







The Relationship Between Leisure Satisfaction Levels and School Commitment of Physical Education and Sports School Students

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ABSTRACT

This study aims to examine the relationship between leisure satisfaction and school commitment among students enrolled at Batman University's School of Physical Education and Sports. The research encompasses students from the Departments of Physical Education and Sports Teaching, Coaching Education, and Sports Management, including both regular and evening education programs. A total of 533 students participated. The study employed a correlational survey model, a type of quantitative research design. The Organizational Commitment Scale (Meyer & Allen, 1997) and the Leisure Satisfaction Scale (Beard & Ragheb, 1980) were utilized to assess students' school commitment and leisure satisfaction, respectively. The data were analyzed using SPSS. Tests such as t-test, ANOVA, and post-hoc analyses were conducted. The results showed significant differences in school commitment based on gender, age, income, and type of leisure activity, but not by department or duration of education. No significant differences were found in leisure satisfaction regarding demographic variables. However, a moderate, positive correlation was observed between school commitment and leisure satisfaction, suggesting that higher school commitment levels are associated with higher leisure satisfaction.

Keywords: Physical education and sport, leisure time, school commitment



INTRODUCTION

Physical education and sports comprise structured activities—such as games, sports, and gymnastics—designed to enhance individuals' physical and mental health, as well as their motor abilities. These activities are governed by rules that may vary depending on environmental conditions and the individual characteristics of participants. Sport, on the other hand, represents a more specialized and competitive form of physical education, where performance is shaped by technical, aesthetic,

physiological, and psychological factors (Aracı, 2001).

The Industrial Revolution, often cited as the onset of modernity, significantly reshaped the perception and use of leisure time. With reduced reliance on manual labor and the formalization of working hours, individuals began to allocate more time for personal and recreational activities. Leisure thus emerged not only as a marker of modern life but also as a vital element influencing social and cultural identity, as well as modes of thought and living (Cunningham, 2016).

Over the years, numerous scholars—including sociologists, psychologists, and educators—have explored the concept of leisure from a variety of theoretical perspectives. In contemporary societies, whether industrialized or in transition, the meaning and value of leisure are closely intertwined with socio-cultural, economic, and political contexts. In addition, leisure has been linked to psychological constructs such as motivation, satisfaction, attitudes, and perceived barriers. It encompasses both the free time individuals possess, and the activities undertaken during that time (Gürbüz & Henderson, 2013).

Hung (2012) categorizes the benefits of leisure into three main dimensions: physical, psychological, and social. Physically, increased mechanization in modern life has led to sedentary lifestyles, which in turn have contributed to various health issues. Engaging in physical activity during leisure time is one effective means of counteracting these effects (Tel, 2008). Psychologically, well-organized leisure can help individuals detach from the stress of work and life, promoting mental well-being and personal happiness (Aydoğan & Gündoğdu, 2006). Socially, leisure activities fulfill the fundamental human need for socialization, a need that has persisted from prehistoric times to the present day (Aydoğan & Gündoğdu, 2006).

The concept of commitment is defined as an active—not passive—process that reflects an individual's investment of energy and engagement. In educational settings, commitment is evident when students concentrate, remain attentive, and willingly pursue tasks not as obligations, but as meaningful steps toward personal goals (Schlechty, 2011).

School commitment is widely recognized as a multidimensional construct, encompassing behavioral, emotional, and cognitive dimensions (Fredricks et al., 2004). Behavioral commitment involves participation in academic and extracurricular activities, success in school-related tasks, and reduced likelihood of school dropout. Emotional commitment refers to students' feelings of attachment to teachers, peers, and the school environment, as well as their willingness to engage in schoolwork. Cognitive commitment reflects students' self-directed learning strategies and perseverance, particularly in the face of academic challenges. Together, these dimensions provide a comprehensive understanding of students' school engagement and dedication.

METHOD

Research Model

This study employed a correlational survey design to examine whether a statistically significant relationship exists between leisure time satisfaction and the sub-dimensions of school commitment among students in regular and evening education programs within the Departments of Physical Education Teaching, Coaching Education, and Sports Management at our university.

A correlational survey design is a quantitative research method used to explore the presence and nature of relationships between two or more variables. It aims to identify whether changes in one variable are associated with changes in another, and if so, to determine the direction and strength of this relationship (Karasar, 2011).

Research Group

The participants of this study consisted of undergraduate students enrolled in the Departments of Physical Education and Sports Teaching, Coaching Education, and Sports Management at Batman University's School of Physical Education and Sports during the 2023–2024 academic year.

The population of this study consisted of 810 undergraduate students enrolled in the Departments of Physical Education and Sports Teaching, Coaching Education, and Sports Management at Batman University's School of Physical Education and Sports. The sample included 533 students selected from these departments.

Of the participants, 68.5% were male and 31.5% were female. In terms of age distribution, 35.1% were aged 17–20, another 35.1% were aged 21–24, 7.9% were aged 25–29, and 6.4% were aged 30 and above.

Regarding their fields of study, 42.2% of the participants were from Coaching Education, 19.9% from Physical Education and Sports Teaching, 11.6% from Sports Management (evening education), and 26.3% from Sports Management (regular education).

When examined by the length of enrollment, 13.5% had been studying for less than one year, 84.1% for one to four years, and 2.4% for five to seven years.

In terms of monthly income, 36.8% of the students reported an income of less than 500 TL, 40.3% between 501–1000 TL, 8.6% between 1001–1750 TL, 2.8% between 1751–3000 TL, and 11.4% above 3000 TL.

As for their leisure interests, 6.9% engaged in music-related activities, 76.5% in sports, 0.8% in artistic pursuits, 4.9% in outdoor or extracurricular activities, and 10.9% in other forms of recreation.

The detailed demographic distribution of the participants is presented in Table 1.

Table 1. Demographic Information of the Students

| | | Frequency | Percentage |
|---|--|-----------|------------|
| Gender | Male | 328 | 68,5 |
| | Female | 205 | 31,5 |
| Age | Age 17 to 20 | 187 | 35,1 |
| | Age 21 to 24 | 270 | 50,7 |
| | Age 25 to 29 | 42 | 7,9 |
| | 30 years and older | 34 | 6,4 |
| Department | Coaching | 225 | 42,2 |
| | Physical Education and Sports Teaching | 106 | 19,9 |
| | Sports Management (evening education) | 62 | 11,6 |
| | Sports Management (mainstream education) | 140 | 26,3 |
| The Duration of Your Education at the University | Less than 1 year | 72 | 13,5 |
| | 1 to 4 years | 448 | 84,1 |
| | 5 to 7 years | 13 | 2,4 |
| Monthly Income | less than 500 TL | 196 | 36,8 |
| | 501-1000 TL | 215 | 40,3 |
| | 1001-1750 TL | 46 | 8,6 |
| | 1751-3000 TL | 15 | 2,8 |
| | over 3000 TL | 61 | 11,4 |
| Leisure Activities | Musical activities | 37 | 6,9 |
| | Sports activities | 408 | 76,5 |
| | Artistic activities | 4 | 0,8 |
| | Outdoor Activities | 26 | 4,9 |
| | Other activities | 58 | 10,9 |

Data Collection Tools

The data collection instrument used in this study consisted of three sections. The first section included seven questions designed to gather demographic information from the participants, including gender, age, department, type of study (regular or evening), duration of study, monthly income, and types of leisure activities they engaged in.

The second section comprised the Organizational Commitment Scale, originally developed by Meyer and Allen (1997) and adapted into Turkish by Wasti (2000), which was used to assess students' level of commitment to their university.

The third section included the Leisure Satisfaction Scale, developed by Beard and Ragheb (1980) and adapted to Turkish by Gökçe and Orhan (2011), aiming to measure the participants' satisfaction with their leisure time activities. In the scales included in the measurement tool, a five-item Likert-type scale

was used (1. Strongly Disagree, 2. Disagree, 3. Neither Agree nor Disagree, 4. Agree, and 5. Strongly Agree).

Data Analysis

The normality test conducted to determine the appropriate analysis methods for the different hypotheses suggested in the research is shown in Table 2. Based on George and Mallery's (2003) statement that skewness and kurtosis values should vary between -2 and +2 for the data to be normally distributed; therefore, it was determined that school commitment and leisure satisfaction variables were normally distributed. T-test and ANOVA were performed because the data obtained from the scales showed mainstream distribution and post-hoc analysis was performed in cases of a significant difference. Additionally, a correlation analysis was performed to determine the relationship between leisure satisfaction and school commitment.

Table 2. Normality Test

| | Average | Skewness | Kurtosis |
|-----------------------------|---------|----------|----------|
| School Commitment | 2,8984 | 0,271 | -0,110 |
| Leisure Satisfaction | -0,745 | -0,745 | 0,302 |

RESULTS

The t-test of the mean scores of the participants' school commitment and leisure satisfaction levels scale for gender variable is shown in Table 3.

Table 3. T-Test Results of School Commitment and Leisure Time Activity Satisfaction Levels by Gender Variable

| | Gender | N | \bar{X} | S | sd | t | p |
|-----------------------------|--------|-----|-----------|------|-----|-------|-------|
| School Commitment | Female | 205 | 2,69 | 0,78 | 531 | -4,38 | 0,00* |
| | Male | 328 | 3,03 | 0,88 | | | |
| Leisure Satisfaction | Female | 205 | 3,67 | 0,91 | 531 | 0,17 | 0,87 |
| | Male | 328 | 3,65 | 0,91 | | | |

* $p < 0.05$

The mean scores on the School Commitment Scale differed significantly by gender, $t(531) = -4.38$, $p < 0.05$. Specifically, male students ($M = 3.03$) demonstrated a significantly higher level of school commitment compared to female students ($M = 2.69$). However, no significant gender difference

was found in the mean scores of the Leisure Activity Satisfaction Scale, $t(531) = 0.17$, $p > 0.05$.

Table 4 presents the descriptive statistics of the participants' school engagement and leisure time activities satisfaction levels for the age variable.

Table 4. Descriptive Statistic of School Commitment and Leisure Activities by Age Variable

| | Age | N | \bar{X} | SS |
|-----------------------------|------------------------|-----|-----------|------|
| School Commitment | Age 17 to 20 | 187 | 2,96 | 0,87 |
| | Age 21 to 24 | 270 | 2,80 | 0,82 |
| | Age 25 to 29 | 42 | 2,93 | 0,92 |
| | 30 years and older (D) | 34 | 3,30 | 0,97 |
| Leisure Satisfaction | Age 17 to 20 | 187 | 3,60 | 0,94 |
| | Age 21 to 24 | 270 | 3,63 | 0,88 |
| | Age 25 to 29 | 42 | 3,83 | 0,96 |
| | 30 years and older (D) | 34 | 4,01 | 0,78 |

The highest mean scores on the school commitment scale were observed in participants aged 30 years and above ($X=3.30$) and the lowest in participants aged 21 to 24 years ($X=2.80$). The highest mean score on the leisure satisfaction levels scale was observed in participants aged 30 years and over ($X=4.01$), and the lowest mean score was

observed in participants aged 17 to 20 years ($X=3.60$).

Table 5 presents the one-way variance test (ANOVA) conducted to understand whether the participants' levels of school engagement and leisure time satisfaction differ according to their ages.

Table 5. Anova Test Results of School Commitment and Leisure Satisfaction Levels by Age Variable

| | Source of Variance | Total Sum of Squares | sd | Mean of Squares | F | Significant Difference p | |
|-----------------------------|--------------------|----------------------|-----|-----------------|------|--------------------------|-----|
| School Commitment | Intergroup | 8,75 | 3 | 2,92 | 4,00 | 0,01* | D-B |
| | Intra-group | 388,28 | 529 | 0,73 | | | |
| | Total | 397,03 | 532 | | | | |
| Leisure Satisfaction | Intergroup | 6,40 | 3 | 2,14 | 2,62 | 0,06 | |
| | Intra-group | 431,11 | 529 | 0,82 | | | |
| | Total | 437,52 | 532 | | | | |

In Table 5, a significant difference was observed when the mean school commitment scores of the

participants were analyzed by age variable, $F(3,529) = 4.00$, $p < 0.05$. The participants over 30 (D)

($X=3.30$) had higher levels of school dedication than the participants between 21 and 24 (B) ($X=2.80$), according to the post-hoc (tukey hsd) results, which were used to determine which age ranges this difference was between. There is no significant difference between the participants' leisure

satisfaction levels and the age variable, $F(3,529) = 2.62$, $p > 0.05$.

Table 6 presents the descriptive statistics of the participants' levels of school engagement and leisure time satisfaction activities for the age variable.

Table 6. Descriptive Statistics of School Commitment and Leisure Activities by Department of Study Variable

| | The Department Studied in | N | \bar{X} | SS |
|-----------------------------|--|-----|-----------|------|
| School Commitment | Coaching (A) | 225 | 2,84 | 0,87 |
| | Physical Education and Sports Teaching (B) | 106 | 3,00 | 0,82 |
| | Sports Management (Evening Education)(C) | 62 | 2,90 | 0,92 |
| | Sports Management (Mainstream Education) (D) | 140 | 2,90 | 0,97 |
| Leisure Satisfaction | Coaching (A) | 225 | 3,56 | 0,94 |
| | Physical Education and Sports Teaching (B) | 106 | 3,84 | 0,88 |
| | Sports Management (Evening Education) (C) | 62 | 3,70 | 0,96 |
| | Sports Management (Mainstream Education) (D) | 140 | 3,67 | 0,78 |

The mean scores of the school commitment scale were highest in physical education and sports teaching ($X=3,00$) and lowest in coaching education ($X=2,84$) according to the department variable. The highest mean score on the leisure satisfaction levels scale was seen in physical education and sports

teaching ($X=3,84$) and the lowest mean score was seen in coaching education ($X=3,56$).

Table 7 presents the one-way variance test (ANOVA) conducted to understand whether the participants' levels of school engagement and leisure time satisfaction differ according to the department they study.

Table 7. Anova Results of School Commitment and Leisure Satisfaction Levels by Department of Study Variable

| | Source of Variance | Total Sum of Squares | sd | Mean of Squares | F | p |
|--------------------------------------|--------------------|----------------------|-----|-----------------|------|------|
| School Commitment | Inter-group | 1,94 | 3 | 0,65 | 0,87 | 0,46 |
| | Intra-group | 395,10 | 529 | 0,75 | | |
| | Total | 397,03 | 532 | | | |
| The highest mean Satisfaction | Inter-group | 5,98 | 3 | 2,00 | 2,44 | 0,63 |
| | Intra-group | 431,54 | 529 | 0,82 | | |
| | Total | 437,51 | 532 | | | |

In Table 7, when the mean scores of the participants' school commitment are examined in terms of the department they study, no significant difference is found, $F(3,529) = 0.87$, $p > 0.05$. Again, there is no significant difference between the participants' leisure satisfaction levels and the

department where they study at, $F(3,529) = 2.44$, $p > 0.05$.

Table 8 presents the descriptive statistics of the participants' levels of school engagement and leisure time satisfaction activities for the variable of the duration of schooling.

Table 8. Descriptive Statistics of School Commitment and Leisure Activities by Duration of Education Variable

| | Study Period | N | \bar{X} | SS |
|-----------------------------|----------------------|-----|-----------|------|
| School Commitment | less than 1 year (A) | 72 | 3,20 | 1,09 |
| | 1 to 4 years (B) | 448 | 2,85 | 0,81 |
| | 5 to 7 years (C) | 13 | 2,83 | 0,94 |
| Leisure Satisfaction | less than 1 year (A) | 72 | 3,67 | 1,15 |
| | 1 to 4 years (B) | 448 | 3,66 | 0,86 |
| | 5 to 7 years (C) | 13 | 3,62 | 0,89 |

The highest mean scores of the school commitment scale were observed in the participants who studied less than 1 year ($X=2,84$) and the lowest in the participants who studied for 5 to 7 years ($X=2,83$). The highest mean score of the leisure satisfaction levels scale was observed in participants who studied less than 1 year ($X=43,67$)

and the lowest mean score was seen in participants who studied for 5 to 7 years ($X=3,62$).

Table 9 shows the one-way variance test (ANOVA) conducted to understand whether the participants' levels of school engagement and leisure time satisfaction differ according to the duration of education.

Table 9. Anova Test Results of School Commitment and Leisure Satisfaction Levels by Duratin of Education

| | Source of Variance | Total Sum of Squares | df | Mean of Squares | F | p |
|--------------------------------------|--------------------|----------------------|-----|-----------------|------|------|
| School Commitment | Inter-group | 7,06 | 2 | 3,54 | 0,82 | 0,08 |
| | Intra-group | 389,95 | 530 | 0,74 | | |
| | Total | 397,03 | 532 | | | |
| The highest mean Satisfaction | Inter-group | 0,24 | 2 | 0,12 | 0,15 | 0,95 |
| | Intra-group | 437,50 | 530 | 0,82 | | |
| | Total | 437,52 | 532 | | | |

In Table 9, no significant difference was found when the mean scores of the participants' school commitment were analyzed by the duration of their education, $F(2,530) = 0.82$, $p > 0.05$. Similarly, no significant difference was found between the participants' leisure satisfaction levels and the

duration of their education in their department, $F(2,530) = 0.15$, $p > 0.05$.

Table 10 presents the descriptive statistics of the participants' levels of school engagement and leisure time satisfaction activities for the monthly income variable.

Table 10. Descriptive Statistics of School Commitment and Leisure Activities by Montly Income Variable

| | Monthly Income | N | \bar{X} | SS |
|-----------------------------|-----------------------|-----|-----------|------|
| School Commitment | less than 1000 TL (A) | 196 | 3,02 | 0,88 |
| | 1001-2500 TL (B) | 215 | 2,76 | 0,79 |
| | 2501- 4000 TL (C) | 46 | 2,71 | 0,64 |
| | 4001-6000 TL (D) | 15 | 2,67 | 0,53 |
| | over 6000 TL (E) | 61 | 3,19 | 1,11 |
| Leisure Satisfaction | less than 1000 TL (A) | 196 | 3,58 | 1,04 |
| | 1001-2500 TL (B) | 215 | 3,72 | 1,21 |
| | 2501- 4000 TL (C) | 46 | 3,45 | 1,25 |
| | 4001-6000 TL (D) | 15 | 3,42 | 2,13 |
| | over 6000 TL (E) | 61 | 3,95 | 1,08 |

The highest mean scores of the school commitment scale were seen in the participants over 6000 TL ($X=3,19$) and the lowest in the participants between 4001 and 6000 TL ($X=2,67$) according to the monthly income levels of the students. The highest mean score of the leisure satisfaction levels scale was above 6000 TL ($X=3,95$) and the lowest mean score was seen in participants with 4001 to 600 TL ($X=3,42$).

Table 11 shows the one-way variance test (ANOVA) conducted to understand whether the participants' school engagement and leisure time satisfaction levels differ according to their monthly income levels.

Table 11. Anova Test Results of School Commitment and Leisure Satisfaction Levels by Income Level

| | Source of Variance | Total Sum of Squares | sd | Mean of Squares | F | p | Significant Difference |
|--------------------------------------|--------------------|----------------------|-----|-----------------|------|------|------------------------|
| School Commitment | Intergroup | 14,22 | 4 | 3,56 | 4,90 | 0,01 | D-E |
| | Intra-group | 382,81 | 528 | 0,73 | | | |
| | Total | 397,03 | 532 | | | | |
| The highest mean Satisfaction | Intergroup | 10,05 | 4 | 2,51 | 3,10 | 0,15 | - |
| | Intra-group | 427,48 | 528 | 0,81 | | | |
| | Total | 437,52 | 532 | | | | |

In Table 11, a significant difference was observed when the mean school commitment scores of the participants were analyzed by income levels, $F(4,528) = 4.90$, $p < 0.05$. The participants in the range of 4001–6000 TL (D) ($X = 2,67$) had lower school commitment levels than the participants in the range of over 6000 TL (E) ($X = 3,19$), according to the results of the post-hoc (tukey hsd) conducted

to determine which income groups this difference was between. There was no significant difference between the participants' leisure satisfaction levels and the monthly income variable $F(4,528) = 3.10$, $p > 0.05$.

Table 12 presents the descriptive statistics of the participants' levels of school engagement and leisure time satisfaction activities in terms of the type of leisure time activity.

Table 12. Descriptive Statistics of School Commitment and Leisure Activities by Leisure Time Activity Type Variable

| | Leisure Activities | N | \bar{X} | SS |
|-----------------------------|-------------------------|-----|-----------|------|
| School Commitment | Musical activities | 37 | 2,89 | 0,83 |
| | Sports activities (B) | 408 | 3,00 | 0,86 |
| | Artistic activities (C) | 4 | 2,53 | 0,42 |
| | Outdoor Activities (D) | 26 | 2,37 | 0,68 |
| | Other activities (E) | 58 | 3,46 | 0,79 |
| Leisure Satisfaction | Musical activities | 37 | 3,41 | 0,98 |
| | Sports activities (B) | 408 | 3,72 | 0,87 |
| | Artistic activities (C) | 4 | 3,94 | 0,65 |
| | Outdoor Activities (D) | 26 | 3,70 | 0,89 |
| | Other activities (E) | 58 | 3,31 | 1,03 |

The highest mean score of the school commitment scale was other activities ($X = 3,46$) and the lowest mean score was outdoor activities ($X = 2,37$) when analyzed according to the type of leisure activities performed by the students. The highest mean score of the leisure satisfaction levels scale was artistic activities ($X = 3,94$), and the lowest mean score was other activities ($X = 3,31$).

Table 13 presents the one-way variance test (ANOVA) conducted to understand whether the participants' levels of school engagement and leisure time satisfaction differ according to the type of leisure time activity.

Table 13. Anova Results of School Commitment and Leisure Satisfaction Levels by Leisure Activity Type

| | Source Of Variance | Total Sum of Squares | sd | Mean of Squares | F | p | Significant Difference |
|-----------------------------|--------------------|----------------------|-----|-----------------|------|------|------------------------|
| School Commitment | Intergroup | 22,78 | 4 | 5,70 | 8,04 | 0,01 | B-D, D-E |
| | Intra-group | 374,25 | 528 | 0,71 | | | |
| | Total | 397,03 | 532 | | | | |
| Leisure Satisfaction | Intergroup | 11,23 | 4 | 2,81 | 3,48 | 0,08 | - |
| | Intra-group | 426,29 | 528 | 0,81 | | | |
| | Total | 437,52 | 532 | | | | |

In Table 13, when the mean school commitment scores of the participants were analyzed in terms of the type of their leisure activities, a significant difference was observed $F(4,528) = 8.04$, $p < 0.05$. The study employed post-hoc (tukey hsd) analysis to ascertain which leisure activities caused the difference.

There was a relationship between non-space activities (D) ($X=2,37$), sports activities (B) ($X=3,00$), and other activities (E) ($X=3,46$),

according to the findings of the post-hoc (tukey hsd) analysis conducted to determine which leisure time activities this difference is between.

Table 14 shows the correlation analysis for the relationship between school engagement levels and leisure time satisfaction for the question "Is there a significant relationship between the participants' school engagement levels and leisure time satisfaction?".

Table 14. Corelation Analysis Between School Commitment Leisure Satisfaction

| Leisure Satisfaction | | |
|-----------------------------|---------------|--------|
| School Commitment | Pearson Corr. | 0,40 |
| | p | 0,00 |
| | N | 533,00 |

Table 14 indicates that there is a moderate, positive, and significant relationship between school commitment levels and leisure satisfaction, $r=0.40$, $p < 0.05$. It can be said that as school commitment levels increase, leisure satisfaction also increases. Looking at the coefficient of determination ($r^2=0.16$), it can be said that 16% of the entire variance in school commitment levels is due to leisure satisfaction.

DISCUSSION AND CONCLUSIONS

This study aimed to determine whether different demographic factors had an impact on the level of school commitment and leisure satisfaction among students studying at Batman University School of Physical Education and Sports. In the first part of the study, conceptual information was provided regarding physical education and sports, leisure time, and school commitment. The second part included a detailed explanation of the methodology used in conducting the research. In the results section, the findings obtained from the analyses were presented.

A significant difference was observed between the school commitment levels of the participants and the gender variable. It was concluded that the average

level of school commitment of male participants was higher than that of female participants. This finding is consistent with the study conducted by Gülle (2013), who found a significant difference between the commitment of physical education teachers and gender, with male teachers demonstrating higher levels of commitment than female teachers. Similarly, Sarı (2013), in his study examining the school commitment levels of high school students, concluded that male students had significantly higher levels of school commitment. On the other hand, Ceylan (2022) reported a significant difference in favor of female students in terms of school commitment levels. Likewise, in the study conducted by Savi (2011), it was determined that female students had significantly higher levels of school commitment compared to male students when the relationship between school commitment and gender was examined.

In our study, no significant difference was found between the participants' leisure satisfaction levels and the gender variable. This result is supported by the study conducted by Ardahan and Lapa (2010), in which no significant difference was found between leisure satisfaction and gender among university students. Similarly, Hadi et al. (2021), in their research on individuals participating in sports-

related recreational activities, concluded that there was no significant difference in the leisure satisfaction levels of male and female participants. However, in their study conducted with youth center members, Sönmezoğlu et al. (2014) found that female participants had higher levels of leisure satisfaction compared to males. This finding suggests that women may experience greater satisfaction from leisure activities, particularly in terms of education and relaxation.

In our study, a significant difference was found in the participants' mean school commitment scores with the age variable. According to the results of the analysis conducted to determine which age groups this difference was observed in, it was found that participants aged 30 years and above exhibited higher levels of school commitment compared to those aged between 21 and 24 years. In a similar vein, Savi (2011) determined that the participants' total mean scores on the school commitment scale differed significantly according to age. Likewise, Bellici (2015) concluded that students' school commitment varied significantly based on age.

In our study, no significant difference was found between the leisure satisfaction levels of the participants and the age variable. This result is in parallel with the findings of Erdemli and Yaşartürk (2020), who conducted a study with students from the physical education and sports teaching department and reported no significant difference between leisure satisfaction and age. Similarly, in his study conducted with university students, Yaşartürk (2019) found no significant relationship between leisure satisfaction and age, which aligns with the results of our research.

In our study, no significant difference was found when the mean scores of the participants' school commitment were analyzed in terms of the department they were studying in. It was observed that the highest mean scores on the school commitment scale belonged to students in the physical education and sports teaching department, while the lowest scores were observed in the coaching education department. In a study conducted by Direk (2020) with 240 participants studying at Akdeniz University, no significant difference was found between the department variable and school commitment levels. Similarly, in our study, no significant difference was found between the leisure satisfaction levels of the participants and their academic departments. The highest mean score for the leisure satisfaction scale was observed among students in the physical education and sports teaching department, whereas the lowest mean score was observed among students in the coaching education department. In

support of this finding, Aktop and Göksel (2023) concluded that there was no significant difference between the leisure time interests of students in different departments within the faculty of sports sciences.

In our study, no significant difference was found when the mean scores of school commitment were analyzed based on the duration of the study. According to the results, the highest mean scores on the school commitment scale were observed among students who had been studying for less than one year, whereas the lowest mean scores were recorded among those who had been studying for five to seven years. aktosfaction scale was found among those who had studied for less than one year, and the lowest mean score was found among those who had studied for five to seven years.

In our study, a significant difference was found in the mean school commitment scores of participants based on their income levels. Post-hoc analyses conducted to determine which income groups differed revealed that participants earning between 4001–6000 TL had lower school commitment levels compared to those earning above 6000 TL. Similarly, Fulya (2019) found a significant relationship between income level and school commitment in her study with 1278 university students. However, in contrast to this finding, Arastaman (2009) reported that students with low and medium income levels had statistically significantly higher school commitment scores compared to students with high-income levels.

In our study, no significant difference was found between the participants' leisure satisfaction levels and their monthly income. The highest mean score for the leisure satisfaction scale was observed among participants with a monthly income above 6000 TL, while the lowest score was observed among those with an income between 4001–6000 TL. These findings are consistent with the study conducted by Erdemli and Yaşartürk (2020), who found no significant difference between students' leisure satisfaction and income levels. Similarly, Yiğit (2018), in a study involving 485 students, concluded that leisure satisfaction activities did not differ significantly according to income level.

In our study, a significant difference was found when the mean school commitment scores of participants were analyzed based on the types of leisure activities they engaged in. Post-hoc analyses revealed that this difference was observed among those participating in sports activities, extracurricular activities, and other types of activities. The highest mean scores on the school commitment scale were found among those participating in sports activities, while the lowest

scores were observed among those involved in extracurricular activities. On the other hand, no significant difference was found between participants' leisure satisfaction levels and the types of leisure activities they engaged in. The highest mean score for leisure satisfaction was observed in participants involved in artistic activities, while the lowest was observed in those engaged in other types of activities. Kara (2000) concluded in his study that participants generally placed greater importance on sports activities such as aerobics, step, fitness, and tennis. Similarly, Balcı (2003) found that university students preferred to spend their leisure time engaging in popular sports such as football, basketball, volleyball, table tennis, swimming, chess, and backgammon.

In conclusion, the literature indicates that studies on commitment within educational institutions have generally focused on the commitment of academic staff and teachers. However, considering that universities have a unique structure and that students represent the fundamental component of the academic environment, conducting studies on students' commitment to their universities can be just as valuable. Such research can contribute meaningfully to enhancing the effectiveness of university education and to better understanding student engagement.

Finally, our study revealed a moderate, positive, and statistically significant relationship between the

participants' levels of school commitment and their levels of leisure satisfaction.

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