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Examination of University Students' Reasons to Participate in Nature-Based Sports Leisure Activities and Leisure Constraints

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ABSTRACT

This study, aimed to examine main the reasons for university students' participation in leisure activities and leisure constraints. A total of 485 university students including 294 female and 191 male university students from different departments of Süleyman Demirel University and Mehmet Akif Ersoy University participated in this study in the 2020-2021 academic year. In the data collection process of the research, "Personal Information Form", "The Leisure Constraints Questionnaire" and "Questionnaire on Reason of Doing Sport" were used. During the analysis of the data obtained in the research, Mann Whitney U analysis and Chi-Square analysis were used in the SPSS 22.0 program. At the end of the research, it was determined that the main reasons for students heading towards sports in their free time are to stay away from stress, improve their health, be an area of interest, acquire new skills and improve their skills. It was seen that the main obstacles encountered by the students in the process of participating in leisure activities were transportation problems, lack of facilities and lack of knowledge, followed by psychology of the individual, lack of time and interest, and lack of friends, respectively. According to age and gender variables, it was determined that both the reasons for the students participating in the study to engage in sports in their free time and the barriers to participation in leisure activities differed significantly ($p < 0.05$). As a result of the research, it can be concluded that university students use sports to reduce stress and improve health. In addition, it can be stated that age and gender variables were determinative on the barriers to sports and leisure. Events and organizations can be planned so that students have positive feedback about sports. It is thought that this study will shed light on future research.

Keywords: Leisure, Leisure Constraints, University Students, Recreation



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INTRODUCTION

Recreation is all of the social, spiritual, mental and physical activities that cannot be transferred to others, that give energy and happiness to people, and that are carried out actively or passively. Recreational activities, on the other hand, are activities that individuals do in their spare time within the framework of personal satisfaction and voluntariness" (Güngörmüş, 2007). According to another definition, the concept of recreation was expressed as "acts that are satisfying in terms of pleasure, concern for physical and spiritual regeneration, and includes leisure use associated with the individual's physiological, economic, cultural and social opportunities" (Sevil, 2012). Individuals enjoy resting and being with their loved ones at times except work life (Kuş-Şahin et al., 2011). Therefore, the time outside of working life is tremendously important for individuals. In particular, the desire of individuals living in big cities to escape from over-populated city life leads individuals to tend to recreational activities (Kuş-Şahin et al., 2011). According to Müderrisoğlu and Uzun (2004), the prevalence of routine lifestyle has increased due to the frequent tendency of individuals to recreational activities in our age. Cities become crowded and uninhabitable due to technological developments, rapid population growth and urbanization. All together, these facts have increased people's entertainment and relaxation needs.

Conceptually, recreation developed with the increase in leisure in developed and developing countries (Türkmen et al., 2013). Just as work provides individuals with a purpose, participation in recreational activities also provides purpose. The purpose of being involved in recreational activities is seen as a reward when not working. Today, individuals have opportunities to easily spend their public holidays and other spare time. Moreover, in many countries, recreational activities have become a part of daily life, and people have begun to evaluate recreational activities as a tool to escape the pressures that develop due to social reasons (Türkmen et al., 2013). Especially in civilized societies, making use of free time is one of the most important elements that increase the quality of life of a person. Similar study conducted by (Ünver, 2002) showed that motivation to participate in physical activity positively affects individuals' quality of life and satisfaction levels. Further, the efficient use of this time contributes to the self-discovery of the individual and to his physical and mental renewal (Aslan & Cansever, 2012; Çuhadar et al., 2019).

From the information obtained from the literature on recreation, people tend to use it recreationally. leisure time activities" How do they spend their free time? In addition, it is remarkable that people tend to spend their spare time efficiently, particularly since leisure activities that include physical activity protect and improve their health in several ways (Krustrup et al., 2010; Rogers et al., 2009; Verstraete et al., 2007). Physical activities preferred for recreational purposes are an undeniable fact for a healthy life (Doğaner & Balcı, 2017; Çuhadar et al., 2019). On the other hand, it is thought that people are not always able to participate in leisure activities due to different reasons and restrictions. Past literature studies noted (Yerlisu-Lapa & Köse, 2018), that people should develop some strategies to understand the factors that prevent them from participating in leisure activities. Because, university students have a significant proportion among the groups that have barriers to participation in leisure activities. Because during their university education, students spend most of their time in classes or courses to support their personal development .In addition, university students living far from their families have problems in participating in any activity they want, mainly due to financial hardship. The factors that prevent university students from participating in leisure activities are an issue that will contribute to taking the necessary measures to minimize these barriers. Therefore, in this study, it was aimed to examine the reasons for university students' participation in leisure activities and constraints.

Leisure Time Concept

In order to understand the concept of leisure, first of all, it is necessary to define the concept of "time". The concept of time appears as a phenomenon that affects and controls human life since the earliest periods of human history, as it is today (Öztürk, 2018). When considered from a conceptual point of view, the concept of time is defined as "the basic element that creates human life, which has no beginning or end, cannot be grasped, and does not correspond to a concrete concept". In the axis of this definition, one of the most distinctive features of time is that it cannot be rented, purchased, borrowed or stored (Ayyıldız, 2015; Belli & Gürbüz, 2012; Er et al., 2019). The concept of time is divided into two as the time that people spare for working life and the time remaining of working life. Non-work time is an important part of people's daily lives, and the time period when people meet their basic needs such as eating, sleeping, and spending time for personal care is expressed as non-work time. Some of the actions taken during the non-work period are compulsory and some of them are voluntary actions. The period outside of work is expressed in the literature as leisure, and social time (Demir & Demir, 2014).

The Historical Development of Leisure Activities

Primitive societies, which were hunted to meet their physiological needs in ancient times, stepped into business life in time and produced many new products that were essentially needed for themselves, such as bags, clothes, and various tools. In this respect, primitive civilizations have passed into the modern age and it has been possible for them to settle in certain areas and engage in agricultural activities other than hunting (Veal, 2004). It is stated that the texts prepared by Plato and Aristotle in the ancient Greek civilization contributed to the development of recreational activities included within the scope of activities performed by privileged people in societies such as nobles, soldiers, and clergy (Demirel, 2009).

As it can be understood from the information above, the development of the leisure industry is as old as the history of humanity. The approaches and methods of participating in leisure activities have changed over the centuries. In ancient times, people came together for their basic needs such as shelter and nutrition. They were engaged in foraging and hunting to meet these needs. The most significant development in the leisure industry began with the transition of people from a nomadic life to a settled life. In the transition period from the farming societies to the industrial society people started to build large cities and factories and after the terms of work and leisure were gained a clearer meaning. Many remarkable developments, such as agreements on paid holidays and working hours, are the output of efforts for better planning leisure (Demir & Oral, 2007).

The Historical Development of Leisure Activities in Turkey

When we look at the development of recreational activities in Turks, it is noteworthy that before the Turks settled in Anatolian lands, war preparations turned into games in their spare time, and especially the games played on horses became widespread. During the Seljuk period, craft organizations called guild organizations contributed to the route of recreation activities. In this process, the concepts of working time and non-working time were separated from each other, and this situation brought leisure to a more understandable position (Yüncü et al., 2013). When it comes to today, it is seen that the state plays an active role in the implementation and development of leisure activities in Turkey. Particularly, the activities carried out by the Ministry of Youth Services and Sports and the free time activities in many sports branches are observed throughout the year. In addition, local governments and universities also direct activities aimed at increasing the quality of life of the local people (Eravsar, 2020).

Benefits of Leisure Activities

Although it is known various benefits, especially in research studies applied to different groups demonstrate that leisure activities have many other benefits for people, especially in personal, home, and social development life (Selçuk & Akdağ, 2020). In the study conducted by Bakır and Aydoğan (2011), it was emphasized that there were many benefits of participating in sports activities for individuals with visual impairment. According to the research data, it was determined that visually impaired people who participate in sports on a regular basis had a higher potential to do work compared to sedentary visually impaired people, and the muscle-nervous system works better. In the same research, it was pointed out that participation in sports activities were beneficial in improving the physical fitness characteristics of visually impaired people. Apart from physical benefits, physical activities especially within the frame of leisure activities have several positive effects such as decreasing loneliness and boredom, improving lifestyle and has benefits in gaining a sports routine (Temel and Tükel 2022). Participation in recreational activities also has positive impacts on motor development. In the study applied on mentally handicapped girls, it was aimed to determine the effects of participation in basic gymnastic movements on the development of balance skills and in this study total of 10 mentally handicapped girls without any physical disability was chosen and at this application basic gymnastics exercises were applied to those girls during 3 days a week and 60 minutes a day for 6 weeks. As a result of the research, it was observed that there was a statistically significant increase in balance capacity in parallel with the gymnastic activities applied for the mentally handicapped (Aktekin et al., 2014).

Constraints to Participation in Leisure Activities

It is thought that individuals do not participate in leisure activities due to their work intensity and some variables arising from their daily lives (Jackson et al., 1993). In this sense, the concept of leisure constraints emerges as a concept that tries to explain the underlying causes of people's participation or non-participation in leisure activities (Gürbüz et al., 2020). There are always factors that prevent people from participating in leisure barriers. On the other hand, it is thought that people benefit from some strategies to overcome the constraints to participation in leisure activities. In another study on this subject, it was determined that people give priority to time management in order to overcome leisure constraints (Tercan-Kaas, 2016). In the same research, it was also seen that those who want to participate in activities that require skills try to get support from individuals who are experts in these fields, and those who want to participate in the activity with their friends try to persuade their friends. In addition, it was determined that individuals who have problems participating in activities that may cause injury, bought some protective equipment, and took some measures to cover the costs of the activities (Tercan-Kaas, 2016).

METHODS AND MATERIALS

Data Collection Tools and Method

Personal information form was used to determine the demographic characteristics of the students participating in this research. A total of four questions were included in the personal information form prepared by the researcher. Applied questions were used in order to determine the gender, age groups, income levels and faculties/schools of the participants. In order to determine the reasons for participating in sports activities in the free time of the students participating in the research, a questionnaire developed and applied by Kalkan (2012) was used in the study titled "The Reasons for Individuals Doing Outdoor Recreation, Outdoor Sports: Sample of Antalya". The questionnaire consists of a total of 12 items and has a 5-point

Likert-type structure. The answers given to each item in the questionnaire about the reasons for doing sports are listed as 1=Definitely yes, 2=Yes, 3=Partly, 4=No, 5=Definitely no.

The "The Leisure Constraints Questionnaire" "LCQ" was used to determine the barriers to participation in leisure activities of university students participating in the research. The scale was first developed by Alexandris and Carrol (1997), and the Turkish validity and reliability study of the scale was carried out by Karakucuk and Gürbüz (2006). The scale consists of 27 items and six sub-dimensions, the sub-dimensions of the scale are individual psychology (items 1, 2, 3, 4, 5, and 6), lack of information (items 7, 8, and 9), the inadequacy of facilities (10, 11). 12 and 13), transportation problems (items 14, 15, 16, and 17), lack of friends (items 18, 19, and 20), lack of time and interest (21, 22, 23, 24, 25, 26), and 27.). In the studies of the scale in Turkey, it was reported that the internal consistency coefficient for the sub-dimensions was 0.65 and above (Çoruh, 2013).

In the analysis of the data, the SPSS 22.0 program was used. Since the Leisure Constraints Scale is a Likert-type scale, reliability and normality tests were applied to its sub-dimensions. As a result of the Reliability Analysis, Cronbach's Alpha internal consistency coefficients for the scale sub-dimensions were respectively lack of time and interest (.794), individual psychology (.794), lack of information (.786), transportation problem (.763), lack of facilities (.787), lack of friends (.765). These values show that the sub-dimensions of the scale are above the medium level and have reliability considered appropriate for analysis. One Sample Kolmogorov-Smirnov test was used to determine the normal distribution and according to the analysis result, it was determined that the sub-dimensions of the scale were not suitable for the normal distribution. For this reason, the sub-dimension scores of the scale were analyzed by the Mann-Whitney U analysis, which is a non-parametric analysis according to gender and age groups. The data of Questionnaire on Reason of Doing Sport consists of categorical data. For this reason, scale items were compared according to gender and age groups with Chi-Square analysis using Crosstabs.

Sampling

The population of this research consists of the students of Süleyman Demirel University and Mehmet Akif Ersoy University. While the students studying in different departments of these universities constitute the sample group of the research; A total of 485 undergraduate students, 294 women and 191 men, participated in the research. The data collection questionnaire was applied to the students who constituted the sample group of the research, outside the campus during their extracurricular times. Mixed method was used in the sampling process and the data collection questionnaire of the research was filled by using face-to-face interview technique with the students.

FINDINGS

Table 1. Satisfaction Frequency and Percentage Distributions of the Reasons for Participating in Nature-Based Leisure Activities of University Students Participating in the Research on Demographic Information

| Variable | Sub-Variable | f | % |
|-----------|--------------|-----|------|
| Gender | Female | 294 | 60,6 |
| | Male | 191 | 39,4 |
| Age Group | 18-20 aged | 355 | 73,2 |
| | 21-23 aged | 130 | 26,8 |

When the demographic findings were examined, 60.6% of the students participating in the study were female, 39.4% were male, 73.2% were in the 18-0 age group, and 26.8% were in the 21-23 age group.

Table 2. Descriptive Statistics Regarding the Barriers to Participate in Nature-Based Leisure Activities of University Students Participating in the Research

| Sub-Dimension | N | X | Sd |
|---------------------------|-----|------|------|
| Lack of time and interest | 485 | 2,70 | ,592 |
| Individual psychology | 485 | 2,76 | ,604 |
| Lack of Information | 485 | 2,78 | ,739 |
| Transportation Problem | 485 | 2,93 | ,699 |
| Lack of facilities | 485 | 2,93 | ,666 |
| Lack of friend | 485 | 2,53 | ,740 |

As seen in table 2, it was determined that the leisure constraints of the students participating in this study were transportation problems, lack of facilities and lack of information, followed by individual psychology, lack of time and interest, and lack of friends, respectively.

Table 3. Comparison of the Reasons for Participating in Nature-Based Leisure Activities of University Students participating in the Research in terms of Gender Variable

| Reasons | Gender | F% | Definitely Yes | | | Definitely No | | chi-square |
|-----------------------------------------------------|--------|----|----------------|--------|------|---------------|-----|------------------------------------------|
| | | | Yes | Partly | No | Yes | No | |
| Having my interests, appealing to me | Female | f | 167 | 91 | 28 | 6 | 2 | x ² =,942 df=4 p=,918 |
| | | % | 56,8 | 31,0 | 9,5 | 2,0 | 0,7 | |
| | Male | f | 102 | 67 | 17 | 4 | 1 | |
| | | % | 53,4 | 35,1 | 8,9 | 2,1 | 0,5 | |
| Influence of those around me | Female | f | 48 | 81 | 119 | 31 | 15 | x ² =7,887 df=4 p=,096 |
| | | % | 16,3 | 27,6 | 40,5 | 10,5 | 5,1 | |
| | Male | f | 31 | 73 | 68 | 14 | 5 | |
| | | % | 16,2 | 38,2 | 35,6 | 7,3 | 2,6 | |
| Desire to be with my friends | Female | f | 82 | 124 | 67 | 18 | 3 | x ² =,727 df=4 p=,948 |
| | | % | 27,9 | 42,2 | 22,8 | 6,1 | 1,0 | |
| | Male | f | 51 | 85 | 41 | 13 | 1 | |
| | | % | 26,7 | 44,5 | 21,5 | 6,8 | 0,5 | |
| To positively affect my health | Female | f | 142 | 104 | 40 | 8 | 0 | x ² =8,153 df=4 p=,086 |
| | | % | 48,3 | 35,4 | 13,6 | 2,7 | 0,0 | |
| | Male | f | 73 | 77 | 30 | 9 | 2 | |
| | | % | 38,2 | 40,3 | 15,7 | 4,7 | 1,0 | |
| Because it relaxes and increases my work efficiency | Female | f | 107 | 101 | 60 | 23 | 3 | x ² =4,464 df=4 p=,347 |
| | | % | 36,4 | 34,4 | 20,4 | 7,8 | 1,0 | |
| | Male | f | 56 | 75 | 38 | 17 | 5 | |
| | | % | 29,3 | 39,3 | 19,9 | 8,9 | 2,6 | |
| Desire to get rid of monotony | Female | f | 129 | 90 | 65 | 7 | 3 | x ² =14,436 df=4 p=,065 |
| | | % | 43,9 | 30,6 | 22,1 | 2,4 | 1,0 | |
| | Male | f | 62 | 74 | 37 | 15 | 3 | |
| | | % | 32,5 | 38,7 | 19,4 | 7,9 | 1,6 | |

| | | | | | | | | |
|-------------------------------------------------|--------|---|------|------|------|------|------|------------------------------------------|
| To get rid of boredom and relieve stress | Male | f | 151 | 103 | 30 | 10 | 0 | x ² =11,818 df=4 p=,019 |
| | | % | 51,4 | 35,0 | 10,2 | 3,4 | 0,0 | |
| | Female | f | 75 | 76 | 30 | 7 | 3 | |
| | | % | 39,3 | 39,8 | 15,7 | 3,7 | 1,6 | |
| Acquiring and using new skills | Male | f | 137 | 100 | 43 | 10 | 4 | x ² =9,811 df=4 p=,044 |
| | | % | 46,6 | 34,0 | 14,6 | 3,4 | 1,4 | |
| | Female | f | 69 | 83 | 28 | 11 | 0 | |
| | | % | 36,1 | 43,5 | 14,7 | 5,8 | 0,0 | |
| Entering a new environment | Male | f | 83 | 99 | 78 | 27 | 7 | x ² =1,076 df=4 p=,898 |
| | | % | 28,2 | 33,7 | 26,5 | 9,2 | 2,4 | |
| | Female | f | 50 | 63 | 54 | 21 | 3 | |
| | | % | 26,2 | 33,0 | 28,3 | 11,0 | 1,6 | |
| Integration with nature | Male | f | 110 | 96 | 65 | 18 | 5 | x ² =10,477 df=4 p=,033 |
| | | % | 37,4 | 32,7 | 22,1 | 6,1 | 1,7 | |
| | Female | f | 56 | 73 | 33 | 22 | 7 | |
| | | % | 29,3 | 38,2 | 17,3 | 11,5 | 3,7 | |
| Feeling of loneliness | Male | f | 49 | 50 | 85 | 80 | 30 | x ² =,892 df=4 p=,927 |
| | | % | 16,7 | 17,0 | 28,9 | 27,2 | 10,2 | |
| | Female | f | 32 | 36 | 59 | 46 | 18 | |
| | | % | 16,8 | 18,8 | 30,9 | 24,1 | 9,4 | |
| Being a good example to my family | Male | f | 93 | 79 | 62 | 38 | 22 | x ² =6,148 df=4 p=,188 |
| | | % | 31,6 | 26,9 | 21,1 | 12,9 | 7,5 | |
| | Female | f | 60 | 63 | 34 | 28 | 6 | |
| | | % | 31,4 | 33,0 | 17,8 | 14,7 | 3,1 | |

According to table 3, it has been determined that female students have higher levels of doing sports for the purpose of acquiring and using new skills, getting rid of stress and relieving stress, and integrating with nature when compared to male students ($p < 0.05$). It was concluded that other reasons for students' participation in sports did not differ significantly according to the gender of the students ($p > 0.05$).

Table 4. Comparison of the Barriers to Participating in Nature-Based Leisure Activities of University Students participating in the Research in terms of Gender Variable

| Sub-Dimension | Gender | N | X | Sd | Rank Avg. | Top Ranking | U | p |
|----------------------------------|--------|-----|------|------|-----------|-------------|---------|------|
| Lack of time and interest | Female | 294 | 2,74 | 0,61 | 254,09 | 74701,5 | 24817,5 | ,030 |
| | Male | 191 | 2,63 | 0,56 | 225,93 | 43153,5 | | |
| Individual psychology | Female | 294 | 2,82 | 0,57 | 258,24 | 75921,5 | 23597,5 | ,003 |
| | Male | 191 | 2,66 | 0,64 | 219,55 | 41933,5 | | |
| Lack of Information | Female | 294 | 2,83 | 0,75 | 253,41 | 74502,5 | 25016,5 | ,040 |
| | Male | 191 | 2,69 | 0,72 | 226,98 | 43352,5 | | |
| Lack of Transportation | Female | 294 | 2,99 | 0,69 | 253,35 | 74484,0 | 25035,0 | ,042 |
| | Male | 191 | 2,84 | 0,71 | 227,07 | 43371,0 | | |
| Lack of Facility | Female | 294 | 2,96 | 0,68 | 250,13 | 73539,0 | 25980,0 | ,160 |
| | Male | 191 | 2,87 | 0,65 | 232,02 | 44316,0 | | |
| Lack of Friend | Female | 294 | 2,58 | 0,76 | 252,78 | 74316,0 | 25203,0 | ,054 |
| | Male | 191 | 2,45 | 0,70 | 227,95 | 43539,0 | | |

When the table above examined, it was determined that the leisure constraints of the university students participating in this study did not differ significantly according to gender

variables in the sub-dimensions of lack of friends, lack of facilities, and transportation problems ($p>0.05$). Other findings showed that there was a significant difference in favor of female students in the sub-dimensions of lack of time and interest, individual psychology, and lack of knowledge ($p<0.05$).

DISCUSSION AND CONCLUSION

Current skill level has been determined that the reasons for participating in sports activities in the free time of the students participating in this research are being an area of interest, getting away from stress, improving their health, acquiring new skills and improving their skills. It was determined that the factors that have a low level of influence on the reasons for students to engage in sports in their free time are being affected by the environment, relaxing and increasing work efficiency, entering a new environment, getting away from loneliness, and being a good example to their family. In the literature, similar studies conducted in which the reasons for the sports orientation of university students in their free time are discussed have also reached the same results with the research findings. In a study carried out by Yılmaz (2011) the evaluation of the leisure of the athletes' students who are actively competitor in the athletics teams of the universities stressed that they find the on-campus sports activity areas insufficient, on the other hand, if they are given the opportunity, they can spend their free time by engaging sport activities. In another study conducted by (Öksüz, 2019), the importance of investigating the leisure habits of individuals was emphasized. In this research, it was determined that the main reasons for students to participate in sports activities in their free time are being an area of interest, getting away from stress, improving their health, acquiring new skills and improving their skills. This result is a similar reflection of the study conducted by Temel and Tükel (2021) it indicates that engaging with recreational physical activities makes a substantial contribution to the university students' health and level of happiness. Based on the other findings of the study, the factors that have a low level of influence on the reasons for students to engage in sports in their free time were "being affected by the environment, relaxing and increasing work efficiency, entering a new environment, getting away from loneliness, and being a good example to their family". Türker et al. (2016) reported in their research that the participants could not participate sufficiently in leisure time activities. As for the reasons for not participating in free time activities; They determined that it is due to the fact that people do not have friends with whom they can carry out their activities, insufficient activities in the environment they live in, and lack of leisure time habits.

In the research performed by Doğaner & Balcı (2017), it was intended to examine the purposes of doing sports in the free time of Ankara University students. In the research, it was seen that the primary aims of the students to engage in sports in their free time are to give importance to their health, to develop social and friendship relations, to feel strong, to love sports and to get away from the complex structure of life. When the demographic characteristics of the participants are examined, it was found that the reasons for doing sports in the leisure of the students participating differed significantly according to the gender variable. It can be thought that the main reason behind the differentiation of students' leisure constraints according to gender lies in the fact that male and female students' purposes of participating in leisure activities and their satisfaction levels differ from each other. In the studies previously maintained in the literature on this subject, it has been found that university students' expectations of sports and their purposes of doing sports are different from each other according to the sports branches they are interested in, but the reasons for participating in sports as a leisure activity do not differ according to gender. Similar studies related to research were examined and it was seen that students who are in the athletics teams of universities, it was found that the reasons for doing sports did not differ according to gender (Yılmaz, 2011). In addition to this, university students' reasons for participating in leisure activities differ

significantly according to the gender factor (Müderrişođlu & Uzun, 2004). Altergoot & McCreedy (1993), Moccia (2000), Demir & Demir (2006) stated that gender plays an important role in choosing leisure activities.

According to the findings obtained from the research, among the university students participating in this research, the lack of facilities and transportation problems are the leading leisure constraints. It has been determined that other leisure constraints are lack of knowledge, individual psychology, lack of time and interest, respectively. It was concluded that the leisure constraints, which was seen at the lowest level among the students participating in the research, was the lack of friends.

Environmental factors are the leading factors limiting participation in leisure activities (Troost et al., 2002) In the similar study conducted in the literature on university students showed that although they study in different cities and universities the main factors for leisure constraints are generally similar. In the study conducted by oruh & Karakucuk (2008), The focus was to examine the recreational tendencies of university students and the factors that prevent them from participating in recreational activities. At the end of the research, it was seen that the main barriers to students' participation in leisure activities were lack of interest and lack of facilities. Another study carried out by Kiper (2009), aiming at examining the barriers to participation in leisure activities of Namık Kemal University Faculty of Agriculture students in which 1148 students participated, it was determined that the students had adequate time to participate in leisure activities, and the lack of interest was the leading leisure obstacle. In the same study, it was indicated that the student's participation in leisure activities was low due to financial inadequacies and they had to involve passive leisure activities. Özdilek et al. (2007) Dumlupınar and Sakarya universities students in the study on the reasons for participation in leisure time activities, students are encouraged to participate in these activities, especially economic inadequacies facilities, programs, and guidance reasons such as the limited number of experts to do as a result, they stated that they could not do this. In another study by Demirel and Harmandar (2009); It has been revealed that the biggest obstacle in participation in leisure time activities is the social environment and lack of knowledge.

It was determined that the university students participating in this study did not differ significantly according to gender in the sub-dimensions of lack of friends and lack of facilities of leisure constraints. On the other hand, it was found that students' leisure constraints differed significantly according to gender in the sub-dimensions of lack of time and interest, individual psychology, lack of knowledge and transportation problems. When the results obtained were evaluated, it was determined that female students had higher scores on the sub-dimensions of lack of time and interest, individual psychology, lack of knowledge and transportation problems when compared to male students. According to these results, it was found that leisure constraints were more common in female students when compared to male students. It can be thought that the basis of the differentiation of leisure constraints of the students participating in the research according to gender variables is the difference in the attitudes of male and female students towards leisure activities and their expectations from each other. The results of the research in the literature show that the attitudes of male and female university students towards leisure activities are different from each other (Akyüz & Türkmen, 2009). When the findings are examined, it has been found that the students in the 18-20 age groups have more transportation problems than the students in the 21-23 age groups, as a leisure constraint considered. In the emergence of this result, it can be considered that the students in the younger age group are in the first years of university life and their level of knowledge about recreation areas and transportation opportunities in the regions is low. In contrast, it was found that the level of restriction of students' participation in leisure activities are mainly caused by lack of

time and interest, lack of individual psychology, lack of knowledge, lack of facilities, and lack of friends did not differ according to age groups.

RESULT

- It has been determined that the barriers to participation in leisure activities in university students who constitute the sample group of the research showed some differences according to the gender of the students.
- It was found that the frequency of doing sports for "Getting rid of the boredom and stress" and "Acquiring new skills and using them" in the university students participating in this study differed significantly according to their gender, and the other factors that were nominal in the students' orientation to sports in their free time are nonsignificant according to gender.

Limitations and Recommendations

It was found that problems such as transportation and lack of facilities are the main factors that prevent the university students from participating in leisure activities. As it is known, university students spend most of their time in classes and courses to improve themselves. In this context, it is known that students in many departments of universities have a sedentary lifestyle. Having a sedentary lifestyle is likely to lead to some health problems for university students as well as in individuals from all age groups. At this point, indoor and outdoor recreation areas can be allocated for the benefit of university students. Hence, it will be possible for university students to use their free time more actively.

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