

# Evaluation of The Leisure Time Attitude of Gymnastic Coaches

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## ABSTRACT

The working group of the research consists of 297 referees who attended the 2018 Referee-Trainer Visa Seminars of the Gymnastics Federation held in Antalya between 20-23 December 2018. Leisure Attitude Scale: LAS, developed by Ragheb and Beard in 1982 and adapted into Turkish by Akgül and Gürbüz, was used in the study. The data obtained in the study, frequency, % distribution, mean and standard deviation (Std. Deviation) were measured, Kolmogorov-Smirnov and Shapiro-Wilk tests were used in normality analysis, Kruskal Wallis-H, Mann Whitney U, Chi-square and Fisher Exact tests were used in comparison of the groups. In this study, which examines the attitudes of gymnastics trainers towards leisure activities; It was examined whether there was a difference in terms of gender, age and coaching level and a significant difference was found according to the variables of age and coaching level ( $P < 0.05$ ). There is a significant difference in the cognitive dimension from the sub-dimensions of attitude towards leisure activities according to age. There is a significant difference in affective dimension from the sub-dimensions of attitude towards leisure activities according to the category of coaching level ( $P < 0.05$ ). In addition, gymnastics trainers' attitudes towards leisure activities did not differ according to gender ( $P > 0.05$ ). In coaching training seminars, various departments should be organized in order to make efficient use of leisure time, it is recommended to support concepts such as leisure attitude and related life quality, leisure time satisfaction, leisure physical activity restrictions, and coping with leisure time obstacles by carrying out different studies.

**Keywords:** Gymnastics, Coach, Leisure Attitude

## INTRODUCTION

Time, which is a very valuable concept for human beings, can be considered in two groups as working time and non-working time in terms of usage. The good use of time depends on the ability to balance the time that people allocate depending on many factors. Time is the interval through which an object moves from one point in space to another. It is the most important concept that people use to plan themselves, organize their lives or adapt to organized plans (1).

The concept of leisure time has emerged as a result of radical changes and shaping in the lives of societies. The concept of leisure, which is as old as human history, begins with the Paleolithic and Neolithic periods. Various archaeologists put forward information about this period, usually for sports and recreation purposes, made by man. During antiquity and the Middle Ages leisure pursuits were only a prerogative of aristocrats. It completely changed the Renaissance and the Reform period, the French Revolution and the Industrial Revolution after that, in the understanding of interaction and change in business life, which is considered leisure time (2).

Leisure involves the individual giving up routine activities such as work and instead engaging in enjoyable activities that are highly enjoyable. This interest can include either a productive activity or a non-productive activity. However, it does not require assuming social responsibilities linked to one's other social roles (3). Therefore, traditionally this term has been considered as a recreational process (4).

Attitude is defined as the relatively stable organization of our beliefs, feelings and behavior tendencies towards an object or a person (5). Attitude is people's assessment of other people's objects or thoughts. Some attitudes are based on feelings and values rather than facts and numbers. Attitudes can also develop through imitation in the absence of deliberate sanctions in this way.

Some attitudes are an indirect function of the genetic structure and are related to traits such as temperament or personality that are directly related to our genes (6, 7). Attitude, with its cognitive, affective and behavioral dimensions, is a psychological construct that is seen as an important and critical interpreter of behavior. People's attitudes and their subjective reasons to act in a certain way are the causal factors among the variables in the life of society.

On the other hand, leisure attitude is defined as the feelings, thoughts and behaviors of individuals towards leisure and leisure activities, positive or negative reactions or tendencies that consist of knowledge, skills, experiences, memories and feelings acquired in the activities they participate in (8; 9).

For this reason, it can be said that trainers' having a positive or negative attitude towards the coaching profession can also affect their behaviors while performing their profession. In this study, it is aimed how gymnastics trainers spend their free time and how their attitudes are.

This study focuses on testing the problem of leisure time and our curiosity about how this time is spent on coaches. The fact that coaches have distinctive and specific characteristics and their potential to realize their impact on the society of the future through today's youth leads us to focus this study on the problem of how coaches make use of their leisure time. With this study, it is aimed to reveal a general profile of the trainers' leisure perceptions.

## MATERIAL AND METHODS

**Participants:** The voluntary participants of the research consist of 297 referees who attended the 2018 Referee-Trainer Visa Seminars of the Gymnastics Federation held in Antalya between 20-23 December 2018.

**Procedures:** The data collection tool used in the study consists of 2 parts. In the first part of the data collection tool, statements to determine the demographic information of the participants in the research group are included. The second part is; In order to measure the attitudes of 297 trainers who attended the Referee and Trainer seminar organized by the Gymnastics Federation in Antalya in 2018, the attitudes towards their leisure time were measured with the "Leisure Attitude Scale" (LAS), which was developed by Ragheb and Beard in 1982(10) and adapted into Turkish by Akgül and Gürbüz(11).

**Instruments:** Leisure Attitude Scale (LAS): Developed by Ragheb and Beard (1) cognitive (eg: leisure activities are beneficial for individuals and societies) (2) affective (eg: I like to engage in leisure activities) and (3) behavioral (eg: frequent leisure activities) It consists of 3 sub-dimensions with equal distribution (12 items each) and 36 items in total. The scale is a 5-point Likert type scale (Strongly Disagree- Disagree- Undecided- Agree- Strongly Agree). A minimum of 36 points and a maximum of 180 points can be obtained from the scale.

**Data analysis:** The data obtained in the study were presented as histogram, % distribution, mean and standard deviation (Std. Deviation). Kolmogorov-Smirnov and Shapiro-Wilk tests were used for normality analysis. Kruskal Wallis-H, Mann Whitney U, Chi-Square and Fisher Exact tests were used in comparison of the groups. SPSS 22.0 package program was used for data analysis. Statistical significance level was accepted as 0.05. In the Personal Information Form, it consists of 9 items about the trainers to determine the gender, age, educational status, coaching level,

place of residence, income level, leisure time competence, difficulty in taking advantage of leisure time and belief and value effects.

**RESULTS**

The distribution of the participants according to their demographic characteristics is given in Table 1.

Table 1. Frequency and percentage distribution of the participants according to their descriptive characteristics

Variables	Grups	N	%
Gender	Male	163	54,9
	Female	134	45,1
Age (year)	30 age and below	135	45,5
	31 age and above	162	54,5
Education Level	Secondary school	25	8,4
	High school	221	74,4
	Postgraduate	51	17,2
Coaching Level	1st level	75	25,3
	2nd level	146	49,2
	3rd level	65	21,9
	4th level	6	2,0
	5th level	5	1,7
Residence Area	Rural Area	17	5,7
	Kentsel Alan	158	53,2
	Metropolis	122	41,1
Income Level	Too bad	6	2,0
	Bad	42	14,1
	Ordinary	158	53,2
	Good	83	27,9
Leisure Proficiency	Very good	8	2,7
	Absolutely Poor	49	16,5
	Insufficient	99	33,3
	Normal	95	32,0
	Sufficient	48	16,2
Leisure Time Difficulty	Absolutely Sufficient	6	2,0
	Always	162	54,5
	Sometimes	66	22,2
Faith or Value Impact	Never	69	23,2
	Yes	58	19,5
	Not	160	53,9
	Partly	79	26,6

\*P<0.05

When we look at the age and gender information of the referees, it is seen that most of the referees, regardless of women and men, are 31 years old and over.

Table 2. Comparison of Leisure Attitude Scale (LAS) scores according to gender variable

Subscales	Gender	N	$\bar{x}$	Sd.	Average Rank	Sum of Average Ranks	U	P
Cognitive	Male	163	49,73	7,09	147,51	24043,50	10677,500	,740
	Female	134	49,94	7,09	150,82	20209,50		
Affective	Male	163	48,47	8,61	146,91	23946,00	10580,000	,643
	Female	134	48,36	7,12	151,54	20307,00		
Behavioral	Male	163	44,24	8,10	151,10	24628,50	10579,500	,642
	Female	134	43,36	9,06	146,45	19624,50		

\*P<0.05

When the table was examined, it was observed that the leisure time attitude scores of gymnastics trainers did not differ significantly in all sub-dimensions of the scale in the analysis of the Mann Whitney U test, which was made according to the variable of gender. This finding shows that gymnastics trainers, being male or female, do not have different effects on leisure attitude.

Table 3. Comparison of LAS scores by age variable

Subscales	Age Groups	N	$\bar{x}$	SD	Average Rank	Sum of Average Ranks	U	P
Cognitive	30 age and below	135	48,99	7,05	137,95	18623,50	9443,500	,043*
	31 age and above	162	50,52	7,05	158,21	25629,50		
Affective	30 age and below	135	48,26	7,87	143,71	19401,00	10221,000	,332
	31 age and above	162	48,56	8,06	153,41	24852,00		
Behavioral	30 age and below	135	44,07	8,43	150,76	20352,00	10698,000	,747
	31 age and above	162	43,65	8,66	147,54	23901,00		

\*P<0.05

When Table 3 is examined, in the analysis of the Kruskal Wallis H test performed according to the age variable of gymnastics trainers' leisure attitudes, a significant difference is found in terms of cognitive attitude (p <.043).

Table 4. Comparison of LAS scores according to education level variable

Subscales	Education Level	N	$\bar{x}$	SD	Average Rank	Sum of Average Ranks	Sd	P	Dif.
Cognitive	Secondary school	25	46,96	7,17	109,32	5,887	2	,053	-
	High school	221	50,25	6,30	152,17				
	Postgraduate	51	49,37	9,60	154,72				
Affective	Secondary school	25	45,48	7,58	108,84	6,173	2	,046	2-3
	High school	221	48,76	6,86	153,76				
	Postgraduate	51	48,37	11,66	148,05				
Behavioral	Secondary school	25	39,96	8,54	107,16	10,812	2	,004	2-3 3-4
	High school	221	44,79	8,35	158,03				
	Postgraduate	51	41,65	8,61	130,38				

\*P<0.05

When the table was examined, it was observed that the leisure time attitude scores of gymnastics trainers did not differ significantly in the ANOVA test analysis performed according to the education level variable in all sub-dimensions of the scale.

Table 5. Comparison of LAS scores according to the level of coaching

Subscales	Level	N	Average Rank	Chi-Square	SD	P	Dif.
Cognitive	1st level	75	140,12	7,733	4	,102	-
	2nd level	146	154,51				
	3rd level	65	149,79				
	4th level	6	188,83				
	5th level	5	63,10				
Affective	1st level	75	145,45	13,058	4	,011*	-
	2nd level	146	156,35				1-4, 1-5, 2-5,
	3rd level	65	138,09				3-4, 3-5, 4-5
	4th level	6	217,33				
	5th level	5	47,60				
Behavioral	1st level	75	155,06	8,815	4	,066	-
	2nd level	146	148,72				
	3rd level	65	140,34				
	4th level	6	227,17				

\*P<0.05

When the table was examined, in the Kruskal Wallis H test analysis conducted according to the variable of the training level of gymnastics trainers, no significant difference was found between the sub-dimensions of the scale, cognitive attitude and behavioral attitude score, while a significant difference was observed between affective attitude scores. When we look at which coaching level group the difference is; It has been observed that there is a significant difference between the trainers holding the 1st, 2nd, 3rd and 4th level coaching certificate and the trainers with the 5th level coaching certificate in favor of the trainers with the 1st, 2nd, 3rd and 4th level coaching certificate. In addition, it has been observed that there is a significant difference between the trainers holding the 1st and 3rd level coaching certificates and the trainers with the 4th level coaching certificate in favor of the trainers with the 4th level coaching certificate.

Table 6. Comparison of LAS scores according to the residence area variable

Subscales	Residence Area	N	$\bar{x}$	SD	Average Rank	Chi-Square	SD	P
Cognitive	Rural Area	17	50,24	5,71	140,41	,869	2	,648
	Kentsel Alan	158	49,44	7,31	145,79			
	Metropolis	122	50,27	6,96	154,36			
Affective	Rural Area	17	51,24	5,45	180,26	2,862	2	,239
	Kentsel Alan	158	48,23	8,12	144,03			
	Metropolis	122	48,27	8,03	151,07			
Behavioral	Rural Area	17	44,94	7,64	157,53	,994	2	,608
	Kentsel Alan	158	44,13	8,54	152,55			
	Metropolis	122	43,32	8,70	143,22			

\*P<0.05

When the table was examined, it was observed that the leisure attitudes of gymnastics trainers did not differ significantly in all sub-dimensions of the scale in the analysis of Kuruscalvaris test performed according to the place of residence variable.

Table 7. Comparison of LAS scores according to the variable of income status

Subscales	Income Level	N	$\bar{x}$	SD	Average Rank	Chi-Square	SD	P
Cognitive	Too bad	6	46,17	11,53	129,08	4,185	4	,382
	Bad	42	50,93	6,69	153,85			
	Ordinary	158	49,66	6,26	145,37			
	Good	83	50,33	8,03	159,28			
	Very good	8	44,75	8,68	103,56			
Affective	Too bad	6	46,67	10,98	141,42	3,043	4	,551
	Bad	42	49,95	10,01	156,35			
	Ordinary	158	47,95	7,54	143,47			
	Good	83	48,92	7,52	159,10			
	Very good	8	45,88	6,10	120,56			
Behavioral	Too bad	6	45,83	11,05	170,50	7,496	4	,112
	Bad	42	41,93	8,20	127,56			
	Ordinary	158	43,41	8,83	144,75			
	Good	83	45,61	7,98	167,63			
	Very good	8	42,63	6,57	136,06			

\*P<0.05

When the table was examined, it was observed that the leisure attitudes of gymnastics trainers did not differ significantly in all sub-dimensions of the scale in the analysis of the Anova test, which was made according to the income variable.

Table 8. Comparison of LAS scores according to the proficiency level of leisure time

Subscales	Proficiency Level of Leisure Time	N	$\bar{x}$	SD	Average Rank	Chi-Square	SD	P
Cognitive	Absolutely Poor	49	50,14	7,04	151,61	1,000	4	,910
	Insufficient	99	49,46	7,46	145,84			
	Normal	95	50,40	6,64	154,84			
	Sufficient	48	49,35	7,02	142,92			
	Absolutely Sufficient	6	47,83	9,43	136,00			
Affective	Absolutely Poor	49	47,69	6,94	137,73	1,080	4	,897
	Insufficient	99	48,26	7,56	150,17			
	Normal	95	48,95	9,05	151,72			
	Sufficient	48	48,56	7,78	153,13			
	Absolutely Sufficient	6	47,50	6,95	145,67			
Behavioral	Absolutely Poor	49	42,22	7,06	127,57	5,977	4	,201
	Insufficient	99	44,47	8,05	156,57			
	Normal	95	43,49	8,86	144,65			
	Sufficient	48	44,42	10,11	158,99			
	Absolutely Sufficient	6	47,50	9,01	188,08			

\*P<0.05

When the table was examined, it was observed that the leisure attitudes of gymnastics trainers did not differ significantly in all sub-dimensions of the scale in the Anova test analysis, which was made according to the efficiency variable of leisure time.

Table 9. Comparison of LAS scores according to difficulty in evaluating leisure time

Subscales	Leisure Time Difficulties	N	$\bar{x}$	SD	Average Rank	Chi-Square	SD	P	Fark
Cognitive	Always	66	49,80	7,93	151,81	4,768	2	,092	-
	Sometimes	162	49,29	6,93	140,24				
	Never	69	51,10	6,48	166,88				
Affective	Always	66	47,56	7,12	140,98	7,033	2	,030*	1-3
	Sometimes	162	47,95	8,59	142,06				
	Never	69	50,35	6,92	172,97				
Behavioral	Always	66	42,80	8,26	139,85	3,368	2	,186	-
	Sometimes	162	43,59	8,51	145,91				
	Never	69	45,43	8,78	165,01				

When the table is examined; In the Kruskal Wallis H test analysis made according to the variable of leisure time evaluation of the leisure attitudes of gymnastics trainers, while there is a significant difference in terms of affective attitude ( $p < .030$ ), which are the sub-dimensions of the scale, there is no significant difference between cognitive attitude, behavioral attitude and total attitude score.

Table 10. Comparison of LAS scores according to whether beliefs or values guide leisure activities

Subscales	Faith or Value Impact	N	$\bar{x}$	SD	Average Rank	Sum of Average Ranks	U	P
Cognitive	Yes	58	49,4828	6,21329	101,64	5895,00	4184,000	,267
	Not	160	50,4688	7,07100	112,35	17976,00		
Affective	Yes	58	48,3621	10,15269	101,60	5893,00	4182,000	,265
	Not	160	48,8250	7,72365	112,36	17978,00		
Behavioral	Yes	58	45,6897	6,77251	120,80	7006,50	3984,500	,110
	Not	160	43,2313	8,82836	105,40	16864,50		

\*P<0.05

When the table is examined, in the analysis of the Kruskal Wallis H test, which was performed according to the variables of difficulty in evaluating the beliefs or values of the leisure attitudes of gymnastics trainers, no significant difference was observed between affective attitude, cognitive attitude, behavioral attitude and total attitude score, which are the sub-dimensions of the scale

## DISCUSSION AND CONCLUSION

As a result of the study, no significant difference was found between the leisure attitudes of gymnastics trainers and their gender ( $p > 0.05$ ). This finding indicates that whether gymnastics trainers are male or female, they do not affect their leisure time attitudes differently. Sports culture is thought to have an effect on the occurrence of this finding. Due to the duties that society imposes on women (cleaning, cooks, wife, mother, etc.), the time limitations women experience may affect their attitudes towards leisure time. However, it has been shown that women involved in sports are more active and comfortable due to the effect of sports, do not have limited opportunities in recreational choices due to the roles assigned to women by the society, in other words, their gender does not interfere with leisure activities.

When the literature is examined (12;13;14;11; 15;16), it has been reported that males generally exhibit more positive attitudes than females in leisure time attitudes, and emphasized that this was due to the influence of patriarchal Turkish culture (16). On the other hand, there was no difference in all three sub-dimensions according to gender, in the studies done on Sarin (17) university students, Bakay (18) secondary school students, Deng et al. (19) British and Chinese citizens residing in Canada, Pala et al (20) Futboltenisi Athletes, Gökürek (21) individuals participating in the dance activity, Aydemir et al. (22) with individuals living in the city center of Edirne, Ayyıldız Durhan et al. (23) individuals engaged in recreational swimming sports, Karaman et al. (24) individuals participating in recreational dance activities. When we look at literature researches, these results are consistent with our research findings. In the literature, it is seen that there are different results between gender and leisure time (25). Related studies show that social and cultural differences have different results on the leisure attitude of gender.

While there was no significant difference between the emotional and behavioral attitude sub-dimensions of gymnastics trainers and their age ( $p > 0.05$ ), a significant difference was found in the cognitive attitude dimension in favor of gymnastics trainers in the 30 and under group ( $p < 0.05$ ). Age is an important factor affecting active or passive participation in leisure activities. For example, younger people tend to use their leisure time more actively, participate in physical activity and sports activities than older individuals (26). Partially supporting our research findings, Çelik (27) found that while a significant difference was determined in the cognitive and affective sub-dimensions, there was no significant difference in the behavioral sub-dimension in his study on police college students. In the research of Çelik (27), it was determined that the younger ones tend to use their spare time more effectively. Similarly, in the research of Demir and Demir (28), it was revealed that young people participate in physical activities and sports activities more than the older ones. On the other hand, in the study of Green et al. (29), as the age of the students increases, the leisure time activities in which they learn

more activities and that they can do in the future increase. Cheng et al. (30), in their study, which comparatively analyzed the participation of university students studying in 6 different countries in recreational sports, stated that their participation in recreational sports varies according to age. It is observed in the study of Çemrek (31) that the age difference is also important. It can be said that the leisure time evaluation styles of students in Turkey do not differ greatly and therefore their leisure time attitudes do not change according to age (11). In some studies in the relevant literature, it was found that the age of the participants was not a significant predictor of participation in leisure activities (32; 21; 20; 22;23). In this study, it is seen that the leisure time attitudes of gymnastics trainers (except for the cognitive sub-dimension) do not significantly differ according to the age variable. The difference in the cognitive dimension in favor of young trainers can be related to the fact that younger people participate more in leisure activities (33). In other dimensions, gymnastics trainers of all age groups have similar attitudes in terms of using their free time.

While there was no significant difference between the affective and behavioral attitude dimensions of gymnastics trainers' leisure attitude sub-dimensions and their educational status ( $p > 0.05$ ), in the studies of Balaban et al (34) on Kırkpınar Oil Wrestling Athletes and Aydemir et al (22) on leisure activities, no difference was observed in all three sub-dimensions. Parallel to the increase in the level of education, their expectations in leisure time activities are expected to increase in the same direction. In the study conducted by İleri and Sönmez (35) on individuals who are directed to physical activities, it was concluded that the main effect of the "educational status" variable on the sub-dimensions of LAS was not significant and that no sub-dimension scores of the participants differ significantly. Especially as the educational and cultural level increases, the level of participation in leisure activities also increases (36). It can be said that the way of using trainers' leisure time does not differ and therefore does not change according to education level.

In our study, no significant difference was found in the cognitive and behavioral dimensions of the leisure time attitude scale sub-dimensions of the coaching level categories of gymnastics trainers, and a significant difference was found in the affective dimension. When the results of the Mann Whitney U test were examined, the trainers with the 5th level trainer certificate in the affective dimension had a significantly lower attitude than the other levels. On the other hand, the trainers with the 4th level coaching certificate have a significantly higher attitude than the trainers with the 1st and 3rd level coaching certificates. The occurrence of this difference may be due to the fact that the trainers with the 5th level coaching certificate cannot eliminate the negativities that may arise against the activities performed against leisure activities or their enthusiasm for leisure activities is low compared to the trainers at other levels who are assumed to be younger. Affective elements of the attitudes consist of the emotions and evaluations of the individual about the object of attitude, in other words, the person's enthusiasm for the living or non-living, intangible or concrete things that are the subject of the attitude. The object of attitude constitutes the affective element of the attitude in judgments such as, pleasant or not, liked or disliked. The affective element gives continuity to the attitude, shapes the attitude and makes the attitude repulsive (37). It is possible to say that this emotional state is seen stronger in gymnastics trainers who have 4th level coaching certificate. In line with these results, the reason for the difference between gymnastics trainers is, in line with these results, the reason for the difference between gymnastics trainers is the trainers who have 5th and 4th level coaching certificates have different (5th level negative; 4th level positive) perspectives and evaluations towards attitude objects in any event, situation or recreational activities.

Comparison of LAS scores according to the variable of residence, no significant difference was found in the cognitive, behavioral and affective dimensions of the leisure time attitude scale. In parallel with our research, it has been determined that

there is no significant factor in the study of (11) attitudes of individuals from different cultures towards leisure activities, Göker (38) regarding the life satisfaction of foreign university students and their attitudes towards receiving psychological help from students from various countries and Yazıcıoğlu (39) residency status of retired civil servants participating in recreational activities.

Comparison of LAS scores according to the income variable did not differ significantly in all sub-dimensions of the scale. Akgül (11) stated in his study that it does not differ according to the income levels of the participants living in Ankara and London, and it coincides with our study. In the study conducted by Sanin (17), it is seen that Vocational School Sports Management Program students in Turkey do not differentiate according to their income levels and coincide with our study. It is seen that they do not differ according to their income levels and coincide with our study in the studies of Çakır et al. (40) examined the leisure time barriers and life satisfaction levels of public employees and Eruzun (41) investigated the effects of female participants on leisure time satisfaction and quality of life.

As a result of the comparison of LAS scores according to the leisure time competence variable, there was no significant difference in the Cognitive and Behavioral sub-dimensions, while a significant difference was found in the Affective sub-dimension. Çelik (27), in his study with the police college participants, found that there was no significant difference in the cognitive, affective and behavioral sub-dimensions of the participants' leisure time attitudes according to the variables of "weekly leisure time competence", in the findings of Akyüz and Türkmen (42) on their attitudes towards leisure time in their study on University Students, and Tolukan et al. (42) found that there was a significant difference in the "affective" sub-dimension according to the "difficulty in evaluating" variable of the participants, and there was no difference in the other sub-dimensions.

It was determined in the study conducted by Balaban et al. (34) on Kırkpınar Oil Wrestling Athletes, it was found that all sub-dimension mean scores, including "cognitive", "affective" and "behavioral", differed significantly in terms of the effect of "difficulty in evaluating" and in the studies of Yalçın et al. (43) the leisure time attitude average scores are higher the participants who do sports and who do not have difficulty in leisure time.

There is no significant difference between affective attitude, cognitive attitude, behavioral attitude and total attitude score, which are the sub-dimensions of the scale conducted according to the variable of leisure attitudes beliefs or values.

In the study of Dost (44), it was observed that the effects of the variable of religious belief on the life satisfaction of university students did not differ statistically and coincided with our study. Demir and Demir (28) stated in their research on university students that religious belief was among the least influential factors on participation in leisure activities also. When the studies on beliefs and values are examined, it can be thought that the young population postpones their beliefs and values or leave them to old age.

In this study, which examines the attitudes of gymnastics trainers towards leisure activities; Comparison of gymnastics trainers with regard to their leisure attitudes has been made according to some demographic variables. In future studies, it is possible to make suggestions to federations and universities by determining the necessary differences and relationships by taking into account the types of activities they participate in, activity frequency and duration, as well as the attitudes of the coaches. As a result; We should state that the research needs to be disseminated with wider participants (different branch trainers) in a way that defines the universe in depth. However, the personal variables used in this study should be increased and the importance of sport and its involvement in sports in attitude towards leisure activities can be made more evident. Various departments should be organized in coaching training seminars in order to make efficient use of leisure time. Besides, different studies can be done by considering the concepts of leisure time

attitude and related life quality, leisure time satisfaction, restrictions of leisure physical activity, and coping with leisure time obstacles in the theories in the literature.

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