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## Demographic Differences in the Perception of Constraints on Participation to Recreational Activities: Results from a Study Made the University in Turkey<sup>1</sup>

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### Abstract

In this study, we aimed to study certain factors that prevent university students from participating in recreational activities that affect the same in order to obtain more information on recreation, which is one of the issues that almost all countries place importance on. The population of this study, which is cross-sectional type of epidemiology study comprised 471 students. We contacted 407 students who were targeted to contact all components of the determined population (86.4%). We may list top three factors that constitute an impediment for participation of students to recreational events as “Facilities” 3.04(±0.7), “Time” 8.46(±2.02) and “Lack of Information” 8.64 (±2.46) respectively. As we reviewed average points obtained by students from sub-dimensions of the scale, we determined that, in all of the sub-dimensions, average points of female participants are higher, that average points of the age group of “17-20” is higher in the lack of friend sub-dimension, that average points of the Medical Documentation and Sekretaryship program are higher in the psychology of individual sub-dimension, that average points of participants, who did not do sports actively in the past, are higher in the “Lack of Interest” sub-dimension. We observed that there are several constraints that prevent women, who participated to the study, from participating to recreational activities. This issue suggests that such a situation may be an indicator of gender. Activities can be organized to increase the participation of female students in recreational activities at the university.

**Key Words:** Leisure constraints, Recreational activities, Gender, University students.

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## INTRODUCTION

Today, important achievements are made in the development and wealth level of societies as a reflection of rapid developments in the fields of science, technology and industry. The inclusion of machines in business life in a well-equipped way and functionally since the industrial revolution facilitated the business life of people and led working hours to decrease. Individuals have the opportunity to create a separate timeframe and leisure for themselves, in addition to their daily monotonous lives (Özşaker 2012).

The daily lives of the individuals were examined in two categories: working hours and off-hours. Off-hours are divided into two sub-headings: time related to existing activities related to basic human needs, such as eating, sleep, and personal care, and leisure, which includes recreation (Akyuz and Turkmen 2015). Although there are various definitions of leisure time, this term generally refers to a privileged timeframe that is not used (Aslan and Aslan 2001, Demirel and Harmandar 2009).

In other words, leisure time may be defined as ‘a time when an individual is free of any obligations and connections that he/she has undertaken for himself/herself and others, when he/she deals with the event he/she prefers for himself/herself, and acts independently and freely’ (Akyuz and Turkmen 2015, Fancourt, Aughterson et al. 2021, Kurt, Kurt et al. 2022). In the literature, it is determined that it would make a positive contribution to individuals’ leisure time in activities that they may enjoy, may increase personal satisfaction, which allowing them to improve and refresh themselves and learn new concepts (Özşaker 2012).

Recreation, which is listed at the top of the list of subjects on which almost all of the countries of the world lay emphasis, is defined as a term that refers to any event performed by individuals during leisure times that are left from working hours (Karaçar and Paslı 2014). In brief, recreation is defined as “the body of interests that any individual may perform to refresh himself/herself, to reveal any desires that are accumulated and to satisfy himself/herself or to enjoy himself/herself by participating to creative and cultural activities” and it is determined that recreational activities have positive outputs (Üstün, Kalkavan et al. 2016, Pense and Kasımoğlu 2022).

Leisure constraints are defined as “factors that stand as a barrier in formation of leisure time preferences of individuals, and that prevent or preclude the same”. Individuals may not wish to participate in recreational activities during their leisure time for various internal or external reasons (Çakır, Şahin et al. 2016, Kim, Cho et al. 2020). In a study that was conducted, it was determined that youngsters who are receiving university education do not participate in recreational activities because they could not arrange time management neatly and because they do not know how to spend leisure time (Özşaker 2012).

Facilities provided by universities may be more facilitative, functional, and directional in terms of allowing youth to positively spend their leisure time and participate in recreational activities (Karaçar and Pashlı 2014). It is considered that allowing the youth to make use of their leisure time effectively may improve their health status, increase their social adaptation skills, and help them avoid risky behaviours (Fancourt, Aughterson et al. 2021, Kurt, Kurt et al. 2022). Universities, which assume a great duty in terms of raising health generations and introducing the same to society, make great contributions to the development of students owing to the campus areas and facilities they provide (Özşaker 2012, Abbasi, Kianipour et al. 2018).

In consideration of the fact that universities are fundamental institutions that prepare youth for social life in professional terms, in this study, we aimed to determine certain variables that are considered to prevent and affect students who were receiving education in the Vocational School of Health Services (VSHS) of a university that is active in the Central Anatolia Region of Turkey during the fall semester of the 2017-2018 academic year from participating in recreational activities.

## **MATERIAL AND METHODS**

### ***Research Model***

The research model of the present study is cross-sectional type epidemiological research. The population of this study comprised 471 students who were actively receiving education in the VSHS of a university that is active in the Central Anatolia Region of Turkey during the fall semester of the 2017-2018 academic year. The VSHS, which is

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included the body of the subject university, is engaged in education and training activities at the associate level, and it is comprises three programs (normal education and evening education) categorised under two departments. The medical services and techniques department includes medical documentation and sekretaryship and first and emergency aid programs, while the healthcare services department includes the elderly care program. In the medical services and techniques department, 207 students were studying in the 1<sup>st</sup> grade and 175 students were studying in the 2<sup>nd</sup> grade, in the healthcare services department, 52 students were studying in the 1<sup>st</sup> grade and 37 students were studying in the 2<sup>nd</sup> grade. The criteria for including students in the research group were as follows: studying one of the subject programs within the body of the VSHS affiliated with the relative university, willingness to participate in the study, and signing the ethical committee consent form. We aim to contract the entire research universe without selecting a sample. A total of 407 students (86.4%) who agreed to participate in the study were included in the study.

### *Variables*

The students completed a questionnaire that consisted of two sections. The questionnaire comprised 34 questions in total; the first section comprised of (11 questions) on certain sociodemographic characteristics of participants, as well as variables that we considered to prevent participants from participating in recreational activities, and the second section comprised of 18 questions [Leisure Constraints Questionnaire (T-LCQ)].

***Personal Information Form:*** This form was prepared by the researchers to obtain information on the sociodemographic characteristics of the participants. This section includes 11 questions related to the sex and age of the students, program studied, type of education, grade, education status of their parents, employment status in a work that provides income, longest place of residence prior to the university, and self-perceived economic level. In addition, this section also included five questions that covered smoking, alcohol consumption, membership to student activities at the university, membership status to a sports centre, and past experiences of active sports participation

(Sabanci 2016), that is, factors that are considered to affect participation in recreational activities.

***Turkish version of the Leisure Constraints Questionnaire:*** The scale, which was originally developed by Alexandris and Carrol (Alexandris and Carroll 1997) in 1997, was developed to determine constraints that stand in front of participation in recreational activities. The applicability and reliability of the original scale were developed in Turkish by Gürbüz et al. in Turkey in 2012 (Gürbüz, Öncü et al. 2012). The T-LCQ is a 4-point Likert scale that comprises 18 items and six sub-dimensions in total. Each of these sub-dimensions comprises three items: Psychology of individual (Items 1, 2, and 3), lack of information (Items 4, 5, and 6), facilities (Items 7, 8, and 9), lack of friend (Items 10, 11, and 12), time (Items 13, 14, and 15) and lack of interest (Items 16, 17, and 18). The scale items are listed and scored as “Absolutely Unimportant” (1 point) and “Absolutely Important” (4 points). Cronbach’s alpha reliability coefficient was calculated as 0.85 for the entire scale (Gürbüz, Öncü et al. 2012, Yaşartürk, Uzun et al. 2016). In this study, Cronbach’s alpha was 0.83, indicating that this value is reliable for the sample group. Since the average points obtained in the sub-dimensions of the scale are high, participation in recreational activities is prevented (Gürbüz, Öncü et al. 2012).

### ***Data Collection***

We planned to collect data simultaneously from all students available in the same class at course times determined by the relative school management. The researcher visited the students during at the course, and the questionnaires were distributed. These forms were completed under the supervision of the researcher only by students who were available in the class on the day of the application. This study was conducted in accordance with the principles of the Declaration of Helsinki. Preliminary information was provided to the students on the realisation stages of the questionnaire prior to the collection of data, stating that participants may participate in the research on a voluntary basis and that they may abandon participation in the research even if they began to complete the questionnaire. First, we requested students who agreed to participate in the study to sign

an informed consent form. The students participating in the study then read and marked the questions in the questionnaire.

### ***Data analysis***

Statistical analyses were performed using the IBM SPSS (Statistical Package for the Social Sciences) software version 20.0.

The dependent variable of the study was defined as the average points related to the sub-dimensions of the T-LCQ. Independent variables were assessed as certain sociodemographic characteristics of students and certain variables considered to affect participation in recreational activities. Descriptive statistics of the study are presented as frequency, percentage distribution, average, standard deviation, and minimum and maximum values. The variables were investigated using analytical methods (Kolmogorov-Smirnov/Shapiro-Wilk test) to determine whether they were normally distributed. Since parametric conditions were not satisfied, averages of two independent groups were analysed using the Mann-Whitney U test, and group comparisons of the above two groups were analysed using the Kruskal Wallis test. Groups were subjected to Mann-Whitney U test with the completion of the non-parametric Kruskal-Wallis test to determine the group that caused a specified significant difference (Otacıoğlu 2008). The limit of significance (p value) for all tests was taken as 0.05.

### ***Ethical Dimension of the Research***

This study was approved by the Social and Science Research and Releases Ethics Committee of Kırşehir Ahi Evran University (27.12.2017, KA11/05), and informed consent was obtained from the students.

## **RESULTS**

As shown in Table 1, 59.0% of the students who were included in the scope of the research were female (n=239), and 80.1% of them (n=326) were aged between 17-20. Of the students, 51.4% (n=209) received education in first and emergency aid programs, and 54.3% (n=221) received education in the 1<sup>st</sup> grade. 58.4% of those included in the research group (n=238) marked “metropolitan city and city” as the longest place of residence before studying at the university. The majority of the students (66.3%) emphasised that

self-perceived economic level as “average”. A total of 2.2% of students (n=9) stated that they were among the members of student communities where sports activities were performed, 14.5% of the same (n=59) stated that they were among the members of a gym, and 43.6% of the same (n=176) stated that they had past experiences of active sports participation (Table 1).

**Table 1**

*Distribution of some sociodemographic characteristics of the university students in Turkey*

Characteristic	TOTAL	
	Number	Percentage†
<b>Sex* (n=405)</b>		
Male	166	41.0
Female	239	59.0
<b>Age (years) (n=407)</b>		
17-20 years	326	80.1
21-24 years	73	17.9
25 years or older	8	2.0
<b>Programs (n=407)</b>		
First Aid and Emergency Service	209	51.3
Medical Documentation and Secretaryship	124	30.5
Elderly Care	74	18.2
<b>Class (n=407)</b>		
1 <sup>st</sup> class	221	54.3
2 <sup>nd</sup> class	186	45.7
<b>Longest place of residence (n=407)</b>		
Metropolitan city and city	238	58.5
District	117	28.7
Village	52	12.8
<b>Self-perceived economic level (n=407)</b>		
Good and above	114	28.0
Average	270	66.3
Poor and below	23	5.7
<b>Membership status to the student communities (n=407)</b>		
Yes	9	2.2
No	397	97.8
<b>Membership status to a sports center (n=407)</b>		
Yes	59	14.5
No	348	85.5
<b>In the past experiences of active sport participation** (n=404)</b>		
Yes	176	43.6
No	228	56.4
<b>Total</b>	407	100.0

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\* Two people did not specify their sex and three people did not specify their past experiences of active sport participation.

† Percentages in the table may not add up to the total due to rounding.

When we review average points obtained from the sub-dimensions of BZEÖ-18, we determined that top three factors that prevent participation to recreational activities are “Facilities/Services” 3.04(±0.7), “Time” 8.46(±2.02) and “Lack of information” 8.64 (±2.46) (Table 2).

**Table 2**

*Constraints on recreational activities participation in Turkish university students*

<b>Sub-dimensions</b>	<b>N</b>	<b>Mean (Standard Deviation)</b>	<b>Min.-Max.</b>
Psychology of individual	402	2.66 (±0.72)	3.00-12.00
Lack of information	396	2.80 (±0.75)	3.00-12.00
Facilities/services	394	3.04 (±0.75)	3.00-12.00
Lack of friend	399	2.53 (±0.81)	3.00-12.00
Time	397	2.81 (±0.67)	3.00-12.00
Lack of interest	401	2.46 (±0.79)	3.00-12.00

As shown in Table 3, differentiation is in favour of female students ( $p < 0.05$ ) in consideration of the ranking averages of the points that students received from the sub-dimensions of the leisure constraints scale. The ranking average points that female students obtained from all of the sub-dimensions were higher than those of male students. Regarding lack of friend sub-dimension, we may observe that the ranking average points of students, who are included to the age group of “17-20”, are higher than those of other age groups ( $p = 0.047$ ). As a result of the Kruskal Wallis analysis that was conducted to determine whether the average points that participating students received from the of “Leisure Constraints” sub-dimension, we determined a statistically significant difference in the psychology of individual sub-dimension in terms of the variable of “program studied” by students ( $p = 0.025$ ). The average ranking points of students receiving education in the medical documentation and secretaryship program were higher than those of students receiving education in other programs. No significant difference was detected in the review of the sub-dimensions of the leisure constraints scale by longest place of residence and self-perceived economic level ( $p > 0.05$ ). No significant difference

was detected in the review of the average points of the sub-dimensions of the leisure constraints scale by membership in a sports centre. According to the analysis of the results of the Mann-Whitney U test, we detected a significant difference between the ranking average points of the lack of interest sub-dimension and the variable of doing sports ( $p=0.029$ ). The ranking average points of those who had no past experience of active sports participation were higher than those of who had past experiences of active sports participation (Table 3).

**Table 3**

*T-LCQ sub-dimensions compared to some socio-demographic characteristics of Turkish university students*

CHARACTERISTIC	SUB-DIMENSIONS											
	Psychology of individual		Lack of information		Facilities/ Services		Lack of friend		Time		Lack of interest	
Sex	N	Mean Rank	N	Mean Rank	N	Mean Rank	N	Mean Rank	N	Mean Rank	N	Mean Rank
Male	166	175.7	166	178.9	166	188.8	166	184.3	166	181.5	166	181.1
Female	239	221.9	239	219.7	238	212.1	239	216.0	239	218.0	239	218.2
<i>Test statistic; p value</i> ‡	<i>U:15310; z: -3.956; p&lt;0.001</i>		<i>U:15842; z: -3.486; p&lt;0.001</i>		<i>U:17480; z: -1.997; p=0.046</i>		<i>U:16728; z: -2.708; p=0.007</i>		<i>U:16261; z: -3.126; p=0.002</i>		<i>U:16205; z: -3.162; p=0.002</i>	
<b>Age (years)</b>												
17-20 years	326	201.9	326	199.8	325	204.6	326	207.3	326	199.9	326	207.0
21-24 years	73	211.1	70	218.1	73	203.8	73	200.2	73	222.1	73	188.2
25 years or older	8	226.8	8	244.6	8	157.9	8	104.9	8	207.4	8	228.4
<i>Test statistic; p value</i> ‡	<i>KW:0.693; p=0.707</i>		<i>KW:2.470; p=0.291</i>		<i>KW:1.272; p=0.530</i>		<i>KW:6.122; p=0.047</i>		<i>KW:2.198; p=0.333</i>		<i>KW:1.905; p=0.386</i>	
<b>Programs</b>												
MDS**	124	227.7	124	220.0	124	203.8	124	211.1	124	222.5	124	210.5
Elderly Care	74	193.1	73	194.1	74	193.1	74	194.5	74	201.3	74	203.1
FAES**	209	193.8	206	198.0	208	207.0	209	203.2	209	194.0	209	200.6
<i>Test statistic; p value</i> ‡	<i>KW:7.403; p=0.025</i>		<i>KW:3.442; p=0.179</i>		<i>KW:0.796; p=0.672</i>		<i>KW:0.955; 0.620</i>		<i>KW:4.758; p=0.093</i>		<i>KW:0.585; p=0.747</i>	
<b>Longest place of residence</b>												
Metropolitan city and city	238	202.5	238	202.0	237	198.8	238	200.6	238	208.5	238	209.4
District	117	204.0	117	207.0	117	213.3	117	207.2	117	197.4	117	188.4

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Village	52	210.8	52	206.2	52	202.7	52	212.5	52	198.3	52	214.3
<i>Test statistic;p value</i> ‡	<i>KW:0.217;</i> <i>p=0.897</i>		<i>KW:0.167;</i> <i>p=0.920</i>		<i>KW:1.223;</i> <i>p=0.543</i>		<i>KW:0.573;</i> <i>p=0.751</i>		<i>KW:0.856;</i> <i>p=0.652</i>		<i>KW:3.014;</i> <i>p=0.222</i>	

### Self-perceived economic level

Good and above	114	193.0	114	189.6	114	194.8	114	191.1	114	206.1	114	207.0
Average	270	208.7	270	208.9	270	208.1	270	207.5	270	204.7	270	203.8
Poor and below	23	203.3	23	217.4	23	193.4	23	223.6	23	185.7	23	191.2
<i>Test statistic;p value</i> ‡	<i>KW:1.455;</i> <i>p=0.483</i>		<i>KW:2.537;</i> <i>p=0.281</i>		<i>KW:1.237;</i> <i>p=0.539</i>		<i>KW:2.149;</i> <i>p=0.341</i>		<i>KW:0.619;</i> <i>p=0.734</i>		<i>KW:0.353;</i> <i>p=0.838</i>	

### Gym membership

Yes	59	177.0	59	188.2	59	213.6	59	200.0	59	205.6	59	206.5
No	348	208.6	348	206.7	347	201.8	348	204.7	348	203.7	348	203.6
<i>Test statistic;p value</i> ‡	<i>U:8671;</i> <i>z: -1.933;</i> <i>p=0.053</i>		<i>U:9331;</i> <i>z: -1.131;</i> <i>p=0.258</i>		<i>U:9638;</i> <i>z: -728;</i> <i>p=0.467</i>		<i>U:10032;</i> <i>z: -283;</i> <i>p=0.777</i>		<i>U:10171;</i> <i>z: -115;</i> <i>p=0.908</i>		<i>U:10121;</i> <i>z: -175;</i> <i>p=0.861</i>	

### In the past experiences of active sport participation

Yes	176	192.8	176	197.8	176	209.7	176	190.9	176	207.3	176	188.2
No	228	210.0	228	206.1	228	196.1	228	211.5	228	198.8	228	213.5
<i>Test statistic;p value</i> ‡	<i>U:18359;</i> <i>z: -1.483;</i> <i>p=0.138</i>		<i>U:19244;</i> <i>z: -0.712;</i> <i>p=0.477</i>		<i>U:18611;</i> <i>z: -1.172;</i> <i>p=0.241</i>		<i>U:18019;</i> <i>z: -1.773;</i> <i>p=0.076</i>		<i>U:19216;</i> <i>z: -0.738;</i> <i>p=0.461</i>		<i>U:17551;</i> <i>z: -2.179;</i> <i>p=0.029</i>	

‡In the above table, results of Kruskal-Wallis analysis are provided for the variables of age groups, programs, longest place of residence, and self-perceived economic level, and analysis results of the Mann-Whitney U test are provided for all of the other variables.

\*\*Abbreviations MDS=Medical Documentation and Secretaryship; FAES=First Aid and Emergency Service

## DISCUSSION

This study aims to review the correlation between various variables by determining various factors that may prevent university students from participating to recreational activities.

In this study, we determined that university youth have difficulty participating in recreational activities. We determined that top three factors that prevent students from participating in recreational activities are “Facilities,” “Time” and “Lack of information”. We observed that students did not participate in activities for various reasons, such as lack of a sufficient number of facilities, lack of time and lack of information (when and where the activity shall be provided and who shall provide the activity). In the study by Koçak, which reveals the constraints that prevent members of large-scale health and fitness clubs in Ankara from participating in leisure time events, top three constraints are revealed as “Facilities/Services”, “Time” and “Lack of information” (Koçak 2017). The results obtained in Koçak’s (2017) study match the findings of the present study. In a study conducted by Honça and Çetinkaya on 232 university students aged between 18-30, who were receiving education in the Physical Education and Sports Teaching Department, Kastamonu University, with regard to constraints that prevent participation in leisure activities, it was emphasized that the facilities sub-dimension is the biggest constraint for leisure activities, followed by lack of information and psychology of individual, respectively (Honça and Çetinkaya 2017).

In a study conducted by Kabadayı et al. on 200 students who were receiving education at Ondokuz Mayıs University, with regard to constraints that prevent participation in leisure activities, it was emphasised that “lack of time” is the biggest constraint (Kabadayı, Eski et al. 2017). In the questionnaire developed by Masmanidis et al. to measure self-perceived constraints of 3041 students, studying in Greek universities, in participation to recreational sports programs, three factors that constituted a constraint in participating to campus recreation programs were listed as “Accessibility”, “Lack of information”, and “Facilities/Services”, respectively (Masmanidis, Tsigilis et al. 2015). In the study conducted by Kara and Özdedeoğlu on total of 238 persons, i.e. 152 females and 86 males,

58.4% of whom were aged between 21-30, who were living in the capital of Turkey, who were residing in various districts of the city and who were/were not participating to recreational activities, it was emphasised that top three constraints are “Access”, Time”, and “Lack of friend” (Kara and Özdedeoğlu 2017). We may say that the specific ranking differences between aforementioned studies and the results of the present study originate from the usage of other characteristics of the subject group and a different measurement tool.

Several factors may affect individuals’ participation in recreational activities, particularly social gender inequality (Stankowski, Trauntvein et al. 2017, Selvaratnam, Snelgrove et al. 2021). When we reviewed the average values of the attitudes exhibited by students toward sub-dimension by their gender, we determined that females faced more constraints than males on any sub-dimension (psychology of individual, lack of information, facilities, lack of friend, time, and lack of interest) in terms of participation in recreational activities. In furtherance of our study, in the study conducted on 1459 voluntary students studying high school education in seven different regions of Turkey in order to determine factors that prevent high school students from participating to recreational activities, Ayhan et al. (2018) emphasized that females faced constraints in all of the sub-dimensions (Ayhan, Ekinci et al. 2018). Kara and Özdedeoğlu stated that female participants scored higher than male participants on all sub-dimension (Kara and Özdedeoğlu 2017). These findings are consistent with the results of research on university students conducted in this study. We consider that such situation may source from the fact that females are subjected to social gender inequality due to pressure (Ayhan, Ekinci et al. 2018). However, studies have revealed no correlation between these issues and the present findings. For example, Kabadayı et al. emphasised that male students are affected more than female students in the sub-dimensions of student gender, lack of time, and lack of friend (Kabadayı, Eski et al. 2017). In studies conducted by Demirel et al. (2017) and Koçak (2017), it was emphasized that there was no significant difference between the gender of participants and sub-dimensions of the leisure constraints scale (Demirel, Demirel et al. 2017, Koçak 2017).

We observed that age has an impact on participation in recreational activities and that students aged between 17-20 are constrained from participating in recreational activities due to a lack of friend. In furtherance of our findings, in a study conducted by Has on 411 persons employed in the health sector in Osmaniye province between 2015-2016, it was stated that the average points of those aged between 18-22 were higher in the lack of friend sub-dimension than those aged between 23-27 and 28-32 [22]. Contrary to aforementioned findings, Koçak (Koçak 2017) emphasizes in his study that there is a statistically significant difference in the lack of friend sub-dimension of participants aged between 31.31±9.06 in average, and that there are less number of constraints in the age groups of 18-25 and 26-35 in the sub-dimension of lack of friend in comparison to the age group of 36-45. The following factors may play a role in the formation of the results obtained in the aforementioned study: younger university students, come to a new environment and increase the importance level of friendships in terms of participation in recreational activities. Studies have also revealed that age is not an important variable in participation in recreational activities. Honça and Çetinkaya emphasised in their study that there was no significant difference between the average points that students received from all sub-dimensions of the scale and age groups (Honça and Çetinkaya 2017). Likewise, in a study conducted on 252 university students receiving education in the Faculty of Sports Sciences, Istanbul University, Demirel et al. emphasised that they could not find any statistically significant difference between leisure constraints and age groups (Demirel, Demirel et al. 2017).

As a result of the findings obtained from the study, it was determined that students receiving education in medical documentation and secretaryship program faced more constraints on the psychology of individual sub-dimension than students receiving education in other programs. Kabadayı et al. (2017) emphasised that students studying in the Faculty of Education, Faculty of Sports Sciences, and Faculty of Theology experienced problems participating in leisure activities due to a lack of facilities (Kabadayı, Eski et al. 2017).

It is determined that the constraint that prevents individuals who have no past experience of active sports participation from participating in recreational activities is lack of interest.

This is an expected situation, and it may be explained by the fact that students who had no past experience of active sports participation did not show the required level of interest in recreational activities, and therefore, that a constraint occurs. Contrary to our findings, Ayhan et al. emphasised that they could not find any statistically significant difference between the level of sports participation and the factors that prevent participation in recreational activities (Ayhan, Ekinçi et al. 2018).

Leisure time is directly associated with many variables such as age, longest place of residence, and income level (Kabadayı, Eski et al. 2017). When the results of our study were examined, no statistically significant differences were found in all sub-dimensions in terms of age, longest place of residence, and self-perceived economic level.

We used a cross-sectional study design, so it is difficult to infer causality among the study variables. When interpreting these results, you considered this situation.

## **CONCLUSION**

Recreational and sports activities that play a critical role in leading a healthy life are closely related to outcomes obtained in early life. We observed that there are several constraints that prevent women, who participated to the study, from participating to recreational activities. This suggests that this situation may be an indicator of gender. In this regard, when we consider that the study group is comprises university students, we are of the opinion that the obtained findings may be assessed as striking.

To ensure that the youth participate in recreational activities and to increase their participation rates, one may make an investment for the future by establishing a separate consultancy centre, by taking social gender equality as a basis, by providing educational information in the assessment of leisure events, by introducing student communities, and by including their curriculum information that encourages them to engage in sports and physical activities.

In researches that shall be conducted on this issue in the future, studies, which include various socio-cultural variables and qualitative techniques with regards to recreational activity preferences and constraints and in which the number and heterogeneity of

participants are increased across Turkey, may be conducted. In addition, we considered it beneficial to review the findings of studies conducted across Turkey in terms of planning and management of recreation areas.

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