

# Examination of the concept of "leisure time" in terms of sports science students

Cüneyt Taşkin<sup>1\*</sup> and Tolga Kaan Bahadır<sup>2</sup>

<sup>1</sup>Kırkpınar Faculty of Sports Sciences, Trakya University, Edirne, Turkey.

<sup>2</sup>Faculty of Sport Sciences, Kocaeli University, Turkey.

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## ABSTRACT

This study aims to examine the attitudes of sports science faculty students towards leisure activities according to various variables. For this purpose, the Leisure Attitude Scale, which was created by Ragheb and Beard in 1982 and translated into Turkish by Akgül and Gürbüz, was used. The population of the research consists of 1330 students studying at Trakya University KSBF. The sample size is calculated as at least 288 by Yazıcıoğlu and Erdoğan at the 95% confidence interval. In our research, a total of 931 students were reached by random sampling method. According to the gender, department and income variables of the sample group, the scores they got from the leisure attitude scale were analyzed using the SPSS 25.0 package program. The data obtained in the study were analyzed and descriptive statistics were obtained. In order to make sense of the normality distribution of the data, kurtosis and skewness measures were examined. T-Test for independent groups, one-way analysis of variance (One-Way ANOVA) for independent groups for "department" and "income" variables was used to examine the "gender" variable, one of the independent variables of the study. The effect sizes of the tests with statistically significant difference ( $p < 0.05$ ) were calculated. A significant difference was found in all of the participants' gender and department variables and the affective and behavioral sub-dimensions of the income variable ( $p < 0.05$ ).

**Keywords:** Sports science, leisure time, attitude.

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\*Corresponding author. E-mail: cuneytaskin@trakya.edu.tr. Tel: +905077648760.

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## INTRODUCTION

Many factors such as the mechanization of tools, ease of transportation and shortening of working hours have allowed people to have more free time. At the same time, these developments have led to an increase in the interest in leisure time, diversification of leisure activities and an increase in the time allocated to these activities. In today's world, where lives change and gain new dimensions, new problems arise as a natural result of this change. One of these problems is the increase in free time and how to spend free time. Leisure time, according to the definition of the World Leisure and Recreation Association; Creativity is a special area of human life with its benefits leading to pleasurable, contented and personal satisfaction-enhancing entertainment (Yavaş, 2012). According to Parker, leisure time is defined as "the time when an individual is freed from all obligations or

attachments, both for himself and for others, and engaged in an activity of his own volition". Recreation is defined as activities in which the individual participates in his spare time, without obligation, voluntarily, providing individual satisfaction, and using his own abilities and skills. Recreation activities are a part of school life. Today, every student who spends most of his time in classrooms, laboratories, or work desks needs to participate in recreational activities. University youth's use of their free time and participation in recreational activities are carried out in a semi-organized manner within the scope of the opportunities offered by the schools during their university education. In this context, universities can play a guiding role for their students to make good use of their time outside of their formal education. This study aims to examine the effects of demographic

characteristics of students studying in the Department of Physical Education and Sports on leisure activities.

## MATERIALS AND METHODS

In this study, as widely used in social sciences, the survey method which was carried out in large groups, in which the opinions and attitudes of the individuals in the group about a phenomenon or event were taken and tried to be described, was used. The questionnaire technique was also used as the data collection technique that is frequently used in this method.

### Research group

The population of the research consisted of 1330 students still studying at the Kirkpınar Faculty of Sports

Sciences, Trakya University. The 95% confidence interval ( $\alpha = 0.05$ ) was taken as the margin of error for the sample selection. According to Yazıcıoğlu and Erdoğan (2004), although at least 288 elements are considered sufficient to represent a universe with 1330 elements at a sampling error of  $\pm 0.05$ , 931 participants were reached in this study.

When Table 1 is examined, 58.9% of the 931 student group are women (n:548) and 41.1% are men (n:383). When the departments of the students in the research group are examined; teaching department is 39.7% (n:370), coaching is 27% (n:251), sports management is 20% (n:186), and recreation is 13.3% (n:124). When the income status, which is another variable belonging to the students, is examined, 32.8% of them are 2000TL and below (n:305), 33.3% are between 2000TL-4000TL (n:310) and 33.9% are above 4000TL (n:316) stated that they have income.

**Table 1.** Distribution of the research group by demographic characteristics.

Demographic Characteristics		N	%	Sum
Gender	Female	548	58.9	931
	Male	383	41.1	
Department	Physical Education	370	39.7	931
	Coaching Education	251	27.0	
	Sports Management	186	20.0	
	Recreation	124	13.3	
Income	Below 2000 TL	305	32.8	931
	2000 TL-4000 TL	310	33.3	
	Over 4000 TL	316	33.9	

### Data collection tools

The data collection tool (Leisure Attitude Scale) used in the research was created by Ragheb and Beard (1982). Adaptation to Turkish culture and reliability studies were carried out by Akgül and Gürbüz (2010). The scale, which consists of 36 items and 3 sub-dimensions (affective, cognitive and behavioral), is scored as 5-point Likert type: Totally Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1).

### Data analysis

After the data collected by the survey method were transferred to the computer environment, they were analyzed with the SPSS 26.0 statistics program and descriptive statistics were obtained. In order to make sense of the normality distribution of the data used in the study, kurtosis and skewness measures were examined

in order to determine whether they were distributed or not. According to the statistical results obtained, kurtosis and skewness values are between -1.5 and +1.5, indicating that the data set is normally distributed (George and Mallery, 2010). The normality distribution test is shown in Table 2.

Considering the skewness-kurtosis values according to the results of the normality distribution test for the sub-dimensions of the research, the results obtained by dividing the skewness and kurtosis values by the standard error took values between -1.5 and +1.5. For this reason, it was determined that the research data were normally distributed. T-Test for independent groups, one-way analysis of variance (One-Way ANOVA) for independent groups for "division" and "income" variables was used to examine the "gender" variable, one of the independent variables of the study. T-Test effect size;

$$d = t \times \sqrt{\frac{N_1 + N_2}{N_1 \times N_2}}$$

The effect size of the analysis of variance

**Table 2.** Normality test results (skewness and kurtosis values).

Sub Dimensions	Skewness	Standard Error	Kurtosis	Standard Error
Affective	0.478	0.989	-0.821	1.160
Behavioral	0.278	0.989	-0.824	1.160
Cognitive	-0.211	0.989	-0.962	1.160
All scale	0.388	0.989	-0.843	1.160

with the formula is;  $n^2 = \frac{\text{Intergroup variance}}{\text{Total variance}}$  calculated with the formula.

## FINDINGS

As shown in Table 3, when the findings of the gender independent variable were examined, a statistically significant difference was found between the answers given by the students to the scale according to their gender, in affective, behavioral, cognitive dimensions and the mean of the scale ( $p < 0.05$ ). The negative (-) value of "t" indicates that male students have a higher average than female students. In general, it can be said that male students participate more in the scale items than female students. The effect size values of the dimensions took a value between  $d = 0.14$  and  $d = 0.19$ , showing that gender had a low effect on the answers given to the scale in all dimensions (Table 4).

When the one-way analysis of variance pertaining to the variable of the department studied by sports sciences students was examined, a statistically significant difference was found between the answers given by the students to the scale in affective, behavioral, cognitive dimensions and the whole scale dimension ( $p < 0.05$ ). According to the Post Hoc tests, in the affective dimension, a differentiation was determined between physical education teaching, sports management and recreation departments. It was determined that the department the students read had a moderate effect ( $n^2 = 0.19$ ) on the answers given to the affective dimension. While the source of differentiation in the behavioral dimension is seen between physical education teaching and other departments, the department variable has a moderate effect ( $n^2 = 0.16$ ) on the dimension. In the cognitive dimension, the differentiation was between physical education teaching and other departments, and the effect level was found to be low ( $n^2 = 0.10$ ) (Table 5).

**Table 3.** Examination of sub-dimensions of sports science students by gender.

Variables		N	$\bar{x}$	Sd.	Df.	t	p	Effect Size
Affective	Female	548	2.80	1.05	624	-2.096	0.036*	0.14
	Male	383	2.94	1.03				
Behavioral	Female	548	3.08	0.94	624	-2.900	0.004*	0.19
	Male	383	3.26	0.88				
Cognitive	Female	548	2.95	1.17	624	-2.532	0.011*	0.17
	Male	383	3.14	1.03				
All Scale	Female	548	2.96	0.96	624	-2.753	0.006*	0.18
	Male	383	3.11	0.89				

\*:  $p < 0.05$ .

According to the One-Way Variance (ANOVA) analysis of the income status of sports science students, a statistically significant difference in affective and behavioral dimensions was found between the answers given by the students to the scale ( $p < 0.05$ ). According to the Post Hoc tests, the significant difference in affective and behavioral dimensions stems from the students with

income status "Below 2000 TL" and "Above 4000 TL". In the affective dimension, the effect of income on the answers given was moderate ( $n^2 = 0.012$ ), while the effect of income in the behavioral dimension was low ( $n^2 = 0.007$ ). No significant difference was found in the cognitive dimension and the analysis of the whole scale as a single dimension ( $p > 0.05$ ).

**Table 4.** Examination of sub-dimensions of sports science students by department.

Variables		N	$\bar{x}$	S.	Sum of Squares	Df.	Mean of Squares	F	P	Effect Size
Affective	Physical E.	370	2.48	0.79	195.876	3	65.292	72.670	0.00*	0.19 (Phy./ Sp.M.-Rec)
	Coaching E.	251	2.66	0.99	832.881	927	0.898			
	Sports Man.	186	3.24	1.13	1028.758	930				
	Recreation	124	3.79	0.95						
Behavioral	Physical E.	370	2.82	0.76	128.693	3	42.898	59.764	0.00*	0.16 (Phy/ Coa.- Sp.M.-Rec)
	Coaching E.	251	3.05	0.90	665.383	927	0.718			
	Sports Man.	186	3.45	0.91	794.076	930				
	Recreation	124	3.90	0.85						
Cognitive	Physical E.	370	2.66	1.05	117.383	3	39.128	34.403	0.00*	0.10 (Phy/ Coa.- Sp.M.-Rec)
	Coaching E.	251	3.03	1.12	1054.308	927	1.137			
	Sports Man.	186	3.30	0.96	1171.691	930				
	Recreation	124	3.69	1.11						
All Scale	Physical E.	370	2.66	0.74	143.481	3	47.827	66.027	0.00*	0.17 (Phy / Coa./ Sp.M./Rec)
	Coaching E.	251	2.92	0.90	671.477	927	0.724			
	Sports Man.	186	3.33	0.93	814.957	930				
	Recreation	124	3.79	0.90						

\*: p &lt; 0.05.

**Table 5.** Examination of sub-dimensions of sports science students by income status.

Variables		N	$\bar{x}$	S.	Sum of Squares	Df.	Mean of Squares	F	P	Effect Size
Affective	Below 2000 TL	305	2.83	0.99	12.058	2	6.029	5.50	0.04*	0.012 (Below 2000TL / Over 4000TL) 0.007
	2000 TL-4000 TL	310	3.01	1.13	1016.699	928	1.096			
	Over 4000 TL	316	2.74	1.00	1028.758	930				
Behavioral	Below 2000 TL	305	3.12	0.88	5.809	2	2.904	3.41	0.03*	(Below 2000TL / Over 4000TL)
	2000 TL-4000 TL	310	3.26	0.98	788.267	928	0.849			
	Over 4000 TL	316	3.07	0.88	794.076	930				
Cognitive	Below 2000 TL	305	3.01	1.10	4.706	2	2.353	1.87	0.15	-
	2000 TL-4000 TL	310	3.12	1.15	1166.985	928	1.258			
	Over 4000 TL	316	2.95	1.10	1171.691	930				
All Scale	Below 2000 TL	305	2.99	0.89	7.197	2	3.598	4.13	0.16	-
	2000 TL-4000 TL	310	3.13	0.99	807.761	928	0.870			
	Over 4000 TL	316	2.92	0.91	814.957	930				

\*: p &lt; 0.05.

## DISCUSSION AND CONCLUSION

Here, the leisure attitude scale was applied in order to understand the perspectives of 548 female and 383 male university students studying at Trakya University KSBF on leisure activities. The affective, behavioral and cognitive sub-dimensions of the leisure attitude scale

were examined based on the answers given according to the variables of gender, department and income status.

According to the T-Test results of the "Gender" variable, significant differentiation was detected in all dimensions of the scale, according to the results of the Analysis of Variance test applied to the "Division" variable, and in the affective and behavioral sub-

dimensions of the scale according to the results of the analysis of variance test applied to the "Income" variable ( $p < 0.05$ ).

Akgül's (2011) study titled "Assessment of Attitudes of Individuals from Different Cultures towards Leisure Activities: The Ankara-London Example" found similar findings to our study on gender. The leisure attitude generally differs according to the gender of the individuals in Ankara. Akgül (2011) stated that gender did not make a significant difference in London, but this situation caused the opposite difference in individuals in Ankara. In the continuation of the study, it also stated that male participants in Ankara have higher (positive) leisure and recreational time perspectives than female participants. The results reached were interpreted as follows: "the reason for this situation may be that although the roles between men and women are separated by customs and traditions in traditional societies such as Turkey, gender differences are less reflected in people's attitudes and behaviors in more modern societies such as England" (Akgül, 2011: 89; Mutlu, 2008). Wilson (1980) contributed to the result of Akgül and explained that reasons such as "some activities are prioritized for physical strength, women and men have different experiences in socialization, women are in a traditional home-centered position, and women's socio-economic status is low" (Wilson, 1980: 22-32).

Bakay also reached the opposite conclusion that the gender variable we found in our research differs. Bakay in his research named "Determination of Secondary School Students' Attitudes Towards Leisure Activities", stated that students' answers to cognitive, affective and behavioral sub-dimensions did not differ in terms of gender (Bakay, 2018: 51; Chung and Phillips, 2002).

Akyüz (2015) made a similar finding to our study in his study. Akyüz, as a result of the t-test on the gender variable, observed that there was a significant difference between male and female students in the affective domain, cognitive domain and in total. No significant difference was observed in the behavioral domain. It is seen that there is a significant difference in the affective domain, cognitive domain and total in favor of female students" (Akyüz, 2015: 88), but in our study, a significant difference was found in favor of male students.

A similar study by Deng et al. (2005) compared the leisure time attitudes of Canadian citizens of Chinese and British descent. In their determination, they did not find any difference in the leisure time attitudes of the British and Chinese according to the gender variable in any of the three sub-dimensions (Deng et al., 2005: 239-273).

According to the department variable, which is another independent variable of our research, a significant difference was found between the answers given to the scale. There are differences in affective, behavioral and cognitive dimensions between physical education and sports teaching, sports management and recreation departments. In general, there is a differentiation

between all sections of the scale. Denkel (2019) made the following determination for the department variable in his similar study. The differentiation that emerges according to the department of the students' study is: "we think that the curriculum and the department they are studying stems from the fact that the training of doing leisure activities as a recreational activity is not given in every department." This finding reveals similar results to our study. In other studies in the literature, differentiation depending on the department students study is not mentioned.

According to the income variable of our research, there is a differentiation in affective and behavioral sub-dimensions. Differentiation in both dimensions; It has been determined that there are students with an income of less than 2000 TL and students with an income of more than 4000 TL. While there was no difference in the sub-dimensions according to the income variable, Denkel (2019) found a difference in the whole scale. In Akgül's study, it was stated that preferred recreational activities vary according to income status. When comparing students in Ankara and London, he found a difference between the two centers. While he determined that the frequency of participation in eating out activities with friends of students in London is higher than that of students in Ankara, he commented that this situation may depend on the income of the students (Akgül, 2011: 96).

The work of Karaküçük et al. (2008) is similar to the work of Akgül (2011). Karaküçük stated that students with low-income levels performed eating-out activities less than other students. One of the other findings of his research is that the least preferred type of activity as a recreational activity is touristic activity. They explained the reason for this determination with the low-income level of the participants (Karaküçük et al., 2008).

As a result, significant differences were determined according to the variables of gender, department and income status of the students studying at Trakya University Kırkpınar Faculty of Sports Sciences. It was observed that the gender variable differed in all sub-dimensions of the scale. We are of the opinion that male students have a higher average than female students and that recreational activity areas allow men to do sports more comfortably. The results we have found conclude that men can access recreational areas more easily at late hours, that the gyms consist of more male members, and that the society provides more tolerance to the patriarchal structure.

The differentiation occurs according to the departments of the students. We think that it is because students of sports sciences receive training in physical education and sports teaching, coaching education, sports management and recreation disciplines with different curricula. It is significant that the difference in affective and behavioral characteristics at the income level, which is our last variable, is between low income and high income. We think that the characteristics such as self-confidence,

sociability, communication and self-expression, which are among the affective domain behaviors, differ according to income. We probably think that low-income students have low self-esteem, cannot communicate and may have difficulties in socializing and that these characteristics may be higher in students with high income. For this reason, it is one of the suggestions of our research to include the course content that takes into account the relationship between economics and recreational activities when courses related to recreational activities will be included in the curriculum of schools providing sports science education. We think that this study will contribute as a source of literature on recreational activities and leisure time.

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