



## Examining for Leisure Barriers for Female Students Studying in the Faculty of Sports Science

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### Abstract

The aim of our study was to examine the levels of leisure barriers of female undergraduate students in the Faculty of Sports Sciences in terms of some demographic characteristics. The participants of our study are 120 randomly selected female undergraduate students who studied at Firat University Faculty of Sports Sciences in 2020. In order to determine the personal characteristics of the participants in the study, a personal information form (Age, Class, Department and Branch) and a scale of leisure barriers developed by Alexandris and Carroll (1997a) and adapted to Turkish by Gürbüz, Öncü, and Emir (2012) were applied. It is seen that the leisure barriers scale scores of female undergraduate students studying in the departments of the Faculty of Sport Sciences of Firat University are above average with an average of 2.79 in the individual psychology sub-dimension and, 2.77 in the lack of knowledge sub-dimension, 3.17 in the facility sub-dimension, 2.58 in the lack of friends sub-dimension, 3.09 in the time sub-dimension, and 2.85 in the lack of interest sub-dimension according to the findings of the study. It was observed that it was higher than the average with an average of 2.88, considering the general mean score of the leisure barriers scale.

**Keywords:** Female, Leisure, Barriers, Student.

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### Contribution of this paper to the literature

The aim of this study is to contribute literature by examining the levels of leisure barriers of female students studying in the faculty of sports sciences.

## 1. Introduction

Humankind has always been in the struggle for survival since the existence of the universe. The humankind has to work constantly for the survival effort to fulfill its vitality and cope with difficulties. People have called the time left over from these harsh conditions of life as leisure. When the society became aware of their leisure, the main purpose was to use this time out of work with activities and at the same time to get rid of the fatigue of daily life mentally and physically. Leisure is defined as the periods when people have weekends and annual holidays other than working days (Turkmen, Kul, Genç, & Sarıkabak, 2013).

Leisure activities are called leisure activities or recreational activities. These activities are divided into social, intellectual, artistic activities, practical and physical activities by the scientists working in this field (Büküşoğlu & Bayturan, 2005). It can be said that the activities that society has the most in this period and prefer in terms of health are physical activities. Individuals want to prepare themselves more vigorously and mentally for their new work life by sporting the challenges of life struggle. Physical activities can sometimes be a trekking and sometimes a sporting challenge (Karahuseyinoglu, Altungul, Nacar, & Tutar, 2020). Recreative activities are sometimes not fulfilled when society needs them. Some factors can prevent this situation by not always being able to meet the wishes of individuals at any time. In this case, we come across the concept of leisure barriers. All of the factors that prevent people from doing activities during leisure periods can be defined as leisure barriers. Researchers define barriers as all factors that reduce participation in leisure and the pleasure of the individual during this activity (Alexandris & Carroll, 1997a). People are trying to struggle with these barriers. Since this time outside of business life is the period when people feel the best from their mental and physical conditions, it can be a great disappointment to spend this time free.

Leisure barriers will affect people's social and cultural interactions as well as their preparation for the work and education period and their effectiveness in these periods. Since it is thought that students encountering leisure barriers will cause adaptation problems in educational processes, our study is intended to examine the levels of leisure barriers of female undergraduate students in the faculty of sports sciences in terms of some demographic characteristics.

## 2. Material and Method

The universe of research is made up of female undergraduate students studying at Firat University Faculty of Sports Sciences in 2020. Its sample consists of 120 female university students randomly selected from Firat University Sports Sciences Faculty Physical Education, Sports Management, Coaching Education and Recreation Departments.

In order to determine the personal characteristics of the participants in the study, a personal information form (Age, Class, Department and Branch) and a scale of leisure barriers developed by Alexandris and Carroll (1997a) and adapted to Turkish by Gürbüz et al. (2012) were applied. Leisure Barriers Scale is a 4-point Likert type with 18 questions. For each question, 1: "Absolutely Unimportant", 2: "Unimportant", 3: "Important", 4: "Very Important", Various options were suggested and the research team was asked to mark the option that best suits their opinion. The scale consists of 6 sub-dimensions. Sub-dimensions have consisted of mentioned items; Individual psychology sub-dimension from items 1st, 2nd and, 3rd, lack of knowledge sub-dimension from items 4th, 5th, and 6th, facility sub-dimension from items 7th, 8th, and 9th, lack of friends sub-dimension 10th, 11th and 12th items, time sub-dimension from items 13th, 14th and 15th, and lack of interest sub-dimension from items 16th, 17th and, 18th. It was found that the individual psychology sub-dimension was 0.75, the lack of knowledge was 0.74, the facility was 0.72, the lack of friends was 0.65, and the time sub-dimension was 0.61 and 0.63 in the lack of interest sub-dimension when the Cronbach's Alpha ( $\alpha$ ) reliability coefficient values of the sub-dimensions of the Leisure Barriers scale were examined. These values indicate that scores from the scale are highly reliable. The scoring values of the scale are based on the scale ruler of 5.

### 2.1. Analysis of Data

SPSS 22.0 statistics program was used to analyze the data in the study and calculate the results. Skewness and kurtosis tests were used to determine whether the data provided normal distribution. As a result of these tests and controls, it was determined that the research data were parametric. In this case, a two-way analysis of variance (ANOVA) in multiple group variables and a t test to determine the significance of the difference between two independent groups were used. The Tukey test was used to determine which groups in the analysis detected significant differences. Error level in the study was accepted as  $p < 0.05$ .

## 3. Findings

This section presents the findings of the study variables. The results showing the distribution of female undergraduate students according to the personal characteristics of Firat University Faculty of Sports Sciences who participated in our research were examined and interpreted.

### 3.1. Percentage Distribution of the Subjects

It is observed that the highest participation is 26.7% ( $n=32$ ) and recreation department students, while the lowest attendance is 23.3% ( $n=28$ ) and the management department is female students when the demographic distribution table of female students is examined in Table 1. The highest participation was female students between the ages of 22-24 with 46.7% and, followed by female students between the ages of 19-21 with 34.2 and finally, female students aged 25 years and older with 19.2 to when looking at the age groups of the participants. When the class distributions in which the participants studied were examined, 4th-grade female students were highly attended with 45.8%, while the lowest participation was 15.0% for 3rd-grade students. It was determined that

42.5% were engaged in team sports, 41.7% were interested in individual sports and 15.8% did not have any branches when the group distribution of the participants was examined in terms of branch variable.

**Table-1. Demographics related to athletes.**

Variable	Group	N	%
Department	Teaching	31	25,8
	Management	28	23,3
	Coaching	29	24,2
	Recreation	32	26,7
	Total	120	100,0
Age	19-21 Years	41	34,2
	22-24 Years	56	46,7
	25 years and older	23	19,2
	Total	120	100,0
Class	1st Class	22	18,3
	2nd Class	25	20,8
	3rd Class	18	15,0
	4th Class	55	45,8
	Total	120	100,0
Branch	Team Sports	51	42,5
	Individual Sports	50	41,7
	Branchless	19	15,8
	Total	120	100,0

Note: N:120.

**Table-2. Anova test results based on the variable of the departments in which the participants in the study studied.**

Sub-Dimensions	Department	N	X	Ss	F	p
Individual Psychology	Teaching	31	2,80	1,02839	,077	,972
	Coaching	29	2,86	,94917		
	Management	28	2,75	,94988		
	Recreation	32	2,77	,87349		
	Total	120	2,79	,94013		
Lack of Knowledge	Teaching	31	2,88	1,01306	,356	,785
	Coaching	29	2,81	,85257		
	Management	28	2,64	1,01806		
	Recreation	32	2,76	,76778		
	Total	120	2,77	,90886		
Facility	Teaching	31	3,32	,75269	1,894	,135
	Coaching	29	3,34	,66953		
	Management	28	2,97	,89318		
	Recreation	32	3,05	,62853		
	Total	120	3,17	,74719		
Lack of Friends	Teaching	31	2,38	1,08217	,547	,651
	Coaching	29	2,68	,92980		
	Management	28	2,64	1,04990		
	Recreation	32	2,62	,97551		
	Total	120	2,58	1,00535		
Time	Teaching	31	2,94	,91123	,610	,610
	Coaching	29	3,22	,71881		
	Management	28	3,08	,89638		
	Recreation	32	3,11	,73621		
	Total	120	3,09	,81531		
Lack of interest	Teaching	31	2,67	,99064	,761	,518
	Coaching	29	2,93	,84693		
	Management	28	2,83	,90948		
	Recreation	32	2,98	,72579		
	Total	120	2,85	,86929		

Note: Anova test,  $p < 0.05$ .

It was found that there was no statistically significant difference between the leisure barriers sub-dimensions of the participants and the variable of the department they studied ( $p > 0.05$ ) when [Table 2](#) was examined.

It was observed that there was no statistically significant difference between the sub-dimensions of the Leisure Disorder Scale and the facility sub-dimension, lack of friends and lack of interest, and age variables ( $p > 0.05$ ) when [Table 3](#) was examined. It was determined that the difference between the sub-dimensions of the leisure barrier, individual psychology, lack of information and time, and the age variable was statistically significant ( $p < 0.05$ ).

It was found that there was no statistically significant difference between the individual psychology, lack of information, facility, lack of time and interest sub-dimensions of the leisure barriers scale and the class variable ( $p > 0.05$ ) when [Table 4](#) was examined. The difference between the lack of friends sub-dimension of the leisure barriers scale and the classroom variable was found to be statistically significant ( $p < 0.05$ ).

**Table-3.** Anova test results based on age groups variable of participants in the study.

Sub-dimensions	Age	N	X	Ss	F	p	Tukey
Individual Psychology	19-21 Years <sup>A</sup>	41	2,53	1,06426	4,031	,020	<b>A-B</b>
	22-24 Years <sup>B</sup>	56	3,04	,80511			
	25 Years and older <sup>C</sup>	23	2,65	,89034			
	Total	120	2,79	,94013			
Lack of Knowledge	19-21 Years <sup>A</sup>	41	2,54	1,06394	3,082	,050	<b>A-B</b>
	22-24 Years <sup>B</sup>	56	2,98	,79128			
	25 Years and older <sup>C</sup>	23	2,68	,78803			
	Total	120	2,77	,90886			
Facility	19-21 Years	41	3,00	,99443	1,849	,162	
	22-24 Years	56	3,29	,53959			
	25 Years and older	23	3,20	,63357			
	Total	120	3,17	,74719			
Lack of Friends	19-21 Years	41	2,43	1,03666	,833	,437	
	22-24 Years	56	2,61	1,02253			
	25 Years and older	23	2,76	,90696			
	Total	120	2,58	1,00535			
Time	19-21 Years <sup>A</sup>	41	2,83	,99197	3,752	,026	<b>A-B</b>
	22-24 Years <sup>B</sup>	56	3,28	,67098			
	25 Years and older <sup>C</sup>	23	3,07	,68133			
	Total	120	3,09	,81531			
Lack of interest	19-21 Years	41	2,61	,93856	2,941	,057	
	22-24 Years	56	2,92	,80401			
	25 Years and older	23	3,13	,82106			
	Total	120	2,85	,86929			

Note: Anova test,  $p < 0.05$ .

**Table-4.** Anova test results based on class groups variable of participants in the study.

Sub-dimensions	Class	N	X	Ss	F	p	Turkey
Individual Psychology	1st class	22	2,53	1,13929	,791	,501	
	2nd class	25	2,81	1,12250			
	3rd class	18	2,94	,95144			
	4th class	55	2,84	,74761			
	Total	120	2,79	,94013			
Lack of Knowledge	1st class	22	2,51	1,16713	,942	,423	
	2nd class	25	2,82	1,10604			
	3rd class	18	2,98	,93216			
	4th class	55	2,79	,65575			
	Total	120	2,77	,90886			
Facility	1st class	22	3,18	,90107	,241	,868	
	2nd class	25	3,25	,87813			
	3rd class	18	3,05	,84211			
	4th class	55	3,17	,58392			
	Total	120	3,17	,74719			
Lack of Friends	1st class <sup>A</sup>	22	2,33	1,09834	4,921	,003	<b>C-D</b>
	2nd class <sup>B</sup>	25	2,53	1,16269			
	3rd class <sup>C</sup>	18	1,98	1,05702			
	4th class <sup>D</sup>	55	2,90	,74445			
	Total	120	2,58	1,00535			
Time	1st class	22	3,04	,95560	,459	,711	
	2nd class	25	3,21	,87072			
	3rd class	18	2,92	1,00036			
	4th class	55	3,10	,66374			
	Total	120	3,09	,81531			
Lack of interest	1st class	22	2,81	,92997	2,643	,053	
	2nd class	25	2,84	1,05022			
	3rd class	18	2,38	,93060			
	4th class	55	3,03	,67791			
	Total	120	2,85	,86929			

Note: Anova test,  $p < 0.05$ .

It was determined that there was no statistically significant difference between the sub-dimensions of individual psychology, lack of knowledge, facility, lack of time and friends, and branch variable from the sub-dimensions of the participants' leisure barriers scale ( $p > 0.05$ ) when Table 5 was examined. The difference between the lack of interest sub-dimension, which is one of the sub-dimensions of the leisure time barriers, and the branch variable was found to be statistically significant ( $p < 0.05$ ).

#### 4. Discussion and Conclusion

The results regarding whether the leisure time barrier levels of female undergraduate students studying at Firat University Faculty of Sport Sciences differ according to some variables are discussed and interpreted in this part of our study.

The highest participation was 26.7% ( $n=32$ ) with recreation department students, while the lowest attendance was 23.3% ( $n=28$ ) with female students in the management department when the participants were examined in Table 1. When looking at the age groups of the participants, the highest participation was female students

between the ages of 22-24 with 46.6%, followed by female students between the ages of 19-21 with 34.2 and finally female students aged 25 years and older with 19.2%. When the class distributions in which the participants studied were examined, 4th-grade female students were highly attended with 45.8%, while the lowest participation was 15.0% for 3rd-grade students. It was determined that 42.5% were engaged in team sports, 41.7% were interested in individual sports and 15.8% did not have any branches when the group distribution of the participants was examined in terms of branch variable.

**Table-5.** Anova test results according to the branch groups variable of the participants in the study.

Sub-dimensions	Branch	N	X	Ss	F	p	Turkey
Individual Psychology	Team Sports	51	2,75	,97489	,500	,608	
	Individual Sports	50	2,89	,86620			
	None	19	2,66	1,05409			
	Total	120	2,79	,94013			
Lack of Knowledge	Team Sports	51	2,76	,89018	1,587	,209	
	Individual Sports	50	2,90	,83310			
	None	19	2,47	1,10730			
	Total	120	2,77	,90886			
Facility	Team Sports	51	3,22	,69175	1,405	,249	
	Individual Sports	50	3,22	,66816			
	None	19	2,91	1,02946			
	Total	120	3,17	,74719			
Lack of Friends	Team Sports	51	2,70	,98126	1,998	,140	
	Individual Sports	50	2,61	,92179			
	None	19	2,17	1,21395			
	Total	120	2,58	1,00535			
Time	Team Sports	51	2,99	,80413	,972	,381	
	Individual Sports	50	3,21	,69582			
	None	19	3,03	1,09935			
	Total	120	3,09	,81531			
Lack of interest	Team Sports <sup>A</sup>	51	2,76	,87507	3,181	,045	
	Individual Sports <sup>B</sup>	50	3,07	,74776			B-C
	None <sup>C</sup>	19	2,54	1,04356			
	Total	120	2,85	,86929			

Note: Anova test,  $p < 0.05$ .

When the sub-dimensions of the leisure time barriers scale and the department variable in which the participants study were examined, it was found that there was no statistically significant difference between the leisure time barriers sub-dimensions and the department they studied ( $p > 0.05$ ). It is seen that the sub-dimension with the highest average is the sub-dimension of the facility when the sub-dimensions of leisure barriers are examined. Terzioğlu and Yazıcı stated that students had too much free time in a study they conducted in 2003, but they could not use this free time effectively on the understanding and habits of university students in evaluating leisure time; They also stated that students perceive leisure and sports as a means of physical and mental development. In a study that was not parallel to our research conducted by Güler (2017) a significant difference was found in favor of other students in the relationship between physical education students and other students in the level of leisure evaluation and social cohesion. Similar results were obtained in the study conducted by Turkoglu (2009). It has been revealed that physical education teachers and high school students who attend physical education classes have a positive attitude towards the environment. While both physical education teachers and students realized they did not have much time to participate in environmental recreation activities, they concluded that they could keep up with the developments in the media and tried to share the information with their friends.

It was determined that there was no statistically significant difference between the sub-dimensions of the leisure time barriers scale of the participants in the study, and the sub-dimensions of facility, lack of friends and interest, and the age variable ( $p > 0.05$ ). It was determined that the difference between the sub-dimensions of the leisure time barrier, individual psychology, lack of information and time, and the age variable was statistically significant ( $p < 0.05$ ). In a study that was not parallel to our research, Kızıltan (1984) tested the compliance levels of university students and found that there was no age difference between adolescents. We can say that this difference is due to the fact that subjects aged 25 and over have increased their level of consciousness compared to other lower age groups, and they feel better in terms of individual psychology in our study.

It was determined that there was no statistically significant difference between the sub-dimensions of individual psychology, lack of knowledge, lack of facility, lack of time and interest, and class variable from the sub-dimensions of the leisure barriers scale of the participants participating in our study ( $p > 0.05$ ). The difference between the lack of friends sub-dimension of the leisure time barriers scale and the class variable was found to be statistically significant ( $p < 0.05$ ). It can be said that female students who have just started university have not yet made friends and that feeling alone is effective in creating leisure barriers. The results obtained in the study conducted by Lakot (2015) are compatible with our study, it is seen that the study group participants have a high level of leisure time awareness and their leisure time barriers are high. It was determined that there was no statistically significant difference between the sub-dimensions of individual psychology, lack of knowledge, facility, lack of time and friends, and branch variable from the sub-dimensions of the leisure barriers scale of the participants participating in the study ( $p > 0.05$ ). The difference between the lack of interest sub-dimension, which is one of the sub-dimensions of the leisure time barriers, and the branch variable was found to be statistically significant ( $p < 0.05$ ). It was found that female participants interested in individual sports had higher leisure barriers scores when the variables were examined. Despite all this data, the difference between variables was not significant. It has not been discussed in the literature due to the lack of sufficient studies about the branch variable.

As a result; For female undergraduate students studying at Firat University Sports Sciences Faculty; It was seen that the difference between the leisure time barriers sub-dimensions and the department variable they studied was not statistically significant. It was seen that the difference between the sub-dimensions of the leisure barriers scale and the variables of age, class and branch was statistically significant. According to our study, the free time barriers scale scores of female undergraduate students studying in the sports science faculty departments of Firat University are 2.79 in the sub-dimension of individual psychology, 2.77 in the sub-dimension of lack of knowledge, 3.17 in the sub-dimension of the facility, 2.58 in the sub-dimension of lack of friends, 3.09 in the sub-dimension of time and 2.85 in the sub-dimension of lack of interest. When looking at the overall score average of the leisure barriers scale, it was observed that it was higher than the average with an average of 2.88.

It is very important for individuals to spend their recreation time effectively, especially during work and school times. When the individual spends her leisure time effectively, she feels relaxed both psychologically and mentally. In line with all this relief, this mental state will relieve the person at work time and positively affect her communication with her social environment. In addition to all these, it is thought that it is of great importance that universities and state mechanisms make investments in terms of facilities and places in order for young people to spend their recreational time actively. Based on all this information it was necessary to check the levels of leisure barriers of female students in the study group. This study is thought to help sports scientists, psychologists and academicians working on this issue.

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