

DOI No: <http://dx.doi.org/10.14225/Joh1547>

Geliş Tarihi: 12.01.2019

Kabul Tarihi: 30.04.2019

**THE FACTORS WHICH PREVENT PHYSICAL EDUCATION AND
SPORT INSTRUCTOR CANDIDATE FROM JOINING
RECREATIONAL ACTIVITIES
(FIRAT UNIVERSITY EXAMPLE)
Eyyup NACAR¹ - Atalay GACAR²**

ABSTRACT

The quality of life of individuals increase with the help of free time services that is provided in the society. Recreation is a tool that is more meaningful and filled for the life. The impoortance of submitting these services to the teachers who will bring up the prospect generations is known by the universities. Based on these considerations, In this study, it is aimed to scrutinize for the obctacles that hinder from participating recreational activitiyes in terms of some variations according to the student's perceive by the candidates of Physical Education and Sport InSTRUCTOR.

In the scope of investigation; In the school year of 2018-2019 , those deserving Instructor Nominee from 308 people, selected by random sampling method, who belongs to Physical Education, Sport Instructor, coaching, Sports Management and Recreation Departmant by taking pedagogical formation account for 182 Instructor Nominees, willing to participate for inveestigation, and form our sample group.

Data collection tool which is used in the research consists of two sections. In the first section, participants' individual knowledge are intended to explain. In the second section, Being formed 6 sub dimensions and 27 articles, "Leisure Barriers" scale developed by Alexandris and Carrol and of validity and reliability studies done by Karaküçük and Gürbüz has been utilized. SPSS package statistics program has been used for analyzes obtained from the research. Frequency distribution, arithmetic average, percentages, t test and One -Way Anova are used for the results by means of SPSS, while on the significant differences in results Tukey test are benefited to determine the differences among which groups. Fail level is taken as ($p<0,05$).

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In consequence of our study, Physical Education and Sport Insructor candidate's sex and education studied according to the department variable not participating the activities has not been observed with meaningful difference when distribution level of sub dimensions analyzed ($p>0,05$.) Significant differences were observed according to age and leisure activity area variables ($p<0,05$.)

When Physical Education and Sports Teacher Candidates not participating in recreational activities are examined, Facilities / Service sub-dimension are observed much higher than Individual Psychology, lack of Knowledge, lack offFriends, time, interest deficiency sub-dimensions In consequence of our study, the inadequacy of facilities in the university and facility service in terms of participants,are regarded as one of the biggest reasons for not participating in recreational activities

Key words: Physical Education and Sport, Teacher, Pedagogical Formation, Recreational Activity.

ÖZET

Bireylerin yaşam kalitesi toplum içinde sağlanan boş zaman hizmetleriyle artar. Rekreasyon daha dolu ve anlamlı bir yaşam için bir araçtır. Bu hizmetlerin gelecek nesiller yetiştirecek olan öğretmenlere üniversiteler tarafından sunulmasının önemi bilinmektedir. Bu düşüncelerden yola çıkarak çalışmamızda beden eğitimi ve spor öğretmen adaylarının, rekreasyonel etkinliklere katılımının önündeki engelleri öğrenci algısına göre bazı değişkenler açısından incelenmesi amaçlanmıştır.

Araştırma kapsamında; Fırat Üniversitesi 2018-2019 öğretim yılında, beden eğitimi ve spor öğretmenliği ile antrenörlük, spor yöneticiliği ve rekreasyon bölümlerinden pedagojik formasyon alarak beden eğitimi ve spor öğretmenliği sertifikası ile öğretmen adayı olma hakkı kazanan 308 kişiden, tesadüfi örneklem metodu ile seçilen ve araştırmaya gönüllü olarak katılan 182 öğretmen adayı araştırmamızın örneklem gurubunu oluşturmaktadır.

Çalışmada kullanılan veri toplama aracı 2 bölümden oluşmaktadır. Birinci bölümde, katılımcılarının kişisel bilgilerini tanımlamaya yönelik sorulara, ikinci bölümde ise Alexandris ve Carrol tarafından geliştirilen, Ölçeğin Türkçeye geçerlik ve güvenilirlik çalışmasını Karaküçük ve Gürbüz tarafından yapılan, toplam 6 alt boyut ve 27 maddeden oluşan "Boş Zaman Engelleri" ölçeği kullanılmıştır. Araştırmada elde edilen verilerin analizlerin yapılmasında SPSS paket istatistik programı kullanılmıştır. SPSS yardımıyla frekans dağılımı, aritmetik ortalama, yüzdeler, t testi ve One -Way Anova, anlamlı farklılık çıkan sonuçlarda ise farklılığın hangi gruplar arasında olduğunu belirlemek için Tukey test sonuçlarından faydalanılmıştır. Çalışmada hata düzeyi ($p<0,05$) olarak alınmıştır.

Araştırmamız sonucunda; Beden Eğitimi ve Spor Öğretmen Adaylarının cinsiyet ve öğrenim gördüğü bölüm değişkenine göre rekreasyonel etkinliklere katılmama nedenleri dağılım düzeyleri alt boyutları incelendiğinde anlamlı farklılık gözlenmemiştir $p>0,05$.

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Yaş ve Boş Zaman Etkinlik Alanı değişkenlerine göre anlamlı farklılıklar gözlenmiştir $p<0,05$.

Beden Eğitimi ve Spor Öğretmen Adaylarının Rekreasyonel etkinliklere katılmama nedenleri alt boyutları incelendiğinde; Tesisler/Hizmet alt boyutunun, Bireysel Psikoloji, Bilgi Eksikliği, Arkadaş Eksikliği, Zaman, İlgi Eksikliği alt boyutlarından daha yüksek olduğu gözlenmiştir. Araştırmamız sonucunda üniversitedeki tesislerin ve tesis hizmetinin katılımcılar açısından yetersiz görülmesi, rekreatif etkinliklere katılmama nedenlerin en büyük sebebi olarak görülmektedir.

Anahtar kelimeler: Beden Eğitimi ve Spor, Öğretmen, Pedagojik Formasyon, Rekreasyonel Etkinlik.

INTRODUCTION

Recreative activities provide positive benefits to persons in many respects such as creating physical health development, gaining mental health, socializing human, creativity, improving personal skills and skills, effect on work success and work efficiency, economic mobility, making people happy.

Throughout their education life, individuals gain important behavioral styles, especially during their university life. This process is considered to be a very important process. The positive habits students gain will have an impact on their lives and create a benefit for their lives. The value given to the free time and activities may change with the contributions of the activities in these years to the cultural change. (1).

The aim of the university education is to carry the manpower to the highest level within the education and training system and to confront individuals with the realities of the country and the world. Universities are the highest level education and training institutions in which scientific researches are conducted and published for this purpose. At the same time, one of the responsibilities of universities is to use these functions to solve social problems. (2).

While universities provide general and vocational education to students on the one hand, they play a role in shaping society and individuals. Another feature is that universities can be characterized as institutions aiming at maximum trained manpower use. In this respect, universities are idealistic and pragmatic with the effect of developing and changing social structures by influencing

societies. Nowadays, universities are not only responsible for producing and transferring information, but also produce social leaders and individuals who provide social formation. (3).

Recreation activities, which are people's leisure-time activities, are voluntary participation in leisure and personal satisfaction, while sharing common interests and excitement are created, creating tolerance, improved social relations and social cohesion. The person will be in a social environment with pleasure by joining to an activity which is appropriate to him / herself and taking pleasure in doing the activity from the monotony by getting away from the boring atmosphere of business life and by blending with the people who will be the partners of their feelings. (4).

Time is one of the most scarce resources we have today. The concept of time is defined by many researchers. These definitions made by many researchers led to a variety of meanings. Therefore, it is difficult to explain time in a single sense. Time as word meaning; It is a continuous process that goes beyond the control of the individual, that events come from the past to the present and follow each other towards the future. According to this definition, when we want to take a break from work, we can not stop the time, even if we pause the work continues. It is not a structure to stop and hide when we are not using it. In other words; time is a relative concept. Because time is a relative concept, perception from person to person changes. Time is an abstract concept with no beginning and no end, by seeing the succession of events, which is created in the mind of the individual and the events are thought to be in it. (5).

Some researchers describe the concept of free time as time. Namely; According to Şahin, leisure time is the remaining time period after an individual has the right to use it freely in his own name and after fulfilling the obligatory responsibilities and duties related to work and life. (6).

In the same way, Karaküçük and Başaran expressed ‘‘leisure time’’ as a part of a time when he can freely use and have the chance to choose, apart from working hours and the time he has to devote to him.’’ (7).

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Leisure, which is an important place in social life, constitutes an area where it is most needed in today's society. The concept of “non-working time” emerged as an “informal field” in the new expansions brought about by industrialization in the concept of time. (8).

He expresses free time “the integrity of an arbitrary endeavor entirely. This effort is defined as the work carried out in the form of resting, relaxation, enhancing knowledge and experience, satisfaction in psychological and physiological tastes, fulfilling the need for moral belief by contributing to social service, developing creative abilities and not to make any interest in all these activities. (9).

Nowadays, the people of underdeveloped or developing countries are seen to connect with factors such as chance and magic, with less work and success. The people of the developed country think that win and success are the product of man's individual efforts and work. Therefore, he needs time to organize what he deserves as a requirement of his existence, to program his work, social life, fun and rest. In the people of undeveloped countries, the time is needed to enjoy the pleasure of breathing in places, coffeehouses and similar places. etc.

The quality of life of individuals increases with the free time services provided in the community. Recreation is a tool for a more full and meaningful life. These services increase life satisfaction. Individual development and progress is a fact of leisure activity in people's struggles with life.

The aim of this study is to examine the obstacles to the participation of physical education and sports teacher candidates in recreational activities in terms of some variables according to student perception.

MATERIALS AND METHODS

Universe and sample

In our research: in the 2018-2019 academic year at Fırat University, 182 prospective teachers who have been selected by chance method and who have voluntarily participated in the research constitute the sample group of our research by taking a pedagogical form from physical education and sports teaching and coaching, sports management and recreation departments.

Data collection tool

The data collection tool used in the study consists of 2 parts. In the first part, questions for defining the demographic information of the participants (gender, age, education department and leisure time area) , and in the second part, The “Leisure barriers” scale developed by Alexandris and Carroll, consisting of 6 sub-dimensions and 27 items are utilized. The validity and reliability study for adaptation of the scale to Turkish have been done by Karaküçük and Gürbüz. The scale consists of 27 articles aimed at measuring the sub-dimension, such as (1) “lack of time and interest”, (2) “individual psychology”, (3) “lack of information”, (4) “transportation problem”, (5) “lack of facilities” and (6) “lack of friends”, that lead individuals to identify free time barriers. The free time barriers of individuals are evaluated on a 4-scale Likert scale in the form of “absolutely trivial (1)” and “trivial (2)”, “important (3)”, and “very important (4)”.

Analysis Of The Data

SPSS 21 package Statistics program has been used to analyze the data obtained in the study.. With the help of SPSS , while the frequency distribution, arithmetic average, percentages, t test and One -Way Anova results have been

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benefited to determine, on the significant differences in the results to determine the difference which group, TUKEY test results have been benefited. Error level ($p < 0.05$) was taken in the study.

SPSS 21 package Statistics program was used to analyze the data obtained in the study. The frequency distribution, arithmetic mean, percentages, t-test and one-way ANOVA were used to determine which groups of differences were found in the results that differ significantly. In the study, error level ($p < 0.05$) was taken.

FINDINGS

Table 1. Distribution values of obstacle causes for participation of physical education and sports teacher candidates according to gender variable and recreational activities.

	Gender	N	x	Ss	t	p
Individual Psychology	Erkek	102	11,62	2,84	-1,21	0,22
	Kadın	80	12,11	2,43		
Lack of Information	Erkek	102	14,60	3,69	0,23	0,81
	Kadın	80	14,48	3,02		
Facilities / Services	Erkek	102	23,03	5,00	1,74	0,08
	Kadın	80	21,80	4,42		
Lack of Friends	Erkek	102	7,31	2,77	0,40	0,68
	Kadın	80	7,15	2,56		
Time	Erkek	102	11,94	2,44	-0,36	0,71

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	Kadın	80	12,07	2,48		
Lack of Interest	Erkek	102	8,49	2,46	-0,58	0,56
	Kadın	80	8,70	2,35		

When physical education and sports teacher candidates sub-dimensions of distribution levels of reasons for not participating in recreational activities according to gender variable are examined; no significant difference has been observed $p > 0.05$.

Table 2. The distribution values of the obstacles to the participation of Physical Education and sports teacher candidates in recreational activities according to age variables

	Age	N	x	Ss	F	p
Individual Psychology	20-22	53	11,43	2,76	1,78	0,15
	23-25	59	11,52	2,85		
	26-28	44	12,36	2,34		
	28 ve üstü	26	12,50	2,50		
	Toplam	182	11,84	2,68		
Lack of Information	20-22	53	13,88	3,71	1,11	0,34
	23-25	59	14,96	3,05		
	26-28	44	14,54	3,57		
	28 ve üstü	26	15,00	3,21		
	Toplam	182	14,55	3,41		
Facilities / Services	20-22	53	21,09*	4,90	3,31	0,02*
	23-25	59	23,76*	4,30		

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	26-28	44	22,06	5,07		
	28 ve üstü	26	23,19	4,43		
	Toplam	182	22,49	4,78		
Lack of Friends	20-22	53	7,28	2,52	2,63	0,05
	23-25	59	7,66	2,73		
	26-28	44	6,31	2,53		
	28 ve üstü	26	7,76	2,84		
	Toplam	182	7,24	2,68		
Time	20-22	53	11,88	2,29	0,42	0,73
	23-25	59	11,79	2,49		
	26-28	44	12,25	2,48		
	28 ve üstü	26	12,26	2,72		
	Toplam	182	12,00	2,45		
Lack of Interest	20-22	53	8,35	2,58	0,44	0,72
	23-25	59	8,83	1,98		
	26-28	44	8,43	2,55		
	28 ve üstü	26	8,73	2,77		
	Toplam	182	8,58	2,41		

When Physical Education and Sports Teacher Candidates according to the age variable, the reasons for not participating in recreational activities

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distribution levels sub-dimensions are examined; no significant difference has been observed in the sub-dimension of Individual Psychology, Lack of Knowledge, Lack of Friend, Time, Lack of Interest $p > 0.05$. Significant differences have been observed in the sub-dimensions of Facility Service insufficiency $p < 0.05$.

significant difference in the sub-dimensions of Facility Service deficiency has been observed according to age levels. It has been observed that the participants who are 23-25 years of age are higher than the participants who are 20-22 years of age $p < 0,05$.

Table 3. Physical Education and sports teacher candidates, according to the variable of the Department studied, the distribution values of the obstacles in preventing participation in recreational activities.

	Bölüm	N	x	Ss	F	p
Individual Psychology	Öğretmenlik	47	12,06	2,64	0,85	0,46
	Antrenörlük	72	12,05	2,27		
	Yöneticilik	36	11,58	3,14		
	Rekreasyon	27	11,22	3,06		
	Toplam	182	11,84	2,68		
Lack Of Information	Öğretmenlik	47	14,25	2,96	0,39	0,75
	Antrenörlük	72	14,87	3,14		
	Yöneticilik	36	14,52	3,84		
	Rekreasyon	27	14,25	4,23		
	Toplam	182	14,55	3,41		
Facilities/Services	Teaching	47	22,04	4,39	2,15	0,09
	Coaching	72	22,12	4,94		
	Management	36	22,22	5,21		
	Recreation	27	24,62	4,04		

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	Total	182	22,49	4,78		
Lack Of Friends	Teaching	47	8,02	2,54	2,47	0,06
	Coaching	72	7,15	2,75		
	Management	36	6,44	2,65		
	Recreation	27	7,18	2,51		
	Total	182	7,24	2,68		
Time	Teaching	47	11,72	2,51	0,57	0,63
	Coaching	72	12,27	2,55		
	Management	36	11,80	1,93		
	Recreation	27	12,00	2,74		
	Total	182	12,00	2,45		
Lack Of Interest	Teaching	47	8,89	2,34	0,35	0,78
	Coaching	72	8,45	2,61		
	Management	36	8,47	2,21		
	Recreation	27	8,51	2,32		
	Total	182	8,58	2,41		

When the reasons for not participating in recreational activities according to the variable of the department where physical education and sports teacher candidates studied have been examined in the sub-dimensions of the distribution levels, no significant difference has been observed. $p>0,05$.

Table 4. The distribution of the reasons for the obstacles in front of participation in recreational activities according to the leisure time activity area variable for physical education and sports teacher candidates, ,

	Leisure Activity Area	N	x	Ss	F	p

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Individual Psychology	Education *	62	12,17	2,23	3,33	0,02*
	Sports*	60	12,21	2,94		
	Art**	21	10,28	3,00		
	Various Entertainment	39	11,56	2,47		
	Total	182	11,84	2,68		
Lack Of Information	Education *	62	15,17	3,13	1,52	0,21
	Sports	60	14,60	3,60		
	Art	21	13,80	3,44		
	Various Entertainment *	39	13,89	3,43		
	Total	182	14,55	3,41		
Facilities/Services	Education	62	21,69	4,39	1,17	0,32
	Sports	60	22,50	4,49		
	Art	21	23,23	5,91		
	Various Entertainment	39	23,35	5,11		
	Total	182	22,49	4,78		
Lack Of Friends	Education	62	6,80	2,69	0,97	0,40
	Sports	60	7,51	2,76		
	Art	21	7,71	1,87		
	Various Entertainment	39	7,25	2,89		
	Total	182	7,24	2,68		
Time	Education *	62	12,32	2,53	2,75	0,04*
	Sports	60	12,28	2,09		

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	Art*	21	10,71	2,41		
	Various Entertainment	39	11,74	2,70		
	Total	182	12,00	2,45		
Lack Of Interest	Education *	62	8,83	2,52	1,98	0,11
	Sports	60	8,93	2,19		
	Art*	21	8,00	2,21		
	Various Entertainment	39	7,94	2,57		
	Total	182	8,58	2,41		

When physical education and sports teacher candidates in leisure time according to the activity area variable causes to not participate in recreational activities distribution levels are examined in the sub dimensions, no significant difference has been observed in the sub dimension of lack of knowledge, lack of facilities/service, lack of friends and lack of interest $p > 0.05$.

Significant differences have been observed sub-dimensions of the individual psychology according to the activity area levels. Significant difference on the participants evaluating their leisure time as training and sport has been observed to have higher leisure time compared to the participants evaluating their leisure time as an art $p < 0.05$.

Significant differences have been observed in time sub-dimensions according to activity area levels. Significant difference on the participants rating their leisure time as education has been observed higher than the participants evaluating their leisure time as art. $p < 0.05$.

DISCUSSION/RESULT

The concept of leisure, as in many areas of our lives, is one of the important issues in sports life. People can provide vital satisfaction from their leisure activities, and they can move away from the stress and distress of everyday life. Free time is a free space that allows an individual to adapt to society and express himself.

In our study, when the reasons for not participating in recreational activities according to gender variables of physical education and sports teacher candidates have been examined in the distribution levels subgroups. (Table 1), no significant difference has been observed in the sub-dimensions of individual psychology, lack of knowledge, lack of Friends, lack of time, lack of interest, lack of facility service, $p > 0,05$.

When physical education and Sports Teacher Candidates according to the age variable, the reasons for not participating in recreational activities distribution levels sub-dimensions are examined, (Table 2) no significant difference has been observed in the sub-dimension of Individual Psychology, Lack of Knowledge, Lack of Friend, Time, Lack of Interest $p > 0.05$. Significant differences have been observed in the sub-dimensions of Facility Service insufficiency $p < 0.05$.

The reasons for not participating in recreational activities according to the variable of the department where physical education and sports teacher candidates studied have been examined, no significant difference has been observed in the sub-dimensions of the distribution levels. $p > 0,05$.

When different studies have been examined, Gürbüz, Karaküçük and their colleagues have conducted a research on “determination of barriers to the participation of individuals in recreational activities in Ankara province” with the participation of 2531 people. They stated that there are 3 main factors that prevent individuals from participating in recreational activities. They emphasized that these are facility / service and transportation, lack of information and social environment and time) (12).

In this study, Gürbüz, Yenel and their colleagues have shown that in the sub-dimensions of individual psychology, social environment and lack of knowledge, lack of friends and lack of interest individuals with lower educational levels have higher average scores, which means that they are affected more than from these factors (13).

Temir and Gürbüz carried out a scale of 300 people to determine the situations that constitute obstacles in the participation of students and school staff at different educational levels in Kırşehir province in their research on “investigation of obstacles to participation in recreational activities”. As a result of the study, it has been found that the time factor in participants' participation in recreational activities is ranked first, whereas the lack of interest is the lowest (14).

When physical education and sports teacher candidates in leisure time according to the activity area variable causes to not participate in recreational

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activities distribution levels are examined in the sub dimensions (Table 4), no significant difference has been observed in the sub dimension of lack of knowledge, lack of facilities/service, lack of friends and lack of interest $p > 0.05$. Significant differences have been observed in the sub dimension of individual psychology and time deficiency $p < 0.05$.

Significant differences have been observed in the leisure time of the sub-dimensions of individual Psychology according to the activity area levels. Significant difference has been observed higher in the participants evaluating their leisure time as education and sports than the participants who assessing their leisure time as art. $p < 0.05$.

Significant differences have been observed in time sub-dimensions according to activity area levels. Significant difference; has been observed higher in the participants rating their leisure time as education than the participants evaluating their leisure time as art. $p < 0.05$.

Recreation in schools will increase the success of students, they will use these activities as a tool in their education, to make them socialize with friends and teachers, students from different cultures and families to interact with each other and provide culture transfer, to go on a social basis and to provide a place in this community for the students (1).

There are many different studies that support our study. Polat (2017) in his study; while there has been a significant difference between the participants' gender, age, level of education, class, residence, income level, mother education level and leisure time scores ($p < 0.05$), no significant difference has been detected between the status of recreational sports, the status of licensed sports and the level of father education and leisure time scores (1).

On the research which belong to Özşaker called ‘‘a review of the reasons why young people cannot participate in leisure activities’’, a significant difference has been found in the sub-dimensions of the university youth between the factors that hinder their free time in terms of individual psychology, lack of knowledge and time sub-dimension in favor of women, however, it has been concluded that there are no significant differences in the lack of interest, lack of friends, and sub-dimensions of the facility / service.

In addition, it has been found that there is no significant difference between the departments and the classes according to the Anova test results of

the sub-dimensions of the university students related to the department and class variable (15).

When looking at the results of Demirel and Harmandar 's study on determining the factors that may prevent the participation of university students in recreational activities, it has been found that the participants perceives the lack of social media and knowledge as the biggest obstacle to leisure activities and follows the factors of facility/Service/Transport and individual psychology (16).

In conclusion, there is no significant difference in the distribution levels of Physical Education and sports teacher candidates in terms of gender and the percentage of their participation in recreational activities according to the Department variable. $p > 0.05$. Significant differences have been observed according to age and leisure activity area $p < 0.05$.

When the sub-dimensions of the reasons on Physical Education and Sports Teacher Candidates not participate in recreational activities are examined; the facilities/service sub-dimension has been found to be higher than the sub-dimensions of individual psychology, lack of Knowledge, lack of friend, time, interest deficiency.

As a result of our research, the lack of facilities and facilities service at the university has been considered as the the biggest reason for the participants not participating in recreational activities.

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