

THE IMPACT OF LEISURE CONSTRAINTS ON LEISURE PARTICIPATION (Boş Zaman Değerlendirmeye Katılımda Baskıların Etkisi)

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ÖZ

Yirmi birinci yüzyılda boş zaman değerlendirme bir yaşam biçimi haline gelmiştir. Son yıllarda ise, boş zaman değerlendirme baskıları mercek altına alınmış ve boş zaman değerlendirme alanındaki çalışmanın önemli bir alt dalını oluşturmuştur. Bu çalışmada söz konusu baskılarla ilgili literatür taraması yaparken, bireyin boş zaman değerlendirmesinde katılımını etkileyen sosyal, ekonomik ve demografik faktörlere de değinmekteyiz. Araştırmamızda yer alan veriler, iki farklı kentteki (İzmir ve Çanakkale), iki farklı üniversitede öğrenim gören toplam 420 öğrenci üzerinde yapılan anket sonuçlarının değerlendirilmesidir. Verilere göre, boş zaman değerlendirme aktivitelerine katılmayı isteyen üniversite öğrencilerinin, bir veya bir dizi baskı/engelle karşılaştığı görülmektedir. Samdall ve Jekubovich (1997) tarafından geliştirilen Boş Zaman Değerlendirme Baskı Modeline dayalı analizlerde saptandığı gibi, üniversite öğrencilerinin çoğu araya giren baskılar olarak gruplanan ; “çevresinde boş zaman aktivitelerinin bulunmayışı”, “donanım ve tesis eksikliği”, “zaman” ve “para” yokluğu gibi yapısal veya dışsal baskılardan söz ederken; çok azı “arkadaş yokluğu” gibi bireyler arası baskılardan söz etmiştir. Boş zaman değerlendirme baskılarının daha iyi anlaşılabilmesi için, Türkiye’de çok ve detaylı araştırmaların yapılması gerekmektedir.

Anahtar sözcükler: Boş zaman değerlendirme, boş zaman değerlendirme baskıları, yapısal baskılar, dışsal baskılar, bireyler arası baskılar, araya giren baskılar.

ABSTRACT

In the twenty-first century, leisure has become a life style. Meanwhile, leisure constraints field receiving considerable attention over the last years has become a distinctive sub-field of leisure research. In this study, we report some of the literature on leisure constraints and also mention about some social, economic, and demographic factors that affect one’s leisure participation. This study reports the data from a questionnaire survey (n=420) focused on the students of two different universities in two different cities (İzmir and Çanakkale). As findings are interpreted, it is seen that the university students who do desire to participate in leisure activities are precluded by a constraint / barrier or combination of constraints / barriers. Analysis based on leisure constraints model of Samdahl and Jekubovich (1997), also show that most of the university students are constrained by structural constraints as “lack of leisure activities”, “lack of facilities”, “lack of time and money”. Few of them are precluded by “lack of leisure partner” as interpersonal constraints. A better understanding of leisure constraints maybe gained through more detailed research on this field in Turkey.

Keywords: Leisure, leisure constraints, structural constraints, interpersonal constraints, intervening constraints, external constraints.

1.Introduction

Leisure has become a product of social and economic dynamics all through the historical change. Since the second half of the 20th century, the research on this field

increased steadily and leisure has initiated a new life style. According to Riesman “Any activity may become leisure”. In other words, leisure patterns tend to infiltrate all other activities; leisure may initiate a life style; its forms contribute to changing the

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quality of life (Dumanzedier, 1974, p.68). In developed industrialized societies, individuals are increasingly concerned with a general level of economic prosperity and with improving the quality of their lives. The emerging concept of “the quality of life” is having a tremendous impact on many of their decisions. It affects the types of job they want, the products they buy, where they want to live, the structure and size of their families, and also, among other things, what they want to do with their free time (Bergier, 1981, p.139). In recent studies, leisure is observed in common occasions throughout the day and week. Leisure situations are characterized by informal social interaction. Leisure may occur at any location, time, or in any activity (Samdahl 1992, p.30).

In interpreting leisure behaviour, Hull suggests (1990; p.100) that mood plays an important role in leisure experiences. According to Bergier (1981; p.150), individuals act upon their perception of reality rather than on objective facts themselves. In other words, the extent to which an individual participates in some activity is not purely a function of the capacity of this activity to satisfy his needs, wants or motives. It is rather a function of

how the individual perceives the benefits provided by the activity. Thus, the identification of satisfactions could be done through the identification of those perceptions held by individuals, which in fact underlie their preferences and behaviour. In another research, London and his colleagues suggest (1977, p.261) that meaning the concept of leisure carries a different meaning for each individual and the significant point in leisure is the needs of the person to be fulfilled by leisure activities.

According to a common view emphasizing the importance of leisure, it is an experience maintaining a good mood, satisfaction and fulfilment Mood may be significantly influenced by characteristics of the physical and social setting (Hull, 1990,

p.109). In other words, the individual will be fulfilled and satisfied if the leisure facilities nearby are attractive and relaxing, or he is going to feel pessimistic and bored if they are not available (Hawes, 1979, pp.247-264).

According to Jackson (1990, p.57-58), “lack of interest” may be assumed to be the primary characteristic distinguishing between those who would like to participate in a new or additional activity and those who would not. He says, non-participants are in two groups: those who don’t wish to participate, and those who wish to participate but for whom a barrier or combination of barriers temporarily or permanently restricts their participation. According to Crawford and Godbey (1987, p.119) there may be only one relationship among leisure preferences, barriers and participation: that is, first a leisure preference exist, then a barrier intervenes and results in non-participation or, if no barrier intervenes, the individual will participate. Non-participation may exist because of the intervening barriers involving individual psychological states and attributes called intrapersonal barriers which interact with leisure preference (p.122) and also because of some structural barriers or constraints as lack of activity/ facilities/ time/ money which mostly involve the availability of leisure opportunities.

So in order to explain leisure non-participation we need to have a brief look at the factors effecting leisure participation.

2.The Factors Affecting Leisure Participation

2.1. Social Factors:

While explaining these factors, it is necessary to deal with the relationship between society and individual. In his book “The Lonely Crowd”, Riesmann draws the attention to this relationship and says that modern man experienced only two “revolutions”. The first was ushered in by the Renaissance: by becoming urbanized, man ceased to be “tradition directed”, but was increasingly ruled by the norms and

values of the restricted family. He became “inner directed”. The second revolution started towards the middle of the 20th century in Industrialized countries where mass consumption, mass culture and mass leisure appeared. Man is motivated by norms and values transmitted by mass media and peer groups. Because of the change in social structure, basically the family was affected and became more tolerated and less authoritative.

2.1.1. Culture

Social structure, culture and individual closely interact with each other. In most of the research investigating culture and personality, it is emphasized that a person’s behaviour is organized by his social and physical environment and that the socialization process is a period of learning the experiences of past generations and preparing for future (Vine, 1969, pp.505-510). During the socialization period, an individual is affected by his natural environment. His personality is shaped not only by the agencies of socialization which are called basic social institutions but also by norms and values of his family, his gender, customs, traditions, language, religion and laws. The other agencies having importance in shaping his personality may be ranked as relationship with peer groups or the characteristics of educational setting and also leisure. In other words, an individual’s personality develops by being interacted directly or indirectly with cultural settings he lives in (Köknel, 1979, p.22).

2.1.2. Social Class

Another factor affecting the individual’s leisure behaviour is the social class he is in. The norms and values he owns are the products of his social class. Most of the studies state that there is a parallel connection between his socialization and his social class (Bishop and Ikeda 1970, p.191; Kelly, 1974, p.192). Social learning during childhood is considered to be a reflection of social relationships he has, and of his subculture (Dinkmeyer, 1967, p.170).

According to Dumazedier (1967, p.63), social class doesn’t only reflect the qualitative differences in wages, salaries or income, but also the differences in the ways they are spent. So, when a society’s characteristics are observed, it is apparent that certain population groups use social and economic institutions differently. Moreover, the differences in having leisure are not only a matter of choice but the class obligation as well. In his study, Bergier (1981, p.153) explains that there might be some social pressure within class that forces the individual to comply with the expectations of his class. In other words, an individual might feel obligated to participate in activities which are typical of his social class and feel awkward in participating in activities which are typical of some other class.

2.1.3. Interaction Groups

These groups are one of the most important social agencies affecting individual’s leisure behaviour. During his childhood, an individual’s social circle is built by his family and relatives and also by peer groups; and in the following years by his colleagues (Mills, 1984, p.3).

In the studies inquiring the reasons of the leisure participation, it is found that the most important reason focuses on the need of social interaction and the desire for friendship. The researchers indicate that people want the satisfaction which comes not so much from an activity itself as from the opportunity for close group association. The activities in which they engage are thus incidental to their need for group association (Crandall, 1979, p.169; London et al., 1977, p.253). Also especially in group activities motivation is proved to be higher (Hull, 1990, p.104). Samdahl (1992, p.28) draws the attention to informal social interaction in leisure and says “when with familiar friends or family members, informal social interaction may entail an element of self-lodging which re-affirms important elements of the self. This suggests that informal social

interaction would be characterized by a reduction in the conscious masking of one's desires, opening an opportunity for presenting one's true self without fear of judgement or censure".

2.1.4. Family

Initiating from early childhood, family circle is the most important social institution where an individual learns his own sub-culture as well as leisure patterns (Dottavio et al., 1980, p.258). According to Kelly, leisure socialization is lifelong and related to the family life cycle. Such socialization would be necessary if leisure participation can be said to have a "career" in which skills, attitudes, relationships, roles and resources develop through the years. Activities are learned, expanded, dropped, relearned, and so depending on the circumstances (Kelly, 1974, p.192; 1980, pp.129-154).

Most research has shown that the person's leisure is strongly affected by and it in turn affects the family (Holman and Epperson, 1984, p.277). The writers state that leisure behaviour is generally affected by the stage of life cycle as the amount of time for leisure. Family members have different amounts of time and interest as an individual, couple, and family leisure at different stages. Family life cycle stage also appears to affect the type of activities families choose. Getting married and parenthood move most leisure activities into the home, which may be called home-centred activities (Crandall, 1979, p.169; Horna, 1989, p.229). Moreover, the number of the children and their ages are another indicator for parents in leisure participation. In many studies, the writers report that spouses' /parent's employment also has an impact on their leisure behaviour. While husband's /father's work involvement negatively affects his leisure responsibilities for his family, wife's or mother's work involvement leaves her little time for her leisure pursuits (Holman and Epperson, 1984, p. 282; Horna, 1989, p.230).

2.2. Economic Factors

Modern advanced societies have become consumer societies in which individual and collective rights and opportunities have become increasingly central, including a widespread demand for expanded leisure opportunities (Horna et al., 1987, p.1). The person, as a consumer is affected strongly not only by socio-cultural factors but socio-economic factors as well in making his leisure choice. The writers who explain the consumer behaviour with "Economic Models" state that, consumers have a set of limited resources called budget and a set of different commodities that they can purchase by tapping these resources. In short, they are the budget constraint and the ability to buy. According to this model, a person's leisure choice, tastes, habits, interpersonal and intrapersonal influences are evaluated as consumers' purchasing decision process (Brown and Deaton, 1972, pp.1145-1236). A study on this field found that the higher an individual's occupational level, the more likely he is to participate in public recreation programmes (Morris et al., 1972, p.25). In another research, the writers state that education is highly correlated with occupation prestige, and its independent effects are not surprising. Income is also highly correlated with occupation but doesn't have independent effects on leisure (White, 1975, p.194). However especially lower income groups are affected by the cost of the leisure opportunities (Vayx, Jr, 1975, p.36).

2.3. Demographic Factors

2.3.1. Age and Gender

In the research on leisure behaviour, it is reported that individual's age stages have effects on his preference of leisure patterns. Between the ages of 12-18, sports activities; between the ages of 18-24 social and cultural activities are more interesting for the individual. In other words while there is a negative correlation between age and active sports; a positive correlation occurs between age and sports as spectators (Ünver et al.,

1986, p.237). However, in the middle ages, interest for the sports activities reappears, and also social club activities reach the highest level.

Another factor that affects an individual's leisure behaviour is gender. His family not only determines his status in his birth, but also by his gender. In daily routine, his behaviour, interests and choices will fit his gender. As Wilson reports in his study, gender differences reflect on individual's leisure behaviour because: a) some of the leisure activities need certain physical abilities, b) there are differences in men and women socialization, c) women are generally in the position of having home-centred life style, d) the socio-economic status of women is lower (Wilson, 1980, p.28).

2.3.2. Residence

The residence or the area where the individual lives in has an impact on his leisure preference and leisure behaviour with its social and physical conditions. According to the research, the childhood residence doesn't have influence on leisure behaviour or choices in adulthood. But it has effect on leisure when the individual is between youth and adulthood (Yoesting and Burkhead, 1973, p.30; Sofranko and Nolan, 1972, pp.15-16).

2.3.3. Education

In contemporary industrialized societies, as the general level of economic prosperity increased, individuals started to improve the quality of their lives (Wilson, 1980, p.27). At this point, education becomes rather important. The desire among individuals to improve the quality of their life and their willingness to budget discretionary resources as time and money is considered to be related to education level of

the individual (Bergier, 1981, p.139; Schooler, 1978, p.301).

While all these factors mentioned above, have a positive impact on an individual's participation in leisure; they also negatively affect his participation as non-participation.

Research on Constraints Theory

Research on leisure constraints has grown steadily over the past several years representing a coherent body of literature that has evolved and changed with new and emerging understandings. Meanwhile, leisure constraints have become a distinctive sub-field of leisure studies (Jackson, 1990, pp.55-70; Kay and Jackson, 1991, pp.301-313; Shaw et al., 1991, pp.286-300; Samdahl, 1997, pp.430-452).

In his study, Jackson (1990, p.56) mentions about three groups of assumptions on leisure non-participation and leisure constraints:

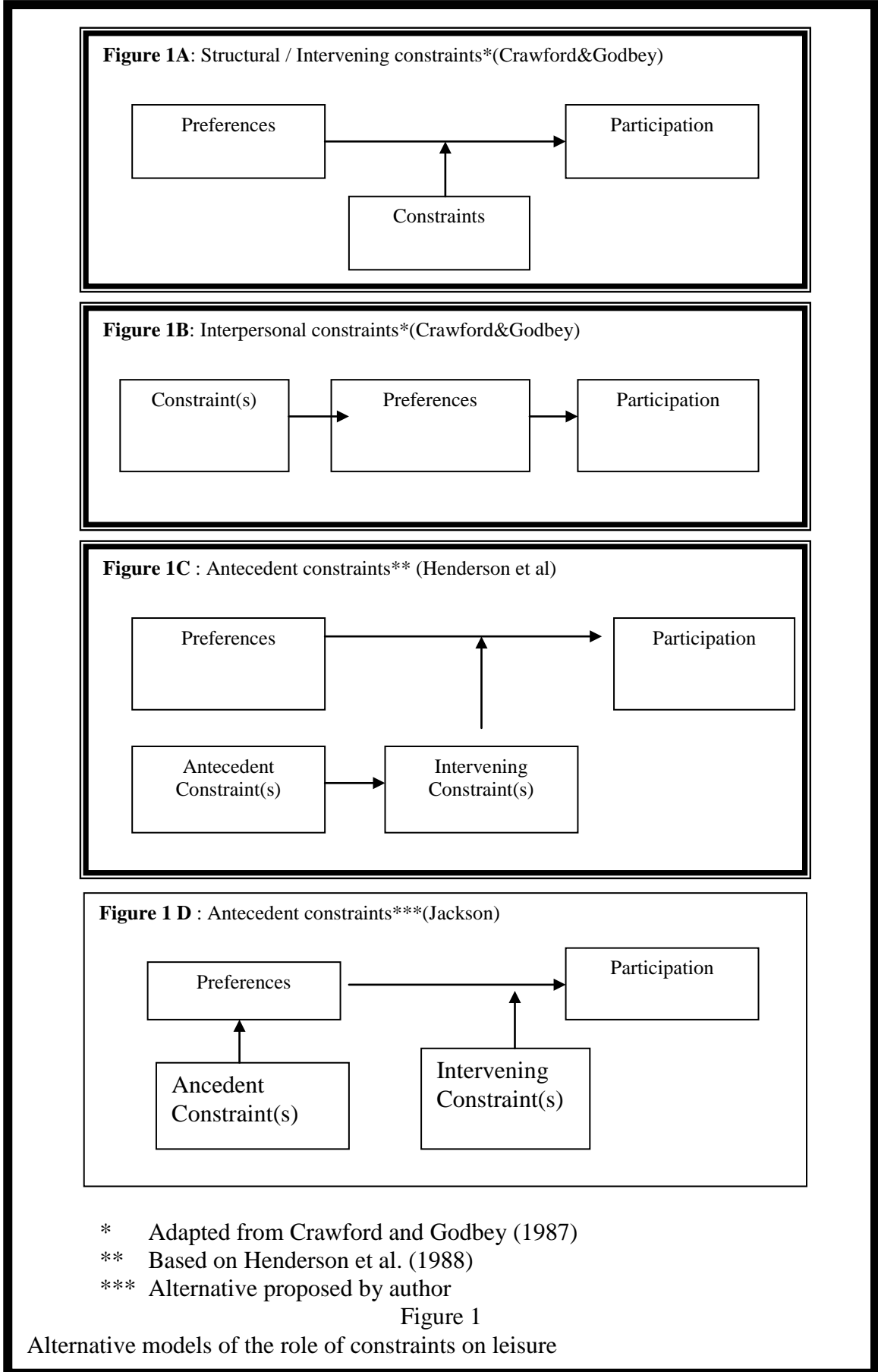
1. Only two meaningful groups of non-participants exist: those who do not wish to participate; and those who wish to participate, but for whom a constraint or combination of constraints precludes participation;

2. Lack of interest is the only factor which explains the lack of desire among the former group; and

3. The only role played by constraints on leisure is to negatively affect participation, by intervening between preferences and participation.

However, only constraints may not cause non-participation alone. It is thought to be a close relationship between antecedent constraints and "lack of desire" to participate. Besides, "lack of desire" may not be explained only by "lack of interest", but together by some personal and environmental factors as well (Jackson, 1990, p.61).

Table-1



relationship among leisure preferences, barriers, and participation: that is, first a leisure preference exists, then a barrier intervenes and results in non-participation or, if no barrier intervenes, the individual will participate. This type and role of constraints are defined as “structural” constraints. According to the writers, structural constraints may be in two groups: One of them is “intrapersonal” barriers; as stress, depression, anxiety, religiosity, prior socialization into specific leisure activities, subjective evaluations of the appropriateness and availability of various leisure activities involving individual’s psychological states and attributes which interact with leisure preferences. The other one is, “interpersonal” barriers involving individual’s interaction with other people. Interpersonal barriers play a similar role, but appear to be more relevant to family leisure than to individual’s leisure choices.

Henderson et al. (1988) recognized an alternative type of constraint which they labelled as “antecedent”, and defined as attitudes associated with a past leisure situation as a personal capacity, personality, socialization factors and interest. Thus, a personal attribute was defined as an antecedent constraint, which, in turn, affects perceptions of intervening constraints (Jackson, 1990, p.60).

Kay and Jackson (1991, pp.308-312) found out in their study that the constraints reported by individuals do not always prevent participation. Many people participate in the activities which they class as constrained, and describe themselves as experiencing constraints even when these can be partly overcome. As a result, constraints are likely to be reported by participants in an activity, as well as by non-participants; constraints may even be reported more frequently by participants than by non-participants. In their study, the most frequent leisure constraints are; money, time, constraints related to personal circumstances as household chores, work, transport problems and health problems. In details, more women than men were likely to

reduce their participation because of financial constraints; and women were more likely to reduce their leisure time than men when faced with a shortage of time for household tasks.

Another research on leisure constraints was made by Shaw et al. (1991). In their study, they focused on the relationship between constraints and participation, and also if the participation is affected in the case of increasing constraints. According to the writers, two types of intervening constraints have been identified in the literature, namely internal constraints and external constraints. While the most common internal constraints include personal skills, abilities, knowledge and health problems, external constraints include lack of time, financial cost, lack of facilities and transportation or location of facilities. They labelled all these constraints as “reported constraints” or “perceived constraints” (Shaw et al., 1991, p.287).

Clarifying the conceptual framework of structural constraints explained by Crawford and Godbey (1987), the writers claimed that the assumption about the role of intervening constraints applies most clearly to situations where people have already expressed a desire for participation or a desire for increased levels of participation. In this situation, the absence of constraints is seen to imply higher levels of participation.

Sociological research have repeatedly emphasized how people’s lives are affected and constrained by their position in relation to social structures such as gender, class, race and age. Since these social structural relations affect people’s choices and options in life, including their access to resources such as wealth, power and education, they are likely to affect leisure options as well. Indeed, Parry and Johnson (1989) have argued strongly that people’s leisure must be understood in relation to age and sexual divisions as well as to class structures (Shaw et al., 1991, p.288). The data used in their study refer only to participation in physically active leisure pursuits, and only to constraints, which are reported as barriers to

increased participation in active leisure. Some interesting results are found as; most of the participants indicated that they did wish to participate more in physical activities than their current level of participation; that is, they indicated preference. The most important constraints reported as “barriers” are: “lack of time because of work”, “no facilities nearby”, “lack of time because of leisure activities”, “low energy”, “requires too much self discipline” and so on. However only “low energy” and “ill-health” affected the participation level. All other reported constraints showed no relationship with participation or were associated with increased levels of participation. On the other hand, the social structural constraints, namely age, gender, lifestyle, occupational status and income found to be related to level of participation. As a result, the researchers point out that, more constraints - at least higher levels of reported constraints - do not necessarily mean less leisure, and perhaps even mean more leisure.

In the recent research Samdahl and Jekubovich (1997) made a critique of leisure constraints and studied on the factors that shaped leisure within people’s everyday lives. Interviewing with the participants, they wanted to see if leisure constraints are apparent in people’s normal experiencing of leisure. In their research, Samdahl and Jekubovich used the classic model of leisure constraints presented by Crawford, Jackson and Godbey (1991, pp.309-320). This model identified three primary sources for leisure barriers: structural, interpersonal and intrapersonal. According to the authors, structural barriers are factors which intervene between leisure preferences and choices and actual participation. Examples given include financial resources, availability of facilities, available time and climate. Interpersonal barriers involve the interactions and relationships between individuals; the inability to locate a suitable partner for participation would be an interpersonal barrier. Intrapersonal barriers reflect psychological states and individual

attributes such as stress, anxiety, depression, and socialization into (or away from) specific activities. According to Crawford et al., intrapersonal factors may result in interpersonal barriers if they affect the nature of relationships and interactions (Samdahl& Jekubovich, 1997, pp.431-432).

In their research, Samdahl and Jekubovich found out that the easiest constraints to identify were those classified as structural constraints, or factors which intervened between interest and actual participation in a leisure activity. As reflected on the examples of structural constraints, it seemed as if they affected the type of activity that people did, but they did not prevent people from engaging in leisure altogether. In this study, the chief interpersonal constraints are found as family responsibilities, absence of a leisure partner and mismatched leisure partner. It was apparent that social relationships were significant in shaping these people’s leisure. Family relationships impinged on some people’s freedom to do activities, but the lack of relationships prevented others from doing activities that they would enjoy.

It was surprising for the authors to find people speaking openly and without prompting about factors that could be considered intrapersonal constraints. Several people spoke about how their personalities and how self esteem affected their leisure choices. The people who wished for different personalities made it apparent throughout the interviews that they were struggling with many aspects of their lives; leisure was only one fact that mirrored their overall dissatisfaction (Samdahl& Jekubovich, 1997, pp.435-439)

Method

In this study, we tried to investigate how the university students’ leisure behaviour was affected; what constraints they had in leisure activities they wanted to participate. This paper has evaluated data obtained by a questionnaire survey, group interviews and observation techniques applied to the university students in two different cities.

The first university is chosen to be Ege University in İzmir as it is a metropolitan residence; the second university chosen is 18 Mart University (or Trakya University) in Çanakkale, as it is a small city. The differences of the cities and the universities are expected to reflect the social and physical environmental differences the students live in. The survey involves 420 students (having 210 students in each university), randomly chosen among the senior classes of both. E.U. Faculty of Letters and 18 Mart University (Trakya Univ) Teacher Training Institution. The common characteristic of these institutions is that, both train students to be teachers. As the three techniques as questionnaire survey, group interviews and observations used in this study are applied by the researcher herself, it is considered to increase the reliability of the study.

The Hypotheses

1. The leisure behaviour of the university students is affected by the culture

and also the subculture of the society they live in.

2. The residence where they stay during the years of university education may have an impact on their leisure behaviour.

3. Besides the academical differences of the two institutions, the university students may be affected by the social, physical and managerial characteristics of the environment in leisure opportunities

4. The university students' leisure preferences and choices may be influenced by the differences in leisure opportunities of these two areas as a metropolitan residence and a small city.

The Results

When we asked the university students **if they participated in social, cultural and sports activities in their campus**, the participation level found was disappointing. The rates are 20.5% in Ç.T.T.I. and 37% in E.U.F.L. Thinking of the limited opportunities in the campus in Çanakkale, it is not surprising; but for the students in E.U.F.L., it is disappointing because there are too many leisure opportunities available in their campus.

The Reasons of Non-participation in Their Campus (%)

Table-2

Institution & Gend	Ç.T.T.I.			E.U.F.L.			Total
	Male	Female	Total	Male	Female	Total	
The Reason of Non-Participation							
Lack of activity they are interested in	26.3	32.0	29.3	9.7	13.8	11.8	21.5
Disorder in organization & information	3.6	1.1	2.5	16.7	14.5	15.0	8.8
Activity schedule doesn't fit in theirs	14.3	28.4	20.5	6.5	13.8	11.5	16.0
Lack of time because of study schedule	31.3	15.9	24.5	16.5	18.2	17.5	21.0
Participates in outside the campus	0.9	1.2	1.0	8.0	2.9	4.5	2.7
Not interested in leisure	8.9	6.8	8.0	14.5	13.8	14.0	11.0
Doesn't participate (no comment)	14.7	14.6	14.2	22.3	9.7	14.0	14.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

These findings led us to focus on to investigate the reasons of leisure non-

participation in these institutions. The result of that **open-ended question** is as follows:

In Ç.T.T.I., 29.3% of the students cannot find a leisure activity, which interests him/her. In E.U.F.L., the ratio among the students of F. L. is only 11.8%. Another high rate is seen in non-participation because of lack of time. They can't spare time because of their lessons. The ratio is about one fourth (24.5%) of the students in Ç.T.T.I. It is also 17.5% in E.U.F.L. In Ç.T.T.I. 20.5% of the students cannot participate in the leisure activities because their activity schedule doesn't fit in theirs. The rate is only 11.5% in E.U.F.L. In participating leisure activities in their campus, 15.0 % of E.U.F.L's students are constrained because the activities are not properly designed and informed. The rate is only 2.5% in Ç.T.T.I. As Ege University has a large population and a large campus, and also the activities are organized in one center, the students are informed by insufficiently placed schedules. This causes a disorder in having information about activities. In both institutions (8.0% in

Ç.T.T.I., and 14.0% in E.U.F.L.) some of the students answered that they weren't interested in leisure. As mentioned earlier in Jackson's research (1990, pp.57-58), the non-participants are in two groups: those who do not wish to participate, and those who wish to participate but for whom a barrier or combination of barriers temporarily or permanently restricts their participation. Lack of desire is explained by lack of interest. However, lack of interest may not be accepted alone but explained by a reflection of constraints caused by some personal and environmental factors.

In this table, the significant point is that mostly the structural constraints preclude students in their leisure participation.

Another **open-ended question** asked to the university students is: **“to what extent do your leisure activities fulfil your expectations?”** Here are some significant results:

University Students' Options About Fulfilling Their Leisure Expectations

Table-3

(%)

Institution & Gender Options about fulfilment	Ç.T.T.I.			E.U.F.L.			Total
	Male	Female	Total	Male	Female	Total	
No (No comment)	24.2	22.7	23.5	19.3	19.6	19.5	21.5
No, few leisure opportunities nearby	33.9	34.0	34.0	1.6	0.7	1.0	17.5
No, because I haven't enough money	2.6	2.2	2.5	6.4	6.5	6.5	4.5
No, because I haven't enough time	6.2	5.8	6.0	9.7	10.1	10.0	8.0
No, because I have no leisure partner	1.8	2.3	2.0	1.6	4.3	3.5	2.7
No, because available facilities are mostly occupied	3.6	6.8	5.0	22.6	25.4	24.5	14.7
Yes, I think so	27.7	26.1	27.0	38.8	33.4	35.0	31.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

70.0% of the respondents reported that they couldn't fulfil their leisure expectations. In the distribution, while 34.0% of the respondents in Ç.T.T.I had barriers because of “the extremely limited leisure opportunities”, only 1.0% reports that in

E.U.F.L. The striking difference between two groups is associated with the leisure opportunities of location as a metropolitan city and a small city, and also with the opportunities of the campuses they are educated in. This more direct evidence

demonstrates once again, that, an individual's leisure preference and participation may be motivated and affected by the qualitative and quantitative characteristics of leisure opportunities in physical and social environment (Lindsay&Ogle, 1972, pp.19-20; Yoesting&Burkhead, 1973 ,p.27; Romsa&Hoffman, 1980, pp.321-328; Whittaker&Shelby, 1988, p.261)

The other leisure barriers are mentioned as "lack of money" (2.5% in Ç.T.T.I.; 6.5% in E.U.F.L.) "lack of enough time" (6.0% in Ç.T.T.I., 10.0% in E.U.F.L.) "lack of leisure partner" (2.0% in Ç.T.T.I., 3.5% in E.U.F.L.). However, another significant ratio found in E.U.F.L is that, ¼ of the students (24.5%) are constrained "because the available facilities are mostly occupied". In the other institution, the rate is only 5.0%. Considering the limited opportunities in Çanakkale, it is not surprising; but for the students in İzmir, it is disappointing as the city and the campus have too many leisure opportunities. By the group interviews, we realized that the

expectation level of the students is higher. The constraints they reported may be because of the personal reasons or the disorder in planning their leisure. As Crawford and Godbey (1987) stated in their research on leisure non-participation; first a leisure preference exists, then a barrier intervenes and results in non-participation.

Examining the relationships between the students' **fulfilment in leisure expectations and current residence of their families**, there seemed to be no significant relationship between the two.

The data also show that the **income level** of the students' families affect their fulfilment in leisure expectations. Especially, the family income level may be a leisure barrier for the students who are in middle and lower income groups.

Examining the relationship between the **students' residence they stay during their university education** and their fulfilment in leisure expectations, we found that residence they stay partly becomes a barrier for them.

The Reasons of Non-participation Among the University Students

Table-4

(%)

Institution & Gend The Reason of Non-Participation in desired activity	Ç.T.T.I.			E.U.F.L.			Total
	Male	Female	Total	Male	Female	Total	
Lack of activities nearby	45.5	39.8	43.0	20.9	16.7	18.0	30.5
Lack of leisure facilities & leaders	14.3	13.6	14.0	22.6	13.8	16.5	15.2
Lack of money	8.9	4.6	7.0	14.5	4.4	7.5	7.2
Facilities are mostly occupied	4.5	3.4	4.0	11.3	7.3	8.5	6.2
Lack of leisure partner	4.5	4.5	4.5	8.1	15.9	13.5	9.0
Because of the social pressure / No family permission	1.8	6.8	4.0	-	10.1	7.0	5.5
Lack of time	9.8	15.9	12.5	11.3	15.9	14.5	13.5
No answer	10.7	11.4	11.0	11.3	15.9	14.5	12.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

In another question, we asked the university students **the reasons of non-participation in activities they desired**. We wanted them to choose among the **given statements**. According to the data presented in Table-4, the highest rate (43.0%) covers

nearly half of the students in Ç.T.T.I., being constrained by "lack of the activity they desired to participate in that setting". In E.U.F.L. only 18.0% had such a barrier. So, we can say that the students in İzmir are rather lucky. Second significant barrier is

stated as “lack of leisure facilities and lack of leisure leaders”. The rates are similar in both institutions: 14.0% in Ç.T.T.I. and 16.0% in E.U.F.L. While “lack of money “ is a barrier for 7.0% of the university students in each group, “certain leisure facilities being mostly occupied” is another barrier for 4.0% of the students in Çanakkale and 8.5% of the students in İzmir. Evaluating of these findings in general, the university students are mostly constrained by the structural constraints or by the external constraints labelled as “intervening constraints”. However, the constraints of “lack of leisure partner” (4.5% and 13.5%), and “barrier of the social circle” (4.0% and 7.0%), may be grouped as interpersonal constraints in these findings.

The most important point here is that, Table-3 and Table-4 support each other, although one is designed in open-ended and the other in given statements. So, we think that they reflect the real reasons in leisure non-participation.

Inquiring the relationship between **the students’ residence they stay** during their university education and their participation in the desired leisure activity, we found out that residence indirectly affected leisure participation. For example, for those who stayed in private hostels, pensions or flats, financial cost of leisure activities was important. However, for those who live with their families, relatives or friends are unable to find enough time for leisure activities they wanted to participate. Also those who live with their families have barriers in getting permission for the activities.

CONCLUSION

In evaluation of the research results in general, we found out that; university students’ answers to open-ended questions as in Table-2 and 3 indicating reported constraints, and the answers to given statements in asking the reasons of non-participation in desired activity as in Table-4, support each other. The most frequent constraints were found as “lack of leisure activities”, “lack of time”, “disorder in

organization” and “inadequate leisure facilities” which may be labelled as structural constraints or external constraints grouped in intervening constraints. Moreover, few barriers mentioned as “family constraint” and “lack of leisure partner” were grouped as **interpersonal barriers**.

In order to find an explanation to those “who aren’t interested in leisure”, the research by Jackson (1988, p.210) may be helpful. He argued that while lack of interest may be a reason for not participating, it should not be conceived of a barrier to or constraint on participation. This is because the notion of a “constraint” implies the presence of a goal or objective, whereas “lack of interest” implies that no such goal exists in the first place. According to the researchers; individuals of lower social classes or members of less active leisure groups may have inclination of being non-participants because of lack of interest. (Romsa and Hoffman, 1980, pp.321-328). However, the members of more active leisure groups report some reasons for non-participation as lack of activities, facilities, time and financial cost.

These reasons may be thought as associated with the individual’s perception and understanding of the leisure opportunities and also the way he is using it. So, university students’ reasons of non-participation may also be related to their leisure expectations. However, considering the limitations of our study, there need to have some detailed and in-depth interviews with the students individually to explain the reasons of leisure non-participation and lack of interest in leisure. Then, maybe we are able to identify some intrapersonal constraints as well. This will be a further step in our future study.

Achievement of leisure behaviour is one of the goals of the university education. Leisure activities, having a similar importance with the academic studies in the institutions, distinguish the university students from the youth in work. Contemporary education is based on this

understanding. However, in our study, 70% of the students in these two institutions having a training process to be teachers stated that they couldn't fulfil their expectations because of a set of various constraints in leisure, or that they weren't interested in leisure at all. In other words, either the institutions the university students having their education in, or the cities where the campuses were situated have significant affect and also responsibility in shaping the individual's leisure behaviour by their social and physical settings of leisure opportunities. As individuals' personal

development is deeply affected by leisure, especially the universities they are educated in, have to reorganize their leisure opportunities available at present and also develop their physical, social and managerial leisure circumstances in contemporary ways. Leisure should have an important share in contemporary educational system in Turkey.

Considering the qualitative and quantitative limitations of the research on leisure in our country, I expect the studies to be increased in future.

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