INVESTIGATION OF UNIVERSITY STUDENTS' LEISURE TIME CONSTRAINTS AND SOCIAL MEDIA ADDICTIONS DURING THE COVID-19 PANDEMIC PERIOD

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ABSTRACT

This study aimed to examine the constraints to participation in leisure activities and social media addiction levels of university students during the COVID-19 pandemic process according to some variables and it aims to determine the relationship between the constraints to participation in leisure activities and the social media addiction levels. The study group of the research consisted of 521 students, 297 females and 224 males, who are studying at Kastamonu University. The "Leisure Time Constraints Scale Short Form (LTCS-SF)" which was developed by Alexandris & Carroll (1997), adapted into Turkish by Gürbüz & Karaküçük (2007) and later tested for construct validity by Gürbüz, Öncü & Emir (2020) and the "Bergen Social Media Addiction Scale" developed by Billieux, Griffiths, Kuss, Demetrovics, Mazzoni & Pallesen (2016) and adapted into Turkish by Demirci (2019) were used as data collection tools. In the study, descriptive statistical methods (percentage, frequency, mean, standard deviation), t-test and one-way analysis of variance (ANOVA) and Pearson correlation test were used to analyse the data. According to the results of the study, while there was a significant difference in the variable of daily internet usage time in the Individual Psychology, Lack of Knowledge, and Facility sub-dimensions of LTCS-SF, there was no significant difference in the variables of gender and income level in all sub-dimensions of LTCS-SF. In the Bergen Social Media Addiction Scale was a significant difference in the variables of gender and daily internet usage time, but no significant difference was found in the income variable. It was seen that the participants have the most constraints to participation in the facility, and their social media addiction level was at a medium level. As a result of the correlation analysis, it was determined that all sub-dimensions of LTCS-SF were in a significant and positive relationship with social media addiction. It can be said that the differences in the leisure time constraints of the participants and their social media addictions were related to the restrictions in the pandemic process.

Keywords: Leisure constraints, social media addiction, university students.

INTRODUCTION

The Coronavirus disease (COVID-19) was globally confirmed by WHO in February 2020 and caused fear and anxiety all over the world. For this reason, the epidemic caused governments in various countries to take quick and protective measures. Some of the measures taken by the governments were to keep the people at home, to close the schools and to impose some restrictions. Although it is safe for individuals to stay at home, it also leads to negative consequences. Because such efforts to prevent the transmission of the virus have caused a decrease in physical activity and spending an excessive amount of time on activities such as sitting, lying or playing games, watching television, and using a mobile device (Chen et al., 2020). It is very useful to participate in leisure activities to get through this process with the least damage. Because recreational activities have many positive effects on individuals in terms of physical, social, psychological, emotional, and social aspects (Karaküçük & Gürbüz, 2007). Despite the positive contributions of participation in recreational activities, it is observed that individuals do not participate in such activities, which are very important for them, due to various reasons, or cannot participate due to various constraints (Karaküçük & Gürbüz, 2007). The concept of constrainst, on the other hand, refers to the factors that limit or prevent participation in sports and recreation programs (Jackson, 1993). Crawford and Godbey (1987) classified constraints as internal, interpersonal, and structural. Internal constraints relate to the individual, psychological states, and qualities. Interpersonal restrictions arise from interpersonal interaction and include the inability to find a companion to participate in activities; Finally, structural constraints are external constraints related to the lack of necessary resources to participate in leisure activities. The three dimensions of leisure constraints, initially classified by Crawford & Godbey (1987), have been popularly applied by different researchers to address multifaceted relationships with other variables such as leisure preferences, participation, commitment, and negotiation (Crawford et al., 1991; Lyu & Oh, 2014).

Individuals participating in leisure activities are generally young adults. An important group of the population among the youth are college students. Most college students do not have other important obligations to take care of, such as a permanent job or a family, besides their academic activities. Therefore, they have more leisure time than other adult groups (Masmanidis et al., 2015). It is vital to address the leisure time constraints of the young student group. Because knowing the leisure time constraints of young people can improve the implementation of leisure services for young people and create a healthier society in the future (Drakau et al., 2008). University education plays an important role in shaping the adulthood of individuals, and it is a period in which professional knowledge is gained and leisure lifestyles begin to become evident (Sevic & Eskiler, 2020). Therefore, universities also play a guiding role for their students to make good use of their time outside of their formal education (Özşaker, 2012). For this reason, universities should try to plan various leisure activities for young people and ensure their participation in activities and try to minimize the restrictions on participation in activities (Sevic & Eskiler, 2020).

Social media has become an increasingly popular leisure activity in the last decade (Andreassen, 2017). For this reason, it is thought that the use of social media is increasingly related to the fact that university students do not prefer leisure activities. Because social networks are mostly used by young people, who are described as the new generation (Tutgun-Ünal, 2015). Moreover, recent studies emphasize that young people mostly use social media (Akyazı & Tutgun-Ünal, 2013; Köroğlu & Tutgun-Ünal, 2013) and that this use is mostly at the level of an addiction (Andreassen et al., 2012). Therefore, the research must be conducted with university students, who are one of the groups most affected by the epidemic in terms of both health and education, and who use social networks intensively. The research is important in terms of understanding the leisure time constraints and social media addictions of university students during the COVID-19 pandemic period and developing policies regarding these issues. Because investigating the source of leisure constraints can ultimately help to better organize and promote leisure activities. Therefore, research examining leisure constraints can be valuable for the development of leisure policies and strategies for organizations or companies that organize leisure activities (Drakau et al., 2008). In addition, the research will provide valuable information to university administrators in terms of developing the right strategies for planning, promoting, and managing the recreational activities to be organized. In this context, the aim of this research is to examine the constraints to participation in leisure activities and social media addictions of university students during the COVID-19 pandemic period according to some variables and to determine the relationship between constraints to participation in leisure activities and social media addictions.

METHOD

Selection of Participants

The research pool consisted of students studying in various departments of Kastamonu University. The sample of the study, on the other hand, consisted of 297 females and 224 males, a total of 521 students selected by convenience sampling method. The participants participated voluntarily in the research.

Data Collection Tools

The "Leisure Constraints Questionnaire" (LCQ) developed by Alexandris & Carroll (1997) to determine the leisure participation constraints of the participants, adapted into Turkish by Gürbüz and Karaküçük (2007), the construct validity was tested by Gürbüz, Öncü and Emir (2020) was used. The scale consisted of 6 sub-dimensions as 1- individual psychology, 2- lack of knowledge, 3- facility, 4- lack of friends, 5- lack of time and 6- lack of interest, and a total of 18 items, which include factors that limit or prevent individuals' participation in leisure time activities. The scale items were listed and scored as (1) "Absolutely Insignificant" and (4) "Absolutely Important". The internal consistency coefficient in the original form of the scale was 0.87 for the whole scale (Alexandris & Carroll, 1997). In its Turkish short form, it varies between 0.65 and 0.86 (Gürbüz et al., 2020). In our study, it varies between 0.69 and 0.85

Bergen Social Media Addiction Scale, which was developed by Andreassen et al. (2016) and the validity and reliability study was performed by Demirci (2019) for Turkish culture, was used in the study to measure the social media addiction of individuals. The scale consisted of one dimension and six items. Each item in the scale was equivalent to the six basic addiction criteria: mental exertion, mood change, tolerance, withdrawal, conflict, and unsuccessful quitting attempt. The scale was answered on a five-point Likert-type scale ranging from (1) very rarely to (5) very often. The total score of the scale varies between 6-30. The internal consistency of the original scale was found to be 0.88. In our study, the internal consistency value of the scale was found to be 0.81. Participants were also asked questions about their demographic information such as gender, income level, and daily internet usage time.

Data Collection and Process

The Leisure Time Constraints Scale-Short Form, the Bergen Social Media Addiction Scale and the personal information form about the participants were applied to the university students who volunteered to participate in the research via Google Forms on the internet by the researchers.

Before the scales were applied, the participants were given information about the scales. Filling out the scales takes about 8-10 minutes. The data obtained from 521 people who participated in the research voluntary were included in the research.

Data Analysis

In the analysis of the data at the end of the data collection process, descriptive statistical methods (frequency, percentage, mean, standard deviation) for personal information (demographics) and inferential statistical methods were used to test the hypotheses discussed in the research.

Kolmogorov Smirnov Test was used to determine the suitability of the data for normal distribution, and the distribution of sub-dimensions showed normal distribution. Therefore, parametric test methods were used in the analysis of the data. In leisure constraints and social media addiction levels of university students; different tests were used as t-test for gender variable, one-way analysis of variance (ANOVA) for income level and daily internet usage time variables and Pearson correlation test to reveal the relationship between scales.

FINDINGS

Table 1. Descriptive (Mean and Standard Deviation) Statistical Results for Scales

	N	x̄	Sd
LTCS-SF			
Individual Psychology	521	8.23	2.02
Lack of Knowledge	521	8.84	1.95
Facility	521	9.24	1.89
Lack Of Friends	521	8.30	2.28
Lack of Time	521	8.89	1.83
Lack of Interest	521	8.20	2.08
Bergen Social Media Addiction Scale	521	17.53	5.55

When the mean scores of the participants on the Leisure Time Constraints Scale-Short Form (LTCS-SF) were examined, it was observed that the sub-dimension with the lowest mean was "lack of interest" ($\bar{x}$=8.20), while the sub-dimension with the highest mean was "facility" ($\bar{x}$=9.24). This showed that the participants were mostly hindered by the facility and the least by the lack of interest to be able to do their leisure time activities.

When the mean score of the Bergen Social Media Addiction Scale was analyzed, the mean score of the participants was calculated as 18 (sd=5.55) out of 30 points. This showed that the social media addiction of the participants was at a moderate level.

Table 2. T-Test Results for İndependent Samples by Gender of Participants

Scales		Female (n=297) Mean.±Sd	Male (n=224) Mean.±Sd	P
Bergen Social Media Addiction Scale		18.11±5.31	16.76±5.76	0.006*
LTCS-SF	Individual Psychology	8.26±2.06	8.19±1.96	0.692
	Lack of Knowledge	8.95±1.98	8.69±1.91	0.127
	Facility	9.31±1.92	9.16±1.85	0.376
	Lack of Friends	8.23±2.35	8.38±2.18	0.470
	Lack of Time	8.91±1.84	8.87±1.82	0.764
	Lack of Interest	8.23±2.11	8.16±2.05	0.670

*p<0.05

The t-test results in independent samples revealed that the Bergen Social Media Addiction Scale (t=2.752; p<0.05) scores of the participants differed statistically significantly according to the gender variable. It was determined that the mean scores of females were higher than that of males.

The results of the T-test showed that the LTCS-SF sub-dimension scores of the participants did not differ statically significant according to the gender variable "Individual Psychology", "Lack of Knowledge", "Facility", "Lack of Friends", "Lack of Time" and "Lack of Interest" (p>0.05)

Table 3. ANOVA Test Results According to the Socio-Economic Status Variable of the Participants

Scales		Socio-economic status	N	$\bar{x}$	Sd	F	sd	P
Bergen Social Media Addiction Scale		Low	243	17.14	5.94			
		Medium	151	18.31	4.54	2.188	2	.113
		High	127	17.34	5.80			
LTCS-SF	Individual Psychology	Low	243	8.09	2.05			
		Medium	151	8.43	1.91	1.299	2	.274
		High	127	8.25	2.09			
	Lack of Knowledge	Low	243	8.92	2.07			
		Medium	151	8.90	1.87	1.028	2	.358
		High	127	8.62	1.82			
	Facility	Low	243	9.21	1.93			
		Medium	151	9.35	1.93	.361	2	.697
		High	127	9.18	1.78			
	Lack of Friends	Low	243	8.45	2.34			
		Medium	151	8.27	2.21	1.333	2	.264
		High	127	8.04	2.23			
	Lack of Time	Low	243	8.82	2.00			
		Medium	151	9.09	1.68	1.285	2	.277
		High	127	8.80	1.63			
	Lack of Interest	Low	243	8.18	2.23			
		Medium	151	8.35	1.99	.644	2	.526
		High	127	8.07	1.89			

When Table 3 was examined, the Bergen Social Media Addiction Scale (F=2.288, p>0.05) and LTCS's "Individual Psychology" (F=1,299, p>0.05), "Lack of Knowledge" (F=1.028, p>0.05), "Facility" (F=.361, p>0.05), "Lack of Friends" (F=1.333, p>0.05), "Lack of Time" (F=1.285, p>0.05) and "Lack of Interest" (F=.644, p>0.05) sub-dimension scores did not differ significantly according to the socio-economic status of the participants.

Table 4. ANOVA Test Results According to Participants' Daily Internet Usage Time Variable

Scales		Daily internet Usage of time	N	x̄	Sd	F	sd	P
Bergen Social Media Addiction Scale		1 hour or lower	18	10.16	3.48	28.985	4	.000*
		1-2 hours	70	14.64	4.19			
		2-3 hours	126	15.91	4.91			
		3-4 hours	107	18.51	5.06			
		More than 5 hours	200	19.70	5.45			
LTCS-SF	Individual Psychology	1 hour or lower	18	7.66	2.40	5.708	4	.000*
		1-2 hours	70	7.78	2.17			
		2-3 hours	126	7.75	1.85			
		3-4 hours	107	8.78	1.74			
		More than 5 hours	200	8.44	2.08			
	Lack of Information	1 hour or lower	18	9.05	2.48	4.566	4	.001*
		1-2 hours	70	8.25	2.26			
		2-3 hours	126	8.46	2.01			
		3-4 hours	107	9.15	1.49			
		More than 5 hour	200	9.11	1.90			
	Facility	1 hour or lower	18	8.55	2.33	4.191	4	.002*
		1-2 hours	70	9.05	1.99			
		2-3 hours	126	8.81	1.87			
		3-4 hours	107	9.64	1.52			
		More than 5 hours	200	9.44	1.94			
	Lack of Friends	1 hour or lower	18	8.38	2.32	1.582	4	.178
		1-2 hours	70	8.01	2.10			
		2-3 hours	126	7.96	2.44			
		3-4 hours	107	8.50	2.15			
		More than 5 hours	200	8.50	2.29			
	Lack of Time	1 hour or lower	18	8.61	2.40	1.144	4	.335
		1-2 hours	70	8.60	1.93			
		2-3 hours	126	8.77	1.83			
		3-4 hours	107	8.99	1.65			
		More than 5 hours	200	9.05	1.82			
	Lack of Interest	1 hour or lower	18	7.66	2.40	.977	4	.419
		1-2 hours	70	8.12	1.90			
		2-3 hours	126	8.04	2.29			
		3-4 hours	107	8.15	1.99			
		More than 5 hours	200	8.40	2.02			

*p<0.05

When Table 4 was examined, the Bergen Social Media Addiction Scale (F=28.985; p<0.05) and LTCS's "individual psychology" (F=5.708, p<0.05), "lack of knowledge" (F=4.566, p<0.05) and "individual psychology" facility"

(F=4.191, p<0.05) sub-dimension scores differed significantly according to the daily internet usage time of the participants. In the Bergen Social Media Addiction Scale, in which there was a significant difference, the mean scores of the participants whose daily internet usage time was more than 5 hours and 3-4 hours were higher than the participants whose daily internet usage time was less than 1 hour, 1-2 hours and 2-3 hours. The mean scores of the participants with 2-3 hours were higher than the participants with 1-2 hours of daily internet usage, and the mean scores of the participants with 1-2 hours of daily internet usage were higher than the participants with less than 1 hour of daily internet usage. In the "individual psychology" sub-dimension of LTCS-SF, the mean scores of the participants with more than 5 hours of daily internet usage were higher than the participants with 2-3 hours of daily internet usage. In the "lack of knowledge" sub-dimension of the LTCS-SF, the mean scores of the participants whose daily internet usage time was more than 5 hours and 3-4 hours were higher than the participants whose daily internet usage time was 1-2 hours and 2-3 hours, and in the "facility" sub-dimension, the mean scores of the participants whose daily internet usage time was more than 5 hours and 3-4 hours were higher than the participants whose daily internet usage time was 2-3 hours. No statistically significant difference was found in the other sub-dimensions of LTCS-SF.

Table 5. Analysis of Correlations between LTCS-SF and Bergen Social Media Addiction Scale

		Social Media Addiction Scale	Individual Psychology	Lack of Knowledge	Facility	Lack of Friends	Lack of Time	Lack of Interest
Bergen Social Media Addiction Scale		1						
LTCS-SF	Individual Psychology	.254**	1					
	Lack of Knowledge	.148**	.452**	1				
	Facility	.124**	.309**	.527**	1			
	Lack of Friends	.189**	.295**	.368**	.406**	1		
	Lack of Time	.116**	.399**	.381**	.410**	.346**	1	
	Lack of Interest	.250**	.328**	.350*	.271**	.282**	.472**	1

**p<0.01

When Table 5 was examined, according to the result of the correlation analysis performed to show the relationship between "leisure time constraints and social media addiction"; "Individual psychology" (p=-.254, p<0.00) of LTCS, "lack of knowledge" (p=-.148, p<0.01), "facility" (p=-.124, p<0.00) 0.05), "lack of friends" (p=-.189, p<0.00), "lack of time" (p=-.116, p<0.08), "lack of interest" (p=-.250 , p<0.00) dimensions and social media addiction were found to have a significant and positive relationship. This situation can be interpreted that as the social media addiction of the participants increases, the leisure time constraints would also increase.

CONCLUSION and DISCUSSION

The research held in the field of leisure time was very important in terms of understanding the health benefits of individuals participating in leisure time activities in many ways. However, it was known that individuals were

hindered in leisure activities due to various reasons. It was thought that individuals were prevented from participating in leisure time activities and spending more time with social media applications due to restrictions, especially during the COVID-19 epidemic period, which was effective all over the world. One of the most affected groups in terms of participation in leisure activities due to the epidemic were university students. According to the data obtained from this research and other research in this field showed similarities, it should be possible to eliminate the leisure time constraints of university students, reduce their social media addictions, and shape the policies of the facility managers where leisure time activities were carried out on and off the campus. The study aimed to examine the constraints to participation in leisure activities and social media addiction levels of university students during the COVID-19 pandemic process according to some variables and determine the relationship between constraints to participation in leisure activities and social media addiction levels.

The data obtained from the research was interpreted and discussed in relation to the research in the literature.

In line with the results, it was seen that the social media addiction of the participants was at a moderate level. In the study of Aktan (2018) examining the social media addiction levels of university students, it was revealed that the social media addiction of university students was at a low level, but their social media engagement and repetitive behaviours were at a moderate level. The studies of Tutgun-Ünal & Köroğlu (2013) and Köroğlu & Tutgun-Ünal (2013), showed the level of adoption of social networks by university students was quite high.

The most hindering factor for participants to participate in leisure activities was the facility. There were studies in the literature that support our research results. Sevic & Eskiler, 2020; Gürbüz & Henderson, 2014; Drakou, et al., 2008; Koçak, 2017a; Emir et al., 2022). The fact that the biggest factor hindering students in the research was the facility, it may be since in a developing country such as Turkey, individuals did not have an established understanding of their recreational habits (Koçak, 2017a) and that the facilities where leisure time activities were held were closed due to the intense measures taken due to COVID-19 during the data collection process. There were also studies in the literature that contradict the findings of this study. In the study of Crawford et al. (1991), a hierarchical model was created for leisure time constraints, and it was argued in this model that internal constraints (individual psychology, lack of knowledge, lack of interest) affect individuals the most in their participation in leisure activities. In our study, the least affecting factor for participants to participate in leisure activities was lack of interest. While there were studies supporting this result in the literature (Sevic & Eskiler, 2020; Gürbüz & Henderson, 2014; Arslan et al., 2018), there were also studies contradicting the result. For example, in the research of Koçak (2017a) and Serdar (2021), the lowest leisure time obstacle for university students was lack of friends.

When gender and social media addiction levels of university students were compared, it was observed that there was a significant difference in the Bergen Social Media Addiction Scale. Accordingly, females' social media addiction levels were higher than males. There were studies supporting our research results in the

literature (Yüksel-Şahin & Öztoprak, 2019; Tutgun-Ünal, 2015; Andreassen, 2017). In these studies, no difference was found in terms of gender variable according to social media addiction.

When gender and constraints in participation in leisure time activities were compared, it was observed that there was no significant difference in terms of sub-dimensions of LTCS-SF. This showed that leisure time constraints were not affected by the gender of the participants. There were studies supporting our research results in the literature (Koçak, 2017b; Serdar, 2021; Sarol, 2017; Bosna et al., 2018). Since our research was held in the pandemic period, it was thought that gender does not affect leisure time constraints, as the epidemic affects both genders equally in participation in leisure activities. In most of the studies examining leisure time constraints in the literature, differences have emerged in terms of gender, especially in terms of females. Culp (1998) suggests that gender was an important variable affecting participation in leisure activities. In addition, Culp argued that there was an inequality between males and females in the existence, types and access to leisure activities and that females were more prevented from participating in leisure activities than males. Studies in the literature containing results in this direction (Jackson & Henderson, 1995; Emir et al., 2022; Aksu et al., 2021; Can et al., 2022; Gümüş et al., 2014; Ayhan et al., 2018; Ayhan & Öçalan, 2022; Coşkun, 2021; Sevic & Eskiler, 2020) were available. In the study of Arslan et al. (2018), female students face more leisure time constraints in terms of individual psychology than male students. According to Gürbüz & Henderson (2014) and Kim et al. (2022), male students were more inhibited than female students in participating in leisure time activities.

When the socio-economic status and the social media addiction levels of university students were compared, it was observed that there was no significant difference in terms of the Bergen Social Media Addiction Scale. This showed that social media addiction was not affected by the socio-economic status of the participants. There were studies supporting our research in the literature. (Yüksel-Şahin & Öztoprak, 2019; Aksu & Karadağ, 2021). Nowadays, with the cheapening of the internet and the ease of access to the internet in our country, access to and use of the internet and social media has become easier (Yüksel-Şahin & Öztoprak, 2019). For this reason, it was thought that the social media addiction levels of university students did not change according to their socio-economic status.

When the socio-economic status and the constraints to participation in leisure activities of university students were compared, it was observed that there was no significant difference in terms of sub-dimensions of LTCS-SF. In other words, the fact that the socio-economic status of university students was different does not change the constraints on participation in leisure activities of these individuals. Serdar (2021)'s research results were similar to our research. In most of the studies on leisure time constraints in the literature, it was emphasized that individuals with low socio-economic status were more prevented from participating in leisure activities than individuals with high socio-economic status (Aksu et al., 2021; Alvarado et al., 2015; Arslan et al., 2018; Gürbüz & Henderson, 2014; Ayhan et al., 2018). This showed that as the income level increases, the level of welfare increases (Karaküçük & Gürbüz, 2007) and the cost of leisure activities can act as a determining factor

for continuous participation in leisure activities (Kim et al., 2022). However, considering that the study group in the research was university students, there was not a big difference between the income levels of the students. Therefore, in the study, it was thought that the socio-economic status variable did not affect the leisure time constraints.

When the social media addiction of university students was analyzed in terms of daily internet usage time of the participants, it was seen that there was a significant difference in the total scores of the social media addiction scale. According to this, the social media addiction levels of the participants whose daily internet usage time was more than 5 hours and 3-4 hours were higher than the participants whose daily internet usage time was less than 1 hour, 1-2 hours, 2-3 hours. The medium scores of the participants with 2-3 hours of daily internet usage were higher than the participants with 1-2 hours of daily internet usage, and the medium scores of the participants with 1-2 hours of daily internet usage were higher than the participants who had less than 1 hour of daily internet usage. This situation can be interpreted as social media addiction increased as the daily internet usage time increased. There were studies in the literature supporting this situation. In the study of Dikmen (2021), it was determined that social media addiction increased as the daily internet usage time of university students increased during the pandemic period. In addition, in the study conducted by Aktan (2018) on university students, it was stated that the social media addiction of the students whose daily internet usage time was more than 5 hours was significantly higher than the students whose daily internet usage time was less than 1 hour. Therefore, the increase in the time that the participants spend on social media on a daily basis was one of the determining factors of their social media addiction.

When the daily internet usage time and the leisure time participation constraints of university students were compared, it was observed that there was a significant difference in the sub-dimensions of "individual psychology", "lack of knowledge" and "facility" of LTCS-SF. Accordingly, "individual psychology" prevented participants with more than 5 hours of daily internet usage from participating in leisure activities more than participants with 2-3 hours of daily internet usage. "Lack of knowledge" hinders the participants who use the Internet for more than 5 hours and 3-4 hours a day more than the participants who use the Internet for 1-2 hours and 2-3 hours per day. On the other hand, the "facility" blocks the participants whose daily internet usage time was more than 5 hours and 3-4 hours compared to the participants whose daily internet usage time was 2-3 hours. This showed that as the daily internet usage time of the participants increased, obstacles to leisure activities occur in terms of individual psychology, lack of knowledge and facilities. There was no research on this result in the literature.

When the relationship between leisure time constraints and social media addiction was examined, there was a significant and positive relationship between social media addiction with the dimensions of "individual psychology", "lack of knowledge", "facility", "lack of friends", "lack of time", "lack of interest". It was found that there was a relationship in the direction of this situation can be interpreted that as the social media addiction of the participants increased, the leisure time constraints would also increase. It was thought that as

students' social media addiction increases, the factors required for participation in leisure activities may decrease. In other words, it was thought that leisure time constraints may increase. For example, inability to find time, lack of friends, decreased interest in activities, the individual's psychological unsuitability for activities and lack of knowledge about the existence and time of activities. Because social media has a binding and affects the behaviours of individuals and has a serious role (Aktan, 2018). Due to this important effect, it was also linked to leisure time constraints.

RECOMMENDATIONS

To review the results of the research, suggestions for the managers of the facilities where leisure activities were held, university administrators, organization managers who organize leisure activities, local governments and policymakers were presented below.

The number and variety of activities in the on-campus sports facilities can be increased, an effective communication method can be used to ensure that the activities in the facilities were heard by all students, and activities related to many different types of activities can be created by establishing university communities in different units.

When the results of the research were reviewed, suggestions for future research were presented below.

Kastamonu University students were chosen as the study group in this study. In the future, studies can be conducted to measure leisure time constraints and social media addiction among students at different universities or several universities, and the results can be compared.

The scales in the research were applied to university students. In future research, leisure constraints and social media addiction of different groups (eg, children and adolescents, the elderly, and females) can be examined and the generality of the scales can be tested.

In addition, the data collection phase of the research was carried out during the pandemic process and the data were collected over the internet. More reliable results can be obtained by conducting face-to-face research after the pandemic process in the future.

While examining the leisure time constraints and social media addiction of university students in the research, different factors that can be associated with leisure time (such as coping methods with leisure time constraints, perception of being bored in leisure time, and internet gaming disorder) can be examined in future studies.

ETHICAL TEXT

"In this article, journal writing rules, publication principles, research and publication ethics rules, and journal ethics rules were followed. Responsibility for any violations that may arise regarding the article belongs to the

author. Ethics committee approval of the article was obtained by Kastamonu University/Social and Human Sciences Research and Publication Ethics Committee with the decision dated 07.09.2021 and numbered 4/19"

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