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### Examination of Attitude Levels of University Students Towards Youth Centers

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**Examination of Attitude Levels of University Students Towards Youth Centers**Yılmaz Aksoy<sup>1</sup>, Hacı Ali Çakıcı<sup>2</sup>**ARTICLE INFORMATION**

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**Volume:** 4, No: 2**Pages:** 387-399**ABSTRACT**

The aim of the present study is to examine the attitudes of university students towards youth centers. This study was conducted by using descriptive survey model. Population of the study consists of university students who are members of Youth Centers within the body of Ministry of Youth and Sports of the Republic of Turkey, while the sample consists of 141 participants who are members of Youth Centers within the body of Ministry of Youth and Sports of the Republic of Turkey. "Personal Information Form" and "The Scale of Attitude Towards Activities of Youth Centers" were used in the study. Student t-test, one-way analysis of variance and Tukey multiple comparison tests were used in data analysis. No significant difference was found in the variables of gender, educational status, family income and having a youth center member in the family. Significant difference was found in The Scale of Attitude Towards Activities of Youth Centers sub-dimension scores and total score in the variables of age, membership duration, frequency of visiting and number of siblings. In addition, significant difference was found in volunteering sub-dimension scores and total scores of The Scale of Attitude Towards Activities of Youth Centers in the variable of the state of doing sports. Therefore, it is thought that it is important to have activities to enable new members to participate in the activities. These activities could include contests with prizes, domestic and international trips, and scholarship opportunities. It can also be recommended to organize activities by considering the education lives of university students so that they can participate in the activities of youth centers more frequently.

**Keywords:** Attitude, University Student, Youth Centre

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## INTRODUCTION

It can be stated that globalization, the impact of which is recently felt more in the world, as well as industrialization and technological developments, have some negative effects on the society and on the youth in general. It can be said that there is a need for beneficial institutions in terms of young people's making use of their leisure time, especially with the effect of technological developments. In the technology-driven society, it can be argued that platforms like social media can lead to negative consequences for young people. With the rapid advancement of technology, young people often spend a significant amount of their time on social media. Consequently, technological developments can have adverse effects on the thinking and value systems of young individuals (Şener & Yiğit, 2021). This is because problems may occur in leisure time and exercising with technology making human life easier. This situation creates negative effects on individuals psychologically, physically and socially (Pepe & Özkan, 2018). In terms of eliminating these negative effects, as mentioned above, it is important for young people to be in environments where they can be more beneficial. Institutions established to serve young people lead to socialization of young people and the emergence or development of some of their talents. It can be said that the existence of these institutions and organizations has become a necessity for young people. Young people coming together and carrying out activities and programs will pave the way for social integration and coexistence. Thus, it can be said that it will be a better situation for both the youth and the society.

The meaning of the word "youth" is explained as the most active period of human life, the search for a certain identity and the process of maintaining that identity (Akin, 2014). The concept of youth is as important as the approaches to youth. Individuals working in different fields of expertise may express their perspectives on youth differently. For example, for lawyers, it may be defined within the framework of legally determined age ranges, for educators, it may involve students at various levels, and for biologists, it may be considered as the period starting from adolescence and ending during adolescence in humans. In this regard, various conclusions can be drawn. It is important to examine the interests, needs, and conditions of young people in terms of their economic, political, and social aspects without confining youth ages to a specific age range (Aktaş, 2023). The definition of youth is explained in two different ways in our country. Firstly, it is the beneficial utilization of the knowledge and skills possessed during the youth period. Secondly, it is individuals who need to be protected and cared for due to the weak or nonexistent youth consciousness, which may lead to inclinations towards bad habits (Yentürk et al. 2008). According to individuals, the youth period can be described as the time when personality and character are formed and shaped for society. This period, which falls between childhood and adulthood, is a psycho-biological developmental process that will affect one's entire life. People in these periods easily experience influences and guidance (Armağan, 2004). The youth process represents a specific stage in individuals' lives as a whole. It is the period of development, mental maturation, and preparation for life that falls between childhood and adulthood (Yörükoğlu, 1999). Countries prepare laws and organize certain projects and studies that aim to make the young people individuals with a certain identity who are useful to the society. As mentioned before, the existence of institutions where young people can spend their free time and reveal some of their talents is very important. It is thought that the organization of social, artistic, cultural and sports activities by institutions that young people may prefer will also eliminate the negative energy on young people. In general, states support the formation of some institutions so that young people will be educated better and be more beneficial to society.

At this point, it can be said that the Youth Centres established under the Provincial Directorates of Youth and Sports are very active in our country. Youth centers are institutions affiliated with the Provincial Directorates of Youth and Sports, which enable young people to

utilize their leisure time in the fields of culture, arts, social activities, and sports according to their interests, desires, and skills, aiming to contribute to their participation in society as healthy and conscious citizens. These centers carry out work, activities, and events aimed at protecting young people from bad habits and dangers (Celayir, 2022). When the objectives and activities of youth centres, which are described as organizations that offer young people the opportunity to spend their free time with sports, social and cultural activities, are examined, they can be shown as an institution where young people can improve in a wide variety of ways and use their free time in a beneficial way (Ayca, 2005). It is known that university students usually receive service from youth centres. It is important to determine the thoughts and attitudes of university students about youth centres in order to reveal and increase the service quality of these centres. At this point, when the literature in the field is examined, the limited number of studies related to youth centers is notable. In this regard, the results of the current research are valuable as a guide for future studies. However, it should be noted that one limitation of the study is that it focuses on university students who are present in the youth center. This aspect also reflects the uniqueness of the study. Thus, the aim of the study is to examine the attitudes of university students towards youth centers.

## METHOD

### Research Model

Descriptive survey model was used in this study. Survey model is a type of research that aims to convey and describe the existing situation as it is (Karasar, 2011). The research was approved by the 06/10/2022 dated and 2022/179 numbered decision of Ordu University Social and Human Sciences Research Ethics Committee.

### Population and Sample

Population of the study consists of university students who are members of Youth Centres under the Ministry of Youth and Sports of the Republic of Turkey. Sample of the study consists of 141 participants selected among university students who are members of Youth Centres. The research data were collected online during the summer and fall seasons. The method of random sampling signifies the number of each unit in the defined population being selected independently and equally (Ural & Kılıç, 2005). There are various practical rules for determining the sample size, one of which is based on Tavşancıl's (2014) recommendation that in studies involving scales, the sample size should be at least 5 times the number of items on the scale (Attitude Scale towards Youth Centre Activities has 18 items, so the minimum sample size is  $18 \times 5 = 90$ ).

**Table 1.** Descriptive Statistics of University Students who are Members of the Youth Centre

Variables		n	%
Gender	Male	70	49.6
	Female	71	50.4
Age	18-20	86	61.0
	21-23	45	31.9
	≥24	10	7.1
Education Level	Associate degree	64	45.4
	Undergraduate	77	54.6
Membership duration	1-6 months	61	43.3
	7-12 months	26	18.4
	13-24 months	19	13.5
	≥25 months	35	24.8
Frequency of visiting	Every day	14	9.9

	A few days a week	41	29.1
	A few days a month	86	61.0
<b>Number of siblings</b>	None	10	7.1
	1-2	68	48.2
	≥3	63	44.7
<b>The status of doing sports</b>	Yes	90	63.8
	No	51	36.2
<b>Family income status</b>	≤5000 TL	47	33.3
	5001-10.000	72	51.1
	≥10.001 TL	22	15.6
<b>Having a member of a youth centre in the family</b>	Yes	53	37.6
	No	88	62.4

When Table 1 is examined, it was found that 70 (49.6%) of the participants were male and 71 (50.4%) were female; 86 (61.0%) were between 18 and 20 years of age, 45 (31.9%) were between 21 and 23 years of age and 10 (7.1%) were 24 and older; 64 (45.4%) had associate degree, 77 (54.6%) had undergraduate degree; 61 (43.3%) had a membership duration between 1 and 6 months, 26 (18.4%) had a membership duration between 7 and 12 months, 19 (13.5%) had a membership duration between 13 and 24 months, 35 (24.8%) had a membership duration of 25 months and longer; 14 (9.9%) visited youth centre every day, 41 (29.1%) visited a few days a week and 86 (61.0%) visited a few days a month; 10 (7.1%) did not have any siblings, 68 (48.2%) had 1-2 siblings, 63 (44.7%) had 3 and more siblings; 90 (63.8%) did sports and 51 (36.2%) did not do sports; 47 (33.3%) had a family income level of 5000 TL and less, 72 (51.1%) had a family income level between 5001 – 10000 TL and 22 (15.6%) had a family income level of 10.001 TL and more; 53 (37.6%) had a family member who was a member of youth centre and 88 (62.4%) did not have a family member who was a member of youth center (Table 1).

### Data Collection Tools

“Personal Information Form” and “Attitude Scale towards Youth Centre Activities” were used in the study. Personal information form includes variables such as gender, age, education level, membership duration, frequency of visiting youth centre, number of siblings, status of doing sports, family income status and having a member of a youth center in the family.

Attitude Scale towards Youth Centre Activities was developed by Ataç et al. (2018). The scale is a 5-point Likert type and has 18 items. Attitude scale towards youth centre activities consists of 2 sub-dimensions as participation and volunteering. When Cronbach’s alpha coefficients are examined, participation sub-dimension was found to be 0.93, volunteering sub-dimension was found to be 0.85, and total scale alpha value was found to be 0.93.

### Data Analysis

In the research, first of all, university students who were members of youth centre were informed about the study. There was no specific time limit during the collection of research data. In the study, Cronbach alpha coefficients of the responses given for the items in the scale were calculated. Participation sub-dimension was found to be 0.97, volunteering sub-dimension was found to be 0.93, and overall reliability coefficient of the attitude scale towards youth centre activities was found to be 0.97. Kolmogorov-Smirnov and Shapiro-Wilk tests were applied for normality distribution analysis of the study. According to the results of the analysis, Student’s t test was used for the variables of gender, education level, doing sports and having a member of a youth centre in the family; One-Way Analysis of Variance and Bonferroni multiple comparison test were used in the variables of age, membership duration, frequency of visiting,

number of siblings and family income status. In the research, Bonferroni correction has been applied. The Bonferroni correction is determined by the formula  $p/k$ , which represents the significance level divided by the number of groups (Yüksel, 2004). SPSS 22.0 V. statistical package program was used in all statistical calculations. Research findings were given as n (%), mean and standard deviation values, and the findings were considered significant at  $p < 0.05$  level.

**FINDINGS**

**Table 2.** Attitude Levels of Youth Centre Member University Students towards Youth Centres in Terms of Gender

	Gender	n	Mean	SD	t	p
<b>Participation</b>	Male	70	56.34	11.18	-0.802	0.424
	Female	71	57.87	11.46		
<b>Volunteering</b>	Male	70	15.88	3.55	-0.808	0.421
	Female	71	16.38	3.71		
<b>Attitude Scale towards Youth Centre Activities</b>	Male	70	72.22	14.52	-0.816	0.416
	Female	71	74.25	14.92		

When Table 2 is examined, no significant difference was found in youth center member university students' attitudes in terms of the gender variable ( $p > 0.05$ ). According to the analysis results, it is observed that the gender variable has no effect on the attitude level towards the youth center (Table 2).

**Table 3.** Attitude Levels of Youth Centre Member University Students towards Youth Centres in Terms of Gender

	Age	n	Mean	sd	f	p	Significant Difference
<b>Participation</b>	18-20 <sup>a</sup>	86	58.62	8.26	15.413	<0.001**	a>c b>c
	21-23 <sup>b</sup>	45	58.08	10.69			
	≥24 <sup>c</sup>	10	39.70	20.56			
<b>Volunteering</b>	18-20 <sup>a</sup>	86	16.79	2.66	17.052	<0.001**	a>c b>c
	21-23 <sup>b</sup>	45	16.15	3.63			
	≥24 <sup>c</sup>	10	10.40	5.73			
<b>Attitude Scale towards Youth Centre Activities</b>	18-20 <sup>a</sup>	86	75.41	10.72	16.363	<0.001**	a>c b>c
	21-23 <sup>b</sup>	45	74.24	13.94			
	≥24 <sup>c</sup>	10	50.10	26.16			

\*Bonferroni correction was applied for Post Hoc Analyses:  $p < 0.0016$ . \*\*Statistical difference between groups.

When Table 3 is examined, a significant difference was found in total scores of participations and volunteering sub-dimensions and attitude scale towards youth centre activities in terms of the age variable ( $p < 0.05$ ). When the results of the analysis were examined, it was found that the mean score of the students in the 18-20 age group was higher than the students in the other age category. The Bonferroni multiple comparison test revealed a difference between the age range of 24 and above and the age ranges of 18-20 and 21-23 (Table 3).

**Table 4.** Attitude Levels of Youth Centre Member University Students towards Youth Centres in Terms of Education Level

	Education level	n	Mean	Sd.	t	p
<b>Participation</b>	Associate degree	64	56.89	10.59	-0.212	0.832
	Undergraduate	77	57.29	11.94		
<b>Volunteering</b>	Associate degree	64	16.29	3.45	0.482	0.631

<b>Attitude Scale towards Youth Centre Activities</b>	Undergraduate	77	16.00	3.78	-0.045	0.965
	Associate degree	64	73.18	13.92		
	Undergraduate	77	73.29	15.42		

When Table 4 is examined, no difference was found in attitude levels of youth centre member university students in terms of variable of education level ( $p>0.05$ ). According to the analysis results, it is observed that the education level variable has no effect on the attitude level towards the youth centre (Table 4).

**Table 5.** Attitude Levels of Youth Centre Member University Students towards Youth Centres in Terms of Membership Duration

	Membership duration	n	Mean	Sd.	f	p	Significant Difference
<b>Participation</b>	1-6 months <sup>a</sup>	61	57.62	6.96	5.449	0.001**	a>c
	7-12 months <sup>b</sup>	26	57.26	13.81			b>c
	13-24 months <sup>c</sup>	19	48.47	18.35			c<d
	≥25 months <sup>d</sup>	35	60.80	8.15			
<b>Volunteering</b>	1-6 months <sup>a</sup>	61	16.26	2.62	4.688	0.004**	a>c
	7-12 months <sup>b</sup>	26	16.46	4.15			b>c
	13-24 months <sup>c</sup>	19	13.47	5.25			c<d
	≥25 months <sup>d</sup>	35	17.11	3.12			
<b>Attitude Scale towards Youth Centre Activities</b>	1-6 months <sup>a</sup>	61	73.88	9.21	5.429	0.001**	a>c
	7-12 months <sup>b</sup>	26	73.73	17.89			b>c
	13-24 months <sup>c</sup>	19	61.94	23.53			c<d
	≥25 months <sup>d</sup>	35	77.91	10.86			

\*Bonferroni correction was applied for Post Hoc Analyses:  $p<0.0125$ . \*\*Statistical difference between groups.

When Table 5 is examined, significant difference was found in participation and volunteering sub-dimensions and attitude scale towards youth centre activities total score in terms of the variable of membership duration ( $p<0.05$ ). When the analysis results were examined, it was found that students who had a membership duration of 25 months and above had higher mean scores than the other students. The Bonferroni multiple comparison test revealed a difference between the 13-24 months interval and the 1-6 months interval, the 7-12 months interval, and the 25 months and above interval (Table 5).

**Table 6.** Attitude Levels of Youth Centre Member University Students towards Youth Centres in Terms of The Frequency of Visiting

	Frequency of visiting	n	Mean	Sd.	f	p	Significant Difference
<b>Participation</b>	Every day <sup>a</sup>	14	48.35	23.24	5.066	0.008**	a<b
	A few days a week <sup>b</sup>	41	58.82	10.36			a<c
	A few days a month <sup>c</sup>	86	57.72	7.95			
<b>Volunteering</b>	Every day <sup>a</sup>	14	13.42	6.91	5.443	0.005**	a<b
	A few days a week <sup>b</sup>	41	17.02	3.26			a<c
	A few days a month <sup>c</sup>	86	16.15	2.79			
<b>Attitude Scale towards Youth Centre Activities</b>	Every day <sup>a</sup>	14	61.78	30.06	5.273	0.006**	a<b
	A few days a week <sup>b</sup>	41	75.85	13.53			a<c
	A few days a month <sup>c</sup>	86	73.87	10.33			

\*Bonferroni correction was applied for Post Hoc Analyses:  $p<0.0016$ . \*\*Statistical difference between groups.

When Table 6 is examined, significant difference was found in participation and volunteering sub-dimensions and attitude scale towards youth centre activities total score in terms of the variable of frequency of visiting ( $p < 0.05$ ). When the analysis results were examined, it was found that students who visited youth centre a few days a week had higher mean scores than the other participants. The Bonferroni multiple comparison test revealed a difference between the "every day" category and the "once a week" and "once a month" categories (Table 6).

**Table 7.** Attitude Levels of Youth Centre Member University Students towards Youth Centres in Terms of The Number of Siblings

	Number of siblings	n	Mean	Sd.	f	p	Significant Difference
<b>Participation</b>	None <sup>a</sup>	10	40.80	20.46	13.552	<0.001**	a<b a<c
	1-2 <sup>b</sup>	68	57.61	9.45			
	≥3 <sup>c</sup>	63	59.15	9.17			
<b>Volunteering</b>	None <sup>a</sup>	10	11.40	6.11	11.641	<0.001**	a<b a<c
	1-2 <sup>b</sup>	68	16.07	3.12			
	≥3 <sup>c</sup>	63	16.95	3.08			
<b>Attitude Scale towards Youth Centre Activities</b>	None <sup>a</sup>	10	52.20	26.51	13.506	<0.001**	a<b a<c
	1-2 <sup>b</sup>	68	73.69	12.28			
	≥3 <sup>c</sup>	63	76.11	11.98			

\*Bonferroni correction was applied for Post Hoc Analyses:  $p < 0.0016$ . \*\*Statistical difference between groups.

When Table 7 is examined, significant difference was found in participation and volunteering sub-dimensions and attitude scale towards youth centre activities total score in terms of the variable of number of siblings ( $p < 0.05$ ). When the analysis results were examined, it was found that students who had three and more siblings had higher mean scores than the other participants. The Bonferroni multiple comparison test revealed a difference between the "having no siblings" category and the "1-2" and "3 and above" categories (Table 7).

**Table 8.** Attitude Levels of Youth Centre Member University Students towards Youth Centres in Terms of The State of Doing Sports

	State of doing sports	n	Mean	Sd.	t	p
<b>Participation</b>	Yes	90	58.42	10.64	-1.840	0.068
	No	51	54.80	12.17		
<b>Volunteering</b>	Yes	90	16.61	3.42	-2.094	0.038
	No	51	15.29	3.86		
<b>Attitude Scale towards Youth Centre Activities</b>	Yes	90	75.03	13.85	-1.933	0.050
	No	51	70.09	15.76		

When Table 8 is examined, significant difference was found in volunteering sub-dimension and attitude scale towards youth centre activities total score in terms of the variable of doing sports ( $p < 0.05$ ). When the analysis results were examined, it was found that students who did sports had higher scores. According to the analysis results, it is observed that the state of doing sports variable has no effect on the attitude level towards the youth centre (Table 8).

**Table 9.** Attitude Levels of Youth Centre Member University Students towards Youth Centres in Terms of Family Income Level

	Family income level	n	Mean	Sd.	f	p	Significant Difference
<b>Participation</b>	≤5000 TL <sup>a</sup>	47	60.08	8.34	2.523	0.084**	-
	5001-10.000 TL <sup>b</sup>	72	55.80	12.90			
	≥10.001 TL <sup>c</sup>	22	55.04	10.38			
<b>Volunteering</b>	≤5000 TL <sup>a</sup>	47	16.68	3.31	0.939	0.394**	-
	5001-10.000 TL <sup>b</sup>	72	15.97	3.93			
	≥10.001 TL <sup>c</sup>	22	15.50	3.23			
<b>Attitude Scale towards Youth Centre Activities</b>	≤5000 TL <sup>a</sup>	47	76.76	11.44	2.107	0.125**	-
	5001-10.000 TL <sup>b</sup>	72	71.77	16.60			
	≥10.001 TL <sup>c</sup>	22	70.54	13.45			

\*Bonferroni correction was applied for Post Hoc Analyses:  $p < 0.0016$ . \*\*Statistical difference between groups.

When Table 9 is examined, no significant difference was found in attitude levels of youth centre member university students in terms of the variable of family income level ( $p > 0.05$ ). According to the analysis results, it is observed that the family income level variable has no effect on the attitude level towards the youth center. Due to the absence of any significant differences in the obtained findings, the Bonferroni multiple comparison test was not applied (Table 9).

**Table 10.** Attitude Levels of Youth Centre Member University Students towards Youth Centres in Terms of Having A Youth Centre Member in The Family

	The state of having a youth centre member in the family	N	Mean	SD	t	P
<b>Participation</b>	Yes	53	55.26	15.27	-1.513	0.195
	No	88	58.22	7.95		
<b>Volunteering</b>	Yes	53	15.64	4.55	-1.254	0.262
	No	88	16.43	2.92		
<b>Attitude Scale towards Youth Centre Activities</b>	Yes	53	70.90	19.63	-1.473	0.203
	No	88	74.65	10.61		

When Table 10 is examined, no significant difference was found in attitude levels of youth centre member university students in terms of the variable of having a youth centre member in the family ( $p > 0.05$ ). According to the analysis results, it is observed that the The state of having a youth centre member in the family variable has no effect on the attitude level towards the youth centre (Table 10).

## DISCUSSION & CONCLUSION

The present study was conducted to examine youth centre member university students' attitude levels towards youth centres. While no significant difference was observed in the variables of gender, education level, family income level and having a youth centre member in the family, a significant difference was found in some sub-dimensions and scale total scores in terms of the variables of age, membership duration, frequency of visiting, number of siblings and state of doing sports.

In terms of the gender variable, no significant difference was found in the sub-dimensions and total scores of the attitude scale towards youth centre activities. The result obtained may

be due to the fact that male and female participants are engaged in similar activities. When the literature is examined, the results of Ataç (2018)'s study are in parallel with the results of the current study. In the study conducted by Yavuz (2017), the quality of service in youth centers was examined. According to the research, no difference was observed based on the gender variable. In Katar's (2022) study, which focused on activities in youth centers, a significant difference was found in sports activities. The analysis results indicated that men had higher average scores compared to women. In another study conducted by İlcutlu (2019), perceptions of service quality in youth centers in the Mediterranean Region showed more favorable results among women compared to men. Demirci (2019) also examined the service quality of youth centers in their study. The results revealed a significant difference in the sub-dimension of physical environment quality. Another research conducted by Yılmaz (2019) investigated attitudes toward youth centers. In this study, a significant difference was found in the physiological dimension. In terms of the age variable, a significant difference was found in total scale score and scores of participations and volunteering sub-dimensions of the attitude scale towards youth centre activities. It was found that the students between the ages of 18 and 20 had higher mean scores than the students in other age categories. It can be said that this result is due to high curiosity and excitement levels of young participants. While the results of the present study are not in parallel with Ataç (2018)'s study, they are in parallel with the results of Yıldız & Kırtepe (2020). Böke et al. (2019) examined the self-efficacy levels of individuals in the youth center. However, no significant difference was found based on the age variable. In terms of education level, no significant difference was found in the sub-dimensions and total scores of the attitude scale towards youth centre activities. It can be stated that education level has no effect on university students' attitudes towards youth centre activities. The results of Ataç (2018) and Yıldız and Kırtepe (2020)'s studies are in parallel with the results of the present study. In the study by Karabulut & Pular (2011), the problem-solving skills of young members in youth centers were examined. When analyzed based on the variable of education level, it was observed that individuals with associate degrees (2-year education) had higher mean scores. In terms of membership duration, significant difference was found in the participation and volunteering sub-dimensions and total scores of the attitude scale towards youth centre activities. Results show that students with a membership of 24 months and longer had higher mean scores than the others. This result can be due to satisfaction and habituation states of students who have longer duration of membership. Ataç (2018)'s study found no significant difference in terms of membership status. In their study, Sönmezoğlu et al. (2004) stated that individuals' mental states improved as their membership duration increased. In terms of the variable of frequency of visiting, significant difference was found in the participation and volunteering sub-dimensions and total scores of the attitude scale towards youth centre activities. Analyses showed that the participants who visited youth centre a few days a week had higher mean scores than the other participants. It can be said that university students cannot participate in the activities of youth centres continuously due to their responsibilities related to their education. The results of Yıldız & Kırtepe (2020)'s study and the results of this study are not parallel. In terms of the variable of number of siblings, a significant difference was found in the sub-dimensions of participation and volunteering and the total score of the attitude scale towards youth centre activities. It was found that the participants who had three or more siblings had higher scores than the other participants. This result may be due to the fact that students who have higher number of siblings may be more socialized. When the literature is reviewed, it can be seen that the results of Ataç (2018)'s study and the present study are not parallel. In terms of the variable of family income level, no significant difference was found in sub-dimensions and total scores of the attitude scale towards youth centre activities. While the results of Yıldız & Kırtepe (2020) are not similar to the results of the present study, the results of Ataç (2018)'s study support the results of the present study. In terms of the state of doing sports, significant difference was found in volunteering sub-dimension and total scores of the attitude scale towards youth centre activities. It can be seen that students who do sports have

higher scores. This may be due to the fact that students who do sports have higher levels of responsibility. No significant difference was found in volunteering sub-dimension and total scores of the attitude scale towards youth centre activities in terms of the variable of having a youth centre member in the family. This result shows that having a youth centre member in the family does not affect attitudes of students towards youth centre activities. When the literature is reviewed, no studies were found on the states of doing sports and having a youth centre member in the family and levels of attitude towards youth centre activities.

### Limitations & Recommendations

The study has some limitations. Only one measurement tool, namely the Attitude Scale towards Youth Centre Activities, was used in the study. Additionally, it was supplemented with a Personal Information Form. Furthermore, data collection was carried out solely based on university students who were members of the youth centre.

Examining attitudes towards youth centre activities will reveal the activity quality of youth centres. It can be said that youth centres, where especially university students visit often, are a major factor in the students' spending their leisure time and revealing some of their talents with its activities and organizations. According to the results of the study, it is thought that it will be important to have activities for the participation of new members of youth centres to youth centre activities. In addition, it can be suggested for university students to organize activities by considering their educational life in order to participate more frequently in youth centre activities. In addition to these, it will be important to shape youth centres according to the cultural structure of their locations, organize activities that will excite them, ensure that the staff at youth centres are equipped to solve the problems of young individuals, take measures against harmful habits, organize seminars to help improve the problem-solving skills of young individuals at youth centres, and facilitate communication between youth centre staff and families.

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*Author(s)' statements on ethics and conflict of interest*

**Ethics statement:** We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

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