



Analysis of the Factors Preventing High School Students from Participating in Recreational Activities

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Abstract

This study aims to examine the factors preventing high school students from participating in recreational activities. The study was conducted on 300 students, 150 female (average age; 15,66±1,01) and 150 male (average age; 16,31±1,29), attending high school during 2019-2020 academic year. As data collection tool, "Leisure Constraints Questionnaire (LCQ)" which was developed by Alexandris and Carroll (1997), adapted into Turkish by Gürbüz and Karaküçük (2007), tested for construct validity with confirmatory factor analysis by Gürbüz, Emir, and Oncü (2012) and which included 6 sub-dimensions and 18 items, was used in the study. Significant association was found between knowledge sub-dimension of Leisure Constraints Questionnaire (LCQ) and high school students' states of doing sport and sport branch ($p < 0,05$). Significant association was found between facilities sub-dimension and elder sibling and younger sibling ($p < 0,05$). However, no significant association was found between gender and Leisure Constraints Questionnaire sub-dimensions ($p > 0,05$). There are no big differences in the factors that affect high school students' participation in recreational activities. Social and cultural areas that can meet the needs of young people and the number of green areas, playgrounds and recreational areas where they can show their physical performance should be increased and participation of young people in these activities should be encouraged so that young generations can grow up healthily and acquire the necessary behaviors for healthy life. Provincial and town municipalities should also diversify and increase recreational areas so that the society can benefit more.

Keywords: Leisure, Leisure constraints, Recreation, Recreational activity, Student, Health.

Citation | Yener Aksoy; Soner Karadeniz (2020). Analysis of the Factors Preventing High School Students from Participating in Recreational Activities. Journal of Education and e-Learning Research, 7(1): 64-68.

History:


Received: 22 November 2019

Revised: 2 January 2020

Accepted: 6 February 2020

Published: 18 March 2020

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Publisher: Asian Online Journal Publishing Group

Acknowledgement: Both authors contributed to the conception and design of the study.

Funding: This study received no specific financial support.

Competing Interests: The authors declare that they have no conflict of interests.

Transparency: The authors confirm that the manuscript is an honest, accurate, and transparent account of the study was reported; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.

Ethical: This study follows all ethical practices during writing.

Contents

1. Introduction	65
2. Method	65
3. Findings	65
4. Discussion.....	67
References.....	68

Contribution of this paper to the literature

This paper examines the factors which prevent high school students from participating in recreational activities, which is an important issue for this age group's developing behaviors for a healthy life style.

1. Introduction

Developments in science and technology have caused a significant increase in the quality of life and prolongation of lifespan. As a result of these developments, factors such as the use of various machines in our daily life, these machines reducing and facilitating our burden in the home and workplace, development of transportation vehicles and decrease in working hours have caused an increase in people's leisure time. Increases in leisure time with industrialization have led people to use this leisure time more effectively and efficiently (Güler, 2017). Recreation is derived from the word "recreate" in Latin, which means "renewal, refreshment" (Lakot, 2015). In Turkish, it means relaxing, refreshing and entertaining activities which are voluntarily performed in leisure time (Uzun, 2016). It means protecting physical and mental health within standard life cycle and negative environmental conditions during the time left from working life, having fun and pleasure while doing activities. (Karaküçük, 2005). Mansuroğlu (2002) defined recreation as various activities performed to get rid of the negative effects of a boring, prescriptive and monotonous daily life, to refresh and to have fun time. They are activities individuals participate in without getting paid and being forced, as a result of which they have fun, feel pleased and happy and refresh physically, emotionally and mentally by spending energy and strength (Ardahan, Lapa, & Tennur, 2011). In other words, it means a way for individuals who wear out due to difficulties brought about by intense working tempo and daily life to refresh themselves (Axelsen, 2009). It can be seen that children who do sport regularly can also lead an active physical life in their advanced ages. When considered with this aspect, it can be said that childhood physical activity education is important in increasing social quality of life (Uzun, 2016). Recreation is the experience that develops as an activity in which humans participate individually or as a group voluntarily in their free time to gain some physical, social and emotional behaviour. This concept is a feeling that develops in the individual for satisfaction and well-being. This feeling which consists of superiority, strength, vitality, acceptance, success, personal value and pleasure strengthens the positive self-image (Uzun, 2016). Unplanned and irregular urbanization, which emerged with industrialization, brought about a great number of problems such as less green areas, increase in population, air and noise pollution in cities and also physical, mental and psychosocial problems (Akten, 2003). Recreational activities should be used as an educational element to overcome these problems. This in turn plays a significant role in new generation's socializing and becoming more useful individuals for the society by enabling them to get free of negative thoughts, bad behaviours, social, cultural and economic problems (Biçimli, 2019; Kabadayı, Eski, Bayram, Yılmaz, & Mayda, 2017). In addition to increasing their quality of life, participation in recreational activities in leisure time makes individuals' lives more meaningful (Kırtepe, 2018). Recreational activities enable individuals to express themselves (Güler, 2017). They develop a sense of belonging, develop and improve life standards (Balci, 2003). They enable individuals to realize themselves and to socialize (Axelsen, 2009). In industrializing societies, alienation of the individual to the society adversely affects production. Renewal and refreshment of the individual in his/her free time eliminates this negativity (Mansuroğlu, 2002). In addition to contributing to students' academic achievement, participation in leisure activities enables them to gain a great number of positive behaviours. These positive behaviours they gain affect their whole life and increase their quality of life. The aim of the present study is to examine the factors which prevent high school students from participating in recreational activities.

2. Method**2.1. Sample and Procedure**

The study was conducted on a total of 300 students, 150 female (ave. age; $15,66 \pm 1,01$) and 150 male (ave. age; $16,31 \pm 1,29$) attending high school (Ahmet Ayık Sport High School and Şehit Muhammet Onur High School) in Sivas during 2019-2020 academic year Table 1.

2.2. Measures

As data collection tool, "Leisure Constraints Questionnaire (LCQ)" which was developed by Alexandris and Carroll (1997) adapted into Turkish by Gürbüz and Karaküçük (2007) and tested for construct validity with confirmatory factor analysis by Gürbüz et al. (2012) and which included 6 sub-dimensions and 18 items, was used in the study.

2.3. Data Analysis

Independent samples t test was used in the comparison of sub-dimensions of Leisure Constraints Questionnaire (LCQ) in terms of the variables of gender, younger sibling, older sibling and state of doing sport; while One Way ANOVA was used in the comparison in terms of the variable of sport branch. Tukey test was used to find out between which two groups the difference was when significant differences were found between groups in ANOVA test. Level of significance was determined as 0.05 in the analysis.

3. Findings

Table-1. Descriptive characteristics of the participants.

Variables	n	Mean	S.D.
Age	300	15.99	1.20
Height	300	170.14	8.63
Weight	300	60.50	10.72

When Table 1 is examined, average age of the participants was found as 15.99 ± 1.20 , while average height was 170.14 ± 8.63 and average weight was 60.50 ± 10.72 .

Table-2. Differences between leisure constraints questionnaire sub-dimensions in terms of gender.

Sub-dimensions	Gender	n	Mean±S.D.	P
Psychological	Female	150	10.72±2.70	0.094
	Male	150	10.16±2.99	
Knowledge	Female	150	13.05±3.47	0.869
	Male	150	13.12±3.53	
Facilities	Female	150	21.59±4.40	0.390
	Male	150	22.07±5.21	
Partners	Female	150	7.29±2.40	0.151
	Male	150	7.68±2.32	
Time	Female	150	10.87±2.67	0.697
	Male	150	10.75±2.65	
Interest	Female	150	7.60±2.27	1.000
	Male	150	7.60±2.47	

In Table 2, according to the results of the t test which was conducted to compare gender and psychological, knowledge, facilities, partners, time and interest sub-dimensions of Leisure Constraints Questionnaire, no statistically significant difference was found ($p > 0.05$).

Table-3. Distribution of leisure constraints questionnaire sub-dimensions in terms of the state of doing physical activity.

Sub-dimensions	Physical activity	n	Mean±S.D.	P
Psychological	Participation in physical activity	185	10.42±2.99	0.868
	No participation in physical activity	115	10.47±2.65	
Knowledge	Participation in physical activity	185	13.43±3.62	0.030*
	No participation in physical activity	115	12.53±3.22	
Facilities	Participation in physical activity	185	21.96±5.05	0.558
	No participation in physical activity	115	21.62±4.44	
Partners	Participation in physical activity	185	7.41±2.43	0.464
	No participation in physical activity	115	7.61±2.27	
Time	Participation in physical activity	185	10.93±2.59	0.316
	No participation in physical activity	115	10.61±2.76	
Interest	Participation in physical activity	185	7.57±2.51	0.794
	No participation in physical activity	115	7.65±2.13	

Note: * $p < 0.05$.

When Table 3 is examined, it can be seen that no significant difference was found as a result of the t test conducted to compare the state of doing sport and the sub-dimensions of psychological, facilities, partners and time ($p > 0.05$). On the other hand, significant difference was found in the comparison of knowledge sub-dimension and the state of doing sport ($p < 0.05$).

Table-4. Distribution of leisure constraints questionnaire sub-dimensions in terms of the state of having elder sibling.

Sub-Dimensions	State of having elder sibling	n	Mean± S.D.	P
Psychological	Yes	195	10.51±2.85	0.567
	No	105	10.31±2.87	
Knowledge	Yes	195	13.34±3.56	0.077
	No	105	12.60±3.34	
Facilities	Yes	195	22.25±5.02	0.041*
	No	105	21.05±4.35	
Partners	Yes	195	7.40±2.39	0.399
	No	105	7.64±2.34	
Time	Yes	195	10.93±2.69	0.268
	No	105	10.58±2.60	
Interest	Yes	195	7.58±2.45	0.867
	No	105	7.63±2.21	

Note: * $p < 0.05$.

Table-5. Distribution of leisure constraints questionnaire sub-dimensions in terms of the state of having younger sibling.

Sub-dimensions	State of having younger sibling	n	Mean±S.D.	P
Psychological	Yes	188	10.50±3.02	0.628
	No	112	10.33±2.56	
Knowledge	Yes	188	13.02±3.46	0.676
	No	112	13.19±3.56	
Facilities	Yes	188	21.28±4.83	0.010*
	No	112	22.75±4.67	
Partners	Yes	188	7.48±2.46	0.955
	No	112	7.50±2.22	
Time	Yes	188	10.69±2.56	0.306
	No	112	11.01±2.82	
Interest	Yes	188	7.65±2.37	0.653
	No	112	7.52±2.37	

Note: * $p < 0.05$.

When Table 4 is examined, no significant difference was found as a result of the t test conducted to compare the state of having elder sibling and the sub-dimensions of psychological, knowledge, partners, time and interest ($p>0.05$). However, significant difference was found in the comparison of facilities sub-dimension and the state of having elder sibling ($p<0.05$).

Table 5 shows that no significant difference was found as a result of the t test conducted to compare the state of having younger sibling and the sub-dimensions of psychological, knowledge, partners, time and interest ($p>0.05$). However, significant difference was found in the comparison of facilities sub-dimension and the state of having younger sibling ($p<0.05$).

Table-6. Distribution of leisure constraints questionnaire sub-dimensions in terms of the sport branch.

Sub-dimensions	Sport branch	n	Mean±S.D.	p
Psychological	Team sport	119	10.12±3.07	
	Individual sport	66	11.05±2.63	0.092
	No sport	115	10.39±2.71	
Knowledge	Team sport	119	13.39±3.66 ^b	
	Individual sport	66	13.69±3.39 ^b	0.020*
	No sport	115	12.36±3.27 ^a	
Facilities	Team sport	119	21.65±5.29	
	Individual sport	66	22.80±4.61	0.141
	No sport	115	21.40±4.36	
Partners	Team sport	119	7.39±2.32	
	Individual sport	66	7.63±2.66	0.798
	No sport	115	7.50±2.23	
Time	Team sport	119	10.83±2.85	
	Individual sport	66	11.22±2.13	0.227
	No sport	115	10.52±2.74	
Interest	Team sport	119	7.37±2.64	
	Individual sport	66	8.07±2.24	0.145
	No sport	115	7.55±2.10	

Note: * $p<0.05$.

When Table 6 is examined, no significant difference was found according to the results of the ANOVA test conducted to compare sport branch and the sub-dimensions of psychological, facilities, partners, time and interest ($p>0,05$). However, significant difference was found in the comparison of the sub-dimension of knowledge and sport branch ($p<0.05$).

4. Discussion

In our study, significant difference was found in the comparison of knowledge sub-dimension of Leisure Constraints Questionnaire (LCQ) and the state of doing sport in high school students ($p<0,05$). According to this result, it can be concluded that students do not have information about the physical activity they would like to do in their leisure time.

Similar results were found in a great number of studies conducted. Sarıgöz (2019) found that amputated individuals who were educated in sport considered knowledge, time, facilities and partners as the most important leisure constraints (Emir, 2012) found that the most important leisure constraints were knowledge, facilities and time. Lakot (2015) found that the most important leisure constraints for prospective teachers of physical education were facilities, knowledge, partners and psychological constraints.

In the present study, significant difference was found in the comparison of facilities and the state of having younger and older sibling ($p<0,05$). According to this result, it can be concluded that in addition to insufficient facilities, having older and younger siblings negatively affects participation in physical activities.

In their studies they examined the participation of university students in sportive recreational activities (Alexandris & Carroll, 1997; Masmanidis, Gargalianos, & Kosta, 2009) found that leisure constraints were facilities and time. In a study which examined the factors that prevented university students in South East Anatolia region from participating in recreational activities. Kalkay (2019) found that one of the important constraints was facilities and equipment. In a study conducted on high school students in Ereğli town of Konya province, Cavdar (2019) found that students could not participate in sport activities due to insufficient facilities and equipment. Similar results were found in a great number of studies conducted (Ceylan, 2019; Emir, 2012; Güler, 2017; Paksoy, Calık, Yaşartürk, & Cimen, 2016) found that the most important constraints university students met in making use of their leisure time was insufficient facilities. Karadeniz (2019) found statistically significant difference in the sub-dimension of facilities and stated that the sub-dimension of facilities was more effective in the students of the faculty of Economics and Administrative Sciences when compared with the students of other faculties. In our study, a significant difference was found in the comparison of the sub-dimension knowledge and sport branch ($p<0,05$). According to this result, it can be seen that the students who do not do sports do not have information about how they can participate in physical and recreational activities. Kalkay (2019) found a significant difference between the sub-dimension of knowledge and students' grades. In our study, no significant difference was found between the sub-dimensions of leisure constraints questionnaire and gender ($p>0,05$). Unlike our results, Emir (2012) found significant difference between all the sub-dimensions of leisure constraints questionnaire and gender. In their study, Ekinci, Kalkavan, Ustün, and Gündüz (2014) found significant differences between knowledge, partners and time sub-dimensions and gender. Polat (2017) found a significant difference in terms of women between gender and leisure constraints. Onal (2017) found that the sub-dimension of facilities affected men more than women.

As a conclusion, it is necessary to increase social and cultural areas that can meet the needs of young people, and to increase the number of green areas, playgrounds and recreational areas where they can show their physical performance and to encourage the participation of young people in these activities so that young generations can

grow up healthily and acquire the necessary behaviours for a healthy life. Provincial and town municipalities should also diversify and increase recreational areas so that the society can benefit more.

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