



# Leisure Management Attitudes of University Students and Influencing Factors: A Cross-Sectional Study

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## Abstract

**Objective:** This study endeavors to determine university students' leisure management attitudes and the factors that affect these attitudes.

**Methods:** The research design was descriptive. The sample study consisted of 704 undergraduate students enrolled in different departments of health sciences. The data of the study were collected by using a demographics form and the Leisure Time Management Scale. In the analysis of the data, Independent t-Test and a Mann-Whitney U Test, One-Way ANOVA and Kruskal-Wallis tests were used.

**Results:** Students' leisure management scores were found to be above the mean. Respondents differed in the dimensions of "goal setting and methods", "leisure time attitudes" and "evaluation" depending on the variable of department attended. Significant relationships were found between the variables of department, grade level, leisure activities and having hobbies and the leisure time management total scores.

**Conclusions:** The study found that students should be supported in setting goals and planning. Since leisure time is a metric of one's quality of life, it is recommended that social spaces and social programs be created for young people where they can make effective use of their free time.

**Keywords:** University Students, Leisure Management

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## Öz

**Amaç:** Bu çalışmanın amacı, üniversite öğrencilerinin boş zaman yönetimi tutumlarını ve etkileyen faktörleri belirlemektir.

**Metod:** Araştırma tanımlayıcı tiptedir. Araştırmanın örneklemini bir üniversitede sağlık alanında lisans eğitimi alan 704 öğrenci oluşturdu. Araştırma verileri “Kişisel Bilgi Formu” ve “Boş Zaman Yönetimi Ölçeği” kullanılarak toplandı. Verilerin istatistiksel analizlerinde Independent t testi, Mann-Whitney U testi, Ona-Way Anova, Kruskal-Walls testi kullanıldı.

**Bulgular:** Öğrencilerin boş zaman yönetimi puanlarının ortalamanın üstünde olduğu görüldü. Bölümler arasında “amaç belirleme ve yöntem”, “boş zaman tutumu” ve “değerlendirme” alt boyutları arasında farklılık olduğu tespit edildi. Analiz sonucuna göre öğrencilerin bölümleri, okudukları sınıflar, boş zaman aktiviteleri ve hobiye sahip olma durumları ile boş zaman yönetimi toplam puanları arasında anlamlılık bulundu.

**Sonuç:** Çalışma sonuçlarına göre öğrencilerin amaç belirleme ile planlama konularında desteklenmeleri gerekmektedir. Boş zaman, yaşamın öznel kalitesini yansıtır, bu nedenle gençlerin boş zamanlarını etkin bir şekilde kullanabilecekleri sosyal alanlar ve sosyal programlar oluşturmaları önerilir.

**Anahtar Kelimeler:** Üniversite Öğrencileri, Boş Zaman Yönetimi

## Introduction

With advances in science and technology, modernization has given birth to the concept of leisure in societies (McLean and Hurd, 2015; Evans, Bellon and Matthews, 2017). The concept of time is an abstract concept that has psychological and sociological dimensions with no beginning or end (Carr, 2017; Alben Gayef, Tapan and Sur 2017). Whereas working time refers to practices related to daily work (Doğan, Elçi and Gürbüz 2019) and the amount of time spent on it, leisure time refers to the time that individuals can use for entertainment or improving themselves (Carr, 2017). Time management is of undisputable importance for university students (Akgül and Karaküçük, 2015). Gaining an awareness of time is essential for university students wanting to achieve their goals and is a part of one's preparation for professional life (Cha, 2018). Well-being can be thought of as nominative or subjective health and refers to individuals' physical, mental and social health (Tepeköylü Öztürk, 2019). Subjective health concerns individuals' happiness, life satisfaction and a healthy lifestyle. Leisure management has a strong impact on one's health by contributing to the determination of how one perceives oneself, social status and emotional balance (Yerlisu Lapa, Köse, and Günbayı, 2018). Physical and mental health are associated with socio-demographic factors, such as a person's age, gender, employment status, education and ability to manage his/her leisure time (Carr, 2017; Gül, 2019). Since each individual values leisure time differently, the process of making use of leisure time varies from individual to individual. Therefore leisure activities affect people's perceived satisfaction. Individuals who spend their spare time actively will have a strong character. Effective use of time, which is equally distributed to all people for planning and conducting activities in leisure time, is necessary for the development and regulation of human mental health and emotions and reducing stress. Getting rid of boredom is important for living productively and living a quality life (Muzindutsi and Masango, 2015; Yaşartürk, Akyüz and Karataş, 2017; Sevinç and Özel, 2018).

Effective use of time is necessary for the development and regulation of human mental health, reducing feelings of stress and distress and living a productive and quality life (Silk, Caudwell and Gibson, 2017). Adulthood is a period in which biological, psychological and social development continues (Carr, 2017). Youth is the most dynamic and active segment of a society (Silk, Caudwell and Gibson, 2017). During adolescence, young people may experience fluctuations in their emotional states and they may find it difficult to regulate their lives. Many students have trouble managing time when they go from high school to university. Most students unwittingly waste time. The main cause for wasting of time is their not being able to plan their time (Albena Gayef, Tapan and Sur, 2017). The success of university students is affected by their efficient and proper use of time. The student's ability to use their time allocated for learning effectively affects their learning positively (Tepeköylü Öztürk, 2019). Being at university is a stage in life where different important changes are experienced. During this period, the young can adopt behaviors that improve their health or gain unhealthy lifestyle behaviors that will harm both themselves and others (Muzindutsi and Masango, 2015; Yaşartürk, Akyüz and Karataş, 2017). There are studies reporting strong correlations between life satisfaction, participation in leisure time activities and leisure satisfaction for adults and young people, but not studies on the relationship between young people's subjective perception of health and leisure time management have been found. The purpose of the current study is to determine the leisure management attitudes of university students and the factors affecting them.

### **Research Questions**

- What is the percentage distribution of the data regarding the students' socio-demographic characteristics (age, gender, department attended, etc.)?
- What are the mean scores of the students obtained from the total and sub-dimensions of the leisure management scale?
- Do the scores obtained from the whole scale and its sub-dimensions vary significantly depending on the department attended?
- What are the factors affecting students' leisure time management attitudes?

### **Methods**

#### **Design**

The research design was descriptive and relational.

#### **Participants**

Participants of the study were selected from a state university located in the Eastern Mediterranean region of Turkey. The population of the study consisted of 1,246 students attending different departments of health sciences (nursing, midwifery and medicine) in the 2017-2018 academic year. It was aimed to reach the whole population but the students who were absent on the days of the study, took leave or did not want to participate in the study were excluded. Thus, a total of 704 students who wanted to participate in the study and filled out the forms completely formed the final sample.

## **Procedures and data collection**

The research data were collected between October 2017 and January 2018, using a survey method from young people studying at university. The participating students were informed about the purpose of the study and their verbal consent was taken. Then they were administered the data collection tools during their class time, right before their lessons started. Written approval (2017/-05) was obtained from the Non-Clinical Practices Ethics Committee of the university; verbal approval was obtained from the Faculty Deanships and School Directorates.

## **Data Collection Tools**

### **Personal information form**

The personal information form prepared by the researchers included fifteen items to elicit data about the socio-demographic characteristics (e.g., age, department, grade level, place of residence) and the leisure time management attitudes (e.g., hobbies, how many hours are spent on leisure activities, any disease, perception of physical health and perception of mental health and continuous drug use).

### **Leisure Time Management Scale**

The original form of the scale—the Free Time Management Scale—was developed in 2011 by Wang, Kao, Huan and Wu. The Cronbach's alpha value of the scale was found as 0.83 and the scale was adapted to Turkish by Akgul and Karakucuk (2015). The scale consists of 15 items and was prepared using a 5-point Likert-type scale. Scale items were scored as “Strongly disagree” (1), “Disagree” (2), “Undecided” (3), “Agree” (4) and “Strongly agree” (5). The scale consists of four sub-factors; Factor 1 - Goal Setting and Method (Items 1-6.), Factor 2 - Leisure Attitude (Items 10-12), Factor 3 - Programming (Items 13-15), Factor 4 - Using (Items 7- 9). The items in the programming sub-dimension are reverse scored. The minimum score to be taken from the scale is 15, and the maximum score is 75. Higher scores obtained from the scale indicate that leisure time management practices are good. In the current study, Cronbach's alpha value of the scale was found to be 0.77.

## **Data analysis**

The data were evaluated with the SPSS 22.0 (Statistical Package for Social Science) software program. Descriptive statistics, percentages and mean values were used to analyze the demographic characteristics of the students. The normal distribution of the study data was evaluated with the Kolmogorov Smirnov test and Q-Q graphics. The significance level was determined as  $p < 0.05$  in the analyses. In the normality test, the Skewness (-0.308) and the Kurtosis values (+0.123) were found to be between -1 and +1 and thus it was concluded that the data did not deviate from the normal distribution. Since the study data did not deviate from the normal distribution, the two group comparisons were made with the Independent Samples t-Test and the multiple group comparisons were made with the One Way ANOVA test. The significance level of the evaluations was accepted as  $p < 0.05$

## **Results**

### **Demographic characteristics and homogeneity**

The mean age of the students participating in the study was  $21.24 \pm 0.92$ , and 57.9% of them were female. Of the students, 32.2% lived with their families, 32.3% lived in student housing, and 8.5% were both studying and working.

**Table 1. Distribution of Leisure Management Scale and Sub-Scale Mean Scores (n = 704)**

Scale and scale sub-dimensions	x±ss	Cronbach's Alpha	Min-Max Value
Total Scale	50.2±9.7	0.775	21.00-75.00
Identifying goals and method	19.2±5.4	0.775	6.00-30.00
Leisure time attitude	11.1±3.1	0.691	3.00-15.00
Programming	9.4±3.0	0.775	3.00-15.00
Making use of leisure time	10.3±2.6	0.668	3.00-15.00

The students scored above the mean on the leisure management scale and the sub-dimensions of the scale. The mean scores of the students were determined as follows: 50.2±9.7 for the leisure time management scale, 19.2±5.4 for the goal setting and method sub-dimension, 11.1±3.1 for the leisure time attitude sub-dimension, 9.4±3.0 for the programming sub-dimension and 10.3±2.6 for the using sub-dimension.

**Table 2. Students' Answers on How they Make Use of their Leisure Time (n=704)**

	n	%
Using phones and computers	278	39.4
Sleeping	200	28.6
Resting	83	11.8
Participating in artistic activities	55	7.8
Participating in social activities	52	7.3
Doing sports	36	5.2

39.4% of the students expressed that they spend their leisure time using their phones and computers, 28.6% stated sleeping, and 11.8% stated resting

**Table 3. Students' Answers on the Reasons for Participating in Leisure Time Activities (n=704)**

	n	%
To have fun	216	30.7
To rest	202	28.6
To be happy	105	14.9
For physical health	94	13.4
To socialize	55	7.9
For mental health	32	4.5

In terms of the reasons for engaging in leisure time activities, 30.7% of the students stated to have fun, 28.6% stated to rest, 14.9% to be happy and 13.4% stated to have physical health.

**Table 4. Analysis of Students' Socio-demographic Characteristics and Leisure Time Scale and Sub-Dimensions (n = 704)**

Properties		Scale & Sub-Scale Dimensions				
	n	Total Scale x±SD	Goal Setting And Method x±SD	Leisure Time Attitude x±SD	Programming x±SD	Using x±SD
<b>Gender</b>						
Female	408	50.44±9.25	14.9	14.9	14.9	14.9
Male	296	49.59±9.91	19.04±5.25	13.4	13.4	13.4
		<i>t</i> = 1.668 <b>P&gt;0.197</b>	<i>t</i> = 4.956 <b>P&lt;0.026</b>	<i>t</i> = 7.957 <b>P&lt;0.005</b>	<i>t</i> = 6.478 <b>P&lt;0.011</b>	<i>t</i> = 1.411 <b>P&gt;0.235</b>
<b>Grade level</b>						
1 <sup>st</sup> grade	154	48.99±9.81	18.73±5.86	11.11±3.21	8.81±3.52	10.33±2.97
2 <sup>nd</sup> grade	245	49.04±9.06	18.62±5.32	11.02±3.47	9.35±2.99	10.04±2.71
3 <sup>rd</sup> grade	156	50.60±9.78	19.40±5.67	11.04±2.88	9.84±2.61	10.31±2.48
4 <sup>th</sup> grade	149	52.94±8.75	20.44±4.93	11.62±2.51	9.93±2.72	10.94±2.27
		<i>f</i> = 6.500 <b>p&lt;0.000</b>	<i>f</i> =3.961 <b>p&lt;0.008</b>	<i>f</i> = 1.328 <b>p&gt;0.264</b>	<i>f</i> = 4.629 <b>p&lt;0.003</b>	<i>f</i> = 3.628 <b>p&lt; 0.013</b>
<b>Department of Study</b>						
Nursing	277	50.10±9.04	18.68±5.14	11.90±2.73	9.25±3.10	10.25±2.62
2 <sup>nd</sup> grade	279	49.42±9.52	19.18±5.47	10.45±3.39	9.57±2.80	10.20±2.66
3 <sup>rd</sup> grade	148	51.87±9.85	20.20±5.79	11.16±2.89	9.66±3.19	10.83±2.65
		<i>f</i> =3.291 <b>p&lt;0.039</b>	<i>f</i> =3.759 <b>p&lt;0.024</b>	<i>f</i> =15.684 <b>p&lt;0.000</b>	<i>f</i> =1.164 <b>p&gt;0.313</b>	<i>f</i> =3.011 <b>p&lt;0.050</b>
<b>Accommodation</b>						
Family	227	49.61±9.64	19.28±5.35	10.80±3.20	9.42±2.92	10.10±2.75
House	153	49.47±9.80	18.73±5.64	10.86±3.20	9.61±3.11	10.26±2.79
Public dorms	227	51.17±9.28	19.44±5.72	11.57±3.04	9.48±3.09	10.66±2.46
Relatives	13	52.61±8.86	19.46±4.96	12.15±1.90	9.69±3.61	11.30±2.25
Private dorms	84	50.15±8.60	19.14±4.95	11.53±2.84	9.22±2.74	10.25±2.63
		<i>f</i> =1.266 <i>p</i> >0.282	<i>f</i> =0.419 <i>p</i> >0.795	<i>f</i> = 2.784 <b>p&lt;0.026</b>	<i>f</i> = 0.258 <i>p</i> >0.905	<i>f</i> =1.768 <i>p</i> >0.133

**Daily leisure time management**

<4 hours	15	53.00±10.78	21.00±6.87	11.73±3.47	8.66±3.08	11.60±2.92
4-6 hours	296	50.80±9.38	19.60±5.47	11.06±3.23	9.56±3.10	10.56±2.56
>7 hours	393	49.65±9.41	18.83±5.40	11.24±2.99	9.42±2.93	10.15±2.69
		$f=1.921$ $p>0.147$	$f=2.500$ $p>0.083$	$f=0.519$ $p>0.595$	$f=0.722$ $p>0.486$	$f=3.762$ $p<0.024$

**Leisure Time Activities**

Resting	83	50.59±9.51	18.98±5.68	11.45±3.28	9.49±3.23	10.65±2.77
Gym	36	46.33±10.19	18.88±5.07	8.80±4.27	9.02±3.32	9.61±2.91
Sleeping	200	48.68±9.36	18.69±5.54	10.59±3.34	9.40±3.02	9.99±2.85
Social Act.	52	52.17±8.16	20.32±4.39	11.40±2.59	9.69±2.69	10.75±2.39
Art Act.	5	54.18±8.93	21.01±5.14	11.60±2.69	10.25±3.14	11.30±2.16
Tel. & Comp.	278	50.53±9.37	19.11±5.61	11.69±2.65	9.36±2.91	10.37±2.51
		$f=4.886$ <b><math>p&lt;0.000</math></b>	$f=2.075$ $p>0.067$	$f=7.889$ <b><math>p&lt;0.000</math></b>	$f=1.049$ $p>0.388$	$f=3.224$ <b><math>p&lt;0.007</math></b>

**Continuous Use of Drug**

Yes	105	51.31±8.21	19.74±5.10	11.48±2.66	9.32±3.09	10.76±2.49
No	599	50.01±9.63	19.11±5.54	11.12±3.18	9.49±2.99	10.28±2.68
		$t=7.735$ <b><math>p&lt;0.006</math></b>	$t=1.500$ $p>0.221$	$t=6.066$ <b><math>p&lt;0.014</math></b>	$t=0.018$ $p>0.894$	$t=2.138$ $p>0.144$

**Hobbies**

Yes	642	50.50±9.45	19.29±5.48	11.18±3.17	9.60±2.96	10.42±2.64
No	62	47.14±8.69	18.22±5.37	11.12±3.04	8.08±3.11	9.70±2.66
		$t=2.686$ <b><math>p&lt;0.002</math></b>	$t=1.474$ $p>0.105$	$t=0.129$ $p>0.788$	$t=3.834$ <b><math>p&lt;0.000</math></b>	$t=2.016$ <b><math>p&lt;0.025</math></b>

**Mental Health Perception**

Very Good	107	51.82±9.79	20.49±5.69	11.15±3.17	9.39±3.14	10.77±2.55
Good	316	50.39±8.73	19.28±4.94	10.95±3.00	9.69±2.79	10.45±2.50
Medium	209	49.75±9.06	18.75±5.37	11.59±2.84	9.33±2.90	10.07±2.65
Poor	72	48.29±12.32	18.23±7.19	11.95±3.99	8.95±3.86	10.13±3.34
		$f=6.495$ $p>0.090$	$f=10.308$ <b><math>p&lt;0.016</math></b>	$f=5.422$ $p>0.143$	$f=3.537$ $p>0.316$	$f=7.246$ $p>0.064$

### Physical Health Perception

Very Good	118	50.39±10.52	19.87±6.40	10.63±3.53	9.33±3.21	10.55±2.87
Good	384	50.44±8.92	19.13±5.10	11.34±3.01	9.60±2.91	10.36±2.54
Medium	189	49.92±9.68	19.10±5.41	11.20±2.93	9.26±3.07	10.34±2.78
Poor	13	45.46±10.24	16.61±7.39	10.76±3.94	9.53±3.20	8.53±3.79
		$f=3.219$ $p>0.359$	$f=4.443$ $p>0.218$	$f=3.618$ $p>0.306$	$f=1.433$ $p>0.698$	$f=5.441$ $p>0.142$

The mean scores taken by the participants from the sub-dimensions of goal setting and method, leisure time attitude and programming were found to vary significantly depending on the variable of gender ( $p<0.05$ ).

The mean scores taken from the whole scale and its sub-dimensions of goal setting and method, programming and using were found to vary significantly depending on the variable of grade level ( $p<0.05$ ).

The mean scores taken from the whole scale and its sub-dimensions of goal setting and method, leisure time attitude and using were found to vary depending on the variable of department attended ( $p<0.05$ ).

The mean scores taken from the sub-dimension of leisure time attitude were found to vary significantly depending on the variable of accommodation ( $p <0.05$ ).

The mean scores taken from the sub-dimension of using were found to vary significantly depending on the variable of daily leisure time management ( $p<0.05$ ).

The mean scores taken from the whole scale and its sub-dimensions of leisure time attitude and using were found to vary significantly depending on the variable of leisure time activities ( $p<0.05$ ).

The mean scores taken from the whole scale and its sub-dimension of leisure time attitude were found to vary significantly depending on the variable of continuous use of drug ( $p<0.05$ ).

The mean scores taken from the whole scale and its sub-dimensions of programming and using were found to vary significantly depending on the variable of having hobbies ( $p<0.05$ ).

The mean scores taken from the sub-dimension of goal setting and method were found to vary significantly depending on the variable of mental healthy perception.

### Discussion

Evaluation of people's leisure time attitudes is a sensitive issue that needs to be addressed for all ages because those attitudes influence subjective well-being and happiness, but that evaluation is even more important for young people.

The leisure management scores of students in this study are slightly above the mean (50.2±9.7). The female students scored higher than the males, but there were no significant gender-related differences in leisure management in general ( $p>0.05$ ). In a study conducted by Tepeköylü Öztürk (2019), no significant difference based on gender was found. When the studies on university students' time management were examined, it was seen that the mean time management score was high (Tepeköylü



Öztürk, 2019; Wang, 2019). It has been determined that female students tend to engage in activities requiring active participation less than male students, and the time they devote to activities they participate in is shorter. For example, whereas females preferred watching television, listening to music, reading books at home, and growing flowers, males preferred doing sports, travelling, and engaging in social and cultural activities (Tepeköylü Öztürk, 2019). Our study findings were similar to studies on this topic. It is thought that females have better leisure time than males because females spend more time at home depending on their cultural characteristics, and have more free time for handicraft and painting courses.

It is thought that to improve the leisure management attitudes of young people, it is necessary to create environments where they can engage in activities such as cultural, art, sports and music activities and where they can spend their leisure time actively.

A significant difference was found in leisure management depending on the grade level attended in favour of the fourth-year students ( $p < 0.05$ ). It is considered that students in lower grades do not understand the importance of leisure time and that leisure time management becomes more meaningful for senior students; as age and education level increase, they take more responsibility for their own lives. It was observed that there was a significant difference between the students' leisure management scores depending on the department attended in favour of the students of the faculty of medicine ( $p < 0.05$ ). The reason for this may be that the students enrolled in the faculty of medicine is better in terms of planning time and using it wisely due to their analytical thinking skills and having higher leisure time attitudes. It may also be that they can better use their leisure time because they need to study harder, which requires them to use their time more efficiently and productively.

One of the main findings from a study by Hendricks, Savahl and Florence (2015) is that leisure time significantly affects drug addiction. When the literature on this subject is analyzed, it suggests that young people are happy while involved in their leisure time activities and they get away from stress and socialize by expanding their social environment. The positive use of leisure time is beneficial in strengthening social cohesion, and it can protect young people from harmful habits (Gaironeesa, Shazly, and Florence 2015; Junhyoung, May and Areum 2018; Wang 2019). Our study findings are parallel with the studies discussed above. Leisure activities help young people to get to know themselves better, as well as develop their sense of self-confidence, acceptance, and success by revealing their talents and strengths. Individuals' thinking styles and perception of the concept of time can resemble a screen that displays their perception of life, use of time and quality of life. In studies involving university students, it was seen that a majority of the students are not efficient in making use of their leisure time, spending their time with passive activities but are willing to participate in many activities when given the chance (Wang et al., 2011; Kara and Özdedeoğlu, 2017). Leisure time activities implemented in groups create an opportunity for solidarity and socialization among young people.

The students received the lowest score in the "programming" (planning) sub-dimension. It is necessary to program your time and stick to the program as the strongest method in terms of using time efficiently. However, for various reasons, sticking to a program can be difficult (Yersüren and Özel, 2020) but it

should not be forgotten that the greatest advantage of planning is that it saves time. It has been stated that goal setting and planning are important for saving time (Cha, 2018). The literature and findings of this study are compatible. Planning is a necessity for everyone because time cannot be reproduced and stored. Programming and planning are important since they make it possible for young people to achieve their goals both in their student and work lives.

It is stated that increasing leisure activities, especially the ones actively participated in, creates a positive effect on the happiness and emotional structures of individuals in the long term and helps them to cope with their problems (Sevinç and Özel, 2018). Wang et al. (2011) reported that people who manage their leisure time consciously have a better quality of life.

There was a significant ( $p<0.05$ ) correlation between having a hobby and leisure time management attitude. It was determined that students who read books other than textbooks and have hobbies are better at leisure time management compared to students who do not read books and do not have any hobbies.

In this study, no significant difference was found between students' mental health perception and physical health perception and leisure management. But a significant difference was found between the perception of mental health and the sub-dimension of goal setting and method ( $p<0.05$ ). It can be stated that there is a direct relationship between mental health and leisure time management. An examination of studies conducted on university students shows that some of the research identified a positive relationship between life satisfaction and leisure time satisfaction (Akyüz and Türkmen, 2016; Sevinç and Özel, 2018). Those who are mentally balanced and energetic can get away from the stress of life by participating in more activities, increasing their quality of life and mental health.

### **Result and Suggestions**

This study is important in terms of contributing to the literature and guiding future research on the factors affecting the leisure management of university students studying in the field of health. According to the data obtained from the research, it was determined that the leisure time management of the students was above the mean. It was determined that students' leisure management was affected by various variables. According to the results of the study, students should be supported in setting goals and planning. To improve their physical and mental health status and increase their quality of life, their leisure time opportunities should be increased.

When leisure time which is an integral part of human life is used effectively, positive results such as protection of individuals' physical and mental health, enhancing the quality of life, socializing, improving personal skills, increasing productivity, developing creativity and establishing relationships in the community can be achieved. Developing leisure time management skills for healthy and happy personal development and successful academic life should motivate university students in this regard. It is recommended to provide training by nurses and health professionals for young people to gain effective leisure time management habits.



# Üniversite Öğrencilerinin Boş Zaman Yönetimi Tutumları ve Etkileyen Faktörler: Kesitsel Bir Araştırma

*Filiz Taş\**

## Giriş

Gençlerin sosyal gereksinimlerini yerine getirebilmeleri, fiziksel ve ruhsal sağlıklarını koruyabilmeleri, büyük ölçüde öznel iyi oluş ve mutluluk deneyimleri ile boş zamanlarında yaptıkları faaliyetlerle yakından ilgilidir. Gençlik dönemi, gencin tüm yaşamına biçim verecek olan biyolojik, psikolojik ve sosyal gelişimini kapsar. Gençlikte üniversite yaşamı önemli değişimlerin yaşandığı yıllardır. Gençler bu dönemde, sağlıklarını geliştiren sağlıklı davranış biçimlerini benimseyebilir ya da hem kendilerine hem de başkalarına zarar verecek olan sağlıksız yaşam biçimi davranışları kazanabilirler. Üniversite döneminde öğrencilerin hedeflerine ulaşabilmeleri için zamanı etkin kullanma bilincinin geliştirilmesi oldukça önemlidir ve mesleki hayata hazırlanmanın bir parçası olarak tanımlanmaktadır (Cha, 2018). İyi oluş, bireylerin fiziksel, zihinsel ve sosyal sağlığını ifade eder ve yalnızca öznel sağlık olarak düşünülebilir (Tepeköylü Öztürk, 2019). Boş zamanlarında etkinliklerin planlanması ve yürütülmesi için tüm insanlara eşit olarak dağıtılan zamanın etkin kullanımı, insan ruh sağlığının gelişmesi ve düzenlenmesi, stres ve sıkıntılardan uzaklaşması, hayatı verimli yaşaması ve kaliteli bir yaşam sürmesi için gereklidir. (Silk, Caudwell ve Gibson 2017). Gençlik döneminde zamanı harcama konusunda savurgan davranan, zamanın kıymetini bilmeyen ve geleceği için meslek edinmek zorunda olan üniversite öğrencilerinin zaman yönetimi konusunda iyi bir beceriye sahip olmaları sağlıklı ve verimli bir yaşam açısından önemli ve gereklidir.

**Amaç:** Bu çalışmanın amacı, üniversite öğrencilerinin boş zaman yönetimi davranışlarını ve etkileyen faktörleri belirlemektir.

**Yöntem:** Araştırmanın evrenini 2017-2018 eğitim-öğretim yılında sağlık bilimleri alanında (Hemşirelik, Ebelik ve Tıp) öğrenim gören 1.246 öğrenci oluşturmuştur. Çalışmaya Tıp Fakültesi öğrencilerinin ilk dört yıllık eğitim düzeyi dahil edilmiştir. Çalışmada örneklem hesabı yapılmadan tüm evrene ulaşmak hedeflenmiş; ancak çalışmanın yapıldığı günlerde okula gelmeyen, devamsız olan veya araştırmaya katılmak istemeyen öğrenciler hariç tutulmuştur. Araştırmaya katılmak isteyen ve formları eksiksiz dolduran toplam 704 öğrenci araştırmanın örneklemini oluşturmuştur. Araştırma için etik kurul onayı alınmıştır.

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Araştırma verileri kişisel bilgi formu ve Boş Zaman Yönetimi Ölçeği kullanılarak toplanmıştır. Akgül ve Karaküçük, (2015) tarafından Türkçeye uyarlanan geçerlik ve güvenilirliği yapılan dört alt boyut ve 15 maddeden oluşan ölçek 5'li Likert tipinde hazırlanmıştır. Ölçekten alınması gereken minimum puan 15, maximum puan 75'tir. Araştırma verilerinin istatistiksel analizlerinde ikili grup karşılaştırmasında Independent t Testi, Mann-Whitney U testi, çoklu grupların karşılaştırılmasında Ona-Way Anova, Kruskal-Walls testi kullanılmıştır.

**Bulgular;** Öğrencilerin "Boş Zaman Yönetimi Ölçeği" puan ortalamalarının 50.2±9.7 olduğu, "amaç belirleme ve yöntem" alt boyutundan 19.2±5.4, "boş zaman tutumu" alt boyutundan 11.1±3.1, "programlama" alt boyutundan 9.4±3.0, "değerlendirme" alt boyutundan 10.3±2.6 puan aldıkları belirlenmiştir. Öğrencilerin günlük ortalama 5.0±4.9 saatlerini boş zaman olarak gördükleri, %28.6'sının uyuyarak, %39.4'ünün telefon ve bilgisayar ile zamanlarını geçirdikleri belirlenmiştir.

Bölümler arasında "amaç belirleme ve yöntem" ( $f=3.759; p=0.024$ ), "boş zaman tutumu" ( $f=15.684; p=0.000$ ) ve "değerlendirme" ( $f=3.011; p=0.050$ ) alt boyutları ile anlamlı farklılık olduğu ve bu farklılığın Tıp Fakültesinde okuyan öğrencilerden dolayı olduğu ( $p<0.05$ ) tespit edilmiştir. Kalınan yer ile "boş zaman tutumu" alt boyutu arasında ( $f=2.784; p=0.026$ ), günlük boş zaman saati ile "değerlendirme" alt boyutu arasında ( $f=3.762; p=0.024$ ) anlamlılık olduğu belirlenmiştir. ( $p<0.05$ ). Öğrencilerin okudukları sınıf, okuduğu bölüm, boş zaman aktiviteleri, hobiye sahip olma durumu ile boş zaman yönetimi tutumu arasında anlamlılık olduğu belirlenmiştir. ( $p<0.05$ ).

**Tartışma;** Çalışmada öğrenciler Boş Zaman Yönetimi Ölçeği'nden ortalamanın biraz üzerinde puan almışlardır. Yapılan çalışmalarda zaman yönetimi ile ilgili üniversite öğrencilerine yönelik yapılan çalışmalarda puanları ortalamanın üzerindedir ve çalışmamız ile benzerdir. Kadınlar erkeklerden daha yüksek puan almışlardır ve cinsiyet ile boş zaman yönetimi arasında anlamlılık olmadığı ( $p>0.05$ ) belirlenmiştir. Tepeköylü Öztürk (2019) tarafından yapılan çalışma da cinsiyetler arasında anlamlılık saptanmamıştır. Haller, Hadler ve Kaup (2013) çalışmasında erkekler boş zamanlarında belli alanlara yönelirken kadınların ilgi alanlarının ve hobilerinin daha geniş olduğu belirtilmektedir. Çalışma bulguları, benzer çalışmalarla paralellik göstermektedir. Üniversite öğrencilerinin özellikle erkeklerin boş zaman yönetimi tutumunun geliştirilmesi ve öğrencilerin boş zamanlarını aktif kullanabilecekleri, enerjilerini boşaltabilecekleri sosyal aktivite ortamlarının oluşturulması gerektiği düşünülmektedir.

Çalışmada öğrencilerin boş zaman aktiviteleri ile boş zaman yönetimi arasında anlamlılık olduğu tespit edilmiştir. ( $p<0.05$ ). Bu çalışmada öğrencilerin ruh sağlığı algıları ile fiziksel sağlık algıları ve boş zaman yönetimi arasında anlamlı bir fark bulunmamıştır. Ancak ruh sağlığı algısı ile hedef belirleme ve yönetme alt boyutu arasında anlamlı bir fark bulunmuştur ( $p<0.05$ ). Ruh sağlığı ile boş zaman yönetimi arasında doğrudan bir ilişki olduğu ifade edilebilir; boş zamanlarında gerçekleştirilen faaliyetler bu nedenle önemlidir.

**Sonuç ve Öneriler:** Bu çalışma üniversite öğrencilerinin boş zaman yönetimi ve ilişkili faktörleri belirlemek açısından yapılacak çalışmalara rehber olması, literatüre katkı sunması açısından önemlidir. Çalışma bulguları değerlendirildiğinde öğrencilerin boş zaman yönetimi tutumlarının ortalamanın üstünde olduğu, sınıf, bölüm, boş zaman aktiviteleri, hobiye sahip olmanın boş zaman yönetimi tutumlarında önemli olduğu saptanmıştır.

Üniversite öğrencilerinin fiziksel, ruhsal ve toplumsal yönden sağlıklı ve verimli bireyler olmaları için boş zaman yönetiminin geliştirilmesi gereklidir. Gençlerin fiziksel enerjilerini aktarabilecekleri, fiziksel ve ruhsal sağlık durumlarını geliştirerek yaşam kalitelerini artırabilmeleri için boş zamanlarını değerlendirebilecekleri olanaklar sunulmalıdır.

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