

The Relationship Between Recreational Awareness and Life Satisfaction of
Young People Participating in Activities in Youth Centers

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ORIGINAL ARTICLE

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Abstract

The main purpose of this study is to examine the relationship between recreational awareness and life satisfaction of young people participating in activities in youth centers. The sample of the research consisted of 255 people who regularly participated in activities at youth centers. The conformity of the quantitative variables to normal distribution was tested with the Shapiro-Wilk test. Since the variables do not conform to normal distribution, median (min-max) values are presented. Mann-Whitney U test was used for comparisons between two-categories qualitative variables and quantitative variables. The Kruskal-Wallis H test was used for comparisons between qualitative variables with more than two categories and quantitative variables, and in case of a significant difference as a result of the Kruskal-Wallis H test, the categories were compared in pairs with the Mann-Whitney U test. The existence of a relationship between two categorical variables was examined with Pearson correlation. In conclusion, it was determined that there was no effect on life satisfaction according to age, gender, educational status, and class variables. It is seen that individuals with better economic status have higher life satisfaction. It has been found that individuals who cannot spare time for themselves have higher life satisfaction. It has been determined that individuals with high life satisfaction simultaneously increase the levels of pleasure, entertainment, social success, self-development and recreational awareness. Social achievement and recreational awareness levels increased significantly together. The error level was taken as $p < 0.05$ in the study.

Keywords: Youth Center, Recreational Awareness, Life Satisfaction

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**Gençlik Merkezlerinde Etkinliklere Katılan Gençlerin
Rekreasyonel Farkındalık ile Yaşam Doyumu
Arasındaki İlişki**

Öz

Bu çalışmanın temel amacı gençlik merkezlerinde etkinliklere katılan gençlerin rekreasyonel farkındalık ile yaşam doyumu arasındaki ilişkinin incelenmesidir. Araştırmanın örneklemini gençlik merkezlerinde etkinliklere devamlı katılan 255 kişi oluşturmuştur. Nicel değişkenlerin normal dağılıma uygunlukları Shapiro-Wilk testi ile sınanmıştır. Değişkenler normal dağılıma uygunluk göstermediği için medyan (min-maks) değerleri sunulmuştur. İki kategorili nitel değişkenlerle nicel değişkenler arasındaki karşılaştırmalarda Mann-Whitney U testi kullanılmıştır. İki kategorili nitel değişkenlerle nicel değişkenler arasındaki karşılaştırmalarda Kruskal-Wallis H testi kullanılmış, Kruskal-Wallis H testi sonucunda anlamlı farklılık bulunması durumunda kategoriler Mann-Whitney U testi ile ikiye bölünmüştür. İki kategorik değişken arasında ilişki varlığı Pearson korelasyonu ile incelenmiştir. Sonuç olarak; yaş, cinsiyet, öğrenim durumu, sınıf değişkenine göre yaşam doyumu üzerinde etkisinin olmadığı tespit edilmiştir. Ekonomik durumu iyi olan bireylerin daha yüksek yaşam doyumuna sahip olduğu görülmektedir. Kendisine zaman ayıramayan bireylerin yaşam doyumunun daha yüksek olduğu tespit edilmiştir. Yaşam doyumu yüksek olan bireylerin haz eğlence, sosyal başarı, kendini geliştirme ve rekreasyonel farkındalık düzeylerinin de eş zamanlı olarak arttırdığı belirlenmiştir. Sosyal başarı ve rekreasyonel farkındalık düzeyleri anlamlı olarak birlikte arttığı belirlenmiştir. Çalışmada hata düzeyi $p < 0,05$ olarak alınmıştır.

Anahtar kelimeler: Gençlik Merkezi, Rekreasyonel Farkındalık, Yaşam Doyumu

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Introduction

In the process from the past to the present, recreation activities have been carried out in different forms according to the time they were carried out and have taken the form they are applied today (Hazar, 2003). In the ancient times, the only purpose of human beings was to carry out various hunting and agricultural activities in order to feed themselves. People who were engaged in feeding activities spent the rest of their time playing various games, competitions and resting (Hazar, 2003). The concept of recreation, which is defined as the use of time outside the time period left behind due to the duties and responsibilities of the individual, consists of activities in which people voluntarily participate and bring innovation (Ceyhun, 2008).

According to Akın, youth is the most active period of a person's life and is a process of discovery and construction (Akın, 2014). According to Kara, since the youth period is high in terms of openness of ideas and mind, this period is called a period in which many problems can be solved with actions and skills with the right leadership (Kara, 2013). Institutions aiming to educate and train young people deal with young people of different age groups according to their own working methods. In the National Youth and Sports Policy documents, the Ministry of Youth and Sports defines youth as between 14 and 29 years of age (GSB, 2013). The Youth Period is between the ages of 15-30 in the Youth Programs carried out in the countries with permanent and candidate status of the European Union in 2007-2012, the National Agency, which continues its work within the framework of the European Union program, is also between the ages of 15-30, and the Ministry of National Education in Turkey shows the Youth period between the ages of 15-24 (Vatandaş, 2016). There are many institutions, organizations and provisions of constitution on youth policy in Turkey. Examples of these are Article 58 of the Constitution of the Republic of Turkey, which protects youth, the National Agency, the National Policy Document on Youth and Sports and 5-year development plans (Acar, 2008).

In Turkey, within the General Directorate of Youth Services, which is affiliated to the Ministry of Youth and Sports, youth centers have been built and put into service to enable young people to develop themselves in cultural, social, technological, etc. fields and to discover their talents and interests (GSB, 2013).

The Youth Center affiliated to the General Directorate of Youth Services is one of the institutions providing services within the framework of public services. Therefore, these organizations have an obligation to determine the level of service and satisfaction of young people benefiting from the youth center (Yüzgenç and Özgül, 2014). In order for youth centers to achieve their goals, it is extremely important to eliminate the identified deficiencies or shortcomings; on the

other hand, it has been observed that the satisfaction of young people participating in the activities of youth centers with the staff of the centers, youth leaders, the physical structure and programs of youth leaders contributes to the voluntary participation of young people in activity and to the social and physical development of young people (Özkan, 2016; Kelleş, 2017; Ataç, 2018).

In Turkey, with a specific vision, mission and goal, youth centers under the General Directorate of Youth Services started their activities in order to train and develop different fields according to the needs in provinces and regions. Youth centers have been prepared on the basis of the “Youth Center Regulation” amended with anecdote 2 and article 10 of Act No. 3289 of the Act No. 3703 on the Organization and Duties of the General Directorate of Youth and Sports Affairs. It regulates the formation, duties, management and training of the units of youth centers operating under the supervision of the General Directorate of Youth Services, and the powers, duties and responsibilities of those working in these centers. The Youth Centers Regulation came into force by being published in the Official Gazette No. 25167 on 13 July 2003 (T.C Resmi Gazete, 2003).

Youth centres under the General Directorate of Youth Services are public institutions carrying out public activities. Therefore, these institutions should determine the expectations, service and satisfaction levels of the people using the centers (Wisniewski and Donnelly, 1996; Yüzgenç and Özgül, 2014). Better service opportunities should be sought and provided by eliminating the inadequate, incomplete and insufficient situations identified.

Youth centers, under the General Directorate of Youth Services, are public institutions that contribute to the positive use of young people's leisure time, support the development of young people, provide guidance and counseling, and organize artistic, social, cultural, educational and sporting activities. It is also a public institution organizing historical and cultural tours and camps to protect them from bad (T.C Resmi Gazete, 2003). Recreational awareness does not inherently refer to an interest in a particular recreational activity, but to the awareness of the existence of activities that can reduce the wear experienced by the individual in meeting their demands. It can be beneficial for mental, physical and spiritual recovery in daily life. A fun-conscious person does not actually engage in a particular hobby, but simply feels the satisfaction of knowing that such restorative activities exist. In other words, not only is the individual engaged in a reformable activity, but the even awareness of the existence of such an opportunity puts him on the path to a strong and fulfilling standard of living (Kılıçman, 2020). Leisure or leisure consciousness can involve internal and external processes of consciousness (Mundy et al., 1992).

Recreational awareness is an important component of the concept of recreation (Barnett, 2005). The term “recreational awareness” refers to the awareness of the intended use of recreational

activities (Ekinci and Özdilek, 2019). Leisure awareness is defined as the awareness that there are activities helping one to renew oneself physically and mentally, eliminating fatigue and wear caused by fulfilling the responsibilities of daily life (Robinson, 1992). People with this awareness can experience satisfaction by participating in recreational activities and knowing that such exhilarating activities exist. In other words, even if individuals do not engage in any activity or activity, being aware of the existence of these opportunities can enable them to achieve a satisfactory standard of living (Kiper and Öztürk, 2011).

The awareness of the individual's exhaustion and the realization that there is time for renewal and development after exhaustion leads to a sense of relief and contributes to the individual's subjective success (Kılıçman, 2020; Yılmaz, Kurtipek and Güngör, 2022).

A person's attitudes and reactions to life at work, leisure and other times are known as life satisfaction (Akandere et al., 2009). Life satisfaction includes human life and various aspects of this life; various factors such as health, age, gender, income level, religion, environmental conditions, working life, education level, marriage and social support are also effective (Özgür et al., 2010).

In this regard, the main purpose of the research is to reveal the relationship between recreational awareness levels and life satisfaction of young people coming to youth offices affiliated to Youth Centers. It is also considered important to investigate the recreational awareness of young people regarding the efficient use of leisure time. The study also aims to understand whether different demographic variables affect the level of entertainment awareness and life satisfaction. In addition, with life satisfaction that will continue in the future, are related to each other, whether these concepts affect each other, and what changes? It is important to determine the degree. These two expressions. The lack of sufficient number of studies also makes it neglected and original.

Materials and Methods

Research Design

The model of this study is the correlational survey model, which is one of the quantitative research methods. The method used to determine the existence of change between two or more variables and the degree of change, if any, is called correlational survey model (Karasar, 2011).

Population and Sample

The population of this study consists of 720 members who actively participate in Youth Center activities in the Youth Offices of Ağrı İbrahim Çeçen University affiliated to the Youth Center. In the research, a survey was applied to 300 people with convenience sampling method, one

of the sampling methods, and 255 of them participated in the evaluation. According to the power analysis table of Büyüköztürk et al. (2008), it is seen that the sample meets the population.

Data Collection Tools

Before starting the study, the necessary permissions were obtained from Munzur University Non-Interventional Research Ethics Committee, and then starting in December 2023, data were collected using a volunteer-based survey to the members participating in the activities in the Young Offices of Ağrı İbrahim Çeçen University Youth Center. Necessary explanations were made to the youth leaders conducting the survey, and they were asked to inform the youth center members that this survey was used for academic purposes, that there were no right or wrong answers in the survey, and that they were honest. They stated that their responses would contribute to the study and that the information they gave would be kept confidential. (This information is also included in the survey form). After this sharing, Youth Center members were made to fill out a questionnaire form.

For the research data, data were collected with a personal data form, recreation awareness scale and quality of life scale. Study data were collected from the participants using the Google survey data collection method and on a voluntary basis.

Personal Data Form

The personal data form was composed of questions prepared by the researchers to determine the participants' gender, age, education level, grade level, time allocated to themselves, and economic income levels.

Recreation Awareness Scale (RAS)

The RAS developed by Ekinçi and Özdilek (2019) is a scale consisting of 41 items and 3 dimensions whose validity and reliability have been examined in order to measure the recreational awareness of individuals. Cronbach's alpha value for the total score of the scale was determined as 0.94. The scale has a 5-point scale: disagree (1), disagree (2), undecided (3), agree (4), strongly agree (5). There are no reverse coded items in the scale. As a result of the reliability calculation made using the Cronbach Alpha value, it was seen that the Cronbach alpha value of the Recreation Awareness Scale (RAS) in our study was high as 0.996.

Satisfaction with Life Scale (SWLS)

The validity and reliability study of satisfaction with Life scale developed by Diener et al. (1985) was conducted by Dağlı and Baysal (2016). The scale consists of a total of five sections and is evaluated as a single construct. The responses to the scale range from “strongly disagree (1)” to “strongly agree (5)”. The highest score that can be obtained from the measurement tool is 25 and

the lowest score is 5. High scores obtained from the measurement instrument indicate high life satisfaction. The Cronbach Alpha internal consistency coefficient of the scale was determined as $\alpha=0.88$. As a result of the reliability calculation made using the Cronbach Alpha value, it was determined that the Cronbach alpha value of the Life Satisfaction Scale (LSS) was high as 0.918 in our study.

Analysis of Data

Data were analyzed using the licensed IBM SPSS 25 packaged software. Percentage and frequency values of qualitative variables are presented. The conformity of the quantitative variables to normal distribution was tested with the Shapiro-Wilk test. Since the variables do not conform to normal distribution, median (min-max) values are presented. Mann-Whitney U test was used for comparisons between two-category qualitative variables and quantitative variables. The Kruskal-Wallis H test was used for comparisons between qualitative variables with more than two categories and quantitative variables, and in case of a significant difference as a result of the Kruskal-Wallis H test, the categories were compared in pairs with the Mann-Whitney U test. The existence of a relationship between two qualitative variables was examined with Pearson correlation. In the study, the type error rate was accepted as 0.05.

Ethics of Research

The scales in the study were approved by the Munzur University Non-Interventional Research Ethics Committee on November 30, 2023 with the decision number 2023/13-15 for data collection and implementation. Participation in the research is on a voluntary basis.

Results

In this study conducted with Youth Center members participating in activities in Youth Offices affiliated to Youth Centers, the relationship between recreational awareness levels and life satisfaction of young people was examined using independent variables and the results obtained according to the research questions were presented in tables.

Table 1

Demographic Information of the Participants Included in The Study

	f (%)
Gender	
Male	23 (9)
Female	232 (91)
Age	
17-19	121 (47,5)
20-22	107 (42)

23 and above	27 (10,6)
Educational Background	
Associate degree	71 (27,8)
Licence	177 (69,4)
Postgraduate	7 (2,7)
Class	
Preparatory Class	41 (16,1)
1st grade	136 (53,3)
2nd grade	45 (17,6)
3rd grade	13 (5,1)
4th grade	20 (7,8)
Time allocated to yourself	
There's never any time left	22 (8,6)
1-3 Hours	148 (58)
4-6 Hours	69 (27,1)
Economic income	
Good: We have no difficulty in meeting our needs	48 (18,8)
Middle: We can only meet our needs	108 (42,4)
Bad: We cannot fully meet our needs	59 (23,1)
Very bad: We have difficulty meeting our needs	40 (15,7)

When Table 1 is examined, it is seen that 47.5% of the participants are 17-19 years old, 42% are 20-22 years old, 10.6% are 23 years old and above, and it is also seen that the highest number of participants is female with 232 people (91%), while males have 23 participants (9%). It was observed that 27.8% of the participants had Associate's Degree, 69.4% had Licence Degree, 24.5% had Associate's Degree, 2.7% had Postgraduate Degree, and 7.0% had Postgraduate Degree. It is seen that the highest number of participants is 1st grade with 53.3% and 136 people, and the lowest number of participants is 3rd grade with 5.1% and 13 people. When the time allocated to the participants themselves was analyzed, it was seen that 58%, 1-3 hours, 27.1%, 4-6 hours are left, but 8.6% is never any time left. Regarding the economic income variable, it is seen that the participants answered "Moderate" with 42.4% at most: "We can only meet our needs", and "Very bad" with 15.7%: We have difficulty in meeting our needs.

Table 2
Descriptive Statistics Regarding Scale and Subscale Scores

	Med (min-max)
Pleasure, Entertainment	39 (10-50)
Social Success	69 (18-90)
Self_Development	52 (13-65)
RAS_Total	161 (41-205)
Life_Satisfaction	13 (5-35)

Pleasure, Entertainment median score is 39 (10-50), Social Achievement median score is 69 (18-90), Self-Improvement median score is 52 (13-65), RFÖ_Total median score is 161 (41-205) and Life Satisfaction median score is 13 (5-35) was found.

Table 3

Comparisons between Demographic Variables and Life Satisfaction

	Life_Satisfaction Med (min-max)	U/H	p	Difference
Gender				
Male	15 (5-35)	-0,982 ^U	0,326	
Female	13 (5-35)			
Age				
17-19	13 (5-33)	0,297 ^H	0,862	
20-22	14 (5-35)			
23 and above	15 (5-34)			
Educational Background				
Associate degree	13 (5-35)	0,970 ^H	0,816	
Licence	14 (5-35)			
Postgraduate	13 (5-31)			
Class				
Preparatory Class	11 (5-32)	6,607 ^H	0,158	
1st grade	15 (5-35)			
2nd grade	15 (5-35)			
3rd grade	10 (5-27)			
4th grade	13,5 (5-35)			
Time allocated to yourself				
There's never any time left (A)	9 (5-27)	11,911 ^H	0,008*	A<B,C,D
1-3 Hour (B)	13 (5-35)			
4-6 Hour (C)	14 (5-35)			
7 Hour and above (D)	13,5 (5-31)			
Economic income				
Good: We have no difficulty in meeting our needs (A)	19,5 (5-33)	8,424 ^H	0,038*	A>D
Middle: We can only meet our needs (B)	13,5 (5-35)			
Bad: We cannot fully meet our needs (C)	12 (5-29)			
Very bad: We have difficulty meeting our needs (D)	10 (5-35)			

*p<0.05 | U: Mann-Whitney U test calculation value | H: Kruskal-Wallis H test account value

When Table 3 is analyzed, as a result of the comparisons between demographic variables and life satisfaction scores, it was determined that individuals who stated that they had no time for themselves had higher life satisfaction scores than other individuals. It was determined that the participants who stated their economic income status as “very poor: we have difficulty meeting our needs” had lower life satisfaction scores than the participants who stated their economic income status as “good: we have no difficulty in meeting our needs”. It was determined that there was no significant difference between gender (p=0.326), age (p=0.862), education level (p=0.816), and grade (p=0.158) categories in terms of life satisfaction scores.

Table 4

Analysis of the Relationship between Scale and Sub-Dimension Scores

		Life Satisfaction	Pleasure, Entertainment	Social Success	Self Development
Pleasure, Entertainment	rho	0,457*			
	p	<0,001			
Social Success	rho	0,444*	0,900*		
	p	<0,001	<0,001		
Self Development	rho	0,434*	0,892*	0,928*	
	p	<0,001	<0,001	<0,001	
RAS Total	rho	0,436*	0,939*	0,972*	0,967*
	p	<0,001	<0,001	<0,001	<0,001

*p<0,05

When Table 4 is analyzed, as a result of analyzing the existence of a relationship between the scale and sub-dimension scores; it is determined that there is a positive moderate relationship between life satisfaction and pleasure-entertainment dimension ($p<0,001$; $r=0,457$), a positive moderate relationship between life satisfaction and social success dimension ($p<0,001$; $r=0,444$), a positive moderate relationship between life satisfaction and self-development dimension ($p<0,001$; $r=0,434$) and a positive moderate relationship between life satisfaction and RAS total scores ($p<0,001$; $r=0,436$). It was found that there was an excellent positive correlation ($p<0,001$; $r=0,900$) between the pleasure-entertainment dimension and the social achievement dimension, a very high positive correlation ($p<0,001$; $r=0,892$) between the entertainment dimension and the self-improvement dimension, and an excellent positive correlation ($p<0,001$; $r=0,972$) between the pleasure-entertainment dimension and the RAS total scores. It was detected that there was an excellent positive correlation between the social achievement dimension and the self-improvement dimension ($p<0,001$; $r=0,928$), an excellent positive correlation between the social achievement dimension and the total scores of the RAS ($p<0,001$; $r=0,972$), and an excellent positive correlation between the self-improvement dimension and the total scores of the RAS ($p<0,001$; $r=0,967$).

Discussion and Conclusion, Suggestions

When the results are examined according to gender variable in our study; It was observed that there was no significant difference between gender and life satisfaction scores. In other words, it can be said that gender has no effect on life satisfaction. Kubat (2023) When the recreational awareness and life satisfaction of teachers working in the public sector were compared, no significant difference was found in the life satisfaction scores of teachers according to gender. Işık and Koçak (2014) In the study analyzing the life satisfaction of students studying at the Faculty of Communication by different variables, it was found that there was no significant change between the life satisfaction scores of male and female students. That is, there was no difference between the life satisfaction of male and female students according to gender. Also in the literature review,

researchers such as Toker (2012), Dost (2007), Keser (2005) found that the life satisfaction of women was higher than that of men, while Raboteg et al. (2008) found that the life satisfaction of men was higher than that of women. Bergan and McConatha (2001), Frijins (2010), Giusta et al. (2011) found that there was not any difference in life satisfaction rates according to gender. The findings of the reviewed studies partially support our study.

When the results were analyzed according to the age variable in our study, it was found that there was no significant difference between age and life satisfaction scores. In other words, it can be said that age has no effect on life satisfaction. Kubat (2023) In the study comparing the recreational awareness and life satisfaction of teachers working in the public sector, it was found that teacher satisfaction values differed according to age. It was revealed that life satisfaction of teachers aged 31-39 was higher than that of teachers aged 40 and above. This is thought to be because young teachers are able to socialise, travel and participate in activities more, which improves their quality of life. It cannot be said that the findings of the analyzed research are in the same direction with our study.

When the results were analyzed according to the educational status variable in our study, it was found that there was no significant difference between educational status and life satisfaction scores. That is, it can be said that educational background does not affect life satisfaction.

When the results were analyzed according to the grade variable in our study, it was found that there was no significant difference between the grade variable and life satisfaction scores. In other words, it can be said that the class variable does not affect life satisfaction. Kılıçman (2020) In the study where the effects of recreation awareness and social media addiction on life satisfaction were examined by different variables, no significant difference was detected in the recreation awareness levels of the students according to the class variable. It can be said that the result of this study is in line with our study.

When the results are analyzed according to the economic income variable in our study; it is found that the participants who stated their economic income status as “very bad: We have difficulty in meeting our needs” had lower life satisfaction scores than the participants who stated “good: We do not have difficulty in meeting our needs”. In other words, individuals with better economic status have higher life satisfaction. In a study conducted by Işık and Koçak (2014), conducted for students of the faculty of communication, looking at the life satisfaction of students as a result of comparing life satisfaction with the variable of different perceived financial situation, it was concluded that there is a significant difference between the life satisfaction averages of students whose family's financial situation is perceived as "normal" and "bad" or "very bad". The

findings of the analyzed research support our study. In a study conducted by Kabasakal and Baş (2013), it was shown that the life success of preservice teachers in problem solving skills was significantly rewarded according to their perceived economic level. It is seen that the life satisfaction of preservice teachers who are considered to have a high income level is higher than those who are considered to have a low and medium income level.

When the results were analyzed according to the variable of time allocated to oneself in our study, it was found that individuals who answered that they had no time left for themselves had higher life satisfaction scores compared to other individuals. In other words, it can be said that individuals who cannot spare time for themselves have higher life satisfaction. Kubat's (2023) study titled "Comparison of leisure time awareness and life satisfaction of teachers working in the public sector" revealed that life satisfaction scores of teachers differed according to their daily leisure time. It was determined that the life satisfaction of teachers who had more free time was higher than the life satisfaction of teachers who did not have free time and had less free time. It is thought that people with free time can spare time for themselves and enjoy life by participating in activities they want and enjoy. It cannot be said that the findings of the analyzed research give results in the same direction with our study. Öztürk (2022) found a significant difference in life satisfaction scores according to the daily leisure time duration in his study titled "Investigation of the relationship between recreation benefit awareness and life satisfaction level". In Güldür and Yaşartürk's (2020) study, titled analysing the relationship between the benefits and life satisfaction levels of preschool teachers' participation in recreational activities, a similar finding found that a significant difference in life satisfaction scores according to the duration of free time. Similarly, Duran et al. (2020) found a significant difference between leisure time duration and life satisfaction. In other words, it has been determined that individuals with more leisure time have higher life satisfaction. It cannot be said that the findings of the analyzed studies are in the same direction with our study. As a result of analysing the relationship scores, it can be said that among the scale and sub-dimension scores, individuals with high life satisfaction positively increase their levels of social success, self-improvement, entertainment and recreational awareness. The levels of pleasure and entertainment and social success increase significantly together, and the levels of entertainment and self-improvement also increase significantly together. In addition, pleasure, entertainment and recreation awareness levels increase significantly together. Social success dimension and self-improvement levels also increase significantly together. Social success and recreational awareness levels increase significantly together. Finally, it was determined that self-improvement and recreation awareness levels increased significantly together.

In conclusion, it was seen that age, gender, educational background and class had no effect on life satisfaction. It is seen that the life satisfaction of youth center members with good economic status is higher. It has been determined that individuals who cannot allocate time for themselves have higher life satisfaction. It has been determined that the levels of social success, pleasure, entertainment, social success, self-development and recreational awareness of individuals with high life satisfaction increase simultaneously. It was determined that social success and recreational awareness levels increased significantly together, and self-improvement and recreational awareness levels also increased significantly together.

Based on the results of this study, the following recommendations were made:

- Individuals can be directed to hobby activities according to their interests,
- Individuals can choose the area of interest that suits their physical characteristics and living conditions,
- Further research can be conducted to provide literature on the subject.

Ethics Committee Permission Information

Ethical evaluation board: Munzur University Non-invasive Ethics Committee

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Declaration of Researchers' Contribution Rates

While the design, method and writing of the research were carried out by two authors together, the processes related to data collection and findings were carried out by the first author, and critical evaluation was carried out by the second author

Conflict Declaration

The authors declare that they have no competing interests

Statement of Support and Thanks

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