



## COVID-19 PANDEMIC AS A RECREATIONAL BARRIER DETERMINING THE IMPACT ON INDIVIDUALS' RECREATIONAL LIVES

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### Abstract:

The aim of this study is to determine how the recreational lives of individuals are affected by the COVID-19 pandemic, which emerged in Wuhan, China, in 2019 and negatively affects the lives of individuals all over the world and is considered a recreational barrier. In this descriptive research, individuals' recreational lives are discussed in the dimensions of "Participation in Hobby/Cultural/Artistic Activities with Passive Participation", "Participation in Physical Activities with Active Participation", "Participation in Social Activities", "Participation in Skill-Based Activities" and "Participation in Personal Development Courses". Data regarding their participation in these activities before the pandemic and how their participation in these activities was affected during the pandemic was collected during the pandemic through an online survey developed for this purpose. According to the results of the research, it has been observed that individuals' participation in activities that require active participation decreases, their participation in social activities is negatively affected, and their participation in activities around the home, at home and with the family, and in online personal development courses increases.

**Keywords:** pandemic, COVID-19, recreational barriers, participation in recreation

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## 1. COVID-19 History

The coronavirus disease, commonly known as COVID-19, emerged in November 2019 in Wuhan, Hubei Province, China, and spread at an incredible speed, causing a pandemic worldwide. This particle-borne virus causes acute respiratory failure, sepsis, and thrombosis, and as of April 8, 2023, the number of cases worldwide is 685 million and the number of cases resulting in death is approximately 7 million (http-01). Due to the fear, it creates, COVID-19 has negatively affected many processes, including social, economic, and business life in many different countries, including our country. In order to eliminate or reduce the risk of infection, governments have strictly implemented many practices, including online working, online education, to prevent individuals from being in close contact, limiting the number of people in closed spaces, and preventing individuals from coming together outdoors. These practices have caused countries and individuals to be negatively affected both economically and socially.

During this process, the pressures created by the vaccine being found in the shortest time in the world's vaccine history have forced scientists and the parties involved to invent vaccines of different qualities and forms. The coronavirus vaccine was developed approximately one year after the outbreak as a biotechnology product that aims to eliminate and/or reduce the pressures on health, including death caused by the COVID-19 disease, and to provide acquired immunity in individuals (http-01). In addition to the vaccine, the disease was prevented with isolation, masks, social distance, hand and surface hygiene, ventilation, air filtration, and healthy nutrition and lifestyle. Today, the Coronavirus, which has many variants, no longer creates pressure on individual and social life as it used to.

There are many internal and external reasons that positively or negatively affect individuals' participation in recreational activities. While we can explain the positively affecting internal and external elements with motivation factors, it is possible to consider external factors in the dimension of recreational barriers (Ardahan *et al.*, 2016; Deniz Öz and Ardahan, 2019).

The COVID-19 pandemic has affected not only recreational life but also economic and social life, international relations and international supply chain, production and distribution industry, education sector, employment sector and form, health sector, and pharmaceutical industry, with losses that may not be recoverable (Ahmadi, 2020).

In this period when domestic violence, divorces, and many psychological problems have increased (Ahmedi, 2020), many countries and businesses with hardware, rules, applications (software), human resources (humanware) and management equipment (managementware) and skills have successfully implemented the inclusion of all elements that directly or indirectly affect every aspect of human life, including online working, online education, recreation, in a nimble manner, while societies that are not competent in this regard and cannot make an agile transformation have overcome this process quite severely (Nalbantoğlu, 2021).

In addition, the pandemic has been the cause of many positive changes after 2020, such as online shopping, education, business, health diagnosis and treatment processes, recreational product diversity, and active and passive participation in recreational activities (http-02). In this context, 2020 has been a year of both breakthroughs and leapfrogs in many industries.

## **2. Recreational Life, Recreational Barriers and Pandemic**

Recreational activities are activities that are performed by the individual alone and/or with others, in open or closed areas, with active or passive participation, paid or unpaid, performed by the individual or with others, produced by clubs, associations, public or private sector institutions or recreational businesses, for social, cultural, artistic, sports, exercise, hobby purposes, personal development courses, and skill-based activities (Ardahan *et al.*, 2016). Individuals' recreational lives are the sum of recreational activities that the individual can participate in and produce under the conditions determined by their own ecology in order to make life more meaningful and to enjoy, outside of work and obligations (Deniz Öz and Ardahan, 2019). Recreational participation occurs with the voluntary participation of individuals with their own preferences. It is not possible to define activities other than voluntary participation as recreational participation. Here, it is necessary to exclude activities prescribed for therapeutic purposes (Ardahan, 2021).

There are many parameters that motivate individuals to engage in recreational activities. These are the sum of the individual's personality, the conditions in which they live, the individual's life paradigm, the opportunities they have, the recreational potential of the place they live in and the individual's potential to reach them, the individual's effort to seek better in their own life, and internal and external motivating elements. Of course, in order to do an activity, the individual needs to make room for that activity in their own life by managing their time. These include casual leisure activities, project leisure activities and serious leisure activities those that will be sustained throughout their life. Life is also full of many daily, medium-term or long-term barriers that motivate as well as make life difficult. The ability of the individual to sustain their own recreational life at a meaningful and satisfying level depends on their ability to cope with these barriers.

Recreational barriers are the sum of the elements that prevent or make it difficult for individuals to participate in a recreational activity, even though they want to participate in it, originating from the individual himself/herself or from the place where the individual lives, other individuals, institutions and structures with whom he/she interacts from the closest to the farthest (Ardahan *et al.*, 2016). Each recreational activity may have its own recreational barriers and motivating factors. The barriers that motivate and affect participation in outdoor sports and the barriers that motivate and affect participation in artistic activities may be different from each other.

In general, Crawford and Godbey (1987) addressed recreational barriers in three main sections. These are a) "Structural Barriers", b) "Individual Factors", c)

"Interpersonal Relations". Alexandris and Carrol (1997) studied recreational barriers in urban life and grouped the barriers under the sub-dimensions of a) "facilities", b) "transportation", c) "urban conditions", d) "lack of friends", e) "lack of information", f) "money", g) "social environment" and h) "lack of time". Of course, the recreational barriers of someone living in the city may differ from those of someone living in the rural area, depending on the gender. Deniz Öz and Ardahan (2019), who answered this question, grouped the recreational barriers of individuals living in the village under the following headings; a) "indifference", b) "facility-service-transportation", c) "ability perception", d) "pressure from others and family", e) "individual psychology", f) "insufficiency of time", g) "lack of information", h) "lack of friends", i) "physical perception and health", j) "finding it expensive" and k) "familial reasons". Of course, there are situations such as age, illness, gender that can be considered as recreational barriers. For example, being a pregnant woman and a mother with a baby are also factors that prevent recreational life. Ardahan and Yakut Tekmenüray (2022) studied the recreational barriers of mothers with babies and collected the recreational barriers of mothers with babies under 13 headings. These are; a) "ability perception", b) "physical perception and health", c) "lack of facilities-services", d) "pressure from family and others", e) "insufficient budget/finding it expensive", f) "barriers caused by children", g) "facilities not designed for mothers with children", h) "indifference", i) "barriers caused by caregivers", j) "lack of friends", k) "transportation", l) "family reasons" and m) "lack of information".

Recreational barriers have been addressed individually in most studies. The most important reason for this is that everyone is in a different ecology and lives their lives with different inhibitors and motivators. A situation or event that may be seen as a barrier for one individual may be a reason for another to do an activity. For example, while wavy seas are desired and accepted for wave surfers or windsurfers, swimming in wavy or windy seas is an inhibitor for normal individuals. In addition to individual barriers, barriers that affect the recreational life of a group or a local community are also possible. For example, while an event experienced in the family negatively affects the recreational lives of all family members, the maintenance of a swimming pool will negatively affect the water-based recreational lives of everyone who uses that pool. COVID-19 is a barrier that negatively affects everyone's life individually and socially, both as the pandemic itself and as public measures taken to combat the pandemic.

In 2019, a conceptually new recreational barrier entered our lives and literature. Apart from barriers that prevent participation in recreational activities and are considered within the scope of recreational barriers, seasonal and meteorological conditions, natural disasters, wars, curfews imposed for various reasons, temporary health reasons such as pregnancy, surgeries, disabilities, individual, regional, national or international restrictions due to infectious diseases can also positively or negatively affect the recreational lives that individuals are accustomed to. For example, while the curfew positively affects the participation in passive participation or online recreational activities that the individual enjoyed doing at home and could not find time for in his previous life,

social activities to be done in the open, alone or with others, sports such as picnics, nature walks or exercises and other active/passive participation activities to be done in open and closed areas, participation in various cultural and artistic events, skill-based activities, participation in personal development courses can negatively affect individuals. Forcing individuals to live a life outside their accustomed flow of life will also create pressure on the individual. All these pressures have become increasingly included in individuals' lives during the COVID-19 period.

This situation can cause many negativities, including anxiety, especially not being able to do activities that they are used to, enjoy doing, but cannot do, and not being able to perform serious leisure activities. In the study conducted by Demirel and his colleagues (2021), it was revealed that individuals' inability to participate in recreational activities was negatively affected psychologically, socially, professionally, and in terms of family relationships.

The COVID-19 pandemic is an external effect that forces individuals' recreational lives to change permanently or temporarily. During this period, many people who lost their jobs and could not find a new job, had difficulty due to reduced or no economic income, got divorced, committed suicide, experienced depression, and had their emotional health deteriorated, as well as family members who could not spare time for each other, especially in urban life, taking time for each other, the opportunity to do activities at home with children, and overcoming difficulties with solidarity brought about a social solidarity motivation (Mohajer 2020; Ahmadi, 2020). In the study by Güngör and Öner (2020), it was stated that the majority of individuals experienced fear, anxiety and worry during the pandemic because they were confined to their homes, and the things they missed the most were "Being outside", "Being able to do what they did before", "Not worrying about getting sick", "Being in green areas and by the sea".

Although this pandemic, in which many individuals lost their lives in our country and around the world, made it difficult to enrich life and access the desired recreational products and services at the desired time, place and in the desired amount, individuals tried to cope with these barriers in their recreational lives with two coping strategies during the pandemic. The first is individual acceptances such as vaccination, social distancing and complying with hygiene rules, and the second is complying with the bans imposed by local or central authorities.

While the COVID-19 pandemic restricted participation in many recreational activities, individuals' online activities increased participation in many activities that do not require space and objects for individual skill-based participation, and brought many other opportunities such as reading books, writing something, and participating in online courses, which are not available in daily life. This study will discuss how individuals' recreational lives were affected during the pandemic, which is considered a recreational barrier.

### 3. Method

The aim of this study is to determine how the COVID-19 pandemic, which is considered a recreational barrier, affects individuals' recreational lives. The study is a descriptive study and was initiated by obtaining ethical permission from the Akdeniz University, Social and Human Sciences Scientific Research and Publication Ethics Board with the decision numbered 261 dated 30/11/2020.

The random sampling method was used in the study and individuals were reached with a two-part online survey form developed for this purpose via social media, telephone message groups or e-mail between 01/06/2022-01/09/2022 and 479 data were processed after they were edited and volunteered to participate in the study. For this purpose, the first part of the online survey developed included demographic variables, the second part included "Participation in Passive Participation Hobby/Cultural/Artistic Activities", "Participation in Active Participation Physical Activities", "Participation in Social Activities", "Participation in Skill-Based Activities" and "Participation in Personal Development Courses" status, and a triple Likert Scale question list for participants on how their participation was affected during the pandemic, in the form of "1- my participation frequency decreased, 2- there was no change in my participation frequency, 3- my participation frequency increased".

In the evaluation of the data, in addition to descriptive statistics, One-Way Variance Analysis, and the Independent Sample t-test were used. The LSD test was used to determine the group or groups that created the difference, and the results were evaluated at 0.01 and 0.05 significance levels.

### 4. Findings

In this study conducted on how individuals' recreational lives changed during the COVID-19 Pandemic, the demographic data of the participants are given in Table 1. As can be seen from the table, 38.6% of the participants were between the ages of 21-30, the average age of the participants was  $33.88 \pm 11.39$ , 62.0% were female, 54.1% were single, 87.5% had a bachelor's degree or higher, 43.4% worked in the public sector, 37.0% had a personal income of \$330 or less (minimum wage or below), and 41.5% had a total family income of \$661-1320. When the personal incomes of the participants in the study were compared with those in the surrounding area, it was seen that 52.0% had the same income as those in the surrounding area, 52.6% had their personal incomes unchanged and remained the same during the pandemic, and 53.2% had their total family incomes unchanged and remained the same during the pandemic. While 54.7% of the participants lived in the city center during the pandemic, 55.1% lived in their own homes. During the pandemic, 42.2% continued to work in their current jobs, 11.3% started working from home, and 7.1% started working flexibly. 5% of the employees stated that they were laid off during the pandemic and still could not find a job when the survey was conducted. The rate of those who were laid off during the pandemic and could not find a job was

5.0%. During the pandemic, 38.2% of individuals lived with their spouses and children, and 34% lived with their parents. The average rate of residence in their current homes is 80.0% for 2 years or more, and is  $8.14 \pm 8.12$  years. It was found that 49.7% of the participants were actively on YouTube, 43.6% were actively on Facebook, and 40.3% were actively on Twitter.

The place of residence and the ownership status of the house during the pandemic are given in Table 1a. As can be seen from the table, 62.0% of those living in rented houses and 51.1% of those living in their own houses lived in the city center, while 67.7% of those living in the village lived in their own houses and 22.2% lived in the house of their elders. 47.7% of those living in the house of their elders or acquaintances and not paying rent lived in the city center.

**Table 1: Results of Demographic Variables**

<b>Gender</b>	<b>n</b>	<b>%</b>	<b>Marital status</b>	<b>n</b>	<b>%</b>
Male	182	38,0	Married	220	45,9
Female	297	62,0	Single	259	54,1
<b>Personal income (\$)</b>	<b>n</b>	<b>%</b>	<b>Total family income (\$)</b>	<b>n</b>	<b>%</b>
\$330 and below	177	37,0	\$660 and below	159	33,2
\$331- \$660	99	20,7	\$661- \$1,320	199	41,5
\$661- and \$990	138	28,8	\$1,321 and above	121	25,3
\$991 and above	65	13,6	<b>Education</b>	<b>n</b>	<b>%</b>
<b>Place of employment</b>	<b>n</b>	<b>%</b>	High school equivalent and below	60	12,5
Public sector	208	43,4	College and above	419	87,5
Private sector	72	15,0	<b>Age</b>	<b>n</b>	<b>%</b>
Self-employed/own business	31	6,5	20 and below	43	9,0
Student	85	17,7	21-30 Years	185	38,6
Housewife	18	3,8	31-40 Years	106	22,1
Retired	11	2,3	41-50 Years	101	21,1
Unemployed	54	11,3	51 and above	44	9,2
<b>Your personal income</b>	<b>n</b>	<b>%</b>	<b>Total family income</b>	<b>n</b>	<b>%</b>
Same as those around me	254	53,0	Same as those around us	255	53,2
Below those around me	154	32,2	Below those around us	120	25,1
Above those around me	71	14,8	Above those around us	104	21,7
Decreased	208	43,4	Decreased	209	43,6
Stayed the Same	252	52,6	Stayed the Same	251	52,4
Increased	19	4,0	Increased	19	4,0
<b>Place of residence during the pandemic</b>	<b>n</b>	<b>%</b>	<b>Pandemic work status</b>	<b>n</b>	<b>%</b>
City center	262	54,7	I continued working at my current job	202	42,2
District center	152	31,7	I was not working before the pandemic, I continued not working during the pandemic	125	26,1
Village	65	13,6	I started working from home	54	11,3
<b>Ownership status of home living</b>	<b>n</b>	<b>%</b>	I started working flexibly	34	7,1
We are renters	171	35,7	I was laid off from my job but I am still unemployed	24	5,0
Our own house	264	55,1	I received short-time work allowance	14	2,9
Our grandparents' house but we don't pay rent	44	9,2	I was previously unemployed but started working during this period	9	1,9
<b>Who were you living with during the pandemic?</b>	<b>n</b>	<b>%</b>	I took administrative leave/was on leave	6	1,3
With spouse and children	183	38,2	Unpaid leave I got	5	1,0
With parents	163	34,0	I was retired before the pandemic, my retirement continued during the pandemic	4	0,8
Alone	61	12,7	I was laid off but I found a new job and started working	2	0,4
With spouse	31	6,5	I don't have any social media accounts	18	3,8
With friends	20	4,2	Facebook	209	43,6

Faik Ardahan, Yusuf Kıtır  
COVID-19 PANDEMIC AS A RECREATIONAL BARRIER  
DETERMINING THE IMPACT ON INDIVIDUALS' RECREATIONAL LIVES

Only with children	16	3,3	YouTube	238	49,7
With relatives and other acquaintances	5	1,0	Twitter	193	40,3
<b>Current length of stay at home</b>	<b>n</b>	<b>%</b>	Instagram	90	18,8
1 year or less	96	20,0	TikTok	18	3,8
2 - 4 years	128	26,7	SnapChat	17	3,5
5 - 10 years	124	25,9	Living alone during the pandemic	<b>n</b>	<b>%</b>
11 years or more	131	27,3	Yes, I lived alone	61	12,7
<b>Average length of stay in home</b>	8,14 ± 8,120		No, I lived with others	418	87,3
<b>Average age</b>	33,88 ± 11,39		<b>Total</b>	<b>479</b>	<b>100,0</b>

**Table 1a:** Place of Living and Ownership Status of the House During the Pandemic

Ownership Status of the House You Live in		Place of Residence During the Pandemic			Total
		City Center	District Center	Village	
We are renters	<b>n</b>	<b>106</b>	<b>55</b>	<b>10</b>	<b>171</b>
	% Ownership Status of the House Lived	<b>62,0%</b>	<b>32,2%</b>	<b>5,8%</b>	<b>100,0%</b>
	% Place Lived During the Pandemic	<b>40,5%</b>	<b>36,2%</b>	<b>15,4%</b>	<b>35,7%</b>
	% Total	<b>22,1%</b>	<b>11,5%</b>	<b>2,1%</b>	<b>35,7%</b>
Our own house	<b>n</b>	<b>135</b>	<b>85</b>	<b>44</b>	<b>264</b>
	% Ownership Status of the House Lived	<b>51,1%</b>	<b>32,2%</b>	<b>16,7%</b>	<b>100,0%</b>
	% Place Lived During the Pandemic	<b>51,5%</b>	<b>55,9%</b>	<b>67,7%</b>	<b>55,1%</b>
	% Total	<b>28,2%</b>	<b>17,7%</b>	<b>9,2%</b>	<b>55,1%</b>
The house of our elders or acquaintances but we do not pay rent	<b>n</b>	<b>21</b>	<b>12</b>	<b>11</b>	<b>44</b>
	% Ownership Status of the House Lived	<b>47,7%</b>	<b>27,3%</b>	<b>25,0%</b>	<b>100,0%</b>
	% Place Lived During the Pandemic	<b>8,0%</b>	<b>7,9%</b>	<b>16,9%</b>	<b>9,2%</b>
	% Total	<b>4,4%</b>	<b>2,5%</b>	<b>2,3%</b>	<b>9,2%</b>
<b>Total</b>	<b>n</b>	<b>262</b>	<b>152</b>	<b>65</b>	<b>479</b>
	% Ownership Status of the House Lived	<b>54,7%</b>	<b>31,7%</b>	<b>13,6%</b>	<b>100,0%</b>
	% Place Lived During the Pandemic	<b>100,0%</b>	<b>100,0%</b>	<b>100,0%</b>	<b>100,0%</b>
	% Total	<b>54,7%</b>	<b>31,7%</b>	<b>13,6%</b>	<b>100,0%</b>

Table 2 shows how individuals' participation in Passive Participation Hobby/Cultural/Artistic Activities has changed during the COVID-19 Pandemic. As can be seen from the table, 61.1% of individuals participate in 11 out of a total of 18 activities at a rate of over 50% in their daily lives. In other words, the vast majority of individuals' daily recreational lives consist of passive participation in recreational activities. Of course, individuals participate in some of these activities intensively, while they do not participate in others at all or as much as before the pandemic.

Passive participation activities that individuals did not participate in or do much before the pandemic are, respectively; 86.8% "Making collections such as stamps, postcards, toys", 64.5% "Playing digital games on a computer or game console", 63.9% "Watching art exhibitions on the Internet and/or TV with or without others", 62.6% "Making/completing puzzles", 59.5% "Raising and taking care of a pet", 57.6% "Visiting museums with or without others on the Internet and/or TV" were not very common activities before the pandemic.



The changes in the participation of individuals in the activities they participated in and took part in before the pandemic can be listed as follows; The frequency of participation in activities such as “Watching movies on the Internet and/or TV with someone or alone” in 66.2%, “Browsing on platforms such as shopping sites, social media on the Internet” in 64.8%, “Watching a TV program with a specific or selected continuity such as a series, documentary, competition, news program, sports program only during that program” in 55.9%, and “reading books by setting aside quality time every day or at least 2-3 days a week” in 46.8% have increased during the pandemic. Although the frequency of participation of individuals in any of the Passive Participation Hobbyist/Cultural/Artistic Activities has decreased during the pandemic, this decrease is not much compared to the alternatives of “frequency of participation increased” and “no change in frequency of participation”.

The statistical comparison between participation in Passive Participation Hobby/Cultural/Artistic Activities and where one lives during the pandemic, gender, marital status, living alone and educational status is given in Table 2a. As can be seen from the table, there is a statistically significant difference against those living in the city center during the pandemic in the subjects of “Watching concerts on the Internet and/or TV with someone or alone”, “Listening to music with headphones or speakers without doing anything else” and “Growing vegetables, fruits or flowers on the balcony or at home”. In other words, the increase in these subjects in those living in the city center was less than those living in the district center and village.

**Table 2:** Passive Participation Hobby/Cultural/Artistic Activities

Passive Participation Hobby/Cultural/Artistic Activities During the Pandemic	I was not or would not participate in such an event		My participation frequency decreased		My participation frequency did not change		My participation frequency increased	
	n	%	n	%	n	%	n	%
Making collections such as stamps, postcards, toys	416	86,8	15	23,8	39	61,9	9	14,3
Playing digital games on a computer or game console	309	64,5	30	17,6	61	35,9	79	46,5
Watching art exhibitions on the Internet and/or TV with or without others	306	63,9	45	26,0	89	51,4	39	22,5
Making/completing puzzles	300	62,6	44	24,6	77	43,0	58	32,4
Raising and taking care of a pet	285	59,5	32	16,5	72	37,1	90	46,4
Visiting museums on the internet and/or TV with or without others	276	57,6	63	31,0	83	40,9	57	28,1
Solving puzzles, square puzzles, sudoku, etc.	258	53,9	49	22,2	91	41,2	81	36,7
Watching concerts on the internet and/or TV with or without others	237	49,5	78	32,2	82	33,9	82	33,9
Growing vegetables, fruits, or flowers on the balcony or at home	224	46,8	39	15,3	91	35,7	125	49,0

Faik Ardahan, Yusuf Kıtır  
COVID-19 PANDEMIC AS A RECREATIONAL BARRIER  
DETERMINING THE IMPACT ON INDIVIDUALS' RECREATIONAL LIVES

Watching theatre on the Internet and/or TV with or without others	217	45,3	66	25,2	96	36,6	100	38,2
Taking care of street animals	211	44,1	51	19,00	118	44,0	99	36,0
Spending at least 2-3 days of quality time every day or a week on reading professional/hobby magazine	202	42,2	67	24,2	135	48,7	75	27,1
Having the TV on all the time and looking at it while doing other things	183	38,2	39	13,2	100	33,8	157	53,0
Listening to music with headphones or speakers without doing anything else	177	37,0	46	15,2	133	44,0	123	40,7
Watching a TV program with a particular or selected continuity such as a series, documentary, competition, news program, sports program only during that program	105	21,9	47	12,6	118	31,6	209	55,9
Reading books by dedicating quality time every day or at least 2-3 days a week	101	21,1	65	17,2	136	36,0	177	46,8
Watching movies on the Internet and/or TV with someone or alone	65	13,6	37	8,9	103	24,9	274	66,2
Surfing the internet on shopping sites, social media	79	16,5	42	10,5	99	24,8	259	64,8

There is no statistically significant difference between participation in Passive Participation Hobby/Cultural/Artistic Activities and gender during the pandemic. Both genders were similarly affected by the pandemic in terms of participation in passive participation activities.

During the pandemic, there is no statistically significant difference between participation in Passive Participation Hobby/Cultural/Artistic Activities and marital status in activities other than “Watching a TV program with a specific or selected continuity such as a series, documentary, competition, news program, sports program only for the duration of that program”, “Watching a movie on the Internet and/or TV with someone or alone”, “Watching theatre on the Internet and/or TV with someone or alone”, “Reading professional/hobby magazines by setting aside quality time every day or at least 2-3 days a week”, “listening to music with headphones or speakers without dealing with any other work”, “playing digital games on a computer or game console” and “Growing vegetables, fruits or flowers on the balcony or at home”. The difference in these activities is also in favor of single participants. In other words, married participants were more affected by the pandemic bans in such activities that require passive participation, and their participation frequency decreased.

During the pandemic, there was no statistically significant difference between participation in Passive Participation Hobby/Cultural/Artistic Activities and educational status in activities other than “reading books by devoting quality time every day or at least 2-3 days a week” and “surfing on the Internet on shopping sites, social media”. The difference in these activities was in favor of participants with a university degree or higher. In other words, participants with a high school degree or lower were more affected by the pandemic bans in such activities that require passive participation, and their participation frequency decreased.

During the pandemic, there was no statistically significant difference between participation in Passive Participation Hobby/Cultural/Artistic Activities and individuals living alone or living with others. All those living alone or living with others were similarly affected by the pandemic in terms of participation in passive participation activities.

**Table 2a:** Comparison of Passive Participation Hobby/Cultural/Artistic Activities During the Pandemic, According to Place of Residence, Gender, and Marital Status

Comparison of Passive Participation Hobby/Cultural/Artistic Activities According to Some Demographic Variables	Place of Residence	Gender	Marital Status	Educational Status	Living Alone
	P	P	P	P	P
Making collections such as stamps, postcards, toys	,440	,429	,082	,747	,168
Solving puzzles such as word puzzles, square puzzles, Sudoku	,457	,867	,913	,617	,712
Making/completing puzzles	,280	,718	,278	,140	,373
Raising and taking care of pets	,092	,267	,859	,422	,658
Taking care of street animals	,318	,370	,123	,145	,235
Watching a TV program with a specific or selected continuity, such as a series, documentary, competition, news program, sports program, only during that program	,730	,471	,034* B+	,823	,388
Watching movies on the Internet and/or TV with someone or alone	,134	,269	,000* B+	,483	,173
Watching theatre on the Internet and/or TV with someone or alone	,123	,780	,004* B+	,077	,989
Watching art exhibitions on the Internet and/or TV with someone or alone	,128	,985	,059	,819	,251
Visiting museums on the Internet and/or TV with someone or alone	,477	,983	,752	,154	,978
Watching concerts on the Internet and/or TV with someone or alone	,027* 1-3, 2-3	,366	,662	,332	,279
Qualified activities every day or at least 2-3 days a week reading books by taking time	,331	,197	,071	,012* Ü+	,739
reading professional / hobby magazines by taking quality time every day or at least 2-3 days a week	,312	,947	,009* B+	,084	,075
Browsing on the internet shopping sites, social media, etc.	,915	,245	,378	,004* Ü+	,187
Keeping the TV on all the time and looking at it while doing other things	,657	,659	,150	,842	,838

Listening to music with headphones or speakers without doing anything else	,006* 1-2, 1-3	,457	,001* B+	,892	,538
Playing digital games on a computer or game console	,316	,590	,020* B+	,620	,214
Growing vegetables, fruits or flowers on the balcony or at home	,008* 1-2, 1-3	,116	,032* B+	,190	,847

Table 3 shows how individuals' participation in Active Participation Physical Activities has changed during the COVID-19 Pandemic. As can be seen from the table, 75.0% of individuals reported that they did not participate in active participation physical activities in their daily lives. Activities that individuals did not participate in or do not do; 87.1% "Combat sports (wrestling, karate, etc.)", 85.0% "Motor sports (moto cross, off road, etc.)", 84.6% "Air sports (freestyle and paragliding, etc.)", 80.8% "local and foreign folk dances and dances", 76.6% "Racket sports (Table tennis, badminton, etc.)", 66.4% "Individual sports (archery, athletics, road cycling, mountain biking, etc.)", 63.5% "Team sports (football, basketball, volleyball, etc.)", 61.0% "Sports done in fitness centers", 60.1% "Water sports (swimming, sailing, canoeing, angling, etc.)", 59.9% "Places of worship, such as Mosques, Djemevi" "Going to their places and praying", 56.8% "Recreational sports activities in parks" were not very common in their lives before the pandemic.

**Table 3: Active Participation Physical Activities**

Active Participation in Physical Activities During the Pandemic	I was not or would not participate in such an event		My participation frequency decreased		My participation frequency did not change		My participation frequency increased	
	n	%	n	%	n	%	n	%
Combat sports (wrestling, karate, etc.)	417	87,1	16	25,8	39	62,9	7	11,3
Motor sports (motocross, off-road, etc.)	407	85,0	22	30,6	35	48,6	15	20,8
Air sports (freestyle and paragliding, etc.)	405	84,6	22	29,7	46	62,2	6	8,1
Local and foreign folk dances and dances	387	80,8	35	38,0	41	44,6	16	17,4
Racket sports (table tennis, badminton, etc.)	367	76,6	41	36,6	49	43,8	22	19,6
Individual sports (archery, athletics, road cycling, mountain biking, etc.)	318	66,4	71	44,1	63	39,1	27	16,8
Team sports (football, basketball, volleyball, etc.)	304	63,5	83	47,4	72	41,1	20	11,4
Sports done in fitness centers	292	61,0	108	57,8	40	21,4	39	20,9
Water sports (swimming, sailing, canoeing, angling, etc.)	288	60,1	88	46,1	71	37,2	32	16,8
Growing vegetables and fruits in a small area like a hobby garden	289	60,3	45	23,7	66	34,7	79	41,6

Faik Ardahan, Yusuf Kıtır  
 COVID-19 PANDEMIC AS A RECREATIONAL BARRIER  
 DETERMINING THE IMPACT ON INDIVIDUALS' RECREATIONAL LIVES

Going to places of worship, such as Mosques and Djemevi, and praying	287	59,9	77	40,1	<b>90</b>	<b>46,9</b>	25	13,0
Recreational sports activities in parks	272	56,8	<b>83</b>	<b>40,1</b>	67	32,4	57	27,5
Outdoor sports (mountaineering, hiking, hunting, etc.)	231	48,2	77	31,0	<b>90</b>	<b>36,3</b>	81	32,7
Sitting/picnicking, walking in the park right next to home, with family members or friends	126	26,3	126	35,7	93	26,3	<b>134</b>	<b>38,0</b>
In the park or taking a brisk walk on the beach, alone or with others	111	23,2	130	35,3	92	25,0	<b>146</b>	<b>39,7</b>
Having a picnic or stroll with family and/or friends at a picnic/recreation spot	107	22,3	<b>151</b>	<b>40,6</b>	104	28,0	117	31,5

While participation in active physical activities generally decreased during the pandemic, there was an increase in participation in active activities such as “Taking a brisk walk in the park or on the beach alone or with someone” in 39.7% of the participants, “Sitting/picnicking, walking in the park right next to home alone, with family members or friends” in 38.0% and “Growing vegetables and fruits in a small area such as a hobby garden” in 41.6%. Of those who participated in Active Participation Physical Activities, 57.8% decreased in “Sports done at fitness centers”, 47.4% in “Team sports (such as football, basketball, volleyball)”, 44.1% in “Individual sports (such as archery, athletics, road cycling, mountain biking)”, 40.6% in “picnics and strolls with family members and/or friends at a picnic/recreational area”, and 40.1% in “Recreational sports activities in parks”. According to the study results, of individuals who had previously engaged in these activities in their lives, there was no change in their participation in 46.9% of “Going to places of worship such as mosques and djemevi and praying” and 36.3% in “Nature sports (such as mountaineering, trekking, hunting)” during the pandemic. The statistical comparison between participation in Active Participation Physical Activities and where one lives during the pandemic, gender, marital status, living alone and education status is given in Table 3a. As can be seen from the table, there is a statistically significant difference in favor of those living in the district during the pandemic in the subjects of “Water sports (swimming, sailing, canoeing, angling etc.)” and “Recreative sports activities in parks” and against those living in the city during the pandemic in the subjects of “Growing vegetables and fruits in a small area such as a hobby garden”. In other words, while there is no harm in those living in the district center going out for “Water Sports”, “Recreational sports in parks” and “Growing fruits and vegetables”, the decrease in those living in the city center going out for “Growing vegetables and fruits in a small area such as a hobby garden” is statistically significant.

There is no statistically significant difference between participation in Active Participation Physical Activities and gender during the pandemic. Both genders were

similarly affected by the pandemic in terms of participation in active participation physical activities.

**Table 3a:** Comparison of Active Participation Physical Activities  
 During the Pandemic, According to Place of Residence, Gender, and Marital Status

Comparison of Active Participation Physical Activities According to Some Variables	Place of Residence	Gender	Marital Status	Educational Status	Living Alone
	P	P	P	P	P
Outdoor sports (mountaineering, hiking, hunting, etc.)	,447	,357	,063	,003* Ü+	,370
Team sports (football, basketball, volleyball, etc.)	,685	,209	,173	,369	,904
Individual sports (archery, athletics, road cycling, mountain biking, etc.)	,149	,286	,761	,024* Ü+	,829
Water sports (swimming, sailing, canoeing, angling, etc.)	,006* 2-1, 2-3	,602	,167	,038*	,707
Air sports (freestyle and paragliding, etc.)	,122	,231	,647	,082	,349
Motor sports (motocross, off-road, etc.)	,813	,220	,169	,636	,153
Competition sports (wrestling, karate, etc.)	,336	,641	,121	,229	,322
Racket sports (table tennis, badminton, etc.)	,808	,303	,244	,607	,172
Recreational sports activities in parks	,012* 1-2	,720	,039* E-	,023* Ü+	,783
Local and foreign folk dances and dances	,162	,704	,366	,134	,107
Sports performed in fitness centers	,241	,155	,002* E-	,486	,856
Sitting/picnicking, walking in a park right next to home, alone, with family members or friends	,256	,120	,929	,004* Ü+	,685
Taking a brisk walk in a park or on the beach, alone or with someone	,140	,392	,317	,001* Ü+	,202
At a picnic/recreational spot, with family members and/or friends picnicking, walking	,337	,352	,695	,006* Ü+	,866
Growing vegetables and fruits in a small area like a hobby garden	,005* 1-3	,056	,175	,210	,771
Going to places of worship like mosques and Djemevi and praying	,758	,100	,204	,101	,880

During the pandemic, there is no statistically significant difference between participation in Active Participation Physical Activities and marital status in activities other than “Recreative sports activities in parks” and “Sports performed in fitness center”. Participation in activities where there is a difference is in favor of singles. In other words, there has been a significant decrease in the participation of married people in such activities that require active participation.

During the pandemic, there is no statistically significant difference between participation in Active Participation Physical Activities and marital status in activities other than “Outdoor sports (such as mountaineering, hiking, hunting)”, “Individual sports (such as archery, athletics, road cycling, mountain biking)”, “Recreative sports

activities in parks", "Sitting/picnicking, walking in the park right next to home alone, with family members or friends", "Taking a brisk walk in the park or on the beach alone or with someone" and "Picnicking, walking with family members and/or friends in a picnic/recreational area". Participation in activities where there is a difference is in favor of individuals with university and above education. In other words, there has been a significant decrease in the participation of those with high school equivalent or below education in such activities that require active participation.

There is no statistically significant difference between participation in Active Participation Physical Activities during the pandemic and individuals living alone or living with others. Both those living alone and those living with others were similarly affected by the pandemic in terms of participation in active participation physical activities.

Table 4 shows how individuals' participation in social activities has changed during the COVID-19 pandemic. As can be seen from the table, 86.7% of individuals reported that they intensively participate in social activities in their daily lives. Activities that individuals did not participate in or do not do; 59.9% "Meeting with family members to play various games such as backgammon, dominoes, bridge, okey, cards, jenga". During the pandemic, individuals' socialization has largely been over the internet or social media. While 51.1% of individuals who have social media in their daily lives have increased their "Chatting/spending time with friends in my social circle on social media" and 49.5% have increased their "Chatting/spending time with family members on social media" during the pandemic, participation in all other social activities that require face-to-face meetings has decreased significantly during the pandemic.

The statistical comparison between participation in social activities during the pandemic and where one lives during the pandemic, gender, marital status, living alone and education status is given in Table 4a. As can be seen from the table, there is a statistically significant difference in favor of those living in the village during the pandemic in the issues of "Chatting face to face with family members outside the home/spending time" and "Meeting with family members to play various games such as backgammon, dominoes, bridge, okey, cards, jenga". In other words, those living in the village participated in social activities more comfortably than those living in the district center and city center during the pandemic.

There is no statistically significant difference between participation in social activities during the pandemic and gender except for the activities of "Chatting/spending time with friends in my social circle on social media", "Chatting/spending time with family members on social media" and "Meeting with family members to play various games such as backgammon, dominoes, bridge, okey, cards, jenga". The statistical difference in these activities is also in favor of women. In other words, women spent more time on social media than men and met with their families more to play various games.

There is no statistically significant difference between participation in Social Activities and marital status during the pandemic except for the activities of "Visiting someone/others at home or at work with friends", "Having meetings with family

members at home or outside with food, drinks, pastries, and cakes”, “Having meetings with friends from the social world at home or outside with food, drinks, pastries, and cakes”, “Participating in volunteer activities alone or with an organized group”, “Meeting with friends from the social world/workplace/school to play various games such as backgammon, dominoes, bridge, okey, cards, and jenga”, and “Meeting with family members to play various games such as backgammon, dominoes, bridge, okey, cards, and jenga”. The statistical difference in these activities is also in favor of singles. In other words, married people were more affected by the pandemic bans in terms of participation in such social activities compared to single people, and their participation frequency decreased.

**Table 4:** Participation in Social Activities

Participation in Social Activities During the Pandemic	I was not or would not participate in such an event		My participation frequency decreased		My participation frequency did not change		My participation frequency increased	
	n	%	n	%	n	%	n	%
Meeting and chatting with others or alone in places of worship such as mosques and Djemevis	282	58,9	136	69,0	50	25,4	11	5,6
Meeting with family members to play various games such as backgammon, dominoes, bridge, okey, cards, and jenga	252	52,6	134	59,0	48	21,1	45	19,8
Meeting with friends from the social world/workplace/school to play various games such as backgammon, dominoes, bridge, okey, cards, jenga	227	47,4	173	68,7	48	19,0	31	12,3
Participating in volunteer activities alone or with an organized group	216	45,1	167	63,5	72	27,4	24	9,1
Participating in civil society organization-school-club activities alone or with others	194	40,5	199	69,8	63	22,1	23	8,1
Going to the cinema, theatre, art exhibition, concert, museum with friends from the social world at home or outside with food, drinks, pastries, cakes	170	35,5	242	78,3	57	18,4	10	3,2
Visiting someone else/others alone at their home or workplace	153	31,9	243	74,5	61	18,7	22	6,7
Having meetings with family members at home or outside with food, drinks, pastries, cakes	103	21,5	269	71,5	74	19,7	33	8,8
Visiting someone else/others at their home or workplace with friends	102	21,3	255	67,6	75	19,9	47	12,5
Visiting someone else/others at their home or workplace with friends, Visiting someone/ someone at home or work	92	19,2	283	73,1	68	17,6	36	9,3



Faik Ardahan, Yusuf Kıtır  
 COVID-19 PANDEMIC AS A RECREATIONAL BARRIER  
 DETERMINING THE IMPACT ON INDIVIDUALS' RECREATIONAL LIVES

Chatting/spending time with family members on social media	89	18,6	<b>295</b>	<b>75,7</b>	70	17,9	25	6,4
Chatting/spending time with family members face-to-face outside the home	89	18,6	71	18,2	126	32,3	<b>193</b>	<b>49,5</b>
Chatting/spending time with friends in my social circle on social media	67	14,0	<b>225</b>	<b>54,6</b>	113	27,4	74	18,0
Chatting/spending time with friends face to face at home or outside	63	13,2	87	20,9	117	28,0	<b>212</b>	<b>51,1</b>
Participation in social activities during the pandemic	61	12,7	<b>303</b>	<b>72,5</b>	76	18,2	39	9,3

There is no statistically significant difference between participation in Social Activities and educational status during the pandemic, except for the activities of "Chatting/spending time with friends in my social circle on social media" and "Chatting/spending time with family members on social media". The statistical difference in these activities is also in favor of individuals with a university degree or higher. In other words, individuals with a high school equivalent or lower education were more affected by the pandemic bans in terms of participation in such social activities, and their participation frequency decreased.

There is no statistically significant difference between participation in Social Activities during the pandemic and individuals living alone or living with others. Both those living alone and those living with others were affected at a similar level in terms of participation in social activities during the pandemic.

Table 5 shows how individuals' participation in Skill-Based Activities changed during the COVID-19 Pandemic. As can be seen from the table, 90.0% of individuals reported that they did not participate in or do not engage in skill-based activities in their daily lives in all activities except for the activity of "Cooking, making cakes, pastries and buns" listed in the list. During the pandemic, individuals' confinement to their homes resulted in a 64.0% increase in their participation in the activity of "Cooking, making cakes, pastries and buns".

**Table 4a:** Comparison of Participation in Social Activities During the Pandemic According to Place of Residence, Gender, and Marital Status

Comparison of Participation in Social Activities According to Some Variables	Place of Residence	Gender	Marital Status	Educational Status	Living Alone
	P	P	P	P	P
Visiting someone/others alone at home or at work	,612	,408	,338	,627	,091
Visiting someone/others with friends at home or at work	,419	,433	,016* B+	,445	,073
Visiting someone/others with family members at home or at work	,164	,390	,810	,417	,408
Chatting/spending time with friends in my social circle on social media	,087	,038* K+	,142	,025* Ü+	,530
Chatting/spending time with family members on social media	,062	,040* K+	,801	,001* Ü+	,331
Chatting/spending time with friends face to face at home or outside	,905	,269	,221	,459	,644
Chatting/spending time with family members face-to-face outside of home	,007* 1-3, 2-3	,168	,269	,597	,666
Having meetings with family members at home or outside with food, drinks, and pastries	,093	,500	,004* B+	,425	,070
Having meetings with friends from the social world at home or outside, with food, drinks, and pastries	,817	,663	,041*	,853	,408
Participating in civil society organization-school-club activities with someone or alone	,460	,369	,022* B+	,061	,318
Participating in volunteer activities alone or with an organized group	,411	,301	,020* B+	,406	,672
Meeting friends from around the world/work/school for playing various games such as backgammon, dominoes, bridge, okey, cards, jenga on social media	,059	,448	,011* B+	,339	,409
Meeting family members for playing various games such as backgammon, dominoes, bridge, okey, cards, jenga	,005* 1-3, 2-3	,001* K+	,001* B+	,655	,372
Going to the cinema, theater, art exhibition, concert, museum with or alone	,113	,677	,236	,862	,634
Meeting and chatting with others or alone in places of worship such as mosques and Djemevis.	,792	,152	,310	,163	,712

Although the participation rate is low, among the skill-based activities they participated in before the pandemic; participation in the activity of “Dealing with works such as plumbing, car, household goods repair” increased in 50.3%, while participation in the activity of “Singing / Participating in choir activities” decreased in 53.3%, “Playing local/national folklore or folk dances” in 50.0%, “Doing foreign-origin dances such as Latin dance, Spanish dance” in 46.6%, “Dealing with works such as model airplanes, model ships” in 47.5% and “Doing workshops on fine arts such as painting/sculpture” in 45.8%. Activities in which participation did not change during the pandemic were mostly activities done individually. These were “Writing novels, stories, essays, poems, writing

books” with 41.3%, “Playing a musical instrument” with 38.0% and “Engaging in handicrafts such as jewellery design/bracelet/wood painting/wood carving” with 37.1%.

The statistical comparison between participation in Skill-Based Activities during the Pandemic and where one lives during the pandemic, gender, marital status and educational status is given in Table 5a. As can be seen from the table, there is a statistically significant difference in favor of those living in the district center during the pandemic in the subjects of “Doing foreign-origin dances such as Latin dance, Spanish dance”, “Playing local/national folklore or folk dances”, “Singing / participating in choir activities” and “Playing musical instruments”. This difference occurred because those living in city center could not go out to participate in such activities, while those living in villages did not have the chance to participate in such activities.

**Table 5:** Participation in Skill-Based Activities

Participation in Skill-Based Activities During the Pandemic	I was not or would not participate in such an event		My participation frequency decreased		My participation frequency did not change		My participation frequency increased	
	n	%	n	%	n	%	n	%
Doing foreign origin dances such as Latin dance, Spanish dance	421	87,9	27	46,6	26	44,8	5	8,6
Engaging in works such as model airplanes, model ships	418	87,3	29	47,5	27	44,3	5	8,2
Playing local/national folklore or folk dances	413	86,2	33	50,0	29	43,9	4	6,1
Doing workshops on fine arts such as painting/sculpture	407	85,0	33	45,8	30	41,7	9	12,5
Singing / Participating in choir activities	389	81,2	48	53,3	31	34,4	11	12,2
Engaging in handicrafts such as jewellery design/bracelet/wood painting/wood carving	382	79,7	30	30,9	36	37,1	31	32,0
Playing a musical instrument	379	79,1	29	29,0	38	38,0	33	33,0
Writing novels, stories, essays, poems, and books	375	78,3	31	29,8	43	41,3	30	28,8
Engaging in works such as plumbing, car, household appliance repair	314	65,6	23	13,9	59	35,8	83	50,3
Cooking, making cakes, pastries and buns	151	31,5	42	12,8	76	23,2	210	64,0

**Table 5a:** Comparison of Participation in Skill-Based Activities During the Pandemic According to Place of Residence, Gender, and Marital Status

Comparison of Participation in Skill-Based Activities According to Some Variables	Place of Residence	Gender	Marital Status	Educational Status	Living Alone
	P	P	P	P	P
Doing foreign origin dances such as Latin dance, Spanish dance	,044* 2-3	,635	,341	,834	,097
Playing local/national folklore or folk dances	,010* 1-2,2-3	,532	,178	,804	,360
Singing/participating in choir activities	,012* 1-2,2-3	,251	,022* B+	,635	,595
Doing workshops on fine arts such as painting/sculpture	,765	,816	,050* B+	1,000	,403
Engaging in handicrafts such as jewellery design/bracelet/wood painting/wood carving	,824	,141	386	,063	,079
Playing a musical instrument	,015* 1-2, 2-3	,761	,157	,399	,268
Writing novels, stories, essays, poems, and books	,198	,144	,134	,692	,193
Cooking, making cakes, pastries, and buns	,053	,229	,079	,017	,353
Engaging in jobs such as building model airplanes, model ships	,289	,528	,178	,545	,974
Engaging in jobs such as plumbing, car, and household appliance repair	,267	,613	,783	,707	,928

There is no statistically significant difference between participation in Skill-Based Activities during the pandemic and gender. Both genders were similarly affected by the pandemic in terms of participation in skill-based activities.

There is no statistically significant difference between participation in Skill-Based Activities and marital status during the pandemic in activities other than “Singing/Participating in choir activities” and “Doing workshops on fine arts such as painting/sculpture”. Participation in activity types where there is a difference is in favor of singles. In other words, married people were more affected by participation in skill-based activities than singles during the pandemic bans.

There is no statistically significant difference between participation in Skill-Based Activities and educational status during the pandemic. Individuals at all levels of education were affected to a similar extent in participation in skill-based activities during the pandemic.

There is no statistically significant difference between participation in Skill-Based Activities during the pandemic and individuals living alone or living with others. Both those living alone and those living with others were affected to a similar extent in participation in skill-based activities during the pandemic.

Table 5 shows how individuals’ participation in Personal Development Courses has changed during the COVID-19 Pandemic. As can be seen from the table, a significant portion of participants (over 65%) in none of the 15 activity groups listed in the list reported that they did not participate in or do such activities in their lives. There was no

change in the participation rate of individuals who participated in personal development courses in 66.7% of the activities listed in the list during the pandemic. While 36.7% of individuals increased their participation in the activity of "Taking a face-to-face or online access course, taking private or group lessons for professional development", 40.7% decreased their participation in the activity of "Taking a course, taking private or group lessons to learn yoga", 40.5% decreased their participation in the activity of "Taking a course, taking private or group lessons to learn how to play a musical instrument" and 37.4% decreased their participation in the activity of "Taking a course, taking private or group lessons to learn any sports branch for recreational purposes or to be competitive". The statistical comparison between participation in Personal Development Courses during the Pandemic and where one lives during the pandemic, gender, marital status, living alone and educational status is given in Table 6a. As can be seen from the table, there is a statistically significant difference in favor of those living in the district center during the pandemic in the subjects of "Taking a face-to-face or online access course, taking private or group lessons to learn to play a musical instrument" and "Taking a face-to-face or online access course, taking private or group lessons to learn to sing, starting a choir". This difference occurred because those living in city centers could not go out to participate in such activities, while those living in villages did not have the chance to participate in such activities.

There is no statistically significant difference between participation in Social Activities during the pandemic and gender except for the activities of "Attending a folk dance course face-to-face or online, taking private or group lessons", "Taking a course face-to-face or online, taking private or group lessons to learn how to play a musical instrument" and "Taking a course face-to-face or online, taking private or group lessons to learn how to collect something like stamps, toys, postcards, money". The statistical difference in these activities is also in favor of men. In other words, men want to participate in these types of personal development courses more than women.

There is no statistically significant difference between participation in Social Activities and marital status during the pandemic, except for the activities of "Learning any sports branch for recreational purposes or to be competitive, taking a course face-to-face or online, taking private or group lessons" and "Taking a course face-to-face or online, taking private or group lessons to learn a job that will be useful at home, such as cooking class, tailoring, plumbing, home repair". The statistical difference in these activities is also in favor of singles. In other words, singles want to participate in these types of personal development courses more than married people.

**Table 6:** Participation in Personal Development Courses

Participation in Personal Development Courses During the Pandemic	I was not or would not participate in such an event		My participation frequency decreased		My participation frequency did not change		My participation frequency increased	
	n	%	n	%	n	%	n	%
Taking a face-to-face or online course to learn a job such as bricklaying, carpentry, car repair, or taking a private or group course	439	91,6	7	17,5	27	67,5	6	15,0
Taking a face-to-face or online course to learn how to collect something such as stamps, toys, postcards, money, or taking a private or group course	437	91,2	16	38,1	25	59,5	1	2,4
Taking a face-to-face or online course to learn fine arts such as painting/sculpture, or taking a private or group course	436	91,0	13	30,2	25	58,1	5	11,6
Taking a face-to-face or online course to learn foreign dances, such as Latin dances / Spanish dance, taking a private or group course	432	90,2	18	38,3	23	48,9	6	12,8
Taking a face-to-face or online course to learn folk dance, or taking a private or group course	428	89,4	27	52,9	22	43,1	2	3,9
Taking a face-to-face or online course to learn singing, taking a private or group course, or starting a choir	426	88,9	24	45,3	25	47,2	4	7,5
Taking a face-to-face or online course to learn handicrafts such as Jewellery design/bracelet/wood painting/wood carving, taking a private or group course	423	88,3	22	39,3	29	51,8	5	8,9
Taking a face-to-face or online course, taking private or group lessons to learn a job that can be done at home, such as a cooking class, tailoring, plumbing, or home repair.	408	85,2	20	28,2	39	54,9	12	16,9
To learn to play a musical instrument, take a face-to-face or online course, or take a private or group lesson	405	84,6	30	40,5	27	36,5	17	23,0
To learn yoga, take a face-to-face or online course, or take a private or group lesson	398	83,1	33	40,7	27	33,3	21	25,9
Taking face-to-face or online courses, taking private or group lessons to learn computer programs such as Autocad, Photoshop, WEB design for audio and video processing.	394	82,3	27	31,8	40	47,1	18	21,2
To learn religious information at a place such as a Mosque, Djemevis, a Quran course, take a face-to-face or online course, or take a private or group lesson	390	81,4	37	41,6	44	49,4	8	9,0
To learn any sport for recreational purposes or to be competitive, take a face-to-face or online course, or take a private or group lesson	372	77,7	40	37,4	30	28,0	37	34,6
To learn a foreign language, take a face-to-face or online course, or take a private or group lesson	349	72,9	41	31,5	50	38,5	39	30,0
To take a face-to-face or online course, take a private or group lesson for professional development	313	65,3	56	33,7	49	29,5	61	36,7

There is no statistically significant difference between participation in Social Activities during the pandemic and educational status except for the activities of “Taking a face-to-face or online course, taking private or group lessons to learn how to play a musical instrument”, “Taking a face-to-face or online course, taking private or group lessons to learn computer programs such as audio, video processing, AutoCAD, Photoshop, WEB design” and “Taking a face-to-face or online course, taking private or group lessons for professional development”. The statistical difference in these activities is in favor of individuals with a university degree or higher. In other words, individuals with a university degree or higher want to participate in such personal development courses more.

**Table 6a:** Comparison of Participation in Personal Development Courses During the Pandemic According to Place of Residence, Gender, Marital Status, Education Status and Living Alone During the Pandemic

Comparison of Participation in Personal Development Courses According to Some Variable	Place of Residence	Gender	Marital Status	Educational Status	Living Alone
	P	P	P	P	P
Continuing a face-to-face or online Folk Dance course, taking private or group lessons	,157	,005* E+	,187	,452	,334
Taking a face-to-face or online course to learn foreign dances, such as Latin dances / Spanish dance, taking private or group lessons	,834	,177	,470	,539	,091
Taking a face-to-face or online course to learn to play a musical instrument, taking private or group lessons	,012* 1-2, 2-3	,041* E+	,132	,045* Ü+	,810
Taking a face-to-face or online course to learn singing, taking private or group lessons, starting a choir	,036* 2-3	,432	,604	,092	,818
Taking a face-to-face or online course to learn fine arts such as painting/sculpture, taking private or group lessons	,202	,360	,782	,234	,604
Taking a face-to-face or online course to learn handicrafts such as jewelry design/bracelet/wood painting/wood carving, taking private or group lessons	,102	,086	,112	,862	,862
Taking a face-to-face or online course to learn a job such as masonry, carpentry, car repair, or taking private or group lessons	,685	,091	,739	,214	,639
Taking a face-to-face or online course to learn a foreign language, or taking private or group lessons	,815	,431	,078	,949	,683
Taking face-to-face or online courses, taking private or group lessons to learn computer programs such as Autocad, Photoshop, WEB design for audio and video processing.	,700	,506	,853	,003* Ü+	,536
To learn yoga, take a face-to-face or online course, or take a private or group course	,068	,465	,519	,124	,204
To learn any sports branch for recreational purposes or to be competitive, take a face-to-	,344	,482	,003* B+	,229	,287

Faik Ardahan, Yusuf Kıtır  
COVID-19 PANDEMIC AS A RECREATIONAL BARRIER  
DETERMINING THE IMPACT ON INDIVIDUALS' RECREATIONAL LIVES

face or online course, or take a private or group course					
To take a face-to-face or online course for professional development, take a private or group course	,825	,664	,265	,009* Ü+	,361
To learn religious information at a place such as a mosque, Cem house, Quran course, take a face-to-face or online course, or take a private or group course	,217	,058	,153	,164	,340
To learn a job that will be useful at home, such as a cooking course, tailoring, plumbing, or home repair, take a face-to-face or online course, or take a private or group course	,924	,569	,007* B+	,236	,202
To learn collecting something such as stamps, toys, postcards, money, take a face-to-face or online course, or take a private or group course	,139	,024* E+	,322	,346	,497

There is no statistically significant difference between participation in Social Activities during the pandemic and individuals living alone or living with others. Both those living alone and those living with others were affected to a similar extent in terms of personal development courses during the pandemic.

## 5. Discussion and Conclusion

In this study, which was conducted to determine how the COVID-19 pandemic, which is considered as a recreational barrier, affects the recreational lives of individuals, individuals' recreational lives were addressed in two sections: before the pandemic and during the pandemic. Individuals' recreational lives were examined in terms of "Participation in Passive Participation Hobby/Cultural/Artistic Activities", "Participation in Active Participation Physical Activities", "Participation in Social Activities", "Participation in Skill-Based Activities" and "Participation in Personal Development Courses". It was asked that they did not participate in these activities before the pandemic, and if they did, they were asked to indicate how their participation was affected during the pandemic.

In the study, it was observed that a significant portion of individuals had passive participation in recreational lives and that there was no significant change in their participation in these activities during the pandemic, and even that participation in many passive participation activities and the time allocated increased. As stated by Ardahan and his colleagues (2016), the fact that Turkish people generally have recreational lives consisting of passive participation activities, and the existence of individuals' lives accustomed to activities mostly done at home with family and friends, has enabled individuals to be at home during the pandemic. Watching TV, reading books, watching TV or movies with someone or alone, and interacting with acquaintances on social media on the internet have increased during the lockdown period. This is an expected situation.



It has caused individuals to socialize more within their families and at home and to increase passive participation in recreational activities at home.

According to the findings of Ardahan (2013a,b) and Kaplan Kalkan and Ardahan (2013), Turkish people do not have recreational lives with active participation in Combat Sports, Motor Sports, Air Sports, Local and Foreign Folk Dances and Dances, Racquet Sports. According to the findings obtained in participation in these sports, there has been no change in participation. The findings obtained are consistent with the mentioned studies. In addition, individuals' active participation in Individual Sports, Team Sports, Sports Performed in Fitness Centers, and Water Sports shows a moderate level of participation intensity. These results are consistent with Ardahan's (2013a) study. According to these results, since these activities require close relationships with individuals, both individuals' own participation and participation rates have decreased due to the bans imposed during the pandemic. In addition to these, the activities in which individuals actively participate are mostly walking alone or with family members in the park near home, taking brisk walks, and having picnics. While walking in the park near home and taking brisk walks increased during the pandemic, participation in picnicking activities decreased due to the bans imposed and concerns about getting sick. These findings are consistent with the recommendations of the COVID-19 scientific committee, which aimed to impose a curfew or restrictions and restrict all kinds of people coming together.

In addition, as Ardahan *et al.* (2016) mentioned, a significant part of Turkish people's recreational lives is participation in social activities at home or outside the home, alone, with family members, friends from work, school and the social world. The frequency of participation in almost all social activities that individuals interacted/participated in face-to-face before the pandemic, either alone or with others, has decreased. This is an expected situation due to the nature of the pandemic. All kinds of isolation efforts defined by local and central authorities were based on the strategy of not bringing individuals together. This also leads to the conclusion that the COVID-19 pandemic has negatively affected social life, especially active participation.

Similarly, a significant portion of individuals did not have a skill-based life before the pandemic. These results overlap with the results in Ardahan's (2013a) study. The participation of those who had a skill-based life during the pandemic in these activities decreased during the pandemic. There has been a significant increase in home activities such as repairing plumbing, cars, household goods and cooking, making cakes, pastries and buns. The participation of a significant portion of individuals in online or face-to-face personal development courses before the pandemic was quite low. While there was a decrease in participation in face-to-face personal development courses, participation in online professional development and other courses increased. This situation is consistent with the results of Mohajer (2020), Ahmadi (2020), Demirel *et al.* (2021). Family members who had not had the opportunity to interact with each other socially at home before, spent more time with each other and did activities together during the pandemic.

As a result, it was determined that the individuals included in the study had recreational lives that were not very rich and mostly passive participation, and their recreational lives based on individual and face-to-face participation with family, close circle and friends decreased during the pandemic.

### Conflict of Interest Statement

The author declares no conflicts of interest.

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