



The Investigation of Leisure Time Satisfaction, Life Satisfaction And Happiness of University Students Who Spend Their Leisure Times in Youth Centres

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ABSTRACT

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The aim of this study is to investigate the levels of leisure time satisfaction, life satisfaction and happiness of university students who spend their leisure time in Youth Centres. The universe of this study consists of university students between the ages of 18-29 who participate in leisure activities in Youth Centers, which continue their activities within the Muğla Youth and Sports Provincial Directorate. Its sample consists of 250 university students working at the reactive activity stations established in different faculties of Muğla Sıtkı Koçman University. The Personal Information Form prepared by the researcher, the short version of the Leisure Time Satisfaction Scale, the short version of the Oxford Happiness Questionnaire and Life Satisfaction Scale was used. Independent samples t-test, paired-sample t-test, ANOVA and Pearson Correlation Analyses were used to analyze the data. As a result, a significant difference was found between leisure time satisfaction and gender. A significant difference was found between income status and happiness. Another significant difference was found between the students' coming to Youth Centers and free time satisfaction. A meaningful relationship was determined between leisure time satisfaction, life satisfaction and happiness level of the students participating in the research. In order to increase the life satisfaction and happiness level of university students, it is recommended to create recreation areas where leisure time can be spent efficiently and actively on and off campus.

ÖZ

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Bu çalışmanın amacı boş zamanlarını gençlik merkezlerinde geçiren üniversite öğrencilerinin boş zaman memnuniyeti, yaşam doyumu ve mutluluğu düzeylerini araştırmaktır. Bu çalışmanın evrenini Muğla Gençlik ve Spor İl Müdürlüğü bünyesinde faaliyetlerini sürdüren Gençlik Merkezlerinde boş zaman aktivitelerine katılan 18-29 yaş arası üniversite öğrencilerinden oluşmaktadır. Örnekleme ise Muğla Sıtkı Koçman Üniversitesi'nin farklı fakültelerinde kurulan rekreatif etkinlik istasyonlarında görev alan 250 üniversite öğrencisinden oluşmaktadır. Araştırmacı tarafından hazırlanan Kişisel Bilgi Formu, Boş Zaman Memnuniyet Ölçeği'nin kısa versiyonu, Oxford Mutluluk Anketi ve Yaşam Memnuniyeti Ölçeği'nin kısa versiyonu kullanılmıştır. Verilerin analizinde Bağımsız Örnekler t-testi, Eşli-Örnek t-testi, Kruskal-Wallis Testi, ANOVA Testi ve Pearson Korelasyon Analizi kullanılmıştır. Sonuç olarak, serbest zaman memnuniyeti ile cinsiyet değişkeni arasında anlamlı bir fark bulunmuştur. Gelir durumu ile mutluluk arasında anlamlı bir fark bulunmuştur. Öğrencilerin Gençlik Merkezlerine gelme durumları ile serbest zaman memnuniyeti arasında anlamlı bir farklılık bulunmuştur. Araştırmaya katılan öğrencilerin serbest zaman doyumu, yaşam doyumu ve mutluluk düzeyleri arasında anlamlı bir ilişki tespit edilmiştir. Üniversite öğrencilerinin yaşam doyumunu ve mutluluk düzeyini arttırmak için boş zamanlarının kampüste etkin ve aktif olarak geçirilebileceği rekreasyon alanlarının çeşitlendirilip oluşturulması tavsiye edilir.

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1. Introduction

Free time experiences are activities that give voluntary participants instant satisfaction (Torkildsen, 2005, p.26). It has been determined that free time satisfaction significantly affects life satisfaction (Wang et al. 2008, p.180). The concepts of free time satisfaction, happiness and life satisfaction are related to each other, the study in which evaluating leisure time is associated with psychological health and life satisfaction (Pearson, 1998, p.420). Life satisfaction is the individual's positive self-evaluation and life satisfaction in accordance with the standards and principles that the individual has in his life. (Diener, Emmons, Larsen, & Griffin, 1985, p.71) Therefore, obtaining the criteria that a person expects, wants and deserves from his own life and living conditions is satisfaction (Çevik & Korkmaz, 2014, p.130). The positive or negative situations that the individual faces in both business and social life affect his pleasure or satisfaction from life. In this context, life satisfaction is a synthesis of work and social life (Avşaroğlu, Deniz & Kahraman, 2005, p.117; Luhmann, Lucas, Eid & Diener, 2013, p.42). Leisure is a result of good motivation, self-efficacy, commitment to activity and satisfaction (Chen, Li, & Chen, 2013, p.1192; Gümüş & Işık, 2018, p.26). Leisure motivation and leisure satisfaction are the two most important factors that enable us to understand the choice of recreational activities of individuals (Beard and Ragheb, 1983, p.227; Gümüş & Karakullukçu, 2015, p.402; Gümüş & Alay Özgül, 2017, p.870). Some research has been done on leisure time satisfaction and happiness regarding the participation of individuals in leisure time activities (Kim & Heo, 2014). It has been determined that people who are active with high levels of leisure time activities are happier (Bailey & Fernando, 2012). Happiness, which is defined as an individual experiencing positive emotions frequently and negative emotions less (Argyle, Martin & Crossland, 1989, p.21) closely related to how the individual perceives themselves (Eryılmaz, 2010, p.86). When the studies in the literature on happiness are examined, the activities performed by individuals to achieve a certain purpose affect the happiness of the individuals by 40%, while the gender, age and genetic factors of the individuals affect the happiness of the individuals by 60%. (Lyubomirsky, King & Diener, 2005, p.846). The individuals who have high sense of freedom in participating in leisure activities have higher internal motivation, sense of satisfactoriness and happiness more (Janke, Janke, Carpenter, Payne & Stockard, 2010, p.62). In Turkey there are Youth Centers to provide opportunities to young people's free time evaluation. Youth Centers enable young people to participate in society as active citizens by giving them the opportunity to evaluate their free time in line with their interests, wishes and abilities within the framework of social,

cultural, artistic and sports activities, and are institutions that work to protect young people from bad habits. There are 286 Youth Centers affiliated to the Ministry of Youth and Sports in Turkey (Ministry of Youth and Sports, 2019). One of the most important goals in leisure time assessment at universities are protecting the physical health of students and employees, thereby indirectly to keep their academic performances or concentrations at a high level. This can only be achieved by a planned recreation activity. Recreation should be accepted as a part and complement of the courses and academic life with its physical mobility and talent development elements. (Karaküçük, 2008, p.24). Free time satisfaction of students participating in free time activities, Examination of life satisfaction and happiness levels based on scientific data will contribute to studies in this field. The aim of this study is to examine the relationship between leisure time satisfaction, life satisfaction and happiness level based on the participation of university students who spend their free time in Youth Centers.

2. Methods

This Research contains the 2018-2019 Academic year, Muğla Youth and Sports City Directorate on-site participating in free time activities in Youth Centers and students who have education in different faculties of Muğla Sıtkı Koçman University, 250 university students aged 18-29 attended. To collect the research data which is developed by Beard and Ragheb (1980, p.26) “Leisure Satisfaction Scale (LSS)”, Hills and Argyle (2002, p.1076) developed by “The Oxford Happiness Questionnaire”, developed by Diener et al. (1985, p.71) “Satisfaction with Life Scale” was used.

Leisure Satisfaction Scale (LSS)

Leisure Satisfaction Scale (LSS) which was developed by Beard and Ragheb (1980, p.26) and adapted to Turkish by Gökçe (2008, p.56). Includes 6 sub-dimensions as psychological, educational, social, relaxation, physiological and aesthetic and a total of 24 items. It is a 5-Likert type measurement tool in the form of “Almost never true” and “Almost always true”.

Satisfaction with Life Scale

The Satisfaction with Life Scale (SWLS) was developed by Diener et al. (1985, p.71). This scale is a tool to evaluate global cognitive judgments of one’s life satisfaction, rather than measuring either positive or negative affect. Applicants specify how much or to what extend they agree or disagree with each of the 5 items using a 7-point scale that ranges from 7 =

strongly agree to 1 = strongly disagree. The scale does not assess satisfaction with life domains separately nevertheless allows subjects to integrate and weight these domains and shows individuals' conscious evaluative judgment of his or her life by using their own criteria (Pavot & Diener, 2009, p.112). Sample item from the scale is “In most ways, my life is close to my ideal”. Diener et al.'s (1985, p.71) factor analysis study yielded a single factor structure that explained 66% of the total variance. The internal consistency was calculated by the Cronbach alpha coefficients by Diener et al. (1985, p.71). The Cronbach alpha coefficient was found to be .87 for the scale. Additionally, test-retest correlation in an eight-week interval was found to be .82 for the scale. Köker (1991, p.62) conducted the adaptation study of SWLS to Turkish and tested the validity of the adapted scale by its face validity. Additionally, Köker (1991, p.62) found item-test correlation to range between .71 and .80 and a test-retest correlation of .85 in three-week interval. Moreover, consistent with the original single factor structure, Yetim (1991, p.75) reported a single factor structure for the Turkish adaptation of SWLS.

The Oxford Happiness Questionnaire

The Oxford Happiness Questionnaire short form-OHQ-SF (Hills & Argyle, 2002, p.1079) is a recently developed eight-item measure of happiness. Adaptation to Turkish is made by Doğan and Akıncı Çötök (2011, p.169). It is a one-dimensional, 7-item, 5-point Likert-type scale developed to determine the happiness levels of people. The Cronbach Alpha reliability coefficient of the scale is 0.92. As a result of the normality analysis, it was found to be suitable for normal distribution, so it was decided to perform parametric tests. In the analysis of the data Independent t test and relative sample t test was used to compare the means between two variables. One way ANOVA test was used to compare the means of more than two groups. Pearson correlation test was used to determine the relationship between two variables.

3. Findings

Table 1. Demographics about participants

Variable	Group	n	%
Age	18-20 age	85	34.0
	21-23 age	116	46.4
	24+ age	49	19.6
Gender	Woman	139	55.6
	Man	111	44.4
Income Rate	0-2500 ₺	159	63.6
	2501-4999 ₺	57	22.8
	5000+ ₺	34	13.6
Frequency of Coming to Youth Center	Every day	87	34.8
	Once a week	99	39.6
	Once a month	41	16.4
	Once a month	23	9.2

As seen in table 1, 46.4% of the participants are in the 21-23 age range, 55,6% of the participants are woman, 63,6% of the participants have income levels between 2501-4999 ₺, 39.6% of the participants are those who come to the youth center once a week.

Table 2. Leisure Time Satisfaction, Examination of Life Satisfaction and Happiness Levels By Gender Variable

Variable	Group	n	\bar{X}	SD	t	df	p		
SZDÖ	Woman	139	88.34	9.98	.95	248	.05*		
	Man	111	87.17	9.50					
YDÖ	Woman	139	20.41	5.43	.22		248	.82	
	Man	111	20.25	6.18					
OMÖ	Woman	139	24.53	3.78	-.59			248	.56
	Man	111	24.84	4.48					

As seen in Table 2, there was a significant difference between leisure time satisfaction and gender variable ($p < .05$). It was determined that female participants had higher time satisfaction than male participants.. Life satisfaction and happiness level did not differ by gender but it was determined that the average life satisfaction of women was higher than men.

Table 3. Leisure Time Satisfaction, Examination of Life Satisfaction and Happiness Levels By Age Variable

Variant	Group	n	\bar{x}	SD	F	p
SZTÖ	18-20 age	85	86.25	10.04	1.86	.15
	21-23 age	116	88.93	9.58		
	24+ age	49	87.90	9.57		
YDÖ	18-20 age	85	20.28	5.56	.20	.81
	21-23 age	116	20.56	5.68		
	24+ age	49	19.93	6.37		
OMÖ	18-20 age	85	27.72	4.27	2.30	.10
	21-23 age	116	24.20	4.10		
	24+ age	49	25.69	3.64		

As seen in Table 3, there was no significant difference between free time satisfaction, life satisfaction and happiness level and age variable ($p>.05$).

Table 4. Leisure Time Satisfaction, Examination of Life Satisfaction and Happiness Levels According to Income Status Variable

Variable	Group	n	\bar{X}	SD	F	p
SZTÖ	0-2500 ₺	159	88.00	10.48	.78	.46
	2501-4999 ₺	57	88.45	8.53		
	5000+ ₺	34	85.94	8.15		
YDÖ	0-2500 ₺	159	20.32	6.33	.77	.47
	2501-4999 ₺	57	19.80	4.52		
	5000+ ₺	34	21.35	4.76		
OMÖ	0-2500 ₺	159	24.06	4.35	5.27	.000**
	2501-4999 ₺	57	25.96	3.20		
	5000+ ₺	34	25.38	3.67		

There was no significant difference between free time and life satisfaction and family income status. ($p>.05$). Significant difference was found between happiness and family income ($p<.05$).

Table 5. Leisure Time Satisfaction, Examination of Life Satisfaction and Happiness Levels According to The Frequency of Coming to The Youth Center.

Variable	Group	n	\bar{x}	SD	F	p
SZTÖ	Every day	87	85.23	10.11	3.90	.01**
	Once a week	99	88.91	9.05		
	Once a month	41	90.85	10.69		
	Once a year	23	87.57	7.72		
YDÖ	Every day	87	19.22	6.23	1.72	.16
	Once a week	99	20.93	5.61		
	Once a month	41	21.07	5.22		
	Once a year	23	20.78	5.26		
OMÖ	Every day	87	23.97	4.68	1.43	.24
	Once a week	99	25.13	3.56		
	Once a month	41	25.10	4.29		
	Once a year	23	24.65	3.41		

As seen in Table 5, There is a significant difference between the satisfaction of the students in their leisure time and the frequency of coming to the youth centers. ($p < .01$). No significant difference was found between the frequency of coming to Youth Centers, life satisfaction and happiness. ($p > .05$).

Table 6. Leisure Time Satisfaction, Relationship Analysis Between Life Satisfaction and Happiness

Variante	n	\bar{x}	SD	1	2	3
SZDÖ	250	87.82	9.77	1		
YDÖ	250	20.34	5.76	.23**	1	
OMÖ	250	24.68	4.10	.24**	.40**	1

*: $p < .05$, **: $p < .01$, ***: $p < .001$

In Table 6 as can be seen, there was a significant relationship between leisure time satisfaction, life satisfaction and happiness. ($p < .01$).

4. Discussion

There was a significant difference between leisure time satisfaction and gender variable. It was determined that female participants had higher time satisfaction than male participants. Life satisfaction and happiness level did not differ significantly (Table 2). The life satisfaction level of the faculty members was examined and it was determined that the women participating in the study experienced a higher level of life satisfaction than men. (Keser, 2003). There are studies that determine that there is no significant difference between gender and satisfaction with life. (Ünal, Karlıdağ & Yoloğlu, 2001, p.115; Çetinkaya & Özbaşaran,

2004). There was a significant difference between free time satisfaction and gender (Gökçe, 2008, p.29). It is stated that gender is an important variable in leisure time motivation. (Ardahan ve Lapa, 2010, p.129; Tsai, Lo, Yang, Keller & Lyu, 2015). These research results support our study. There was no significant difference between the leisure time satisfaction, life satisfaction and happiness levels of the students and the age variable (Table 3). In the work done by (Aydiner, 2011) and (Yiğit, Dilmaç & Deniz, 2011) , it was determined that life satisfaction did not differ according to age. There was no significant difference between free time and life satisfaction and family income status. Significant difference was found between happiness and family income (Table 4). It is a remarkable finding that the level of happiness increased due to family income. Research by, Paolini, Yanez and Kelly (2006) It shows that university students' anxieties about their financial situation and life satisfaction are important. A significant difference was found between the frequency of coming to Youth Centers and life satisfaction and happiness. (Table 5). In the studies examining the free time satisfaction levels of university students, it has been revealed that active participation in leisure activities is related to satisfaction (Karlı, Polat, Üzüm & Koçak, 2008). It has been determined that free time satisfaction levels of people who actively participate in sports schools affect life satisfaction levels positively. (Küçük Kılıç, Lakot Atasoy, Gürbüz & Öncü, 2016). It was determined that there is a significant relationship between free time satisfaction, life satisfaction and happiness. (Table 6). The relationship between motivational orientation and psychological well-being was determined in university students exercising as leisure time activities. Life satisfaction levels of university students participating in recreational activities were examined according to various variables and as the level of “satisfaction” perceived by university students taking part in recreational activities in free time increases, life satisfaction also increases simultaneously and it is determined that they spend more productive time in such activities (Yaşartürk, Akyüz & Karataş, 2017, p.250). It has been determined that there is a significant increase in free time satisfaction levels depending on the leisure time participation of individuals. (Huang & Carleton, 2003, p.130). Janke and His Friend (2010, p.55) In his research, it was concluded that individuals with higher perception of freedom have higher sense of happiness in participating in leisure activities. It has been shown that the free time satisfaction, perceived freedom and life satisfaction levels of people participating in physical activities in their free time are at high levels. It was determined that free time satisfaction has a positive effect on life satisfaction (Güngörmüş, 2012, p.1210). Unlike our work in a study on university students, there was a significant difference between satisfaction perceived from leisure activities. (Cenkseven & Akbaş, 2007, p.50). In the study examining

the relationship between university students' leisure time management and loneliness levels, loneliness levels decreased with increasing free time management levels (Çakır, Demirel, Demirel & Serdar, 2018, p.455). There are studies in which the relationship between free time satisfaction and life satisfaction is significant. (Kovacs, 2007, p.25; Rodriguez, Latkova and Sun, 2008, p.170; Wang et al., 2008, p.180). These research findings support our study.

As a result, It was determined that the leisure time satisfaction of female students was higher than that of male students, and as the frequency of students coming to youth centers increased, their time satisfaction increased. It was observed that the higher the income level in the family, the higher the happiness levels of the students.

In order to increase the life satisfaction and happiness level of university students, it is recommended to establish recreational activity areas where they can spend their leisure time on and off campus efficiently and actively. In these areas, stations can be established to improve the physical and mental abilities of the participants. It can expand the time activity stations in the youth centers of the Ministry of Youth and Sports.

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