated by total 232 university students (\bar{X} age = 21.48, SD = 2.17) and 91 female students (\bar{X} age = 20.44, SS = 1.78) who are having education in Kastamonu University, Physical Education and Sports Teaching.

Data Collection Tool

Leisure Constraints Questionnaire (LCQ), which was developed for measuring the perceptions of university students on the participations constraints of the university students to the leisure time activities was used by Alexandris and Carroll (1997) and Turkish Lesiure Time Constraints Scale (T-LCQ) which its reliability and validity was made for Turkish culture, was used by Gürbüz, Öncü, Emir (2012) as the data collection tool in the research. This scale which consists of total 18 items accepted as being able to prevent students from participating in recreational activities, consists of 6 sub-dimensions. The first sub-dimension (individual psychology) consists of 1, 2 and 3 items, the second sub-dimension (lack of information) consists of 4, 5 and 6 items, the third sub-dimension (facilities/service) consists of 7, 8, 9 items, the fourth sub-dimension (lack of friends) 10, 11, 12 and the fifth sub-dimension (time) consists of 14 and 15 items, and the sixth sub-dimension (lack of interest) consists of 16, 17, and 18 items. Cronbach Alpha internal

consistency coefficient which is calculated for testing the reliability of the scale, varies between .64 and .72 in sub-dimensions. Information loss is calculated as (.69), facility service as (.72), individual psychology as (.64), friendship as (.70), time as (.66) and lack of interest as (.71)

Scale is a quarter likert type scale. For each question, options were given as 1: "Definitely unimportant", 2: "Unimportant", 3: "Important", 4: "Very Important" and the research group was requested to mark the most appropriate option for themselves.

Collection of data

The questionnaire form which was used in the research, was applied to male and female students who were having education in Kastamonu University School of Physical Education and Sports at the department of Physical Education and Sports Teaching during 2012-2013 academic year. Before participating to the study, the students in the research were informed about the purpose of the study, data collection forms and how to fill out these forms. When the data file which are obtained from the persons participating to the research on the voluntary, is subjected to review; the missing or incorrectly filled data collection forms were excluded from the search. In the final point, 232 data collection forms in the valid and acceptable form, were taken into analysis.

Analysis of Data

Frequency (f) and percentage (%) distributions were calculated in the evaluation of demographic information about university students and t test was used for testing whether there was a significant difference in sudimensions of the scale according to gender and age group. SPSS 17.0 package program was used for statistical analysis of the data.

FINDINGS

Table 1. Mean and Standard Deviation Distribution of participants according to sub-dimensions

Sub-dimensions	N	\bar{X}	Sd
Psychology of individual	232	2,8491	,61701
Lack of information	232	3,1379	,61341
Facility/service/transportation	232	3,2055	,63974
Lack of friend	232	2,5072	,69212
Time	232	2,8448	,62889
Lack of interest	232	2,6580	,72270

In Table 1, it is seen that the averages of the participants according to sub-dimensions are 2,8491 for individual psychology, 3,1379 for lack of information, 3,2055 for facility / service / transportation, 2,5072 for friendship loss, 2,8448 for time, 2,6580 for lack of interest. Standard deviation distributions are ,61701 for individual psychology, ,61341 for lack

of information, ,63974 for facility / service / transportation, ,69212 for lack of friendship, ,62889 for time, ,72270 for lack of interest. In addition, it is observed that the sub-dimension with the lowest average is "lack of friendship" and the sub-dimension with the highest average is the "facility / service / transportation".

Table 2. T Test Results related with age and gender variable according to sub-dimensions of participants

Dimensions	Variables	Gender Age	N	\bar{X}	Sd	t	p
Individual Psychology	Gender	Female	91	2,8828	,63318	,666	,506
		Male	141	2,8274	,60763		
	Age	20 Years old or younger	107	2,9221	,63705	1,673	,096
		21 Years old and older	125	2,7867	,59478		
Lack of information	Gender	Female	91	3,1905	,60480	1,048	,296
		Male	141	3,1040	,61867		
	Age	20 Years old or younger	107	3,2150	,57962	1,778	,077
		21 Years old and older	125	3,0720	,63582		
Facility/service/transportation	Gender	Female	91	3,2784	,61114	1,398	,164
		Male	141	3,1584	,65536		
	Age	20 Years old or younger	107	3,2118	,57987	,140	,889
		21 Years old and older	125	3,2000	,68914		
Lack of friends	Gender	Female	91	2,5092	,69981	,035	,972
		Male	141	2,5059	,68961		
	Age	20 Years old or younger	107	2,5140	,68570	,139	,890
		21 Years old and older	125	2,5013	,70026		
Time	Gender	Female	91	2,9231	,64421	1,527	,128
		Male	141	2,7943	,61549		
	Age	20 Years old or younger	107	2,9097	,65488	1,457	,147
		21 Years old and older	125	2,7893	,60247		

p> .05

Table 2. (cont'd) T Test Results related with age and gender variable according to sub-dimensions of participant

Dimensions	Variables	Gender Age	N	\bar{X}	Sd	t	p
Lack of interest	Gender	Female	91	2,7143	,78657	,952	,342
		Male	141	2,6217	,67872		
	Age	20 Years old or younger	107	2,7445	,74336	1,694	,092
		!1 Years old and older	125	2,5840	,69902		

p> .05

When table 2 is analyzed, it is seen that the arithmetic mean of female participants is higher than male participants in sub-dimensions of Individual Psychology ($X = 2,88$) Lack of Information ($X = 3,19$), Facility / Service / Transportation ($X = 3,27$), lack of friend ($X = 2,50$), time ($X = 2,92$) and lack of interest ($X = 2,71$). It is analyzed with t-test whether these differences between the group averages is statistically significant and the result of the analysis shows that the points of the participants obtained from the sub-dimensions of individual psychology ($t = ,666$; $p < 0,05$), lack of information ($t = 1,048$, $p < 0,05$), facility / service / transportation ($t = (T = 0,053$, $p < 0,05$), Time ($t = 1,527$; $p < 0,05$) and lack of interest ($t = ,952$; $p < 0,05$) do not differ statistically according to the gender variable. In addition, it is observed that the arithmetic average of the participants in 20 age and younger is higher than the participants in 21 age and older in the sub-dimensions of Individual Psychology of the Leisure Time Constraints Scale ($X = 2,92$) Lack of Information ($X = 3,21$), Facility / Service / Transportation ($X = 3,21$), Time ($X = 2,90$), lack of friends ($X = 3,51$) and the lack of interest ($X = 2,74$). It is tested with t test whether these differences between the group averages are statistically significant and it also shows that the points obtained from the sub-dimensions of Individuals psychology ($t = 1,673$, $p < 0,05$), lack of information ($t = 1,778$, $p < 0,05$), facility / service /

transportation ($t = ,140$; $p < 0,05$), lack of friends ($t = 1,397$, $p < 0,05$), Time ($t = 1,457$, $p < 0,05$) and lack of interest ($t = 1,694$; $p < 0,05$) do not differ significantly as statistically according to the age variable.

DISCUSSION AND RESULTS

In this part of the study, the data related with the participation constraints of recreational activities of university students were commented and discussed on the basis of literature.

According to the results of the research, no significant difference is observed between the average scores of the students for all sub-dimensions in terms of gender and age change. Generally, it has been determined that the facility / service and transportation sub-dimension is the biggest constraint for leisure time activities, and the lack of friend is the least constraint for all participants.

As similar to our research, in the research of Karacar (2014) and Sarol and Çimen (2017), the insufficiency of facility as an constraint to participation to recreational activities and the lack of facility for the need come to the forefront. Tolukan (2014)'s research is in the qualification of supporting our findings and insufficient facility sub-dimension among the sub-dimensions that prevent participation in recreational activities, has an average higher than the other sub-dimensions.

It is possible to see different findings in many researches in terms of gender change. In the study concluded by Tolukan (2014), there was a statistically significant difference between male and female groups in terms of gender variation only in the lack of knowledge sub-dimension, and it was found that the difference was caused by the females. No significant differences were found in the other sub-dimensions. In the research concluded by Öztürk (2016-a), a statistically significant difference was found only in the lack of friends sub-dimensions between the male and female groups in terms of the gender variable. No significant differences were found in the other sub-dimensions. In the research concluded by Özşaker (2012), it was revealed that the participants generally had difficulties in participating to leisure time activities, especially female students were more passive in participating in activities than men, facilities and organizations were insufficient in universities, welfare level was an important factor in participating to recreational activities, an environment was not presented to the young people in assessing their times. In the study concluded by Ergül (2008), it was observed that male students were more willing to do sports than female students when the participation of students in sport recreation activities were examined in terms of gender variables. Alexandris and

Carroll (1997) determined in their research that leisure time constraints were higher in women than men in the sub-dimension of individual psychology.

In the researches concluded by Karacar (2014), Gümüş et al. (2017), Demirel et al. (2013) and Öztürk (2016-b), no significant difference was observed in parallel to our research in terms of age variable. In the study conducted by Ekinci and others (2014), it is seen that the leisure time constraints of participants showed significant difference in time sub-dimension according to their age. It is also thought that this difference aroused from the participants including the age group of 26 and over. In addition, Alexandris and Carroll (1997) found in their research that there was a reverse relationship between age and leisure time constraints. Pala and Dinç (2013) pointed out in their research that individuals in the older age group, saw the time sub-dimension as a more significant constraint.

As a result, it seems important to take measures for providing sufficient facilities for the individuals to participate more actively in leisure time activities. Thus, the existence of facilities that can be actively used in terms of diversity and efficiency under the body of universities, can provide students to be more likely to participate in recreational activities.

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