Investigation Of Leisure Time Interests And Life Satisfaction Levels Of Students Studying In Sports Sciences

Tolga Mert Ramazanoğlu[1]

Mustafa Vural[2]

Oktay İnalkaç[3]

Ertunga Mesut Ramazanoğlu[4]

Elif Tuğçe Kavas[3*]

Fikret Ramazanoğlu[5]

[1]Sakarya University, Physical Education and Sports Department, Sakarya, Turkey
[2]Ağrı İbrahim Çeçen University, Faculty of Sport Sciences, Ağrı, Türkiye
[3]Sakarya University of Applied Sciences, Physical Education and Sports Department, Sakarya, Turkey
[4]Sakarya University of Applied Sciences, Faculty of Tourism, Department of Regression, Sakarya, Turkey
[5]Sakarya University of Applied Sciences, Faculty of Sport Sciences, Sakarya, Turkey

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Tolga Mert Ramazanoğlu[1], Mustafa Vural[2], Oktay İnalkaç[3], Ertunga Mesut Ramazanoğlu[4], Elif Tuğçe Kavas[3*], Fikret Ramazanoğlu[5]
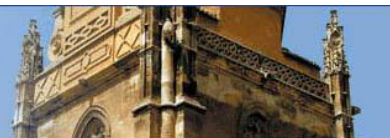
[1]Sakarya University, Physical Education and Sports Department, Sakarya, Turkey

[2]Ağrı İbrahim Çeçen University, Faculty of Sport Sciences, Ağrı, Türkiye

[3]Sakarya University of Applied Sciences, Physical Education and Sports Department, Sakarya, Turkey

[4]Sakarya University of Applied Sciences, Faculty of Tourism, Department of Regression, Sakarya, Turkey

[5]Sakarya University of Applied Sciences, Faculty of Sport Sciences, Sakarya, Turkey

*Corresponding author

Email:etugcekavas@gmail.com

ABSTRACT

The Deci-sion of the research is to determine the relationship between the life satisfaction scale scores of the free time scale and the sub-dimensions scores of the students of the faculties of sports sciences and to reveal the Deci-sions between the scales according to different personal characteristics at the same time. The model of the research was determined as relational and descriptive screening. The universe of the research was formed by students from the faculties of sports sciences of universities. The sample group of the study consisted of 59 women and 103 men for a total of 162 people. By reaching the students online, scales were applied and data were obtained. The "personal information form", "Life Satisfaction Scale" and "Free Time Interest Scale" were applied to the students. The survey data used in the research were analyzed with SPSS 26 program. Since it was determined that the normality assumption analyses of the data were in normal distribution, parametric tests were applied in the study. The "independent sample t-test", "descriptive statistics" and "one-way analysis of variance (ANOVA)" were applied in the data analysis. In order to determine the relationship between the leisure time scale and the life satisfaction scale scores of the sub-dimensions of the participants; the "Pearson Correlation (r) coefficient" process was used. Dec. There was no significant difference between the scores of the life satisfaction scale according to the results of the "Gender" variable factor t test. There was no significant difference in the life satisfaction scale scores according to the "Weekly exercise (day)" variable according to the results of the analysis obtained by the t-test. According to the class variable; as a result of the analysis of the sub-dimension scores of the free time scale and the life satisfaction scale scores, there was no significant difference. According to the section variable, there was no significant difference between the sub-dimension scores of the free time scale and the life satisfaction scale scores as a result of the analysis. From the sub-dimensions of the life satisfaction scale and the free time scale scores, it was concluded that there is a positive medium-level relationship in accordance with the results of attractiveness, caring, social relationship, identification, self-expression scores.

Keywords: leisure time Interest, Student, Life Satisfaction Level.

INTRODUCTION

The conveniences provided by modern technology have created more opportunities for free time (Roberts, 2018; Samuel, 2011). Adaptation of people to the changes occurring in the world makes a significant contribution to prolonging their life span, facilitating their lives and their motivation to enjoy life (Koçak, 2017). Again in this direction, individuals have turned to activities that provide benefits such as living a healthy life with free time (Eccles, 2005; Kim et al., 2018). Studies show that people take part in various leisure activities to have a good time, prevent stress, control weight, meet new people, and contribute to healthy aging (Fenton et al., 2018; Nagata et al., 2018; Reyes Uribe, 2017; Schryer). et al., 2016). The individual and society observing this situation have made an effort to evaluate leisure time more positively in daily life and the concept of "leisure time involvement" has come to the fore (Kouthouris, 2009). The concept of "leisure involvement" was first used in the field of social psychology (Kandemir et al., 2013). The concept translated as "participation", "interest" and "interest" in our language; As a result of Krugman's (1965) research titled "The effect of television

advertisements", it has appeared in the consumer behavior literature. The concept of involvement; It has also been used by those who do research on leisure time to examine the entertainment preferences of working individuals (Jamrozy et al., 1996; Yetim and Argan, 2013). The symbolic value acquisition of leisure time, which individuals acquire in line with their leisure time involvement, reflects the necessary importance and value to the activities performed (Havitz & Dimanche, 1999). Individuals find opportunities to understand the nature of leisure time by turning to various activities through leisure time involvement (Wiley et al., 2000). When individuals show intense interest and commitment to leisure activities, activities gain continuity and become a part of individuals' lives (Zaichkowsky 1985; Kyle & Chick, 2002). Continuing involvement in the lives of individuals; will increase their motivation to gain experience and knowledge. Qualities such as individual effort, benefit, and determination to achieve a career through these activities are thought to be related to the level of individuals' leisure time involvement (Kyle and Chick 2002). Life satisfaction, which is another element of the research subject, is; It emphasizes the satisfaction that a person obtains from his/her social environment (family, school, friends) and his/her self (Huabner, 1991). life satisfaction; In general, it is the satisfaction of the individual in his whole life. It is the emotional state and attitude that people display in their free time and other time periods (Şener, 2009). In line with research on life satisfaction, the facts affecting life satisfaction have been revealed (Beggs, Elkins, 2010). These; mood, health status, life conditions, social life, economic and marital status, leisure and job status, job satisfaction (Kovacs, 2007). As a result of the studies on this subject, the researchers found that in the leisure time satisfaction of the people; They emphasized that the place where they were born and raised and their educational status are not factors, but the sports field they are interested in, their economic and marital status are significantly effective (Gümüş, Karakullukçu, 2015). In this direction, university students go through a difficult process such as gaining an identity, becoming an adult, accepting and adapting to the national and universal values of the society they live in, taking responsibility and gaining maturity (Mccabe, Blankstein, Mills, 1999). Generally speaking, university students take responsibility for issues such as academic responsibility, communicating with individuals from different cultures, spending time together, and social and economic issues (Doğan, 2006). From this point of view, life satisfaction; mental, physical and social aspects are an important element of quality of life (Garcias, McCarthy, 2000). In this respect, it is closely related that university students enjoy life, adapt to their social environment, get rid of negative moods, participate in free time activities and spend quality time. In this context, the aim of the study is; The aim of this study is to determine the leisure time interest and life satisfaction level of students studying in sports sciences by considering various variables.

METHOD
Model of the Research
This research was carried out in order to determine the relationship between the leisure time scale and sub-dimension scores and life satisfaction scale scores of the students who continue their education processes in different departments in the faculties of sports sciences, as well as to reveal the differences between the scales according to different personal characteristics. Relational and descriptive survey model was used in the study (Karasar, 2009).

Universe and Sample
The scale questions for the research were prepared using data systems on the internet, and as a result, the data were obtained online by reaching the students studying in different departments in the sports sciences faculties of the universities. A total of 230 data were collected for the research, but as a result of removing missing and incorrect data, 162 data were used in the study. Thus, the sample group of the study consisted of 59 women and 103 men, a total of 162 people. Random sampling method was used to collect data in the study (Karasar, 2015).

Data Collection Tools
In order to determine the life satisfaction levels of the participants, the "personal information form" prepared by the researchers in the collection of data; The "Life Satisfaction Scale" developed by Larsen, Emmons, Griffin and Diener in 1985 was used. The Turkish adaptation of the scale was made by Kökler in 1991. Again, in order to determine the leisure time levels of the participants, Kyle et al. Developed by Gürbüz et al. The Leisure Time Involvement Scale, which was adapted into Turkish by 2018, was used.

Analysis of Data
The questionnaire forms valid in the study were transferred to the SPSS 26 program as a result of the participation of the athletes. Since the skewness values of the data were in the range of -2~+2 and kurtosis (Tabachnick & Fidell, 2013) in the normality assumption analysis of the data, it was seen that the data set was in a normal distribution (Table 1). In this direction, parametric tests were used in the data analysis of the research. Descriptive statistics (frequency, percentile distribution Table 2); "One-way analysis of variance (ANOVA)" and "independent sample t-test" analysis were used in order to see the differences between the leisure time scale

and sub-dimensions scores of the participants and the life satisfaction scale gender, age, class, department, and the number of weekly exercises (days). The analysis results were determined by considering the p<.05 significance level (Büyüköztürk et al. 2012). Technically, Pearson Correlation (r) coefficient was used to determine the relationship between the leisure time scale and sub-dimensions scores and life satisfaction scale scores of the participants. Relational result values obtained in the interpretation of the correlation coefficients; it is accepted between 0.70-1.00 if it is high, between 0.70-0.30 if it is medium, and between 0.30-0.00 if it is low (Tabachnick & Fidell, 2013).

RESULTS

Table 1:The results of the normality test of the scores obtained from the scales of the measurement instruments

scales	min	max	m	ss	skewness	kurtosis
leisure involvement scale	17,00	75.00	48,93	13,45	,307	-,984
life satisfaction scale	5,00	25,00	12,78	4,02	1,238	1,848

Table 2:Percentage and frequency values of the personal characteristics of the participants

Personal characteristics	n	%
Gender		
Woman	59	36,4
Male	103	63,6
Yaş		
19 years and under	30	18,5
20-22 years	74	45,7
23 years and older	58	35,8
Class		
1st Class	30	18,5
2. Class	49	30,2
3rd Class	38	23,5
4th Grade	45	27,8
Section		
Physical education and sports teaching	42	25,9
Coaching training	48	29,7
Sports management	35	21,6
Recreation	37	22,8
Number of exercises per week (days)		
3 days and below	69	42,6
4 days or more	93	57,4
TOTAL	162	100,0

Table 3:T-test analysis results of leisure time involvement and life satisfaction scale scores in terms of "gender" variable of the participants

Measuring tools	Gender	n	x	s.s	sh_x	t Testi		
						t	df	p
Attractiveness	Woman	59	0,423	,900	507	-1,555	160	,134
	Male	03	1,349	,494	344			
Don't care	Woman	59	8,915	,943	383	-1,345	160	,180
	Male	03	9,572	,021	297			
Social relationship	Woman	59	8,932	,284	427	-2,360	160	,019*
	Male	03	0,242	,465	341			
Diagnostics	Woman	59	8,966	,677	348	-1,953	160	,049*

	Male	03	9,873	,117	307			
Self-expression	Woman	59	8,966	,822	367	-,996	160	,321
	Male	03	9,456	,117	307			
leisure involvement scale	Woman	59	6,203	2,780	,663	-1,971	160	,047*
	Male	03	0,495	3,647	,344			
Life Satisfaction Scale	Woman	59	3,067	,488	454	,679	160	,498
	Male	03	2,621	,307	424			

In Table 3, a significant difference was found when the "independent group t-test" result was taken into account in order to reveal whether the leisure involvement scale and sub-dimension scores of the participating students in the sample made a difference in line with the "Gender" variable. When the arithmetic averages of the groups are taken into account, the sub-dimensions of social relationship (t=-2,360; p<.05), identification (t=-1.953; p<.05) and leisure time involvement total (t=-1.971; p<.05) scores The difference appears to be in favor of men. When the t-test results of the life satisfaction scale scores were examined in terms of the "Gender" variable, it was determined that there was no significant difference (t=.679;p>.05).

Table 4:The t-test results of the "weekly exercise (days)" variable of the leisure time involvement and life satisfaction scale scores of the participants

Measuring tools	Weekly (day)	n	x	s.s	sh$_x$	t Testi		
						t	df	p
Attractiveness	3 and six days	9	0,710	,626	36	-,904	160	,367
	4 or more days	3	1,236	,693	82			
Don't Care	3 and six days	9	8,405	,658	20	-3,580	160	,000*
	4 or more days	3	0,021	,067	18			
Social Relationship	3 and six days	9	9,594	,353	03	-,543	160	,588
	4 or more days	3	9,892	,530	66			
Identification	3 and six days	9	9,231	,134	77	-1,143	160	,255
	4 or more days	3	9,774	,870	97			
Self Expression	3 and six days	9	8,956	,794	36	-1,170	160	,244
	4 or more days	3	9,516	,160	27			
leisure involvement scale	3 and six days	9	6,898	3,107	77	-1,666	160	,098
	4 or more days	3	0,440	3,586	08			
Life Satisfaction Scale	3 and six days	9	2,434	,664	41	-,951	160	,343

In Table 4, when the results of the independent group t-test application were evaluated to determine whether the leisure time scale and sub-dimension scores of the participating students made a difference in line with the "Weekly exercise (days)" variable, there was a difference. Considering the arithmetic averages of the groups, it is seen that the difference in the sub-dimension of Caring (t=-3.580; p<.05) is in favor of those who exercise for 4 or more days. It was observed that there was no significant difference between the scores of the life satisfaction scale in line with the variable of "exercising weekly (days)" compared to the t-test results (t=-.951; p>.05).

Table 5:"One-way analysis of variance (ANOVA)" results of leisure time involvement and life satisfaction scale scores in line with the "class" variable factor of the participants

Measuring tools		n, x ve s.s. Değerleri		Anova Results		
	Class	n	x	s.s	f	p
Attractiveness	1st Class	30	10,766	3,588	,311	,917
	2. Class	49	10,734	3,689		
	3rd Class	38	11,105	3,681		
	4th Grade	45	11,400	3,750		
	Total	62	11,012	3,662		
Don't care	1st Class	30	8,833	3,119	,441	,724
	2. Class	49	9,632	2,759		
	3rd Class	38	9,289	2,976		

	4th Grade	45	9,377	3,242		
	Total	62	9,333	3,001		
Social relationship	1st Class	30	9,333	3,817	,502	,681
	2. Class	49	9,530	3,416		
	3rd Class	38	9,868	3,386		
	4th Grade	45	10,222	3,336		
	Total	62	9,765	3,448		
Identification	1st Class	30	8,600	2,978	1,485	,221
	2. Class	49	9,734	2,841		
	3rd Class	38	10,078	2,944		
	4th Grade	45	9,511	3,137		
	Total	62	9,543	2,988		
Self expression	1st Class	30	8,800	2,929	,483	,694
	2. Class	49	9,306	3,292		
	3rd Class	38	9,684	3,111		
	4th Grade	45	9,222	2,704		
	Total	62	9,277	3,013		
leisure involvement scale	1st Class	30	46,333	13,496	,505	,679
	2. Class	49	48,938	13,371		
	3rd Class	38	50,026	13,214		
	4th Grade	45	49,733	13,946		
	Total	62	48,932	13,458		
Life Satisfaction Scale	1st Class	30	12,200	3,325	,514	,673
	2. Class	49	13,102	4,477		
	3rd Class	38	13,184	3,343		
	4th Grade	45	12,488	4,480		
		62	12,784	4,022		

According to the results of the "one-way analysis of variance (ANOVA)" taking into account the "class" variable of the sample, leisure time involvement and life satisfaction scale scores of the participating students in Table 5, it was not seen that there was a significant difference in the leisure time scale and sub-dimension scores on the life satisfaction scale. .

Table 6:"One-way analysis of variance (ANOVA)" results of leisure involvement and life satisfaction scale scores according to the "department" variable of the participants

Measuring tools	Part	n	x	s.s	f	p
		n, x ve s.s. Değerleri			Anova Sonuçları	
Attractiveness	Physical education and sports	42	0,690	,809	,611	,609
	coaching training	48	1,312	,638		
	sports management	35	1,485	,665		
	Recreation	37	0,540	,579		
	Total	162	1,012	,662		
Don't care	Physical education and sports	42	9,261	,871	,446	,721
	coaching training	48	9,520	,241		
	sports management	35	9,628	,880		
	Recreation	37	8,891	,998		
	Total	162	9,333	,001		
Social relationship	Physical education and sports	42	9,547	,423	,319	,811
	coaching training	48	9,916	,419		
	sports management	35	0,142	,353		
	Recreation	37	9,459	,693		
	Total	162	9,765	,448		
	Physical education and sports	42	9,142	,850	2,324	,077
	coaching training	48	0,166	,068		
	sports management	35	0,057	,940		

		n	Mean	SD	F	p
Identification	Recreation	37	8,702	,923		
	Total	162	9,543	,988		
Self expression	Physical education and sports	42	9,381	,971	,662	,577
	coaching training	48	9,645	,185		
	sports management	35	9,228	,951		
	Recreation	37	8,729	,931		
	Total	162	9,277	,013		
Free time Involvement Scale	Physical education and sports	42	8,023	3,048	,927	,429
	coaching training	48	0,562	4,102		
	sports management	35	0,542	3,423		
	Recreation	37	6,324	3,125		
	Total	162	8,932	3,458		
Life Satisfaction Scale	Physical education and sports	42	2,166	,594	1,019	,386
	coaching training	48	3,583	,433		
	sports management	35	2,514	,203		
	Recreation	37	2,702	,733		
	Total	162	2,784	,022		

When the "one-way analysis of variance (ANOVA)" results of the "department" variable of the participants in the leisure time involvement and life satisfaction scale scores of the sampled student participants in Table 6 are taken into account, it has not been determined that there is a significant difference in their scores.

Table 7:Correlation results between participants' Leisure time involvement sub-dimensions and life satisfaction scale scores

Life Satisfaction Scale			
	n	r	p
Leisure Involvement (Total points)	162	,458**	,000
Attractiveness	162	,333**	,000
Don't care	162	,410**	,000
Social relationship	162	,324**	,000
Identification	162	,374**	,000
Self expression	162	,492**	,000

Correlation test was conducted in order to determine the relationship between leisure time scale sub-dimension score and life satisfaction scale score of the participating students in Table 7. Between leisure time scale and life satisfaction scale scores (r: .458; p<0.01), between life satisfaction scale and leisure time scale attractiveness scores (r: .333; p<0.01), giving importance (r: .410; p<0.01), social relationship (r: .324; p<0.01), identification (r: .374; p<0.01), self-expression (r: .492; p According to the findings between the variables <0.01), a moderate positive correlation was observed in the variables.

DISCUSSION AND CONCLUSION

Purpose of the research; The aim of this study is to determine the relationship between the leisure time scale and life satisfaction scale scores of the students of different departments within the faculties of sports sciences, and to reveal the differences between the scales according to different personal characteristics. When the research is examined in terms of gender variable; According to the t-test analysis results of the life satisfaction scale scores in line with the "Gender" variable, no significant difference was observed. A similar study on this study was conducted by Sönmezoğlu et al. (2014) carried out for youth center members. In this study, according to the education and relaxation sub-components, the female and male participants who made up the sample had higher leisure satisfaction than the male participants. In this context, it has emerged that education and relaxation are more satisfying for women than leisure time activities. Dibona (2000), Siegenthaller and O'Dell, (2000), Berg et al. (2001), on the other hand, compared the leisure time satisfaction levels of female participants and male participants, and it was seen that there was no significant difference. Observing such a difference in studies is thought to be due to the limitations of recreational areas. It was revealed that there was no significant difference in the scores of the life satisfaction scale, according to the t-test result according to the "Weekly exercise (days)" variable. In the study of Lu and Hu (2005), the leisure time satisfaction levels of individuals who are actively involved in recreational activities such as physical activity in their free time were found to be higher compared to individuals who passively participate. Dogan et al. (2018) related to this research; It has been observed that the socialization status and happiness levels of the students studying in different faculties are lower than the students studying in the faculty of sports sciences. According to the findings obtained in this study, there was no

difference in the sub-dimension scores of the leisure time scale and the scores of the life satisfaction scale according to the "class" variable phenomenon. According to the "Department" variable; There was no difference in leisure time scale and sub-dimension scores and life satisfaction scale scores. In the absence of a significant difference in the class and department variables, it can be considered that the developmental stages of being a peer are the same and the effect of the social environment they are in is the same. In life satisfaction and leisure scale scores, life satisfaction scale and leisure time scale sub-dimensions; When the scores such as social relationship, giving importance, attractiveness, self-expression, and identification were examined statistically, it was seen that there was a positive, moderately significant relationship between them. In a similar study by Huang and Carleton (2003) on university students, it was determined that participation in leisure time had a positive effect on students' life satisfaction. In a study similar to the research, it was determined that the frequency of participation in leisure activities was the determining factor affecting life satisfaction (Şener, Terzioğlu, Karabulut, 2007). In conclusion; These research findings showed that there was a positive relationship between leisure time involvement and life satisfaction level of students studying in sports sciences. In this context, it is thought that developing environments where students studying in sports sciences can participate in leisure time activities will significantly increase students' leisure time involvement and life satisfaction levels.

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