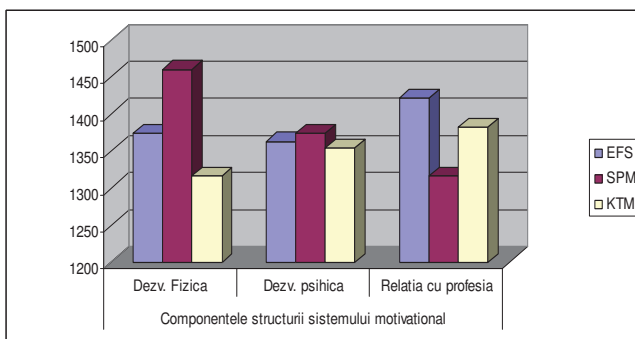
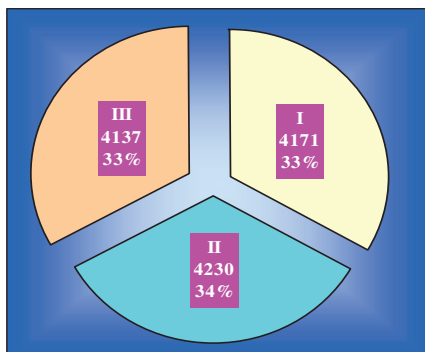


YEAR OF STUDY	POINTS	OBS
I	4171	
II	4230	
III	4137	



### Conclusions

The carried out study emphasizes the structure of the motivational systems of students majoring in Physical Education and Sports. Motives were organized in a hierarchy and the structure of the motivational system was configured based on the aspects of this research.

The study did not reveal significant differences between the groups of motives / years of study / majors. We consider that the experience and the relationships with the field of Pphysical Education and Sports have a major influence in configuring the motivational system. Also, the differences of dynamics can be interpreted as the result of certain information and knowledge accumulated during the years of study.

Some decreases in the area of personal development (III year EFS compared to II year), psychological development (III year SPM compared to II year) or the relation with the future profession (III year KTM compared to II year) can indicate certain insatisfactions determined by cognitive dissonances.

We are of the opinion that the studies regarding the motivational system and the personality of our students can offer important data that later correlated with other information may provide an objective platform for the

optimization of the management of the bachelor level, the curricula, the organizing and unfolding of studies, the content of the disciplines and probations, the teaching-learning methods, interpersonal relationships or the relationships with potential employers.

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## FREE TIME SPENDING WAYS OF UNIVERSITY STUDENTS, AND THE BENEFITS THEY GAINED THROUGH THESE ACTIVITIES

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### Abstract

The aim of the research is to define free time spending ways of university students, and the benefits they gained through these activities. The universe of the research is Mehmet Akif Ersoy University and the sample group of the research is composed of the students of all Faculties and high schools of the Univeristy. The data of the research has been obtained through literature review and questionnaire.

After the comprehensibility, scope validity and reliability of the questionnaire which were prepared parallel to the purpose have been tested it has been applied to the 1,2,3,4 and 5<sup>th</sup> grade students of faculty and high schools with random sampling method. The questionnaire has been applied to 1294 male, 1629 female students. 12 of the participants did not mention their genders. The total number of the students who have participated in the questionnaire is 2935. The data obtained has been coded to SPSS packet program in electronic environment. As statistic operation, frequency (f), percentage (%) and cross table has been applied. Result of each question were interpreted in accordance with % distributions

As a conclusion, it can be said that students generally spend their free times by listening to music, walking around, watching TV and VCD, reading books-gazettes, visiting friends, going to the cinema and theatre, researching on internet, participating social activities, having sports which require active participation, conducting hand-craft activities which develop hand skills and watching sport programmes.

The students mention that free time activities are beneficial for their health and they create a friendly environment between participants and let them know teach other better. They also mentioned that these activities help them get rid of the tiredness of the day, make them happy and they increase their knowledge.

Key words: Student, Free Time, Spending, benefit.

### Introduction

In today's monotonous life, in order to keep healthy, it is very important for humans to evaluate their free times which they spare from their daily labors. In their free times, humans usually participate in recreational activities in urban or rural areas -through either open or closed grounds or passively and actively-with many aims such as staying away from monotonous things, resting, changing of air, sightseeing, feeling excitement and having different lives. As free time activities, many activities which are carried out in many ways and with a lot of varieties are for recreational purposes which are exercised daily, at weekends, in annual leaves, and in retirement periods (S. Karaküçük, 1999). The most important distinction of developed countries from those of developing or underdeveloped is their conscious and determination in using time efficiently and actively. While the research carried out for human health and efficiency is determining communities' future plans and targets, it has to deal delicately with work and free time balance within permanent-time-dimension. The solution of the problems should be chased by regarding time as a source which is influenced by people's development period and requires witty use. (A. Bilgütay, 1973).

We see that, time concept which has much importance in human life is defined in different ways; some of these definitions are such; According to Weber, "time is a period which is long or short depending on man's life, impossible to repeat and the start and end of which can be measured with a certain hour." (E. Weber, 1973) According to another definition, "time is life itself, and spending time in vain is spending life in vain in fact" (A. Baltas; Z. Baltas, 1987). We see that *recreation* meaning evaluating free time comes from the Latin word "recreation". Its meaning is refreshing, recreating. Its Turkish meaning is referred as "serbest zamanları değerlendirme". This means the relaxing and entertaining activities that individuals or social groups carry out voluntarily in their free times. (Ö. Ozankaya, 1980; S. Karaküçük, 1999)

In their free times other than their daily activities, work and similar things, individual's doing or participating in all activities for enjoying life, relaxing, entertaining, being busy with and amusing

events and actions for the purpose of rejoining both psychologically and physically are defined as recreation (M. Bayer, 1974). A more comprehensive definition is defined as followed: "They are voluntarily and wishful group or individual activities which are carried out within a free and disconnected time from individuals daily works and obligatory necessities and they are carried out with the aim of getting back the health of body and mental health, saving and sustaining them and at the same time with the aim of taking pleasure, enabling satisfaction (S. Karaküçük, 1999). Especially, there is no similar point in recreational (free time) activities presenting differences of interest, aim, participation and different perspectives for many other factors (E. Zorba, 2002). Recreational activities can show differences according to free time way, its duration, climate, economical, geographical conditions along with cultural differences. (S. Karaküçük, 1999) We can list recreational activities as;

- **Music activities** such as: Musical instruments, orchestra, solo, choro
- **Sportive activities** such as: Team, individual, nature, competitions and mental
- **Games;** Educative games for all ages
- **Dance;** Folklores, modern and rhythmic dances
- **Activities requiring art and skills;** Plastic, fur, graphic, seramic, metal, picture
- **Outdoor activities;** Camping, picnic, environmentalism.
- **Scientific and cultural activities;** Literature, theatre and scientific Works,

Recreative activities are known to have a major effect on individuals. (E. Zorba, 2002) We can list effects of recreational activities on individuals as;

- Improving physical and mental health
- Improving individual skills and abilities
- Developing creativity in recreational activities
- Work success and productivity
- Its pleasure and happiness for individuals
- Its providing communicative solidarity and unity
- Enables an opportunity to create a democratic community.

Permanent habits should be adopted through recreational (free time) activities. We can vary these habits or senses as evaluating free times in the best way, doing sport, sharing, and solidarity, sense of winning and losing, sense of appreciating, obeying the rules, group conscious, and feeling of success. Recreational activities aims at enhancing life standards of people of all ages, using body properly from childhood onward, adopting true values as life philosophy. Moreover, they try to provide such richness as avoiding from smoking and alcohol, adopting active life forever, being in solidarity with the family and the community. That's why it is important for all individuals, families, educators and managers to be conscious about healthy life and exercises. (E. Zorba, 2002). These habits and senses, either gained or will be gained, will be easier to be adopted by our community's young and dynamic and at the same time organized students of higher education. Because this youth is such a youth that, they are ready to be directed, to be able to exhibit their skills, search for environment, exciting, liable to get angry easily, eager, dynamic, lively and have the desire to be appreciated. By contributing to the safety of the students and their survival, recreational activities in our educational institutions enable them to take pleasure from life and to be satisfied with their life. Education and recreation should not be thought as one. Recreation is a means of education, and it can be used as a tool for education. As well as being the key of productivity, this means sets the grounds for physical, social and psychological development of the individuals (P.W. Dawer; R.P. Pangraz, 1975). In order that recreational activities will be successful on individuals, first of all

#### Findings

**Table 1. Socio-Economic Features Distribution of Participators**

Changeable		N ( Distribution)	% ( Distribution)
<b>Participators' Gender Distribution</b>	Male	1294	44,1
	Female	1629	55,5
	Not answered	12	,4
	<b>Total</b>	<b>2935</b>	<b>100,0</b>
<b>Participators' Age Distribution</b>	Age of 17-18	209	7,1
	Age of 19-20	1294	44,1
	Age of 21-22	1104	37,6
	Age of 23-24	252	8,6
	Age of 25 and over	55	1,9
	Not answered	21	,7
<b>Total</b>	<b>2935</b>	<b>100,0</b>	
<b>Participators' Class Distribution</b>	1. class	1166	39,7
	2. class	1210	41,2
	3. class	373	12,7
	4. class	106	3,6
	5.class	80	2,7
	<b>Total</b>	<b>2935</b>	<b>100,0</b>
<b>Distribution of the Birth Place of Participars' families'</b>	City	1341	45,7
	Province	1016	34,6
	Village	193	6,5

individuals should do their desired activities. Because, there have to be voluntarily actions and desires in the essence of recreational activities. That's why, in recreational activities and in preparing recreational activities, wishes and expectations should be taken into consideration. As can be seen, evaluating recreational (free time) activities and evaluating styles are very important for individuals, especially the young. Research has been done with the aim of determining free time evaluation styles and their benefits for university students.

#### MATERIAL AND METHOD

The research has been done with the aim of determining university students' free time evaluation ways and their benefits for them. The research population is Mehmet Akif Ersoy University and its sample group is students studying at faculties and high schools. Research data have been obtained through literature scanning and survey method. After ensuring intelligibility, scope validity and reliability of the survey developed for the research, it has been applied to students studying at 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grades through random sampling method. Gender option has been determined among 1294 male and 1629 female participators and 12 of them did not define their genders. In this way, a total of 2935 people have been reached. Obtained data have been coded with SPSS package program in computer environment. As statistical operations, frequency (f), and percentage (%), cross table (Croostab) have been applied. As a result of the operation, comments have been made for each question by examining % distributions.

	Town	368	12,5
	Not answered	17	,6
	<b>Total</b>	<b>2935</b>	<b>100,0</b>
<b>Distribution of the Occupation of Participators' Fathers</b>	Shopkeeper-Merchant	426	14,5
	Civil servant	562	19,1
	Artisan	20	,7
	Self-employment	510	17,4
	Worker for state	186	6,3
	Farmer	393	13,4
	Private Sector worker	205	7,0
	Other	593	20,2
	Not Answered	40	1,4
	<b>Total</b>	<b>2935</b>	<b>100,0</b>

Table 1. Continue

<b>Occupation of Participators' Mothers Distribution</b>	Shopkeeper-Merchant	41	1,4
	Civil servant	163	5,6
	Artisan	6	,2
	Self-employment	50	1,7
	Worker for state	24	,8
	Farmer	55	1,9
	Private Sector worker	70	2,4
	Housewife	2427	82,7
	Other	81	2,8
	Not Answered	18	,6
<b>Total</b>	<b>2935</b>	<b>100,0</b>	
<b>Education level distribution of participators' father</b>	Illiterate	34	1,1
	Elementary school	1202	40,9
	Secondary school	529	18,0
	High School	717	24,4
	University	418	14,2
	Other	18	,6
	Not Answered	17	,5
	<b>Total</b>	<b>2935</b>	<b>100,0</b>
<b>Education level distribution of participators' mother</b>	Illiterate	248	8,4
	Elementary school	1682	57,3
	Secondary school	409	13,9
	High School	435	14,8
	University	136	4,6
	Other	15	,5
	Not Answered	10	,3
	<b>Total</b>	<b>2935</b>	<b>100,0</b>

In Table 1, socio-demographic features of participators are inquired. When we examine participators' answers according to "gender distributions", 1294 males and 1629 females participated in the research. 12 participators didn't answer to this question. In this way, a total of 2935 participators participated in the research. When we examine participators according to "age distributions", %44,1 of them are 19–20, %37,6 are 21–22, %8,6 are 23–24, %7,1 are 17–18, %1,9 of them are 25 and older ages. %0,7 of participator did not answer to this question. When we examine participators according to "class distribution", %41,2 of them are in the 2.class, %39,7 are in the 1.class, %12,7 are in the 3. class, %3,6 are in the 4. Class and %2,7 of them are in the 5. class. In the inquiry of "the

distribution of participators' residence place", we see that %45,7 of them are in a city, %34,6 are in a province, %12,5 are in town, and %6,5 of them are in a village. %0,6 of participators didn't answer to this inquiry. To "jobs of participators fathers" inquiry, %20 say a different vocation other than stated in the inquiry, %19, 1 are civil servants, % 17,4 are self-employed, %14,5 are shopkeepers – merchants, %13,4 are farmers, %7 are private sector workers, %6,3 are workers for the state and %0,7 are craftsmen. %1,4 of the participators didn't answer to this inquiry. For "mother's occupation" inquiry, while %82,7 of them say "housewife", %5,6 say "civil servant", %2,8 say an occupation which is not included in the questionnaire form, %2,4 say "private sector worker", %1,9 say "farmer", %1,7 "self-

employed”, %1,4 say “shopkeeper-merchant”, %0,8 say “worker for the state”, %0,2 say “craftsmen”; %0,6 of them did not answer this inquiry at all. For “education level of participators’ fathers”, while %40,9 of the participators say “elementary school”, %24,4 say “high school and its equal”, %18 say “middle school”, %14,2 say “university”, %1,1 say

“illiterate”, %0,6 say “other”, %0, of them did not answer this question at all. For “education level of participators’ mothers”, on the other hand, %57,3 of participators say elementary school, %14,8 say high school and its equal, %13,9 say middle school, %8,4 say illiterate”, %4,6 say university, %0,5 say “other” while %0,3 did not reply this inquiry at all.

**Table 2. Participators’ Answers Distribution According To Gender Variable To The Question “How Long Is Your Daily Free Time Length?”**

Changeable						Total
	1-2 hours	3-4 hours	5-6 hours	7hours and more	I Have no Free time	
<b>Male</b>	123 9,6%	33,6%	445 34,6%	234 18,2%	53 4,1%	1287 100,0%
<b>Female</b>	166 10,2%	621 38,3%	561 34,6%	209 12,9%	65 4,0%	1622 100,0%
<b>Total</b>	289 9,9%	1053 36,2%	1006 34,6%	443 15,2%	118 4,1%	2911 100,0%

As can be seen in the table above, the inquiry “how long is your daily free time length?” has been inquired. When we examine participators’ answers according to genders, %34,6 of male participators say 5-6 hours, %33,6 say 3-4 hours, %18,2 say 7 hours and more and %4,1 say “I have no free time”, while %38,3 of female participators say 3-4 hours, %34,6 say 5-6 hours, %12,9 say 7 hours and more and %4 of them say “I have no free time.”

When we look at the answers in total, 36,2 of them say 3-4 hours, %34,6 say 5-6 hours, %15,2 say 7 hours and more, %9,9 say 1-2 hours, %4,1 say “I have no free time.”

According to the obtained data, male participators have more free time than females and in total; we can say that participators have free time between 3-4 hours.

**Table 3. Participators’ Answers Distribution According To Gender Variable To The Question “How Do You Evaluate Your Free Time?”**

Changeable		Yes		No		Total	
		N	%	N	%	N	%
<b>I go to cinema and theater</b>	Male	774	59,8	520	40,2	1294	100,0
	Female	1193	73,3	434	26,7	1627	100,0
	<b>Total</b>	<b>1969</b>	<b>67,4</b>	<b>954</b>	<b>32,6</b>	<b>2921</b>	<b>100,0</b>
<b>I read book and newspapers</b>	Male	854	66,0	439	33,9	1293	100,0
	Female	1286	79,0	341	21,0	1627	100,0
	<b>Total</b>	<b>2140</b>	<b>73,3</b>	<b>780</b>	<b>26,7</b>	<b>2920</b>	<b>100,0</b>
<b>I do sports requiring active participation</b>	Male	714	55,2	580	44,8	1294	100,0
	Female	409	25,1	1218	74,9	1627	100,0
	<b>Total</b>	<b>1123</b>	<b>38,4</b>	<b>1798</b>	<b>61,6</b>	<b>2921</b>	<b>100,0</b>
<b>I deal with social and communal activities</b>	Male	591	45,7	704	54,3	1295	100,0
	Female	669	41,1	957	58,8	1626	100,0
	<b>Total</b>	<b>1260</b>	<b>43,1</b>	<b>1661</b>	<b>56,9</b>	<b>2921</b>	<b>100,0</b>
<b>I deal with scientific and cultural activities</b>	Male	523	40,4	772	59,5	1295	100,0
	Female	602	37,0	1024	62,9	1626	100,0
	<b>Total</b>	<b>1125</b>	<b>38,6</b>	<b>1796</b>	<b>61,4</b>	<b>2921</b>	<b>100,0</b>
<b>I deal with handcraft and art requiring skill</b>	Male	466	35,9	828	63,9	1294	100,0
	Female	716	44,0	911	56,0	1627	100,0
	<b>Total</b>	<b>1182</b>	<b>40,4</b>	<b>1739</b>	<b>59,5</b>	<b>2921</b>	<b>100,0</b>
<b>I listen to music</b>	Male	1126	87,0	168	12,9	1294	100,0
	Female	1449	89,1	178	10,9	1627	100,0
	<b>Total</b>	<b>2575</b>	<b>88,2</b>	<b>346</b>	<b>11,8</b>	<b>2921</b>	<b>100,0</b>
<b>I wander bazaar and fair</b>	Male	918	70,9	376	29,1	1294	100,0
	Female	1311	80,6	316	19,4	1627	100,0



	<b>Total</b>	<b>2229</b>	<b>76,3</b>	<b>692</b>	<b>23,7</b>	<b>2921</b>	<b>100,0</b>
<b>I visit my friend</b>	Male	906	70,0	386	29,8	1292	100,0
	Female	1156	71,1	468	28,8	1624	100,0
	<b>Total</b>	<b>2062</b>	<b>70,7</b>	<b>854</b>	<b>29,2</b>	<b>2916</b>	<b>100,0</b>

Table 3. Continue

<b>I play a musical instrument</b>	Male	409	31,7	883	68,3	1292	100,0
	Female	436	26,8	1189	73,1	1625	100,0
	<b>Total</b>	<b>845</b>	<b>29,0</b>	<b>2072</b>	<b>70,9</b>	<b>2916</b>	<b>100,0</b>
<b>I watch sportive competitions</b>	Male	919	71,1	373	28,9	1292	100,0
	Female	660	40,6	967	59,4	1627	100,0
	<b>Total</b>	<b>1579</b>	<b>54,1</b>	<b>1340</b>	<b>45,9</b>	<b>2919</b>	<b>100,0</b>
<b>I watch TV and VCD</b>	Male	1021	78,9	272	21,0	1293	100,0
	Female	1208	74,2	419	25,8	1627	100,0
	<b>Total</b>	<b>2229</b>	<b>76,3</b>	<b>691</b>	<b>23,6</b>	<b>2920</b>	<b>100,0</b>
<b>I practice on computer</b>	Male	951	73,6	341	26,4	1292	100,0
	Female	967	59,4	660	40,6	1627	100,0
	<b>Total</b>	<b>1918</b>	<b>65,7</b>	<b>1001</b>	<b>34,3</b>	<b>2919</b>	<b>100,0</b>
<b>I chat</b>	Male	698	53,9	595	46,0	1293	100,0
	Female	555	34,1	1070	65,8	1625	100,0
	<b>Total</b>	<b>1253</b>	<b>42,9</b>	<b>1665</b>	<b>57,0</b>	<b>2918</b>	<b>100,0</b>
<b>I go to cafeteria or cafe</b>	Male	480	37,1	814	62,9	1294	100,0
	Female	181	11,1	1445	88,8	1626	100,0
	<b>Total</b>	<b>661</b>	<b>22,6</b>	<b>2259</b>	<b>77,4</b>	<b>2920</b>	<b>100,0</b>
<b>I chat in the canteen</b>	Male	638	49,3	656	50,7	1294	100,0
	Female	671	41,2	956	58,8	1627	100,0
	<b>Total</b>	<b>1309</b>	<b>44,8</b>	<b>1612</b>	<b>55,2</b>	<b>2921</b>	<b>100,0</b>
<b>I deal with fine arts</b>	Male	272	21,0	1022	79,0	1294	100,0
	Female	348	21,4	1279	78,6	1627	100,0
	<b>Total</b>	<b>620</b>	<b>21,2</b>	<b>2301</b>	<b>78,8</b>	<b>2921</b>	<b>100,0</b>
<b>I do nothing I rest sleeping</b>	Male	934	72,2	358	27,7	1292	100,0
	Female	1232	75,7	395	24,3	1627	100,0
	<b>Total</b>	<b>2166</b>	<b>74,2</b>	<b>753</b>	<b>25,8</b>	<b>2919</b>	<b>100,0</b>

In Table 3, the question “how long is your daily free time length?” has been inquired according to genders and total answers. From this inquiry;

From the participators to the inquiry “**I go to the cinema and theater**” %59,8 of males say “yes” %40,2 say “no”; %73 of females say “yes”, %26,7 say “no”, and in total; %67,4 of them say “yes”, %32,6 say “no”. “**I read book and papers**” %66 of females say “yes”, %33,9 say “no”, %79 of females say “yes”, %21 say “no”, and in total, %73,3 say “yes”, %26,7 say “no”. To the inquiry “**I do sports requiring active participation**”, %55,2 of male participators say “yes”, %44,8 say “no”, %25,1 of females say “yes”, %74,9 say “no”, and in total; %38,4 of them say “yes”, %61,6 say “no”. To the inquiry “**I deal with social and communal activities**”, %45,7 of males say “yes”, %54,3 say “no”, %41,1 of females say “yes”, %58,8 say “no”, and in total; %43,1 of them say “yes”, %56,9 say “no”. To the inquiry “**I deal with scientific and cultural activities**”, %40,4 of male participators say “yes”, %59,5 say “no”, %37 say “yes”, %62,9 say “no”, and in total; %38,6 say “yes”, %61,4 say “no”. To the inquiry “**I deal with handcraft and art requiring skill**”, %35,9 of males say “yes”, %63,9 of them say “no”, %44 of females say

“yes”, %56 of them say “no”, and in total; %40,4 of them say “yes”, %59,5 of them say “no”. To the inquiry “**I listen to music**” %87 of males say “yes”, %12,9 of them say “no”, while %89,1 of females say “yes”, %10,9 say “no”, and in total; %88,2 of them say “yes”, %11,8 of them say “no”. About the inquiry “**I deal with handcraft and art requiring skill**”, %70,9 of male participators say “yes”, %29,1 of them say “no”, while %80,6 of female participators say “yes”, %19,4 say “no”, and in total, %76,3 of them say “yes”, %23,7 say “no”. For the inquiry “**I visit my friends**”, %70 of male participators say “yes”, %29,8 of them say “no”, while %71,1 of female participators say “yes”, %28,8 say “no”, and in total; %70,7 say “yes”, %29,2 say “no”. To the inquiry “**I play a musical instrument**”, %31,7 of males say “yes”, %68,3 say “no”, while %26,8 of females say “yes”, %73,1 of them say “no”, and in total; %29 of them say “yes”, %70,9 say “no”. To the inquiry “**I watch sport matches**”, %71,1 of males say “yes”, %28,9 say “no”, while %40,6 of females say “yes”, %59,6 of them say “no”, and in total; %54,1 of them say “yes”, %45,9 say “no”.

To the inquiry “**I watch TV and VCD**”, %78,9 of males say “yes”, %21 say “no”, while %74,2 of females say “yes”, %25,8 of them say

“no”, and in total; %76,3 of them say “yes”, and %23,6 say “no”.

To the inquiry **“I do research on computer”**, %73,6 of males say “yes”, %26,4 say “no”, while %59,4 of females say “yes”, %40,6 of them say “no”, and in total; %65,7 of them say “yes”, %34,3 say “no”. To the inquiry **“I chat”**, %53,9 of males say “yes”, %46 say “no”, while %34,1 of females say “yes”, %65,8 of them say “no”, and in total; %42,9 of them say “yes”, %57 say “no”. About the inquiry **“I go to cafeteria or cafee”**, %31,1 of males say “yes”, %62,9 say “no”, while %11,1 of females say “yes”, %88,8 of them say “no”, and in total; %22,6 of them say “yes”, %77,4 say “no”. For the inquiry **“I**

**chat in the canteen”**, %49,3 of males say “yes”, %50,7 say “no”, while %41,2 of females say “yes”, %58,8 of them say “no”, and in total; %44,88 of them say “yes”, %55,2 say “no”. About the inquiry **“I deal with fine arts”**, %21 of males say “yes”, %79 say “no”, while %21,4 of females say “yes”, %78,6 of them say “no”, and in total; %21,2 of them say “yes”, %78,8 say “no”. To the inquiry **“I do nothing, I rest sleeping”**, %72,2 of males say “yes”, %27,7 say “no”, while %75,7 of females say “yes”, %24,3 of them say “no”, and in total; %74,2 of them say “yes”, %25,8 say “no”.

**Table 4. Distrubution of Percentages for Fulfilling Free Time Activities of Participators**

Changeable							Total
	Individual	Communit	University Activity	Group for Special Aim	Clup	Other	
Male	308	557	127	154	69	31	1246
	24,7%	44,7%	10,2%	12,4%	5,5%	2,5%	100,0%
Female	439	704	152	145	56	53	1549
	28,3%	45,4%	9,8%	9,4%	3,6%	3,4%	100,0%
Total	747	1261	279	299	125	84	2795
	26,8%	45,1%	10,0%	10,7%	4,5%	3,0%	100,0%

In Table 4, the proposal **“Your way of fulfilling free time activities”** has been inquired. When participators answers are examined according to gender status about this inquiry, we see that %44,7 of male participators answer “community”, %24,7 say “individual”, %12,4 say “group for special aim”, %10,2 say “university activity”, %5,5 say “club”, and %2,5 say “other”, while %45,4 of female participators answer “community”, %28,3 answer “individual”, %9,8 say “university activity”, %9,4 “group for special aim”, %3,6 say “club,” and %3,4 of them answer as “other” and in total; %45 of them say “community”, %26,8 say “individual”, %10,7 say “group for special aim”, %10 say “university activity”, %4,5 say “club” and %3 of them answer “other”. According to this data, we can say that participators mostly spend their free times in groups or as individual activities. As well as not seeing a meaningful difference of opinion, female participators are seen as more in number than male participators in individual activities.

In table 5, the inquiry **“What do you think about free time activities and how do you evaluate them?”** is inquired. When participators wiews are examined according to changeable, we see that. About the changeable, **“I see it as a means of playing with friends”**, %80,1 of male participators say “yes”, %19,7 of them say “no”, while %75,2 of female participators say “yes”, %24,6 say “no”, and in total; %77,3 of them say “yes”, %22,5 say “no”. About the changeable, **“I find it educative and beneficial”**, %74,1 of male

participators say “yes”, %25,6 of them say “no”, while %74,3 of female participators say “yes”, %25,7 say “no”, and in total; %74,2 of them say “yes”, %25,6 say “no”. About the changeable, **“I think it is improving knowledge and culture”**, %64,9 of male participators say “yes”, %35,1 of them say “no”, while %65,5 of female participators say “yes”, %34,4 say “no”, and in total; %65,3 of them say “yes”, %34,6 say “no”. About the changeable, **“I see it as a way of getting away from being bored”**, %75,2 of male participators say “yes”, %24,8 of them say “no”, while %71,8 of female participators say “yes”, %28 say “no”, and in total; %73,3 of them say “yes”, %26,6 say “no”. About the changeable **“I find it beneficial for my health”**, %79,6 of male participators say “yes”, %20,4 of them say “no”, while %76,3 of female participators say “yes”, %23,7 say “no”, and in total; %77,8 of them say “yes”, %22,2 say “no”. About the changeable **“I see it as a means of happiness”**, %71,1 of male participators say “yes”, %28,9 of them say “no”, while %74,2 of female participators say “yes”, %25,8 say “no”, and in total; %72,8 of them say “yes”, %27,1 say “no”.

According to obtained data, we can say that most of the participators find free time activities as beneficial for their health; they see it as a way of playing with friends, educative and beneficial, a means of getting away from being bored and a tool for happiness and a factor to develop knowledge and health. There is no meaningful difference of opinion between inter-gender answers.

**Table 5. “The Distrubution Of Participators’ Answers According To Gender Variable For The Inquiry “What Do You Think About Free Time Activities And How Do You Evaluate Them?”**

Changeable		Yes		No		Total	
		N	%	N	%	N	%
I see it as a means of playing with friends	Male	1038	80,1	257	19,7	1295	100,0
	Female	1225	75,2	403	24,6	1628	100,0
	<b>Total</b>	<b>2263</b>	<b>77,3</b>	<b>660</b>	<b>22,5</b>	<b>2923</b>	<b>100,0</b>
I find it educative and beneficial	Male	959	74,1	335	25,6	1294	100,0
	Female	1211	74,3	418	25,7	1629	100,0
	<b>Total</b>	<b>2170</b>	<b>74,2</b>	<b>753</b>	<b>25,6</b>	<b>2923</b>	<b>100,0</b>
I think it is improving knowledge and culture	Male	839	64,9	453	35,1	1292	100,0
	Female	1068	65,5	559	34,4	1627	100,0
	<b>Total</b>	<b>1907</b>	<b>65,3</b>	<b>1012</b>	<b>34,6</b>	<b>2919</b>	<b>100,0</b>
I see it as a way of getting away from being bored	Male	973	75,2	321	24,8	1294	100,0
	Female	1166	71,8	455	28,0	1621	100,0
	<b>Total</b>	<b>2139</b>	<b>73,3</b>	<b>776</b>	<b>26,6</b>	<b>2915</b>	<b>100,0</b>
I find it beneficial for my health	Male	1030	79,6	264	20,4	1294	100,0
	Female	1244	76,3	385	23,7	1629	100,0
	<b>Total</b>	<b>2274</b>	<b>77,8</b>	<b>649</b>	<b>22,2</b>	<b>2923</b>	<b>100,0</b>
I see it as a means of happiness	Male	920	71,1	374	28,9	1294	100,0
	Female	1205	74,2	419	25,8	1623	100,0
	<b>Total</b>	<b>2125</b>	<b>72,8</b>	<b>792</b>	<b>27,1</b>	<b>2917</b>	<b>100,0</b>

### Discussion and conclusion

Students, studying at Education Faculty, Veterinary Faculty, Health High School and Vocational Schools of Mehmet Akif Ersoy University have participated in the research. 2935 of these who answered the questionnaire flawlessly have been taken into evaluation. 1294 of participators are male, 1629 are female and 12 of these are also participator students who did not answer this question.(Table 1).If we examine with regards to participators’ age,we see that ,%44,1of them are aged 19–20, %37,6 age 21–22, %8,6 aged 23–24, %7,1 aged 17–18, %1,9 of them are aged 25 and older. %0,7 of the participators did not answer this question. According to this data we can say that overall age average of the participators are aged 19-22. When we examine with regards to class distinction, we see that %41,2 of them are in the 2<sup>nd</sup> class, %39,7 are in the 1<sup>st</sup> class, %12,7 are in the 3<sup>rd</sup> class, %3,6 are in the 4<sup>th</sup> class, %2,7 are in the 5<sup>th</sup> class 5<sup>th</sup>. ( Table 1). With this data, we can say that mostly 1<sup>st</sup>, 2<sup>nd</sup>,3<sup>rd</sup> class students participated in the research.In questioning family residence of the participators, we see that %45,7 of them live in cities, %34,6 live in province, %12,5 live in town, %6,5 of them are from village( Tablo 1). %0,6 of the participators did not answer to this question. According to this result, we can say that students mostly reside in cities on in their provinces.To the inquiry about father’s occupation, %20,2 of them say a different vocation other than stated in the inquiry, %19, 1 answered as civil servants, % 17,4 said self-employed, %14,5 said shopkeepers – merchants, %13,4 said farmers, %7 said private sector workers, %6,3 said workers for the state and %0,7 answered as craftsmen. %1,4 of the participators didn’t answer to this inquiry. For “**mother’s occupation**” inquiry, while %82,7 of them say “housewife”, %5,6 say “civil servant”, %2,8 say an

occupation which is not included in the questionnaire form, %2,4 say “private sector worker”, %1,9 say “farmer”, %1,7 “self-employed”, %1,4 say “shopkeeper-merchant”, %0,8 say “worker for the state”, %0,2 say “craftsmen”; %0,6 of them did not answer this inquiry at all. (Table 1). This data show us most of the participators’ mothers are housewives and craftsmen as the least. This data indicates that women in our country mosly have no occupation; they help their families at their homes and support their family economically.For “**education level of participators’ fathers**”, while %40,9 of the participators said “elementary school”,%24,4 said “high school and its equal”, %18 said “middle school”, %14,2 said “university”, %1,1 said “illiterate”, %0,6 answered “other”, %0,of them did not answer this question at all. (Table 1). As can be understood from the answers, most of the participators’ fathers are elementary school graduates, and high school, middle school and university follow this. At the same time there is still illiteracy. With the data, we can say that literacy rate has increased. This rate makes us happy, being minor, though, illiteracy rate upsets us.For “**education level of participators’ mothers**”, on the other hand, %57,3 of participators said elementary school, %14,8 said high school and its equal, %13,9 said middle school, %8,4 said “illiterate”, %4,6 said university, %0,5 said “other” while %0,3 did not reply this inquiry at all. (Table 1). According to the obtained data, mothers mostly graduated from elementary schools and high school and middle school follow this, unfortunately, the rate of illiterate mothers are more than those of university graduates. We can attribute this bitter reality to the fact that from the foundation of Turkish Republic until now, in a country where there have been many campaigns to read-and-write, it is the responsibility of state governors and educators to have had more illiterate women than those of university graduates.



About the question, **“how long is your daily free time length?”**, %34,6 of male participators said 5-6 hours, %33,6 of them said 3,4 hours, %18,2 of them said 7 hours and more, %9,9 of them said 1-2 hours, %4,1 of them said “I have no free time”, while %38,3 of female participators said 3-4 hours, %34,6 of them said 5-6 hours, %12,9 of them said 7 hours and more, %10,2 said 1-2 hours, %4 of them said “I have no free time”. If we look at the total answer, %36,2 of the participators said 3-4 hours, %34,6 of them said 5-6 hours, %15,2 of them said 7 hours and more, %9,9 said 1-2 hours, %4,1 of them said “I have no free time”. ( Table 2).

According to the obtained data, we can say that male participators have relatively more free time than female participators and in total; participators have a free time of 3-6 hours. This result shows us that participators have enough free time to participate in a free time activity. Our finding is parallel with the research finding carried out by (Z. Başaran; T. Erenci 2006) about determining recreation preferences in a university campus. For the question **“How do you evaluate your free time?”**; From the participators to the inquiry **“I go to the cinema and theater”** %59,8 of males said “yes” %40,2 said “no”; %73 of females said “yes”, %26,7 said “no”, and in total; %67,4 of them said “yes”, %32,6 said “no”.

**“I read book and papers”** %66 of females said “yes”, %33,9 said “no”, %79 of females said “yes”, %21 said “no”, and in total; %73,3 said “yes”, %26,7 said “no”. To the inquiry **“I do sports requiring active participation”**, %55,2 of male participators said “yes”, %44,8 said “no”, %25,1 of females said “yes”, %74,9 said “no”, and in total; %38,4 of them said “yes”, %61,6 said “no”. To the inquiry; **“I deal with social and communal activities”**, %45,7 of males say “yes”, %54,3 said “no”, %41,1 of females said “yes”, %58,8 said “no”, and in total; %43,1 of them said “yes”, %56,9 said “no”. To the inquiry **“I deal with scientific and cultural activities”**, %40,4 of male participators said “yes”, %59,5 said “no”, %37 said “yes”, %62,9 said “no”, and in total; %38,6 said “yes”, %61,4 “no”. To the inquiry **“I deal with handcraft and art requiring skill”**, %35,9 of males said “yes”, %63,9 of them said “no”, %44 of females said “yes”, %56 of them said “no”, and in total; %40,4 of them said “yes”, %59,5 of them said “no”. To the inquiry **“I listen to music”** %87 of males said “yes”, %12,9 of them said “no”, while %89,1 of females said “yes”, %10,9 said “no”, and in total; %88,2 of them said “yes”, %11,8 of them said “no”. About the inquiry **“I deal with handcraft and art requiring skill”**, %70,9 of male participators said “yes”, %29,1 of them said “no”, while %80,6 of female participators said “yes”, %19,4 said “no”, and in total; %76,3 of them said “yes”, %23,7 said “no”. For the inquiry **“I visit my friends”**, %70 of male participators said “yes”, %29,8 of them said “no”, while %71,1 of female participators said “yes”, %28,8 said “no”, and in total; %70,7 said “yes”, %29,2 said “no”.

To the inquiry **“I play a musical instrument”**, %31,7 of males said “yes”, %68,3 said “no”, while %26,8 of females said “yes”, %73,1 of them said “no”, and in total; %29 of them said “yes”, %70,9 said “no”. To the inquiry **“I watch sport matches”**, %71,1 of males said “yes”, %28,9 “no”, while %40,6 of females said “yes”, %59,6 of them said “no”, and in total; %54,1 of them said “yes”, %45,9 said “no”. To the inquiry **“I watch TV and VCD”**, %78,9 of males said “yes”, %21 said “no”, while %74,2 of females said “yes”, %25,8 of them said “no”, and in total; %76,3 of them said “yes”, and %23,6 said “no”. To the inquiry **“I do research on computer”**, %73,6 of males said “yes”, %26,4 said “no”, while %59,4 of females said “yes”, %40,6 of them said “no”, and in total; %65,7 of them said “yes”, %34,3 said “no”. To the inquiry **“I chat”**, %53,9 of males said “yes”, %46 said “no”, while %34,1 of females said “yes”, %65,8 of them said “no”, and in total; %42,9 of them said “yes”, %57 said “no”. About the inquiry **“I go to cafeteria or cafe”**, %31,1 of males said “yes”, %62,9 said “no”, while %11,1 of females said “yes”, %88,8 of them said “no”, and in total; %22,6 of them said “yes”, %77,4 said “no”. For the inquiry **“I chat in the canteen”**, %49,3 of males said “yes”, %50,7 said “no”, while %41,2 of females said “yes”, %58,8 of them said “no”, and in total; %44,88 of them said “yes”, %55,2 said “no”. About the inquiry **“I deal with fine arts”**, %21 of males said “yes”, %79 said “no”, while %21,4 of females said “yes”, %78,6 of them said “no”, and in total; %21,2 of them said “yes”, %78,8 said “no”. To the inquiry **“I do nothing, I rest sleeping”**, %72,2 of males said “yes”, %27,7 said “no”, while %75,7 of females said “yes”, %24,3 of them said “no”, and in total; %74,2 of them said “yes”, %25,8 said “no” (Table 3). According to this data, on evaluating given answers in general, participators mostly listen to music, watch TV and VCD, wander around bazaar and fair, rest without participating any events, read book and newspaper, visit their friends, go to the cinema or theatre, make research on computer, watch sport matches. In other activities, there is no inter-gender difference. Our findings are parallel with that researched by (B. Ateş and His Friends)’s comparison of university departments from the perspective of campus recreation. According to this data, participators do their activities mostly in groups or as individuals. As well as there is no meaningful difference of opinion, it is seen that female participators participate in free time activities more than male participators. The inquiry **“How do you evaluate your free time activity?”** is inquired. When participators views are examined according to changeable, we see that; %44,7 of male participators said “group”, %24,7 of them said “individual”, %12,4 of them said “group for special purpose”, %10,2 of them said “university activity”, %5,5 of them said “club”, %2,5 of them said “other”, while %45,4 of female participators said “community”, %28,3 of them said “individual”, %9,8 of them said “university activity”, %9,4 of them said “group for special purpose”, %3,6 of them said

“club”, %3,4 of them said “other”, and in total; %45,1 of all participators said “group”, %26,8 of them said “individual”, %10,7 of them said “group for special purpose”, %10 of them said “university activity”, %4,5 of them said “club”, %3 of them said “other” (Table 4). About the changeable, “**I see it as a means of playing with friends**”, %80,1 of male participators say “yes”, %19,7 of them say “no”, while %75,2 of female participators say “yes”, %24,6 say “no”, and in total; %77,3 of them say “yes”, %22,5 say “no”. About the changeable, “**I find it educative and beneficial**”, %74,1 of male participators say “yes”, %25,6 of them say “no”, while %74,3 of female participators say “yes”, %25,7 say “no”, and in total; %74,2 of them say “yes”, %25,6 say “no”. About the changeable, “**I think it is improving knowledge and culture**”, %64,9 of male participators say “yes”, %35,1 of them say “no”, while %65,5 of female participators say “yes”, %34,4 say “no”, and in total; %65,3 of them say “yes”, %34,6 say “no”. About the changeable, “**I see it as a way of getting away from being bored**”, %75,2 of male participators say “yes”, %24,8 of them say “no”, while %71,8 of female participators say “yes”, %28 say “no”, and in total; %73,3 of them say “yes”, %26,6 say “no”.

About the changeable “**I find it beneficial for my health**”, %79,6 of male participators say “yes”, %20,4 of them say “no”, while %76,3 of female participators say “yes”, %23,7 say “no”, and in total; %77,8 of them say “yes”, %22,2 say “no”. About the changeable “**I see it as a means of happiness**”, %71,1 of male participators say “yes”, %28,9 of them say “no”, while %74,2 of female participators say “yes”, %25,8 say “no”, and in total; %72,8 of them say “yes”, %27,1 say “no”. (Table 5) According to the data, we can say that most of the participators see free time activities as beneficial for their health, a means of playing with friends, getting away from being bored and a means of happiness, a tool for improving knowledge and culture. There is no meaningful difference of opinion between genders. This result is parallel with that of (S. Önder 2003), a research for determining students recreational inclinations and determining their wishes at Selçuk University

**As a result.** 2935 students who study at different faculties and vocational schools of Mehmet Akif Ersoy University have been inquired. We can say that; Most of the participators’ age are aged between 19-22, they mostly live in cities or their provinces, their fathers’ occupation are mainly civil servants, self-employed, shopkeeper, merchant and farmer and their mothers are mostly housewives, their fathers’ literacy level are mostly elementary school and high school and middle school. Participators mostly listen to music, watch TV and VCD, wander around bazaar and fair, rest without participating any activity, go to the cinema and theatre, make research on computer, watch sport matches and do sport, and they mainly do these activities through group activities or as individuals. Most of the participators find free time activities as beneficial to their health, see it as a means of playing with friends,

educative, beneficial, a way of getting away from being bored, a means of happiness, and see it as a tool improving knowledge and culture.

#### Suggestions

- First of all, the concept of recreation should be told to our students and its principles and ways should be taught scientifically.
- Recreative activities should be presented by classifying and changing it into a suitable format suitable for our country’s necessities.
- Proper grounds where university students can spend their existing energy in a beneficial way should be created and presented.
- Student participation should be encouraged by frequently arranging recreational activities.
- Free time activity areas should be enlarged and varied for students’ wishes by asking their opinions.
- Educated staff should be trained for recreational activities.
- Managers should produce more conscious politics on this issue.

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