

Investigating Free Time Motivation Scores of Physical Education and Faculty of Education Students According To Different Variables

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ABSTRACT

The aim of the study is to survey and compare the reasons how university students, going to Physical Education and Sports Faculty and College of Education, assess their leisure time, which activities they participate in and the factors that motivates them. For this purpose "Free Time Motivation Scale", developed by Pelletier and its Turkish version, validity and reliability practiced by Mutlu and friends, was used. Turkish version of scale is consisted of 22 questions and five factor structures. 245 students from Dumlupınar University Physical Education and Sports Faculty and College of Education revised the study. During the evaluation of data, in addition to descriptive statistic methods such as frequency (f), and percentage (%) Independent Samples t-tests and ANOVA used to determine whether a significant difference has emerged between age, gender and school division of the participants. As a result significant differences have emerged on the free time motivation scores of the participants according to gender, age and school division variables.

Keywords: *Time, Free Time, Motivation*

INTRODUCTION

As a definition, time is "a continuous process in which events come today from past and follow each other through future" (Akatay, 2003). With another definition, time is "the cosmic process in which there is existence and which surrounds the movement and existence" (Kır, 2007). Then it is possible to clarify the time as "a kind of sensation that is too hard to define and that is perceived in consequence of several events by our sense organs" (Başak, Uzun & Arslan, 2008). And according to some researchers, in order to be able to make a definition for the time concept, it should be divided into parts (Karaküçük, 2005). These are;

- Time of existence
- The time that is spent for compulsory jobs
- Free time (Karaküçük, 2005; Karaküçük, Gürbüz, 2007).

Free time concept has an universal definition, however, free time is typically defined as "the time period in which activities that are done for gaining pleasure with free will are fulfilled" (Kindal, Shores & Stephanie, 2010). And according to several scientists, free time is defined as "a time period in which we fulfill activities, both the ones we wish or suggested ones, with our own wish and without any physical earning" (Sındık, Puljic, 2010). So, free time is a time period in which person escapes from all difficulties and connections both for him/herself and other people and s/he will get busy with and activity that s/he will select willingly (Güngörmüş, Yetim & Çalık, 2006). So, free time

concept includes the time period in which person doesn't work (Balci, İlhan, 2006).

Sport, free time and recreation are the elements of society that are used as intensively in all areas (Forsyth, 2005). Throughout the history, while working times damaged people, free times allowed people to make something for themselves, refresh themselves and start to the life again and again (Çınar, Sanioğlu, 2004). Thus, to utilize the time as the best must be an important job for today (Özdağ et. al., 2009).

There are several factors that influence the participation of people to free time activities (Demir, Demir, 2006). Among these factors, "free time motivation" has been one of the principal matters of investigations that are conducted about free time (Manfredo, Driver, 1996).

Motivation comes from a Latino word that means "to move". Consequently, motivation can be considered as a trigger (Deniz, Aşaroglu & Fidan, 2006). So, motivation is to activate and to put into motion the inner energy in order to direct it through certain targets (Karaköse, Kocabaş, 2006). With its broadest meaning, motivation can be defines as various inner and outer factors that encourages the organism to the behavior, determines the continuity, gives direction and aim to the behavior and as mechanisms that supply them to work (Aktaş et. al., 2006). People acts with different reasons. The basis of these reasons is the inner motivation that the activity is enjoyable, interesting and enthusiastic. And the other reasons are outer motivation (Gencay, Gencay, 2007). In the inner motivation, individuals act with interest and curiosity by having inner pleasure, however, in outer motivation, individuals act with the aim of gaining some privileged consequences (Mutlu et. al., 2011).

In literature, several investigations are conducted in order to determine the factors that motivate individuals to participate to free time activities.

While Manfredo and Driver (1996) investigate the free time motivation of individuals, Alexandris and Carrol (1997) investigate the relationship of sports activities with motivation and being unmotivated. And, Baldwin and Calwell (2003) investigate the free time motivation of young people in their research. In their research that they conducted on sport men who play in regional ping pong league, Sindik and Puljic (2010) investigated the way of these players to utilize free time and the reasons that motivate them for this.

And when we look at the research conducted in our country, it is seen that studies on this area are relatively based on free time activity participation reasons and choices. Güngörmüş and his friends (2006) investigated lecturers' free time utilizing styles who are working in Ankara Physical Education and Sport Faculty. When we look at the researches that are conducted on university students, similarly their choices of activity types in their free times, how often they participate to these activities and factors that will be able to effect them to participate to these activities are focused (Çınar, Sanioğlu, 2004; Balci, İlhan, 2006; Özdelek, Demirel & Harmandar, 2007; Demirel, Harmandar, 2009; Sabbağ, Aksoy, 2011).

Through this information, the aim of this study is to investigate the factors that motivate university students in utilizing free times from the angle of different variables.

MATERIAL METHOD

Extent and Sample

While the extent of the study is formed by Dumlupınar University Physical Education and Sport Faculty students, the sample of the study is formed with 110 students from Dumlupınar University Physical Education and Sport Institute with 135 students from Dumlupınar University Education Faculty, in total 245 students who are selected by random sampling method.

Data Gathering Tool

As a data gathering tool in this study, an questionnaire that is prepared in order to obtain information such as age, gender, economical situation, living place of the participants and "Leisure Motivaton Scale" (LMS) that is developed by Pelletier, Valerand, Blais and Brairre (1991) and which's Turkish adaptation and validation with reliability are done by Mutlu and his friends (2011) are used.

The original scale consists of 7 sub dimensions and 28 items. While the items 2, 9, 16, 23 forms instrict motivation to know sub dimension and items of 6, 13, 20, 27 form instrict motivation to accomplish sub dimension and the items 4, 11, 18, 25 form instrict motivation to experience stimulation sub dimension and 3, 10, 17, 24 form extrinsic motivation identified and the items of 7, 14, 21, 28 form extrinsic motivation introjected and 1, 8, 15, 22 form

extrinsic motivation external regulation sub dimension, the items of 5, 12, 19, 26 measures amotivation sub dimension. Because 6 items in the original scale has the factor analysis burden under 40, they are taken out of the scale. The Turkish version of the scale consists of 22 items and 5 sub dimensions as (1) amotivation, (2) instrict motivation to know and accomplish, (3) instrict motivation to experience stimulation, (4) extrinsic motivation identified, and introjected, (5) exstrinsic motivation external regulation. The items in the scale are evaluated as "Not at all" (1) and "I completely agree" (5). The total inner coherency score of the scale is calculated as .77 (Mutlu et, al., 2011).

Gathering Data and Statistical Analysis

After all administrative permissions are taken in the stage of gathering data, by getting an appointment from lecturers and after all essential explanations in the monitor of the lecturer are done, it is filled by using paper-pencil method,

In the evaluation of the data, SPSS 16 Package Program is used. In addition to descriptive statistics methods such as percentage (%) and frequency (f), Independent Samples t- test and ANOVA analysis are used in order to test if there is any meaningful difference in static meaningfulness level ($p < 0,05$) in free time motivation scores of the participants according to age, gender and the faculty in which they educated in.

FINDINGS

Table 1. Information about Demographic Features of The Participants

		N	%
Age	17–19	62	25,3
	20–22	129	52,7
	23–25	43	17,6
	26 and over	11	4,5
	Total	245	100,0
Gender	Male	99	40,4
	Female	146	59,6
	Total	245	100,0
Faculty	Physical Education and Sport Faculty	104	42,4
	Education Faculty	141	57,6
	Total	245	100,0
The free time period that you have	1–5 hours	46	18,8
	6–10 hours	69	28,2
	11–15 hours	56	22,9
	16 hours and more	74	30,2
	Total	245	100,0
How often do you have difficulty in utilizing free time?	Always	22	9,0
	Sometimes	179	73,1
	Never	44	18,0
	Total	245	100,0
How do you utilize your free time?	Indoor Activities	101	41,2
	Physical Activities	53	21,6
	Cultural Activities	53	21,6
	Outdoor Activities	38	15,5
	Total	245	100,0
Where do you spend your free time?	In the campus	30	12,2
	Out of campus	215	87,8
	Total	245	100,0

In Table 1, there is the distribution of personal information of the participators. In the study, 4-age interval is

used. According to this, it is understood that % 25,3 of the students who participate to the study are aged of 17-19, % 52,7 of them are aged of 20-22, % 17,6 of them are aged of 23-25 and % 4,5 of them are aged of 26 and up. According to the data, it is seen that % 40,4 of the participants are "Male" (N=99) and % 59,6 of them are "Female" (N=146). And it is seen that % 42,4 of the participants are students of "Physical Education and Sport Faculty", % 57,6 of them are students of "Education Faculty", % 30,2 of them have 16 hours of free time and more in a week, % 73,6 of them "sometimes" have difficulty in utilizing their free times, % 41,2 of them spend their free time by "participating to indoor activities", % 87,8 of the participants spend their free time "out of campus".

Table 2. t-test results according to gender of the participants

	Gender	N	\bar{X}	SS	t	P
Amotivation	Male	99	2,13	1,02	3,093	,002
	Female	146	1,76	,83		
Instrict Motivation to Know and Accomplish	Male	99	3,57	,87	,941	,348
	Female	146	3,47	,76		
Instrict Motivation to Experience Stimulation	Male	99	3,51	,86	-,222	,824
	Female	146	3,54	,85		
Extrinsic Motivation Identified, and Introjected	Male	99	3,56	,75	-,232	,817
	Female	146	3,58	,68		
Extrinsic Motivation External Regulation	Male	99	2,55	,93	3,197	,002
	Female	146	2,19	,81		

In Table 2, there are t-test results according to genders of the students who participated in the study. According to these results, it is seen that in free time motivation scores of [$t(245) = 3,093$; $p < 0,05$], [$t(245) = 3,197$; $p < 0,05$] "Amotivation" and " Extrinsic Motivation External Regulation" sub dimensions, meaningful differences appeared ($p < 0,05$).

Table 3. t-test results according to the variables of Faculty in which the participants take education

	Faculty	N	\bar{X}	SS	t	P
Amotivation	Physical Education	104	1,96	1,02		
	And Sport Faculty					,662 ,534
	Education Faculty	141	1,88	,85		
Instrict Motivation to Know and Accomplish	Physical Education	104	3,69	,85		
	and Sport Faculty					3,037 ,003
	Education Faculty	141	3,38	,76		
Instrict Motivation to Experience Stimulation	Physical Education	104	3,61	,96		
	and Sport Faculty					1,287 ,199
	Education Faculty	141	3,47	,76		
Extrinsic Motivation Identified, and Introjected	Physical Education	104	3,61	,78		
	and Sport Faculty					,758 ,449
	Education Faculty	141	3,54	,66		
Extrinsic Motivation External Regulation	Physical Education	104	2,45	,97		
	and Sport Faculty					1,855 ,065
	Education Faculty	141	2,24	,79		

In Table 3, there is the t-test results according to the variable of departments in which the students who participate to the research study. According to the data, it is seen that there is meaningful difference ($p < 0,05$) in "Instrict Motivation to Know and Accomplish" sub dimension of free time motivation scores according to the variable of department in which the participants take education [$t(245) = 3,037$; $p < 0,05$].

Table 4. ANOVA Test results according to age of the participants

	Age	N	\bar{X}	SS	F	P	Tukey
Amotivation	17–19	62	1,93	,94			

	20–22	129	1,92	,91		
	23–25	43	1,95	1,06	,361	,781
	26 and older	11	1,63	,52		
	Total	245	1,91	,93		
Instrict Motivation to	17–19	62	3,68	,85		
Know and Accomplish	20–22	129	3,44	,78		
	23–25	43	3,47	,89	1,244	,294
	26 and older	11	3,53	,45		
	Total	245	3,51	,81		
Instrict Motivation to	17–19	62	3,46	,92		
Experience Stimulation	20–22	129	3,53	,81		
	23–25	43	3,54	,96	,714	,544
	26 and older	11	3,87	,56		
	Total	245	3,53	,85		
Extrinsic Motivation	17–19	62	3,61	,72		
Identified, and Introjected	20–22	129	3,55	,68		
	23–25	43	3,49	,81	,957	,414
	26 and older	11	3,87	,50		
	Total	245	3,57	,71		
Extrinsic Motivation	17–19	62	2,54	,93		
External Regulation	20–22	129	2,35	,85		
	23–25	43	2,11	,85	3,581	,015 1–4*
	26 and older	11	1,79	,65		
	Total	245	2,33	,88		

In Table 4, there are the ANOVA results according to the ages of the participants. According to the data, free time motivation scores of [$F(3-241) = 3,581; p < 0,05$] according to ages of the participants showed meaningful difference in "Extrinsic Motivation External Regulation" sub dimension. Tukey HSD multiple comparison test results that is conducted with the aim of determining between which groups this meaningful difference is shown, are on the table.

CONCLUSION

In this study, Physical Education and Sport Faculty and Education Faculty students' free time motivation levels are investigated according to variables: gender, age and faculty that they are educated in.

According to statistical analysis, considerable differences were found between students' free time motivation

level and their gender. It is obviously indicated in a similar research made by Culp (1998) that gender has an important effect on attending the free time activities. In a study which is aimed at university students made by Demir& Demir (2006), it is determined that gender plays an effective role on attending free time activities. Similarly, the study which is made by Sindik et.al (2009) supports the conclusion that gender factor plays an effective role on the point of attending the free time activities. Studies also indicated that gender affects the university students' free time activity choices and there are differences in these choices (Özdilek, Demirel&Harmandar, 2007; Yerlisu Lapa, Ardahan, 2009).

According to statistical analysis, in this study, it is found that there are considerable differences between sample group's ages and their free time motivation levels. This conclusion is parallel with the study made by Kaya (2011). The study that made by Baldwin and Calwin (2003) to determine the free time motivation levels of 12-15 years old individuals, carried out that there is a positive relation between the age factor and individuals' free time motivation levels.

In the study, also there are considerable differences between the individual's faculty variable and their free time motivation levels. This conclusion resembles to the study, made by Kaya (2011), which aimed to research university students' free time motivation levels. Tolukan (2010) is reached the conclusion that according to branch variable, Physical Education Institute students have less difficulty while filling their free time than Painting and Music Institute students. And this supports the conclusion that we reached.

The findings in this study says that Physical Education and Sport Faculty students' and Education Faculty students' free time motivation levels considerably changes according to sex, age and faculty that they are studying.

Free time is a legal and valuable area that teenagers could find their own personalities. Because of this, university administrations should develop healthy and high quality recreations, suitable opportunities and programs should be equally reachable by students from each region.

Also, it makes a detailed analysis of the ways of individuals especially university students' utilizing the free time and the factors that are effective in this utilizing essential that free time industry is a very big industry (tourism, recreation etc.).

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