

Determination of leisure satisfaction levels of persons participating in adventure park events for recreational purposes

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Abstract. While leisure time has a significant ground in the daily happiness of the individual, freely chosen activities in this time period open the door to a life with high satisfaction by providing more opportunities for satisfaction. The main purpose of this study is to examine the leisure time satisfaction levels of middle school children participating in recreational adventure park activities in terms of different variables. *Material and Method.* 348 volunteers (166 females - 182 males) middle school children were included in the study group by random sampling method. The study was developed by Beard and Ragheb in 1980 and Karlı et al. (2008). Leisure Satisfaction Scale adapted to Turkish and the personal information form created by the researcher were used. The scale consists of 39 items and 6 dimensions. In the analysis of the data, independent t test and one-way analysis of variance were used with the SPSS 25 package program. *Results.* A statistically significant difference was found in the relaxation, physical and aesthetic sub-dimensions of the middle school children participating in the study according to the gender variable. According to the school type variable, a difference was found in psychology, education, social, physical and aesthetic sub-dimensions. According to the variable of frequency of participating in recreational adventure park activities, differences were found in all sub-dimensions of the leisure time satisfaction scale. *Conclusion.* The frequency of participation in the recreational adventure park activity increases and the leisure time satisfaction level of the participants increases.

Key words: recreation, leisure satisfaction, adventure park.

Introduction

People of all ages need a time frame in which they can spend time and carry out their chosen activities. Leisure time is defined as people's time left from obligations such as working, sleeping and eating (1). Leisure satisfaction is the positive satisfaction or emotions a person gains and achieves as a result of participating in leisure activities (2). The activities they choose in their free time without being bound by a certain rule are also called leisure activities (3). Leisure time activities are carried out passively or actively. It can be said that passive activities are various stagnant activities such as reading books and watching television. Individuals who actively spend their free time do this mostly by participating in recreational activities. It is also stated that leisure time satisfaction is related to variables such as happiness, life satisfaction and quality of life (4). Therefore, it helps individuals who participate in recreational activities in their free time to reach motivation, happiness and life satisfaction. Recreational activities contribute to the physiological, psychological and sociological well-being of individuals. While leisure time has an important place in the daily happiness of the individual, freely chosen activities in this time period open the door to a life with high satisfaction by offering more opportunities for satisfaction (5). It is thought that all physical activities performed in free time are important for people to manage their leisure time effectively, and to benefit the physical and psychological and social integration process.

The subject of research is scientifically scarce on the satisfaction of individuals with the leisure activities they participate in to mentally and physically regenerate, socialize and get rid of the stress of daily life (6). In addition, when the literature on the subject is scanned, there are studies that have determined that people have a positive effect on their health as a result of the recreational activity they participate in their leisure time (7-10). The target audience of the research is children participating in social, cultural and sports activities in Sakarya Municipality facilities. In particular, increasing recreational activities across the country in recent years, local governments are encouraged to convergence clubs in this area. When the purposes and types of activities of these centers are examined, it is seen that they are important for individuals to develop versatile and use their leisure time.

This study was decided considering that researches aimed at determining the satisfaction levels of children in leisure time can provide important information for activity planning and restructuring in these activity centers with high participation.

Material and Method

Research Model. The study was conducted according to quantitative research design. Universal screening model in which to do the scanning over the entire universe or sample to arrive at an overall judgment about the universe was used. The research group, Turkey, Sakarya provinces of central and studying at the secondary school level students in 368 school districts are formed. The research continued to work on a total of 348 questionnaires (166 Women - 182 Men), excluding 20 questionnaires from the data set, which are considered to be incomplete and or incorrect.

Personal Information Form. Personal information form about gender, school type, number of joining adventure parks are given below (Table I).

Table I. Participant's Data

Variables	Category	n	%
Gender	Female	166	47,7
	Male	182	52,3
School Type	School Centers	187	53,7
	County School	161	46,3
Number of joining adventure parks	First experience	107	30,8
	One more experince	86	24,7
	Two and more	155	45,5
Total		348	100

Table II. Normality analysis for the scale and its sub-dimensions

Variables	Skewness	Kurtosis
LTSS Total	- 0.69	- 0.76
Psychology	- 0.59	- 0.98
Education	- 0.72	- 0.89
Relaxation	- 0.13	- 0.26
Social	- 0.13	- 1,1
Physiological	- 0.13	- 0.51
Esthetic	- 0.13	- 0.80

Research Tools. Leisure time satisfaction scale (LTSS) the original form of the scale take shape of 51 items and six dimensions. It was organized to Turkish by Karlı and Friends (2008), and a 39-item and six-factor structure was obtained. These factors are defined as education, physiological, aesthetic, relaxation, social and psychological respectively (6). The study was developed by Beard and Ragheb in 1980 (11). Scale items were evaluated in 5-point Likert type. While the Cronbach's Alpha coefficient of the scale was found to be $\alpha = 0.92$ in the study conducted by Karlı et al. (2008), In this study, it was determined as $\alpha = 0.98$.

Data Analysis. SPSS 25.0 package program was used for head analysis. The kurtosis and skewness values were checked to evaluate whether the data obtained were suitable for normal distribution, and it was determined that the values were between -2 and +2 and the data were suitable for normal distribution (Table II). Accordingly, independent samples t-test for two groups, one-way ANOVA was used for comparing more than two groups. The significance level in the study was accepted as .05.

Results

On this page, there is a significant difference as the results of the analysis results according to the variables of the participants gender, school type and participation in adventure park activities (Table III, IV, V). When the analysis results were examined, it was determined that the leisure time satisfaction of the participants was different in terms of the relaxation, physical and aesthetic sub-dimensions of the scale ($p<0,05$). Accordingly, it was determined that there is a significant difference between the relaxation, physical and aesthetic subscale mean scores of female participants compared to male participants (Table III).

In the analysis results of the school type variable, it was determined that there is a statistical difference between the psychology, education, social, physical and aesthetic sub-dimensions of the leisure time satisfaction scale in favor of the participants attending central schools (Table IV).

When table V is examined, it is seen that those with the first experience have lower leisure time satisfaction levels than those who participated before. Tukey multiple comparison test was used to find the difference between groups (Table V).

Table III. Participant's t test results of sub-dimensions of leisure time satisfaction according to gender

	Gender	No	Mean	SD	T value	p value
Psychology	Female	167	3.7799	1.36698	1.81	.070
	Male	181	3.5331	1.14235		
Education	Female	167	3.8044	1.29515	1.81	.070
	Male	181	3.5549	1.26548		
Relaxation	Female	167	4.0060	1.23453	2.87	.004*
	Male	181	3.6243	1.24321		
Social	Female	167	3.7874	1.33826	1.79	.074
	Male	181	3.5414	1.20870		
Physiological	Female	167	3.8713	1.30859	2.23	.027*
	Male	181	3.5672	1.23188		
Esthetic	Female	167	4.1317	1.20266	3.32	.001*
	Male	181	3.6906	1.27541		

*Significant Effects are marked ($p < 0.05$)

Table IV. Participant's t test results of sub-dimensions of leisure time satisfaction according to school type variable

	School Type	No	Mean	SD	T value	p value
Psychology	School Centers	187	3.3850	1.40992	-4.48	.000*
	County School	161	3.9612	.97440		
Education	School Centers	187	3.5080	1.44251	-2.69	.007*
	County School	161	3.8682	1.04240		
Relaxation	School Centers	187	3.6965	1.41747	-1.83	.068
	County School	161	3.9363	1.01600		
Social	School Centers	187	3.4686	1.41508	-3.10	.002*
	County School	161	3.8812	1.05575		
Physiological	School Centers	187	3.5766	1.44598	-2.21	.027*
	County School	161	3.8716	1.02778		
Esthetic	School Centers	187	3.7420	1.40633	-2.64	.009*
	County School	161	4.0885	103547		

*Significant Effects are marked ($p < 0.05$)

Table V. Differences between leisure time satisfaction and participants

	Number of Joins	No	Mean	SD	F	p value	Tukey
Psychology	first experience (a)	107	2.0818	.78610	412.04	.000*	b-a
	one more experience (b)	86	4.1163	.67186			c-a
	two and more (c)	155	4.4774	.61658			
Education	first experience (a)	107	2.2565	.97505	210.31	.000*	b-a
	one more experience (b)	86	4.1408	.76931			c-a
	two and more (c)	155	4.3950	.83246			
Relaxation	first experience (a)	107	2.7547	1.30898	79.40	.000*	b-a
	one more experience (b)	86	4.2384	.76592			c-a
	two and more (c)	155	4.2952	.95664			
Social	first experience (a)	107	2.2605	.82060	200.13	.000*	b-a
	one more experience (b)	86	4.1802	.75989			c-a
	two and more (c)	155	4.3363	.95798			
Physiological	first experience (a)	107	2.4486	1.13580	136.72	.000*	b-a
	one more experience (b)	86	4.1260	.78213			c-a
	two and more (c)	155	4.3570	.90701			
Esthetic	first experience (a)	107	2.9206	1.29340	64.09	.000*	b-a
	one more experience (b)	86	4.3517	.79092			c-a
	two and more (c)	155	4.3306	1.05180			

*Significant Effects are marked ($p < 0.05$)

Discussion and Conclusion

The aim of this study is to examine the leisure time satisfaction levels of middle school children who participated in a recreational adventure activity. It was determined that female participants got higher scores in relaxation, physical and aesthetic sub-dimensions of the leisure time satisfaction scale compared to male participants. Kabanoff (1982) stated in his study that the socialization level of women is higher than men. He also noted that the average level of leisure time for men was higher (12). Research Shin al. (2013), it can be said that in terms of diversity of activities, youth centers meet the expectations of women more (13). In another study, the findings of Sönmezoglu et al (2014) in their study support our study (14).

Different results were obtained when other studies on the subject were examined. Kabanoff (1982) emphasized in his study that women especially need free time for socialization, and stated that the level of leisure time satisfaction of men is more dominant than women (12). Vong Tze (2005) found differences between the gender variable in their study (15). In the school type variable, it was found that students studying at district schools have higher leisure time satisfaction than students studying at central schools. In addition, it was found that students' leisure time satisfaction levels were high. In a similar study, Eccles et al. (2003) stated that leisure time activities programmed at school or outside of school will positively affect the frequency of students coming to school, their school success and other developmental characteristics (16). In another study, Mahoney (2000) stated that activities made students less absent (17). Because in these activities, students develop their social, physical and mental skills, which they can later use in school-related activities, feel as part of a group, establish relationships with other people and overcome some difficult tasks (15). Marsh et al. (2002) stated in their study that individuals participating in activities can contribute to their academic development (18). Differences were found between the frequency of participating in all sub-dimensions of leisure time satisfaction of students participating in recreational adventure park activities. Sönmezoglu et al. (2014) found a significant positive relationship between youth center members and the frequency of going to the youth center and the psychological sub-dimension of leisure time satisfaction levels according to some variables (14). Recreational adventure park in research women and district involved in ethics free time for individuals in their schools higher upgrades has been seen. Also adventure before Participants in park activities, higher vacancies than those who never participated they have time satisfaction has been seen.

Applicable Remarks. Future studies can be conducted on individuals of the same age group and individuals participating in different adventure activities on the same scale. Future studies can be done to individuals of different age groups and their differences can be examined. The frequency of participating in more adventure park activities can be increased for the age group participating in the study.

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