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INVESTIGATION OF THE LEISURE OF SATISFACTION LEVEL OF UNIVERSITY STUDENTS IN THE CAMPUS

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EXTENSIVE SUMMARY

Introduction

The treatment of studies examining the benefits of recreational activities is emphasized on health and physical fitness (Todd et al., 2009), focused on psychological benefits (Carruters and Hood, 2004). Physical activity and sport are important for children's cognitive, mental and spiritual development (Orhan, 2019), and children have to move at least one and a half or two hours a day and for young people to move at least an hour (Graf and Klein, 2011; Zahner, 2013). Although many different sample groups have been studied in the leisure time literature, studies have been conducted for university students (Balcı and İlhan, 2006; Yerlisu Lapa and Tercan, 2013; Lee, Wu, and Lin, 2012). It is revealed that the campus life of university students is not limited to classrooms or laboratories and that free time participation can provide opportunities for academic intensity. (Balcı and İlhan, 2006). It is stated that the programs and opportunities prepared by the universities have many benefits such as increasing the communication between young people. Many free-time activities for young people studying at the university in Turkey, though it is important to understand the impact of leisure satisfaction. (Sevinç and Aktan, 2017). There are physical and psychological benefits for an individual to spend their free time actively. In light of this information, the study aims to examine the free time satisfaction levels of university students on the campus.

Research Method

The study was conducted in different faculties at Muğla Sıtkı Koçman University and 100 volunteers who spent their free time on campus (experimental group), 132 people who did not participate in any activity on campus (control group), totally 232 university students participated. Static balance test, Burdon Attention test and "Leisure Satisfaction Scale / LSS" developed by Beard and Ragheb (1980) were applied at the beginning and end of the study.

Conclusion

As a result, there was a significant difference in free time satisfaction, balance and attention levels of students who spent active time by participating in free time games and activities. In contrast to this, any significant difference was found in the level of free time satisfaction, balance, and attention of the students (control group) who passed their free time passively without participating in games and activities. Students who spend their free time participating in games and activities on campus have a positive increase in free time satisfaction level, balance and attention levels. It can be said that activities in free time contribute positively to both the psychological and physical health of students. Recreation areas on campus are recommended for university students to spend their free time efficiently and actively.