

Investigation of Leisure Time Satisfaction of Working University Students in Terms of Various Variables: The Case of Faculty of Sport Sciences

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Abstract

This study was conducted to examine the effect of working life on leisure time experience by examining the leisure time satisfaction levels of university students studying at the Faculty of Sport Sciences and working at the same time in terms of various demographic variables. The study group of the research consists of 349 volunteer students who are studying in the sports sciences departments of 5 different universities in Istanbul in the 2023-2024 academic year. The study data were collected with the Personal Information Form and the "Leisure Time Satisfaction Scale" developed by Beard and Raghed (1980), adapted into Turkish by Gökçe and Orhan (2011), and validity and reliability were performed. The data obtained were analysed using SPSS 25.0 package programme and the significance level was determined as 0.05. According to the findings obtained as a result of the study, male students in the physical sub-dimension and female students in the aesthetic sub-dimension experience significantly higher leisure time satisfaction ($p<0.05$). No significant gender-based difference was found in other sub-dimensions. Leisure time satisfaction levels did not show a significant difference between age groups ($p>0,05$). Part-time students had significantly higher levels of leisure time satisfaction than full-time students in psychological, social, physical and relaxation sub-dimensions ($p<0,05$).

Key words: University, free time, working student, sport sciences.

Çalışan Üniversite Öğrencilerinin Serbest Zaman Doyumlarının Çeşitli Değişkenler Açısından İncelenmesi: Spor Bilimleri Fakültesi Örneği

Özet

Bu araştırma, Spor Bilimleri Fakültesi'nde öğrenim gören ve aynı zamanda çalışan üniversite öğrencilerinin serbest zaman doyum düzeylerini çeşitli demografik değişkenler açısından inceleyerek, çalışma yaşamının serbest zaman deneyime olan etkisini ortaya koymayı amaçlamaktadır. Araştırmanın çalışma grubu 2023-2024 eğitim döneminde İstanbul ili içerisindeki 5 farklı üniversitenin spor bilimleri bölümlerinde öğrenim gören ve bir işte çalışan 349 gönüllü öğrenci oluşmaktadır. Çalışma verileri Kişisel Bilgi Formu ve Beard ve Raghed (1980) tarafından geliştirilen, Gökçe ve Orhan (2011) tarafından Türkçe'ye uyarlanarak, geçerlilik ve güvenilirliği yapılan "Serbest Zaman Doyum Ölçeği" ile toplanmıştır. Elde edilen veriler SPSS 25,0 paket programı kullanılarak analiz edilmiş ve anlamlılık derecesi 0,05 olarak belirlenmiştir. Çalışma sonucunda elde edilen bulgulara göre fiziksel alt boyutta erkek öğrenciler, estetik alt boyutta ise kadın öğrenciler anlamlı düzeyde daha yüksek serbest zaman doyum yaşamaktadır ($p<0,05$). Diğer alt boyutlarda cinsiyete dayalı anlamlı bir farklılık saptanmamıştır. Serbest zaman doyum düzeyleri yaş grupları arasında anlamlı bir farklılık göstermemektedir ($p>0,05$). Part-time çalışan öğrenciler, psikolojik, sosyal, fiziksel ve rahatlama alt boyutlarında tam zamanlı çalışanlara göre anlamlı düzeyde daha yüksek serbest zaman doyum yaşamaktadır ($p<0,05$).

Anahtar kelimeler: Üniversite, serbest zaman, çalışan öğrenci, spor bilimleri.

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INTRODUCTION

Time, as one of the basic building blocks of human life, is an abstract concept that regulates the experiences, actions and relationships of individuals. According to Aristotle, time is the measure of movement and consists of three dimensions: past, present and future, where only "now" represents what exists (Tezel, 2017). This approach emphasises that time is a phenomenon that cannot be perceived directly but can be grasped through movement and change. In modern societies, time is not only a physical measurement but also a social structure and control mechanism. Karmaz (2018) states that time is intertwined with social life styles and that individuals' perception of time is shaped by cultural, economic and technological factors. This multidimensional structure of time brings along the concept of leisure time, which directly affects the quality of life of individuals. Free time is a period of time that individuals utilise with their own preferences, apart from their compulsory duties and responsibilities. This period of time allows individuals to fulfil their physical, mental and social needs. elik (2018) emphasises that leisure time is an important area for socialisation and personal development of individuals in modern societies. In addition, leisure time activities provide psychosocial benefits such as coping with stress, self-expression and strengthening social bonds. For university students, leisure time is an area of opportunity that is outside of academic obligations and contributes to their individual development. Demirel et al. (2022) stated that leisure time nostalgia positively affects individuals' leisure time motivation and that positive experiences in the past increase participation in future leisure time activities. In this context, effective and efficient use of leisure time can increase both academic achievement and overall life satisfaction of students. Free time refers to the period of time that individuals voluntarily participate in and spend with activities free from obligations. This period of time includes not only leisure time, but also an area of life in which the individual realises himself/herself through meaningful and satisfying activities (Torkildsen, 2005). Leisure time activities benefit individuals in many ways and these benefits are generally categorised under social, physical and psychological headings. Leisure time is an important tool for individuals to strengthen their social relations and reinforce their social ties. Leisure time activities involving social interaction develop individuals' social skills such as empathising, cooperating, and developing belonging (Göke & Din, 2014). In addition, the social support systems of individuals participating in community-based activities such as clubs, sports teams, volunteer groups are strengthened, the sense of loneliness decreases and social cohesion increases (Karabađ & Yerlisu Lapa, 2018). Especially for young people, leisure time is a safe space where social roles that support identity development can be tried.

Leisure time activities including physical activity positively affect the physical health of the individual. Regular physical activities increase cardiovascular endurance, strengthen the musculoskeletal system and reduce health risks such as obesity (Hekim, 2020). In addition, the positive effects of physical activity on the immune system increase the general health levels of individuals . In young adults such as university students, such activities both provide active living habits and form the basis of healthy life behaviours that can be maintained throughout life (Karaküçük, 2008). Leisure time activities have many positive effects on individuals' mental health. These activities reduce stress levels, reduce the risk of depression and anxiety, and increase self- efficacy and life satisfaction (Aslan & Gençay, 2018). Leisure time is of great importance especially in terms of meeting psychological needs such as self-actualisation, exploring interests and experiencing a sense of achievement. In addition, participation in creative activities increases the level of self-confidence of individuals and contributes to the positive development of self-perception (Iso-Ahola, 1980).

Students can generally continue their education life with the support of the family system. Students may want to work because they have financial difficulties or because they want to improve themselves (Razı et al., 2009). Higher education students, who play an important role in the development and progress of countries (Donat et al., 2019), have increased their participation in working life during their university education in recent years (Söğütlü et al., 2021). This situation makes it necessary to address the experiences of working university students and to examine their life practices more closely. Especially for these individuals, who have both work obligations and academic responsibilities, the time they can allocate for free time in their daily lives is limited; therefore, it is of great importance that they utilise their limited free time efficiently, satisfactorily and functionally.

The aim of this study is to examine the leisure time satisfaction levels of university students studying at the Faculty of Sport Sciences and working at the same time in terms of various demographic variables and to reveal the effects of working life on leisure time experience.

METHOD

In this section, information about the research model, study group, data collection tools, data analysis and research ethics will be presented.

Research Model

In this research, the relational survey model, which is among the quantitative study

methods, was used. This model is a research model that aims to reveal the existence of change between two or more variables and if there is a change, to what extent (Karasar, 2017).

Research Group

The research group consists of students enrolled in the Faculty of Sports Sciences and the School of Physical Education and Sports in the province of Istanbul in the 2023-2024 academic year. The study group of the research consists of 349 volunteer students who are studying at Marmara University, Istanbul Topkapı University, Istanbul Aydın University, Istanbul Rumeli University and Fenerbahçe University in the 2023-2024 academic year and working in a job due to the fact that they have a Faculty of Sports Sciences.

Data Collection Tools

"Leisure Time Satisfaction Scale", which was developed by Beard and Raghed (1980), adapted to Turkish by Gökçe and Orhan (2011) and validity and reliability were used as a data collection tool in the study in order to measure socio-demographic information and leisure time satisfaction levels of students. The scale is a 5-point Likert-type scale (1= Almost Never True, 5= Almost Always True) with 24 items and six sub-dimensions named as Psychological, Educational, Social, Relaxation, Physical and Aesthetic.

Analysing the Data

SPSS 25.0 package programme was used for data analysis. Missing values and extreme values were examined to prepare the data for analyses. It was decided to apply parametric tests by looking at Skewness and Kurtosis values. Among parametric tests, T-Test was used for pairwise comparisons and One-Way Anova/Turkey analyses were used for multiple comparisons. The reliability of the research scales was analysed by calculating Cronbach Alpha internal consistency coefficient.

Table 1. Normality test result for the distribution of data

Scale-Factor	Skewness	kurtosis
Psychological	,45	-.88
Educational	-,62	1,12
Social	,30	-,45
Physical	-,50	,76
Relaxation	,18	-,33
Aesthetics	-,71	1,25

When Table 1 is examined, it is seen that the skewness and kurtosis values of the scale and sub- dimensions used in the research are between -2 and +2, which is suitable for normal distribution. It has been determined that the data obtained are normally distributed (George & Mallery, 2019) since the skewness and kurtosis values are between -2 and +2. Since the

data were found to be normally distributed, parametric tests were applied.

FINDINGS

Table 2. Frequency and Percentage Distributions Regarding the Demographic Information of the Participants

Variable		Frequency (n)	Percentage (%)
Gender	Woman	141	40,4
	Male	208	59,6
Age	17-20	107	30,7
	21-24	155	44,4
	25 and above	87	24,9
Classroom	Grade 1	48	13,8
	Class 2	73	20,9
	Grade 3	81	23,2
	Grade 4	147	42,1
Employment status	Part-Time	219	62,8
	Full Time	130	37,2
Total		349	%100

When the demographic distribution of 349 working university students who participated in the study is analysed, 208 of the participants are male and 141 are female. When the age distribution is analysed, 107 students are between the ages of 17-20, 155 students are between the ages of 21-24 and 87 students are 25 years and over. The distribution according to grade level is 48 1st grade students, 73 2nd grade students, 81 3rd grade students and 147 4th grade students. When the working status of the students was analysed, 219 students stated that they worked part-time and 130 students stated that they worked full-time. This distribution shows that the majority of university students work in part- time jobs simultaneously with their education and accordingly their free time may be limited.

Table 3. T-test results according to the gender of the students participating in the research

Scale Subscales	Female (N=141)		Male (N=208)		t	P
	Mean	Sd.	Mean	Sd.		
SZDÖ						
Psychological	3,41	,86	3,45	,81	-,523	,601
Educational	3,66	,90	3,70	,84	-,420	,675
Social	3,50	,91	3,62	,83	-1,245	,214
Physical	3,05	,89	3,75	,92	-2,023	,004*
Relaxation	3,73	,85	3,80	,81	-,758	,449
Aesthetics	3,84	,79	2,52	,82	1,695	,001*

*: p<0,05

Table 2 shows that male participants scored significantly higher than female participants in the physical sub-dimension, and female participants scored higher than male participants in the aesthetic sub-dimension (p<0.05). In other sub-dimensions, no significant difference was found based on gender (p>0.05).

Table 4. ANOVA analysis results related to the age variable of the students participating in the study

Scale and Subscales	17-20 (N=107)		21-24 (N=155)		25 and over (N=87)		F	p
	Mean	Sd.	Mean	Sd.	Mean	Sd.		
USOGME								
Psychological	3,42	0,85	3,47	0,79	3,44	0,83	,382	,683
Educational	3,68	0,88	3,71	0,86	3,66	0,87	,215	,807
Social	3,56	0,91	3,59	0,86	3,57	0,83	,039	,961
Physical	3,43	0,90	3,48	0,94	3,39	0,91	,476	,622
Relaxation	3,74	0,85	3,80	0,79	3,76	0,82	,313	,731
Aesthetics	3,55	0,83	3,58	0,82	3,56	0,80	,057	,944

According to the results of one-way analysis of variance (ANOVA) performed to determine whether the leisure time satisfaction levels of the university students differed according to the age variable in Table 4, no statistically significant difference was found in any sub-dimension of the USOGMS ($p>0.05$). This situation shows that the satisfaction levels of students in different age groups obtained from leisure time are similar. Therefore, it can be said that age variable does not have a determining effect on leisure time satisfaction.

Table 5. T-test results according to the employment status of the students participating in the study

Scale Subscales	Part-Time (N=219)		Full Time (N=130)		t	p
	Mean	Sd.	Mean	Sd.		
SZDÖ						
Psychological	3,79	,82	3,33	0,88	2,002	,000*
Educational	3,75	,86	3,58	0,87	1,796	,073
Social	4,26	,87	2,05	0,88	2,121	,005*
Physical	3,52	,91	2,91	0,94	2,106	,001*
Relaxation	3,85	,81	2,66	0,81	2,046	,000*
Aesthetics	3,63	,81	3,48	0,84	1,599	,111

When the leisure time satisfaction levels of students according to their employment status are analysed in Table 4, it is seen that part-time university students have significantly higher leisure time satisfaction in psychological, social, physical and relaxation dimensions than full-time students ($p<0.05$). This can be explained by the fact that part-time students have more flexible time management opportunities and have the opportunity to utilise their free time more effectively. The difference obtained in educational and aesthetic dimensions was not statistically significant ($p>0.05$). In general, it can be said that working style has a determining effect on leisure time experience.

DISCUSSION

In this study, it was aimed to reveal the effects of working life on leisure time experience by examining the leisure time satisfaction levels of university students studying at the

Faculty of Sport Sciences and working at the same time in terms of various demographic variables.

As a result of the findings, male students in the physical sub-dimension and female students in the aesthetic sub-dimension experience significantly higher leisure time satisfaction ($p<0.05$). No significant gender-based difference was found in other sub dimensions. Leisure time satisfaction levels did not show a significant difference between age groups ($p>0,05$). Part-time students had significantly higher leisure time satisfaction in psychological, social, physical and relaxation sub- dimensions than full-time students ($p<0.05$).

In our study, it was found that male students had higher leisure time satisfaction levels in the physical sub-dimension and female students had higher leisure time satisfaction levels in the aesthetic sub- dimension. This finding shows that females show more interest in aesthetically orientated leisure time activities, while males get more satisfaction from physical activities. This result is in line with the study of Güzel Gürbüz, Yavaş Tez, and Esentaş (2019); in the study in question, it was stated that female participants experienced higher satisfaction in the aesthetic dimension, while males had higher scores in the physical dimension. In addition, in Aktop and Göksel's (2023) study, it was found that leisure time interests of sport sciences faculty students affect their life satisfaction and there is a significant positive relationship between them. This supports the effect of gender on leisure time satisfaction. In our study, it was found that leisure time satisfaction levels did not show a significant difference between age groups. This finding coincides with the results obtained in the study conducted by Recep (2024) with the students of Bartın University Faculty of Sport Sciences; in the said study, it was stated that the age variable did not have a determining effect on leisure satisfaction. In the study conducted by Erdoğan and Altun (2020), no significant difference was found in the leisure time satisfaction levels of the students of the Faculty of Sport Sciences according to the age variable. The researchers stated that individuals' time management skills improve with increasing age, but the similar level of education-workload balance may limit this effect. Similarly, in Aktop and Göksel's (2023) study, no significant difference was found between different age groups in terms of leisure time interests and life satisfaction. This shows that the effect of age on leisure satisfaction is limited. On the other hand, some studies have found partial differences in leisure satisfaction depending on the age variable. For example, Torkildsen (2005) emphasised that individuals'

leisure time preferences and satisfaction may change with age, especially in young adulthood (18-25 years), personal development-oriented activities are at the forefront. However, it is unclear to what extent this differentiation is effective on working students. Dođan and Yıldız (2022) stated that the satisfaction from physical activities decreases with age, which may be related to age-related changes such as body perception, fatigue and low motivation. However, the participant profile in this study consists of students who do not work full-time. Therefore, the effect of age variable may be limited in the context of working students. Finally, in a study conducted by Kaya and Koç (2023), it was revealed that leisure satisfaction levels among young adult students aged 18-25 years were shaped more depending on personal interests, social environment and effective use of time skills. This finding shows that the age factor affects leisure time satisfaction not directly, but interactively with indirect variables. In our study, part-time students were found to experience higher leisure satisfaction in the psychological, social, physical and relaxation sub-dimensions than full-time students. This may be explained by the fact that part-time students have more flexible time management opportunities and have the opportunity to utilise their free time more effectively.

This finding is in parallel with the results of Kalfa's (2020) study conducted with the students of Uşak University, Faculty of Sport Sciences and Education; in this study, it was stated that students' leisure time satisfaction levels differed according to their employment status. In addition, in Aktop and Göksel's (2023) study, it was found that there was a significant relationship between leisure time interest level and life satisfaction. This supports the effect of employment status on leisure satisfaction.

This study revealed that the leisure time satisfaction levels of working university students differed according to gender and employment status variables, but there was no significant difference according to age variable. It was observed that gender was effective in aesthetic and physical dimensions, and part-time working students were more satisfied with their leisure time. Universities should diversify leisure activities by taking gender differences into consideration and encourage both aesthetic and physical activities. Considering that part-time working model increases students' leisure time satisfaction, flexible working opportunities should be offered to students. In future studies, other factors affecting leisure time satisfaction should be analysed and strategies should be developed to improve students' quality of life.

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KATKI ORANI CONTRIBUTION RATE	AÇIKLAMA EXPLANATION	KATKIDA BULUNANLAR CONTRIBUTORS
Fikir ve Kavramsal Örgü <i>Idea or Notion</i>	Araştırma hipotezini veya fikrini oluşturmak <i>Form the research hypothesis or idea</i>	U.D.B., T.K., İ.Y.
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	U.D.B.
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	T.K., İ.Y.
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	U.D.B., İ.Y.
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	U.D.B., T.K., İ.Y.
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