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**TOKAT GAZIOSMANPAŞA UNIVERSITY  
GRADUATE EDUCATION INSTITUTE  
DEPARTMENT OF SPORT  
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**Leisure Activities in University Life: Student Preferences and  
Involvement Levels**

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MASTER'S THESIS**

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وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

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**ETHICAL CONTRACT**

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TO THE INSTITUTE OF GRADUATE STUDIES DIRECTORATE

I attest to the originality of the Master's thesis entitled " Leisure Activities in University Life: Student Preferences and Involvement Levels" in this document. I confirm that I followed the guidelines of Tokat Gaziosmanpaşa University – Graduate Education Institute while preparing this thesis. Moreover, I affirm that I gathered and presented all the information in accordance with academic regulations and ethical principles. To abide by these regulations and principles, I have cited all the data, thoughts, and findings that are not my own.

**13/12/2024****REBAZ Abdulla Ibrahim**

### JURY ACCEPTANCE AND APPROVAL

The defense examination of the thesis study titled “Leisure Activities in University Life: Student Preferences and Involvement Levels” is prepared by REBAZ was held on 00/00/2024 it has been accepted by jury members as a Master’s Thesis at Tokat Gaziosmanpaşa University, Graduate Education Institute, Department of Sport.

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APPROVAL

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Prof. Dr.  
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## ÖZET

u çalışma, üniversite öğrencilerinin boş zaman tercihlerine ve çeşitli rekreasyonel etkinliklere katılımlarına ilişkin bir analiz sunmakta ve yaş, cinsiyet ile akademik alan gibi sosyo-demografik faktörlerin bu katılım üzerindeki etkisini irdelemektedir. Araştırma kapsamında Tokat Gaziosmanpaşa Üniversitesi'nden 368 öğrenciye bir anket uygulanmış, elde edilen veriler tanımlayıcı istatistikler ve korelasyon testleri aracılığıyla değerlendirilmiştir. Bulgular, katılımcıların çoğunluğunun 20-24 yaş grubunda yer aldığını ve örneklemin %56,3'ünün kadınlardan oluştuğunu göstermektedir. Araştırma, fiziksel aktivitelerin, sosyal etkileşimlerin ve dinlenme faaliyetlerinin öğrenciler arasında en yaygın boş zaman aktiviteleri olduğunu ortaya koymuştur. Öğrencilerin %56,8'i fiziksel aktivitelere düzensiz aralıklarla katıldığını belirtmiş; bu durum, bireysel etkinliklerden ziyade grup faaliyetlerine olan belirgin bir eğilimi yansıtmaktadır.

Elde edilen veriler, öğrenci kulübü üyeliği ve fiziksel aktiviteye katılım sıklığı gibi sosyo-demografik faktörlerin, öğrencilerin boş zaman tercihleri üzerinde anlamlı bir etkiye sahip olduğunu ve bireysel özellikler ile çevresel bağlamlar arasındaki karmaşık ilişkinin altını çizdiğini ortaya koymuştur. Ayrıca, kampüs içindeki boş zaman alanlarına erişim ve bu alanların algılanma biçiminin, öğrencilerin katılım oranlarını önemli ölçüde etkilediği saptanmıştır. Bu durum, olanakların mevcudiyeti ve niteliğinin katılım düzeylerini doğrudan etkilediğini göstermektedir. Bunun yanı sıra, farklı demografik gruplar arasında tercih edilen etkinliklerde anlamlı farklılıklar gözlemlenmiş; yaş, cinsiyet ve fakülte bağlantısının, boş zaman tercihlerini ve genel üniversite deneyimini büyük ölçüde şekillendirdiği sonucuna ulaşılmıştır.

Araştırma bulguları, üniversite yöneticileri ve politika yapıcılar açısından kritik öneme sahiptir; öğrenci topluluğunun farklı gereksinimlerini karşılayacak kapsayıcı ve esnek boş zaman programlarının geliştirilmesi ve uygulanmasının önemine işaret etmektedir. Üniversiteler, çeşitlendirilmiş rekreasyonel seçenekler sunarak ve bu olanaklara erişilebilirliği sağlayarak, öğrencilerin zihinsel ve fiziksel sağlığını destekleyebilir; aynı zamanda sosyal bağları güçlendirerek ve topluluk gelişimini teşvik ederek, akademik ve kişisel gelişimi destekleyebilir. Bu çalışma, üniversite öğrencilerinin boş zaman davranışlarına dair literatüre önemli katkılar sağlamakta ve dengeli, tatmin edici bir kampüs deneyimi oluşturmayı amaçlayan stratejik müdahaleler için bir çerçeve sunmaktadır.

## ABSTRACT

This study analyzes university students' leisure choices and their engagement in various recreational activities, emphasizing the influence of socio-demographic factors such as age, gender, and academic field on their participation. A survey of 368 students from Tokat Gaziosmanpaşa University was executed, and the gathered data were examined by descriptive statistics and correlation tests. The results indicated that the predominant age group of respondents was 20–24 years, with females constituting 56.3% of the overall sample. The research highlighted physical activity, social connections, and rest as the predominant leisure pastimes among students. A considerable percentage of students (56.8%) indicated participating in physical activities sporadically, demonstrating a distinct preference for group activities rather than individual pursuits. Subsequent analysis revealed that socio-demographic factors, including student club membership and the frequency of physical activity participation, significantly impacted students' choices, highlighting the intricate relationship between personal attributes and environmental contexts in influencing leisure behavior.

The study emphasized that students' access to and perceptions of campus leisure areas significantly impacted their involvement rates, indicating that the availability and quality of facilities directly affect engagement levels. Moreover, disparities were noted in the favored activities among various demographic groups, suggesting that age, gender, and faculty affiliation substantially influence leisure preferences and the overall university experience. These insights are essential for university administrators and legislators, as they highlight the necessity of developing and executing inclusive and flexible leisure programs that address the varied requirements of the student population. By providing diverse recreational options and ensuring accessibility, universities can support the mental and physical well-being of students while also fostering social connections and community development, which are essential for academic and personal growth. This study enhances the understanding of leisure behavior among university students and offers a framework for creating strategic interventions to foster a balanced and rewarding campus experience.

**KEYWORDS :** LEISURE TIME, PHYSICAL ACTIVITY, SPORT

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## 1. INTRODUCTION

Time has been of paramount significance throughout human history. A profound understanding of time is essential for human progress, affecting success, information gain, and event interpretation. The concept of time has increasingly acquired importance in both social and personal contexts. Societies proficient in structuring their economic endeavors, social engagements, recreational activities, and leisure time generally attain higher levels of wealth and success than their counterparts. These civilizations efficiently manage time through strategic planning and the execution of organized routines [1]

The beginning and end of an individual's life can be evaluated within the time frames defined as either the extended or short-lived non-recurrent stages of existence. Leisure, defined by freedom from obligation, self-sufficiency, and autonomy in the selection of activities, is typically recognized as a time when an individual can engage in unrestrained independence and choice [2]. Leisure time refers to periods when individuals partake in relaxation, pleasure, or personal development based on their preferences, desires, and needs, along with any associated obligations during those intervals. [3, 4].

Students, primarily immersed in the campus environment, display several subcultures influenced by the unique characteristics of their surroundings and academic endeavors. Consequently, despite their affiliation with a cohesive academic group, numerous factors determine how university students distribute their free time. [4, 5]. Consequently, individuals who experience reduced engagement in their current tasks and temporary declines in motivation may experience a state characterized by boredom. Many studies indicate that the experience of boredom significantly affects the inclination to partake in dangerous actions [6, 7]. A significant factor affecting engagement in dangerous behaviors relates to individuals' opinions about leisure time, a topic of extensive examination in relevant academic discussions.

Leisure attitudes, defined as the assessment of one's thoughts, emotions, and actions about leisure activities versus established standards, are believed to be interconnected with the sense of boredom in this context. The main aim of this study is to clarify the recreational interests of university students. The importance of this study arises from the notion that individuals' tendencies, whether favorable or unfavorable, based on their acquired experiences, emotions, and memories, represent a crucial focal point. Currently, most persons endeavor to achieve a favorable quality of life while preserving good health. To achieve this goal, people frequently obtain appropriate life and health insurance coverage.

Improving quality of life requires a comprehensive examination of multiple additional elements, as outlined in the specialized literature [8].

### 1.1 Statement of the problem

In modern academic settings, leisure activities significantly influence students' overall academic experiences and well-being. Despite the significance attributed to leisure activities, there remains a lack of understanding regarding the various choices and levels of involvement demonstrated by students. This thesis aims to address this gap by examining the following key questions:

- **Diversity of Leisure Preferences:** What are the diverse leisure choices among university students across several demographic categories, including age, gender, academic discipline, and cultural background?
- **Factors Influencing Leisure Choices:** What elements affect students' choices concerning their recreational pursuits? Are there notable relationships among academic achievement, stress levels, and leisure preferences?
- **Patterns of Involvement:** To what extent do students participate in various recreational activities? Are there identifiable patterns or trends in their degrees of engagement, and how do these patterns develop during their academic progression?
- **Impact on Well-being and Academic Performance:** What is the correlation between participation in leisure activities and students' overall well-being and academic achievement? Do specific leisure activities correspond with increased happiness, less stress, and enhanced academic performance?
- **Perceptions of Leisure Spaces:** What is the students' perception of the availability and accessibility of recreational places and facilities on campus? How significantly do these beliefs affect their engagement in leisure activities?
- This study aims to provide significant insights into the importance of leisure activities in the college environment, thereby enhancing understanding of student preferences and levels of engagement. The insights obtained may provide a basis for developing tailored and comprehensive leisure programs in academic environments, thereby enhancing student well-being and improving the overall quality of the university experience.

- **1.2 Objectives of the Study**

- 1. To Identify Diverse Leisure Preferences:**

Investigate and classify the diverse array of recreational activities favored by university students, taking into account variables such as age, gender, academic discipline, and cultural background.

- 2. To Understand Influential Factors:**

Examine the fundamental aspects affecting students' selection of leisure activities, encompassing personal interests, socio-cultural influences, scholastic demands, and perceived advantages.

- 3. To Analyze Patterns of Involvement:**

Evaluate the levels of participation and engagement among students in various recreational activities, noting any persistent trends or patterns in their involvement over time.

- 4. To assess Sociodemographic Characteristics of the Participants.**

- 5. To determine the Free Time Activity Type of the Participants.**

- 6. To identify Leisure Time Interest of the Participants.**

- 7. To find out the association between Free Time Activity Type some Sociodemographic Characteristics of the Participants.**

### **1.3 Significance of the Study**

- 1. Enhancing Student Well-being:**

- Comprehending students' recreational choices and engagement levels enables institutions to customize leisure programs and services to enhance mental health and

well-being. Universities can foster a healthy campus climate that promotes holistic student development by providing activities aligned with their hobbies and preferences.

## **2. Improving Academic Performance:**

- Studies indicate that participation in leisure activities can beneficially influence academic performance by alleviating stress and improving cognitive function. By identifying leisure activities that correlate with enhanced academic performance, colleges can devise measures to facilitate students' academic achievement.

## **3. Informing Campus Planning and Resource Allocation:**

- Understanding students' opinions of recreational areas and facilities can guide campus planning and budget allocation decisions. By discerning the leisure services most esteemed by students and their utilization of campus areas, institutions can prioritize investments to cultivate lively and inclusive campus environments.

## **4. Fostering Social Integration and Diversity:**

- Leisure pursuits offer students from many backgrounds the chance to engage and establish social connections beyond the classroom. By providing a variety of recreational opportunities and encouraging inclusive engagement, colleges can facilitate social integration and strengthen the sense of belonging among students from diverse cultural, socioeconomic, and intellectual backgrounds.

## **5. Contributing to Higher Education Policy and Practice:**

- The study's findings can guide higher education policy and practice by emphasizing the significance of leisure in the student experience. By seeing leisure as an essential element of comprehensive student development, legislators and institutional leaders may prioritize projects that address students' leisure requirements and improve the overall quality of the university experience.

## **6. Advancing Academic Scholarship:**

The research enhances the academic discourse on leisure studies, student development, and higher education by producing novel knowledge and insights. The study enhances academic comprehension of how leisure activities influence the university experience and student well-being by expanding upon existing studies and addressing gaps in the literature.



The study's importance is highlighted by its ability to inform university policies, practices, and activities aimed at enhancing student well-being, academic success, and general satisfaction with the university environment. By recognizing and addressing the many leisure needs and preferences of students, higher education institutions can foster more inclusive and supportive settings that promote the comprehensive development of their student body.



## Chapter Two

### 2. Literature Review

#### 2.1 Definition of Leisure Activity

Leisure provides a means to improve one's quality of life and general well-being. Leisure activities of an individual reveal personal beliefs and define their relationship with cultural norms and traditions [9]. Leisure surpasses simple inactivity, recognized as a significant time for developing the skills and abilities vital for personal growth and creativity. Despite the broad acknowledgment of the beneficial results linked to leisure participation, disparities in leisure practices throughout many cultural contexts may continue to exist [10].

Canadian students, predominantly shaped by North American culture, identified a correlation between attending sporting events and heightened familial satisfaction. In contrast, for Chinese students, engagement in outdoor leisure activities provided opportunities that enhanced their life happiness. Canadian students demonstrated much superior cognitive, affective, and behavioral attitudes toward leisure activities in comparison to their peers from Mainland China. Chinese persons living in Canada exhibited less favorable cognitive and emotional leisure attitudes compared to Anglo-Canadians, however their behavioral attitudes showed no significant differences. Consequently, neglecting cultural nuances may lead practitioners in leisure activities to unintentionally hinder participants' experiences instead of promoting their acquisition of leisure-related benefits [11].

International students, distinguished by diverse ethnic and racial backgrounds, face multiple challenges when studying overseas. Engagement in recreational activities can reduce negative emotions and relieve stress linked to academic obligations, hence enhancing daily emotional well-being. Some international students suffer from depression and anxiety due to the difficulties associated with studying abroad, such as language hurdles, financial limitations, tuition costs, living expenses, and everyday routine challenges [12]. Involving overseas students in recreational activities is acknowledged as an effective strategy for mitigating cultural stress and psychological difficulties related to adapting to and experiencing new cultures. Engagement in these activities not only improves academic achievement but also supports the primary objective of studying abroad by promoting social relationships and intellectual adjustment [13].

Leisure time includes not just relaxation and rejuvenation but also possibilities for personal development, knowledge gain, creativity, and skill enhancement that individuals dedicate to themselves [14].

## 2.2 Time and Leisure Time Concepts

Time has consistently been a fundamental aspect of existence, examined by various fields like religion, philosophy, science, and art. Historical records demonstrate Saint Augustine's efforts, centuries ago, to clarify this concept through investigations into the essence of time and its fundamental boundaries [15]. According to [16], the successful use of time depends on an individual's management of multiple life components, including work, personal obligations, recreation, and leisure, while ensuring a balanced allocation for biological and physiological demands. Consequently, the major issues pertain to time management and the substance of activities within designated time periods [17].

According to [18], nations that emphasize time management exhibit progress in development. This element is a crucial factor in differentiating the traits of developed and impoverished countries. Furthermore, there is a focus on attaining equilibrium within the time dedicated to personal interests, professional activities, social interactions, recreation, and leisure, while also considering biological and physiological needs. Nonetheless, it can be asserted that persons who maintain this equilibrium will prepare themselves to address the concerns of where, when, and how effectively [19]. In this context, the manner in which individuals designate and define the concept of leisure time is crucial [20].

Leisure time is defined as the duration designated for work or the residual time engaged in work-related activities include travel, training, and meetings [21]. Besides employment, it encompasses the time allocated for sleep, eating, personal care, and essential responsibilities for sustaining life [22]. Leisure time is the duration remaining after work-related activities, including travel, meetings, and training, as well as essential physical needs such as sleep and nutrition. It also encompasses non-work-related personal care activities like cleaning, grooming, and bathing, along with personal responsibilities such as lawn maintenance and family care [22].

## 2.3 Basic Functions of Leisure Time

[23] was asserted that leisure time serves three fundamental functions: the restorative function, the developmental function, and the entertaining function.

- **Rest Function:** This function pertains to leisure time, providing individuals with many activities to rejuvenate, restore energy and physical strength, and alleviate stress and negativity in their lives [24].
- **Entertainment Function:** It offers the opportunity to engage in various activities, whether active or passive (not necessitated by daily requirements), contributing to

health, emotional well-being, physical and psychological state, and alleviating boredom in persons. In this sense, it establishes the individual's resting function.

- **Development Function:** When utilized appropriately and within its intended context, the concept of leisure time can yield numerous vital benefits, including relaxation, recreation, personal growth, and development. It is essential for an individual's socialization, the formation of their perspectives and aspirations, the expression of their autonomy, and the discovery of their identity [16].

## 2.4 Leisure activities

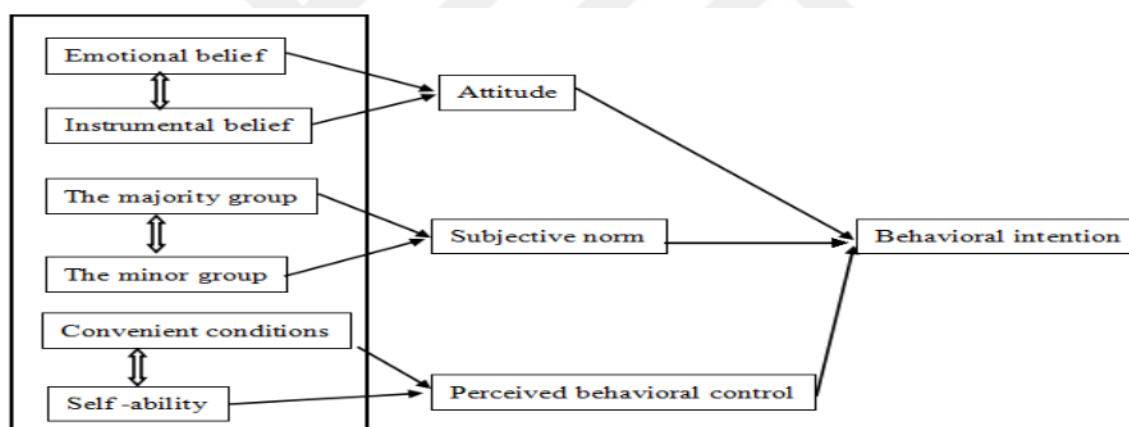
Individuals require recreational activities when their daily existence is intertwined with exhaustion, monotonous job rhythms, occupational stress, and the pervasive impact of routine. Currently, leisure time has become an essential aspect of life, serving as a means of rejuvenation, cleansing, relaxation, and healing [4]. Recreational activities are characterized as voluntary pursuits that individuals engage in for enjoyment and fulfillment during spare time, fostering physical and mental inventiveness while alleviating exhaustion [25]. [26] define it as leisure time activities organized for one's own benefit and related to nature.

Participation in recreational activities offers numerous advantages to individuals. These encompass the acquisition of team dynamics, leadership competencies, enhanced self-assurance, personal decision-making, risk assessment, accountability to oneself and others, fostering positive personality and physical growth, social engagement, maintaining health and stability, relaxation, forging new friendships, acquiring knowledge, achieving personal fulfillment, cultivating environmental consciousness, optimizing efficiency, experiencing a sense of belonging, expanding creativity, and enhancing self-worth [27].

## 2.5 Hypothetical Model of Behavioral Intention of College Student Participating in Leisure Sports

The attitude of a student in college towards leisure sports significantly impacts their behavioral intention to engage in such activities, serving as the most influential factor in this regard. This suggests that a college student's good attitude towards leisure sports can boost their intention to participate in such activities [28]. Consequently, when an administrative department intends to encourage students to take part in leisure sports, it must convey that sports are advantageous, enjoyable, and significant, thereby augmenting their intention to engage in leisure sports. The subjective norm of a college student significantly impacts their desire to engage in leisure sports, ranking as the second most influential factor on behavioral intention. A more favorable subjective norm among college students can enhance their intention to engage in leisure sports. To promote leisure sports among college and university

students, the impact of significant reference groups can be used to enhance students' behavioral intentions. Families, neighbors, or acquaintances may also be influenced when the notion of engaging in sports is introduced at home. Consequently, an increased number of individuals will be incentivized to engage in recreational activities. The element of perceived behavioral control in leisure sports demonstrates a substantial and affirmative impact on behavioral intention [\[\[29\]](#). This indicates that a college student with greater perceived behavioral control is more likely to exhibit a stronger inclination to engage in leisure sports. Therefore, communities and educational institutions should provide more accessible sports facilities and enhance sports promotion to provide students with increased opportunities for participation in athletics. Simultaneously, they will eliminate numerous impediments to enhance students' behavioral regulation, as seen in **(Figure 1)** [\[28\]](#)



**Figure 1: Students' ability of behavioral intention [\[28\]](#).**

To understand and analyze the inclination of a college student towards leisure sports, it is essential to consider all aspects that influence their participation in such activities. The study will encompass both objective and subjective aspects, with the former comprising sports interests and hobbies, as well as sports attitudes and habits, while the latter includes the sports atmosphere in schools, social factors, and sports facilities. Provided that the University Physical Education Department enhances its focus on leisure education and positively utilizes both institutional and external resources, we will identify an effective breakthrough in leisure sports education [\[30\]](#).

### 2.5.1 College Students' Sport Interests and Hobbies

The motivation of a student to engage in sports primarily stems from their interest in athletic activities, with the crucial factor being the emotional experience derived from active engagement. In other words, it pertains to the individual's capacity to fully derive enjoyment from sports, to have positive emotions or satisfaction, and to possess a desire for future participation in the sport [17].

The sporting interests and hobbies of college students might differ significantly based on factors such as individual preferences, cultural background, accessibility of resources, and social influences. This is a summary of prevalent sports interests and pastimes among college students [31].

- **Fitness Training:** A significant number of college students seek to preserve their physical health and fitness through activities including weightlifting, cardiovascular training, and bodyweight exercises. Collegiate gyms and fitness centers frequently experience significant utilization by students.
- **Team Sports:** Team sports such as soccer, basketball, volleyball, and ultimate frisbee are favored among college students. Numerous institutions provide intramural sports leagues that allow students to engage in structured competitions.
- **Running and Jogging:** Jogging and running are straightforward yet efficacious types of exercise that attract numerous college students. Some engage in structured competitions such as 5Ks, half-marathons, or marathons.
- **Yoga and Meditation:** As understanding of mental health and stress management rises, activities such as yoga and meditation have become increasingly popular among college students. Numerous institutions provide yoga lessons and meditation sessions on their campuses.
- **Outdoor Activities:**

## 2.6 Theoretical Framework

### 2.6.1 Constraints on leisure time physical activity

Studies indicate that university students exhibit inactivity, with a significant number not achieving the minimal physical activity levels advised by sports and health science agencies[32]. Prolonged inactivity results in a sedentary lifestyle, heightening the risk of heart disease, Type 2 diabetes, and hypertension [33], stress, sadness, and obesity. Insufficient physical activity can significantly contribute to a bad body image [33].The World Health Organization (WHO) [34] has reported that a minimum of 60% of the global population does not satisfy the basic guidelines for daily physical exercise [35] ,assert that

the absence of engagement in physical activity and recreational sports programs can be ascribed to numerous perceived limitations. These restrictions are significantly influenced by individual perspectives [36]. Generally, they can be classified as limitations on preferences, participation, or enjoyment [36].

[37], categorized limits on leisure activities as internal, pertaining to capacities, skills, knowledge, and health issues, or external, including financial charges and/or deficiencies in time, facilities, and transportation.[38], Conversely, it enumerates three categories of constraints: interpersonal, intrapersonal, and structural. Interpersonal constraints are shaped by social connections; intrapersonal constraints are influenced by individual physiological conditions such as stress, depression, anxiety, subjective evaluations of sustainability, and the availability of leisure activities; structural constraints are determined by external factors including financial limitations, time scarcity, transportation issues, or lack of awareness that impede the connection between leisure preferences and participation [39].

#### **2.6.1.1 Theoretical Perspective**

Leisure limits and negotiation methods are two interrelated ideas that have been the subject of study for several decades [40]. Engagement in leisure activities is significantly influenced by the ability to navigate diverse limitations. According to [38] constraints are autonomous and adhere to a hierarchical or continuum paradigm, ranging from the most proximal to the most distal. Among the three categories of constraints—intrapersonal, interpersonal, and structural—intrapersonal constraints exert the greatest influence, while structural constraints exert the least. [41] elaborated on this hierarchical model of leisure constraints by incorporating the function of motivation as a mediator between restrictions and effective bargaining. Subsequently, [42] investigated the correlation among constraints, negotiation, and physically active leisure time by evaluating four alternative models: 'independence', 'negotiation-buffer', 'perceived constraint-reduction', and 'constraint-effects-mitigation'. The latter concept, substantiated by various research, posits that individuals can adjust their behaviors when confronted with limits to sustain their engagement in leisure activities through negotiation [42]. According to social-cognitive theory [43], the effective application of negotiating methods is contingent upon self-efficacy, a crucial psychological factor that encompasses the conviction in one's ability to successfully navigate adverse circumstances. Consequently, confidence in one's capacity to navigate limitations can confer an advantage when confronting challenges related to planning, organizing, and engaging in LTPA.

### 2.6.2 Time-Use Theory

Leisure, defined as how an individual utilizes their spare time, has been characterized as “the primary driving force underlying the human aspiration to imbue life with meaning... or to provide it with passion, pleasure, and purpose”[44]. Leisure activities are typically characterized as voluntary non-work pursuits undertaken for enjoyment, including hobbies, arts participation, educational classes, reading, television viewing, socializing, shopping, music listening, volunteering, religious involvement, engagement in political parties, trade unions, or environmental organizations, participation in libraries, archives, cultural and heritage activities, involvement in sports or exercise groups, collaboration in community, neighborhood, or tenants' associations, and membership in social clubs [45].

Numerous studies have demonstrated a correlation between leisure engagement and both physical and mental health, evidencing efficacy and causality within experimental and clinical intervention research, as well as the longitudinal and advantageous nature of these effects, their profound impact on human well-being, and their capacity to influence diverse populations through observational and qualitative studies [46]. Research indicates that leisure activities are beneficial for the prevention and management of mental health disorders, including depression, anxiety, stress, bipolar disorder, and schizophrenia. Evidence indicates that participation in leisure activities can enhance self-reported health and serve as a protective factor against the onset of diseases such as cardiovascular disease, cognitive decline, dementia, and age-related physical deterioration, including chronic pain, frailty, and disability. For those with a chronic illness, leisure activities can aid in symptom management and mitigate the course of the disease. Moreover, data indicates a correlation between leisure activities and enhanced longevity [47].

However, a cohesive theoretical framework elucidating the mechanisms by which leisure activities influence health—specifically their role in the prevention, management, or treatment of mental and physical ailments—remains absent. In the last twenty years, numerous theories have emerged across different fields that elucidate the impact of leisure on health. These include theories addressing individual or intra-individual reactions to leisure activities at a micro-level, those examining the interaction of leisure activities with broader social groups at a meso-level, and those analyzing how these activities are situated within and influence extensive societal, cultural, and political frameworks at a macro-level. A multitude of studies has investigated the correlation between various leisure activities and particular mechanisms, accompanied by an increasing number of systematic reviews that



synthesize and evaluate the quality and findings of the literature on individual mechanisms [48].

## 2.7 Leisure, Students, and the University

Previous studies have concentrated on the recreational activities of university students [49]. Nonetheless, relatively few publications have emerged regarding students in recent years, as a neoliberal paradigm in Higher Education has significantly altered the dynamics among learners, instructors, and institutions. Furthermore, recent studies have highlighted the escalating problems associated with excessive work habits among academics, illustrating their effects on welfare and the physical and mental health of academic personnel. This increase is noteworthy as universities worldwide are prioritizing mental and physical health and wellbeing as fundamental aspects of campus life. Moreover, evolving leisure practices, together with altering patterns of student involvement in modern higher education, are prompting substantial modifications in the approaches to and interpretations of leisure on university campuses. This has consequently enabled discourse on the issues and conflicts important to academic, professional, and policy discussions regarding the evolving, interconnected modalities of education, leisure, work, health, and welfare within broader society. This occurs during a period when academic work settings are increasingly digitized and expansive, emphasizing performativity and blurring the distinctions between work and non-work realms for both students and instructors. Universities are integrated with various ecosystems—knowledge, social institutions, local, regional, and national economies, learning, culture, and the natural environment—through the leisure activities of their members and communities [50].

The velocity and swiftness of transformation inherent in a knowledge-based society necessitate that individuals, groups, and civilizations respond accordingly. Leisure facilitates opportunities for personal inquiry, contemplation, and societal, cultural, physical, psychological, intellectual, and spiritual growth. Leisure facilitates the acquisition, refinement, concentration, and application of new knowledge, skills, and traits in life's pursuits. To the uninformed, leisure is frequently conflated with inactivity, whereas labor is equated with creativity. To maintain such a perspective, however, is merely to sustain laziness under several guises — moral, intellectual, and emotional inactivity. Leisure is not the absence of work, but a different form of labor; when understood in its true essence, it becomes a celebration of humanity. Embracing leisure in higher education as beneficial would be simpler if we perceived it more as a chance for study and service, rather than

merely as time to occupy, defined by superficial activities of enjoyment, frivolity, restlessness, and aimlessness. Leisure can be perceived as the aspect of life that approaches the attainment of freedom within a fluid yet conforming society, facilitating self-expression and fostering intellectual, physical, and spiritual growth. Leisure's full potential cannot be fully realized by perceiving it solely as a reprieve from work or other undesirable responsibilities. It may ultimately present a possibility for wholly novel job conceptions, characterized by efforts that promote the well-being of both others and the person, motivated by the intrinsic satisfaction of the activity rather than external remuneration [51].

## **2.8 The Concept and Characteristics of Leisure Sports**

### **2.8.1 The Concept of Leisure Sports**

Liu Yimin asserts that recreational sports (leisure sports) are not merely a novel form of athletic engagement, but are characterized by the temporal involvement of participants in sporting activities. It is a form of physical activity in which individuals utilize their leisure time for the purposes of bodybuilding, enjoyment, and recreation, etc..[52].

Yu Tao characterizes leisure sports philosophically as a contemporary mode of athletic behavior wherein individuals actively seek and share enjoyment in sports activities, accompanied by a conscious awareness of self-improvement and self-enrichment, grounded in the material and spiritual wealth generated by industrial and post-industrial societies [53].

Lin Zhichao's cite definition of leisure sports in "Leisure and Leisure Sports." Recreational sports, or leisure sports, constitute a form of mass sports engagement undertaken during one's free time from work and study. As a vital element of leisure life, they facilitate participants in enhancing physical fitness, promoting health, recovering stamina, regulating psychological well-being, refining taste, invigorating life enthusiasm, cultivating noble qualities, fulfilling spiritual aspirations, and sharing joy in a harmonious atmosphere through diverse physical activities[54] .

Yu Kehong posits that leisure sports are performed during free time, representing a contemporary lifestyle that generates an optimal psychological experience through certain physical activities. In this type of sport, participants are not bound by stringent regulations and are free to engage in activities that foster internal experiences, promoting relaxation of both the spirit and body (Yu). The research findings indicate that individuals concentrate on a descriptive analysis of leisure sports. The author asserts that leisure sports prioritize enjoyment and relaxation, emphasizing psychological experience while diminishing the organizational structure and level of professionalism in the activities. Consequently, it is

evident that leisure sports possess a more pronounced essence of life compared to sports education and competitive sports, representing a form of physical activity integrated into daily living [54].

## **2.8.2 Characteristics of Leisure Sports in Universities**

### **2.8.2.1 Autonomy of University Students' Activities**

Leisure sports chosen autonomously by university students provide a behavioral process devoid of any coercive constraint, entirely determined by the students themselves. This type of sport exhibits distinct behavioral characteristics and tendencies among pupils. University students can freely engage in sporting activities during their spare time, selecting options that align with their own personalities, interests, and abilities without any organizational constraints. University students must exhibit complete independence to engage in a sporting activity [55].

### **2.8.2.2 Enhancing University Students' Moral Quality and Civilization Consciousness**

Many leisure activities possess competitive attributes, allowing university students to cultivate their willpower and enhance their awareness of striving within a fair, equitable, and transparent competitive setting. Leisure sports in universities can successfully improve students' emotional well-being, raise their fundamental activity levels and adaptability, and foster optimal psychological qualities among university students. Consequently, they serve as the most efficacious method to foster the whole physical and psychological growth of university students while swiftly augmenting their moral character and civic awareness [56].

Leisure sports can be categorized into appreciative activities, relatively stable activities, and physical movement activities. Content selection may include chess, card games, fishing, ball sports, ice skating, qigong, Chinese martial arts, folk dance, ballroom dancing, Latin dance, mountaineering, and orienteering, tailored to individual preferences, environmental context, and personal conditions [56].

### **2.8.2.3 Comprehensiveness of Activity Utility**

Leisure sports serve to elevate individuals' awareness of civilization and moral integrity, effectively regulate emotional states, improve fundamental physical activity and adaptability, and foster optimal psychological qualities. Consequently, they are the most efficacious method to enhance the comprehensive development of both the physical and mental faculties of individuals. Leisure sports are designed not only for physical well-being but, more significantly, to get delight from movement. Recreational sports can generate not only sensory pleasure but also spiritual fulfillment. "A person is fully realized only when engaged in play." He can only attain wholeness when engaged in play. Participants in leisure

sports can approach them as a game, as these activities do not necessitate a focus on skill development; rather, they emphasize the enjoyment derived from involvement, so enhancing the participants' interest [56].

#### **2.8.2.4 Value of Universities in Implementing Leisure Sports Education**

The university phase is a crucial moment in lifelong growth and a step toward adulthood. At this stage, an individual's cognition of themselves, others, and society becomes stable, and their worldview is established. The implementation of leisure sports at this level directly impacts students' physical and psychological health, as well as their quality of life in the future once they enter society.[52]

Leisure constitutes a significant and enduring phase of life. “A person is fully realized only when engaged in play.” He can only attain wholeness when engaged in play. Individuals seek satisfaction through leisure and simultaneously endeavor to comprehend the meaning of life. Simultaneously, they fully utilize leisure to perceive life, explore its value, significance, ideals, humanity, individuality, morality, aesthetics, and the dualities of existence, therefore grasping the essence and importance of life. Leisure sports encompass both physical and spiritual experiences, integrating individuals with their surroundings while fostering social connections, life purpose, intrinsic value, and personal fulfillment. It fosters the integration and maturation of humanity, nature, and society.[52]

#### **2.8.2.5 Purpose and Ultimate Direction of Human Leisure**

The primary aim of human leisure is to seek relaxation and repose for the soul, body, and spirit, while engaging in sports leisure can foster a healthy spirit, infused with joy and happiness. Nonetheless, the most beneficial and substantial impact is that individuals are inclined to value the spiritual and cultural ambiance of recreational sports. The essence of leisure sports lies in the pursuit of aesthetics, ethics, creativity, and transcendence in freedom, rendering it meaningful and non-utilitarian. It provides us with specific cultural deposits that nurture our spirit, safeguard our spiritual sanctuary, and offer our soul a place of belonging and reliance.

Recreational sports improve students' physical health and cultivate their moral values through participation in athletic activities. The aspect of freedom in leisure sports allows students to autonomously and creatively determine how to utilize their leisure time healthily while participation. The aspect of collectivity fosters pupils' understanding of mutual help and reinforces their collective identity. All these aspects align with the concept of quality-oriented education. The concept of lifelong sports derives from the philosophy of lifelong education and is proposed to align with societal development and address individuals'

increasing health demands. It transcends the confines of conventional physical education in schools. Sports education is designed not simply to provide sports knowledge and abilities but, more significantly, to educate pupils on the necessity of physical fitness. The essential factor in fostering a lifetime sports consciousness is to ignite pupils' curiosity [57].

## **2.9 Impact of Leisure Activities on Academic Performance**

Recreational activities significantly influence the general well-being and academic success of university students. Participating in recreational activities offers students essential respite from academic obligations, resulting in greater concentration, higher educational results, and superior time management abilities. Studies indicate that students engaged in leisure activities frequently feel reduced stress and enhanced satisfaction with their academic pursuits [58].

### **2.9.1 Stress Reduction and Mental Health**

Recreational activities function as vital mechanisms for alleviating stress. Students might mitigate the stress related to their academic responsibilities by participating in recreational activities, such as sports, arts, or social gatherings. Research conducted by [59] revealed that college students engaged in consistent leisure activities exhibited markedly reduced anxiety levels and enhanced general well-being, which was positively associated with their academic success. This indicates that alleviating stress through leisure activities fosters a more favorable learning environment.

### **2.9.2 Time Management and Academic Engagement**

Besides alleviating stress, engagement in leisure activities might improve students' time management abilities. Participating in organized recreational activities promotes students' effective time management between academic obligations and personal pursuits. This equilibrium is essential; students who adeptly manage their time typically demonstrate elevated levels of academic interest and achievement [60]. An effectively organized leisure schedule fosters a feeling of routine, enhancing students' focus and productivity in their academic pursuits.

### **2.9.3 Social Connections and Academic Support**

Furthermore, recreational activities frequently promote social connections and foster supportive peer networks, which are essential for academic achievement. Students with social connections are more inclined to exchange academic materials, collaborate in studying, and inspire one another to attain their academic objectives. Studies demonstrate that robust social support networks substantially enhance academic achievement and retention in higher education [61]. Engagement in collective endeavors, such as team sports or organizations, cultivates these relationships and provides a sense of belonging, which is essential for student retention and achievement.

### **2.9.4 Extracurricular Involvement and Skill Development**

Participation in leisure and extracurricular activities fosters the acquisition of transferable abilities, including leadership, teamwork, and communication. These abilities are crucial for personal growth and beneficial in academic environments and prospective employment chances. A study [62], demonstrated that students participating in extracurricular activities, such as sports, got higher grades and expressed more satisfaction with their school experience.

## **2.10 Cultural Influences on Leisure Choices**

Cultural factors profoundly affect the leisure activities selected by individuals, especially university students. Cultural background influences both the leisure activities students like and their perception of the significance of leisure time. Comprehending these cultural impacts is crucial for thoroughly studying leisure activities within a diverse student demographic. Cultural influences are the collective beliefs, values, traditions, and practices of a community that shape their behaviors and decisions. These affects may stem from elements including race, nationality, religion, and socioeconomic status, significantly affecting students' leisure preferences and engagement levels [63]. Students from collectivist cultures may value communal activities and family-centered leisure, whereas those from individualistic cultures might prefer solitary or self-expressive endeavors [64].

### **2.10.1 Cultural Variation in Leisure Activities**

Diverse cultures present distinct leisure opportunities and preferences. Students from cultures that prioritize community and family frequently participate in leisure activities such as family gatherings, traditional festivals, and communal sports [65]. Conversely, students from cultures that prioritize individualism may favor activities that facilitate personal expression, such as solo travel, individual athletics, or creative arts [66]. Cultural customs and holidays can profoundly impact leisure preferences. Students may engage in cultural or religious events that represent their heritage, enhancing their university experience and cultivating a sense of identity [67]. International students may participate in cultural clubs that honor their heritage, offering them opportunities to interact with individuals who possess analogous experiences and ideals.

### **2.10.2 Impact of Globalization**

Globalization has integrated novel leisure activities into diverse cultures, resulting in a synthesis of traditional and contemporary leisure practices. This might enhance students' experiences through exposure to varied activities, but it may also result in cultural homogenization, as distinctive cultural traditions are eclipsed by global trends [68]. As students experience many cultural influences on campus, they might embrace new leisure activities that diverge from their traditional inclinations, leading to a complicated interaction of cultural adaptation and preservation.

### **2.10.3 Social Identity and Leisure Choices**

Cultural influences are intricately linked to social identity, which can subsequently impact leisure preferences. Social Identity Theory posits that individuals acquire a portion of their self-concept from their affiliations with groups, including ethnicity or nationality [69]. This feeling of identity can affect the leisure activities in which students feel at ease partaking or are motivated to engage by their peers. Students may be drawn to leisure activities that correspond with their cultural identity, such as dance, music, or sports that hold significance within their cultural framework [70].

### **2.10.4 Implications for University Programs**

Understanding cultural influences on leisure choices is crucial for universities aiming to create inclusive environments that accommodate diverse student populations. By recognizing and supporting a range of leisure activities that reflect students' cultural



backgrounds, universities can promote engagement, belonging, and overall well-being. Programs that celebrate cultural diversity through events, clubs, and activities can foster social connections and enhance the university experience for all students [71].

### **2.11 Barriers to Participation in Leisure Activities**

Comprehending the obstacles to involvement in recreational activities among university students is crucial for fostering engagement and improving the overall university experience. Multiple problems can impede students from fully participating in leisure activities, including financial limitations, time constraints, lack of accessibility, and social or cultural obstacles. Recognizing and mitigating these obstacles can assist institutions in cultivating a more inclusive atmosphere that promotes active engagement in recreational activities. Financial constraints provide a substantial obstacle for numerous university students regarding engagement in recreational activities. The expenses related to sports, recreational facilities, leisure travel, and social gatherings can be exorbitant, especially for students who might already be contending with tuition fees and living costs. Research conducted by [72], revealed that students from lower socioeconomic backgrounds frequently expressed feelings of exclusion from recreational activities due to budgetary limitations, hence restricting their prospects for social engagement and personal growth.

#### **2.11.1 Time Limitations**

Time constraints represent a significant obstacle to leisure engagement. University students frequently manage several commitments, encompassing academic courses, part-time employment, and familial duties. This hectic schedule allows less opportunity for recreational activities. A study by [58], found that students experiencing significant academic pressure and work obligations were less inclined to participate in leisure activities, leading to heightened stress and diminished well-being. The impression of time scarcity may compel students to prioritize academic obligations above recreation, despite acknowledging the significance of downtime for their mental well-being.

#### **2.11.2 Lack of Accessibility**



Accessibility challenges may impede engagement in recreational activities. For many students, especially those with disabilities or mobility impairments, the university's physical environment may hinder recreational participation. [73].research demonstrate that inaccessible facilities hinder students with disabilities from engaging in sports and recreational activities, leading to feelings of loneliness and alienation. Furthermore, students without mobility alternatives may encounter difficulties in accessing recreational possibilities beyond the school.

### **2.11.3 Social and Cultural Barriers**

Social and cultural factors may also affect leisure participation. Students from minority backgrounds may experience feelings of unwelcomeness or discomfort in specific recreational environments, resulting in diminished engagement. Cultural variations may lead to divergent perceptions of leisure activities, influencing students' willingness to participate in them. [74] .conducted a study indicating that students from immigrant backgrounds frequently encountered difficulties in assimilating into established social groups, which affected their participation in leisure activities. Moreover, the apprehension of evaluation or social anxiety may inhibit students from engaging in collective recreational activities. A study by [75].indicates that social anxiety substantially impairs students' propensity to participate in social and recreational activities, resulting in heightened feelings of loneliness and alienation.

### **2.11.4 Institutional Barriers**

Institutional constraints can profoundly impact university students' engagement in recreational activities. These obstacles may encompass insufficient funding for recreational programs, inadequate promotion of current activities, and a deficiency of facilities that accommodate varied interests. Universities frequently possess constrained resources, resulting in a limited array of recreational options. [76].indicate that numerous institutions fail to prioritize leisure activities, resulting in inadequate support for initiatives that could improve student involvement and well-being. Moreover, when institutions neglect to effectively promote their leisure programs, students may remain oblivious to the opportunities accessible to them. This absence of visibility may lead to diminished involvement and lost possibilities for social interaction and personal growth.

The provision of facilities that accommodate varied interests is essential. [77] , assert that universities must cultivate inclusive settings that represent the diverse origins and tastes of their student bodies. When leisure facilities fail to cater to diverse cultural, social, or recreational interests, students may experience exclusion, resulting in diminished engagement in leisure activities.

Furthermore, institutional practices may unintentionally establish obstacles. Stringent laws governing campus activities may restrict students' capacity to organize and engage in informal recreational hobbies. [78] ,discovered that excessively bureaucratic procedures can deter students from participating in leisure activities, hence affecting their overall involvement in campus life.

## **2.12 Benefits of Leisure Activities on Student Well-Being**

Recreational activities give substantial advantages to the overall well-being of university students, including physical, mental, emotional, and social dimensions. Participating in recreational activities can elevate students' general quality of life, augment academic performance, and foster personal development. Comprehending these advantages is crucial for encouraging active engagement in recreational activities within academic environments. Physical Well-Being ,one of the most immediate advantages of leisure activities is their beneficial effect on physical health. Consistent engagement in physical leisure activities, including sports, exercise, and outdoor endeavors, enhances physical fitness, which is essential for sustaining a healthy lifestyle. [79] conducted a study revealing that students participating in regular physical activity exhibited reduced body mass index (BMI) and enhanced cardiovascular health. Physical well-being is essential for individual health and improves academic achievement, since healthy students generally demonstrate superior concentration and cognitive function [80].

### **2.12.1 Mental Health**

Recreational activities are essential for enhancing mental wellness in students. Participating in hobbies, creative activities, or physical exercise can markedly alleviate tension and anxiety, which are common among university students. A study by [81] indicated that students engaged in leisure activities had reduced depression symptoms and enhanced life

satisfaction. These activities provide an essential respite from academic stress, enabling students to rejuvenate and sustain a good mental condition.

### **2.12.2 Emotional Well-Being**

In addition to mental health benefits, leisure activities contribute to emotional well-being by providing opportunities for self-expression and personal fulfilment. Activities such as art, music, and dance allow students to explore their creativity and emotions, leading to a greater sense of self-awareness and emotional intelligence. Research by [82] indicates that engaging in creative leisure activities can lead to enhanced emotional regulation and resilience, equipping students with better coping strategies for handling stress and challenges.

### **2.12.3 Social Connections**

Recreational activities promote social engagement and community development, which are vital for mental health. Engaging in group activities, clubs, or team sports fosters peer connections, cultivates friendships, and establishes social networks among students. A study by [83] indicated that students participating in social leisure activities experienced elevated levels of social support and an enhanced sense of belonging, both essential for fostering overall well-being. These social relationships help mitigate feelings of loneliness and isolation, especially during the transitional phase of university life.

### **2.12.4 Personal Development and Life Skills**

Participating in leisure activities fosters personal growth and the attainment of life skills. Collaborative endeavors necessitating teamwork, leadership, and problem-solving—such as athletics, group assignments, or community service—facilitate the acquisition of vital skills transferable to academic and professional environments. [62] conducted a study revealing that students engaged in extracurricular and leisure activities exhibited elevated levels of leadership and initiative, hence enhancing their personal and professional development.

## **2.13 Impact of Digital Media on Leisure Activities**

Digital media has become integral to daily life, significantly affecting how university students participate in leisure activities. The emergence of social media, streaming services, online gaming, and digital content has transformed students' leisure choices and habits, affecting the quality and nature of their recreational activities. This section examines the

beneficial and detrimental effects of digital media on leisure activities, highlighting how these influences affect students' social interactions, mental health, and overall lifestyle. **Increased Accessibility and Diversity of Leisure Options:** A notable benefit of digital media is its capacity to enhance access to various forms of recreation. Students can engage in a diverse array of activities from their devices, including virtual gyms, online art lessons, and multiplayer gaming. [84] assert that the proliferation of digital media has enabled students to engage in leisure activities that may have been previously inaccessible due to geographical or budgetary constraints. The variety of internet information has enhanced students' cultural understanding, motivating them to explore new leisure activities beyond their own social and cultural contexts.

### **2.13.1 Social Connectivity and Online Communities**

Digital media facilitates social relationships by allowing students to create online groups centered around common interests. Platforms such as Discord, Reddit, and Instagram facilitate connections among students with same hobbies, interests, or passions, fostering a sense of belonging and community despite limited physical engagement. [85] emphasize that these digital communities have been increasingly significant in fostering student well-being and social interaction, particularly during periods of physical isolation, such as the COVID-19 pandemic. Digital platforms offer students an opportunity to sustain friendships, exchange experiences, and participate in collaborative recreational activities, such as virtual reading clubs and streaming movie evenings.

### **2.13.2 Potential for Increased Screen Time and Reduced Physical Activity**

Although digital media has various advantages, it also poses obstacles. A significant problem is the propensity for elevated screen time, which may result in diminished physical activity. Extended usage of digital devices may restrict time allocated to outdoor or physical recreational activities, thereby affecting students' physical well-being. [86] research indicates that excessive screen usage is associated with heightened sedentary behavior, potentially resulting in physical health problems and declining mental health over time. Students who emphasize digital leisure over physical activities may forfeit the physical and mental health advantages linked to regular exercise and outdoor pursuits.

### **2.13.3 Mental Health and Digital Media Consumption**

Digital media consumption can have complex effects on mental health. While online leisure activities, such as gaming or social media interaction, can offer stress relief and enjoyment, excessive or unbalanced use may lead to negative mental health outcomes. A study by [87] suggests that while moderate use of digital media can enhance well-being by providing social connectivity and relaxation, overuse is associated with increased anxiety, depression, and loneliness. Students who heavily rely on digital media for leisure may experience decreased life satisfaction, as these activities may not provide the same psychological benefits as face-to-face interactions or physically engaging hobbies.

#### **2.13.4 Influence on Time Management and Academic Performance**

Digital media can influence pupils' time management and academic achievement. The accessibility of digital content may result in students dedicating excessive time to digital leisure activities, occasionally to the detriment of their academic obligations. [88] assert that internet distractions can interfere with students' study habits and time management abilities, since they may find it challenging to reconcile digital pleasure with academic obligations. This transition may result in heightened stress and academic pressure, underscoring the necessity of imparting appropriate time management skills to assist students in reconciling digital enjoyment with their obligations.

#### **2.14. Gender Differences in Leisure Preferences**

Comprehending gender disparities in leisure preferences can yield significant insights into the leisure activities of university students. Gender influences the types of activities individuals prefer, the duration of leisure time, and the perceived significance of various leisure experiences. These choices are frequently influenced by social, cultural, and psychological variables, along with the expectations and customs related to gender roles. Investigating gender disparities in leisure choices enables academics to have a more thorough understanding of how students' varied origins and identities affect their engagement in leisure activities. Activity Preferences and Socialization Patterns: Studies demonstrate that males and females typically display divergent leisure choices. Men are typically more inclined to participate in energetic and competitive leisure activities, such as sports and outdoor recreation, which offer possibilities for physical involvement and skill development. Research by [89] indicates that male students are attracted to competitive and physically challenging activities, perceiving them as means to alleviate stress and attain

social recognition. Conversely, female students generally favor social or collaborative activities, such group workouts, dance, or cultural events, which facilitate interpersonal connections and emotional support. This disparity is ascribed to socialization processes that prioritize physicality and aggressiveness in males, whereas girls are encouraged to appreciate social cohesion and interpersonal communication.

#### **2.14.1 Differences in Time Allocation and Frequency**

Gender disparities in leisure activities also encompass the duration and frequency of participation. Women frequently have increased time limitations owing to supplementary responsibilities or societal pressures associated with familial obligations, part-time employment, or caregiver tasks [90]. Consequently, female students may possess diminished spare time or opt for hobbies that align with their restricted availability. Conversely, male students may experience less limitations and possess greater liberty in time management for leisure, leading to increased engagement in prolonged recreational activities, such as sports leagues or weekend outings.

#### **2.14.2 Motivations and Psychological Benefits**

Gender often influences the reasoning behind leisure preferences. Male students frequently pursue recreational activities that provide exhilaration and stimulation, emphasizing the psychological advantages of accomplishment and self-assurance [91]. Participating in physically demanding recreational activities can provide a kind of stress relief, offering males a sense of achievement. Female students, meanwhile, are typically more driven by the social and emotional advantages of leisure, pursuing activities that promote emotional well-being and nurturing relationships. Research indicates that females are more inclined to engage in leisure activities that alleviate tension and foster relaxation, including yoga, group exercise courses, or cultural groups [92].

#### **2.14.3 Cultural and Social Expectations**

Cultural and social expectations significantly influence gendered leisure preferences. Gender norms and prejudices frequently dictate the behaviors considered socially acceptable for males and girls. Men may experience societal pressure to participate in traditionally "masculine" pursuits, such as competitive sports, whereas women may be urged to engage in "feminine" endeavors, such as dance or artistic interests. This may restrict students'

engagement in leisure activities that diverge from conventional gender norms, so affecting the total diversity of their leisure experiences. [93] assert that these cultural restrictions can significantly restrict both males and females from pursuing a wider array of leisure activities.

#### **2.14.4 Implications for University Leisure Programs**

Comprehending these gender disparities is essential for colleges seeking to develop inclusive and accessible recreational programs. Understanding that male and female students may possess differing leisure preferences might assist colleges in providing a broader array of activities that cater to various interests and requirements. Universities can foster inclusive involvement by offering options that cater to diverse motives, ranging from competitive sports to social and leisure-oriented activities. By catering to the distinct recreational requirements of various gender groups, institutions can foster a more supportive atmosphere that improves students' overall campus experience and well-being [94].

## Chapter Three

### Result

#### 3.1 Introduction:

This chapter presents the result of the assessment that were used to achieve the aim of the study. Firstly, the assessment of socio-demographic Characteristics of students, Types of Free Time Activity and Leisure Time Interest Scale. In addition to that, the association between socio-demographic Characteristics of students and Types of Free Time Activity.

Table 3.1

Reliability Statistics for Survey Items

| Measure          | Value |
|------------------|-------|
| Cronbach's Alpha | .898  |
| Number of Items  | 15    |

The scale's internal consistency was evaluated through Cronbach's alpha. The analysis revealed a Cronbach's alpha of 0.898 for the 15 items, signifying high reliability. Values exceeding 0.7 are generally deemed acceptable, while those above 0.8 signify strong internal consistency (Tavakol & Dennick, 2011). This indicates that the items are closely associated and effectively assess the same construct.

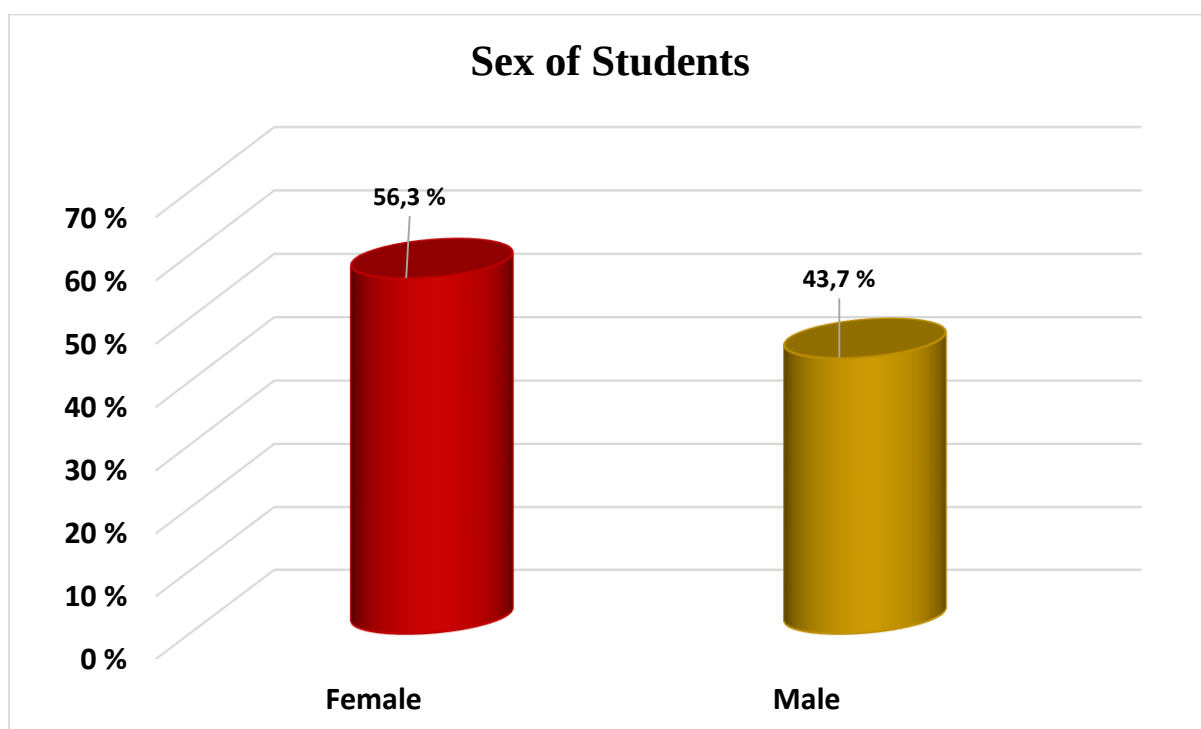
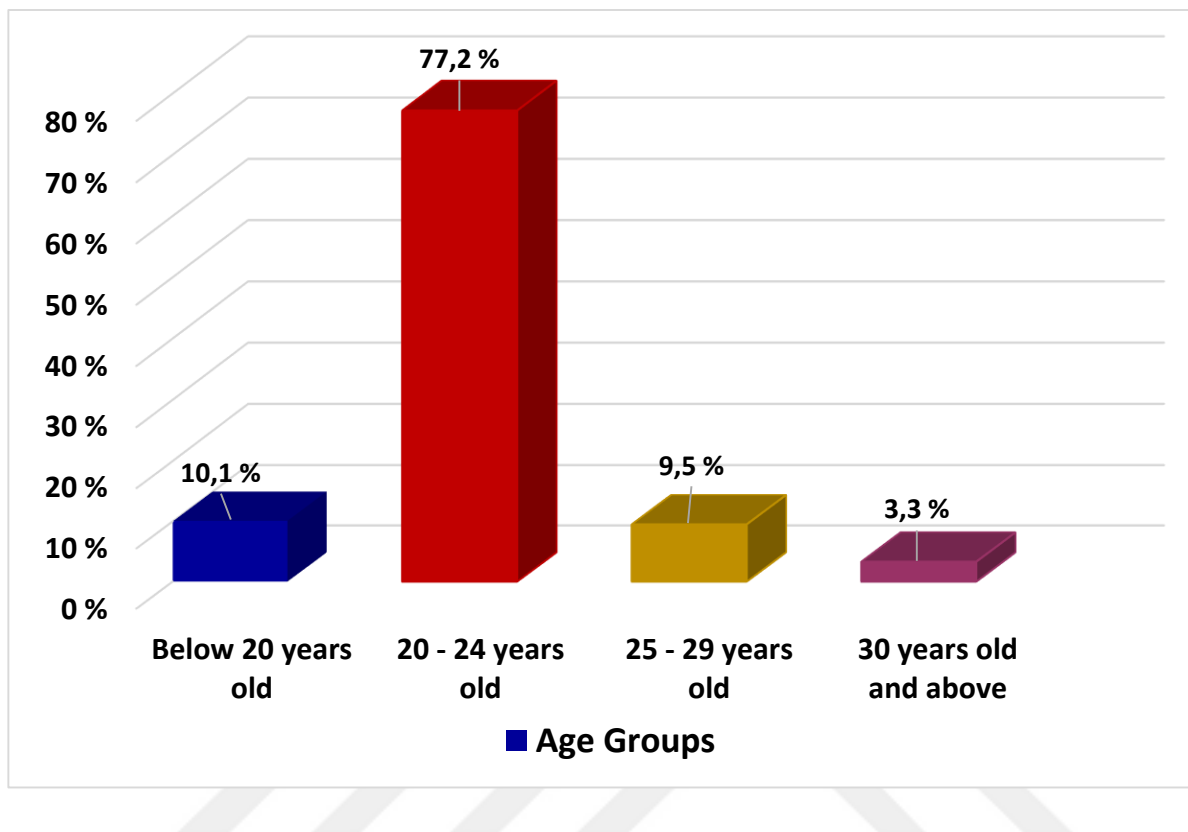
#### 3.2 Socio-demographic Characteristics of the Students:

A total of 368 students were participated in this study. The Socio-demographic Characteristics were including the age groups, Sex, faculty and some other characteristics which were related to leisure activities.

#### Figure 3.1: Age groups of University Students

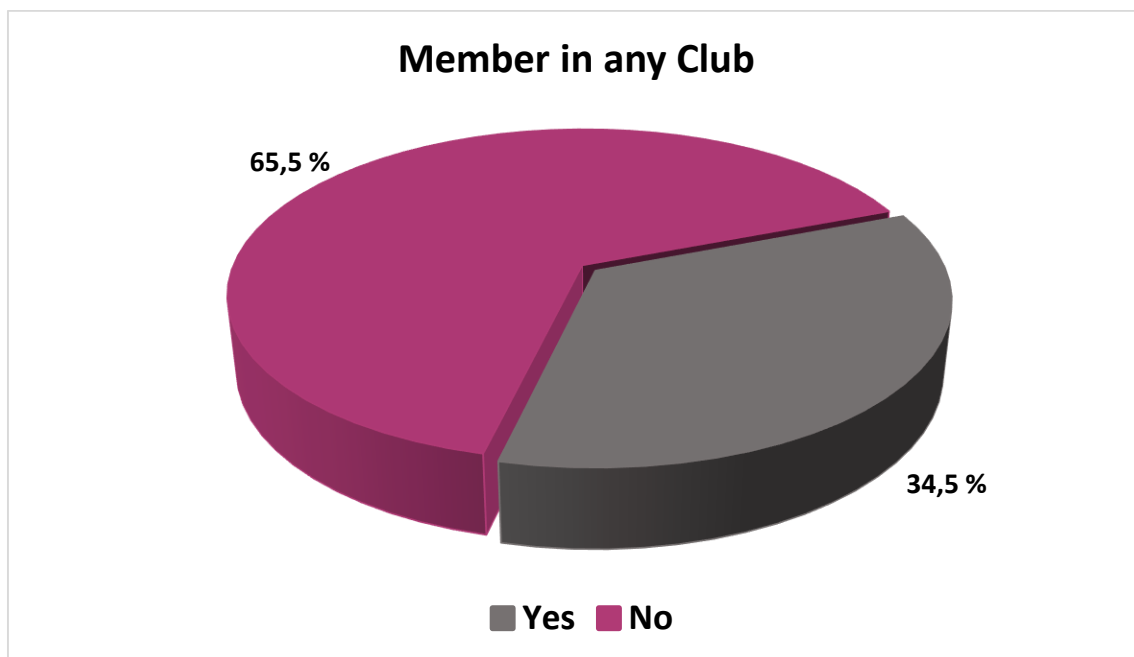


The Figure 3.1 displays regarding age groups of university students. The 20 – 24 years old was the highest among participants, nearly two -third of Students (77.2 %). the lowest percentage (3.3 %) was among 30 years old and above.



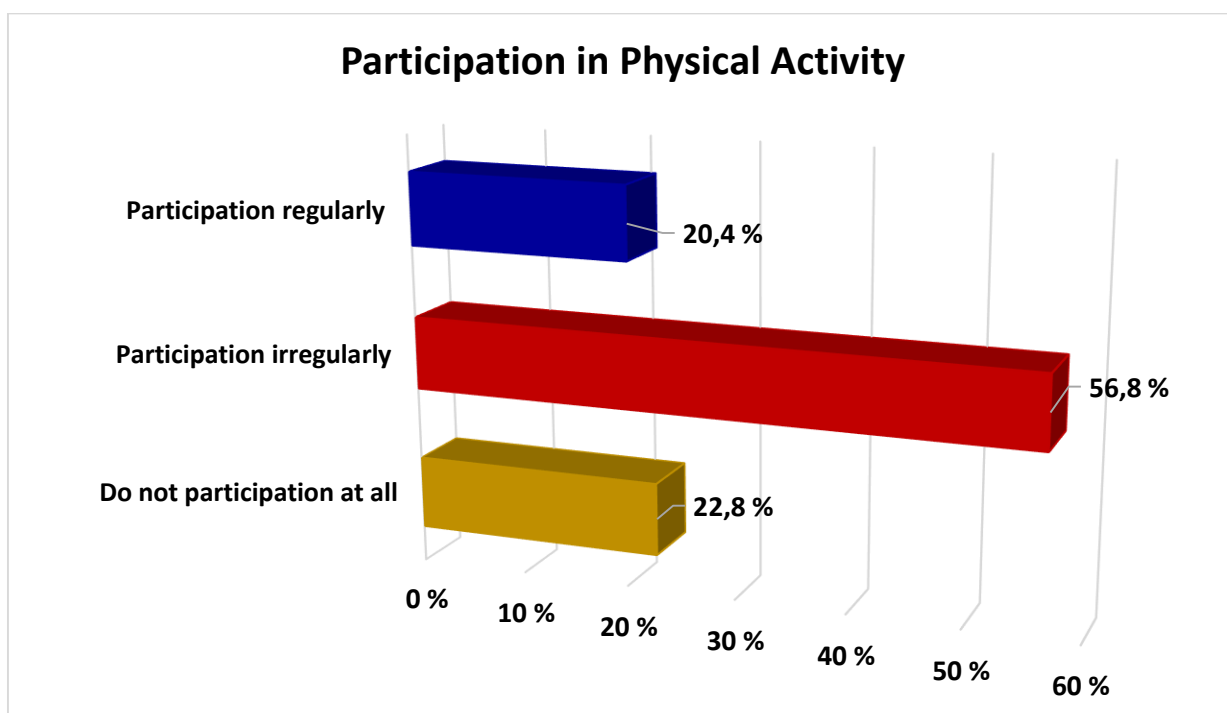
**Figure 3.2: Sex of University Students**

The Figure 3.2 demonstrates the Sex of University Students. The female students were more than half (56.3 %) of the participants and (43.7%) were male students.



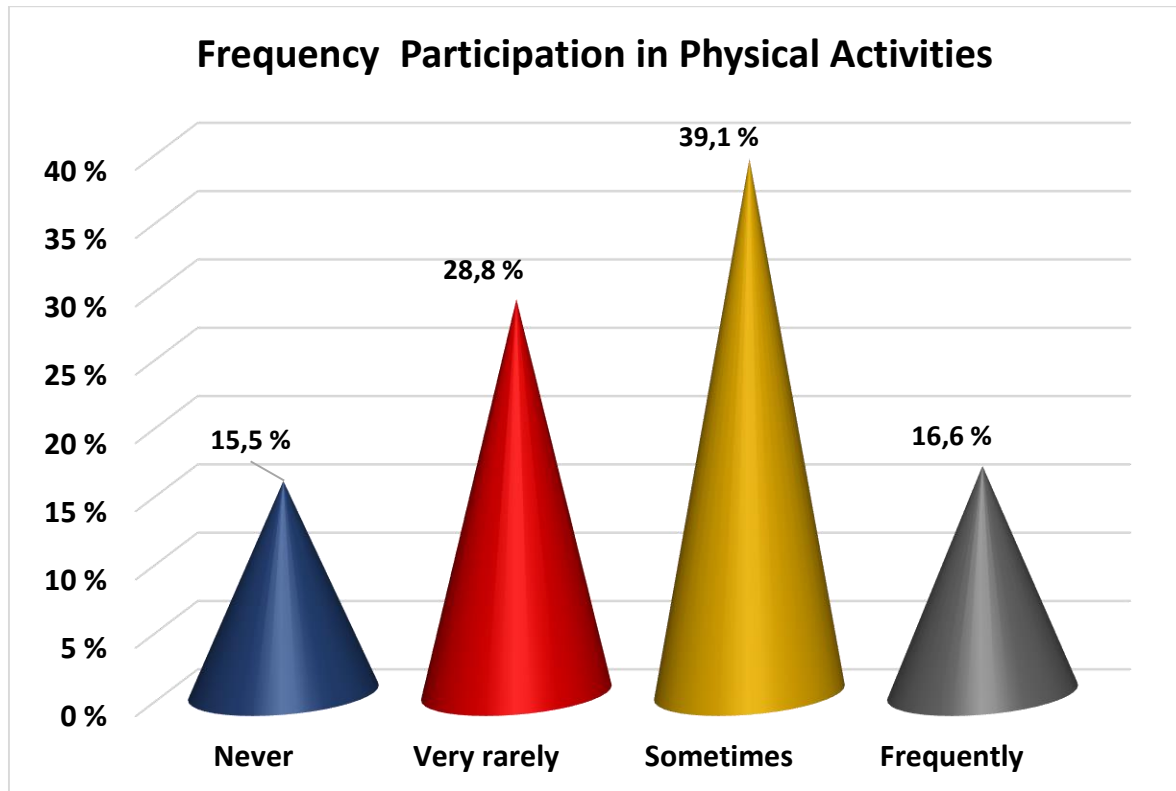
**Figure 3.3: Member in any Club among University Students**

The Figure 3.3 reveals the Member in any Club among University Students. The highest percentage (65.5 %) were not member in any Club. Hence, one-third of participants (34.5%) were a member in a Club.



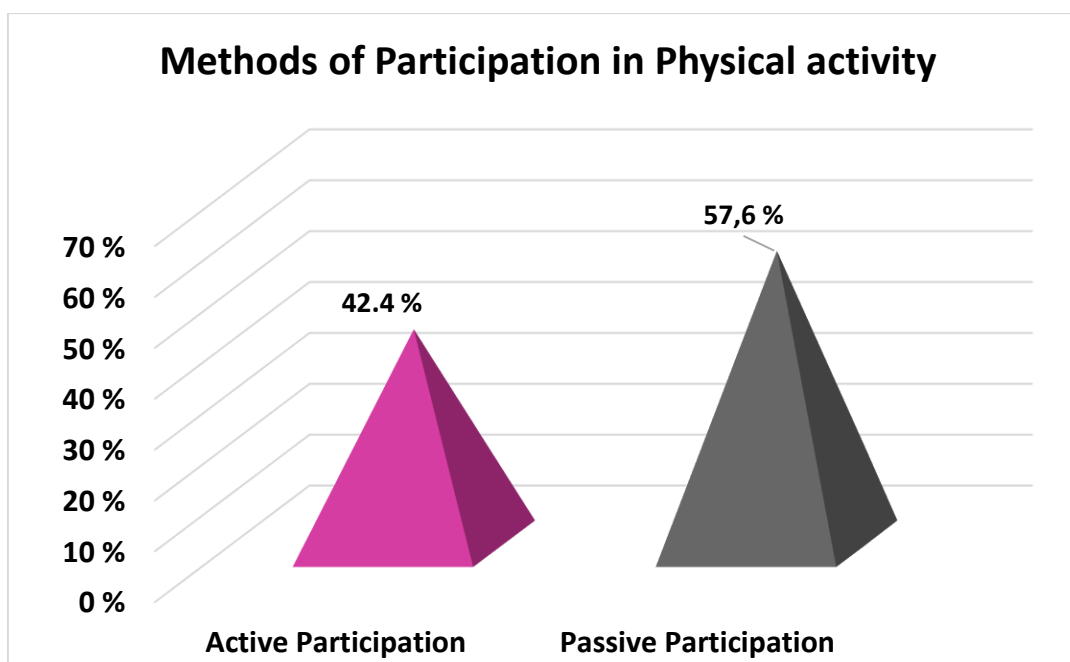
**Figure 3.4: Participation in Physical activity among University Students**

The Figure 3.4 shows the Participation in Physical activity among University Students. The highest percentage (56.8 %) were participated in Physical activity irregularly. Hence, one-fifth of participants (20.4%) were participated in Physical activity regularly.



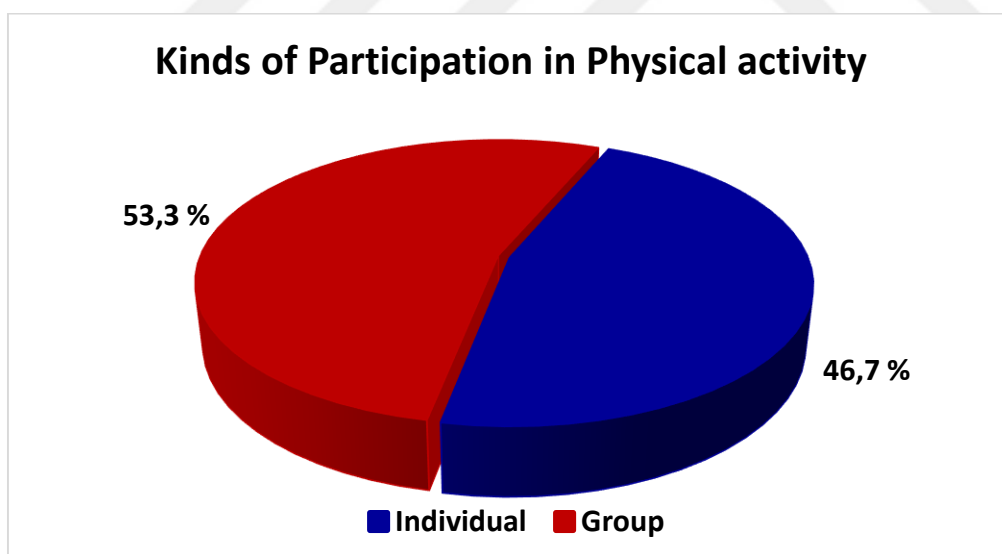
**Figure 3.5: Frequency Participation in Physical Activities among University Students**

The Figure 3.5 displays the Frequency Participation in Physical Activities among University Students. The first highest percentage (39.1 %) were sometimes participated in Physical activity. The second highest percentage (28.8 %) were very rarely participated in Physical activity. Whereas, the lowest percentage (15.5%) were never participated in Physical activity.



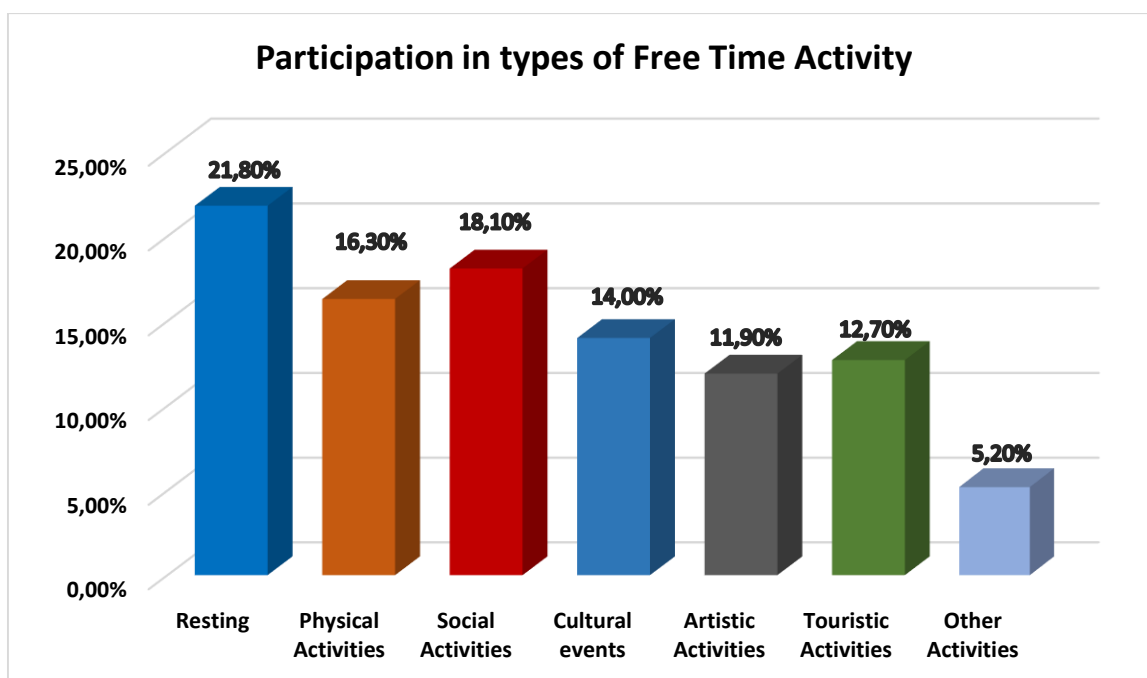
**Figure 3.6: Methods of Participation in Physical Activities among University Students**

The Figure 3.6 demonstrates the Methods of Participation in Physical Activities among University Students. The students were actively participated, was more than half (57.6 %) of the participants and (42.4%) were passively participated in Physical activity.



**Figure 3.7: Kinds of Participation in Physical Activities among University Students**

The Figure 3.7 reveals the kinds of Participation in Physical Activities among University Students. The students had physical activity in groups, was more than half (53.3%) of the participants and (46.7%) had Physical activity individually.



**Figure 3.8: University Students` Participation in types of Free Time Activity**

The Figure 3.8 displays the University Students` Participation in types of Free Time Activity. The first highest percentage (21.8 %) were resting in their free time. The second highest percentage (18.1%) were participated in social activities. The following activity was Physical activities which was (16.3%) of them. Whereas, the lowest percentage (5.2%) were participated in other activities. This is based on the number of responses rather than the number of samples, as the question was a multiple-choice format that accumulated to 1,396 responses.

### **3.3 Analysis Association between Socio-demographic Characteristics and Participation in types of Free Time Activity of the students:**

Table 3.2 Demonstrates the association between demographic characteristics and resting of the students. There was significant association found between member in any club, Participation in Physical Activity, Frequency Participation in Physical activity, methods of Participation in Physical activity and resting that was because the  $p\text{-value} < 0.05$ . However, there was non-significant association found between Age Groups, Sex of Students, Faculty, Kinds of Participation in Physical Activities and resting that was because the  $p\text{-value} > 0.05$ .

**Table 3.2: Association between Socio-demographic Characteristics and Resting**

| Items                                                 | Resting |       |          |       |         |  |
|-------------------------------------------------------|---------|-------|----------|-------|---------|--|
|                                                       | Agree   |       | Disagree |       | P value |  |
|                                                       | No.     | %     | No.      | %     |         |  |
| <b>Age Groups:</b>                                    |         |       |          |       |         |  |
| • Below 20 years old                                  | 32      | 10.5% | 5        | 7.9%  | 0.087   |  |
| • 20 - 24 years old                                   | 239     | 78.4% | 45       | 71.4% |         |  |
| • 25 - 29 years old                                   | 27      | 8.9%  | 8        | 12.7% |         |  |
| • 30 years old and above                              | 7       | 2.3%  | 5        | 7.9%  |         |  |
| <b>Sex of Students:</b>                               |         |       |          |       |         |  |
| • Female                                              | 174     | 57%   | 33       | 52.4% | 0.49    |  |
| • Male                                                | 131     | 43%   | 30       | 47.6% |         |  |
| <b>Faculty:</b>                                       |         |       |          |       |         |  |
| • Faculty of Sport Sciences                           | 75      | 24.6% | 21       | 33.3% | 0.15    |  |
| • Others                                              | 230     | 75.4% | 42       | 66.7% |         |  |
| <b>Member in any Club:</b>                            |         |       |          |       |         |  |
| • Yes                                                 | 98      | 32.1% | 29       | 46%   | 0.035   |  |
| • No                                                  | 207     | 67.9% | 34       | 54%   |         |  |
| <b>Participation in Physical Activity:</b>            |         |       |          |       |         |  |
| • I do not participate at all                         | 75      | 24.6% | 9        | 14.3% | 0.000   |  |
| • I participate irregularly                           | 182     | 59.7% | 27       | 42.9% |         |  |
| • I participate regularly                             | 48      | 15.7% | 27       | 42.9% |         |  |
| <b>Frequency Participation in Physical activity:</b>  |         |       |          |       |         |  |
| • Never                                               | 51      | 16.7% | 6        | 9.5%  | 0.000   |  |
| • Very rarely                                         | 88      | 28.9% | 18       | 28.6% |         |  |
| • Sometimes                                           | 129     | 42.3% | 15       | 23.8% |         |  |
| • Frequently                                          | 37      | 12.1% | 24       | 38.1% |         |  |
| <b>Methods of Participation in Physical activity:</b> |         |       |          |       |         |  |
| • Active Participation                                | 119     | 39%   | 37       | 58.7% | 0.004   |  |
| • Passive Participation                               | 186     | 61%   | 26       | 41.3% |         |  |
| <b>Kinds of Participation in Physical activity:</b>   |         |       |          |       |         |  |
| • Individual                                          | 142     | 46.6% | 30       | 47.6% | 0.87    |  |
| • Group                                               | 163     | 53.4% | 33       | 52.4% |         |  |

Table 3.3 shows the association between demographic characteristics and Participation in Physical Activities of the students. There was highly significant association found between

all demographic characteristics and Participation in Physical Activities that was because the  $p\text{-value} < 0.05$ .

**Table 3.3: Association between Socio-demographic Characteristics and Participation in Physical Activities**

|                                                       |                               | Participation in Physical Activities |       |          |       |         |
|-------------------------------------------------------|-------------------------------|--------------------------------------|-------|----------|-------|---------|
|                                                       |                               | Agree                                |       | Disagree |       |         |
| Items                                                 |                               | No.                                  | %     | No.      | %     | P value |
| <b>Age Groups:</b>                                    |                               |                                      |       |          |       |         |
|                                                       | • Below 20 years old          | 18                                   | 7.9%  | 19       | 13.5% | 0.002   |
|                                                       | • 20 - 24 years old           | 181                                  | 79.7% | 103      | 73%   |         |
|                                                       | • 25 - 29 years old           | 16                                   | 7%    | 19       | 13.5% |         |
|                                                       | • 30 years old and above      | 12                                   | 5.3%  | 0        | 0%    |         |
| <b>Sex of Students:</b>                               |                               |                                      |       |          |       |         |
|                                                       | • Female                      | 106                                  | 46.7% | 101      | 71.6% | 0.000   |
|                                                       | • Male                        | 121                                  | 53.3% | 40       | 28.4% |         |
| <b>Faculty:</b>                                       |                               |                                      |       |          |       |         |
|                                                       | • Faculty of Sport Sciences   | 78                                   | 34.4% | 18       | 12.8% | 0.000   |
|                                                       | • Others                      | 149                                  | 65.6% | 123      | 87.2% |         |
| <b>Member in any Club:</b>                            |                               |                                      |       |          |       |         |
|                                                       | • Yes                         | 91                                   | 40.1% | 36       | 25.5% | 0.004   |
|                                                       | • No                          | 136                                  | 59.9% | 105      | 74.5% |         |
| <b>Participation in Physical Activity:</b>            |                               |                                      |       |          |       |         |
|                                                       | • I do not participate at all | 27                                   | 11.9% | 57       | 40.4% | 0.000   |
|                                                       | • I participate irregularly   | 132                                  | 58.1% | 77       | 54.6% |         |
|                                                       | • I participate regularly     | 68                                   | 30%   | 7        | 5%    |         |
| <b>Frequency Participation in Physical activity:</b>  |                               |                                      |       |          |       |         |
|                                                       | • Never                       | 19                                   | 8.4%  | 38       | 27%   | 0.000   |
|                                                       | • Very rarely                 | 46                                   | 20.3% | 60       | 42.6% |         |
|                                                       | • Sometimes                   | 104                                  | 45.8% | 40       | 28.4% |         |
|                                                       | • Frequently                  | 58                                   | 25.6% | 3        | 2.1%  |         |
| <b>Methods of Participation in Physical activity:</b> |                               |                                      |       |          |       |         |
|                                                       | • Active Participation        | 130                                  | 57.3% | 26       | 18.4% | 0.000   |
|                                                       | • Passive Participation       | 97                                   | 42.7% | 115      | 81.6% |         |
| <b>Kinds of Participation in Physical activity:</b>   |                               |                                      |       |          |       |         |
|                                                       | • Individual                  | 81                                   | 35.7% | 91       | 64.5% | 0.000   |
|                                                       | • Group                       | 146                                  | 64.3% | 50       | 35.5% |         |

Table 3.4 displays the association between demographic characteristics and Participation in Social Activities of the students. There was significant association found between Participation in Physical Activity, Frequency Participation in Physical activity, Methods of Participation in Physical activity, Kinds of Participation in Physical Activities and

Participation in Social Activities that was because the  $p\text{-value} < 0.05$ . Hence, there was not significant association found between Age Groups, Sex of Students, Faculty, member in any club and Participation in Social Activities that was because the  $p\text{-value} > 0.05$ .

**Table 3.4: Association between Socio-demographic Characteristics and Participation in Social Activities**

| Items                                                 | Participation in Social Activities |       |          |       |         |
|-------------------------------------------------------|------------------------------------|-------|----------|-------|---------|
|                                                       | Agree                              |       | Disagree |       | P value |
|                                                       | No.                                | %     | No.      | %     |         |
| <b>Age Groups:</b>                                    |                                    |       |          |       |         |
| • Below 20 years old                                  | 26                                 | 10.3% | 11       | 9.6%  | 0.84    |
| • 20 - 24 years old                                   | 196                                | 77.5% | 88       | 76.5% |         |
| • 25 - 29 years old                                   | 22                                 | 8.7%  | 13       | 11.3% |         |
| • 30 years old and above                              | 9                                  | 3.6%  | 3        | 2.6%  |         |
| <b>Sex of Students:</b>                               |                                    |       |          |       |         |
| • Female                                              | 138                                | 54.5% | 69       | 60%   | 0.32    |
| • Male                                                | 115                                | 45.5% | 46       | 40%   |         |
| <b>Faculty:</b>                                       |                                    |       |          |       |         |
| • Faculty of Sport Sciences                           | 67                                 | 26.5% | 29       | 25.2% | 0.79    |
| • Others                                              | 186                                | 73.5% | 86       | 74.8% |         |
| <b>Member in any Club:</b>                            |                                    |       |          |       |         |
| • Yes                                                 | 95                                 | 37.5% | 32       | 27.8% | 0.06    |
| • No                                                  | 158                                | 62.5% | 83       | 72.2% |         |
| <b>Participation in Physical Activity:</b>            |                                    |       |          |       |         |
| • I do not participate at all                         | 47                                 | 18.6% | 37       | 32.2% | 0.01    |
| • I participate irregularly                           | 152                                | 60.1% | 57       | 49.6% |         |
| • I participate regularly                             | 54                                 | 21.3% | 21       | 18.3% |         |
| <b>Frequency Participation in Physical activity:</b>  |                                    |       |          |       |         |
| • Never                                               | 34                                 | 13.4% | 23       | 20%   | 0.00    |
| • Very rarely                                         | 63                                 | 24.9% | 43       | 37.4% |         |
| • Sometimes                                           | 107                                | 42.3% | 37       | 32.2% |         |
| • Frequently                                          | 49                                 | 19.4% | 12       | 10.4% |         |
| <b>Methods of Participation in Physical activity:</b> |                                    |       |          |       |         |
| • Active Participation                                | 125                                | 49.4% | 31       | 27%   | 0.000   |
| • Passive Participation                               | 128                                | 50.6% | 84       | 73%   |         |
| <b>Kinds of Participation in Physical activity:</b>   |                                    |       |          |       |         |
| • Individual                                          | 101                                | 39.9% | 71       | 61.7% | 0.000   |
| • Group                                               | 152                                | 60.1% | 44       | 38.3% |         |

Table 3.5 shows the association between demographic characteristics and Participation in Cultural events of the students. There was highly significant association found between Age Groups, Sex of Students, Frequency Participation in Physical activity, Methods of



Participation in Physical activity and Participation in Cultural events that was because the p-value  $< 0.05$ . Although, there was no significant association found between Faculty, member in any club, Participation in Physical Activity, Kinds of Participation in Physical Activities and Participation in Participation in Cultural events that was because the p-value  $> 0.05$ .

**Table 3.5: Association between Socio-demographic Characteristics and Participation in Cultural Events**

| Items                                                 | Participation in Cultural events |       |          |       |         |
|-------------------------------------------------------|----------------------------------|-------|----------|-------|---------|
|                                                       | Agree                            |       | Disagree |       | P value |
|                                                       | No.                              | %     | No.      | %     |         |
| <b>Age Groups:</b>                                    |                                  |       |          |       |         |
| • Below 20 years old                                  | 12                               | 6.2%  | 25       | 14.5% | 0.000   |
| • 20 - 24 years old                                   | 147                              | 75.4% | 137      | 79.2% |         |
| • 25 - 29 years old                                   | 25                               | 12.8% | 10       | 5.8%  |         |
| • 30 years old and above                              | 11                               | 5.6%  | 1        | 0.6%  |         |
| <b>Sex of Students:</b>                               |                                  |       |          |       |         |
| • Female                                              | 98                               | 50.3% | 109      | 63%   | 0.01    |
| • Male                                                | 97                               | 49.7% | 64       | 37%   |         |
| <b>Faculty:</b>                                       |                                  |       |          |       |         |
| • Faculty of Sport Sciences                           | 44                               | 22.6% | 52       | 30.1% | 0.10    |
| • Others                                              | 151                              | 77.4% | 121      | 69.9% |         |
| <b>Member in any Club:</b>                            |                                  |       |          |       |         |
| • Yes                                                 | 68                               | 34.9% | 59       | 34.1% | 0.87    |
| • No                                                  | 127                              | 65.1% | 114      | 65.9% |         |
| <b>Participation in Physical Activity:</b>            |                                  |       |          |       |         |
| • I do not participate at all                         | 36                               | 18.5% | 48       | 27.7% | 0.09    |
| • I participate irregularly                           | 119                              | 61%   | 90       | 52%   |         |
| • I participate regularly                             | 40                               | 20.5% | 35       | 20.2% |         |
| <b>Frequency Participation in Physical activity:</b>  |                                  |       |          |       |         |
| • Never                                               | 22                               | 11.3% | 35       | 20.2% | 0.02    |
| • Very rarely                                         | 53                               | 27.2% | 53       | 30.6% |         |
| • Sometimes                                           | 89                               | 45.6% | 55       | 31.8% |         |
| • Frequently                                          | 31                               | 15.9% | 30       | 17.3% |         |
| <b>Methods of Participation in Physical activity:</b> |                                  |       |          |       |         |
| • Active Participation                                | 93                               | 47.7% | 63       | 36.4% | 0.02    |
| • Passive Participation                               | 102                              | 52.3% | 110      | 63.6% |         |
| <b>Kinds of Participation in Physical activity:</b>   |                                  |       |          |       |         |
| • Individual                                          | 84                               | 43.1% | 88       | 50.9% | 0.135   |
| • Group                                               | 111                              | 56.9% | 85       | 49.1% |         |

Table 3.6 shows the association between demographic characteristics and Participation in Artistic Activities of the students. There was significant association found between

Participation in Physical Activity, Frequency Participation in Physical activity, Methods of Participation in Physical activity and Participation in Artistic Activities that was because the  $p\text{-value} < 0.05$ . While, there was no significant association found between Age Groups, Sex of Students, Faculty, member in any club, Kinds of Participation in Physical Activities and Participation in Artistic Activities that was because the  $p\text{-value} > 0.05$ .

**Table 3.6: Association between Socio-demographic Characteristics and Participation in Artistic Activities**

| Items                                                 | Participation in Artistic Activities |       |          |       |         |
|-------------------------------------------------------|--------------------------------------|-------|----------|-------|---------|
|                                                       | Agree                                |       | Disagree |       | P value |
|                                                       | No.                                  | %     | No.      | %     |         |
| <b>Age Groups:</b>                                    |                                      |       |          |       |         |
| • Below 20 years old                                  | 15                                   | 9%    | 22       | 10.9% | 0.13    |
| • 20 - 24 years old                                   | 129                                  | 77.7% | 155      | 76.7% |         |
| • 25 - 29 years old                                   | 13                                   | 7.8%  | 22       | 10.9% |         |
| • 30 years old and above                              | 9                                    | 5.4%  | 3        | 1.5%  |         |
| <b>Sex of Students:</b>                               |                                      |       |          |       |         |
| • Female                                              | 92                                   | 55.4% | 115      | 56.9% | 0.77    |
| • Male                                                | 74                                   | 44.6% | 87       | 43.1% |         |
| <b>Faculty:</b>                                       |                                      |       |          |       |         |
| • Faculty of Sport Sciences                           | 38                                   | 22.9% | 58       | 28.7% | 0.20    |
| • Others                                              | 128                                  | 77.1% | 144      | 71.3% |         |
| <b>Member in any Club:</b>                            |                                      |       |          |       |         |
| • Yes                                                 | 58                                   | 34.9% | 69       | 34.2% | 0.87    |
| • No                                                  | 108                                  | 65.1% | 133      | 65.8% |         |
| <b>Participation in Physical Activity:</b>            |                                      |       |          |       |         |
| • I do not participate at all                         | 28                                   | 16.9% | 56       | 27.7% | 0.04    |
| • I participate irregularly                           | 102                                  | 61.4% | 107      | 53%   |         |
| • I participate regularly                             | 36                                   | 21.7% | 39       | 19.3% |         |
| <b>Frequency Participation in Physical activity:</b>  |                                      |       |          |       |         |
| • Never                                               | 16                                   | 9.6%  | 41       | 20.3% | 0.02    |
| • Very rarely                                         | 48                                   | 28.9% | 58       | 28.7% |         |
| • Sometimes                                           | 74                                   | 44.6% | 70       | 34.7% |         |
| • Frequently                                          | 28                                   | 16.9% | 33       | 16.3% |         |
| <b>Methods of Participation in Physical activity:</b> |                                      |       |          |       |         |
| • Active Participation                                | 80                                   | 48.2% | 76       | 37.6% | 0.04    |
| • Passive Participation                               | 86                                   | 51.8% | 126      | 62.4% |         |
| <b>Kinds of Participation in Physical activity:</b>   |                                      |       |          |       |         |
| • Individual                                          | 73                                   | 44%   | 99       | 49%   | 0.33    |
| • Group                                               | 93                                   | 56%   | 103      | 51%   |         |

Table 3.7 displays the association between demographic characteristics and Participation in Touristic Activities of the students. There was highly significant association found between Sex of Students, member in any club, Participation in Physical Activity, Frequency Participation in Physical activity, Methods of Participation in Physical activity, Kinds of Participation in Physical Activities and Participation in Touristic Activities that was because the  $p\text{-value} < 0.05$ . Though, there was no significant association found between age Groups, Faculty and Participation in Touristic Activities that was because the  $p\text{-value} > 0.05$ .

**Table 3.7: Association between Socio-demographic Characteristics and Participation in Touristic Activities**

| Items                                                 | Participation in Touristic Activities |       |          |       |         |
|-------------------------------------------------------|---------------------------------------|-------|----------|-------|---------|
|                                                       | Agree                                 |       | Disagree |       | P value |
|                                                       | No.                                   | %     | No.      | %     |         |
| <b>Age Groups:</b>                                    |                                       |       |          |       |         |
| • Below 20 years old                                  | 14                                    | 7.9%  | 23       | 12%   | 0.06    |
| • 20 - 24 years old                                   | 133                                   | 75.1% | 151      | 79.1% |         |
| • 25 - 29 years old                                   | 21                                    | 11.9% | 14       | 7.3%  |         |
| • 30 years old and above                              | 9                                     | 5.1%  | 3        | 1.6%  |         |
| <b>Sex of Students:</b>                               |                                       |       |          |       |         |
| • Female                                              | 86                                    | 48.6% | 121      | 63.4% | 0.004   |
| • Male                                                | 91                                    | 51.4% | 70       | 36.6% |         |
| <b>Faculty:</b>                                       |                                       |       |          |       |         |
| • Faculty of Sport Sciences                           | 47                                    | 26.6% | 49       | 25.7% | 0.84    |
| • Others                                              | 130                                   | 73.4% | 142      | 74.3% |         |
| <b>Member in any Club:</b>                            |                                       |       |          |       |         |
| • Yes                                                 | 71                                    | 40.1% | 56       | 29.3% | 0.03    |
| • No                                                  | 106                                   | 59.9% | 135      | 70.7% |         |
| <b>Participation in Physical Activity:</b>            |                                       |       |          |       |         |
| • I do not participate at all                         | 26                                    | 14.7% | 58       | 30.4% | 0.000   |
| • I participate irregularly                           | 102                                   | 57.6% | 107      | 56%   |         |
| • I participate regularly                             | 49                                    | 27.7% | 26       | 13.6% |         |
| <b>Frequency Participation in Physical activity:</b>  |                                       |       |          |       |         |
| • Never                                               | 15                                    | 8.5%  | 42       | 22%   | 0.001   |
| • Very rarely                                         | 48                                    | 27.1% | 58       | 30.4% |         |
| • Sometimes                                           | 76                                    | 42.9% | 68       | 35.6% |         |
| • Frequently                                          | 38                                    | 21.5% | 23       | 12%   |         |
| <b>Methods of Participation in Physical activity:</b> |                                       |       |          |       |         |
| • Active Participation                                | 85                                    | 48%   | 71       | 37.2% | 0.03    |
| • Passive Participation                               | 92                                    | 52%   | 120      | 62.8% |         |
| <b>Kinds of Participation in Physical activity:</b>   |                                       |       |          |       |         |
| • Individual                                          | 67                                    | 37.9% | 105      | 55%   | 0.001   |

|         |     |       |    |     |
|---------|-----|-------|----|-----|
| • Group | 110 | 62.1% | 86 | 45% |
|---------|-----|-------|----|-----|

Table 3.8 shows the association between demographic characteristics and Participation in Other Activities of the students. There was no significant association found between all demographic characteristics and Participation in Other Activities, except for sex of students which was highly significant association found between sex of students and Participation in Other Activities that was because the p-value < 0.05.

**Table 3.8: Association between Socio-demographic Characteristics and Participation in Other Activities**

| Items                                                 | Participation in Other Activities |       |          |       |         |
|-------------------------------------------------------|-----------------------------------|-------|----------|-------|---------|
|                                                       | Agree                             |       | Disagree |       | P value |
|                                                       | No.                               | %     | No.      | %     |         |
| <b>Age Groups:</b>                                    |                                   |       |          |       |         |
| • Below 20 years old                                  | 6                                 | 8.2%  | 31       | 10.5% | 0.29    |
| • 20 - 24 years old                                   | 53                                | 72.6% | 231      | 78.3% |         |
| • 25 - 29 years old                                   | 11                                | 15.1% | 24       | 8.1%  |         |
| • 30 years old and above                              | 3                                 | 4.1%  | 9        | 3.1%  |         |
| <b>Sex of Students:</b>                               |                                   |       |          |       |         |
| • Female                                              | 30                                | 41.1% | 177      | 60%   | 0.004   |
| • Male                                                | 43                                | 58.9% | 118      | 40%   |         |
| <b>Faculty:</b>                                       |                                   |       |          |       |         |
| • Faculty of Sport Sciences                           | 16                                | 21.9% | 80       | 27.1% | 0.36    |
| • Others                                              | 57                                | 78.1% | 215      | 72.9% |         |
| <b>Member in any Club:</b>                            |                                   |       |          |       |         |
| • Yes                                                 | 27                                | 37%   | 100      | 33.9% | 0.61    |
| • No                                                  | 46                                | 63%   | 195      | 66.1% |         |
| <b>Participation in Physical Activity:</b>            |                                   |       |          |       |         |
| • I do not participate at all                         | 18                                | 24.7% | 66       | 22.4% | 0.16    |
| • I participate irregularly                           | 35                                | 47.9% | 174      | 59%   |         |
| • I participate regularly                             | 20                                | 27.4% | 55       | 18.6% |         |
| <b>Frequency Participation in Physical activity:</b>  |                                   |       |          |       |         |
| • Never                                               | 14                                | 19.2% | 43       | 14.6% | 0.48    |
| • Very rarely                                         | 19                                | 26%   | 87       | 29.5% |         |
| • Sometimes                                           | 25                                | 34.2% | 119      | 40.3% |         |
| • Frequently                                          | 15                                | 20.5% | 46       | 15.6% |         |
| <b>Methods of Participation in Physical activity:</b> |                                   |       |          |       |         |
| • Active Participation                                | 38                                | 52.1% | 118      | 40%   | 0.06    |
| • Passive Participation                               | 35                                | 47.9% | 177      | 60%   |         |
| <b>Kinds of Participation in Physical activity:</b>   |                                   |       |          |       |         |
| • Individual                                          | 38                                | 52.1% | 134      | 45.4% | 0.30    |

|         |    |       |     |       |
|---------|----|-------|-----|-------|
| • Group | 35 | 47.9% | 161 | 54.6% |
|---------|----|-------|-----|-------|

Table 3.9 illustrates the Assessment Leisure Time Interest Scale of University Students. The two third of students were agreed and strongly agreed on the statements of the first, second, third, seventh, eighth, ninth, tenth and fourteenth items. Likewise, more than half of students were agreed and strongly agreed on the statements of the eleventh, twelveth, thirteen and fifteenth items. Whereas, in items of fourth, fifth and sixth students were Undecided on these statements. Other details are shown in (table 3.8).



**Table 3.9: Assessment Leisure Time Interest Scale of University Students**

| Items                                                                                                                  | Strongly Disagree |       | Disagree |       | Undecided |       | Agree |       | Strongly Agree |       | Mean | SD   |
|------------------------------------------------------------------------------------------------------------------------|-------------------|-------|----------|-------|-----------|-------|-------|-------|----------------|-------|------|------|
|                                                                                                                        | No.               | %     | No.      | %     | No.       | %     | No.   | %     | No.            | %     |      |      |
| 1. Free time activities are one of the most fun things I do.                                                           | 30                | 8.2%  | 25       | 6.8%  | 63        | 17.1% | 115   | 31.3% | 135            | 36.7% | 3.82 | 1.23 |
| 2. Free time activities are very important to me.                                                                      | 24                | 6.5%  | 30       | 8.2%  | 72        | 19.6% | 128   | 34.8% | 114            | 31%   | 3.76 | 1.17 |
| 3. Free time activities are one of the most fulfilling things I do.                                                    | 22                | 6%    | 53       | 14.4% | 81        | 22%   | 117   | 31.8% | 95             | 25.8% | 3.57 | 1.19 |
| 4. I think that a large part of my life is centered around leisure activities.                                         | 27                | 7.3%  | 77       | 20.9% | 119       | 32.3% | 94    | 25.5% | 51             | 13.9% | 3.18 | 1.13 |
| 5. Leisure activities have a central role in my life.                                                                  | 37                | 10.1% | 81       | 22%   | 114       | 31%   | 80    | 21.7% | 56             | 15.2% | 3.10 | 1.20 |
| 6. If I were to choose something else instead of leisure time activities, I would have to rethink this very seriously. | 32                | 8.7%  | 82       | 22.3% | 124       | 33.7% | 79    | 21.5% | 51             | 13.9% | 3.10 | 1.16 |
| 7. I like to talk to my friends about leisure time activities.                                                         | 20                | 5.4%  | 39       | 10.6% | 58        | 15.8% | 157   | 42.7% | 94             | 25.5% | 3.72 | 1.12 |

|     |                                                                                   |    |      |    |       |     |       |     |       |     |       |      |      |
|-----|-----------------------------------------------------------------------------------|----|------|----|-------|-----|-------|-----|-------|-----|-------|------|------|
| 8.  | Most of my friends are involved in some way with leisure activities.              | 34 | 9.2% | 40 | 10.9% | 79  | 21.5% | 144 | 39.1% | 71  | 19.3% | 3.48 | 1.19 |
| 9.  | Doing leisure activities gives me the opportunity to be together with my friends. | 25 | 6.8% | 31 | 8.4%  | 63  | 17.1% | 132 | 35.9% | 117 | 31.8% | 3.77 | 1.18 |
| 10. | I can really be myself when I do leisure activities.                              | 23 | 6.3% | 29 | 7.9%  | 77  | 20.9% | 120 | 32.6% | 119 | 32.3% | 3.77 | 1.17 |
| 11. | I identify myself with images related to leisure time activities.                 | 25 | 6.8% | 48 | 13%   | 100 | 27.2% | 113 | 30.7% | 82  | 22.3% | 3.49 | 1.17 |
| 12. | I don't have to worry about how I look and behave when I do leisure activities.   | 28 | 7.6% | 51 | 13.9% | 114 | 31%   | 92  | 25%   | 83  | 22.6% | 3.41 | 1.20 |
| 13. | You can tell a lot about someone when you see them doing leisure activities.      | 25 | 6.8% | 60 | 16.3% | 95  | 25.8% | 116 | 31.5% | 72  | 19.6% | 3.41 | 1.17 |
| 14. | Doing leisure activities says a lot about who I am.                               | 18 | 4.9% | 43 | 11.7% | 78  | 21.2% | 139 | 37.8% | 90  | 24.5% | 3.65 | 1.12 |
| 15. | When doing leisure activities, people see me the way I want them to see me.       | 35 | 9.5% | 50 | 13.6% | 101 | 27.4% | 103 | 28%   | 79  | 21.5% | 3.38 | 1.23 |

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## Discussion

This study aimed to examine the leisure preferences and participation levels of university students, emphasizing the impact of socio-demographic factors such as age, gender, and faculty affiliation on their participation in diverse activities. The results demonstrate that socio-demographic factors significantly influence students' leisure activities, corroborating the study's initial predictions. The majority of participants were aged 20 to 24, a cohort exhibiting a pronounced preference for physical activity, social meetings, and rest as their principal leisure activities. The inclination toward group activities rather than individual pursuits underscores the significance of social connections within this demographic. This corresponds with prior research indicating that young adults frequently utilize leisure time to cultivate social relationships and strengthen their sense of belonging within peer groups. A notable percentage of students participated in physical activities sporadically, potentially indicating difficulties in sustaining regular routines in conjunction with academic obligations. The research highlights time limitations or insufficient access to appropriate facilities as a prevalent obstacle to student involvement in physical activities, which may account for this inconsistent participation. This study indicates that institutions ought to contemplate providing more flexible schedules or improved access to recreational facilities to more effectively meet students' requirements.

The research additionally revealed that demographic variables, including gender and participation in student organizations, markedly affected the selection of activities. Female students had a stronger inclination toward social and cultural pursuits, while male students showed a heightened preference for physical activities. This disparity reflects broader trends in leisure studies, where gender frequently influences the perceived appropriateness and interest in specific activities. Club participation was a significant determinant, as students linked with clubs exhibited more involvement in both physical and social activities. This research indicates that membership in student organizations can act as a catalyst for enhanced engagement in leisure activities, providing a venue for common interests and community development. This research reveals a substantial correlation between engagement in leisure activities and students' overall well-being. Consistent participation in recreational activities, especially physical and social engagements, has demonstrated efficacy in reducing stress, improving mood, and cultivating a favourable campus environment. These findings strengthen the case for universities to prioritize the provision of diverse and accessible recreational alternatives within their student support services. By



doing so, institutions can enhance not just students' physical health but also their emotional and social well-being, thereby fostering a more balanced academic experience. Nevertheless, the study indicated that despite the plethora of leisure opportunities, numerous students encounter obstacles such as insufficient time or willingness to engage consistently. This indicates a necessity for additional research on the particular obstacles students face and how institutional rules may be modified to mitigate them. Moreover, subsequent research might investigate the enduring impacts of leisure participation on academic achievement, thereby offering a comprehensive insight into the relationship between recreational activities and educational results.



## **Conclusion:**

This study offers a thorough examination of university students' leisure preferences and their participation in many activities, emphasizing the impact of socio-demographic parameters including age, gender, and faculty affiliation. The findings indicate that leisure activities are crucial in influencing students' overall well-being and social experiences, with a marked preference for group-oriented physical and social activities. The inconsistent engagement in physical activities, despite their widespread appeal, highlights the necessity for more accessible and adaptable recreational programs that accommodate students' demanding schedules.

The study emphasizes the necessity of establishing diverse and inclusive recreational alternatives in academic settings. By catering to the distinct requirements and preferences of various student demographics, institutions can enhance student well-being, encourage social integration, and cultivate a favorable campus environment. The study's findings provide a basis for formulating targeted initiatives that improve the accessibility and attractiveness of leisure activities, therefore fostering a more balanced and enjoyable academic experience for students. This study highlights the essential function of leisure in facilitating students' physical, emotional, and social development. By comprehending and addressing the determinants of leisure involvement, university administrators may make educated decisions that advantage both the individual student and the wider campus community.[\[95\]](#)

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## The Questionnaires

### Dear Students:

This research is conducted in order to examine your leisure time behaviours and the effect of these behaviours on other variables that may have an effect. The results of the research will be used only for this purpose and the survey results will not be used for personal purposes. Therefore, you do not need to write your name. Thank you for your help and contribution.

I confirm that I have voluntarily participated in the study ☐

1. Your age? ..... years old

2. Gender? ☐ Female ☐ Male

3. Faculty? ☐ Faculty of Sport Sciences ☐ Other

4. Are you a member of any club/association (social-cultural-sportive)? ☐ Yes ☐ No

5. Do you participate in physical activity?

☐ I do not participate at all ☐ I participate irregularly ☐ I participate regularly

6. How often do you participate in physical activity in a normal 7-day period (per week)?

☐ Never ☐ Very rarely ☐ Sometimes ☐ Frequently

7. How do you participate in events? ☐ Active participation ☐ Passive participation (as a spectator)

8. What kind of activities do you usually participate in during your free time?

☐ Individual ☐ Group

9. How do you usually spend your free time? (You can tick more than one option)

| Free Time Activity Type                  | I agree | Disagree |
|------------------------------------------|---------|----------|
| Resting                                  | Yes     | No       |
| By participating in physical activities  | Yes     | No       |
| By participating in social activities    | Yes     | No       |
| By participating in cultural events      | Yes     | No       |
| By participating in artistic activities  | Yes     | No       |
| By participating in touristic activities | Yes     | No       |
| Other (Specify) .....                    | Yes     | No       |

|    | My interest;<br><br>“Personal interest in or participation in any activity and the pleasure, fun and excitement derived from it”<br><br>In my free time I participate | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|-----------|-------|----------------|
| 1  | Free time activities are one of the most fun things I do.                                                                                                             | 1                 | 2        | 3         | 4     | 5              |
| 2  | Free time activities are very important to me.                                                                                                                        | 1                 | 2        | 3         | 4     | 5              |
| 3  | Free time activities are one of the most fulfilling things I do.                                                                                                      | 1                 | 2        | 3         | 4     | 5              |
| 4  | I think that a large part of my life is centred around leisure activities.                                                                                            | 1                 | 2        | 3         | 4     | 5              |
| 5  | Leisure activities have a central role in my life.                                                                                                                    | 1                 | 2        | 3         | 4     | 5              |
| 6  | If I were to choose something else instead of leisure time activities, I would have to rethink this very seriously.                                                   | 1                 | 2        | 3         | 4     | 5              |
| 7  | I like to talk to my friends about leisure time activities.                                                                                                           | 1                 | 2        | 3         | 4     | 5              |
| 8  | Most of my friends are involved in some way with leisure activities.                                                                                                  | 1                 | 2        | 3         | 4     | 5              |
| 9  | Doing leisure activities gives me the opportunity to be together with my friends.                                                                                     | 1                 | 2        | 3         | 4     | 5              |
| 10 | I can really be myself when I do leisure activities.                                                                                                                  | 1                 | 2        | 3         | 4     | 5              |

|    |                                                                                 |   |   |   |   |   |
|----|---------------------------------------------------------------------------------|---|---|---|---|---|
| 11 | I identify myself with images related to leisure time activities.               | 1 | 2 | 3 | 4 | 5 |
| 12 | I don't have to worry about how I look and behave when I do leisure activities. | 1 | 2 | 3 | 4 | 5 |
| 13 | You can tell a lot about someone when you see them doing leisure activities.    | 1 | 2 | 3 | 4 | 5 |
| 14 | Doing leisure activities says a lot about who I am.                             | 1 | 2 | 3 | 4 | 5 |
| 15 | When doing leisure activities, people see me the way I want them to see me.     | 1 | 2 | 3 | 4 | 5 |

**Thesis Title:**

**TR:** Üniversite Yaşamında Serbest Zaman Aktiviteleri: Öğrenci Tercihleri ve İlgilenim Düzeyleri

**ENG:** Leisure Activities in University Life: Student Preferences and Involvement Level

**BACKGROUND**