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### A RESEARCH TO DETERMINE THE FACTORS OBSTACLE UNIVERSITY STUDENTS' LEISURE TIME ACTIVITIES: THE CASE OF SİNOP UNIVERSITY<sup>1</sup>

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#### ABSTRACT

This study aims to determine the obstacles that limit university students' participation in leisure activities. In the study designed with quantitative research method, data were collected from 880 students studying at Sinop University via a survey. The demographic characteristics of the participants and their perceptions of leisure time obstacles were analyzed using a 5-point Likert scale. The findings revealed that structural factors such as financial constraints, time management difficulties, inadequate facilities and transportation problems mostly prevent students from participating in leisure time. In addition, individual obstacles such as social anxiety, lack of information and low motivation were also detected at a significant level. The study suggests that universities should develop infrastructure improvements, financial support programs and social integration projects to facilitate access to recreational activities. These findings are important in terms of providing policy recommendations to increase student well-being.

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## **INTRODUCTION**

The university education period is one of the most important periods in which individuals have free time outside their childhood and working life. The university education process, which is also a determining period in personality formation, is a stage in which university students who step into adulthood experience mental and physiological changes during this period. The increase in the efficiency of university students' leisure time activities depends on their comfort during this period (Huang et al., 2014). The university education process is not a phase in which individuals can fully develop themselves by focusing only on courses, but a period of time in which academic and socio-cultural progress is achieved (Aslan, 2009). This period of time also has an important role in creating a healthy society that affects individuals' habits of participating in leisure time activities in the following years and as a result of this situation (Gül, 2016). In other words, recreation is important in terms of socialization, influencing and changing the whole of an individual's life and establishing healthy communication with the environment (Özkalp, 1997). Participating in leisure activities is a need for students who spend most of their time in classrooms, laboratories and study tables (Ergül, 2008). It is important to determine the barriers to participation in leisure time activities for university students in order to evaluate their leisure time effectively and support their development. Accordingly, the main purpose of this study is to determine the main factors/obstacles that prevent university students from participating in leisure time activities. In this context, the opinions of the students at different educational levels (associate and undergraduate) at Sinop University were tried to be determined through the questionnaire prepared. Investigating the factors that prevent university students from participating in leisure time activities is important in many ways. Identifying the relevant inhibitors facilitates the development of solution proposals within the scope of the subject and increases participation in leisure time activities. In addition, this situation contributes positively to increasing the quality of life of university students, supporting their physical and mental health and strengthening their social ties (Karaküçük & Akgül, 2016). The findings and conclusions of this study are expected to help the administrations of other educational institutions, especially universities, to plan leisure time activities, develop policies and direct implementation programs and respond better to student needs.

## **CONCEPTUAL FRAMEWORK**

Recreation and leisure activities help individuals to organize their relationships with each other and their environment, strengthen their social ties and contribute to their personal development (Sevil, 2012). The increasing interest in recreation and leisure time activities and the need for recreation is based on the benefits it provides to society from a broader perspective in addition to individuals (Karaküçük & Akgül, 2016: 80). In this context, it is possible to address the needs for recreation and leisure activities on an individual and social basis. On an individual basis, recreation and leisure time activities are a need in terms of their contribution to physical health, mental health, happiness level, socialization, skills and abilities, creativity, work efficiency, work success and economic mobility. On a social basis, recreation and leisure activities positively affect social relations by bringing individuals and communities together. These activities enable individuals to meet, communicate and spend time together. In particular, group activities strengthen social bonds by bringing together individuals with common interests. Time spent together enables individuals to support each other, solve problems together and help each other. This contributes to a stronger culture of solidarity within society. Recreation supports individuals to move freely and express their thoughts freely. This enables the

formation of an environment suitable for values such as individual participation, freedom of expression and respect for different opinions, which form the basis of a democratic society (Karaküçük & Akgül, 2016: 80). Therefore, recreation and leisure activities promote democratic values and are a necessity in terms of contributing to the evolution of society into a more open, participatory structure, respecting others, following rules, adopting moral values, bringing together different perspectives and characteristics (language, religion, race, etc.), reducing violence, and contributing to physical, mental and emotional well-being on a general scale (Karaküçük, 2008: 95-101). On the other hand, individuals tend to participate in different activities in order to get away from the stress and pressures of city life and to make use of their free time. However, transportation barriers make it difficult to participate in recreation and leisure activities. Factors such as lack of suitable facilities near the home, time-consuming transportation, not having a personal automobile and not having sufficient financial means cause transportation problems. This is one of the most important barriers to participation in recreation and leisure activities. As in every stage of recreation and leisure time activities, there is a need for planning in transportation. In this planning, various options should be considered to enable individuals to overcome transportation barriers and methods should be applied to encourage participation (Gök & Uzun, 2015). In this way, it is possible to increase participation in recreation and leisure activities and support individuals to benefit more from such activities. In addition to all the factors detailed above; education levels, family structures, ages, occupations, urbanization level, population growth and mobility, technology, mass media influence, advertising, cultural influence, environmental awareness, changing health awareness, etc. can also be direct or indirect determinants of individuals' participation in recreation and leisure activities (Broadhurst, 2001).

#### **Leisure and Recreation Obstacles and Related Research**

Çoruh (2013) found that the factors of individual psychology, lack of time and interest, lack of information, lack of transportation, lack of facilities and lack of friends are barriers to university students' participation in recreation and leisure activities. In their study, Ekinci et al. (2014) found that lack of information, lack of friends and time factors, although differentiated according to gender variable, were inhibitory in university students' participation in recreation and leisure activities. Acun et al. (2015) found that lack of facilities and equipment and transportation problems are important barriers to university students' participation in recreation and leisure time activities. Keskin et al. (2015) found that there were significant differences in the perceptions of university students studying tourism in their participation in recreation and leisure activities according to the departments they studied and the dimensions of lack of time and lack of interest. Honca & Çetinkaya (2017) found that facility, service and accessibility factors stand out as important inhibitors in the participation of university students in leisure time activities. Aydoğdu et al. (2018) found that physical equipment, socialization, lack of promotion and transportation problems are important barriers to university students' participation in recreation and leisure activities. Duran et al. (2023) found that factors such as feeling tired and unsafe, not knowing where to participate, and not liking the services offered are important barriers to university students' participation in recreation and leisure time activities.

#### **METHOD**

This study aims to identify the factors that hinder university students' participation in leisure activities. In this context, data were collected through a questionnaire administered to actively enrolled students at Sinop University, and their opinions were recorded. The data collection process

utilized the survey technique. A two-part questionnaire comprising a total of 36 items was applied in the study. The first part of the questionnaire consists of 9 multiple-choice questions designed to determine the demographic characteristics of the participants. The second part includes 27 items developed on a five-point Likert scale (ranging from “5-Very Important” to “1-Not Important at All”) to identify the factors that prevent students from participating in leisure activities. The demographic structure and the Likert scale items were adapted from the study by Çoruh (2013). To ensure content validity, the questionnaire was reviewed by ten academic experts specializing in linguistics and survey design. Furthermore, ethical approval for the questionnaire and data collection process was obtained from the Human Research Ethics Committee of Sinop University Rectorate, by decision dated November 1, 2024, numbered 2024/340.

The population of the study consists of all students who were actively enrolled and attending classes at Sinop University’s Northern Campus and main city units during the data collection period. As of April 10, 2025, the data collection process commenced, and the target population was determined to include 8,492 students (WEB 1). In determining the sample, several factors were taken into consideration: students’ knowledge, awareness, and sensitivity regarding tourism, recreation, and leisure; the existence of a bachelor’s degree program in Recreation Management at Sinop University; and the active instruction provided by the Gastronomy and Culinary Arts and Tourism Guidance departments. The sample consists of students who were actively attending courses during the data collection period (April 10 – May 1, 2025). However, the exact number of students who were physically attending classes during this time could not be precisely determined. Therefore, the sample size was calculated using the formula  $n = t^2pq/d^2$  (Yazıcıoğlu & Erdoğan, 2007: 70). Based on this calculation, the required sample size was determined to be 384. To select the individuals to be included in the sample, the simple random sampling method—one of the probability sampling techniques—was used. This method ensures that each individual in the population has an equal chance of being selected. In the literature, it is asserted that a sample of 384 can adequately represent the population both in terms of quality and quantity, particularly under conditions of uncertainty (İslamoğlu & Alnuaçık, 2016, as cited in Ercik, 2024: 374). In practice, all individuals are listed and selections are made randomly (Kılıç, 2013: 45). To meet the acceptable sample size (384 participants), the questionnaire was distributed to associate and undergraduate students studying at the Northern Campus and central units through academic advisors and face-to-face communication.

## RESULTS

Table 1 presents the distribution of the demographic characteristics of the 880 students who participated in the study. An analysis of the participants’ age groups reveals that 48.30% are aged 20 or below, while 51.70% are aged 21 and above. This indicates that the sample exhibits a balanced structure in terms of age distribution. In terms of gender distribution, 53.18% of the participants are female, and 46.82% are male. This finding suggests that female participants were relatively more involved in the study. When examining the distribution of participants according to their faculties, the highest participation was observed from the Faculty of Education with 29.09%, followed by the Faculty of Science and Letters (22.84%) and the Faculty of Tourism (22.50%). Participation rates from other faculties, such as arts, sports, health sciences, engineering, and theology, were notably lower. This distribution indicates that the sample is predominantly composed of students from faculties focused on social sciences and education. In terms of grade level, 40.34% of the participants were first-year students, and 41.59% were second-year students, while third- and fourth-year students

accounted for 10.45% and 7.61%, respectively. This suggests that lower-year students were more actively engaged in the study. Regarding the participants' perceived academic achievement levels, 57.84% perceived their academic performance as moderate, 22.05% as high, and 20.11% as low. This distribution demonstrates that the perception of moderate academic achievement is predominant within the sample. Finally, when analyzing the participants' living arrangements, the majority of students (59.77%) were found to reside in dormitories, 21.02% lived in shared or individual apartments, and 19.20% lived with their families. This finding highlights that a significant proportion of university students maintain their social lives outside of campus within dormitory environments.

**Table 1. Demographic Characteristics of Participants (n=880)**

Demographic Characteristics		Number (n)	Percent (%)
Age	20 Years and Under	425	48,30
	21 Years and Over	455	51,70
Gender	Female	468	53,18
	Male	412	46,82
	Faculty of Education	256	29,09
	Faculty of Science and Letters	201	22,84
	Faculty of Fine Arts and Design	15	1,70
	Faculty of Theology	114	12,95
	Faculty of Engineering and Architecture	24	2,73
	Faculty of Health Sciences	22	2,50
	Faculty of Sport Sciences	43	4,89
	Faculty of Fisheries	13	1,48
	Faculty of Tourism	198	22,50
	School of Foreign Languages	4	0,45
Classroom	Grade 1	355	40,34
	Grade 2	366	41,59
	Grade 3	92	10,45
	Grade 4	67	7,61
Academic Success Status	Low	177	20,11
	Middle	509	57,84
	High	194	22,05
Place of Residence	At home/with friends	185	21,02
	Dormitory	526	59,77
	Together with Family	169	19,20
Total		880	100

### Results Regarding Participants' Leisure Time Characteristics

Table 2 provides a detailed overview of the participants' leisure time characteristics. When evaluated in terms of weekly leisure time, 33.07% of the participants reported having 16 or more hours of free time per week. This group was followed by those with 6–10 hours (25.57%), 11–15 hours (22.84%), and 1–5 hours (18.52%) of weekly leisure time. These findings indicate that a significant portion of the participants have moderate to high levels of leisure time on a weekly basis. In terms of the frequency of experiencing difficulty in utilizing leisure time, 44.77% of the participants stated that they occasionally faced challenges, while 32.05% reported that they consistently had difficulty managing

their free time. In contrast, 23.18% of the respondents indicated that they experienced no difficulty in making use of their leisure time. These findings suggest that a considerable number of participants encounter various obstacles in effectively utilizing their leisure time, which may be attributed to individual or environmental factors. An examination of how participants spend their leisure time reveals that 25% engage in indoor activities, followed by social activities (21.36%), physical activities (15%), outdoor activities (14.55%), and cultural-artistic activities (12.50%). Additionally, 11.59% of the participants reported preferring other activities not listed within these categories. This distribution suggests that although students predominantly engage in individual or social leisure activities, participation in cultural and physical activities remains relatively low. This situation highlights the need for strategic planning aimed at enhancing cultural awareness, promoting physical activity habits, and supporting healthier lifestyles among university students.

**Table 2. Participants' Leisure Time Characteristics (n=880)**

Leisure Time Features		Number (n)	Percent (%)
Weekly Leisure Time	1-5 Hours	163	18,52
	6-10 Hours	225	25,57
	11-15 Hours	201	22,84
	16 Hours and Over	291	33,07
Frequency of Difficulty in Leisure Time Utilization	Never	204	23,18
	Sometimes	394	44,77
	All the time	282	32,05
Type of Leisure Time Utilization	By Participating in Domestic Activities	220	25,00
	By Participating in Physical Activities	132	15,00
	By Participating in Social Activities	188	21,36
	Participating in Cultural-Artistic Activities	110	12,50
	By Participating in Open Space Activities	128	14,55
	Other	102	11,59
	<b>Total</b>	<b>880</b>	<b>100</b>

### Results Regarding the Factors Preventing Participants' Leisure Time Participation

Table 3 presents the distribution of various barriers limiting the participation of individuals (n=880) in leisure activities, based on their perceived level of importance. The data indicate that participants evaluated the factors affecting their use of leisure time using a five-point Likert scale (ranging from "not at all important" to "very important"). Among the barriers to leisure activity participation, physical, psychological, social, and environmental factors stand out. In particular, factors such as "feeling of fatigue," "intense work schedule," "inadequate facility infrastructure," "time-consuming transportation," and "lack of sufficient financial resources" were most frequently rated as "important" or "very important" by the participants. For instance, the factor "not having enough money" was rated as a significant barrier by 52.32% of respondents (important + very important), making it one of the most prominent constraints. Similarly, work-related burdens such as an "intense work schedule" and "fatigue" were also found to significantly hinder leisure participation. Structural deficiencies such as "overcrowded facilities" (67.50%) and "inadequate physical infrastructure of facilities" (54.34%) also emerged as critical limiting factors. Moreover, social and information-related barriers—such as "lack of knowledge about where and how to participate," "absence of nearby facilities," "transportation difficulties," and "not having a companion to join the activity"—were also reported at notable levels. Conversely, some

factors were perceived as less influential. For example, personal preference-related elements such as “not enjoying these activities in the past,” “not liking the services offered,” and “friends not being interested in participating” received relatively lower importance ratings. However, even among these, the proportion of respondents rating them as “important” or “very important” was noteworthy, suggesting that individual perceptions and preferences can also play a meaningful role in shaping participation behavior.

**Table 3. Factors Preventing Participants from Participating in Leisure Time Activities (n=880)**

Leisure Blockers		Number (n)	Percent (%)	Leisure Blockers		Number (n)	Percent (%)
<b>Feeling of Fatigue from Activities</b>	Very Insignificant	140	15,91	<b>Not Knowing Where to Join</b>	Very Insignificant	98	11,14
	Unimportant	267	30,34		Unimportant	129	14,66
	Neither Important nor Unimportant	245	27,84		Neither Important nor Unimportant	254	28,86
	Important	197	22,39		Important	228	25,91
	Very Important	31	3,52		Very Important	170	19,32
<b>Feeling Tired</b>	Very Insignificant	90	10,23	<b>No One to Teach</b>	Very Insignificant	94	10,68
	Unimportant	129	14,66		Unimportant	151	17,16
	Neither Important nor Unimportant	245	27,84		Neither Important nor Unimportant	237	26,93
	Important	245	27,84		Important	197	22,39
	Very Important	170	19,32		Very Important	201	22,84
<b>Fear of Injury</b>	Very Insignificant	112	12,73	<b>Inadequate Facility Equipment</b>	Very Insignificant	151	17,16
	Unimportant	219	24,89		Unimportant	135	15,34
	Neither Important nor Unimportant	214	24,32		Neither Important nor Unimportant	116	13,18
	Important	197	22,39		Important	239	27,17
	Very Important	138	15,68		Very Important	239	27,17
<b>Health Problems</b>	Very Insignificant	90	10,23	<b>Inadequate Facilities</b>	Very Insignificant	76	8,64
	Unimportant	134	15,23		Unimportant	116	13,18
	Neither Important nor Unimportant	214	24,32		Neither Important nor Unimportant	232	26,36
	Important	228	25,91		Important	219	24,89
	Very Important	214	24,32		Very Important	237	26,93
<b>Not Feeling Safe</b>	Very Insignificant	117	13,30	<b>Crowded Facilities</b>	Very Insignificant	61	6,93
	Unimportant	206	23,41		Unimportant	69	7,84
	Neither	228	25,91		Neither	156	17,73

	Important nor Unimportant				Important nor Unimportant		
	Important	192	21,82		Important	278	31,59
	Very Important	147	16,70		Very Important	316	35,91
<b>Not Being Happy in Social Environme nts</b>	Very Insignificant	94	10,68	<b>Disliking the Services Offered</b>	Very Insignificant	103	11,70
	Unimportant	232	26,36		Unimportant	138	15,68
	Neither Important nor Unimportant	219	24,89		Neither Important nor Unimportant	245	27,84
	Important	219	24,89		Important	214	24,32
	Very Important	116	13,18		Very Important	179	20,34
<b>Not Knowing Where to Learn</b>	Very Insignificant	94	10,68	<b>Lack of Facilities Close to Home</b>	Very Insignificant	98	11,14
	Unimportant	197	22,39		Unimportant	120	13,64
	Neither Important nor Unimportant	250	28,41		Neither Important nor Unimportant	245	27,84
	Important	214	24,32		Important	201	22,84
	Very Important	125	14,20		Very Important	214	24,32
<b>Time- consuming Transporta tion</b>	Very Insignificant	81	9,20	<b>My Friends Don't Have Time</b>	Very Insignificant	113	12,84
	Unimportant	125	14,20		Unimportant	164	18,64
	Neither Important nor Unimportant	241	27,39		Neither Important nor Unimportant	254	28,86
	Important	201	22,84		Important	197	22,39
	Very Important	232	26,36		Very Important	162	18,41
<b>Not Having a Car</b>	Very Insignificant	90	10,23	<b>No One to Attend Together</b>	Very Insignificant	98	11,14
	Unimportant	142	16,14		Unimportant	169	19,20
	Neither Important nor Unimportant	245	27,84		Neither Important nor Unimportant	276	31,36
	Important	175	19,89		Important	175	19,89
	Very Important	228	25,91		Very Important	162	18,41
<b>Not Enough Money</b>	Very Insignificant	85	9,66	<b>My friends do not like to participate in such activities</b>	Very Insignificant	81	9,20
	Unimportant	125	14,20		Unimportant	160	18,18
	Neither Important nor Unimportant	237	26,93		Neither Important nor Unimportant	294	33,41
	Important	197	22,39		Important	184	20,91
	Very Important	237	29,93		Very Important	162	18,41
<b>Intense Working Time at Work</b>	Very Insignificant	98	11,14	<b>Not liking this type of activity in the past</b>	Very Insignificant	142	16,14
	Unimportant	129	14,66		Unimportant	169	19,20
	Neither Important nor	241	27,39		Neither Important nor	241	27,39



	Unimportant				Unimportant		
	Important	197	22,39		Important	166	18,86
	Very Important	214	24,32		Very Important	162	18,41
<b>Having to Make Time for Family</b>	Very Insignificant	120	13,64	<b>Not Being Relevant</b>	Very Insignificant	107	12,16
	Unimportant	201	22,84		Unimportant	142	16,14
	Neither Important nor Unimportant	237	29,93		Neither Important nor Unimportant	263	29,89
	Important	210	23,86		Important	201	22,84
	Very Important	112	12,73		Very Important	166	18,86
<b>Having to make time for social activities</b>	Very Insignificant	112	12,73	<b>Keeping the Routine Program</b>	Very Insignificant	116	13,18
	Unimportant	125	14,20		Unimportant	164	18,64
	Neither Important nor Unimportant	259	29,43		Neither Important nor Unimportant	232	26,36
	Important	232	26,36		Important	184	20,91
	Very Important	153	17,39		Very Important	184	20,91
<b>Unsuitability of Program Times</b>	Very Insignificant	81	9,20				
	Unimportant	138	15,68				
	Neither Important nor Unimportant	245	27,84				
	Important	237	26,93				
	Very Important	179	20,34				

## CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This study aims to determine the factors that prevent university students from participating in leisure time activities. In this context, it was tried to reach the students who are actively studying at Sinop University through the questionnaire prepared and to determine their opinions. Leisure and recreation activities have existed as a necessity for individuals in almost every civilization in the historical process. Because these activities make individuals' lives more meaningful and valuable. In addition, it contributes to physical and mental well-being in individuals living under intense stress and pressure. In particular, it alleviates the feeling of loneliness brought about by technology and contributes to the existence of individuals in more social relationships and environments. In addition to these individual contributions, leisure and recreation activities also contribute to social and cultural cohesion, reinforcing the sense of solidarity and solidarity, reducing crime rates, developing group culture and a cumulative perspective on problems, etc. on a social scale. Considering all these contributions and positive effects, leisure and recreation activities become extremely important for individuals and society. However, when the relevant literature is examined, it is determined that there are some barriers to participation in these activities. It is important to identify and overcome these barriers in order to ensure all these contributions and benefits mentioned above. In general, it is seen in the related studies that individuals' participation in leisure and recreation activities is mostly prevented by social, economic, cultural, physical and psychological factors. In studies focusing on a specific geographical region, city or destination, attention is drawn to area-specific characteristics and

barriers to individuals' participation in leisure and recreation activities. Among these inhibitors, individuals' current financial status, education levels, marital status, income levels, having children and the number of children they have come to the fore (Hawkins et al., 1999; Thrane, 2000; Özşaker, 2012; Temir & Gürbüz, 2012). On the other hand, studies on university students reveal that factors such as lack of facilities, lack of equipment, lack of personnel, lack of activity calendar and program, individual psychology, lack of interest, lack of financial means, distance of campuses to the city center, transportation problem, lack of friends, lack of time, lack of promotion, not knowing or not finding the appropriate activity, lack of information, feeling tired, feeling insecure, not liking the services offered and gender factors are barriers to individuals' participation in leisure and recreation activities (Tunçkol, 2001; Young et al, 2003; Akintunde, 2009; Emir, 2012; Hashim, 2012; Özşaker, 2012; Çoruh, 2013; Ekinci et al., 2014; Acun et al., 2015; Keskin et al., 2015; Honca & Çetinkaya, 2017; Aydoğdu et al., 2018; Duran et al., 2023). In this study, similar to the results of the studies conducted especially for university students, it was determined that the factors of lack of time and interest, individual psychology, lack of information, transportation problem, lack of facilities and lack of friends are important barriers to participation in leisure and recreation activities. In addition to these factors, it has been determined that university students consider feeling tired, existing health problems and not feeling happy in social environments to be significant barriers to their participation in leisure and recreation activities, and that they consider the lack of sufficient financial power, inadequacy of facility equipment and inadequacy of facilities in general to be very significant barriers. Considering the individual, student and community-based contributions and benefits of leisure time and activities, it becomes important to identify and overcome all these barriers. At this point, the following suggestions have been developed for Sinop University and its subunits where the research was conducted:

- Students' participation in leisure and recreation activities can be ensured and increased through student clubs, sports teams, art activities and music groups.
- Students' participation in leisure and recreational activities can be ensured and increased by constructing or improving existing or deficient facilities on campus and in district campuses.
- Students' participation in leisure and recreation activities can be ensured and increased through affordable movie screenings, theater plays, concerts, festivals, picnics, nature activities, etc., which will be organized in a way that will not disrupt education and training.
- Students' participation in leisure and recreation activities can be ensured and increased through online game tournaments, virtual museum tours, 3600 virtual activities, artificial intelligence applications, etc., which will be organized by considering today's technologies, digital knowledge and trends of young people.
- By identifying students' interests and hobbies, the contents and weekly flows of other courses, especially the volunteering studies course, can be made to develop students' social support networks and improve their environment.
- Joint activity calendars and programs can be created with the coordination of units such as the Department of Health, Culture and Sports, Faculty of Tourism, Faculty of Sports Sciences and Faculty of Health Sciences in order for students to make the most of leisure and recreation activities.

- Training and education programs, recreational activities, content presentations with interactive tools, etc. can be organized to overcome the deficiencies experienced by students in time management, regular sleep habits, combating all kinds of addictions, stress management, etc.
- Supportive motivational tools can be offered to promote the activities and events to be organized by the university and units in a more effective and accessible way in all media and to encourage students to participate.
- Environments and activities can be designed for students studying in all academic units to meet, mingle, plan joint activities and eliminate the lack of friends.
- Students can be guided to recognize and experience recreational opportunities such as trekking, diving, underwater archaeology, water sports, learning about endemic plants and nature, etc. and activities can be organized on specific themes.
- Comprehensive social responsibility projects can be prepared and cumulative participation, support and interaction of students can be ensured.
- Awareness of leisure and recreation activities should be made a philosophy in the institution and this philosophy should be transformed into a part of academic education for university students.
- Access to and participation in activities can be increased by providing continuous and uninterrupted transportation from the city center and student dormitories to the activities to be organized on campus and district campuses.

When the purpose of the research and the results obtained are taken into consideration, future research and researchers; this study was limited to Sinop University and the student population that could be accessed during the research process. In view of this limitation, future researches and researchers can make the scope wider. Research can be conducted to determine the opinions of university academic and administrative staff on the factors that prevent participation in leisure and recreation activities. In order to determine the factors that prevent participation in leisure and recreation activities, different sample-based results can be obtained and compared by taking into account local people, institutions at different educational levels, etc. In addition to determining the factors that prevent participation in leisure and recreation activities, research can be designed by choosing measurement tools to determine the opinions in order to eliminate these obstacles.

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