

The Evaluation of Participation Motivation of Students to Institutional Events: A Sample from Anadolu University

Berrin ÖZKANAL, PhD

Anadolu University
Open Education Faculty
26470 Eskişehir
Turkey

Abstract

This study has aimed to investigate the motivations of students gained at the end of the institutional events. Event applications carried out by the institutions are realized in a wide range of events just like in the applications by mass media and via these event applications students spend their leisure times and at the same time meet their social and psychological needs. The problem of this study is to put forward which motivation factors are effective in participation to these events in terms of uses and gratification theory based on the activities held at universities. The aim of the study is to find out, based on the uses and gratification theory and by using factor analysis, what kind of motivations the associate degree and undergraduate students of Anadolu University gain from the scientific, social and cultural events they attend. In this study it has been put forward if the determined factors differ based on gender, program studied (associate degree and undergraduate) settlement and reasons for participating the events. The results of the study depict that by attending these events (scientific, social and cultural), the students have mainly had the motivations of entertainment/leisure time, relaxation and getting free from stress and these events have been used more for psychological needs than social ones.

Keywords: Uses and Gratification Theory, Institutional Event, Motivation, Anadolu University

1. Introduction

As compared to the past, types of leisure time activities today are varied significantly. Various media and tools ranging from TV and newspapers to radio and the internet offer different alternatives for leisure and entertainment needs of the individuals and diversify their leisure time activities. Putnam (1995) argues that these new alternatives enable individual tastes to be satisfied more fully, however, they also cause social externalities. Thus, new alternatives for leisure activities highlight the individuality, on the other hand, they also restrain social participation opportunities (Putnam, 1995: 68-75).

Institutional leisure activities is a substantial alternative for increasing social participation opportunities and meeting various needs of individuals. Activities organized by institutions for their target audiences are assessed as environments in which individuals participate to socialize, to fulfill communication needs and to get rid of stress; and by completing these activities they experience various positive moods (Tinsley and Tinsley, 1986 as cited in Driver, 1991; Horner and Swarbrooke, 2005).

As universities provides education in an institutional structure, apart from their educational activities, they also provide students with various communication environments and activities to improve scientific, social and cultural abilities of the students, to insure recreation and to enhance the image and the reputation of the university. These activities aimed at the students, the inner target group of the universities are grouped as scientific activities (workshop, training, conference, panel, seminar, and symposium) and social and cultural activities (festival, film, tour, show, campaign, concert, exhibition, interview, sport, presentation, theater, meeting and ceremony) (Özkanal, 2014: 12-26).

The needs individuals meet by using different media and tools (television, newspaper, radio, internet, social media, and so on) have been studied in the Framework of “Uses and Gratifications Theory” and several studies show that these needs have social and psychological bases. In the frame of this theory, needs direct people either different forms of mass media or different activities.

It is also indicated that use of these tools or different activities give the individuals intended satisfaction (Katz, Blumler and Gurevitch, 1974 as cited in McQuail and Windahl, 1994: 118).

Studies on the social and psychological functions of mass media in the context of uses and gratifications theory show that individuals' gratifications by watching media contents focus on main headings such as entertainment, information, recreation, socializing and getting rid of stress (Charney, 1996: 38-39, Kaye, 1998: 34, Armstrong, 1999: 97-113).

The purpose of this study is to determine the types of motivations obtained by associate degree and undergraduate formal education students of Anadolu University in the scientific, social and cultural activities they participate by using the factor analysis method. This study demonstrates if the factors defined for this objective change depending on the gender, attended program (undergraduate and graduate), residence status and causes of participating the activities.

2. Literature Review

In the field of public relations, the concept of activity is defined as a communication medium to be managed strategically which enables the institutions to reach and attract attention of their target audience for public relations objectives, creates a dialog opportunity with the target audience, creates positive perceptions by using public relation techniques (Pira, 2004: 31-32, Gültekin, 2006: 7, Toksü, 2010: 69, Bernays as cited in Gürgen, 2011: 245).

From the point of the participants, the concept of activity is expressed as the environments in which the participants participate to gain social and cultural experience, to socialize, to learn, to take pleasure and recreation (Getz, 1997: 25, Getz and Cheyne 1997: 154). Activities may be seen as only recreational tools by the participants but they are applications which satisfy psychological needs such as personal development, self-expression, sense of belonging and sensitivity (Tinsley and Eldredge, 1995); and also play a critical role in social behavior development (Mahoney and Stattin, 2000).

Some needs which are not in Maslow's Hierarchy of Needs such as escape, recreation, entertainment are accepted as psychological needs to be satisfied today. The most important feature of this approach is that individuals improve themselves and the success they get at the end of activity gives happiness and pleasure (McLean, 2006: 40-41).

The needs people obtain in leisure activities by using different media and tools (television, radio, newspaper, internet and so on.) are analyzed "in the frame of uses and gratifications approach" and several studies show that these needs have social and psychological bases. Uses and gratifications approach asserts that participants try to satisfy their various needs by using mass media. Mass media or activity environments are among the media and environments to satisfy these needs. Participants choose among these media, tools and products to satisfy their needs. According to this view, the participants are active. Thus, active participants have the power to choose among the activities and environments for their purposes (Erdoğan and Alemdar, 2005: 205).

The first studies on Uses and Gratifications Approach started with Elihu Katz in 1950's. In his studies, Katz tried to present the audiences' causes of using communication instruments and asserted that each use serves to afford a gratification (Severin and Tankard, 1994: 474). In 1960's, researcher such as Lazarfeld, Katz, McQuail, Blumer and Klapper contributed greatly to Uses and Gratifications Approach. In their studies, based on the use of mass media, they tried to illustrate the causes of the popularity of mass media by asking the audience what they think, felt and appreciated (McQuail and Windahl, 1997: 154). In 1970's, most of the researchers focused on motivations and social and psychological needs of the audience. Here, mass media consumption is also indicated as a functional option of another cultural activity, in other words, real communication (Katz, et al. 1974 as cited in McQuail and Windahl, 1994: 119). Rosengren (1974) reveals that gratification arising from the use of mass media or other activities results in different motivations (Rosengren, 1974 as cited in McQuail and Windahl, 1994: 119). In 1980's and 1990's, especially in Windahl (1981)'s studies, the fundamental difference between uses and gratifications approach and traditional media influence approach is based on the research of the audience. Thereby, Uses and Gratifications Approach approximated influence studies in 1980's (McQuail and Windahl, 1997:155). Today, following the development of technology, with varying mass media and especially use of the Internet, Uses and Gratifications Approach focuses on studying audience preferences and audience motivation.

The studies using Uses and Gratification Approach are based on Katz's approach and Katz, Blumler and Gurevitch define this approach as:

"The social and psychological origins of needs generate expectations of the mass media or other sources. These expectations lead to differential patterns of media exposure (or engagement in other activities), resulting in need gratifications and intended gratifications (Katz, Blumler and Gurevitch, 1974 as cited in McQuail and Windahl, 1994: 118).

However, Rosengren (1985: 22) states that when the audience choose from different mass media or select an alternative outside the mass media, they should choose from the most probable alternatives to meet their needs. In studies involving uses and gratifications approach, the gratifications obtained from mass media are assessed in different categories by the researchers. McQuail's classification is commonly used and expected in the field. According to this classification, four categories are defined to express which needs are met by which gratifications in the audience. These are diversion, personal relationships, personal identity and surveillance (McQuail et al. 1972 as cited by Severin and Tankard, 1994: 479).

Another classification in this field was made by Katz, Blumler and Haas (1973: 166-167). According to this classification, individuals meet their cognitive needs (acquiring information, knowledge and understanding), affective needs (emotion, pleasure, feelings), personal integrative needs (credibility, stability, status), social integrative needs (interacting with family and friends), and tension release needs (escape and diversion) by mass media. Although the researchers classify the gratifications of needs differently, there is a significant coherence between them.

According to Shao (2009), who conducts researches based on uses and gratifications approach on social media, individuals consume media content for "information" and "entertainment", participate for "social interaction/community development", produce content for "self-expression/self-realization". These uses help people meet their social and psychological needs and one affects the other directly or indirectly (Shao, 2009: 8-19).

In sum, from the viewpoint of uses and gratifications approach, mass media and other environments are used for getting rid of pressure in daily life, acquiring information, resting, leisure, recreation and keeping up with the daily life (Alemdar and Erdoğan, 1990: 111).

Leisure activities in Anadolu University aimed at both the inner and outer target groups are grouped as "social and cultural activities" (festival, film, tour, show, campaign, concert, exhibition, interview, sport, presentation, theater, meeting and ceremony); and scientific activities (workshop, training, conference, panel, seminar, and symposium and so on). These activities have been organized in scope of "Cultural Activities Course" since 2007 (Anadolu University, Directorate of Press and Public Relations, 2013).

Just as the different applications provided by mass media, institutional activities are presented in a broad range of applications; and using uses and gratifications approach seems to be the proper perspective to study these different contents and applications and the reasons for people's preferences on them. Starting from this approach, the main problem of this study is to reveal the motivations of the students participating different institutional activities organized by Anadolu University on the basis of uses and gratifications approach. On the assumption that the participants actively choose and use the activities and they meet certain needs with this use, it may be stated that using uses and gratifications approach in assessing leisure activities (institutional activities) may be instructive to examine the motivations of participation. Accordingly, studying uses and gratifications approach which focuses on audience expectations within the context of the gratifications of university students in leisure activities (institutional activities) seems to be considerable since it will provide a different perspective to both institutions and the field.

3. Purpose and Methodology

The purpose of this research is to determine the motivations of associate degree and undergraduate formal education students of Anadolu University in participating institutional activities (social, cultural and scientific) by using the uses and gratifications approach.

This paper will attempt to answer the following questions:

1. What are the motivations and gratifications which lead to students to participate to the events?

2. Is there a meaningful difference in motivation based on gender variable?
3. Is there a meaningful difference in motivation based on program (associate degree/undergraduate) variable?
4. Is there a meaningful difference in motivation based on residence variable?
5. Is there a meaningful difference in motivation based on participation variable?

The universe of the study is composed from Anadolu University students studying at faculties and vocational schools at 1st, 2nd, 3rd and 4th classes in the 2013-2014 academic year. There are totally 28.257 students, 14.768 of male and 13.489 female (Anadolu University Registrar's Office, February, 2014). The sampling methodology of the study is proportionate stratified sampling. In this methodology, the universe is divided into meaningful stratified and a limited number of elements is used in each. 10% of Anadolu University students studying at associate degree and undergraduate have been added to the study (Bal, 2001:119). The questionnaire for the study has been delivered to 12 faculties, 1 conservatory, 5 vocational school students while aiming 10% of the students. However, some associate degree and undergraduate students have not sent the questionnaires back, as a result, from 9 faculty, 1 conservatory and 3 vocational school, 877 female and 610 male, total 1487 students have been included in the study.

The data obtained in this study were collected through questionnaire method. The survey is prepared in the form of a questionnaire and the scales used in Uses and Gratifications approach were imposed on preparing the questions and the participants were asked closed-ended questions. After preparation, this questionnaire was assessed by an expert team of five people. This questionnaire was tested in a preliminary study participated by 50 students and a few changes were made in the wording of the questions. The survey form contains questions about gender, study program (associate degree/undergraduate, school year, reasons for participating activities, frequency of participation, types of activities, tools they use to keep informed about the activities and motivation related questions prepared in compliance with uses and gratifications scale.

4. Findings and Comments

In the study, first the findings related to the general knowledge of all participants were given, then the responses for motivation related questions are interpreted by using factor analysis, t-test and ANOVA results.

4.1.

The frequency and percentage data of the participants' general information (gender, education program, class and residence status) are given in table 1.

Table 1: Distribution of Participants' Gender, Education Program, Class and Residence Status

	n	%
Gender		
Female	877	59
Male	610	41
Total	1487	100
Educational Program		
Undergraduate	1067	71.8
Associate	420	28.2
Total	1487	100
Class		
First class	455	30.6
Second class	536	36.0
Third class	278	18.7
Fourth class	218	14.7
Total	1487	100
Residence Status		
Alone at home	107	7.2
With friends at home	482	32.4
At student dormitory	334	22.5
Alone at apart hotel	52	3.5
With friends at apart hotel	176	11.8
With family	336	22.6
Total	1487	100

According to the table 877 of 1487 participants (59%) female and 610 (41%) are male. 1067 students (71.8%) are undergraduate students and 420 students (28.2%) are educated in associate degree programs. School year distribution of the students are: 536 students (36%) are second year, 455 students (30.6%) are first year, 278 students (18.7%) are third year and 218 students (14.7%) are fourth year students. Regarding the residential status of the students; 482 students live at home with friends (32.4%), 336 students live with their parents (22.6%) and 334 students living in the dorms (22.5%). Only 52 students (3.5%) live alone in apart hotels.

Table 2: Distribution of Reasons for Participating Activities, Frequency of Participation, Cause and Tools Participants Use to Keep in Formed about the Activities

	n	%
What is the participation reason to the events?		
I have to since they are components of cultural events course	447	30.1
I want them.	873	58.7
They are recommended.	167	11.2
Total	1487	100
What is your participation frequency to the events?		
Several times a week	545	36.7
Several times a month	540	36.3
I rarely participate them	402	27
Total	1487	100
How do you learn about the events?		
Via event brochures	932	62.7
Via event posters	691	46.5
Via invitation cards	99	6.7
Via the Internet	880	59.2
Via media	93	6.3

* Since the respondents may tick more than one option, total number is different from the percent.

Table 2 includes questions about reasons for participation, frequency of participation and tools participants use to keep informed about the activities. The table shows that 58.7% of the students participate willingly, 30.1% of the students participate because the activities are a part of the course and 11.2% of the students involve in the activities because they are recommended. In the light of these data, since the majority of students involved in activities willingly. This may be interpreted as a parallelism with Erdoğan and Alemdar (2005: 205)'s idea that audience or participants choose among the activities and environments to satisfy their needs and active audience or participants have the power to choose among the activities and environments for their purposes. When we look at the frequency of participation in activities, several times a week respondents are (36.7%), several times a month respondents are (36.3%) and very few respondents are (27%) respectively. Tools participants use to keep informed about the activities are event brochure (62.7%), internet (59.2%), event posters (46.5%), invitations (6.7%) and broadcast media (6.3%).

Table 3: Distribution of the Participants According to Types of Activities They Like and Participate

	What kind of events do you like?		What kind of events do you participate?*	
	n	%	n	%
Workshop	72	4.8	82	5.5
Education	348	23.4	349	23.5
Conference	340	22.9	350	23.5
Symposium	143	9.6	141	9.5
Congress	82	5.5	87	5.9
Education panel	125	8.4	126	8.5
Seminar	259	17.4	259	17.4
Festival	882	59.3	801	53.9
Film	1236	83.1	1162	78.1
Travel	977	65.7	838	56.4
Show	667	44.9	534	35.9
Campaign	148	10.0	134	9.0
Concert	1075	72.3	956	64.3
Exhibition	517	34.8	503	33.8
Chatting	293	19.7	246	16.5
Sport	593	39.9	494	33.2
Publicity	102	6.9	117	7.9
Meeting	65	4.4	85	5.7
Ceremony	96	6.5	106	7.1
Theater	1060	71.3	976	65.6

* Since the respondents may tick more than one option, total number is different from the percent

Table 3 shows the activities which students like and participate. According to the table, the most favorite activities of students are films (83.1%), concerts (72.3%) and theater (71.3%). The least favorite activities are meeting (4.4%), workshops (4.8%) and convention (5.5%). In the light of these data, it can be argued that students like social and cultural activities much more than scientific events.

Table 3 also shows that students mostly participate in film, theater and concert activities (78.1%, 65.6% and 64.3% respectively) while the least participated activities are workshops (5.5%), meetings (5.7%) and convention (5.9%). It can be said that students participate in social and cultural activities more than scientific activities, thus students participate in the activities according to their own choices as illustrated in Table 2.

4.2. Participants' Participation Motivation and Factor Analysis

The motivations students gain as a result of the participation are compiled from the classifications which are used in studies conducted in the framework of "Uses and Gratifications Approach". Accordingly, the statements are in a likert scale in the survey. In order to check the responses of the students, the expressions at the beginning and end of the scale (Item 15 and 32) were asked twice. The correlation between control items were calculated as 0.77 and this value was determined to be significant at the 0.01 level. This result gives an idea of students' sincerity in answering the questions. Control item (item 32) was removed from the analysis. To identify their motivations for participation, participants rated 50 motivation statements on 1-5 point scale between "definitely disagree and definitely agree". Principal component analysis in explanatory factor analysis is used for classification and main factor transformation.

Factor analysis enables to form new structures by reducing the number of variables and using the relations between variables (Büyüköztürk, 2005: 123). 50 variables were used in the factor analysis and four factors with eigenvalues greater than 1 were obtained. Among the variables, 35 statements with variable load factor of 40% and above are taken into consideration. These factors illustrate 53.29% of the total variance. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of the scale was calculated as 0.95. Bartlett's test score which is used to determine whether there is a relationship between the variables is within acceptable limits ($p < 0.000$). These results show that the factor structure is applicable.

Table 4: Motivations and Gratifications Obtained by Participation

	Factors
1st Factor Entertainment/Recreation (Explained Variance: 15.508, Eigenvalue:5.428; Alpha a: .867)	
(21) Good opportunity to spend my leisure time	0,664
(9) Help me have a good time	0,657
(8) They make me happy	0,618
(14) I entertain myself	0,603
(7) I get rid of boredom via events	0,584
(22) They take my daily stress away	0,558
(6) They take my loneliness away	0,536
(20) They take away my boredom	0,510
(19) I like life better.	0,507
(35) I feel myself comfortable	0,505
(46) I find them enjoyable	0,460
(15) They give me excitement	0,451
2nd Factor Relaxation/Getting rid of Stress (Explained Variance:13.713, Eigenvalue:4.800; Alpha a: .879)	
(39) They make me forget my worries	0,807
(38) I get rid of boring things	0,754
(40) I get rid of stress	0,741
(37) They make me forget my stress	0,719
(41) They help my relief	0,565
(45) I feel a strong bond with friends I am with at the events	0,453
(28) They are interesting for me	0,419
(43) They let my time elapse fast	0,410
3rd Factor Socialization (Explained Variance:12.155, Eigenvalue:4.254; Alpha a: .874)	
(11) I can communicate with others	0,788
(12) I make friends	0,735
(10) They help me get social environment	0,690
(26) They provide me self confidence	0,565
(27) I get feeling of success via them	0,552
(25) They support my social development	0,504
(48) I feel myself belonging a group	0,428
(36) They help me attend to the social life	0,421
4th Factor Acquiring Information/Knowing about Life (Explained Variance:11.922, Eigenvalue: 4.173; Alpha a: .822)	
(23) They help me improve my cultural development	0,705
(33) I get informed about my interests	0,694
(50) The information I get via events is interesting	0,635
(47) The events are intellectually interesting	0,601
(29) I learn about what I do not know	0,527
(34) I get informed about the events I have participated	0,506
(17) They support my personal development	0,450

In Table 4, the statements 6, 7, 8, 9, 14, 15, 19, 20, 21, 22, 35 and 46, which were included in the first factor of the scale after factor rotation (varimax rotation) correspond to leisure and entertainment motivations of Uses and Gratifications Approach. Thus, this first factor is labeled as “Entertainment/Recreation”.

The second factor is labeled as “Relaxation/Getting rid of Stress” and the statements in this group (28, 37, 38, 39, 40, 41, 43 and 45) are related to motivations such as escaping from the restraints of daily life, emotional release, and relief.

Statements 10, 11, 12, 25, 26, 27, 36 and 48, which constitute the third group, are labeled as “Socialization” since they can be obtained by interacting with other individuals.

The last factor is labeled as “Acquiring Information/Knowing about Life” and it includes statements 17, 23, 29, 33, 34, 47 and 50. This group includes motivations such as curiosity, satisfying interests, awareness and enlightenment.

The reliability of the 35 statements that form the four factors (Cronbach's alpha = α) is calculated as 0,961. Reliability values (Cronbach's Alpha = α) of the four factors are 0,867 for “Entertainment/Recreation”; 0,879 for “Relaxation/Getting rid of Stress”; 0,874 for “Socialization”; and 0,822 for “Acquiring information/knowning about life”. The reliability of the all factors are greater than 0.65, thus, the research is within the boundaries of the acceptable values. Also, total variance of factors is 53.29%, which is another indicator of the reliability of the results.

According to the findings, the load factor of the items contained in the first factor values are among 0,664-0,451; the load factor of the items contained in the second factor values are among 0,807-0,410; the load factor of the items contained in the third factor values are among 0,788-0,421; the load factor of the items contained in the fourth factor values are among 0,705-0,450. The highest factor load value is in a statement in the second factor “activities generally make me forget my problems” (0,807); and the lowest factor load value is again in the second factor “activities help pass the time” (0,410).

In the factor analysis, in terms of understanding the effectiveness of the factor, the variance percentage of each factor seems important. When the data in table 4 analyzed, it is clear that the basic factor which directs students to participation is the “Entertainment/Recreation” factor. This factor explains 15.1% of the total variance and has a reliability value of (Cronbach's Alpha) is 0,867. The gratifications in this factor includes the motivations such as recreation, being happy, entertainment and avoidance of stress.

Based on the data, it might be argued that the motivations of the students for participating activities are mainly entertainment, being happy, spending a good time, and also since this factor is more weighted than the other factors, the most significant motivation for student participation is entertainment and recreation.

The second factor, “Relaxation/Getting rid of Stress”, explains the 13.7% of the total variance and its reliability score (Cronbach's Alpha) is 0,879. This factor contains the statements which corresponds to motivations such as forgetting problems, getting rid of monotonous tasks, and relief.

The third factor “Socialization” explains the 12.1% of the total variance. Reliability value of this factor (Cronbach's Alpha) is calculated as 0,874. This factor includes motivations such as interacting with others, making friends, building social connections, self-reliance and participating in social life; and it also explains that the participant take part in activities with socialization motivation.

The last factor, “Acquiring Information/Knowing about Life”, explains the 11.9% of the total variance. Reliability value of this factor (Cronbach's Alpha) is calculated as 0,822. Cultural development, acquiring information, intellectual development and personal development are some of the motivations that correspond to this group. This factor shows that student's motivation for “acquiring information/knowning about life” is less than the motivations grouped in other factors in participating activities.

4.3. Comparing Variables and Factors

Table 5: Differentiation of Factors in Gender Variable

Factors	Gender	n	X	Ss	t	p
Entertainment/ Recreation	Female	877	47,49	7,18	7,64	.000*
	Male	610	44,35	8,60		
Relaxation/Getting rid of Stress	Female	877	27,85	6,17	4,72	.000*
	Male	610	26,22	7,05		
Socialization	Female	877	30,02	5,64	6,05	.000*
	Male	610	28,06	6,76		
Acquiring Information/Knowing about Life	Female	877	22,36	3,93	4,72	.000*
	Male	610	21,30	4,70		

*p<.05

Table 5 illustrates the differentiation status of the participant students according to gender variable. T-test was applied among the factor groups to examine if the gratifications from activities differentiate in different genders. According to the results of T-test, significant differences (p=, 000) are determined by gender in all factors. Women have a higher average than men in all these four categories. It may be argued that women have more motivation in all these four factors than men in participating activities.

Table6: Differentiation of Factors in Program Variable

Factors	Education Status	n	X	Ss	t	p
Entertainment/Recreation	Undergraduate	1067	46,65	7,68	11,95	0.001*
	Associate degree	420	45,07	8,49		
Relaxation/Getting rid of Stress	Undergraduate	1067	27,03	6,59	1,99	0.158
	Associate degree	420	27,56	6,59		
Socialization	Undergraduate	1067	29,10	6,11	1,28	0.256
	Associate degree	420	29,51	6,41		
Acquiring Information/Knowing about Life	Undergraduate	1067	22,09	4,12	5,76	0.017*
	Associate degree	420	21,50	4,68		

*p<.05

Table 6 shows that factor 1 “entertainment/recreation” (p=,0.001) and factor 4 “acquiring information/knowning about life” (p=0.017) shows a significant difference on the program variable. Therefore, it is possible to say that undergraduate students have higher motivations in “entertainment/recreation” and “acquiring information/knowning about life” than associate degree students. However, there is no significant difference in factor 2 and factor 3.

Table 7: Differentiation of Factors in Residence Status

Factors	Settlement Statement	n	X	Ss	f	p
Entertainment/Recreation	Alone at home	107	44,41	7,95	3,43	0.004*
	With friends at home	482	45,99	7,75		
	At student dormitory	334	47,24	7,87		
	Alone at apart hotel	52	47,61	9,14		
	With friends at apart hotel	176	46,85	7,45		
	With family	336	45,49	8,20		
	Total	1487	46,20	7,94		
Relaxation/Getting rid of Stress	Alone at home	107	26,12	7,15	2,23	0.049*
	With friends at home	482	26,88	6,66		
	At student dormitory	334	28,03	6,53		
	Alone at apart hotel	52	28,30	6,85		
	With friends at apart hotel	176	26,96	5,98		
	With family	336	27,04	6,59		
	Total	1487	27,18	6,59		
Socialization	Alone at home	107	27,94	7,01	2,65	0.021*
	With friends at home	482	29,11	6,12		
	At student dormitory	334	30,11	5,97		
	Alone at apart hotel	52	29,86	6,14		
	With friends at apart hotel	176	28,98	6,00		
	With family	336	28,93	6,29		
	Total	1487	29,22	6,20		
Acquiring Information/Knowing about Life	Alone at home	107	21,12	4,80	1,89	0.092
	With friends at home	482	21,83	4,19		
	At student dormitory	334	22,29	4,36		
	Alone at apart hotel	52	21,55	4,54		
	With friends at apart hotel	176	22,40	3,98		
	With family	336	21,76	4,29		
	Total	1487	21,92	4,29		

*p<.05

In order to identify if there is a significant difference in the residence status variable and participation motivations, one-way ANOVA analysis was administered. The results of the ANOVA analysis are given in Tables 7 and 8.

As seen in Table 7, there is a significant difference in the first, second and the third factors ($p < .05$). The factors entertainment/recreation ($p = 0.004$), relaxation/getting rid of stress ($p = 0.049$), and socialization ($p = 0.021$) have meaningful differences. A post-Hoc (Tukey HSD) test was performed to identify the residence statuses causing these differences. According to this test, “entertainment/recreation” factor shows difference in students living in a flat alone and students living in dormitories ($p = 0.16$) and students living with their families and students living in dormitories ($p = 0.48$). The averages for students living in dormitories ($X = 47,24$) are higher than the students living in a flat alone ($X = 44,41$) and students living with their families ($X = 45,49$). Thus, it is possible to claim that students living in dormitories have higher motivations of “entertainment and recreations” than students living alone and students living with their families.

According to Post Hoc (Tukey HSD) results for the second factor, “relaxation/getting rid of stress”, it is possible to say that activity participation motivation is higher for “relaxation/getting rid of stress”.

In the third factor, “socialization”, the difference is significant between the students living in the dormitories and students living in a flat alone ($p = .020$). On the averages, students living in dormitories ($X = 30,11$) have a higher average than students living in a flat alone ($X = 27,94$). It is possible to say that students living in dormitories have higher motivations in participating activities than students living in a flat alone. As seen in the table, there is no significant difference in the fourth factor, “acquiring information/knowing about life”.

Table 8: Differentiation of Factors in Reasons for Participation

Factors	Participation cause	n	X	Ss	f	p
Entertainment /Recreation	I have to since they are components of cultural events course	447	44,15	8,41	29,07	.000*
	I want them	873	47,48	7,21		
	They are recommended	167	45,01	8,96		
	Total	1487	46,20	7,948		
Relaxation/Getting rid of Stress	I have to since they are components of cultural events course	447	26,17	6,85	8,084	.000*
	I want them	873	27,71	6,38		
	They are recommended	167	27,10	6,74		
	Total	1487	27,18	6,59		
Socialization	I have to since they are components of cultural events course	447	28,06	6,46	15,46	.000*
	I want them	873	29,95	5,81		
	They are recommended	167	28,46	6,88		
	Total	1487	29,22	6,20		
Acquiring Information /Knowing about Life	I have to since they are components of cultural events course	447	21,05	4,59	18,17	.000*
	I want them	873	22,48	3,99		
	They are recommended	167	21,37	4,55		
	Total	1487	21,92	4,29		

*p<.05

Table 8 shows the differentiation of factors in reasons for participation. According to the table, participants' motivations in terms of the reasons for participation differs in all four factors ($p=.000$). Post-Hoc (Tukey HSD) test was performed to examine these differences and reasons for participation.

The Post Hoc (Tukey HSD) test for the first factor shows that students who participate in the activities willingly and students who participate in the activities since it is a part of the course differ significantly ($p=0.00$). Students who participate in the activities willingly also differ from the students who participate because of recommendation ($p=0.01$). When the averages among these groups are analyzed, the students who participate in the activities willingly ($X=47,48$), outperform the students who participate in the activities since it is a part of the course ($X=44,15$) and the students who participate because of recommendation ($X=45,01$). It may be said that the students who participate in the activities willingly have higher motivations for "entertainment/recreation" than the other groups.

The second factor, "relaxation/getting rid of stress" shows a significant difference between the students who participate in the activities willingly and students who participate in the activities since it is a part of the course ($p=0.00$). The averages for these groups are ($X=27,71$) and ($X=26,17$) respectively. It may be said that the students who participate in the activities willingly have higher motivations for "relaxation/getting rid of stress" than the other groups.

When the "socialization" factor is analyzed, there is a significant difference between the students who participate in the activities willingly and students who participate in the activities since it is a part of the cultural activities course ($p=0.00$). There is also a meaningful difference between the students who participate in the activities willingly and the students who participate because of recommendation ($p=0.011$). When the averages of these groups analyzed, the students who participate in the activities willingly ($X=29,95$) have higher scores than the students who participate in the activities since it is a part of the cultural activities course ($X=28,06$), and the students who participate because of recommendation ($X=28,46$). It is possible to say that the students who participate in the activities willingly have higher motivations for "socialization" than the other groups.

When the last factor, "acquiring information/known about life" factor is analyzed, there is a significant difference between the students who participate in the activities willingly and students who participate in the activities since it is a part of the cultural activities course ($p=0,00$).

There is also a meaningful difference between the students who participate in the activities willingly and the students who participate because of recommendation ($p=0.06$). When the averages of these groups analyzed, the students who participate in the activities willingly ($X=22,48$) have higher scores than the students who participate in the activities since it is a part of the cultural activities course ($X=21,05$), and the students who participate because of recommendation ($X=21,05$). In the light of these data, it is possible to say that the students who participate in the activities willingly have higher motivations for “acquiring information/knowing about life” than the other groups.

4. Conclusion

The purpose of this study is to determine the types of motivations obtained by associate degree and undergraduate formal education students of Anadolu University in the scientific, social and cultural activities they participate by using the factor analysis method. The results and the recommendations in line with these results are presented below.

According to the results of the study, the primary motivation in participating the institutional activities of Anadolu University for the students who participated in the survey is “entertainment/recreation”. This motivation is followed by “relaxation/getting rid of stress”, “socialization” and “acquiring information/knowing about life”, respectively. Therefore, it appears that the basic motivation of the students in participating in the activities is having fun.

It has been found in the study that there are significant differences in participation motivations of students in gender, attended program (associate degree and undergraduate), residence status and causes of participating the activities variables. There is a significant difference in the motivations of different genders. In four motivations listed as “entertainment/recreation”, “relaxation/getting rid of stress”, “socialization” and acquiring information/knowing about life”; women appears to have more motivations than men in participating in activities.

In terms of the relations between the motivations and study programs of the students (associate degree and undergraduate) significant figures are in “entertainment/recreation” and “information/knowing about life” factors. In the light of the results, it can be argued that undergraduate students have more motivations than associate degree students in these two factors.

When the residence status of the students are analyzed, students living in dormitories have higher motivations in “entertainment/recreation” than students living in a flat alone and students living with their families. Students living in dormitories also have higher motivations in “socialization” than students living in a flat alone. It can be claimed that students living in dormitories have higher needs of “entertainment/recreation” and “socialization” in motivations for participation.

In terms of the relations between the motivations and the reasons for participations, there are significant differences in all four factors. In “entertainment/recreation” factor, the students who participate in the activities willingly have higher motivations than students who participate in the activities since it is a part of the Cultural Activities Course. In “relaxation/getting rid of stress”, “socialization” and “acquiring information/knowing about life” factor, the students who participate in the activities willingly have higher motivations than students who participate in the activities since it is a part of the Cultural Activities Course and the students who participate because of recommendation. These results indicate that in all motivations, the students who participate in the activities willingly have higher motivations than the other groups.

In conclusion, this study reports that students get the motivations “entertainment/recreation”, “relaxation/getting rid of stress”, “socialization” and “acquiring information/knowing about life” by participating institutional activities and these activities are generally preferred for psychological needs rather than for socialization.

This results coincide with the idea that some needs which are not in Maslow’s Hierarchy of Needs such as escape, recreation, entertainment are accepted as psychological needs to be satisfied (McLean, 2006: 40-41). “Entertainment/recreation”, “relaxation/getting rid of stress”, “socialization” and “acquiring information/knowing about life” are defined as the main motivation categories for media use in uses and gratifications approach. When these categories are assessed in the context of institutional activities, the results also coincide with the idea that the audience is active and they chose from the various options of activities to meet their social and psychological needs (Charney, 1996: 38-39, Kaye, 1998: 34, Armstrong, 1999: 97-113).

References

- Alemdar, K ve Erdoğan İ. (1990). İletişim ve Toplum. Ankara: Bilgi Yayınevi.
- Armstrong, M. H. (1999). The Gratification Dimensions of the Internet's World Wide Web: An Exploratory Study. Unpublished Doctoral Dissertation. The Florida State University: UMI Dissertation Information Service.
- Bal, H. (2001). Bilimsel Araştırma Yöntem ve Teknikleri. Isparta: Süleyman Demirel Üniversitesi Yayınları No: 20
- Büyüköztürk, Ş. (2005). Sosyal Bilimler için Veri Analizi El Kitabı: İstatistik, Araştırma Deseni, SPSS Uygulamaları ve Yorum. Ankara: PegemYayıncılık, 5. Baskı.
- Charney, T. R. (1996). Uses and Gratifications of the Internet. Unpublished Master of Arts Dissertation, Michigan State University: UMI Dissertation Information Service.
- Driver, B. L., Brown, P. J., Peterson, G. L. (1991). Benefits of Leisure. Venture Publishing, Inc. State College Pennsylvania.
- Erdoğan, İ ve Alemdar K. (2005). ÖtekiKuram: Kitle İletişim Kuram ve Araştırmalarının Tarihsel ve Eleştirel Bir Değerlendirmesi. Ankara: Erk Yayıncılık.
- Getz, D &Cheyne J. (1997). Special Event Motivations and Behaviour. InC. Ryan (Ed). The Tourist Experience: A New Introduction. London: Cassell.
- Getz, D. (1997). Event Management & Event Tourism. New York: Cognizant Communication Corporation.
- Gültekin, B. (2006). Halkla İlişkilerde Etkinlik Yoluyla İmaj Oluşturma. Ankara: Nobel Yayınları.
- Gürgen, H. (2011).Halkla İlişkiler. Eskişehir: Anadolu Üniversitesi Basımevi.
- Horner, S & Swarbrooke, J. (2005). Leisure Marketing: A Global Perspective. Elsevier Butterworth-Heinemann: Burlington.
- Kaye, B. K. (1998). Uses and Gratifications of the World Wide Web: From Couch Potato to Web Potato. Journal of Communication, 6 (1): 21-40.
- Katz, E., Blumler, J. G., & Gurevitch, M. (1974). Utilization of Mass Communication by the Individual. In J. G. Blumler, & E. Katz (Eds.). The Uses of Mass Communications Beverly Hills: Sage.
- Katz, E., Gurevitch, M & Haas., H (1973). On The Use of the Mass Media for Important Things, American Sociological Review, 38 (2): 164-181.
- McQuail, D ve Windahl S. (1994). Kitle İletişim Çalışmaları İçin İletişim Modelleri, Çev: Banu Dağtaş veUğur Demiray. Eskişehir: AnadoluÜniversitesi Eğitim, Sağlıkve Bilimsel Araştırma Çalışmaları Vakfı Yayınları No:92.
- McQuail, D ve Windahl S. (1997). Kitle İletişim Modelleri, Çev: KoncaYumlu. Ankara: İmge Yayınevi.
- McLean, D.J. (2006).Philosophy and Leisure, In Kassing, G.(Ed). Introduction to Recreation and Leisure. United States, 40-41.
- Mahoney, J L & Stattin, H. (2000). Leisure Activities and Adolescent Antisocial Behavior: The Role of Structure and Social Context. Journal of Adolescence, 23. 113-127.
- Tinsley, HEA, Eldredge, BD. (1995). Psychological Benefits of Leisure Participation: A Taxonomy of Leisure Activities Based on Their Need- Gratifying Properties. Journal of Counseling Psychology, 42, (2), 123-132.
- Özkanal B. (2014). Bir Halkla İlişkiler Aracı Olarak Kurumsal Etkinlikler: Anadolu Üniversitesi Örneği. Erciyes İletişim Dergisi "akademia" 3 (3), 12-26.
- Pira, A. (2004). Etkinlik Yönetimi, İstanbul: Media Cat Yayınları 5.Baskı.
- Putnam, R. D. (1995). "Bowling Alone: America's Declining Social Capital", Journal of Democracy, (6)1, 65-78.
- Rosengren, K. E., Wenner, L. A., & Palmgreen, P. (Eds.) (1985). Media Gratifications Research: Current Perspectives. Beverly Hills, CA: Sage
- Severin, W ve Tankard, J. (1994). Kitle İletişim Kuramları: Kökenleri, Yöntemleri ve Kitle İletişim Araçlarında Kullanımları. Bir, A.A ve Sever, S. (Çev). Eskişehir: Kibele Sanat Merkezi
- Shao, G. (2009). Understanding the Appeal of User-Generated Media: A Uses and Gratification Perspective. Internet Research, 19(1), 7-25.
- Toksü, F. (2010). Etkinlik Stratejileri. Ayhan Yılmaz (Der), Halkla İlişkiler Uygulamaları ve Örnek Olaylar, Eskişehir: Anadolu Üniversitesi Basımevi.