Mevlana International Journal of Education (MIJE)
Vol. 4(1), pp. 260-273, 1 April, 2014
Available online at http://mije.mevlana.edu.tr/
http://dx.doi.org/10.13054/mije.13.82.4.1

Perceived Social Support from Family, Participation in Recreational Sport Activities, Leisure Negotiation and Life Satisfaction in University Students

Evren Tercan*
Sport Management Department, Akdeniz University, Antalya, Turkey

Article history
Received:
30.11.2013

Received in revised form:
28.03.2014

Accepted:
31.03.2014

Key words:
blogs; recreation, life satisfaction, leisure, leisure constraints, leisure negotiation strategies, perceived social support, perceived family support

The aim of this study was to analyse the perceived support from family, participation in recreational sport activities, leisure negotiation and life satisfaction in university students. Population of the study consisted of 3625 students from Akdeniz University who were attending elective physical education lectures. Sample of the study was 468 individuals with a mean age of 20.90±2.20. The questionnaire used for data collection consisted of demographic information, information about participation in recreational activities, "Measures of Perceived Social Support From Family", "Leisure Negotiation Strategies Scale" and "Satisfaction with Life Scale". In statistical analyses, Mann Whitney-U Test, Spearman Correlation Analysis and Logistic Regression were used. Positive significant correlations were obtained between perceived social support from family, skill acquisition strategies, physical fitness strategies, leisure negotiation strategies total scores and life satisfaction. Meanwhile perceived social support from family did not have any contribution to duration or frequency of participation in recreational sport activities. Recommendations of future research in social support and leisure topics will be a comparison according to gender and including the variables of social support from friends and society.

Introduction

The benefits of regular physical activity was mentioned in the literature (Oliveira et al., 2011) and these findings stimulated the efforts in promoting physical activity of different institutions (Brown et al., 2001; Okun et al, 2003). In order to provide the effectiveness of these health encouraging endeavors, factors providing the acquisition of regular physical activity should be understood clearly (Silva et al., 2013). In some situations, individuals are observed to be confronted with leisure constraints which prevent them from participating in these activities sufficiently, decreasing the participation frequency, reducing the desire to participate in activities and decreasing the satisfaction level derived from these activities (Jackson & Henderson, 1995). Leisure constraints were classified in three groups by Crawford and Godbey (1987) as structural, intrapersonal and interpersonal. Structural factors were defined by Mannell and Kleiber (1997) as tangible factors constituted by external conditions, intrapersonal factors were defined by Crawford et al. (1991) as psychological

Correspondence: Evren TERCAN, evrentercan@akdeniz.edu.tr,
Sport Management Department, Akdeniz University, Antalya, TURKEY

traits interacting with leisure preferences and interpersonal factors were defined by Crawford et al. (1991) as the result of interpersonal relationships desired for leisure participation (as cited in Beggs et al., 2005, p.143). According to another definition structural factors included financial problems, insufficiency of resources, subjects related to education and service quality, interpersonal factors included finding friends and partners, intrapersonal factors included psychological condition and perceptions for instance skills in participating a certain activity, physical fitness level, special interest, self-esteem and self-confidence (Alexandris & Carroll, 1997). Crawford et al (1991) ordered leisure constraints hierarchically which were categorized by Crawford and Godbey (1987) in three and stated that during the decision making process of the individual, constraints are experienced in a hierarchical level. Intrapersonal constraints were defined as the closest and strongest constraints meanwhile structural constraints were defined as farthest and consequently the weakest (Alexandris & Carroll, 1997). After 1990s the concept of leisure constraints gained a different direction, it was discussed that the non-participation of individuals in leisure activities was not always related with the constraints and that participating individuals were having as many constraints as individuals who avoided participating (Lee & Scott, 2009). Jackson et al. (1993) stated that constraints were effective in not only giving the decision of participating or non-participating, but also determining various behavioural results. These results are involvement, gaining expertise in activity and deriving satisfaction from the activity. But these results depend on the individual's skills in negotiating with constraints and developing negotiation strategies. In the most general sense, negotiation strategies were classified as cognitive strategies (for instance changing the leisure intention) and behavioural strategies (for instance time management and skill development). The proposal of constraint negotiation opened a new horizon in researches and the limitations of the bivariate decision making models between constraints and behavioural results of participating were removed (Alexandris et al., 2011; Carroll & Alexandris, 1997). Leisure constraints negotiation strategies were examined by Jackson and Rucks (1995) in high school students. In this study, students used time management strategies, learned new skills to participate in leisure activities, diverted their intention of participation to more accessible activities or to the activities where they can find friends to participate, increased their physical fitness, worked in order to join costly activities and investigated various resources of income. Hubbard and Mannell (2001) utilized these negotiation strategies in a scale and applied to the staff of four companies giving recreation services. In this study they used a questionnaire consisting of constraints, negotiation resources and motivation and tested four models of motivation, constraints, participation and negotiation. Constraints affected participation negatively but had a positive influence on the utilization of negotiation resources and strategies. In this situation it was found out that the negative effects of constraints were reduced. In a doctoral thesis study, some items of physical fitness were added into this scale, than the scale was adapted to recreational campus sports and was applied to university students (Elkins, 2004). This scale was later applied to university students by Beggs et al. (2005) and it was found out that most students have constraints in participating recreational sports, but this situation did not prevent their participation. The authors stated that it was important to know how students negotiated these constraints. In another study it was concluded that when individuals have confidence in utilizing negotiation resources, motivation and negotiation efforts increase and participation level goes up (Loucks-Atkinson & Mannell, 2007). In another study conducted to university students by Elkins et al. (2007), the leisure negotiation scale used by Beggs et al. (2005) was applied for recreational sports and the relationship between leisure negotiation strategies and leisure satisfaction was analysed. According to the findings leisure satisfaction was mostly influenced by strategies that have a social component. In this study, practicing a skill and having a feeling of accomplishment during participation came to the fore.

Individuals who make efforts in developing leisure negotiation strategies may also need social support from their environment. The concept of social support was defined in the study of Sarason et al. (1986) with the statements of being important in the eyes of others, being concerned, loved, respected and valued, receiving assistance when needed (as cited in Eldeleklioğlu, 2006, p.730). Social support is a widespread concept which is accepted to influence well-being of children and families positively and consists of social relationships which add value to recipient by providing tangible and interpersonal resources like guidance, access to information and services, sharing tasks and responsibilities, acquisition of skills (Lopez & Cooper, 2011). Cohen and Wills (1985) classified social support as: 1)Support to provide respect for the individual from the others, 2)Informational support that means guidance for problem solving, 3)Interpersonal relations that means spending enjoyable time and sharing activities with others, 4)Tangible support which means solving the problem by financial, time, material assistance (as cited in Eldeleklioğlu, 2006, p.730). In another classification made by Barrera (1986) objective and subjective support was mentioned. The first one is based on the perceived level of tangible assistance obtained actually from the other (for instance work, money, decision-making), the second is based on the perceived level of assistance that family and friends provide in a time of crisis (as cited in Iso-Aloha & Park, 1996, p.170). There are studies where the relationship between leisure physical activities and social support was examined and concluded that individuals perceiving to receive social support were more active than the others (Bamana et al., 2008; Silva et al., 2013).

Among the body of research related with leisure, there are many studies with findings stating that the satisfaction derived from participating in leisure activities had positive correlation with life satisfaction or significantly contributing to life satisfaction (Adams et al., 2011; Brown & Frankel, 1993; Chen, 2001; Hawkins et al., 2004; Poulsen et al., 2007; Subaşı & Hayran, 2005; Sener et al., 2007; Yerlisu Lapa, 2012a). Life satisfaction is a concept which reflects the general satisfaction that an individual obtains from his/her life and defined by Diener et al. (1985) as the positive evaluation of an individual's life according to the criteria that he/she sets. In literature, life satisfaction was related with a wide variety of variables like personality traits, cognitive variables (control, self-esteem, optimism) and socio-environmental factors (Bramson et al., 2002). In a study by Headey et al. (1991), leisure was defined as a life domain besides marriage, work, life standard, friendship and health and this led to studies analysing the relationship between leisure participation and life satisfaction (Baack, 1985; Brown & Frankel, 1993; Huang & Carleton, 2003; Nimrod, 2007; Rodriguez et al., 2008).

There are studies revealing that individuals neglect physical activity and keep away from healthy life style during the transition period to university and in the course of university education (Bray & Born, 2004; Gomez-Lopez et al., 2010; Han et al, 2008; Sinclair et al., 2005). Among the reasons there are not only external factors like lack of social support, lack of time, but also internal factors like not seeing the benefit, feeling laziness and indifference or not feeling oneself suitable for these activities (Gomez-Lopez et al., 2010). As gaining healthy life style habits in the university environment is important for future life, it becomes crucial to overcome the constraints. Hence, this study is conducted to examine the perceived social support from the family to participate in recreational sport activities and overcoming constraints and to present the relationship between perceived family support, leisure negotiation strategies and life satisfaction.

Method

The research is a descriptive, cross-sectional study. The model of the study is scanning where the aim is to describe a situation that was available in the past or is still available as it is (Şahin, 2013).

Population and Sample

Population of the study consisted of 3625 university students taking elective physical education lectures in Akdeniz University during 2012-2013 educational period. Sample size was calculated by the formula $n= Nt^2pq / d^2 (N-1) + t^2 pq$ (Sümbüloğlu & Sümbüloğlu, 1995) which is the sample size method when the number of the population is known. In the formula t value for α=0,05 was taken as 1.96 from the t table. The values of p (probability of occurrence) and q (probability of non-occurrence) were taken as 0.5 in order to give the highest sample size. d, Accepted level of deviation was taken as 0.05. By this formula sample size was calculated as n=347. Simple random sampling method was used in order to provide that every subject has an equal probability for entering the sample (Karasar, 2003). According to any missing cases, 500 individuals were selected for the sample, 468 students returned the questionnaires back (rate of return = %96.6).

Instrumentation

Data collection tool of this study was a questionnaire consisting of 5 parts. In the first part demographic data, in the second part information about the participation in recreational activities were presented. In the third part, "Satisfaction with Life Scale" developed by Diener et al. (1985) and adapted to Turkish by Köker (1991) was used. The scale consisted of 5 items scored from 1 (Not expressing me at all) to 7 (Totally expressing me). Köker (1991) obtained 0.85 as a test re-test reliability coefficient, meanwhile in this study Cronbach's alpha was 0.82. The fourth part of the data collection tool consisted of "Leisure Negotiation Strategies Scale" which was first developed by Hubbard and Mannell (2001), modified to recreational sports by Elkins (2004) validated by Beggs et al. (2005) and adapted to Turkish by Yerlisu Lapa (2012b). The scale consisted of 31 items of 5-point Likert type. There are 6 sub-dimensions: Time management, skill acquisition, interpersonal relations, intrapersonal validation, physical fitness and financial management. In the reliability analysis conducted by Yerlisu Lapa (2012b), Cronbach's alpha was found to be changing between 0.85-0.91 and the goodness of fit indexes of confirmatory factor analysis were found to be confirming the model (GFI=0.85, AGFI=0.82, NFI=0.87, TLI=0.90, CFI=0.91, RMSA=0.072, SRMR=0.074). In the explanatory factor analysis, 4 of the 31 items were excluded as they loaded on more than one factor. The remaining 27 questions were distributed to 6 factors with an explained variance of %53.86 (Yerlisu Lapa, 2012b). In this study the Cronbach's alpha was found to be 0.782. In the fifth part of the data collection tool "Measures of Perceived Social Support from Family" was used. The scale was developed by Procidano and Heller (1983) and adapted to Turkish by Eskin (1993). The scale was measuring the perception level of the satisfaction of the needs of the individual by his/her family. There was 20 items forming only one factor. Sum of the scores changed from 0-20. In this study the Cronbach's alpha was found to be 0.821.

Statistical Analysis

As statistical analysis, frequency distributions, descriptive statistics, Mann-Whitney U test, Spearmen's rho correlation and logistic regression analyses were conducted. The normality of the data was tested by Kolmogorov-Smirnov test with Lilliefors Significance Correction (Genceli, 2007) and it was found out that variables "perceived social support from the family", "leisure negotiation strategies" and "life satisfaction" values were significant ($p<0,05$).

Findings

Demographic information of the sample was examined and according to the findings the participants had mean age 20.90±2.20, consisted of mostly men (58.5%), individuals who were born mostly in cities (84.4%) and perceiving their socio-economical level as good (44.9%) (Table1).

Table 1: Demographic Data of Participants

		Frequency	**Percentage**
Gender	Men	194	41.5
	Women	274	58.5
	Total	468	100.0
Place of Birth	City	395	84.4
	Town	37	7.9
	Village	36	7.7
	Total	468	100.0
Perceived Socio-economical	Very good	32	6.8
	Good	210	44.9
	Medium	189	40.4
	Poor	27	5.8
	Very poor	10	2.1
	Total	468	100.0
Income Level	1000 TL and lower	119	25.4
	1001 TL-2000 TL	162	34.6
	2001 TL-3000 TL	92	19.7
	3001 TL-4000 TL	50	10.7
	4001 TL-5000 TL	26	5.6
	5001 TL ve üzeri	18	3.8
	Missing	1	.2
	Total	468	100.0

Participants were asked with whom they preferred to participate in recreational sport activities and they were let to mark more than one choice. "Participating with friends" was marked with highest frequency. Among 468 students that constituted the sample 91.0% marked this choice. Students were asked why they were participating in recreational sport activities and they were let to mark more than one choice. Among 468 students 75.4% marked "It is enjoyable" and 68.8% marked "The desire to be together with friends" (Table 2).

Table 2: People That Participants Prefer to Participate in Recreational Sport Activities and Their Reasons to Participate

		Frequency of ticks	%	N
I Participate Activities With	I participate alone	118	25.2	468
	Friends	426	91.0	468
	Family	128	27.4	468
	Other	6	1.3	468
I Participate Because	It is enjoyable	353	75.4	468
	I want to be with friends	322	68.8	468
	I want to relax	275	58.8	468
	I want to get rid of stress	305	65.2	468
	I want to enter a new	107	22.9	468
	People around me motivate me	89	19.0	468
	I want to get rid of loneliness	84	17.9	468
	I want to be happy	254	54.3	468
	I want to learn new skills	197	42.1	468

Participation levels of students in recreational sport activities were examined and it was found out that they mostly participated during 6-10 hours (%38.9); and 3-4 times (%40.2) a week. Participants preferred active participation in sport activities (%62.8) (Table 3).

Table 3: Weekly Duration and Frequency of Recreational Sport Participation in University Students

		Frequency	Percentage
Weekly Duration of Participation	1-5 hours	177	37.8
	6-10 hours	182	38.9
	11-15 hours	68	14.5
	16 hours and over	41	8.8
	Total	468	100,0
Weekly Frequency of Participation	1-2 times	133	28.4
	3-4 times	188	40.2
	5-6 times	101	21.6
	7 times and over	46	9.8
	Total	468	100.0
Type of Participation	Actively	294	62.8
	Passively	174	37.2
	Total	468	100.0

In Table 4, mean scores that participants receive from the scales used in the study were demonstrated. From Satisfaction with Life Scale which was a 7-point Likert scale participants received 4.23±1.37, a score over the average. When leisure negotiation strategies scale was considered the highest mean was achieved from skill acquisition with 3.69±0.76 and physical fitness with 3.62±0.85. Perceived social support from the family scores had a mean of 11.93± 4.57.

Table 4: Mean Scores of Perceived Social Support From the Family, Leisure Negotiation Strategies and Life Satisfaction

		Mean	Standard Deviation
Perceived Social Support From Family		11.93	4.57
Leisure Negotiation Strategies	Time Management	3.00	0.64
	Skill Acquisition	3.69	0.76
	Interpersonal Relations	3.30	0.73
	Intrapersonal Validation	3.47	0.82
	Physical Fitness	3.62	0.85
	Financial Management	3.38	0.67
	General Total	3.37	0.45
Satisfaction with Life		4.23	1.37

When the correlation of perceived social support from family with leisure negotiation strategies and life satisfaction was considered, it was found out that the highest correlation of perceived social support form family was with skill acquisition subscale ($r=0.203$, $p<0.001$) which is followed by leisure negotiation strategies total scores ($r=0.121$, $p<0.01$). There was also a positive relationship between perceived social support and life satisfaction ($r=0.261$, $p<0.001$). Most of the leisure negotiation strategies scores had positive correlation with life satisfaction meanwhile the highest correlation was with physical fitness strategy ($r=0.219$, $p<0.001$) and leisure negotiation strategies total scores ($r=0.202$, $p<0.001$) (Table 5).

Table 5: Correlation Coefficients between Perceived Social Support from Family, Life Satisfaction and Leisure Negotiation Strategies

	Perceived Social Support from Family	Life Satisfaction
Perceived Social Support from Family	1	0.261***
Leisure Negotiation Strategies		
Time Management	-0.071	-0.086
Skill Acquisition	0.203***	0.174**
Interpersonal Relations	0.082	0.067
Intrapersonal Validation	0.061	0.152**
Physical Fitness	0.175**	0.219***
Financial Management	0.029	0.093*
Leisure Negotiation Strategies Total	0.121**	0.202**
Life Satisfaction	0.261***	1

**p<0.05, **p<0.01, ***p<0.001*

In order to examine the influence of perceived social support from family on duration of recreational sport participation, students were divided into two groups as students participating 1-5 hours weekly and students participating over 5 hours weekly. Logistic regression analysis was applied and when the change in -2LL value was taken into consideration the predictor variable perceived social support was found to be not effective in model goodness of fit. Also according to Wald statistics the effect of predictor variable was found out to be insignificant (Table 6).

Table 6: The Effect of Perceived Social Support from Family on Duration of Recreational Sport Participation

Variables in the Model	B	SE	Wald	df	Sig	Exp(B)
Perceived Social Support	-0.023	0.021	1.245	1	0.265	0.977
Constant	0.779	0.271	8.258	1	0.004	2.179

(Model -2LL=619.483, χ^2=1.253, p=0.263)

In order to examine the influence of perceived social support from family on frequency of recreational sport participation, students were divided into two groups as students participating 1-4 times weekly and students participating 5 times and over weekly. Logistic regression analysis was applied and when the change in -2LL value was taken into consideration the predictor variable perceived social support was found to be not effective in model goodness of fit. Also according to Wald statistics the effect of predictor variable was found out to be insignificant (Table 7).

Table 7: The Effect of Perceived Social Support from Family on Frequency of Recreational Sport Participation

Variables in the Model	B	SE	Wald	df	Sig	Exp(B)
Perceived Social Support	-0.023	0.022	1.078	1	0.299	0.978
Constant	-0.514	0.274	3.503	1	0.061	0.598

(Model -2LL=581.437, χ^2=1.077, p=0.299)

Results and Discussion

The aim of this study was to analyse the perceived support from family, participation in recreational sport activities, leisure negotiation and life satisfaction in university students. According to findings, students preferred to participate in recreational sport activities during 6-10 hours weekly (%38.9) and 3-4 times a week (%40.2). Participants also stated that they prefer active participation in recreational sport activities (%62.8).

Participants received a mean of 4.23±1.37 from life satisfaction scale which is a seven-point Likert scale. This yields a life satisfaction over average. Among leisure negotiation strategies scores, the highest mean was obtained from skill acquisition strategy (3.69±0.76) which was followed by physical fitness strategy (3.62±0.85). In a study conducted to high school students, cognitive strategies (straining oneself, neglecting parents) and behavioural strategies (using time more efficient, taking courses) were mostly preferred strategies to overcome leisure constraints (Jackson & Rucks, 1995) and some of the strategies show similarities with skill acquisition strategy this present study. Samdahl and Jekubovich (1997) examined leisure negotiation in adults and found out that the strategies of sparing time for oneself, arrange the time according to others, sharing leisure time with others were preferred. Bu in this present study these strategies were preferred less than the other strategies. In a study conducted to park visitors financial management was found out to be the most used strategy (Stanis et al., 2009). In another study mentioning visitors making physical activities in parks, financial management was again the most used strategy meanwhile skill acquisition was the least preferred strategy (Stanis et al., 2010). In South Africa, high school students were examined and in overcoming inner constraints, modification of some features of activity according to one's interest or developing skills were not mentioned very often by students (Palen et al., 2010) and the results of these last mentioned studies are not showing any parallelism with this

current study. University students were examined according to leisure negotiation strategies used for campus recreational sport activities and time management strategy was the most important strategy for students and besides time management, students also had higher scores in skill acquisition strategy (Beggs et al., 2005). This finding is consistent with the findings in our study and shows that students can be willing to learn about the activities that they want to take place in. In another study dealing with campus recreational sport activities, university students were found out to be paying attention to interpersonal relations, physical fitness and skill acquisition strategy, respectively. It was also presented that the most important predictors of leisure satisfaction were negotiation strategies having a social component and providing a feeling of accomplishment during participation (Elkins et al., 2007). The findings about skill acquisition strategy in this present study and in the literature can be remarkable because the importance of motivation of learning and feeling of accomplishment in leisure satisfaction was also mentioned before by Pelletier et al. (1995). For Elkins et al. (2007), the strategies related with physical fitness can also have a connection with the feeling of accomplishment in physical activity so it may not be totally irrelevant with skill acquisition strategy.

Mean score of perceived social support from family was obtained as 11.93± 4.57 in this present study. This mean may be considered as rather low because the same scale was applied to university students and a mean of 17.24±2.52 was obtained in a study in Turkey (Eldeleklioğlu, 2006). Perceived social support from family was found out to be having a positive and significant correlation with life satisfaction ($r=0.261$, $p<0.001$). In studies of social support, university students were not asked directly about their life satisfaction, but there are studies inquiring connections with related concepts like subjective well-being and autonomy support from others was found out to be effecting the satisfaction of psychological needs and the satisfaction of psychological needs influenced subjective well-being positively (Cihangir Çankaya, 2009). In another study, life satisfaction was added as a sub-scale in subjective well-being and the relationship with families had positive contribution to subjective well-being in university students (Cenkseven & Akbaş, 2007). In high school students perceived social support from family was found out to be contributing positively to life satisfaction (Edwards & Lopez, 2006). In a study conducted to employees, the emotional dimension of social support provided by the family had strong relationship with life satisfaction (Adams et al., 1996). Athletes in university teams stated that their families supplied them with emotional, informational, tangible support and esteem support which were expressed as beneficial by athletes (Thomson, 2010).

In order to understand the relationship between perceived support from the family and leisure negotiation strategies, skill acquisition subscale was found out to have the highest score with perceived family support ($r=0.203$, $p<0.001$) which is followed by leisure negotiation strategies total scores ($r=0.121$, $p<0.01$). This result may show that getting a tangible and intangible support from the family can support the process of skill acquisition for university students. Among leisure negotiation strategies, physical fitness subscale had the highest correlation with life satisfaction ($r=0.219$, $p<0.001$) which was followed by leisure negotiation strategies total scores ($r=0.202$, $p<0.001$). This may suggest that the improvement in the physical fitness level of students changes positively the way they look at their lives as a whole.

Another issue examined in this study was the contribution of perceived family support of students to the duration and frequency of their recreational sport participation. According to the results, no significant contribution of perceived family support in participation duration and frequency was detected. Meanwhile in literature conclusions were obtained in the opposite direction. In a study applied to girls in puberty, when it is analysed independently

from perceived behavioural control and self- efficacy, it was found out that perceived family support prevented the reduction of physical activity levels (Dowda et al., 2007). In another study conducted to university students, the lack of social support from family and friends was perceived as a constraint for participating in physical activity (Gomez-Lopez et al., 2010). Although lack of social support from the families was ranking after physical effort, spending time, exercise environment for students, it still constituted a constraint against physical activity (Lovell et al., 2010). The time spent for physical activity and social support received from family, friends and society had strong relationship and social support was found to be important especially in maintaining the level of physical activity (Oliveira et al., 2011). For adults also, social support from family and friends were very important so women and men receiving social support were three times active as the others (Silva et al., 2013). In a study of women with children the perceived social support from family, friends and partners increased physical activity participation and weekly duration of participation differed according to socio-economic status (Brown et al., 2001). The utilized leisure negotiation strategies were defined as obtaining a new point of view for leisure participation rights, getting social support and fighting against strict working structures by women employees (Dixon, 2009). In an adult study, individuals were divided into clusters of stress, anxiety and depression risk taking into consideration of social support and coping. According to the results, the group having lower level of physical activity was at the same time the group living more stress and reaching social support the least (Wijndaele et al., 2007).

As a result the findings in this study revealed that leisure negotiation strategies and life satisfaction of university students had a positive correlation. The adaptation of leisure negotiation strategies scale to Turkish culture was quite recent so the utilization of this scale will provide the literature with new results and comparisons. In the context of this study differences between genders were not inquired. But in literature when gender studies in topics of leisure constraints and leisure negotiation are examined, results concerning Turkish women and cross-cultural comparisons are expected to be contributory. This study could be applied to other samples like disabled individuals or elderly people. It is also suggested that besides perceived social support from family, support from friends and society could be inquired and related with leisure issues. The finding of positive correlation between perceived family support and life satisfaction is consistent with the literature meanwhile the non-significant results concerning family support and leisure participation are not consistent with the literature. A portion of this finding might be resulting from the fact that some students have university education in different cities than where their parents live and act independently. Although in this study the contribution of social support to participation in leisure activities was questioned, another important research area will be the contribution of leisure activities in getting social support and the benefits that individuals can derive from this social support. Identifying these facts may be an important step in developing future recommendations.

References

Adams, K. B., Leibbrandt, S., & Moon, H. (2011). A critical review of the literature on social and leisure activity and wellbeing in later life. *Ageing and Society, 31* (4), 683-712. doi:10.1017/S0144686x10001091.

Adams, G.A., King, L.A. & King, D.W. (1996). Relationships of job and family involvement, family social support and work-family conflict with job and life satisfaction. *Journal of Applied Psychology, 81* (4), 411-420.

Alexandris, K., Kouthouris, C., Funk, D. & Chatzigianni, E.(2008). Examining the relationships between leisure constraints, involvement and attitudinal loyalty among

Greek recreational skiers. *European Sport Management Quarterly*, *8* (3), 247-264. doi:10.1080/16184740802224175

Alexandris, K., Funk, D.C. & Pritchard, M. (2011). The impact of constraints on motivation, activity attachment and skier intentions to continue. *Journal of Leisure Research*, 43(1), 56-79.

Alexandris, K. & Carroll, B. (1997). Demographic differences in the perception of constraints on recreational sport participation: Results from a study in Greece, *Leisure Studies 16*, 107–125. doi: 10.1080/026143697375449

Baack, S.A. (1985). *Recreation Program Participation by Older Adults: Its Relationship to Perceived Freedom in Leisure and Life Satisfaction.* (Unpublished Doctoral Dissertation). North Texas State University, Texas.

Bamana, A., Tessier, S. & Vuillemin, A. (2008). Association of perceived environment with meeting public health recommendations for physical activity in seven European countries. *Journal of Public Health* , *30* (3), 274–281. doi: 10.1093/pubmed/fdn041

Barrera, M. (1986). Distinctions between social support concepts, measures and models. *American Journal of Community Psychology*, 14, 413-445.

Beggs, B.A., Elkins, D.J. & Powers, S. (2005). Overcoming barriers to participation in campus recreational sports. *Recreational Sport Journal*, *29*,143-155.

Bray, S.R. & Born, H.A. (2004) Transition to university and vigorous physical activity: Implications for health and psychological well-being. *Journal of American College Health 52*, 181-188.

Bramson, P., Pretty, G., & Chipuer, H. (2002). Unraveling subjective quality of life: An investigation of individual community determinants. *Social Indicators Research*, *59*, 261–274.

Brown, B.A. & Frankel, B.G. (1993). Activity through the years: Leisure, leisure satisfaction and life satisfaction. *Sociology of Sport Journal*, *10*, 1-17.

Brown, P.R., Brown, W.J., Miller, Y.D. & Hansen, V.H. (2001). Perceived constraints and social support for active leisure among mothers with young children. *Leisure Sciences*, *23*, 131-144.

Carroll, B., & Alexandris, K. (1997). Perception of constraints and strength of motivation: Their relation to recreational sport participation. *Journal of Leisure Research*, *29*, 279-299.

Cenkseven, F. & Akbaş, T. (2007) Üniversite öğrencilerinde öznel ve psikolojik iyi olmanın yordayıcılarının incelenmesi. [Examination of predictors of subjective and psychological well-being in university students].*Turkish Psychological Counseling and Guidance Journal*, *3* (27), 43-65.

Chen, C. (2001). Aging and life satisfaction. Social Indicators Research, *54*, 57–79.

Cihangir Çankaya, Z (2009) Özerklik desteği, temel psikolojik ihtiyaçların doyumu ve öznel iyi olma: Öz-belirleme kuramı. [Autonomy support, satisfaction of basic psychological needs and subjective well-being: Self-determination theory]. *Turkish Psychological Counseling and Guidance Journal*, *4* (31), 23-31.

Cohen, S., & Wills,T. A. (1985). Stress, social support and the buffering hypothesis. *Psychological Bulletin*, *77*, 153-171.

Crawford, D.W. & Godbey, G. (1987). Reconceptualizing barriers to family leisure. *Leisure Sciences, 9*, 119-127.

Crawford, D.W., Jackson, E.L., & Godbey, G. (1991). A hierarchal model of leisure constraints. *Leisure Sciences, 13*, 309-320.

Diener, E., Emmons, R., Larsen, R., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, *49*, 71–75.

Dixon, M.A., (2009). From Their Perspective: A Qualitative Examination of Physical Activity and Sport Programming for Working Mothers, *Sport Management Review*, *12*, 34–48. doi:10.1016/j.smr.2008.09.002

Dowda, M., Dishman, R.K., Pfeiffer, K.A. & Rate, R.R. (2007). Family support for physical activity in girls from 8th to 12th grade in South Carolina. *Preventive Medicine*, *44* (2), 153–159.

Edwards, L, Lopez, S.J. (2006). Perceived family support, acculturation, and life satisfaction in Mexican American Youth: A mixed-methods exploration, *Journal of Counseling Psychology*, *53*(3),1-23.

Eldeleklioğlu, J. (2006). Üniversite öğrencilerinin algıladıkları sosyal destek ile depresyon ve kaygı düzeyleri arasındaki ilişki. [Relationship between perceived social support, depression and level of anxiety in university students].*Educational Sciences: Theory & Practice, 6* (3), 727-752.

Elkins, D.J.(2004). *Levels of perceived constraint: A comparative analysis of negotiation strategies in campus recreational sports* (Unpublished Doctoral Dissertation), Indiana University, Indiana.

Elkins, D.J., Beggs, B.A. & Choutka, E. (2007). The contribution of constraint negotiation to the leisure satisfaction of college students in campus recreational sports. *Recreational Sports Journal, 31*, 107-118

Eskin, M. (1993). Reliability of the Turkish version of social support from friends and family scales. *Journal of Clinical Psychology, 49* (4), 515-522.

Genceli, M. (2007). Kolmogorov-Smirnov, Lilliefors and Shaphiro-Wilk tests for normality. *Sigma Journal of Engineering and Natural Sciences*, 25, 4, 306-328.

Gomez-Lopez, M., Gallegos, A.G., & Extremera, A.B. (2010). Perceived barriers by university students in the practice of physical activities, *Journal of Sports Science and Medicine*. *9*, 374-381

Han, J.L., Dinger, M.K., Hull, H.R., Randall, N.B., Heesch, K.C. & Fields, D.A. (2008). Changes in women's physical activity during the transition to college. *American Journal of Health Education , 39*, 194-199.

Hawkins, B., Foose, A. K. & Binkley, A. L. (2004). Contribution of leisure to the life satisfaction of older adults in Australia and the United States. *World Leisure Journal*, *46* (2), 4-12.

Headey, B., Veenhoven, R., & Wearing, A. (1991). Top-down versus bottom-up theories of subjective wellbeing. *Social Indicators Research*, *24*, 81–100.

Huang, C.Y. & Carleton, B. (2003). The relationships among leisure participation, leisure satisfaction, and life satisfaction of college students in Taiwan, *Journal of Exercise Science and Fitness, 1* (2), 129-132.

Hubbard, J. & Mannell, R.C. (2011). Testing competing models of the leisure constraint negotiation process in a corporate employee recreation setting. *Leisure Sciences, 23*, 145-163.

Iso-Aloha, S.E. & Park, C.J. (1996). Leisure-related social support and self-determination as buffers of stress-illness relationship. *Journal of Leisure Research*, *28* (3), 169-187.

Jackson, E.L., Crawford, D.W., & Godbey, G. (1993). Negotiation of leisure constraints. *Leisure Sciences, 15*, 1-11.

Jackson, E.L. & Henderson, K. A. (1995). Gender based analysis of leisure constraints, *Leisure Sciences*, *17*: 31–51.

Jackson, E.L., & Rucks, V.C. (1995). Negotiation of leisure constraints by junior-high and high-school students: An exploratory study. *Journal of Leisure Research, 27*, 85-105.

Karasar, N. (2003). *Bilimsel Araştırma Yöntemi [Scientific Research Method]* Ankara, Nobel Publications

Köker, S. (1991). *Comparison of Life Satisfaction between normal and problematical adolescents.* (Unpublished Master Thesis). Ankara University, Ankara

Lee, S., & Scott, D. (2009). The process of celebrity fan's constraint negotiation. *Journal of Leisure Research* , *41*(2), 137-155.

Loucks-Atkinson, A. & Mannell, R.C. (2007). Role of self-efficacy in the constraints negotiation process: The case of individuals with fibromyalgia syndrome. *Leisure Sciences*, *29*, 19-36.

Lopez, M.L. & Cooper, L. (2011). *Social support measures review*. National Center for Lationo Child & Family Research Report (www.first5la.org/files/SSMS_LopezCooper_LiteratureReviewandTable_02212011.pdf)

Lovell, G.P., Ansari, W.E. & Parker, J.K. (2010). Perceived exercise benefits and barriers of non-exercising female university students in the United Kingdom. *International Journal of Environmental Research and Public Health*, *7*, 784-798. doi:10.3390/ijerph7030784

Mannell, R.C., & Kleiber, D.A. (1997). *A social psychology of leisure*. State College, PA: Venture.

Nimrod, G. (2007). Retirees' leisure: Activities, benefits, and their contribution to life satisfaction. *Leisure Studies*, *26* (1), 65-80.

Okun, M.A., Ruehlman, L., Karoly, P., Lutz, R., Fairholme, C., & Schaub, R. (2003). Social support and social norms: Do both contribute to predicting leisure time exercise?. *American Journal of Health Behaviour* , *27* (5), 493-507.

Oliveira, A.J., Lopes, C.S., de Leon, A.C.P., Rostila, M., Griep, R.H., Werneck, G., L. & Faerstein, E. (2011). Social support and leisure-time physical activity: longitudinal evidence from the Brazilian Pró-Saúde cohort study. *International Journal of Behavioral Nutrition and Physical Activity, 8* (77), 1-10. doi: 10..1186/1479-5868-8-77

Palen, L-A, Patrick, M.E., Gleeson, S.L., Caldwell, L.L., Smith, E.A., Wegner, L. & Flisher A.J. (2010). Leisure constraints for adolescents in Cape Town, South Africa: A qualitative study, *Leisure Sciences*, *32*, 434–452. doi: 10.1080/01490400.2010.510975

Pelletier, L.G., Fortier, M.S., Vallerand, R.J., Tuson, K.M., Briere, N.M., & Blais, M.R. (1995). Toward a new measure of intrinsic motivation, extrinsic motivation, and amotivation in sports: The Sports Motivation Scale (SMS). *Journal of Sport and Exercise Psychology, 17*, 35-53.

Poulsen, A.A., Ziviani, J.M. & Cuskelly, M. (2007). Perceived freedom in leisure and physical co-ordination ability: Impact on out-of-school activity participation and life satisfaction. *Child: Care, Health and Development*, *33* (4), 432-440.

Procidano, M.E. & Heller, K. (1983). Measures of perceived social support from friends and from family: Threre validation studies. *Americal Journal of Community Psychology, 11*(1), 1-24.

Rodriguez,A, Latkova, P. & Sun, Y-Y, (2008). The relationship between leisure and life satisfaction: Application of activity and need theory. *Social Indicators Research*, *86*, 163–175.

Samdahl, D.M. (2007). Similarities are not enough: A reponse to Schneider and Wilheim Stanis about coping and leisure constraint negotiation. *Leisure Sciences*, *29*, 409-413.

Sarason, I. G., Sarason, B. R., & Shearin, E. N. (1986). Social support as an individual difference variable: Its stability, origins and relational aspects. *Social Psychology, 50* (4), 845-855.

Silva,I.C.M., Azevedo, M.R. & Gonçalves, H. (2013). Leisure-time physical activity and social support among Brazilian adults. *Journal of Physical Activity and Health, 10*, 871-879.

Sinclair, K.M., Hamlin, M.J. and Steel, G.D. (2005) Physical activity levels of first-year New Zealand university students. A pilot study. *Youth Studies Australia, 24*, 38-42.

Stanis, S.A.W., Schneider, I.E. & Russell, K.C. (2009). Leisure time physical activity of park visitors: Retesting constraint models in adoption and maintenance stages. *Leisure Sciences, 31*, 287–304.doi:10.1080/01490400902837886.

Stanis, S.A.W., Schneider, I.E. & Pereira, M.A. (2010). Parks and health: Differences in constraints and negotiation strategies for park-based leisure time physical activity by stage of change. *Journal of Physical Activity and Health, 7*, 273-284.

Subaşı, F. & Hayran, O. (2005). Evaluation of life satisfaction index of the elderly people living in nursing homes. *Archives of Gerontology and Geriatrics*. doi:10.1016/j.archger.2004.10.005.

Sümbüloğlu, K. & Sümbüloğlu, V. (1995). *Biyoistatistik [Biostatistics]*. Ankara: Özdemir.

Şahin, A. (2013), The effect of text types on reading comprehension. *Mevlana International Journal of Education (MIJE), 3*(2), 57-67. http://dx.doi.org/10.13054/mije.13.27.3.2

Şener, A., Terzioglu, R. G., & Karabulut, E. (2007). Life satisfaction and leisure activities during men's retirement: A Turkish sample. *Aging & Mental Health*. doi:10.1080/13607860600736349.

Thomson, J. (2010), Social support and minority student-athletes, *Journal of Issues in Intercollegiate Athletics*, *3*, 234-252.

Wijndaele, K., Matton, K., Duvigneaud, N., Lefevre, J., Bourdeaudhuij, I, D, Duquet, W., Thomis, M. & Philippaerts, R.M. (2007). Association between leisure time physical activity and stress, social support and coping: A cluster-analytical approach. *Psychology of Sport and Exercise*, *8*, 425–440. doi:10.1016/j.psychsport.2006.08.001

Yerlisu Lapa, T. (2012a). Examination of life satisfaction, leisure satisfaction and perceived freedom of individuals participating in recreational sport activities in municipality parks. 1st Recreation Research Congress, Antalya

Yerlisu Lapa, T. (2012b). *Leisure negotiation strategies scale, validity and reliability study for university students*, 12th International Sport Sciences Congress, Denizli, Turkey.