



The Effect of Leisure Attitudes of University Students on Life Satisfaction and Psychological Well-Being

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EXTENDED SUMMARY

Introduction

Leisure is generally defined as the time spent for freely chosen activities to find personal satisfaction, identity development, self-expression, self-discovery, self-understanding, other than working, eating, or sleeping times of individuals (Howe&Rancourt, 1990; Ragheb& Tate, 1993; Stebbins, 1982; Tinsley &Tinsley, 1982).Leisure is also recognized as one of the most influential experiences in young people's lives (Freire & Teixeira, 2018). It is of great importance for young people to spend their leisure time to rest and entertainment, develop a healthy personality and socialize positively after a long, tiring, and boring study and stressful exam period (Kır, 2007)

Leisure attitude research, which is the subject of this study, mostly focuses on the relationship between leisure attitude and leisure satisfaction (Choi &Yoo, 2017; Freire & Teixeira, 2018; Kim et al., 2015; Siegenthaler& O'Dell, 2000). Studies on the leisure attitude of university students (Akyürek, Kars &Bumin, 2018; Binbaşıoğlu& Tuna, 2014) and the effects of these attitudes on life satisfaction and psychological well-being are scarce. In this direction, this study aims to determine the attitudes of university students towards leisure and to reveal the effects of their attitudes towards leisure on their life satisfaction and psychological well-being. Besides, the study addresses essential implications for leisure practitioners and is important in revealing the life satisfaction and psychological well-being of university students. In this context, the hypotheses of the study are as follows.

H₁: Leisure attitude impacts the life satisfaction of university students.

H_{1a}: The cognitive aspect of leisure attitude impacts the life satisfaction of university students.

H_{1b}: The affective aspect of leisure attitude impacts the life satisfaction of university students.

H_{1c}: The behavioral aspect of leisure attitude impacts the life satisfaction of university students.

H₂: Leisure attitude impacts the psychological well-being of university students.

H_{2a}: The cognitive aspect of leisure attitude impacts the psychological well-being of university students.

H_{2b}: The affective aspect of leisure attitude impacts the psychological well-being of university students.

H_{2c}: The behavioral aspect of leisure attitude impacts the psychological well-being of university students.

Methodology

The study was designed on the quantitative research model. For this reason, the data were collected from 397 students at Pamukkale University through a questionnaire. The collected data were tested through the Smart PLS data analysis program.

The questionnaire form used in the study consists of four parts. The first part consists of the "Leisure Attitude" scale. The first form of the scale consists of 36 statements developed by Ragheb and Beard (1982). Later, the 18-statement short form of the scale was developed by Teixeira and Freire (2013). The Turkish validity and reliability of the long form of the scale were tested by Akgül and Gürbüz (2011). The validity and reliability of the short form of the scale were carried out on a group of 330 students (a sample different from the data collected in this study) (Ertaş, 2020). The second part of the questionnaire consists of the five-statement form of the life satisfaction scale developed by Diener, Emmons, Larsen, and Griffin (1985). The validity and reliability of the life satisfaction scale in Turkish was provided by Dağlı and Baysal (2016). The third part of the questionnaire consists of the eight-statement form of the psychological well-being scale developed by Diener et al. (2009). The Turkish validity and reliability of the psychological well-being scale were provided by Telef (2013). The fourth part of the questionnaire consists of three descriptive statements. A 5-point Likert scale was used in all scales (5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree, 1 = strongly disagree).

Conclusion

The study makes essential contributions to the literature on leisure attitude, life satisfaction, and psychological well-being. It was concluded that the cognitive (4.23) and affective (4.09) aspects of the leisure time attitude scale had a higher average, but the behavioral (3.30) aspect had a lower average. It has been revealed that university students' attitudes towards leisure are positive

due to the benefits they derive from activities, happiness, renewal, relaxation, revitalization, and enjoyment. However, students do not want to spend too much time and effort while participating in leisure activities.

It was concluded that university students' attitudes towards leisure positively affect their life satisfaction. The gains of students from leisure activities add satisfaction to their lives and affect their living conditions. Besides, a positive attitude towards leisure has an increasing effect on participation in leisure activities. It has been revealed that the participation of university students, who are thought to do more daily and social leisure activities such as chatting with friends, playing sports, listening to music, and reading books, also affects their life satisfaction.

It was concluded that university students' attitudes towards leisure also positively affected their psychological well-being. It has been revealed that university students' having a positive leisure attitude has a positive effect on psychological well-being features such as support in their social relations, meaning in their lives, and being respected by other individuals. Besides, it is thought that the stress and loneliness perceived by university students who have positive attitudes towards leisure decrease, gain high self-esteem, and have better moods with their participation in leisure activities.

In this study, it was concluded that university students' attitudes towards leisure had a positive effect on both their life satisfaction and psychological well-being. For this reason, it is necessary to ensure that university students participate more in leisure activities. Suggestions for increasing students' participation in these activities are as follows:

- Providing students with more information about leisure education at universities,
- Encouraging university students to participate more in leisure activities,
- Increasing student clubs or activity clubs where students will spend more time in the university,
- Increasing the number of open or closed facilities of universities for leisure,
- Increasing the variety of leisure activities in the university,
- Increasing the number of social activities within the university,
- Providing guidance services to inform students about leisure activities within the university,
- Ensuring the participation of everyone in leisure activities within the university,
- Announcing the leisure activities in the university effectively to all students,
- Academic staff encourage students to participate in leisure activities,

- Universities should cooperate more with other public institutions (such as the Ministry of Youth and Sports).