

Investigation of the Satisfaction Levels of University Students from Social and Sports Activities Provided in the University Environment

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Abstract

Research was carried out for the purpose of determination of satisfaction of university students from social and sportive activities provided by their universities.

Research is a survey screening type of research. Universe of the research is central campus of Mehmet Akif Ersoy University of Burdur and its population is 800 students who were selected randomly and who study at different units located in this campus.

In this study, data were acquired by survey method. A purpose-oriented survey was developed. Understandability, validness of the scope and reliability of the survey were established. Cronbach's Alpha Reliability Coefficient of the survey was found to be 0,89.

Survey was applied to sample group by making one on one interviews with random sampling method. Survey was answered by 800 students in total, being 424 women and 376 men. Frequency (%), Crosstabs and Chi Square (χ^2) tests were made as statistical procedure. 0,05 was accepted as confidence interval in determination of differences between variables.

As a result of obtained data; we can suggest that participants were mainly satisfied from social and sportive activities provided in the university environment within the scope of the research, however, women were more satisfied in social activities compared to men and men were more satisfied in sportive activities compared to women.

Key words: Student, Social, Sportive, Activity, Satisfaction

INTRODUCTION

The university is the institution where individuals from different socio-cultural backgrounds and different regions and districts of the country receive education and training. These students abruptly find themselves in a different place and environment. This environment differs from the students' normal lives. The adaptation of the students to a different sociocultural environment takes time (19).

Humans are inherently social creatures and have known physical, sociological, psychological, mental, cognitive, etc. dimensions. It is necessary to

deal with these dimensions at least when giving education and training to individuals. A complete holistic training can be ensured if it is provided by considering all these dimensions.

Social development is the entirety of a person's development from birth to adulthood their relationship with other people, and the social characteristics they develop, such as their interest, emotion, attitude and behavior. In other words, socialization is the process of developing a behavior that conforms to norms and value judgments that apply to individual's environment (8). Hence, social activities other than education in universities where

vocational education is provided play an important role in making students coherent with the society. Social activities aiming individuals are important for individual and social development (11).

Nowadays, when we consider the extracurricular activity areas that enable students to socialize and develop their personality structure other than their vocational education, it is seen in general that there are areas such as hall sports, libraries, cinemas, theater areas, swimming pools, techno-parks and entertainment areas in universities. These areas are also areas that provide contribution to the education and development of young people in various aspects (16). Social and sporting activities in schools are a means of resting and easing for students who spend most of their day in classrooms, laboratories or their desks, and reduce stress on the students (6) and ensure maximum use of educational activities. these activities also improve social skills (5). In case students participate in social activities during their education, they are developed as individuals with social responsibility. In this way, they learn to be in harmony with society and to establish the right relations with their environment. They become successful individuals in social relations (11). Social activities positively affect individuals' self-esteem and are also important in shaping personality. With participation in sport activities, cognitive functions increase and academic success increases. Self-confidence of individuals increases with academic success and this affects individual's personality positively (20). Thanks to this context that affects the personality positively, individuals become highly motivated persons. Thanks to the motivation that allows them to enjoy more at the school, students have a positive attitude towards the school and find the school satisfactory (1).

With leisure activities that we call "Social activities", social development, social status gaining, and inter-cultural interaction of the students are also ensured (2). Social activities increase communication and interaction between students and play an important role in the achieving of educational objectives. Thanks to social activities, the need to be with others, the need to belong to somewhere, the need to work in cooperation, the need to share responsibility and the need to feel important are satisfied (23).

Individuals have physical and physiological dimensions besides sociological dimensions.

Physical and physiological training of the students who come to receive a vocational training should be done besides the vocational training. In this way, professionally competent, socialized, physically and physiologically healthy individuals can be raised.

For this purpose, sportive activities and activities should be organized for the students in university environments and student engagement should be ensured.

To improve the physiological and psychological structure of individuals who are the main factors of athletic, economic, social and cultural development, to ensure the formation of personality, the development of character traits, to facilitate the harmonization to society by acquiring knowledge, skills and abilities; individuals, societies and international solidarity, according to the rules of competition within the measure of struggle, excitement, competition and competition are defined as the activities of superiority (22).

From a sociological point of view, sport is a socializing, integrating with the society, developing individual in mental and physical aspect, competitive, solidarist and cultural phenomenon that develops the skills acquired by the individual in transforming the natural environment into a humane environment, that an individual does under certain rules, with or without tools, individually or collectively within the scope of leisure activity or as professional occupation (11).

Sports are directly related to human health, character formation, increasing morale efficiency and the presence of a person with high national and common feelings and behaviors. At the same time, sports play an important role in the harmony of people's mental and intellectual development along with their physical development and in making people healthier, balanced, productive and happier in their communities (15). In addition, sport is a multidimensional, socially structured phenomenon, however, it is an indispensable element of human life (9).

Extracurricular social and sporting activities held in universities include plenty of activities such as student clubs and communities, student newspapers, music, arts and drama (3). These activities contribute to the intellectual, social and personal development of students. Activities are conducted within certain rules and discipline. Students are obliged to perform their duties

correctly in the activities such as football, basketball, dance or baseball etc. activities. If the student performs these activities correctly, his/her behavioral problems will decrease. They will be rewarded and be proud for their correct behavior. Through this pride, their self-esteem and self-confidence will develop (17).

It is very important for them to be satisfied with the environment and education provided in the social and sportive activities, which are important in the physical, sociological, psychological and cognitive development of the individuals in the university environment and in the education and training of the students who come to receive education and training.

Satisfaction is ensured when an individual's desires, needs and expectations are fully met (7). Customer satisfaction is a summary of the cognitive and affective reaction to a service event (or sometimes a long-term service relationship). Satisfaction (or dissatisfaction) arises from satisfying a service need and its comparison with expectations of the individual (18).

Nowadays, the increase in the number of universities and the quality of the education offered by the universities, social and sporting opportunities affect the students' choice of university. The high expectations and satisfaction of the students who come to receive education and training from their universities will increase their motivation. The highly motivated student will be more willing and more productive and will be successful.

This study was conducted to investigate the satisfaction levels of university students with social and sporting activities which are important for the physical, social and psychological development of individuals in university education.

MATERIAL AND METHOD

The research was carried out to determine the satisfaction level of university students from social and sporting activities provided in university environment.

The research is a survey screening model research. The population of the study consists of selected faculties of Sport Sciences, Economic and Administrative Sciences, Health Sciences and Education located in the central campus of Burdur Mehmet Akif Ersoy University. The sample group

consist of 400 students studying at these units by selected random sampling method.

The data were obtained by survey method in the study. A purpose-oriented questionnaire was developed. In the process of preparing the questionnaire, expert opinions were obtained, and understandability and scope validity was ensured. The Cronbach's Alpha reliability coefficient of the questionnaire was found to be 0.89. The answers to the questionnaire are of gradual 6 likert-type answers. These are, 1.I am not satisfied at all 2. I'm not satisfied 3. I am moderately satisfied 4. I am satisfied 5. I'm very satisfied 6.I have no idea. The questionnaires were applied to the sample group by random one-to-one interviews. A total of 400 students, 212 female and 188 male, responded to the questionnaire. The obtained questionnaires were transferred to computer by a statistical software suitable for statistical process. Frequency (%) and Chi-square (χ^2) calculations were performed as statistical process. In the determination of difference between the variables, confidence interval was accepted as 0.05

Findings

Table 1. Demographic characteristics of participants

Variables	N(Distributio)	%(Distributio)	
Gender	Female	212	53.0
	Male	188	47.0
	Total	400	100.0
Faculty	Faculty of Sports Sciences	100	25.0
	Faculty of Economics and Administrative Sciences	100	25.0
	Faculty of Health Sciences	100	25.0
	Faculty of Education	100	25.0
	Total	400	100.0
Class	Class 1	84	21.0
	Class 2	62	15.5
	Class 3	144	36.0
	Class 4	110	27.5
	Total	400	100.0

In Table 1 the demographic status of the participants are questioned. According to this query, 53% of the participants were female, 47% were male, 25% were from Sports Sciences, 25% were Economics and Administrative Sciences, 25% were Health Sciences and 25% were In the Faculty of

Education, it is seen that 21% of them are 1st class, 15.5% are 2nd class, 36% are 3rd class and 27.5% are 4 class.

Table 2. Satisfaction Distribution of Participants from Social Activities

Variables		I am not satisfied at all	I am not satisfied	I am moderately satisfied	I am satisfied	I am very satisfied	I have no idea	Total	X ² /P
1. Conference, Panel and seminar	Female	32	24	72	46	23	15	212	11.422 0.044*
		15.1%	11.3%	34.0%	21.7%	10.8%	7.1%	100.0%	
	Male	17	40	54	41	17	19	188	
		9.0%	21.3%	28.7%	21.8%	9.0%	10.1%	100.0%	
Total	49	64	126	87	40	34	400		
		12.3%	16.0%	31.5%	21.8%	10.0%	8.5%	100.0%	
2. Outdoor Audition	Female	48	32	62	28	26	16	212	8.010 0.156
		22.6%	15.1%	29.2%	13.2%	12.3%	7.5%	100.0%	
	Male	37	40	38	35	26	12	188	
		19.7%	21.3%	20.2%	18.6%	13.8%	6.4%	100.0%	
Total	85	72	100	63	52	28	400		
		21.3%	18.0%	25.0%	15.8%	13.0%	7.0%	100.0%	
3. Faculty event	Female	45	36	61	35	16	19	212	6.871 0.230
		21.2%	17.0%	28.8%	16.5%	7.5%	9.0%	100.0%	
	Male	42	34	44	39	21	8	188	
		22.3%	18.1%	23.4%	20.7%	11.2%	4.3%	100.0%	
Total	87	70	105	74	37	27	400		
		21.8%	17.5%	26.3%	18.5%	9.3%	6.8%	100.0%	
4. University's Social life	Female	41	36	68	36	18	13	212	4.204 0.521
		19.3%	17.0%	32.1%	17.0%	8.5%	6.1%	100.0%	
	Male	38	46	49	30	15	10	188	
		20.2%	24.5%	26.1%	16.0%	8.0%	5.3%	100.0%	
Total	79	82	117	66	33	23	400		
		19.8%	20.5%	29.3%	16.5%	8.3%	5.8%	100.0%	

P<0,05*

In Table 2, the level of satisfaction of the participants from social activities is questioned. Among these queries;

2.1 When we consider the answers given by the participants for the “conference, panel and seminar” activities, answers are as follows; 12.3% are not satisfied at all, 16% are not satisfied, 31.5% are moderately satisfied, 21.8% are satisfied, 10% I am very satisfied and 8.5% I have no idea. When we consider the given answers by gender variable, it was found in the comparative statistical analysis ($X^2 = 11.422$, $p = 0.044$). This value is statistically significant at the significance level of 0.05 ($p < 0.05$).

That means there was a divergence between genders.

2.2 When we consider the answers given by the participants about the “outdoor concert” activities, 25% were moderately satisfied, 21% were not satisfied at all, 18% were not satisfied, 15.8% were satisfied, 13% were very satisfied and 7% I have no idea. When we consider the given answers by gender variable, it was found that ($X^2=8.010$, $p=0,156$) This value was not statistically significant ($p > 0.05$). That means there was a divergence between genders.

2.3 When we examine the answers given by the participants regarding the question Social activities of the faculties,, 26.3% of the answers given in the

total are I am moderately satisfied, 21.8% are not I am not satisfied at all, 18.5% are I am satisfied, 17.5% are I am not satisfied, 9.3% I am very satisfied and 6.8% I have no idea. When we consider the given answers by gender variable, it was found in the comparative statistical analysis ($\chi^2=6.871$, $p=0.230$). This value was not statistically significant ($p > 0.05$) as well.

2.4. When we consider the total answers given by the participants regarding the “university’s social life” question, 29.3% are I am moderately satisfied, 20.5% are I am not satisfied, 19.8% are I am not satisfied at all, 16.5% are I am satisfied, 8.3% are I am

very satisfied and 5.8% are I have no idea. When we consider the given answers by gender variable, it was found in the comparative statistical analysis ($\chi^2=4.204$ $p=0.521$) This value was not statistically significant ($p > 0.05$) as well.

Table 3. Satisfaction Distribution of Participants from Social Activities

Variables		I am not satisfied at all	I am not satisfied	I am moderately satisfied	I am satisfied	I am very satisfied	I have no idea	Total	X ² /P	
1.Sport activities	Female	36	42	49	35	18	32	212	1.986 0.851	
		17.0%	19.8%	23.1%	16.5%	8.5%	15.1%	100.0%		
	Male	37	42	38	32	17	22	188		
		19.7%	22.3%	20.2%	17.0%	9.0%	11.7%	100.0%		
	Total		73	84	87	67	35	54		400
			18.3%	21.0%	21.8%	16.8%	8.8%	13.5%		100.0%
2.Sport facilities operation and facilities	Female	29	33	37	34	20	59	212	28.982 0.000*	
		13.7%	15.6%	17.5%	16.0%	9.4%	27.8%	100.0%		
	Male	41	26	43	28	33	17	188		
		21.8%	13.8%	22.9%	14.9%	17.6%	9.0%	100.0%		
	Total		70	59	80	62	53	76		400
			17.5%	14.8%	20.0%	15.5%	13.3%	19.0%		100.0%
3.Sports matches held	Female	28	32	36	27	12	77	212	39.168 0.000*	
		13.2%	15.1%	17.0%	12.7%	5.7%	36.3%	100.0%		
	Male	50	28	41	22	24	23	188		
		26.6%	14.9%	21.8%	11.7%	12.8%	12.2%	100.0%		
	Total		78	60	77	49	36	100		400
			19.5%	15.0%	19.3%	12.3%	9.0%	25.0%		100.0%

$P < 0,05^*$

In Table 3, the satisfaction status of the participants from sporting events is questioned. Among these queries;

3.1. When we examine the participants' answers to the question related to “sporting activities” in total, 21.8% are I am moderately satisfied, 21% are I am not satisfied, 18.3% are I am not satisfied at all, 16.8% are I am satisfied, 13.5% are I have no idea and 8.8% are I am very satisfied. When we examine the given answers by gender variable, it was found

in the comparative statistical analysis ($\chi^2=1.986$, $p=0.851$). This value was not statistically significant ($p > 0.05$).

3.2. The functioning and availability of sports facilities are questioned. When we examine the answers of the participants given to this question, 20% of them are I am moderately satisfied, 19% are I have no idea, 17.5% are I am not satisfied at all, 15.5% are I am satisfied, 14.8% are I am not satisfied, 13.3% are I am very satisfied. When we consider the given answers by gender variable, it was found that

($\chi^2=28.982$, $p=0.000$). This value is statistically significant at the significance level of 0.05 ($p < 0.05$). That means there was a divergence between genders.

3.3. Sports competitions held were questioned. When we examine the answers given by the participants to this question in total, 25% of them are I have no idea, 19.5% are I am not satisfied at all, 19.3% are I am moderately satisfied, 15% are I am not satisfied, 12.3% are I am satisfied and 9% are I am very satisfied. When we examine the given answers by gender variable, it was found that ($\chi^2=39.168$, $p=0.000$) in conducted comparative statistical analysis. There is a statistically significant difference in this value ($p < 0.05$).

DISCUSSION AND CONCLUSION

A total of 400 students participated in this study to determine the level of satisfaction of university students from social and sporting activities provided in the university environment. It was established that 53% of these students are female and 47% are male, and the faculties they study were 25% Sports Sciences, 25% were Economics and Administrative Sciences, 25% were Health Sciences and 25% were Faculty of Education. It is seen that 21% of them from 1st class, 15.5% from 2nd class, 36% from 3rd class, 27.5% from 4th class (Table 1).

When examine the satisfaction level of the participants from the social activities in the universities, we can say that there are no statistically significant divergence between the variables in social activities, outdoor activities, activities in faculties and university environment social life satisfaction, and majority of participants were moderately satisfied followed by those dissatisfied individuals (Table 2). For satisfaction from "conference, panel and seminar" social activities were found to be moderately satisfactory in total responses, but a statistically significant divergence was observed in gender variable ($p < 0.05$). When we examine the answers given in detail, we can say that the satisfaction level of male participants was lower than female participants (Table.2.1) and that the participants are mostly "moderately" satisfied with the social activities provided in the university environment. However, the participation of students in social activities and being satisfied with the activities will increase their socialization, quality of life and consequently increase their academic success. Ertek (13) suggests that social activities provided in the university environment improved

motivation of the students, adaptation to the social environment Yağmur and İçigen, (21) and Erçevik and Önal, (10) suggest that these activities ensured harmonization of views and traditions of students from different regions and provided an enriched cultural unity. Durakan, Can and Gök, (10) suggest that we can contribute to the students to utilize their leisure time by providing many activities in the social activity areas that contribute to the easing, resting and socialization of the students.

When we consider the participants' satisfaction with the sports activities and sports provided in the university environment, it is seen that they were mostly satisfied at the "moderate satisfaction" level. Although there is no statistically significant difference in the answers given by gender, we can suggest that male students are more satisfied than female students with respect to frequency distribution (Table 3.1). It was seen that the participants were mostly moderately satisfied from "operation and availability of sports facilities" and "satisfied" from sports competitions held. A statistically significant difference was not observed in the answers given in the gender variable ($p < 0.05$). In other words, there is not any divergence in the answers given between the genders. When the table is examined in detail, we can suggest that the satisfaction level of male students was lower compared to female students. According to these data, besides the cognitive and mental education of individuals coming from different parts of the country, sporting activities are very important for their physical, physiological, social and psychological development. Aracı (4) sees sport as an intense effort to improve the physical and mental health of the individual, to struggle within competitive measures according to certain rules, to get excited, to compete and to prevail and to increase the power of success and to maximize it personally. Güçlü (14) suggests that sports activities made individuals experience feel of pleasure and happiness in psychological sense, were the most important instrument for coping with stress which is called "disease of our age", individuals could eliminate the monotonous life style and understanding experienced in their daily lives through sports, and made individuals relaxed and calmed as well as ensured them to feel happy and have feel of achieve something. Erkal et al. (12), on the other hand, considers sport as one of the important factors in reducing the unrest and deviating behaviors and harmonizing them with

norms, as well as adapting and conflict models within the social structure of the society and directing tensions to the benefit of the society.

In line with the data and opinions obtained within the scope of the research, we can suggest that although there were significant differences in some propositions about the presentation of social and sport activities which are an integral and complementary part of education in the university environment, the participants are mostly satisfied at the moderate level.

Suggestions;

⊗ A university must organize social and sporting activities in order for the young students from different places and cultures to come together and get to know each other.

⊗ The opinions and suggestions of the students should be taken before the social and sporting activities are organized

⊗ The places and areas where students can do various activities individually or collectively in their free time should be provided.

⊗ Students should be encouraged to engage in social and sporting activities

⊗ This and similar studies should be conducted in a larger population and sample.

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