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An analysis on the level of leisure satisfaction and the level of satisfaction with life of young people who attend sport education camps in nature

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This study analyzes the influence of leisure satisfaction on young people who attended the sport education camp in Bolu city. Target group of the study are students who have participated in the activities called "Nature Camp for Youth" which is held annually by Youth and Sport Ministry. The age range of the target group is between 17 and 24. In these activities, participants are given orienteering, trekking, paintball, kayaking and archery trainings. Sample group consists of 780 volunteer students. Data has been collected via Personal Information Form, Leisure Satisfaction Scale and Satisfaction with Life Scale. According to the results of analysis that gives a significant correlation, it has been determined that Educational, Physiological, Aesthetic, Relaxation, Social and Psychological sub-dimensions explain satisfaction with life variable at the rate of 21% ($R^2=0,207$). In women's group, the relative order of importance of explanatory variables on satisfaction with life variable has been found to be psychological, relaxation and aesthetic dimensions according to standardized regression coefficient. In men's group, the relative order of importance of explanatory variables on satisfaction with life variable has been formed as psychological, physiological, social, relaxation and aesthetic dimensions. The dimension of relaxation has had a negative effect on both men and women. The obtained findings have been evaluated by discussing.

Key words: Leisure satisfaction, life satisfaction, sport education camps, students.

INTRODUCTION

Satisfaction with life is defined as an individual's positively spending his life (Diener et al., 1985; Judge et al., 1998).

As satisfaction with life expresses cognitive processes that evaluate existence of positive emotions and lack of negative emotions (Duckworth et al., 2005), it also requires the individual's self-evaluation of his own emotions (Chiang, 2010).

Satisfaction with life is related to social activity, happiness, forgiveness, spiritualism, life standards, unemployment and employment, income, health, stress, working conditions, burnout, job satisfaction, attendance to leisure activities and leisure satisfaction (Demerouti et al., 2000; Eldeleklioglu, 2015; Fugl-Meyer et al., 1997; Heo et al., 2013; Kaya et al., 2015; Kovacs, 2007; Lucas et al., 2004; Poulsen et al., 2008; Tercan, 2015; Wang et

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al., 2008) based upon personality, habit, demographical and environmental variables (Dew and Huebner, 1994; Huebner, 1991; Mcknight et al., 2002; Peterson et al., 2005; Steinkamp and Kelly, 2001). It is claimed that attendance to leisure activities and leisure satisfaction level has generally positive effects on satisfaction with life (Leversen et al., 2012; Pagán, 2015; Şener et al., 2007; Tercan, 2015; Yerlisu, 2013). It has been observed that some studies on relation between satisfaction with life, attendance to leisure activities and leisure satisfaction are available for elders, retirees, ethnic groups, adolescents, disabled people, adults and students (Aygaz, 2013; Griffin and McKenna, 1999; Heo et al., 2013; Kim et al., 2011; Martin et al., 2015; Poulsen et al., 2008; Şener et al., 2007; Pagán, 2015; Riddick and Steward, 1994; Tercan, 2015; Wang et al., 2008). The concept of leisure is defined as a time period belonging to the individual's and excluding the obligatory duties like going to work and sleeping (Iso-Ahola, 1997; Karaküçük, 1999; Mull et al., 1997; Roberts, 2006). This time period takes an important place in an individual's daily happiness and freewill activities offering a life with high sense of satisfaction by providing more possibilities for pleasure (Broughton and Beggs, 2006).

A considerable amount of leisure activities consists of sport activities. These activities can be recreational activities that provide both learning and having fun as an educational method that positively affects an individual's physical, cognitive, psychological and social development. Because of the fact that leisure activities have made some positive effects on individual, attendance and interest towards leisure activities have grown recently, and correspondingly investments have been gaining importance (Yerlisu et al., 2012). Leisure activities are also being organized and becoming a public service provided by formal government structures. Therefore, it becomes more of an issue to study the impact of the activities arranged by governmental institutions or private institutions for individuals to spend their leisure (Sönmezoğlu et al., 2014).

Formal government institutions have an important role, duty and responsibility on promoting sport in the way of both recreation and performance. Governmental institutions have been providing some services and activities. One of these services and activities is the arrangement of sport education camps for youth. Variable recreational activities are introduced to individuals to make use of their leisure on social, cultural and sport activities in the sport education camps being the subject of this study. Participants are trained by branch trainers who are employed by the Ministry of Youth and Sport on the sports activities such as orienteering, trekking, paintball, kayaking and archery. The study considered how participants' level of satisfaction formed by sports training in their leisure affects their satisfaction with life. On this basis, the efficiency of leisure satisfaction level of participants to the youth sports camps in Bolu on their

satisfaction with life was evaluated.

METHODOLOGY

Study group

Focus of the study consists of young people who attended sports and training camps in Nature Camp for Youth. Intended populations of this study are students who have participated in the activities which are held annually for young people aged between 17 and 24. These camps have been organized in Bolu Aladağlar National Park camping training center that is owned by the Ministry of Youth and Sport. In this region, there are several recreational areas for individuals to spend their leisure on social, cultural and sports activities.

Physical activities have been done within the framework of training program, and each participant has attended the activities of orienteering, trekking, paintball, mountain biking, folk dances, kayaking, archery and climbing wall. The participant groups of 330 people have been renewed periodically in one-week. 12 periods were done in summer 2015 with 3840 people, 6 periods for women and 6 periods for men. Sample group of the study consists of volunteer participants. Participant information form and volunteer participant form have been attached to the scale introduction part. The aim, content and duration of study, number of expected participant, expectation from participants and potential benefits of study are stated in the form. Moreover, it is explained that the study is based on volunteer participation and personal information which is certainly kept confidential. Participants have been asked to read all information and sign it accepting being volunteer.

Data collection tool

Personal information form that questions age, gender and educational background, leisure satisfaction scale and satisfaction with life scale have been used in collecting data.

Leisure satisfaction scale (LSS)

Leisure satisfaction scale developed by Beard and Ragheb (1980) has been used in the study. The original form of the scale consists of 51 items and 6 dimensions. Karlı et al. (2008) study interpreted Turkish scale with 39 items and 6 dimensions. These dimensions are defined as Education, Physical, Aesthetic, Relaxation, Social and Psychological. The items in the scale consist of Likert 1 to 5 points. (1= "almost never true for you" and 5= "almost always true for you"). The Cronbach's Alpha Reliability Coefficient in the study made by Karlı et al. (2008) is $\alpha=0.92$, and in this study it is calculated as $\alpha=0.95$.

Satisfaction with life scale (SLS)

Satisfaction with Life Scale developed by Diener et al. (1985) was used for determining individuals' satisfaction of life. The scale consists 5 items and it is of Likert 7 points. (1= Strongly disagree, 4= Neither agree nor disagree, 7= Strongly agree). The scale is evaluated by the total score, and maximum score in the scale is 35 points and the minimum score is 5 points. In the evaluation process, a total score from 5 to 9 points refers to extreme dissatisfaction, a total score from 20 to 24 points refers to lower satisfaction level and a total score from 30 to 35 points refers to high satisfaction level.

The scale interpreted into Turkish by Köker (1991) and Yetim (1991). Durak et al. (2010) conducted the scale on various groups

and its reliability and validity for Turkish society is confirmed. The coefficient of internal consistence is measured in this study as $\alpha=0.75$.

Data collection

The study used survey method to collect data. Trained assistants assisted in handing out the survey polls. Detailed information on points to consider while handing out the survey polls was given to the assistants face to face. In the voluntary based study, 900 survey polls were handed out and 842 of them were collected back. 62 of the analyzed polls were evaluated as filled improperly. As a result, 86.6% is the feedback ratio and 780 polls have been considered valid and evaluated.

Data analysis

Statistical package for the social sciences (SPSS) program was used in analyzing the data. Primarily, Cronbach's alpha coefficients were examined for reliability analysis of scales used in the study. The percentage, frequency distributions and arithmetic averages related to the participants' answers to personal information form were observed. Subsequently, arithmetic average and standard deviation values of sub-dimensions of Leisure Satisfaction Scale, Satisfaction with Life Scale and t-test results according to gender were analyzed. Pearson correlation analysis was carried out to determine the relationship between leisure satisfaction sub-dimensions and life satisfaction variables. After that, multiple linear regression analysis was done on the purpose of researching how much sub-dimensions of participants' leisure satisfaction can explain satisfaction with life. Finally, partial correlation analysis was performed regarding life satisfaction variable and relaxation variable which is one of leisure satisfaction sub-dimensions.

FINDINGS

Percentage and frequency distributions according to participants' gender and educational background variables are shown in Table 1. According to the findings, 59.4% of participants are men and 40.6% of participants are women. According to educational background variable, the most populated group of participants were high-school students and their equivalents graduates with the percentage of 59%.

Information of variable on participants' age is shown in Table 2. The average age of participants aged between 17 and 24 is calculated as 19.18. The average values of satisfaction with life variables and leisure satisfaction sub-dimensions are seen in Table 3. Meanwhile arithmetic average of satisfaction with life is confirmed as 4.70; in terms of leisure satisfaction, relaxation sub-dimension is considered to have highest score of arithmetic average with the value of 4.04.

According to gender, Independent t-test values of satisfaction with life variables and leisure satisfaction sub-dimensions are shown in Table 4. Independent t-test is applied in order to comprehend whether there is a suggestive difference between the averages on gender. It is found out that there is no suggestive difference among

Table 1. Participants' percentage and frequency distribution according to gender and age variables.

Variable		f	%	N
Gender	Female	317	40.6	780
	Male	463	59.4	
Education level	Primary	9	1.2	764
	High school	451	59	
	Graduate	299	39.1	
	Postgraduate	5	0.7	

Table 2. Participants' value of arithmetic mean, standard deviation, the lowest value and the highest value.

Variable	\bar{x}	SD	Min.	Max.	N
Age	19.18	1.77	17	24	765

Table 3. Arithmetic mean and standard deviation values of sub-dimensions of Leisure Satisfaction Scale and Satisfaction with Life Scale.

Dimensions	\bar{x}	SD	N
Life Satisfaction	4.70	1.17	757
Education	3.97	0.70	762
Physical	3.73	0.78	769
Aesthetic	3.91	0.85	778
Relaxation	4.04	0.75	774
Social	3.93	0.69	769
Psychological	3.83	0.71	765

the groups with regards to satisfaction with life. However, it is deduced that there is a significant difference only on education sub-dimension ($t=3.09$; $df=760$; $p=0.00$) and relaxation sub-dimension ($t=4.15$; $df=772$; $p=0.00$) of leisure satisfaction sub-dimensions. The satisfaction level of women is considered to be higher than that of men in both education and relaxation sub-dimensions when Table 4 is analyzed.

According to Table 5, medium and low meaningful positive relations ($p<0.01$) between life satisfaction and leisure satisfaction sub-dimensions are observed. It was determined that the highest positive relation is in psychological dimension ($r=0.41$) whereas the lowest relation is in relaxation ($r=0.22$). When the relationship of leisure satisfaction sub-dimensions between each other is investigated, medium and high level of meaningful relations in positive way can be seen ($p<0.01$). The highest meaningful relationship is between education and social sub-dimensions ($r=0.72$) whereas the lowest relationship is between psychological and aesthetic ($r=0.49$).

Table 4. According to gender Independent t-test values of sub-dimensions of Leisure Satisfaction Scale and Satisfaction with Life Scale.

Variable	Dimensions	Groups	N	\bar{x}	SD	df	t	p
Gender	Life satisfaction	Female	317	4.69	1.21	755	-0.29	0.77
		Male	463	4.71	1.15			
	Education	Female	317	4.07	0.71	760	3.09	0.00
		Male	463	3.91	0.69			
	Physical	Female	317	3.75	0.78	767	0.55	0.58
		Male	463	3.72	0.77			
	Aesthetic	Female	317	3.95	0.87	776	1.05	0.29
		Male	463	3.88	0.83			
	Relaxation	Female	317	4.18	0.75	772	4.15	0.00
		Male	463	3.95	0.73			
	Social	Female	317	3.98	0.73	767	1.77	0.08
		Male	463	3.89	0.66			
	Psychological	Female	317	3.87	0.74	605.43	1.24	0.22
		Male	463	3.80	0.69			

Table 5. Pearson correlation results between sub-dimensions of LSS and SLS.

Variable	Life satisfaction	Education	Physical	Aesthetic	Relaxation	Social	Psychological
Life satisfaction	1	0.30**	0.34**	0.33**	0.22**	0.34**	0.41**
Education	-	1	0.62**	0.53**	0.61**	0.72**	0.65**
Physical	-	-	1	0.61**	0.65**	0.65**	0.57**
Aesthetic	-	-	-	1	0.53**	0.57**	0.49**
Relaxation	-	-	-	-	1	0.67**	0.55**
Social	-	-	-	-	-	1	0.56**
Psychological	-	-	-	-	-	-	1

**p< 0.01.

Results of multiple linear regression analysis that is made in order to evaluate predictive power of leisure satisfaction sub-dimensions on satisfaction with life variable are presented in Table 6. It is confirmed that Education, Physical, Aesthetic, Relaxation, Social and Psychological sub-dimensions explain Satisfaction with Life variable with the rate of 21% in accordance to analysis results with significant relation ($p=0.000$).

Predictive power of leisure satisfaction sub-dimensions on satisfaction with life is higher in women ($R^2= 0,239$) than in men ($R^2= 0,200$) when findings are evaluated upon gender.

Relative order of importance of significant variables upon satisfaction with life variables are psychological, relaxation and aesthetic sub-dimensions according to standardized regression coefficient in women. When t-test results on relevance of regression coefficients are analyzed, it is indicated that there is not a significant

effect of education, physical and social sub-dimensions. When findings are analyzed for men, relative order of importance of significant variables upon life satisfaction variables is psychological, physical, social, relaxation and aesthetic sub-dimensions. When t-test results on relevance of regression coefficients are evaluated for men, it is determined that education sub-dimension does not have a significant predictive power whilst other sub-dimensions have significant predictive power. Though, relaxation sub-dimension has a negative impact in both women and men.

Relative order of importance of significant variables upon satisfaction with life variables are psychological, relaxation, social, aesthetic and physical sub-dimensions in accordance with standardized regression coefficient for total groups. When t-test results on relevance of regression coefficients are analyzed, it is indicated that only education variable has a significant effect on

Table 6. Multilinear regression analysis results of sub-dimensions of LSS related to life satisfaction.

Variable	Dimension	Unstandardized coefficients		Standardized coefficients	t	Significance level
		B	Std. Error	Beta		
Female	(Stable)	1.614	0.465	-	3.470	0.001
	Education	0.101	0.157	0.058	0.648	0.518
	Physical	0.091	0.129	0.059	0.702	0.484
	Aesthetic	0.231	0.102	0.167	2.268	0.024
	Relaxation	-0.426	0.133	-0.263	-3.212	0.002
	Social	0.298	0.155	0.176	1.917	0.056
	Psychological	0.524	0.144	0.305	3.630	0.000
R= 0.489 R ² = 0.239 F= 12.511, p= 0.000						
Male	(Stable)	1.794	0.325	-	5.516	0.000
	Education	-0.222	0.117	-0.133	-1.904	0.058
	Physical	0.300	0.103	0.201	2.912	0.004
	Aesthetic	0.154	0.080	0.112	1.937	0.053
	Relaxation	-0.222	0.103	-0.142	-2.160	0.031
	Social	0.310	0.125	0.178	2.472	0.014
	Psychological	0.459	0.095	0.273	4.827	0.000
R= 0.447; R ² = 0.200; F= 18.993; p= 0.000						
Total	(Stable)	1.713	0.263	-	6.502	0.000
	Education	-0.094	0.092	-0.056	-1.020	0.308
	Physical	0.207	0.079	0.137	2.621	0.009
	Aesthetic	0.191	0.062	0.138	3.065	0.002
	Relaxation	-0.288	0.080	-0.184	-3.609	0.000
	Social	0.305	0.097	0.178	3.156	0.002
	Psychological	0.476	0.079	0.282	6.018	0.000
R= 0.455; R ² =0.207; F= 30.591; p= 0.000						

Dependent variable: Life satisfaction.

satisfaction with life whereas all other variables has a relevant effect.

A positive way correlation was found when pearson correlation analysis between life satisfaction and relaxation variable was carried out. However, relaxation variable has negative effect on life satisfaction in multi-linear regression analysis. Partial correlation analysis was done to investigate the interaction level between all variables of relaxation dimension. Obtained results are shown in Table 7a and b.

In Table 7a, partial correlation analysis was performed by controlling relaxation variable, as well as the relationships between life satisfaction variable and leisure satisfaction sub-dimensions were investigated. It is seen that all correlation factors between variables (life satisfaction and leisure satisfaction sub-dimensions) have positive meaningful low-level relationships. The highest positive relationship is between life satisfaction and psychological dimension, ($r=0.33$), whereas the lowest relationship was determined between life satisfaction and education ($r=0.20$).

Table 7a shows interrelationships of leisure satisfaction

sub-dimensions. It was found out that the highest relationship is between education and social dimensions ($r=0.54$), whereas the lowest relationship is between aesthetic and psychological ($r=0.29$) dimensions. When obtained results are compared to Pearson Correlation analysis results in Table 5, it was revealed that interrelationships of variables are getting weaker when relaxation dimension is under control.

In Table 7b, the relationship between life satisfaction and relaxation dimension was examined by controlling education, physical, aesthetic, social and psychological dimensions of leisure satisfaction. Obtained results shows meaningful relationship in negative way ($r= -0.14$). When the effects of other sub-dimensions on relaxation and life satisfaction variables were removed, it was observed that the relationship between two variables are negatively interactive like regression analysis.

DISCUSSION

Significant difference is not available between gender

Table 7a-b. Partial correlation analysis results between variables.

Control variable	7a	Life satisfaction	Education	Physical	Aesthetic	Social	Psychological
Relaxation	Life satisfaction	1	0.20**	0.27**	0.27**	0.26**	0.33**
	Education	-	1	0,36**	0.29**	0.54**	0.43**
	Physical	-	-	1	0.41**	0.37**	0.33**
	Aesthetic	-	-	-	1	0.34**	0.29**
	Social	-	-	-	-	1	0.31**
	Psychological	-	-	-	-	-	1
Education, Physical, Aesthetic, Social and Psychological	7b	Life satisfaction	Relaxation	-	-	-	-
	Life satisfaction	1	-0.14**	-	-	-	-
	Relaxation	-	1	-	-	-	-

**p< 0.01.

and life satisfaction according to research findings. Chipperfield and Havens (2001) study researched life satisfaction levels of elderly ones whose marital status did not alter for 7 years by making two analyses of pretest and posttest, and they revealed that there is no change in men's life satisfaction level while there is a decline in women's life satisfaction level. They also found out that in a case of losing one of the spouse there is a notable decline in both women's and men's life satisfaction levels. Likewise, Oshio (2012) made a research on elderly Japanese families and it is stated that life satisfaction level of separated spouse decreased and also life quality of both women and men increased in social activities with friends. Della et al. (2011) stated that there is not much difference between men's and women's satisfaction with life under normal circumstances, but under the circumstances such as time spent for work, time spent for housework and retirement it is found out to be different from the point of gender and satisfaction with life. As it is seen in these studies various factors that affect women and men in the same way and in a different manner accordingly.

It is determined that there is a significant gender difference in education and relaxation variables of leisure satisfaction sub-dimensions. Education sub-dimension measures satisfaction level created by benefits like developing skills and self-improvement with the help of leisure activities. Relaxation sub-dimension measures satisfaction level related to stress-free life style, processes of retreat and renewal. When arithmetic averages regarding to findings are analyzed, it is observed that women have higher averages than men in both sub-dimensions. Meanwhile it is emphasized that there is no remarkable effect of gender on leisure satisfaction (DiBona, 2000; Riddick, 1986), the others opined the exact opposite (Hribernik and Mussap, 2010; Misra and Mckean, 2000).

Brown and Frankel (1993) researched the impact of gender on leisure satisfaction, and put emphasis on the importance of attending these activities for women. Sözmezoğlu et al. (2014) expressed that young women are influenced by educational, relaxing and psychological satisfaction more than men. Kabanoff (1982) emphasized that women need more leisure activities on social interaction whereas men scored higher leisure satisfaction compared to women. Broughton and Beggs (2006) in their study on individuals aged over 65 found out that women have higher satisfaction scores than men in physical and relaxation sub-dimensions whereas there is no significant difference in the other sub-dimensions. Shin and You (2013) in their study on activity type and leisure satisfaction, asserted that women and men have positive satisfaction levels directed to sports activities but women have negative satisfaction levels on the social occasions and passive activities. As it is seen, difference between genders is not always determined whereas satisfaction levels of women or men are sometimes found to be higher. These results are considered to be changeable due to the parameters such as group size, physical conditions, personal differences and activity type.

Predictive power of leisure time sub-dimensions on life satisfaction variable found in the analyses is 21% ($R^2=0.207$). The strongest factors are psychological, relaxation, social, aesthetic and physical orderly. Predictive power of leisure satisfaction sub-dimensions on satisfaction with life is even a little higher in women ($R^2= 0.239$) than in men ($R^2= 0.200$) in case of gender. The most important and significant factors in women's group are psychological, relaxation and aesthetic sub-dimensions. As it is analyzed for men's groups, education sub-dimension is determined not to have a significant predictive power on life satisfaction variable; however, psychological, physical, social, relaxation and aesthetic

sub-dimensions are found to have a respectively important predictive power. While relaxation sub-dimension is analyzed to be negative for both women and men, the other sub-dimensions emerged to be positive. Satisfaction with life, as mentioned earlier, has a form that can be influenced by many variables. Following the researches, this concept is affected by some demographic and environmental variables such as (Dew and Huebner, 1994; Huebner, 1991; Mcknight et al., 2002; Peterson et al., 2005; Steinkamp and Kelly, 2001) happiness, forgivingness, spirituality, life standards, unemployment and employment, income, health, stress, working conditions, burnout and job satisfaction, and also satisfaction level created by attendance to leisure activities (Demerouti et al., 2000; Eldeleklioglu, 2015; Fugl-Meyer et al., 1997; Heo et al., 2013; Kaya et al., 2015; Kovacs, 2007; Lucas et al., 2004; Poulsen et al., 2008; Tercan, 2015; Wang et al., 2008). Within the frame of these variables, it is reckoned to be noteworthy that leisure satisfaction levels of both women and men participant groups have an impact power on their satisfaction with life.

Wang et al. (2008) study headed for the concepts of leisure satisfaction and satisfaction with life, in their research on adolescents interested in computer games their study indicated that physical and aesthetic leisure sub-dimensions affect satisfaction with life positively; on the other hand, education sub-dimension has a negative effect. A similar case resulted in this study for relaxation sub-dimension. In other words, the higher relaxation satisfaction level of participants gets, the lower their satisfaction with life gets (Aygar, 2013; Brown and Frankel, 1993; Heo et al., 2013; Leversen et al., 2012; Pagán, 2015; Tercan, 2015). As was mentioned earlier, relaxation sub-dimension is related to the sense of satisfaction on retreat, renewal and getting away from stressed life. Sport training camps are outback, forested and in touch with wild nature. Besides, the activities done in these camps can create physically difficult, tiring and a little stressed atmosphere. Hence, it supports this situation that women who need more strength against physical activities have higher negative relaxation scores than men. Therefore, current environment and activities done are conceived to be the reasons of negative score of relaxation sub-dimension over satisfaction with life.

Regression analysis revealed that relaxation dimension has a negative effect on life satisfaction, whereas Pearson Correlation analysis showed a positive way relationship between two variables. Partial correlation analysis was carried out to determine the reasons of the results. Partial correlation factor is used to calculate the relationship between two variables by disregarding one or more variables which have possible effects on this relationship. In other words, that is the process to determine the clear relationship between two variables (Büyüköztürk, 2006; Kalaycı, 2014). Firstly, how relaxation dimension affected the other dimensions was investigated

and next, crucial decreases in the strength of interrelationships between other variables were observed by controlling relaxation dimension. When other dimensions are controlled, a negative way relationship was found between life satisfaction and relaxation. In fact under normal circumstances, their relationships affect one in a positive way. According to the results obtained, it can be deduced that relaxation dimension has a different and interesting effect in a group.

As a consequence, when obtained findings are analyzed, it can be deduced that senses of leisure satisfaction of individuals who participated in youth camps have predictive power on their satisfaction with life.

Conflict of Interests

The author has not declared any conflict of interests.

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