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Examination of Leisure Motivation and Students to Participate in Leisure Activities in Terms of Various Variables

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ABSTRACT

Positive use of leisure time has many personal and social benefits. The approaches of students studying in secondary schools and high schools to use of leisure time is very important depending on the fact that leisure time of students is quite more at that period of life. Personal Information Form and Leisure Motivation Scale (LMS) were applied to a total of 493 students of which 296 were from Istanbul and 197 from Bursa consisting of 244 male high school and secondary school students (49.5%) and 249 females (50.5%). The personal opinions of students who participated in this questionnaire about leisure activities and facilities are not satisfactory. As significant differences were found between amotivation (t=2.856; P>0.01), and external regulation (t= 5.416; P<0.05); any significance could not be found for the sub-scales of 'accomplishment', 'knowledge', 'stimulation', 'identified regulation' and 'introjected regulation' according to the findings related to the sub-scales of the Leisure Motivation Scale. Significant differences were found for the sub-scales of Leisure Time Motivation Scale considering 'accomplishment' (F=5.644; P>0.05), 'knowledge' (F=7.794; P>0.05), 'amotivation' (F= 5.341; P>0.05), 'introjected regulation' (F= 3.198; P>0.05) and 'identified regulation' (F= 4.581; P>0.05) according to the findings of the study.

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Keywords:
Motivation, Leisure Motivation, Leisure Time, Student

Introduction

People work less and have more leisure time in this age when technology is evolving at an unprecedented pace. Schools are one of the institutions where positive use of leisure time should be taught.

Scientists have made various remarks about the concept of leisure. The common point of these remarks can be said voluntary participation, not generating an income and taking pleasure and joy. Leisure is defined as free time, desired activities which are freely and voluntarily chosen with no obligation (Ragheb and Tate, 1993). In sociological terms, on the other hand, it's likely to say that use of leisure time contributes to society and individuals (Warn, 1999). Leisure is defined as activities which are freely involved in for taking pleasure. Such activities which are freely and voluntarily chosen are learned at home and school.

Recreational activities aim to create satisfactions for individuals such as making friends, adventure, new experiences, sense of achievement, creation pleasure, physical endurance, sense of service, enjoying beauty, using mental powers, emotional experience and rest (Tezcan, 1994). According to Smith J. (1998), time, as a valuable resource, makes us to become healthy or nervous individuals by determining the odds between the success or failure depending on its use and approach. The following concepts attract attention

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since the term leisure is associated to life satisfaction: leisure satisfaction (Brown & Frankel, 1993; Huang, & Carleton, 2003), serious leisure (Heo, & Lee, 2010), leisure benefit (Nimrod, 2007), leisure participation (Huang & Carleton, 2003; Poulsen et al., 2006; Sener et al., 2007), perceived freedom in leisure (Poulsen A.A., Ziviani, J.M., Johnson, H., Cuskelly, 2008) and leisure behavior motivation (Guinn, 1999). It is known that leisure activities, which have an important place both in individual and societal terms, occupy a significant position for increasing life quality as well as coping with physical and psychological problems (Hamer et al., 2002). Yet, it's seen that a substantial part of society is not informed about leisure activities sufficiently or regularly and do not participate in such activities (Karakucuk & Gurbuz, 2007; Rhodes & Dean 2009; Tsai, 2005). But, Torkildsen states that leisure education has an important place for functionality of education process (Torkildsen, 1992). The concept of use of leisure time should be taught to students as a part of education and should be reformed for contributing to the leisure motivation of students in academic efficiency. So then, what individuals like or what enriches and makes contributions to their life should be learned and their position in life should be determined (Means, 1973).

Motivation ensues from spiritual and contextual variables resulted from complex dynamics of individual differences (Bandura, 1997; Pintrich & Schunk, 1996). Motivation is defined as an impulse that sets people directly in motion and generally displays an intrinsic behavior (Woolfolk, 2004). Studies on achievement motivation are modern and have firstly conducted by David McClelland. In their theory on the term achievement motivation, McClelland and his friends defined achievement motivation as awarding people for their acts under suitable conditions (McClelland, 1961; McClelland and Winter, 1969). Weiner (1986) introduces achievement motivation as the most assertive attribution theory on feelings. This theory concerns the causal thinking characteristics and subsequent emotional experiences perceived by the reasons of success and failure. Another important attribution theory on motivation is goal orientation theory. The mainstay of achievement goal orientation theory (Elliot and McGregor, 2001) is said to be that students determine their academic orientation based on their various personal goals. Several factors affect academic orientation of students. While certain factors such as socioeconomic status, gender, satisfactory family education and ethnicity (Casanova et al., 2005; Gayles, 2005; Chee et al., 2005; Sulaiman and Mohezar 2006; Whittingham, 2006) are considered as demographic variables, adapting to school and teacher is seen as another factor (Mouton and Hawkins, 1996). Some factors such as high-school grade-point average, satisfaction with schools and class rank (Brookshire, and Palocsay, 2005; Gayles 2004; Richter, 2006; Schniederjans, and Kim 2005; Yousef, 2009) which are traditional variables of academic achievement stand out, too. Also that there are strong relations between the concepts of academic achievement and academic self-respect out of these variables and (Chowdhury & Pati, 1997; Collins, Hanges & Locke,2004; Wang and Lin, 2008) and that findings of many studies (Tella, 2007; Broussard, 2002; Abouserie, 1995., Wilkins, 2006) affect academic achievement directly or indirectly through achievement motivation and the concept of self-respect were observed. Successful student is a student who can balance the social and academic aspects of the school effectively and has the ability to be intrinsically motivated sufficiently and to act goal-oriented (Ellis and Worthington, 1994; Pintrich and De Groot, 1990; Renchler, 1992; Scheuermann, 2000). While many factors contributing to academic achievement draw attention of scientific world as a result of academic motivation, the effect of participation to sports activities on the academic achievement emerges as an important and significant research topic in recent years (Marsh, 1993). The opinion that leisure activities and participation to sports activities may reduce the academic motivation and success forms in parents as a general opinion. In spite of this, Jergovic (2001) stated that extracurricular activities increase academic achievement in classes and also Managan (2002) argued that character and teamwork trainings taught in sports playgrounds have a positive effect on academic achievement of the students. Free time activities, especially on active participation of individuals that create positive feelings about the various studies are available (Caldwell, L., et all, (1992), Murphy, H.,(2003), Şener, A.,(2009); cited by Yerlisu, (2012)

Coakley (2003) and Foltz (1992) found as a result of their studies at the university level that athletes tend to receive higher grade-point averages than those who do not involve in sports by a narrow margin. Brown and Steinberg (1991) have revealed as a result of their study that students who participate in sports activities or the other extracurricular activities spend more time to their homework. Considering the overall objective of our study, the aim of our study is to examine the leisure motivations of students studying in secondary schools and high schools according to some variables.

Method

Leisure Motivation Scale (LMS): "Leisure Motivation Scale" was developed by Pelletier et. al., (1989, 1991) in order to determine leisure motivation of participants. The scale was adapted to Turkish language by Mutlu (2008) and Gungormus (2012). The scale of which the adaptation had been made by Mutlu (2008) was used in this study. The original scale developed by Pelletier et. al., (1989, 1991) contains 28 items and 7 sub-scales consisting of 1-to know (intrinsic motivation), 2-to accomplish (intrinsic motivation), 3-to experience stimulation (intrinsic motivation), 4-identified (extrinsic motivation), 5-introjected (extrinsic motivation) 6-external regulation (extrinsic motivation) 7-amotivaton assessed on a 7-point scale. The expressions on the scale are assessed on a Likert-type scale with extents of corresponding at a range of "Does not correspond at all -1-" and "Corresponds exactly -7-". The total internal consistency coefficient of the scale was found -77. While the internal consistency coefficient of the entire scale was found -75 for this research, the internal consistency coefficients of sub-scales of this scale were found at a range of 43 to 71.

Data Collection

A total of 197 questionnaires that are "Personal Information Form" and "Leisure Motivation Scale" of which data of the study were developed by the researcher were applied to 2 secondary schools and 3 high schools in Bursa and a total of 296 questionnaires were applied to 3 high schools and 3 secondary schools in Istanbul depending on the principle of voluntariness in classroom environments between the dates of December 2013 and March 2014. The students were informed before the application of the scales and classroom teachers explained them the importance of sincerity while answering the questions of these questionnaires. The completion of these scales has taken time about 15 minutes per person.

Data Analysis

As well as descriptive statistics methods such as frequency (n), percentage (%), arithmetic mean (X) and standard deviation (sd); t-test for the sub-scale scores of the Leisure Motivation Scale according to the gender of participants were used for the data analysis of personal information and this data was tested by use of the ANOVA test in accordance with the ages and achievements of the participants (P<1).

Findings

The findings of the research conducted are given in the table below;

Table 1. Personal information of participants and distribution of use of leisure time

VARIABLES		F	%
Gender	Male	244	49.5
	Female	249	50.5
	Total	493	100.0
Age	12 years old and lower	151	30.6
	Between 13-14 years old	117	23.7
	Between 15-16 years old	100	20.3
	17 years old and over	125	25.4
	Total	493	100.0
School	Middle School	271	55.0
	High School	222	45.0
	Total	493	100.0
Achievemnt	Low	32	6.5
	Medium	368	74.6
	High	93	18.9
	Total	493	100.0

Table 1. Personal information of participants and distribution of use of leisure time (Continue)

VARIABLES		F	%
Income	720 TL and lower	65	13.2
	Between 721 -1499 TL	181	36.7
	Between 1500 - 2199 TL	136	27.6
	Between 2200 - 2999 TL	74	15.0
	3000 TL and higher	37	7.5
Total		493	100.0
Weekly Leisure	Between 1-5 hours	149	30.2
	Between 6-10 hours	157	31.8
	Between 11-15 hours	84	17.0
	16 hours and more	103	20.9
	Total	493	100.0
Use of Leisure Time	In-home leisure activities	240	48.7
	Physical sports activities	128	26.0
	Culture-Arts-Social Activities	45	9.1
	Outdoor Activities	24	4.9
	Touristic activities	3	.6
	Other	53	10.8
	Total	493	100.0
Recreation Areas in School	Certainly Insufficient	110	22.3
	Insufficient	131	26.6
	Moderately Sufficient	154	31.2
	Sufficient	82	16.6
	Certainly Sufficient	16	3.2
	Total	493	100.0
Place of Use of Leisure Time	In school	59	12.0
	Out of school	434	88.0
	Total	493	100.0

In **Table 1**, it's aimed to gather information about personal characteristics of the participated secondary and high school students and about where and how they use their leisure time. The remarkable feature of them is that they have a lot of leisure time and the ones who use their leisure time in school are 12%. Also 48% of the participated students mentioned they participate in in-home activities in their leisure time. This is also interesting.

Table 2. Distribution of sub-scale scores of leisure motivation scale of the participants

	n	Minimum	Maximum	$\overline{X}$	Std. Deviation
External regulation	493	.00	6.00	2.4559	1.43010
Accomplishment	493	.00	6.00	3.6334	1.33913
Knowledge	493	.00	6.00	4.0025	1.36722
Stimulation	493	.00	6.00	3.6313	1.32656
Amotivation	493	.00	6.00	1.9148	1.50578
Identified regulation	493	.00	6.00	3.9189	1.34233
Introjected regulation	493	.00	6.00	3.5882	1.21457

Maximum, minimum and mean values concerning leisure motivation and its sub-scales are shown in Table 2. The mean values are given for the sub-scales of external regulation (2,4559), amotivation (3,6334), accomplishment (4,0025), knowledge (3,6313), stimulation (1,9148), identified regulation (3,9189) and introjected regulation (3,5882) of leisure motivation.

Table 3. T-test results of sub-scale scores of leisure motivation scale according to genders of the participants

	Gender	n	$\bar{x}$	SS	Df	t	p
External regulation	Male	244	2.6404	1.38221	491	2.856	.004**
	Female	249	2.2751	1.45570			
Accomplishment	Male	244	3.7500	1.27999	491	1.920	.055
	Female	249	3.5191	1.38773			
Knowledge	Male	244	3.8893	1.35136	491	-1.824	.069
	Female	249	4.1135	1.37626			
Stimulation	Male	244	3.6506	1.34203	491	.319	.750
	Female	249	3.6124	1.31366			
Amotivation	Male	244	2.2756	1.49935	491	5.416	.000**
	Female	249	1.5612	1.42893			
Identified regulation	Male	244	3.8248	1.30340	491	-1.542	.124
	Female	249	4.0110	1.37578			
Introjected regulation	Male	244	3.5584	1.23079	491	-.539	.590
	Female	249	3.6175	1.20022			

According to the findings concerning the sub-scales of Leisure Motivation Scale, a significant difference was found between the sub-scales of amotivation (t=2,856; P>0.01) and external regulation (t= 5,416; P<0.05); while there is no significant difference in the sub-scales of accomplishment, knowledge, stimulation, identified regulation and introjected regulation.

Table 4. ANOVA Test results of the participants according to their ages

		n	$\bar{x}$	SS	Df	p	Tukey difference
External Regulation	12 years old and lower	151	2.6374	1.44126	3.455	.016**	1-3 2-3
	Between 13-14 years old	117	2.6496	1.40161			
	Between 15-16 years old	100	2.1875	1.40632			
	17 years old and higher	125	2.2700	1.42012			
	Total	493	2.4559	1.43010			
Accomplishment	12 years old and lower	151	3.9205	1.33771	4.064	.007**	1-4
	Between 13-14 years old	117	3.5043	1.35307			
	Between 15-16 years old	100	3.6475	1.35265			
	17 years old and higher	125	3.3960	1.26650			
	Total	493	3.6334	1.33913			
Knowledge	12 years old and lower	151	4.4503	1.19931	12.130	.000**	1-2 1-4 3-4
	Between 13-14 years old	117	3.7756	1.33398			
	Between 15-16 years old	100	4.1525	1.41862			
	17 years old and higher	125	3.5540	1.37540			
	Total	493	4.0025	1.36722			
Stimulation	12 years old and lower	151	3.7649	1.26828	2.277	.079	
	Between 13-14 years old	117	3.5748	1.35278			
	Between 15-16 years old	100	3.7825	1.37788			
	17 years old and higher	125	3.4020	1.30866			
	Total	493	3.6313	1.32656			

Table 4. ANOVA Test results of the participants according to their ages (Continue)

		n	$\bar{X}$	SS	Df	p	Tukey difference
Amotivation	12 years old and lower	151	2.0315	1.51583	4.228	.006**	1-3 2-3
	Between 13-14 years old	117	2.1944	1.40009			
	Between 15-16 years old	100	1.5125	1.54984			
	17 years old and higher	125	1.8340	1.49594			
	Total	493	1.9148	1.50578			
Identified regulation	12 years old and lower	151	4.0828	1.30439	4.994	.002**	1-4 3-4 3-2
	Between 13-14 years old	117	3.7393	1.37182			
	Between 15-16 years old	100	4.2225	1.40296			
	17 years old and higher	125	3.6460	1.24361			
	Total	493	3.9189	1.34233			
Introjected regulation	12 years old and lower	151	3.7136	1.20014	2.004	.113	
	Between 13-14 years old	117	3.5769	1.37185			
	Between 15-16 years old	100	3.6775	1.07913			
	17 years old and higher	125	3.3760	1.16165			
	Total	493	3.5882	1.21457			

According to the findings concerning the sub-scales of Leisure Motivation Scale in Table 4, it was determined that there is a significant difference in the sub-scales of external regulation (F=3,455; P>0.05), accomplishment (F=4,064; P>0.05), knowledge (F=12,130; P>0.05), amotivation (F=4,228; P>0.05) and identified regulation (F=4,994; P>0.05). In the sub-scales of introjected regulation and stimulation, on the other hand, no significant difference was found.

Table 5. ANOVA Test results of participants according to their achievement levels

		n	$\bar{X}$	Df	F	p	Tukey Difference
External regulation	Low	32	2.3672	1.60516	.193	.825	
	Medium	368	2.4789	1.40905			
	High	93	2.3952	1.46301			
	Total	493	2.4559	1.43010			
Accomplishment	Low	32	3.0938	1.32097	5.644	.004	Low-High Medium-High
	Medium	368	3.5971	1.34303			
	High	93	3.9624	1.26133			
	Total	493	3.6334	1.33913			
Knowledge	Low	32	3.2109	1.61284	7.794	.000	Low-Medium Low-High
	Medium	368	3.9959	1.31913			
	High	93	4.3011	1.36760			
	Total	493	4.0025	1.36722			
Stimulation	Low	32	3.2031	1.40195	1.918	.148	
	Medium	368	3.6454	1.33234			
	High	93	3.7231	1.26269			
	Total	493	3.6313	1.32656			
Amotivation	Low	32	2.4531	1.56246	5.341	.005	Low-High Medium-High
	Medium	368	1.9647	1.51776			
	High	93	1.5323	1.36196			
	Total	493	1.9148	1.50578			

Table 5. ANOVA Test results of participants according to their achievement levels ages (Continue)

		n	$\overline{X}$	Df	F	p	Tukey Difference
Identified regulation	Low	32	3.4844	1.44933	4.581	.011	Low-High
	Medium	368	3.8757	1.31500			
	High	93	4.2392	1.36130			
	Total	493	3.9189	1.34233			
Introjected regulation	Low	32	3.0781	1.50595	3.198	.042	Low-High Low-Medium
	Medium	368	3.6080	1.19064			
	High	93	3.6855	1.16965			
	Total	493	3.5882	1.21457			

According to the findings concerning the sub-scales of Leisure Motivation Scale in Table 5, it was determined that there is a significant difference in the sub-scales of accomplishment (F=5,644; P>0.05), knowledge (F=7,794; P>0.05), amotivation (F= 5,341; P>0.05), introjected regulation (F= 3,198; P>0.05) and identified regulation (F= 4,581; P>0.05). In the sub-scales of external regulation and stimulation, on the other hand, no significant difference was found.

Discussion and Conclusion

The attitudes of secondary school and high school students participated in our study towards the leisure time were tried to be determined through personal data collection tool. 80% of students declared that recreation areas of their schools are insufficient.%48.7 of students stated that the appropriate way for the use of leisure for them is the in-home leisure activities. 88% of students participated in our study pointed out the outside of school as the place of use of leisure. This state shows that schools cannot meet the demands of students as a place of use of leisure. While many factors contributing to academic achievement draw attention of scientific world as a result of academic motivation, the effect of participation to sports activities on the academic achievement emerges as an important and significant research topic in recent years (Marsh, 1993). The opinion that leisure activities and participation to sports activities may reduce the academic motivation and success forms in parents as a general opinion. In spite of this, Jergovic (2001) stated that extracurricular activities increase academic achievement in classes and also Managan (2002) argued that character and teamwork trainings taught in sports playgrounds have a positive effect on academic achievement of the students.

According to the findings concerning the sub-scales of Leisure Motivation Scale, a significant difference was found between the sub-scales of amotivation (t=2,856; P>0.01) and external regulation (t= 5,416; P<0.05); while there is no significant difference in the sub-scales of accomplishment, knowledge, stimulation, identified regulation and introjected regulation. In their studies, Akandere et al. (2010) and Ozyalvac (2010) determined that there is a linear relationship between the sub-scales of knowledge and accomplishment of the intrinsic motivation scale concerning the academic motivation of students towards sports activities and physical education and sports courses. It's said that motivation is higher when individuals participate in sports activities due to intrinsic reasons (learning, taking pleasure) (Bakker et al., 1990). Astin (1984) also mentioned that sports participation had a positive impact on academic motivation. Fortes, Rodrigues and Tchantchane (2010), Lueptow and Kayser (1973) and Herbert et al. (1999), on the other hand, found in their studies that sports participation had no relationship with academic motivation. Pascarella, Bohr, Nora and Terenzin, (1995) asserted that sports activities had negative impacts on cognitive and academic results. Simons et al. (1999) determined that school marks of the students who participate in sports activities became lower. Yankholmes & Lin (2012), on the other hand, found interesting results in their study conducted on university students. They asserted that students couldn't make much time for use of leisure time since academic studies took precedence over leisure activities.

According to the findings concerning the sub-scales of Leisure Motivation Scale in Table x, it was determined that there is a significant difference in the sub-scales of external regulation (F=3,455; P>0.05), accomplishment (F=4,064; P>0.05), knowledge (F=12,130; P>0.05), amotivation (F=4,228; P>0.05) and identified regulation (F=4,994; P>0.05). In the sub-scales of introjected regulation and stimulation, on the other hand, no significant difference was found. Another finding is that there is a low-level negative relationship between the sub-scale of external regulation of leisure motivation scale and the academic motivation. It is seen that the lower the external regulation level of the students in the school of physical education and sports, the lower the academic motivation level is. External regulation is generally mentioned by its relation with negative results (Deci and Ryan, 1985; Rockafellow and Saules, 2006). On the other hand, the study of Yazici (2009) conducted on teacher candidates is similar to our research. In the study of Yerlisu Lapa et al. (2012) carried out on physical education and sports teachers, it's determined that external regulation had a negative relationship with activity frequency and life satisfaction. Other than that, it is expressed that intrinsic and extrinsic motivation are closely associated with the academic motivation and have a positive effect on it (Afzal et al., (2010); Peklaj-Levpušček, (2006)).

According to the findings concerning the sub-scales of Leisure Motivation Scale in Table x, it was determined that there is a significant difference in the sub-scales of accomplishment (F=5.644; P>0.05), knowledge (F=7.794; P>0.05), amotivation (F= 5.341; P>0.05), introjected regulation (F= 3.198; P>0.05) and identified regulation (F= 4.581; P>0.05). In the sub-scales of external regulation and stimulation, on the other hand, no significant difference was found. Considering the stimulation results, it is seen that the higher the stimulation level of students, the higher the academic motivation level is. Field et. al., (2001) also expressed that young people who do exercise are less depressed and less frequently use pharmaceuticals, have better relationship with their parents and have higher grade-point averages in the academic sense. According to the findings of the study conducted by Ntoumanis (2001), it was found that there is a positive relationship between the sub-scales of stimulation and life satisfaction. According to the findings of the study conducted by Yerlisu Lapa et al., (2012), Huang and Carleton (2003), Sener et. al., (2007), it was found that stimulation has positive effects on life satisfaction.

In conclusion, high school and secondary school students were found not to prefer schools as a place of use of leisure. The results of this study are similar to the other results found in the literature about the sub-scales of the Leisure Time Scale. The differences between the results of these studies may be accepted as normal considering the cultural, political and locational differences between the regions and countries in where these studies had been conducted. However, leisure activities performed as a result of sports activities are known to affect physical and mental development processes of individuals. Free time in the field who have made significant efforts in 1974 Neulinger two very important aspects of the free time that you have stated. The first of these is the perceived freedom and the other intrinsic motivation. Intrinsic motivation, satisfaction from participating in leisure activities provided itself has defined as a concept (Dillard.& Bates.(2011);cited by Yerlisu, 2012). With the participation in leisure activities of young people-are expressed in the reasons why they result from the individual rather than the institution where education can be said to be caused by physical and administrative structures (Aslan&Aslan, (2001). Participation in recreation activities; physiological characteristics, status of areas, negative self-experience, economic status, and the side elements (Sarıbaş, 2014). Increasing the number of leisure time, space and activities has great importance for our future. Recreation activities should be encouraged in order to prevent children and young people not to enter into aberrant behaviors and to provide social integration.

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