



(ISSN: 2587-0238)

Yüzgenç, A. A. & Koç, M. C. (2022). Investigation of University Students' Participation in Leisure Activities and Their Leisure Motivation During the Covid-19 Pandemic Period, *International Journal of Education Technology and Scientific Researches*, 7(19), 1938-1951.

DOI: <http://dx.doi.org/10.35826/ijetsar.519>

Article Type (Makale Türü): Research Article

INVESTIGATION OF UNIVERSITY STUDENTS' PARTICIPATION IN LEISURE ACTIVITIES AND THEIR LEISURE MOTIVATION DURING THE COVID-19 PANDEMIC PERIOD

Ayşe Aslı YÜZGENÇ

Assistant Professor, Kastamonu University, Kastamonu, Turkey, a.asliyuzgenc@gmail.com

ORCID: 0000-0002-4173-6941

Mustafa Can KOÇ

Associate Professor, İstanbul Gelişim University, İstanbul, Turkey, cankoc_01@hotmail.com

ORCID: 0000-0002-3007-5367

Received: 06.06.2022

Accepted: 16.08.2022

Published: 02.09.2022

ABSTRACT

This research aimed to examine the leisure exercise activity and leisure motivation levels of university students according to some variables and it aimed to determine the relationship between leisure exercise activity and leisure motivation during the Covid-19 pandemic period. The "Leisure Motivation Scale (LMS)", which was developed by Pelletier et al. (1991) and adapted into Turkish by Mutlu (2008) and the "Leisure Time Exercise Questionnaire (LTEQ)" developed by Godin & Shephard (1985, 1997) and adapted into Turkish by Yerlisu Lapa & Yağar (2015) were used as data collection tools. The study group of the research consisted of 716 individuals, 341 female and 375 males who are studying in various departments of Kastamonu University, participating in leisure activities during the covid-19 pandemic period and were selected by the convenience sampling method. In the study, descriptive statistical methods (percentage, frequency, mean, standard deviation), T-test, one-way ANOVA analysis and Pearson correlation test were used to analyze the data. According to the results of the study, while there was a significant difference in the variables of gender, monthly income and type of activity of the Leisure Motivation Scale, no significant difference was found in the variable of monthly activity frequency. As a result, the external regulation factor had the strongest effect on the leisure motivation of individuals. In addition, despite the restrictions during the COVID-19 pandemic period, it was observed that the participants stayed active by doing regular physical activity to protect themselves from the negative effects of the epidemic and to stay healthy and fit. It has been determined that there is a low and negative relationship between the amotivation sub-dimension of LMS and leisure time exercise activity.

Keywords: Leisure motivation, leisure exercise, university students

INTRODUCTION

The New Type of Coronavirus epidemic, which has recently surrounded the whole world and is described as a worldwide epidemic (pandemic), causes deaths and seriously threatens all humanity (Gümüşgöl & Aydoğan, 2020). As in the whole world, serious measures are taken in all areas of our country (Serin & Koç, 2020). Many sectors in the world, especially the health and education sector, have been affected by this problematic process at varying rates (Avcı & Akdeniz, 2021). Individuals also needed some activities to overcome this process in a healthy way, so they participated in various leisure time activities (Chen et al., 2020a). Leisure is the period remaining from the work that the individual has to do to maintain his/her life (Mull et al., 1997). In another definition; Leisure is the period that remains after fulfilling the practical needs of life (physiological needs such as working hours, eating, and sleeping) (Torkildsen, 2005). To evaluate this period, the activities that individuals choose with their free will and participate in without being bound by certain rules are called leisure activities (Ragheb & Tate, 1993) or recreational activities (Yerlisu Lapa & Ardahan, 2009). Recreational activities; such as physical exercise, games (Doster et al., 2006), arts, and cultural activities, contribute to satisfying the psychological needs of the person, making them feel good, and improving their social behaviors (Tinsley & Eldredge, 1995).

The most important reasons for participating in recreational activities can be expressed as enjoying leisure, interacting with friends, doing something different from work, gaining new experiences, experiencing the feeling of accomplishing certain things, experiencing a creative feeling and gaining social benefit (Emir, 2012). In addition, people prefer to exercise as a leisure time activity in order to regain their physical and mental health, which is affected by the daily intense work tempo and negative environmental effects (Hacıoğlu et al., 2003). Particularly, the restrictions that lasted for months during the Covid 19 epidemic and the quarantines throughout the community inevitably interrupted the routine physical activities of individuals (Chen et al., 2020b). One of the groups most affected by physical activity limitations during the Covid 19 pandemic are university students. During the restriction periods, their physical activities decreased as education continued online. Therefore, it is necessary to maintain physical activity in order to stay healthy and strengthen the immune system in the current precarious environment (Chen et al., 2020a). There is no doubt that the participation of individuals in sports activities in their spare time will be beneficial in terms of physical and mental health (Erdoğan & Bahadır, 2019). In addition, continuing regular physical activities can also help students to recover from the stress and anxiety they experience while being in quarantine during the Covid 19 crisis (Chen et al., 2020b).

Leisure motivations play an important role in the freedom of choice in the activities that the individual will participate in his/her spare time and in ensuring harmony with the activity. In general, motivation is defined as a situation with biological, physiological, and cultural content, which includes various internal and external reasons that push the human organism to the behavior, determine the violence and energy levels of these behaviors and give a certain direction to the behaviors and ensure their continuation (Kılınç et al., 2012; Mutlu et al., 2011; Eren, 2006). Motivation is not only the individual's desire to reach the goal, but also the ability to

maintain this desire. Motivation affects many factors in other disciplines as well as participation in recreational activities, frequency of participation and factors related to participation (Gökçe, 2008). Leisure behaviors are functionally under the influence of the power of two motivational elements at the same time. One of these motivational elements is to get away from the monotony, mediocrity and everyday environment of daily life, to escape from the trajectory of personal and interpersonal relationships. The other is the expectation of personal reward such as self-determination, dominance, superiority, struggle, learning, discovery, relaxation by participating in leisure activities and psychological reward such as social communication (Müştigil, 1993). Determining the motivations of people who do recreational exercise to participate in leisure activities is important in terms of consuming their free time with a higher quality, transferring productive leisure time awareness, enabling them to do more sports activities in their leisure time and most importantly, for the philosophy of "lifelong sport for everyone" to take place in their minds. (Erdogan & Bahadır, 2019). In addition, determining the leisure motivations of university students will provide valuable information to on-campus recreational activity program managers in terms of arranging their leisure program production strategies. In this context, this research aimed to examine the leisure exercise activity and leisure motivation levels of university students according to some variables and to determine the relationship between leisure exercise activity and leisure motivation during the Covid-19 pandemic period.

METHOD

This section includes information about the research model, population sample, data collection tools, validity-reliability, data analysis and publication ethics of the research.

Model of the Research

This study aimed to examine the University Students' Participation in Leisure Activities and their Leisure Motivation during the Covid-19 Pandemic Period. In this context, the relational survey method, which is a research model that aims to determine the existence and/or degree of co-variation between two or more variables (Karasar, 2017) were used in this study.

Study Group

The study group of the research consisted of a total of 716 students, 341 females and 375 males, studying in various departments of Kastamonu University, participating in leisure activities during the covid-19 pandemic period and selected by convenience sampling.

Data Collection Tools

Leisure Motivation Scale (LMS): In this study, the Leisure Motivation Scale developed by Pelletier et al. (1991) and adapted to Turkish literature by Mutlu (2008) was used as a data collection tool. The original scale developed by Pelletier et al. (1991) consisted of 7 sub-factors and a total of 28 items, including factors motivating individuals to participate in recreational exercises.

The sub-factor were 1- know (intrinsic motivation), 2- achieve (intrinsic motivation), 3- feel the impulse/stimulus (intrinsic motivation), 4- determine (extrinsic motivation), 5- introversion (extrinsic motivation), 6- external order (external motivation) and 7- amotivation and a total of 28 items. The statements in the scale were evaluated on a 7-point Likert-type scale as “I strongly disagree -1-” and “I totally disagree -7-”. As a result of the reliability and validity study conducted for the Turkish adaptation of the scale, the scale had 22 items in total and was reduced to 5 sub-dimensions such as 1- lack of motivation, 2- know and achieve, 3- experiencing stimuli, 4- identification/introjection, and 5- external regulation. The statements in the scale were evaluated on a 5-point Likert type scale as “I strongly disagree -1-” and “I totally agree -5-”.

Leisure Time Exercise Questionnaire: Leisure Time Exercise Questionnaire (LTEQ), which was developed by Godin & Shephard (1985, 1997) to measure the exercise activity of individuals in leisure time and whose Turkish validity and reliability study was conducted by Yerlisu Lapa & Yagar (2015) in adults was used as a data collection tool. The survey was completed for at least 15 minutes in the last 7 days and included questions about physical activity in Leisure and aimed to determine the number of times participated in the last week a) compelling physical activities, b) moderate physical activities, c) mild physical activities. To calculate the total score of the survey; compelling activities were multiplied by 9, moderately vigorous activities by 5, and mild activities were multiplied by 3 points. The formula was as follows; Weekly leisure activity score = (9 x challenging) + (5 x moderate) + (3 x light intensity) Calculated values were summed to evaluate the individual's activity during leisure in general. In this evaluation; 24 and above were considered as “active”, 14 to 23 were considered as moderately active and 13 and below were considered as “not active enough”.

Data collection and analysis

The leisure Motivation Scale, Leisure Time Exercise Questionnaire and personal information questionnaire 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 the scales takes about 8-10 minutes. The data obtained from 716 people who participated in the research voluntarily were included in the research.

In the study, descriptive statistical methods (percentage, frequency, mean, standard deviation), T-test, one-way analysis of variance ANOVA and Pearson correlation test were used to analyze the data.

FINDINGS

Table 1. Mean and Standard Deviation Values of LMS Sub-Dimensions

	Scale	N	\bar{x}	SD
LMS	Amotivation	716	11.70	2.34
	Experiencing stimuli	716	6.96	2.18
	Identity/Introjection	716	14.16	3.74
	External regulation	716	14.50	3.19
	Know and achieve	716	13.84	4.00

When the mean scores of the participants on the Leisure Motivation Scale (LMS) were examined, the sub-dimension with the lowest mean was "Experiencing stimuli" ($\bar{x}=6.96$), while the sub-dimension with the highest mean was "external regulation" ($\bar{x}=14, 50$).

Table 2. Distribution of the Participants According to Their Leisure Time Exercise Levels

Leisure time exercise levels	N	%
Active	680	95.0
Moderately active	36	5.0
Total	716	100.0

When the results regarding the leisure time exercise levels of the participants were examined, it was determined that 95% were active and 5% were moderately active.

Table 3. T-Test Results According to the Gender Variable of the Participants

Scale	Female (n=341)		Male (n=375)		P
	Mean.±Sd		Mean.±Sd		
LMS	Amotivation	11.84±2.13	11.58±2.51		.135
	Experiencing stimuli	6.72±2.07	7.18±2.25		.005
	Identity/Introjection	13.97±3.45	14.32±3.98		.214
	External regulation	14.87±3.07	14.17±3.26		.004
	Know and achieve	13.57±3.71	14.09±4.24		.079

When Table 3 was examined, it was revealed that the sub-dimension scores of LMS "experiencing stimuli" ($t=2.813, p<0.05$) and "external regulation" ($t=-2.911, p<0.05$) differed significantly according to the gender of the participants. In the Experiencing stimuli sub-dimension of LMS, the mean scores of males were higher than females. In the external regulation sub-dimension of LMS, mean scores of female were found to be higher than males.

Table 4. Anova Test Results According to the Socio-Economic Status Variable of the Participants

Scale	Socio-economic status	N	\bar{x}	SD	F	sd	P	
LMS	Amotivation	1 Low	183	11.23	2.49	5.800	2	.003*
		2 Medium	309	11.76	2.29			
		3 High	224	12.01	2.24			
	Experiencing stimuli	1 Low	183	6.89	2.25	.598	2	.550
		2 Medium	309	6.91	2.15			
		3 High	224	7.09	2.15			
	Identity/Introjection	1 Low	183	14.15	4.09	.875	2	.417
		2 Medium	309	13.98	3.71			
		3 High	224	14.41	3.47			
External regulation	1 Low	183	14.06	3.50	5.217	2	.006*	
	2 Medium	309	14.38	2.96				
	3 High	224	15.04	3.16				
Know and achieve	1 Low	183	13.56	4.43	1.247	2	.288	
	2 Medium	309	13.78	3.89				
	3 High	224	14.17	3.77				

*p<0.05

When Table 4 was examined, the sub-dimensions of "lack of motivation" ($F=5.800;p<0.05$) and "external regulation" ($F=5.217;p<0.05$) of LMS differed significantly according to the socio-economic status of the participants. The mean scores of the participants with high socio-economic status in the "lack of motivation" and

"external regulation" sub-dimensions of LMS were higher than those of the participants with low socio-economic status. No significant difference was found between the other group variables ($p > 0.05$).

Table 5. Anova Test Results According to the Participants' Activity Type Variable

Scales	Event type	N	\bar{x}	SD	F	sd	P	
LMS	Amotivation	1 Sporty	259	11.71	2.44	.657	2	.519
		2 Social	303	11.61	2.35			
		3 Cultural/art	154	11.88	2.13			
	Experiencing stimuli	1 Sporty	259	6.60	2.24	5.615	2	.004*
		2 Social	303	7.16	1.89			
		3 Cultural/art	154	7.18	2.51			
	Identity/Introjection	1 Sporty	259	13.68	3.60	3.391	2	.034*
		2 Social	303	14.47	3.51			
		3 Cultural/art	154	14.33	4.29			
External regulation	1 Sporty	259	13.88	3.50	9.161	2	.000*	
	2 Social	303	14.69	3.08				
	3 Cultural/art	154	15.18	2.64				
Know and achieve	1 Sporty	259	13.50	4.12	1.985	2	.138	
	2 Social	303	14.17	3.63				
	3 Cultural/art	154	13.77	4.45				

* $p < 0.05$

When Table 5 was examined, the sub-dimensions of "experiencing stimuli" ($F=5.615; p < 0.05$) and "external regulation" ($F=9.161; p < 0.05$) of LMS differed significantly according to the activity type of the participants. In the "Experiencing stimuli" and "external regulation" sub-dimensions of LMS, the mean scores of the participants participating in social and cultural/artistic activities were higher than those of the participants participating in sportive activities and in the "identification/introjection" sub-dimension, the mean scores of the participants participating in social activities, participating in sports activities higher than that of the participants. No significant difference was found between the other group variables ($p > 0.05$).

Table 6. Anova Test Results According to the Monthly Participation Frequency Variable of the Participants

Scales	Monthly Participation Frequency	N	\bar{x}	SD	F	sd	P	
LMS	Amotivation	1-2 per month	237	11.53	2.18	1.429	3	.233
		3-4 in 2 Months	173	11.65	2.38			
		5-6 in 3 months	114	11.65	2.50			
		7+ in 4 Months	192	11.99	2.38			
	Experiencing stimuli	1-2 per month	237	7.19	2.00	1.734	3	.159
		3-4 in 2 Months	173	6.75	1.95			
		5-6 in 3 months	114	7.05	2.11			
		7+ in 4 Months	192	6.82	2.57			
	Identity/Introjection	1-2 per month	237	14.51	3.51	1.665	3	.173
		3-4 in 2 Months	173	14.04	3.47			
		5-6 in 3 months	114	14.33	3.31			
		7+ in 4 Months	192	13.73	4.41			
External regulation	1-2 per month	237	14.45	3.01	1.079	3	.357	
	3-4 in 2 Months	173	14.52	2.87				
	5-6 in 3 months	114	14.12	3.20				
	7+ in 4 Months	192	14.79	3.64				
Know and achieve	1-2 per month	237	14.28	3.86	1.481	3	.219	
	3-4 in 2 Months	173	13.71	3.43				
	5-6 in 3 months	114	13.46	3.81				
	7+ in 4 Months	192	13.66	4.69				

When Table 6 was examined, it was found that the LMS sub-dimension scores of "lack of motivation" (F=1.429, p>0.05), "experiencing stimuli" (F=1.734, p>0.05), "identification/introjection" (F=1.665, p>0.05), "external regulation" (F=1.079, p>0.05) and "know and achieve" (F=1.481, p>0.05) did not differ significantly according to the monthly participation frequency of the participants.

Table 7. Correlation Analysis Between LMS and LTEQ

	Leisure Exercise Levels	Amotivation	Experiencing stimuli	Identity/Introjection	External regulation	Know and achieve
Leisure Exercise Levels	1					
	Amotivation	-.162**	1			
	Experiencing stimuli	.009	-.013	1		
LMS	Identity/Introjection	.062	-.034	.701**	1	
	External regulation	.015	.516**	.188**	.248**	1
	Know and achieve	.037	-.090*	.674**	.773**	.115**

**p<0.01 *p<0.05

As it can be seen in table 7, according to the correlation analysis which were performed to show the relationship between "leisure time exercise level and leisure motivation"; the leisure exercise level had a low and negative correlation with the "amotivated" (p=-.162, p<0.00) sub-dimension of LMS.

CONCLUSION and DISCUSSION

This study aimed to examine university students' leisure exercise activity and leisure motivation levels in terms of some variables and to determine the relationship between leisure exercise activity and leisure motivation during the Covid-19 pandemic period.

When the scores obtained by the participants from the Leisure Motivation Scale were examined, it was seen that the highest score was in the "External regulation" dimension and the lowest score was in the "Experiencing stimuli" dimension. As individuals participate in leisure activities to feel good and be dynamic during the pandemic period, the external regulation sub-dimension may have motivated them the most. When the studies in the literature were examined, it was seen that the highest score in terms of leisure motivation of the participants was the "Experiencing stimuli" dimension in Yerlisu Lapa et al., (2012), Mutlu et al., (2011), Mutlu (2008), Aran (2014), Öztürk (2016); "Know and Achieve" dimension in Öztan (2019), Koç et al., (2019); "identification/introjection" dimension in Erdoğan & Bahadır (2019), Gümüş & Işık (2018); "external regulation" dimension in Çalık et al., (2014). The lowest score in terms of leisure motivation of the participants was the "lack of motivation" dimension in Yerlisu Lapa et al., (2012), Mutlu et al., (2011), Aran (2014), Gümüş & Işık (2018); "inactivity" dimension in Koç et al., (2019); "external regulation" dimension in Öztürk (2016). It was observed that 95% of the individuals participating in our research were doing sports actively. In a study conducted by Yerlisu Lapa et al., (2012) on physical education and sports teachers, it was seen that 86% of teachers do active sports. In the research of Yazıcı & Alpullu (2020), 49% of the individuals participating in the research were in the active group, 29% in the moderately active group and 22% in the not active enough group. Also, in the study

conducted by Karaca (2020) on the students of the faculty of sports sciences during the Covid 19 epidemic period, it was observed that the students did regular physical activity. Considering that our study group was also affected by the epidemic, it was seen that the students continued to do physical activity actively during this period to reduce the physical and psychological effects caused by the epidemic. The fact that most of the study group were students of the faculty of sports sciences may be explained result. Factors such as students' theoretical and applied courses, access to sports facilities compared to other academic department students and education and training related to sports and physical activity may be factors that greatly affect students' physical activity participation (Erbaş & Gümüş, 2020). Chen et al., (2020) in their research emphasized the importance of maintaining regular physical activities during the COVID-19 period, that regular physical activities have positive effects on healthy individuals and individuals with various diseases, and that people who stay at home due to the epidemic should not break away from regular physical activity, and they stated that physical activities that can be easily applied in the home environment such as various stretching exercises, balance control activities, climbing stairs, push-ups, and sit-ups help people to stay fit and happy.

When LMS was examined in terms of gender, the "Experiencing stimuli" sub-dimension scores of LMS differed in favor of males, and the "external regulation" sub-dimension scores differ in favor of females in a statistically significant way. In other words, while males need a stimulating life to motivate their leisure activities, females do their leisure time activities to get rid of other work or to show that they were active. According to the research of Kardaş & Sadık (2018), significant results were obtained in favor of females in the sub-dimensions of know and achieve, experiencing stimuli, identification/introjection, and in favor of males in the sub-dimension of external regulation of LMS. Yerlisu Lapa et al. (2012), Mutlu (2008), Mutlu et al. (2011) and Aran (2014) found higher scores on "Lack of Motivation" in males and "Know and Achieve" in females. According to Özdemir's (2020) research, a significant difference was found in favor of males according to the "Identification" sub-dimension and in favor of females according to the "Motivation" sub-dimension. Koç et al. (2019), Öztürk (2016), Erbaş & Gümüş (2020) and Chen et al. (2018) found that gender did not cause a significant difference in leisure motivation. However, gender was an important variable in leisure motivation, and leisure motivations differed for males and females (Tsai et al., 2015). In studies that draw attention to the gender variable; it was seen that the difference was mainly on behalf of men, and in these studies, women face many obstacles in front of participation and motivation in physical activity (Erbaş & Gümüş, 2020).

When LMS was examined in terms of socio-economic status, it was determined that the scores of the participants with high socio-economic status in the sub-dimensions of "lack of motivation" and "external regulation" of LMS were significantly higher than the participants with low socio-economic status. In this case, it can be said that individuals with high socioeconomic status have a higher level of amotivated leisure activities compared to individuals with low socioeconomic status, and they did leisure time activities mostly to get rid of other jobs or to be appreciated. In the research conducted by Özdemir (2020), it was found that the internal leisure motivation levels of the participants with a medium level of well-being were higher than the other participants. Erdogan & Bahadır (2019), Chen et al. (2018) and Öztan (2019) examined the leisure motivation of individuals who exercise,

it was seen that the socioeconomic levels of individuals did not affect their leisure motivation. Mutlu (2008) and Mutlu et al. (2011) found that the scores of the participants with an income level of "500-1000" TL in the "amotivation" sub-dimension of LMS were higher than the scores of the participants with an income level of "1001-1500" TL. Moreover, in the same studies, it was determined that the scores of the participants in the "500-1000" TL group in the "external regulation" sub-dimension of LMS were higher than the scores of the participants with an income level of "1001-1500" TL. This showed that as the income level increased, individuals have more opportunities to participate in leisure time activities in life. Economic income affects not only the type of leisure time but also the frequency of participation in activities (Mutlu et al., 2011). The reason for the emergence of a situation opposite to the literature in our research may be since all participants were affected by the restrictions of the pandemic period at the same rate, and the need to participate in leisure activities, even if the socioeconomic level of individuals was low.

When we look at LMS in terms of activity type, the scores of individuals participating in social and cultural activities in the sub-dimensions of "Experiencing stimuli" and "external regulation" were higher than those of individuals participating in sports activities, and the scores of individuals participating in social activities in the "identification/introjection" sub-dimension were found to be significantly higher than that of the individuals participating in the activities. This showed that the motivation for social and cultural/artistic activities were higher than for sportive activities. In addition, it was possible to say that social and cultural/artistic activities make them feel freer and nobler than sportive activities (stimulated living), they feel more dynamic in these activities (external regulation) and these activities gave them a sense of being busy (identification/introjection). In the study conducted by Erdoğan & Bahadır (2019), no significant difference was found in all sub-dimensions in terms of leisure motivation and activity type. In the study of Yerlisu Lapa et al. (2012), a significant difference emerged in the individuals who actively engaged in the activity in the sub-dimension of "Know and achieve" in sportive activities. Since our research was conducted during the pandemic period, social and cultural/artistic activities may have been preferred more than sportive activities, as they made the participants feel more free and dynamic. In addition, due to the stress and mood disorders during the periods of staying at home, the participants may have tried to get rid of the stress experienced with social activities rather than sports activities and tried to reach a good mood.

In terms of monthly activity frequency, it was seen that the scores of the participants in all sub-dimensions of LMS did not differ significantly. This situation can be interpreted as the frequency of monthly activities of students did not affect their leisure motivation. In the research conducted by Aran (2014) on the students of the recreation department, it was concluded that the student's participation in weekly activities did not differ according to their leisure motivation. This result was consistent with our research. In the study conducted by Karaca (2020) on the students of the faculty of sports sciences during the epidemic period, it was seen that the scores of the group that regularly and frequently did sports from all sub-dimensions of the motivation to participate in physical activity were higher than the group that did not do regular sports. According to this result, it can be said that doing sports regularly has a positive effect on the physical activity motivation of the students

during the epidemic period. Moreover, in the study conducted by Chen et al., (2020) on Chinese students during the COVID-19 epidemic period and post quarantine, it was shown to be helpful that the motivation of the students who continued regular physical activities during the COVID 19 period and post quarantine was high and that regular physical activity helped students get rid of stress and anxiety during this period. Yerlisu Lapa et al. (2012) conducted a study on physical education teachers, and it was determined that teachers with a high frequency of participation in leisure time physical activities had high levels of leisure time motivation and as the participants' frequency increased, their "amotivation" scores decreased.

When the relationship between leisure exercise level and leisure motivation was examined, it was determined that the leisure exercise level had a low and negative relationship with the "amotivation" sub-dimension of LMS. This indicated that as motivation increased, the level of leisure exercise would decrease. Therefore, it was predicted that as the leisure motivation of individuals increased, the level of leisure exercise would also increase. In the study conducted by Gümüş & Işık (2018) to determine the quality of life, physical activity level, and leisure motivation of individuals, it was determined that there was a low and moderate positive relationship between the level of physical activity and the sub-dimensions of the leisure motivation scale. In Öztan (2019)'s study, in which LGBTI individuals' leisure exercise levels, leisure time barriers and leisure motivations were examined, no significant relationship was found between the leisure exercise levels of the participants and their leisure motivations. However, physical activity participation and motivation were related significantly and positively. This relationship indicated that highly motivated individuals were more likely to participate in physical activities than less motivated individuals (Cho, 2004).

RECOMMENDATIONS

The recommendations can be summarized as raising awareness of individuals about the benefits of physical activity, offering activities both online and face-to-face, in a variety that will allow all citizens to participate and it will increase their participation attendance frequency in leisure physical activity. When individuals' motivation to participate in leisure activities increases, their leisure exercise levels will also increase.

It is possible to say that the motivation levels of the participants for leisure activities are not affected by the frequency of the activity and the motivation levels differ in terms of experiencing stimuli in males and external regulation in females. In this case, the female group did their leisure activities to get rid of other jobs or to show that they were dynamic. By sharing the responsibilities of women (work, family, child care, cleaning, etc.) in our country, females' leisure time can be increased and females can participate in leisure activities to reduce stress or relax.

Active life is of great importance in protecting from the negative effects of the COVID-19 epidemic and overcoming this period with the least damage. Being active in all conditions can be possible with regular physical activities in daily life. It was important that the individual's motivation to participate in physical activity was high in protecting mental and physical health in difficult times (Karaca, 2020). For this, the importance of an active life can be emphasized by the government and local governments in national and local channels, official social

media accounts of state-affiliated institutions and it can be suggested to organize activities such as announcements, seminars and training.

In order to increase the interest in sports activities and to ensure participation, it can be suggested that the state institutions emphasize the importance of participating in such activities in every aspect of life for health and that the diversity, presentation (online or face-to-face) of the activities, and pricing appropriate for all segments were made.

Examining leisure motivation and the concepts that may be related to this concept (such as happiness, well-being, quality of life, leisure time management and leisure time barriers) and applying them at different times and in different sample groups can provide a generalization of the results.

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 4/18”

Author(s) Contribution Rate: In this study, the contribution rate of the first author was 60% and the contribution rate of the second author was 40%.

REFERENCES

- Aran, Ş. (2014). A case study on defining leisure time motivation of recreation students. *Procedia - Social and Behavioral Sciences*, 152, 734 – 739. <https://doi.org/10.1016/j.sbspro.2014.09.312>
- Avci, F., & Akdeniz, E. C. (2021). Koronavirüs (Covid-19) salgını ve uzaktan eğitim sürecinde karşılaşılan sorunlar konusunda öğretmenlerin değerlendirmeleri. *Uluslararası Sosyal Bilimler ve Eğitim Dergisi*, 3(4), 117-154. <https://dergipark.org.tr/pub/usbed/issue/61198/838968>
- Chen, M., Xue, S., & Shi, Y. (2018). Leisure activities and leisure motivations of Chinese residents. *PLoS ONE*, 13(11): e0206740. <https://doi.org/10.1371/journal.pone.0206740>
- Chen, P., Mao, L., Nassis, G. P., Harmer, P., Ainsworth, B. E., & Li, F. (2020a). Coronavirus disease (COVID-19): The need to maintain regular physical activity while taking precautions. *Journal of Sport and Health Science*, 9, 103-104. <https://doi.org/10.1016/j.jshs.2020.02.001>
- Chen, P., Mao, L., Nassis, G.P., Harmer, P., Ainsworth, B.E., & Li, F. (2020b). Returning Chinese school-aged children and adolescents to physical activity in the wake of COVID-19: Actions and precautions. *Journal of Sport and Health Science*, 9, 322-324. <https://doi.org/10.1016/j.jshs.2020.04.003>
- Cho, M. H. (2004). The strength of motivation and physical activity level during leisure time among youth in South Korea. *Youth & Society*, 35(4), 480-494. <https://doi.org/10.1177/0044118X03258242>

- Çalık, F., Gülle, M., Sertbaş, K., Sarı, İ., & Kaya, E. (2014). Analysis and examination of the relationship between leisure motivation and academic motivation of students of schools of physical education and sports. *Journal of Physical Education and Sport*, 14 (1), 127–133. <https://doi.org/10.13140/RG.2.1.3369.7126>
- Doster, J. A., Mielke, R. K., Riley, C. A., Toledo, J. R., Goven, A. J., & Moorefield, R. (2006). Play and health among a group of adult business executives. *Social Behavior and Personality*, 34(9), 1071–1080. doi: <https://doi.org/10.2224/sbp.2006.34.9.1071>
- Emir, E. (2012). *Rekreatif etkinliklere katılımın önündeki engellerin belirlenmesi: Üniversite öğrencileri örneği* [Yayımlanmamış Yüksek Lisans Tezi]. Karadeniz Teknik Üniversitesi.
- Erbaş, Ü., & Gümüş, H. (2020). Participation in physical activity and social media addiction in students. *International Journal of Psychology and Educational Studies*, 7(4) Special Issue, 52-60. <http://dx.doi.org/10.17220/ijpes.2020.04.006>
- Erdoğan, Ç. H., & Bahadır, Z. (2019). Egzersiz yapan bireylerin boş zaman etkinliklerine katılım motivasyonlarını etkileyen faktörlerin incelenmesi. *Spor ve Performans Araştırmaları Dergisi*, 10(1), 56-68. <https://doi.org/10.17155/omuspd.423077>
- Eren, E. (2006). *Örgütsel davranış ve yönetim psikolojisi*. Beta Basım Yayım Dağıtım AŞ.
- Godin, G., & Shephard, R. J. (1985). A simple method to assess exercise behavior in the community. *Canadian Journal of Applied Sport Science*, 10(3), 141-146. <https://pubmed.ncbi.nlm.nih.gov/4053261/>
- Godin, G., & Shephard, R. J. (1997). Godin leisure-time exercise questionnaire. *Medicine and Science in Sports and Exercise*. 29, 36–38. <https://doi.org/10.1097/00005768-199706001-00009>
- Gökçe, H. (2008). *Serbest zaman doyumunun yaşam doyumunu ve sosyo-demografik değişkenlerle ilişkisinin incelenmesi*[Yayımlanmamış Yüksek Lisans Tezi]. Pamukkale Üniversitesi.
- Gumus H., & Işık, Ö. (2018). The relationship of physical activity level, leisure motivation and quality of life in candidate teachers. *International Journal of Progressive Education*, 14 (5), 22-32. <https://doi.org/10.29329/ijpe.2018.157.3>
- Gümüşgül, O., & Aydoğan, R. (2020). Yeni tip koronavirüs-covid 19 kaynaklı evde geçirilen boş zamanların ev içi rekreatif oyunlar ile değerlendirilmesi. *Spor Eğitim Dergisi*, 4(1), 107-114. <https://dergipark.org.tr/tr/pub/seder/issue/52104/706322>
- Hacıoğlu, N., Gökdeniz, A., & Dinç, Y. (2003). *Boş zaman ve rekreasyon kavramlarının analizi. Boş Zaman ve Rekreasyon Yönetimi: Örnek Animasyon Uygulamaları*. Detay Yayıncılık.
- Karaca, Y. (2020). Spor bilimleri fakültesi öğrencilerinin covid-19 dönemi fiziksel aktiviteye katılım motivasyonlarının incelenmesi. *ROL Spor Bilimleri Dergisi*, 1 (1), 1-17. <https://doi.org/10.29228/roljournal.45491>
- Karasar, N. (2017). *Bilimsel Araştırma Yöntemi Kavramlar İlkeler Teknikler*. Nobel Yayınları.
- Kardaş, N. T., & Sadık, R. (2018). Ortaöğretimde öğrenim gören öğrencilerin boş zaman motivasyonlarının çeşitli değişkenler açısından incelenmesi [Research of the high school students' free time motivations by various variables]. *Spor Eğitim Dergisi, Special Issue* 1, 31- 38. <https://dergipark.org.tr/tr/pub/seder/issue/39775/475600>

- Kılınc, M., Ulucan, H., Kaya, K., & Türkçapar, Ü. (2012). Takım sporu yapanların motivasyon düzeylerinin farklı değişkenlere göre düzenlenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 11(2), 133-144. <https://app.trdizin.gov.tr/makale/TVRNek56TXhNUT09>
- Koç, M. C., Ayar, H., Gümüş, H., & Çimen, K. (2019). Leisure motivation and leisure satisfaction: A practice on open water swimming competitions. *OPUS–International Journal of Society Researches*, 13(19), 1914-1929. <https://doi.org/10.26466/opus.596597>
- Mull, R. F., Bayless, K. G., Ross, C. M., & Jamieson, L. M. (1997). *Recreational sport management*. Human Kinetics.
- Mutlu, İ. (2008). *Egzersiz yapan kişilerin boş zaman faaliyetlerine yönelik tutumları üzerine bir araştırma (Kayseri ili örneği)* [Yayımlanmamış Yüksek Lisans Tezi]. Niğde Üniversitesi.
- Mutlu, İ., Yılmaz, B., Güngörmüş, H. A., Sevindi, T., & Gürbüz, B. (2011). Bireyleri rekreasyonel amaçlı egzersize motive eden faktörlerin çeşitli değişkenlere göre karşılaştırılması. *Selçuk Üniversitesi Beden Eğitimi ve Spor Bilimleri Dergisi*, 13 (1), 54–61. <https://www.researchgate.net/publication/326234910>
- Müştiğil, S. (1993). *Dinlenme ve turizm ilişkisi*. Boğaziçi Üniversitesi Yayını.
- Özdemir, A. S. (2020). Exploring intrinsic leisure motivations of university students. *European Journal of Education Studies*, 7(1), 52-65. <https://doi.org/10.5281/zenodo.3694138>
- Öztaş, P. (2019). *Lgbt bireylerin serbest zaman egzersiz düzeyleri, serbest zaman engelleri ve motivasyonlarının incelenmesi* [Yayımlanmamış Yüksek lisans tezi]. Akdeniz Üniversitesi.
- Öztürk, H. (2016). The analysis of the participation motivation in leisure time activities of university students doing badminton sport. *Niğde University Journal of Physical Education and Sport Sciences*, 10(1), 89-99. <https://dergipark.org.tr/tr/pub/bsd/issue/53487/711992>
- Pelletier, L. G., Vallerand, R. J., Blais, M.R., & Briere, N. M.(1991). Leisure Motivation Scale (LMS–28). http://www.lrcs.uqam.ca/wp-content/uploads/2017/08/eml28_en.pdf (Erişim Tarihi: 01.05.2022)
- Ragheb, M.G., & Tate, R. L. (1993). A behavioral model of leisure participation based on leisure attitude, motivation and satisfaction. *Leisure Studies*, 12, 61-70. <https://doi.org/10.1080/02614369300390051>
- Serin, E., & Koç, M. C. (2020). Examination of the eating behaviours and depression states of the university students who stay at home during the coronavirus pandemic in terms of different variables. *Progress in Nutrition*, 22(1), 33-43. <https://doi.org/10.23751/pn.v22i1-S.9780>
- Tinsley, H. E. A., & Eldredge, B. D. (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. <https://doi.org/10.1037/0022-0167.42.2.123>
- Torkildsen, G. (2005). *Recreation and leisure management*. Taylor and Francis Group.
- Tsai, L.T., Lo, E. F., Yang, C. C., Keller, J. J., & Lyu, S. Y. (2015). Gender differences in recreational sports participation among Taiwanese adults. *International Journal of Environmental Research and Public Health*, 12(1), 829-840. <https://doi.org/10.3390/ijerph120100829>
- Yazıcı, A., & Alpullu, A. (2020). Boş zaman egzersiz aktivitelerinin çalışma ve gelir durumuna göre incelenmesi. *JSAR*, 2 (2), 109-113. <https://dergipark.org.tr/tr/pub/jsar/issue/59152/833655>

Yerlisu Lapa, T., Ağyar, E., & Bahadır, Z. (2012). Yaşam tatmini, serbest zaman motivasyonu, serbest zaman katılımı: beden eğitimi ve spor öğretmenleri üzerine bir inceleme (Kayseri İli Örneği). *Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi*, , X (2) 53-59. <https://dergipark.org.tr/tr/download/article-file/601616>

Yerlisu Lapa, T., & Ardahan, F. (2009). Akdeniz üniversitesi öğrencilerinin serbest zaman etkinliklerine katılım nedenleri ve değerlendirme biçimleri. *Spor Bilimleri Dergisi*, 20(4), 132-144. <https://dergipark.org.tr/tr/pub/sbd/issue/16391/171414>

Yerlisu Lapa, T., & Yağar, G. (2015, Mayıs 28-30). *Serbest zaman egzersiz anketinin Türkçe geçerlik güvenirlik çalışması* [Conference presentation]. 2. Uluslararası Spor Bilimleri, Turizm ve Rekreasyon Öğrenci Kongresi, Afyon, Türkiye.