

INVESTIGATION OF LEISURE BARRIERS OF STUDENTS OF THE FACULTY OF HEALTH SCIENCES

SAĞLIK BİLİMLERİ FAKÜLTESİ ÖĞRENCİLERİNİN BOŞ ZAMAN ENGELLERİNİN İNCELENMESİ

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ABSTRACT

In this study conducted, it was aimed to examine the leisure barriers of the students of the faculty of health sciences, and 243 students, including 157 females and 86 males, studying in the Mehmet Akif Ersoy University Faculty of Health Sciences attended. The "Leisure Barriers Scale" was used to determine the leisure barriers of students. In the analysis process of the obtained SPSS 22.0 program descriptive and frequency analyzes were used. At the end of the research, it was determined that the lack of time and interest was one of the factors that block students from participating in leisure activities. Other leisure time barriers were identified as individual psychology, transportation problem, lack of facilities, lack of knowledge and lack of friends, respectively.

Keywords: Leisure, college students, leisure barriers

ÖZET

Yapılan bu arařtırmada sađlık bilimleri fakültesi öğrencilerinin boş zaman engellerinin incelenmesi amaçlanmış, arařtırmaya Mehmet Akif Ersoy Üniversitesi Sađlık Bilimleri Fakültesi'nde öğrenim gören 157 kadın ve 86 erkek olmak üzere 243 öğrenci katılmıştır. Öğrencilerin boş zaman engellerinin belirlenmesinde "Boş Zaman Engelleri Ölçeđi" kullanılmıştır. Elde edilen verilerin analiz sürecinde SPSS 22.0 programında tanımlayıcı istatistik ve frekans analizlerinden yararlanılmıştır. Arařtırmanın sonunda öğrencilerin boş zaman etkinliklerine katılımlarını engelleyen unsurların başında zaman ve ilgi eksikliđinin geldiđi tespit edilmiştir. Diđer boş zaman engellerinin ise sırasıyla birey psikolojisi, ulaşım sorunu, tesis yetersizliđi, bilgi eksikliđi ve arkadaş eksikliđinin geldiđi belirlenmiştir.

Anahtar kelimeler: Boş zaman, üniversite öğrencileri, boş zaman engelleri

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INTRODUCTION

When university education is handled for students, it is an important process before starting professional life. In this process, students continue their current courses on the one hand and, on the other hand, turn to courses to improve their personal and professional competencies. For this reason, the time period that university students can get round to themselves apart from their education and training activities is very low. At this point, it is thought that university students do not evaluate their spare time well.

It is known that using leisure time efficiently has positive effects on both personal development and health. In the researches in the literature, it is stated that especially in the spare time, it is beneficial for physical activity and sports in terms of physical and mental health (Jewett et al., 2014; Lubans et al., 2016; Eraslan, 2014; Eraslan & Hekim, 2015a; Nezhad & Besharat, 2010; Eraslan & Hekim, 2015b). During their student life, evaluating individuals' leisure time efficiently contributes to their personal development. For this reason, it is seen that in many studies conducted in recent years (Hekim & Eraslan, 2015a; Barnett,

2006; Tsai, 2005; Hekim & Eraslan, 2015b; Hekim & Eraslan, 2015c), students' ways of evaluating their leisure time are frequently discussed.

Although it is known that evaluating leisure time efficiently has an important place in human life, there are some factors that block people from participating in leisure activities (Özsoy, 2018). There are also some problems faced by university students during their leisure time. For this reason, it has been observed that many studies have been carried out in recent years to address the barriers to participation in leisure activities (Tsai & Coleman, 2009; Karadeniz et al., 2019; Çakır, 2017; Solakumur et al., 2019; Soyer et al., 2017; Çebi et al., 2018). However, it has been observed that research on this subject is limited in the students of the faculty of health sciences. Within the scope of this study, it was aimed to examine the barriers of participation in leisure activities among the students of the faculty of health sciences.

MATERIAL AND METHOD

Research Group

243 individuals who are students of Mehmet Akif Ersoy University Faculty of Health Sciences participated in this research conducted. Information on the demographic characteristics of the students included in the research are shown in tables below.

Table 1. Frequency and Percentage Distributions of University Students Participating in the Research According to Gender

Gender	f	%
Female	157	64,6
Male	86	35,4
Total	243	100,0

The university students participating in the research consist of 64.6% of women and 35.4% of men.

Table 2. Frequency and Percentage Distribution of University Students Participating in the Research According to Age Groups

Yaş grubu	f	%
18-20 age	207	85,2
21-23 age	36	14,8
Total	243	100,0

85.2% of the university students participating in the study are in the 18-20 age group and 14.8% in the 21-23 age group.

Table 3. Frequency and Percentage Distribution of the Families of the University Students Who Participated in the Research According to Their Monthly Income Status

Aylık gelir	f	%
Bad	33	13,6
Middle Level	202	83,1
High Level	8	3,3
Bad.	243	100,0

13.6% of the university students participating in the study have a bad monthly income, 83.1% of their families have a middle level monthly income and 3.3% of their families have a high monthly income.

Collection of Data

The “Leisure Barriers” scale developed by Alexandris and Carroll (1997) and adapted in Turkish, validity and reliability study by Gurbuz and Karakukil (2007) was used to determine the leisure barriers of the students participating in the research. The scale consists of 6 sub-dimensions and 27 items. The scale consist of 27 items to measure in 6 sub-dimension, pushing individuals to identify Leisure Barriers, (1) “lack of time and attention”, (2) “individual psychology”, (3) “lack of information”, (4) “transportation problem”, (5) “lack of facilities” and (6) “lack of friends”. Leisure time barriers of individuals are evaluated on a 4-point Likert scale such as “Absolutely Unimportant” (1)” and “Unimportant” (2)”, “Important (3)” and “Very Important (4)”. Lack of time and attention ”from items 21, 22, 23, 24, 25, 26 and 27,“ individual psychology ” from items 1, 2, 3, 4, 5 and 6,“ lack of information ”items 7, 8 and 9 , “Transportation problem” from items 14, 15, 16 and 17, “lack of facilities” from items 10, 11, 12 and 13, and “lack of friends” from items 18, 19 and 20 (Bosna et al., 2018). .

Statistical analysis

SPSS 22.0 program was used in the analysis of the data obtained. While frequency analysis was being used to determine the percentage distributions of the university students participating in the research, the lowest and the highest score values from the descriptive statistics related to the Leisure Barriers Scale subscale scores were examined.

FINDINGS

Findings regarding the time barriers of the students participating in the research are presented in Table 4 below.

Table 4. Descriptive Statistics of University Students Participating in the Research on the Barriers to the Scale of Leisure Disabilities Scale

Sub-dimension	N	The lowest	The highest	X	Ss
Lack of time and interest	243	7	28	18,82	4,109
Individual psychology	243	6	24	16,69	3,408
Lack of information	243	3	12	8,49	2,163
Transportation problem	243	4	16	11,96	2,741
Lack of facility	243	4	16	11,92	2,575
Lack of friend	243	3	12	7,65	2,170

When the table is analyzed, it is seen that the reasons such as lack of time and interest, individual psychology, lack of information, transportation problem, lack of facilities and lack of friends in university students participating in the research are barriers affecting leisure time above the middle level.

DISCUSSION AND CONCLUSION

At the end of the research, it was found that the lack of time and interest was the leading one of the leisure time barriers of university students, followed by individual psychology, transportation problem, lack of facilities, lack of knowledge and lack of friends, respectively.

It can be said that these findings are the most important barrier for university students not participating in leisure activities. In the literature, it is seen that similar findings have been reached in studies conducted on university students. In a study conducted on Üsküdar University students, it was reported that the lack of time and attention and individual psychology were at the top of the students' leisure barriers (Bosna et al., 2018). In a study conducted on students studying in the sports departments and other departments of universities, it was found that the lack of interest and friends was one of the students' leisure barriers (Çebi et al., 2018). In another study conducted on Muğla Sıtkı Koçman University students, it was found that the lack of facilities was one of the factors that block students from participating in leisure activities (Karadeniz et al., 2019). In the study conducted on Bartın University students, it was determined that the lack of knowledge and friends and the individual psychology were at the top of the students' leisure barriers (Solakumur et al., 2019).

As a result, it was observed that university students participating in the study were not able to participate in leisure activities for reasons such as time and lack of attention, and similar study results in the literature are in parallel with the findings obtained in this study. It can be said that new studies should be carried out in this regard in order to determine the leisure barriers of university students and to minimize leisure barriers.

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