

DETERMINATION OF THE RECREATIVE TENDENCIES OF HIGH SCHOOL AND COLLEGE STUDENTS (BARTIN PROVINCE SAMPLE)

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ABSTRACT

In this study, it has been aimed to examine the recreative tendency levels of the college and high school students. The study population comprises of 7344 undergraduates who study at Bartın University (formal education) and 8806 high school students who attend to the high schools in Bartın province. The research sample consists of in total 1985 students; 1042 high school students and 943 undergraduates of Bartın University created via random sampling method. As data collection tools, it was used "Personal Information Form" developed by the researcher and "Recreation" survey prepared by Zorba (2001). In analysis of the data, frequency, percentage and non-parametric ManWhitney U test were used and the findings were statistically analyzed through "SPSS 19.0.1". The statistically significance level was accepted as $p < 0.05$.

As a result, college students have more time for recreation and spend their time by engaging in

social, cultural, skill-improving and recreational activities. However, high school students spend their leisure time by watching TV, reading books and listening to music at home. It has been determined differences between the college and high school students in terms of their leisure time period, activity possibilities and where and how they spend their leisure time.

It is the responsibility of the educational institutions to ensure the young engage in positive activities in their leisure time and make movement and sports permanent in their life. The 58th and 59th articles of the constitution are promotive in that direction. It is to be encouraged to build schools which have areas for outdoor activities, gyms and courts by the authorised body. Awareness can be raised through projects, seminar and contact meetings in order that students can be healthy, dynamic and gain active life habits.

Key Word: Recreation, Leisure Time, Recreative Tendency

1. INTRODUCTION

The term time is defined in different ways by several scientists at the present time. However, time is the only thing that all human have equally and is also a non-repetitive part of human life which can be measured through clock (TDK Turkish Language Association, 1982). With advancing technology, individuals have begun using their body less and tended towards a more stable life style. Individuals have inclined to be engaged in mentally instead of physical activities that are natural part of human. As a result of these changes, psychological and physiological changes have been observed in human. On the other hand, the concept of leisure time has emerged (Zorba, 2001). Leisure time means the period in which an individual engages in activities s/he wants with his/her free will excluding vital needs.

With the industrial revolution, factors such as advancements in technology, mechanisation of the household appliance, accessibility and shortening of working hours have enabled individuals to have more leisure time. Also, these developments have caused interest towards leisure time and period of time allocated to recreational activities to increase and these activities to diversify. In these days when lives change and acquire new dimensions, new problems have arisen as a result of these changes. One of these problems is the increase of leisure time and how to value leisure time (Fişek, 1998).

Accordingly, to value leisure time sufficiently and voluminously is one of overemphasized common problems of developed and developing countries (Erken, 2008). The term "recreation" gains importance in the modern societies. The main factors for this development can be stated as; the individuals' expectations of increase in life quality, the socio-cultural changes in societies, awareness about being healthy and the interest of the media (Tekin et. al, 2009).

When it is planned and presented well, recreation is one of the ways of teaching social life to people of all ages, creating sense of belonging and personality, protecting and improving human resources and enhancing life standards. Point of interest can be determined depending on individual's impulse and motivation; thus, the recreational activities are to be planned as including social and exclusive activities such as sports, music, drama, craftwork, games, dance (Balçı, 2003). Recreational activities are beneficial to individuals in many aspects like physical health development to be created, mental health to be given, socialising individuals, improving creativity, personal skills and talents, affecting work performance, productivity and economic mobility and making people happy (Yazıcıoğlu, 2010).

Recreation is a significant factor in individuals' developing a healthy personality and feeling happy. According to that definition, students need recreational activities in order to make use of their leisure time after school. Educators are in a struggle for developing the healthiest ways in order that students will be compatible and successful in the future (Tezcan, 1983).

Accordingly, requirement of a conscious and educated recreation expert who plans recreation class including all kind of activities and leisure time of students to increase the productivity of courses is inevitable. Colleges have a significant status and value in human life and college students are of vital importance in the population of Turkey that has a young structure. Furthermore, young people are boundless potential and reliance for the future of the country with their sensitive and dynamic status. Thus, issues regarding students, problems of valuing leisure time are common matters and problems of all higher education institutions (Tezcan, 1983).

College education is the crucial period in which behaviour types to continue throughout years are formed. In that period, every positive behavior takes individual a step further in making them happy. In consequence, leisure time activities are to be a part of academic education for college students and students are to determine the importance of the concept recreation and education of valuing lesiure time in their lives. Leisure time will exist with individuals from childhood to senility and recreation will provide experience that benefits individual pyschologically, socially and physically in every sphere of life (Karaküçük, 2005).

As an instituion, colleges and high schools are a tool reflecting the society and its culture. If culture has varied and complex need, the function of the colleges will take form accordingly. With recreational education, it is to be learned how to use time and recognised how to benefit from its aspects affecting personality. This can be achieved by creating and using leisure time. In this context, production of various programs with the aim of being aware of personal characteristics of college and high school students and to improve their deficient skills may contribute to social and occupational development of the society. To make students perform practices that enable students' personal characteristics and skills to arise is possible through recreational activities. In the light of information, recreational activities are significant opportunities in which individuals can express themselves, recognize their talents, use their creative potential, and improve their linguistic, mental, social, emotianal and motor skills (Ağaoğlu, 2002).

Furthermore, participating in recreational activities affects academic achievement positively and helps knowledge levels to increase even though it does not assure high academic achievement (Alay, 2000). Every student who spends most of his/her time at classes, laboratories or desks needs to engage in recreational activities. Consequently, college activity program has to provide opportunities for recreation and resting and also take off intensity brought by modern life and school studies. Required effort, planning and programming are to be done (Kılbaş, 2010). At the 58th and 59th articles of the Constitution of Turkish Republic, it is focused on how the State places emphasis on the protection of youth and development of sports. At the 59th article, "The State shall take measures to develop the physical and mental health of Turkish citizens of all ages, and encourage the spread of sports among the masses. The State shall protect successful athletes.", it is emphasized that individuals of all ages should do sports (<https://www.tbmm.gov.tr/anayasa/anayasa82.htm>)

Herguner (2015) "Sports is the performance enhancing, socializing and instructive psycho-motor activities based on mental and physical competition, assessed by the units of measurement for weight, length, time and the score, requiring planned work and obedience to the rules, performed with or without equipment, individually or as a team, by using different areas and with various purposes"(Herguner, Bar ve Yaman, 2016).

To get students adopt the habit of spending leisure time positively has to begin at high schools in order that our society and students will be dynamic and more productive, and studies on that matter have to be increased at the institutions and organizations of universities. These studies are of significance in raising awareness.

2. METHOD

The method of the study is based on field study and survey method was used. A largescaled literature review was made on that topic. Within the frame of determined field study method, survey forms prepared by the researcher were given to the specific number of college and high school students.

The population of the study comprises of 7344 undergraduates who study at Bartın University (formal education) and 8806 high school students who attend to the high schools in Bartın city center. The research sample consists of in total 1985 students; 1042 high school students and 943 undergraduates of Bartın University that was created via random sampling method

As data collection tools, it was used “Personal Information Form” developed by the researcher and “Recreation” survey prepared by Zorba (2001). The survey included 24 item aimed at collecting information regarding personal, social, valuing leisure time, activities and facilities. The findings were evaluated through the 19.0.1 version of SPSS (Statistic Packet For Social Sciences). The statistically significance level was accepted as 0.05. In analysis of the data, frequency and percentage distributions were considered. Non-parametric ManWhitney U test were used in paired comparison of the high school and college students’ data.

3. FINDINGS

1- The Gender, Age, Family Income and Weekly Leisure Time Distributions of the Participants

Education		N	%	
Gender	High School	Male	590	56.6
		Female	452	43.4
		Total	1042	100.0
	College	Male	422	44.8
		Female	521	55.2
		Total	943	100.0
Age	High School	14-16	527	50.6
		17-19	515	49.4
		Total	1042	100.0
	College	17-19	237	25.1
		20-22	547	58.0
		23 and over	159	16.9
Total	943	100.0		
Family Income	High School	500-1000	182	17.5
		1000-1500	250	24.0
		1500-2000	179	17.2
		2000-2500	181	17.3
		2500 and over	250	24.0
	Total	1042	100.0	
	College	500-1000	177	18.8
		1000-1500	244	25.9
		1500-2000	207	22.0
		2000-2500	123	13.0
2500 and over		192	20.3	
Total	943	100.0		
Daily Leisure Time	High School	1-3	581	55.7
		4-6	376	36.1
		7 and over	85	8.2
		Total	1042	100.0
	College	1-3	226	24.0
		4-6	444	47.1
		7 and over	273	28.9
		Total	943	100.0

As Table 1 is examined, it is seen that 56,6 % of the participants are male and 44,4 % of them are female; 50,6 % are “14-16 years old” and 49,4 % range in age from 17 to 19; 24% have “2500 TL and over” and 17,2% have “1500-2000 TL” family income; and 55,7% have daily “1-3 hours” and 8,2% have “7hours and over” leisure time. It is observed that 44,8% of college students are male and 55,2% of them are female; 58% are “20-22 years old”and 16,9% are “23 years and older”; 25,9% have “1000-1500 TL” and 13% have “2000-2500 TL” family income; and 47,1% have daily leisure time of “4-6 hours” and 24% have “1-3 hours”.

2- Mann-Whitney U Test Distributions of the Participants with Regard To Where They Participate in Recreational Activities

Question	Answer	Average		Z	p
		High School	College		
Where do you participate in recreational activities?	At school	0.39	0.44	-2.056	0.040*
	At home	0.64	0.60	-2.152	0.031*
	At workplace	0.05	0.10	-3.539	0.000*
	In open or rural area	0.42	0.49	-3.337	0.001*
	At sports facilities	0.29	0.45	-7.382	0.000*
	At organizations like assossciation and unions	0.09	0.15	-3.739	0.000*
	Other	0.11	0.12	-7.16	0.474

*The statistically significance level is 0.05.

At Table 2, it is seen statistically significant differences between the answers of the participants to the question “Where do you participate in recreational activities?” which has following options; “at school”, “at home”, “at workplace”, “in open or rural area”, “at sports facilities”, “at organizations like assossciation and unions” and “other” ($p < 0,05$). It is observed that the difference for the benefit of high school students is the activities done “at home” while the differences for the benefit of college students are the activities done “at school”, “at workplace”, “in open or rural area”, “at sports facilities”, “at organizations like assossciation and unions” and “other”.

3- Mann-Whitney U Test Distributions of the Participants With Regard To Which Activities They Do in Their Leisure Time

Question	Answer	Average		Z	p
		High School	College		
Which activities do you do in your leisure time at home?	I watch TV	0.74	0.68	-3.198	0.001*
	I read a book	0.51	0.46	-2.055	0.040*
	I listen to music	0.80	0.76	-1.882	0.060
	I do physical exercises	0.41	0.46	-2.256	0.024*
	I do craftwork	0.12	0.13	-.583	0.560
	I grow flowers	0.13	0.13	-.336	0.737
	Other	0.19	0.14	-2.790	0.005*

* The statistically significance level is 0.05.

At Table 3, it is determined statistically significant differences in the answers of the participants to the question “Which activities do you do in your leisure time at home?”. The given answers are “I watch TV”, “I read a book”, “I do physical exercises” and “other” ($p < 0,05$). It is observed that high school students tend to value their leisure time by “watching TV”, “reading books” and “other activities” while college students prefer “doing physical exercises” in their leisure time.

4- Mann-Whitney U Test Distributions of the Participants With Regard To Which Outdoor Activities They Participate in Their Leisure Time

Question	Answer	Average		Z	p
		High School	College		
Which outdoor activities do you mostly participate in your leisure time?	Sportive activities	0.59	0.58	-2.41	0.809
	Social, cultural and artistic activities	0.34	0.41	-3.435	0.001*
	Touristic and recreational trips	0.31	0.42	-4.902	0.000*
	Skill improving and occupational activities	0.16	0.22	-3.595	0.000*
	Other	0.13	0.09	-2.587	0.010*

* The statistically significance level is 0.05.

At Table 4, it is observed statistically significant differences in the answers of the participants to the question “Which outdoor activities do you mostly participate in your leisure time?” ($p < 0,05$). Their answers are “social, cultural and artistic activities”, “touristic and recreational trips”, “skill improving and occupational activities” and “other”. It is seen that high school students tend to do “other” activities while college students tend to engage in “social, cultural and artistic activities”, “touristic and recreational trips”, “skill improving and occupational activities”.

5- Mann-Whitney U Test Distributions of the Participants With Regard To What They Think About Recreational Activities

Question	Answer	Average		Z	p
		High School	College		
What do you think about recreational activities?	I think they are relaxing	0.57	0.47	-4.539	0.000*
	I think they are fun	0.70	0.66	-1.943	0.052
	I think they are pleasing and fun	0.62	0.55	-2.870	0.004*
	I think they are educational and instructional	0.23	0.28	-2.435	0.015*
	I feel relaxed and less distressed	0.69	0.54	-6.700	0.000*
	They are good for my health	0.35	0.34	-.591	0.554
	They provide social status	0.30	0.28	-.791	0.429
Other	0.05	0.08	-2.500	0.012*	

* The statistically significance level is 0.05.

At Table 5, it is observed statistically significant differences in the answers of the participants to the question “What do you think about recreational activities?” ($p < 0,05$). The answers are “I think they are relaxing”,

“I think they are pleasing and fun”, “I think they are educational and instructional”, “I feel relaxed and less distressed” and “other”. It is seen that high school students tend to state “I think they are relaxing”, “I think they are pleasing and fun” and “I feel relaxed and less distressed”. However, college students tell “I think they are educational and instructional” and “other”.

4. DISCUSSION

1042 high school students 56,6% of which are male and 43,4% of them are female and 1985 college students 44,8% of which are male and 55,2% of them are female participated in this study which was carried out to identify the recreative tendencies of high school and college students.

When family income levels are examined, it has been identified that 24,9% of them have between 1000-1500 TL, 22,3% have 2500 TL and over and 15,3% have between 2000-2500 TL income. In Kiper’s study called determination of recreational activities and demands and conducted on the students of Namık Kemal University, it has been observed that participants who have 1000-1500 TL income have been found to be at the highest level with 28.2% rate. It can be said the study has similar findings with our study (Kiper, 2009).

When daily leisure time are examined, it has been identified that 40.6 % of the participants have “1-3 hours”, 41.3 % of them have “4-6 hours” and 18.1% of them have “7 hours and over” leisure time. In the study of Özdağ et all. conducted on civil servants, it has been found out that the highest rate of average leisure time is “1-3 hours” and “4-6 hours”. Accordingly, it is stated that our finding, 40.6% of the participants have daily “1-3 hours” leisure time, may support that finding (Özdağ et al., 2009). Furthermore, in a study which has been conducted on 348 students of School of Physical Education and Sports and School of Sports Sciences and Technology at Hacettepe, Gazi, Ankara and Orta Doğu Teknik Universities to identify the place and importance of sports in students’ leisure time habits and the relation between valuing leisure time and demographic attributes, it is found out that the students have daily “3-5” hours leisure time and varies (Kızıltan, 2006). It is observed that the students have daily “1-3 hours” or a little more of leisure time since high school students study for the school exams and also the college exam from the first grade and college students study for their courses and work part-time. In Terzioğlu’s study conducted to examine the leisure time of college students, it is stated that most of the students have daily “1-2 hours” and “3-4 hours” of leisure time. In Güldemir and Ersoy’s study carried out in order to assess the leisure time of the college students, 37.2% of the students have daily “3-4 hours” of leisure time (Ersoy and Güldemir, 2008). It can be said this finding supports our study.

It is known that the participants participate in recreational activities “at school, home, workplace, sports facilities, organizations like association and unions and in open or rural areas. In study of Mansuroğlu (2002) on the leisure time characteristics of college students, it is found out that most of the students participate in particularly indoor recreational activities like activities done at home, and then outdoor activities. In another study conducted to determine the recreational demand and tendencies, Yılmaz and et all. (2003) have stated that the participants generally spend their leisure time at home at weekends and on holidays.

The participants watch TV, read books, do physical exercises and do other activities at home in their leisure time. Tunçkol and Çumralgil’s (2005) study conducted on the academic staff, it is observed that 49,7% of the participants watch TV and 21,9% of them listen to music on the radio out of the passive recreative activities. In Ersoy and Güldemir’s (2008) study carried out on college students, it has been identified that the

participants do physical exercises, listen to music and read books in their leisure time. In Kaya's study (2003) which examines the college students' attitudes towards recreational activities, it has been stated that 21,8% of the participants listen to music, 19,5% of them surf the net and 13,6% of them watch TV and engage in other activities.

In our study, it has been found out that the participants engage in "social, cultural and artistic activities join touristic and recreational trips, skill improving and occupational activities and do other activities. In Kiper's (2009) study called determination of recreational activities and demands and conducted on the students of Namik Kemal University, it has been determined that social, cultural and artistic activities and sports activities take place on the top in the most preferred activities. Similarly, in Çolakoğlu's (2005) study conducted to determine the leisure time habits of the instructors, it is observed that social, cultural and artistic activities and sportive activities are between the most preferred activities. Considering these findings, similar findings have been obtained in our study.

The participants think that leisure time activities are relaxing, pleasing and fun, educational and instructional and feel relaxed and less distressed when they engage in recreational activities and other. In Mansuroğlu's (2002) study, it is observed that the participants think recreational activities are done to have fun and relax and decreases stress. In their study, Sabbağ and Aksoy (2011) have emphasized that students learn from recreational activities and consequently feel happy. In Terzioğlu and Yazıcı's (2003) study conducted on the students' perception and habits of leisure time, it is stated that the participants think recreational activities are culture improving and instructional and they feel less distressed by engaging in these kind of activities.

5. CONCLUSION

This study has been conducted to determine the recreative tendencies of high school and college students and how they spend their leisure time. These findings have been obtained:

According to the study, it has been observed high school students have less daily leisure time than college students. It may result from course load decreases when students attend to colleges and the number of days and hour students spend at school diminish. Besides, as high schools students have more daily compulsory courses than college students have, they allocate less time to recreational activities.

It has been identified differences in students' leisure time activity preferences; college students engage in outdoor activities while high school students spend their time at home. That case results from the fact that college students live in a more liberated way in another city their family live and they are provided with several and varied activities at college while high school students spend their leisure time mostly at home as they live with their family.

College students who will begin to work in the near future are more eager to spare more time to improve themselves in their field at their long-term leave of absence than high school students. As college students are more conscious about the concern of finding a job, interview or the public personnel selection examination done by the government, they spend their time in self-improving activities at long term recess. High school students prefer taking a vacation or doing their private matters at that time. While students have similar facilities at school, high school students want to mostly engage in recreational activities. It is thought that this

arises from need for recreational and fun oriented activities of high school students who study for the university entrance examination and undergo a strict education process.

Consequently, it has been identified differences in high school and college students' leisure time period, activity possibilities, where and how they spend their leisure time. Therefore, college and high school administrators are to recognize the deficiencies on that matter and provide students with more beneficial opportunities to meet their needs.

6. RECOMMENDATIONS

Recreation fields to be created in campus and recreative activity fields to be extended

Facilities, materials and physical conditions of high schools and colleges to be enhanced and students to be encouraged to engage in recreational activities

Consciousness toward outdoor recreation fields to be raised in high school and college students

Recreation course to be added to high school curriculum as an optional course by the Ministry National Education

Awareness level of the students towards recreation to be increased through symposium and conferences to be held by the Provincial Directorates for National Education

The construction of schools which have areas for outdoor activities, sports halls and courts to be promoted within the school and building structuring of the Ministry of National Education

School of Physical Education and Sports at the Municipalities and colleges to sign a protocol for recreational activities and recreational activities to which public and college students attend together to be held

Recreational and sportive activities and programs which are aimed to "Enhance Healthy Living Level" to be organized at high schools and colleges in cooperation with the Provincial Directorates of Health.

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