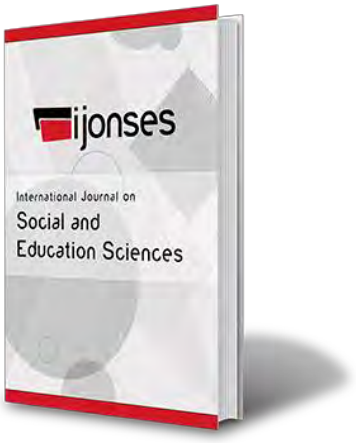

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Examination of Factors Preventing High School Students from Participating in Physical Activities

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Abstract

In today's world, the importance of physical activity for daily life continues to increase. However, it cannot be said that the level of interest of our society in physical activity is sufficient. In the reports of organisations such as the Ministry of Health, Public Health Institution of Turkiye and Active Living Association, it has been reported that 3/4 of the population of Turkiye does not have sufficient physical activity level and the most sedentary group is the 15-19 age group. These serious rates were seen as an important justification for research on this subject. This aims to examine the differentiation status of the participants in terms of some demographic variables to determine the factors that prevented high school students from participating in physical activities. The research is a quantitative study and was carried out in a descriptive survey model. The sample of the research consisted of 376 participants from high school students who continue their education in schools under the Directorate of National Education in Kahramanmaras city centre in Turkiye. The data of the research were analysed by using the statistical software JAMOVI 2.3.16.0 package program. As a result of the research, it was found that the scores of the participants for the factors that prevented their participation in physical activities were at a moderate level. In the scale of factors that prevented high school students from participating in physical activities, statistically, significant differences were found in terms of gender, family monthly income, how many days a week they do sports, mother's interest in sports, father's interest in sports, PE teacher's attitude and friends' attitudes. As a result, in this study, high school students' concerns about the factors that prevent their participation in physical activities were determined in terms of different variables.

Introduction

Movement, healthy life, and holding on to life are the most important perspectives that human beings can never give up. One of the first steps to a healthy life is to continue our lives at appropriate levels of movement and physically. The state of physical fitness is the emotional state that makes the individual happy both physiologically, psychologically, and socially and that every person wants to experience. Mankind was created for movement, and developments contrary to this situation are against the creation and nature of people. There are

many definitions related to the concept of physical activity in the literature review. According to Vural, Eler, and Güzel (2010), all body movements that increase energy use with the use of skeletal muscles are called physical activity. The activity that emerges as a body movement for entertainment or different purposes of the energy released after the resting state is defined as physical activity (Warburton, Nicol, & Bredin, 2006). Physical activities play a key role in individuals' self-development and establishment of healthy relationships in their social environment. Individuals aim to express themselves and to be accepted within the group by interacting with social groups (Karakuş, 2005). Activities such as walking, running, jumping, turning, squatting, getting up, cycling, swimming, basic body movements, the application of various sports branches, games, dances, and exercises that appear in daily life can be called physical activity (Orhan, 2019).

Physical activity is one of the important factor that provides a healthy and quality life by supporting physical, emotional, social, physical and mental development by making the human body active. Human beings can increase their quality of life and take important steps to protect themselves from diseases by involving physical activity (Demir & Cicioğlu, 2018). Society generally perceives physical activity as synonymous with the word "sport". Physical activity is expressed as activities that occur as energy expenditure through muscles and joints in daily life conditions and are effective in increasing heart and respiratory rate with different intensities. In addition to sports activities, exercise, games and various activities during the day (walking, running, jumping, cycling, squatting, getting up) are considered as physical activity (Bek, 2008). In this study, we will evaluate the subject of physical activity in terms of sportive activities.

Participation in physical activity contributes to increasing personal and social development such as self-confidence, emotional control, and positive friendships, along with its positive effect on health, especially in children (Holt, Kingsley, Tink & Scherer, 2011).When we look at the previous studies, it is known that physical activity has a positive effect on academic success (Howie & Pate, 2012), quality of life (Kılınç, et al., 2016), and self-esteem (Baydemir, Yurdakul & Özen, 2018). In a review study by Bidzad-Bluma and Lipowska (2018) examining the effect of physical activity on cognitive development in children reported that participation in physical activity has a positive impact on attention, thinking, memory, language and learning in children. Köchli et al., (2019) also examined the relationship between obesity, high blood pressure and physical activity, which are environmental (phenotype) effects of the vascular system in children, and found that physical activity is beneficial in regulating obesity and high blood pressure, and that physical activity from childhood is important in preventing vascular disorders.

In particular, physical activity, which is very beneficial for the health development of children, can make important differences in terms of healthy development and growth of children and young people, getting rid of bad habits, integrating with society, protecting adults from various chronic diseases or increasing the quality of life throughout life (Mentes et al., 2011). Besides the positive effect of physical activity on health, physical activity is closely related to increased self-confidence and low levels of stress and anxiety. The effect of physical activity on students' mental health is in the direction of increasing their learning capacity. A physically active lifestyle protects people from unhealthy things such as alcohol and drug use, and helps them develop healthy behaviors such as a balanced diet and a safe lifestyle (Ergen & Zergeroğlu, 2003; cited in Ildız, 2014). Participating in sports and physical

activity programs allow children to develop personality traits such as teamwork, discipline, sportsmanship, leadership, self-esteem and socialization (Kaynak, 2006).

When habits are presented to individuals at an early age can be permanent and meaningful. Physical activities started at an early age are of great importance for the physiological, psychological and social development of children. Being away from physical practices may result in adverse diseases for individuals to experience physical, mental and social problems.

One of the most significant life problems of today is a healthy lifestyle and how to protect and manage it. In addition to the lack of interest in our society in physical activity, the lack of understanding of the importance and seriousness of physical activity in terms of health and the adoption of a sedentary lifestyle by getting used to laziness are among the important factors that cause an increase in the frequency of dangerous diseases such as cardiovascular diseases, hypertension, diabetes, osteoporosis and obesity (Tunay, 2008). Together with the mechanized world; technological developments and industrial revolution have led societies to a period where the need for movement is less. Physical activities, which include body movements performed by skeletal muscle by expending energy, started to decrease gradually in daily life at this period with the decrease in physical activities, the increase in diseases related to inactivity has also become inevitable (Booth, et al., 2008; Caspersen, Powell & Christenson 1985).

The main reasons that trigger people to participate in physical activity are the motivation based such as success/status, environment, socialization, having a pleasant time, and quality of life (Demir & Cicioğlu, 2018). Today, many diseases occur due to lack of movement as a result of mechanization and use of machines caused by technological developments. The most effective method of getting rid of these diseases is physical activities. According to the studies, participating in a regular physical activity has a great role in preventing diseases such as obesity, heart, blood pressure, muscle and joint problems (Zorba & Kartal, 1995). In order to lead a healthy and quality life, regular and disciplined physical activity is necessary. Participation in physical activity is an important component that facilitates the fight against stress, as well as providing physical fitness (İlhan, 2010).

Today, the reason why individuals' going away from participation in physical activity is that comfort provided by technological developments, mental fatigue in people with intense working conditions, and the preference for e-games by moving away from traditional games that have been carried from the past to the present (Demir & Hazar, 2018; Demir & Bozkurt, 2019). Studies have reported that individuals who cannot find an opportunity to do regular physical activity have a higher body mass index (Zeybek & Aydın, 2002). Due to this result, psychological and physical problems are more common in individuals with insufficient physical activity level (Önsüz et al., 2011). The main reason for this is the adoption of a sedentary lifestyle (Bozdağ & Özbek, 2020).

According to the 2010 report of the Active Living Association, the most sedentary group is the 15-19 age group. 63 per cent of young people in this age group are inactive. It is stated that 3/4 of Turkey's population does not have adequate physical activity levels. The data in the report of the Active Living Association are given below as figures. (Figure 1 General PAL Distribution of the Turkish Population (Physical Activity Level, PAL), and Figure 2.

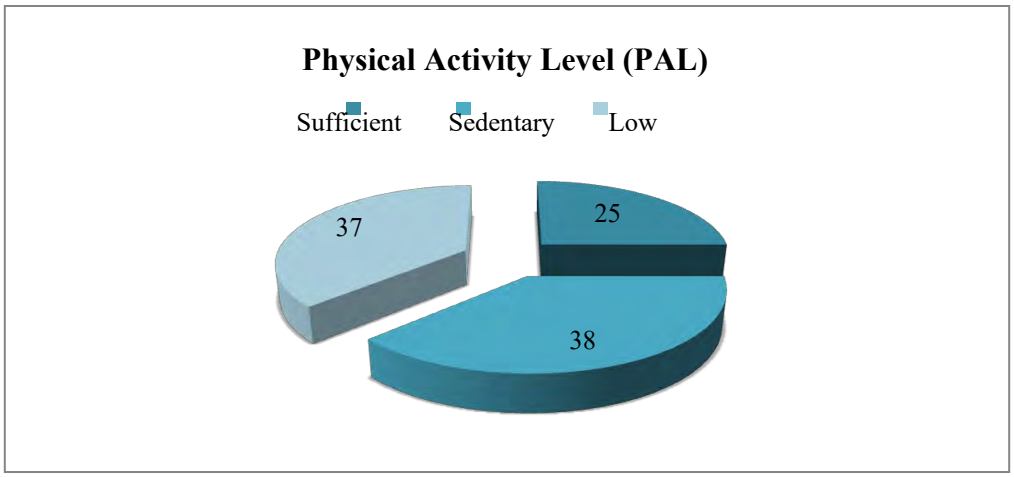

Figure 1. General PAL Distribution of the Population of Turkiye

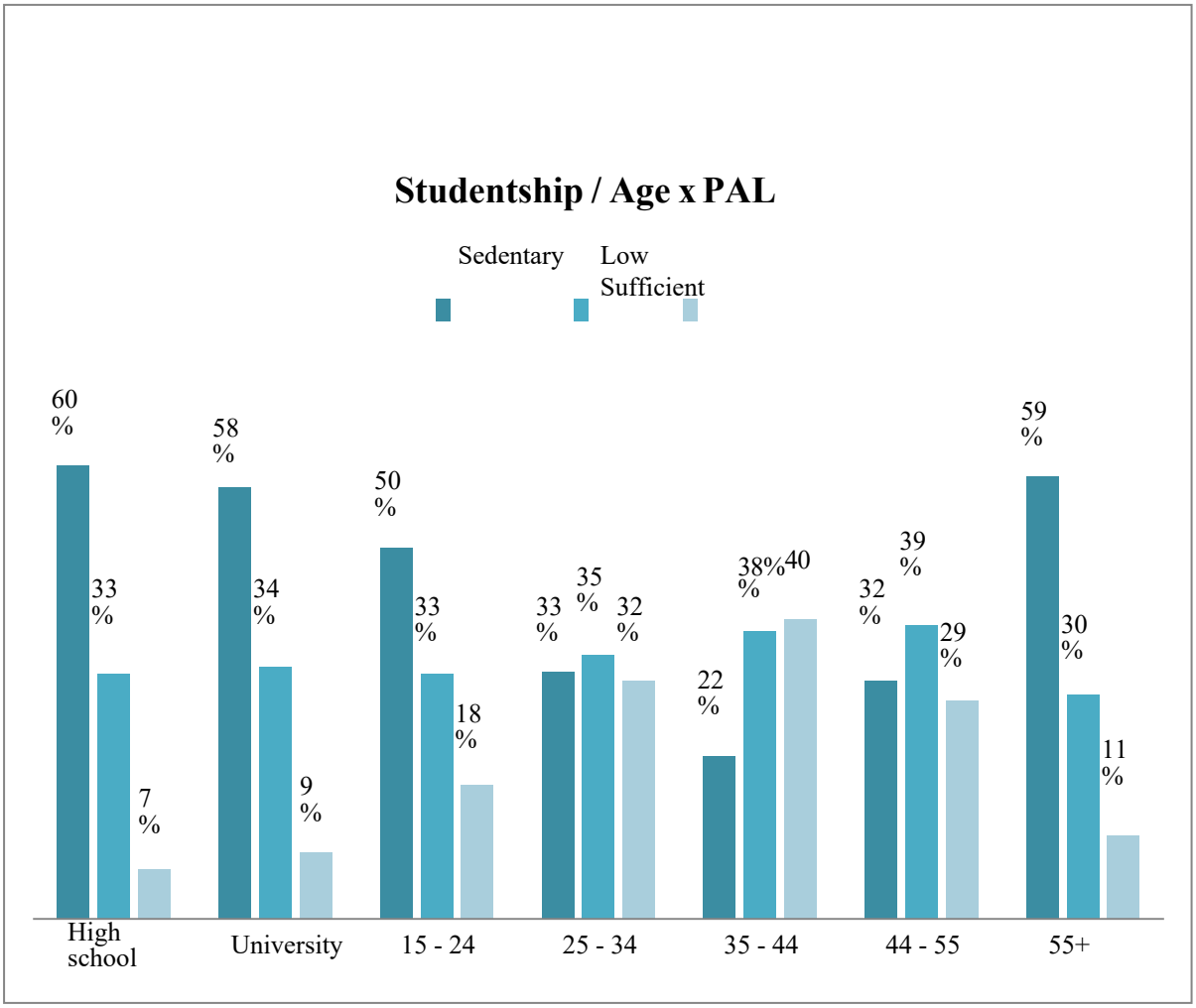

Figure 2. PAL Distribution by Studentship and Age Groups

PAL values of high school and university students show similar behaviour with the elderly. High school students have the lowest PAL values. PAL values of non-students in the same age group are higher. This difference may be attributed to active working life. Physical inactivity ranks fourth in the list of risk factors causing death worldwide (6% of deaths worldwide). According to the "Chronic Diseases Risk Factors Survey" conducted by the

Ministry of Health, 87 percent of women and 77 percent of men in Turkiye do not engage in sufficient physical activity. These ratios reveal that sedentary lifestyle is at serious levels for our country (Turkish Public Health Institution, 2014). This study is therefore considered important and is the most important reason for this study. One of the most important aims is to create awareness in the society with the results of this research.

Based on these approaches, the aim of our study is to examine the factors that prevent high school students who do individual and team sports from participating in physical activities. In this study, the differentiation status of the participants in terms of some demographic variables were examined in order to determine the factors that prevent high school students from participating in physical activities and it seeks to answer the following question:

1. What are the scores of factors that prevent students from participating in physical activities?
2. Is there a significant difference in terms of gender variable in the scores of factors that prevent students from participating in physical activities?
3. Is there a significant difference in the scores of factors that prevent students from participating in physical activities in terms of family monthly income variable?
4. Is there a significant difference in the scores of factors that prevent students from participating in physical activities in terms of how many days a week they do sports?
5. Is there a significant difference in the scores of factors that prevent students from participating in physical activities in terms of mother's interest in sports and father's interest in sports?
6. Is there a significant difference in the scores of factors that prevent students from participating in physical activities in terms of the attitude of the Physical Education Teacher and the attitude of the friends?

Method

Research Model

The research is a quantitative study and was carried out in a descriptive survey model. In this study, the factors that prevent high school students from participating in physical activities were determined in terms of some demographic variables of the participants. In this study, consent was obtained from all participants with an 'Informed Voluntary Consent Form'.

Population and Sample

The universe of the research consists of high school students who continue their education in secondary schools in Kahramanmaraş. The sample of the research consists of the participants who continue their education at the high school level in the city centre of Kahramanmaraş. These participants consisted of 376 students selected by random sampling method and continuing their education in high schools.

Results

Personal information of the high school students participating in the study is given in Table 1.

Table 1. Participant Information Included in the Research Sample

According to Demographic Variables		N	%
Gender	Female	179	47.6
	Male	197	52.4
Monthly Family Income	0-4000 ₺	91	24.2
	4001-6000 ₺	116	30.9
	6001-8000 ₺	67	17.8
	8001-10.000 ₺	52	13.8
	10.000 ₺ and above	50	13.3
Number of exercises a in week	I never do sports	44	11.7
	1-3 days a week	177	47.1
	3-5 days a week	106	28.2
	5-7 days a week	49	13.0
Mother interest in sports	Yes	65	17.3
	No	208	55.3
	Partly	103	27.4
Father interest in sports	Yes	105	27.9
	No	162	43.1
	Partly	109	29.0
Attitude of P.A Teacher	Positive	256	68.1
	Negative	57	15.2
	Neutral	63	16.8
Attitude of Friends	Positive	260	69.1
	Negative	30	8.0
	Neutral	86	22.9

Data Collection Tools

Factors Preventing High School Students' Participation in Physical Activities Scale: The scale was developed by Özbek (2019) and is in 5-point Likert type. The researcher who developed the scale determined the Cronbach Alpha value of the scale as. 82; sub-factors were found as. 97 for family, .96 for school, .96 for facility-club, .96 for education system, and.98 for friends-environment. In this study, the Cronbach Alpha coefficient was. 93; among the sub-factors, family. 84, school. 75, facility-club. 80, education system. 76 and friend-environment. 64.

Data Analysis

Data collection started in March 2022 and was completed in June 2022. Scale forms were sent to the participating students through the school principals and teachers, and applicable feedback were obtained from 376 participants. The data of the research were analysed using the statistical software JAMOVI 2.3.16.0 package program. Scores were examined via the skewness coefficient method whether show normal distribution or not in order to determine

the tests that will be used for the research (Büyüköztürk, 2018). As a result of the normality test, the skewness data values in the in the “Factors Preventing High School Students' Participation in Physical Activities Scale”; was -.877 , in the sub-factors, it was found that family -.089, school .275, facility-club -.239, education system .199, and friend-environment -.101.Since the distribution was normal in all dimensions, t-Test and One-Way Analysis of Variance (ANOVA) were used to determine the differentiation between the variables, and Post-Hoc tests were used to determine the groups with a difference for the significant F value.

Findings

In this part of the study, statistical evaluation of the data within the scope of the study was made and the results of the evaluation were shown in tables below.

Findings regarding the arithmetic average and standard deviation values of the scores of the high school students obtained from the factors preventing high school students' participation in physical activities scale are shown in Table 2.

Table 2. The Arithmetic Mean and Standard Deviation of the Participants' Factors Preventing High School Students From Participating in Physical Activities, and the Mean Score of the Scale

Scale-Factors	**N**	**Min-Max**	$\overline{X}$	**SS**
Factors Preventing High School Students' Participation in Physical Activities Scale Arithmetic Mean and Standard Deviation Values	376	1-5	2.85	.60
Factors Preventing High School Students' Participation in Physical Activities Scale	376	27-135	80.50	21.99

When Table 2 is examined, it was seen that the arithmetic mean and standard deviation of the participants and the scale of factors that prevent high school students from participating in physical activities were at a moderate level. The t-test results of the preventing high school students' participation in physical activities scale scores according to the gender status of the high school students are shown in Table 3.

According to Table 3, as a result of the t-Test, a statistically significant difference was found in terms of gender variable in the scale of factors preventing high school students from participating in physical activities and in all sub-factors ($p<.(0.05)$. In this statistic, it was found that the score of factors preventing participation in physical activities was significantly higher in family, school, facility-club, education system, friend-environment sub-factors and overall scale compared to the male students, the female-gender students could not involve in physical activities.

Table 3. Independent Group t-Test Findings in the Factor Dimensions of the Scale Scores of Factors Preventing High School Students from Participating in Physical Activities According to the Gender Variable of the Participants

Factors	**Gender**	$\overline{X}$	**SS**	***t***	***p***
General	Female	2.96	.52	3.40	.001*
	Male	2.75	.65		
Family	Female	3.35	.93	2.96	.003*
	Male	3.06	.94		
School	Female	2.97	.88	2.36	.019*
	Male	2.75	.91		
Facility- Club	Female	3.05	.82	3.01	.003*
	Male	2.77	.97		
Education System	Female	3.07	.96	3.44	.001*
	Male	2.73	.95		
Friend- Environment	Female	3.34	1.17	3.45	.001*
	Male	2.93	1.15		

*(p<0.05)

The results of the one-way analysis of variance (ANOVA) test in factor dimension according to family monthly income variable regarding the preventing high school students' participation in physical activities scale scores of the are shown in Table 4.

Table 4. One-Way Analysis of Variance (ANOVA) Findings in the Factor Dimensions of the Scale Scores of the Factors Preventing High School Students From Participating in Physical Activities according to the Family Monthly Income ₺ (Turkish Lira) Variable of the Participants

Factors	**Family Monthly Income ₺**	$\overline{X}$	**SS**	***F***	***p***	**Groups with difference (Post-Hoc Tests)**
General	0-4000 ₺ (a)	2.99	.32	65.73	.000*	a, b, c, d - e
	4001-6000 ₺ (b)	3.07	.42			
	6001-8000 ₺ (c)	2.97	.46			
	8001-10.000 ₺ (d)	2.92	.40			
	10.000 ₺ and above (e)	1.88	.74			
Family	0-4000₺ (a)	3.48	1.08	23.01	.000*	a, b, c, d - e
	4001-6000₺ (b)	3.40	.73			
	6001-8000₺ (c)	3.22	.80			
	8001-10.000₺ (d)	3.21	.69			
	10.000₺ and above (e)	2.15	.87			

Factors	Family Monthly Income ₺	$\overline{X}$	SS	*F*	*p*	Groups with difference (Post-Hoc Tests)
School	0-4000₺ (a)	3.32	.96	35.60	.000*	a, b, c, d - e
	4001-6000₺ (b)	3.01	.80			
	6001-8000₺ (c)	2.87	.62			
	8001-10.000₺ (d)	2.71	.59			
	10.000₺ and above (e)	1.76	.64			
Facility- Club	0-4000₺ (a)	3.42	.92	48.78	.000*	a, b, c, d - e
	4001-6000₺ (b)	3.01	.63			
	6001-8000₺ (c)	2.93	.51			
	8001-10.000₺ (d)	2.96	.65			
	10.000₺ and above (e)	1.63	.95			
Education System	0-4000₺ (a)	3.49	.94	32.90	.000*	a, b, c, d - e
	4001-6000₺ (b)	3.12	.86			
	6001-8000₺ (c)	2.66	.82			
	8001-10.000₺ (d)	2.51	.78			
	10.000₺ and above (e)	1.98	.64			
Friend-Environment	0-4000₺ (a)	3.41	1.38	15.08	.000*	a, b, c, d - e
	4001-6000₺ (b)	3.34	.99			
	6001-8000₺ (c)	3.05	.94			
	8001-10.000₺ (d)	3.27	.94			
	10.000₺ and above (e)	2.05	1.07			

*(p<0.05)

When Table 4 was examined, as a result of the analysis, it was revealed that there were statistically (p<0.05) significant differences in the scale of factors that prevent high school students from participating in physical activities according to the family monthly income variable of the participants and in all of the sub-factors. As a result of the Post-Hoc test conducted to determine which groups the differences originate from, the participants with monthly family income of 0-4000, 4001-6000, 6001-8000 and 8001-10.000 ₺ could not participate in physical activities compared to participants with a monthly family income of 10.000₺ and above; it indicates that the scores of factors that prevent participation in physical activities was significantly higher in the sub-factors of family, school, facility-club, education system, friend-environment and overall scale.

The results of the one-way analysis of variance (ANOVA) test in factor dimension according to number of exercises in week variable regarding the preventing high school students' participation in physical activities scale scores of the are shown in Table 5. When Table 5 is examined, as a result of the analysis, it was revealed that there were statistically (p<0.05) significant differences in the scale of factors that prevent high school students from participating in physical activities and in all sub-factors according to the variable of how many days a week the participants do sports. As a result of the Post-Hoc test performed to determine which groups the differences

originate from, the status of those who do not do any sports, who do sports 1-3 days a week and who do sports 5-7 days a week cannot participate in physical activities were significantly higher compared to those who do sports 3-5 days a week and further it was seen that the scores of factors that prevent participation in physical activities were significantly higher in the sub-factors of family, school, facility-club, education system, friend-environment and overall scale.

Table 5. One-Way Analysis of Variance (ANOVA) Results Regarding the Differentiation Status of the Participants for the Attitude Scale towards Sports Tourism and the Sub-Scales of the Perception Scale for the Negative Effects of Tourism according to the Age Variable

Scales and sub-scales		Age	$\overline{X}$	SD	*F*	*p*	Groups with a difference (Post-Hoc Test)
The Attitude Scale Towards Sports Tourism	ST Attitude	20-30 (a)	4.12	.35	3.65	.013*	a, b, c – d
		31-40 (b)	4.13	.35			
		41-50 (c)	4.11	.38			
		51 and over (d)	3.93	.30			
The Perception Scale for the Negative Effects of Tourism	Economic	20-30 (a)	3.95	.83	7.43	.000*	a, b – c, d
		31-40 (b)	3.83	.83			
		41-50 (c)	3.57	.87			
		51 and over (d)	3.24	.70			
	Environmental	20-30 (a)	2.96	1.11	3.79	.011*	a, b, c – d
		31-40 (b)	3.01	1.01			
		41-50 (c)	2.82	.97			
		51 and over (d)	2.44	.78			
	Socio-cultural	20-30 (a)	2.69	1.12	2.66	.048*	b, c – d
		31-40 (b)	2.84	.96			
		41-50 (c)	2.75	.94			
		51 and over (d)	2.38	.59			

*(p<0.05)

The results of the one-way analysis of variance (ANOVA) test in factor dimension according to mother's interest in sport variable regarding the preventing high school students' participation in physical activities scale scores of the are shown in Table 6. When Table 6 is examined, as a result of the analysis, it was revealed that there were statistically ($p<0.05$) significant differences in the scale of factors that prevent high school students from participating in physical activities according to the mother's sport interest variable and in all of the sub-factors.

As a result of the Post-Hoc test, which was conducted to determine between which groups the differences originate the scores of those with no mother interest in sports and those with father interest in physical activities not being able to participate in physical activities-factors preventing their participation in physical activities were significantly higher compared to those with a father interest in sports-family, school, facility-club, education

system, friend and environment. In addition, it was concluded in the study that it was significantly higher in environmental sub-factors and in the general scale.

Table 6. One-Way Analysis of Variance (ANOVA) Findings in the Factor Dimensions of the Scale of Factors Preventing High School Students from Participating in Physical Activities according to the Mother's Sport Interest Variable of the Participants

Factors	**Mother's interest in Sport**	$\overline{X}$	**SS**	***F***	***p***	**Groups with difference (Post-Hoc Tests)**
General	Yes (a)	2.25	.93	50.96	.000*	b, c – a
	No (b)	2.97	.41			
	Partly (c)	3.00	.38			
Family	Yes (a)	2.53	1.03	24.88	.000*	b, c – a
	No (b)	3.25	.82			
	Partly (c)	3.51	.94			
School	Yes (a)	2.16	.98	34.19	.000*	b, c – a
	No (b)	2.87	.75			
	Partly (c)	3.25	.88			
Facility-Club	Yes (a)	1.98	1.09	52.40	.000*	b, c – a
	No (b)	3.05	.66			
	Partly (c)	3.20	.87			
Education System	Yes (a)	2.27	.75	22.25	.000*	b, c – a
	No (b)	2.92	.88			
	Partly (c)	3.24	1.07			
Friend - Environment	Yes (a)	2.32	1.06	21.86	.000*	b, c – a
	No (b)	3.23	1.12			
	Partly (c)	3.42	1.13			

*(p<0.05)

The results of the one-way analysis of variance (ANOVA) test in factor dimension according to Father's interest in sport variable regarding the preventing high school students' participation in physical activities scale scores of the are shown in Table 7. When Table 7 was examined, as a result of the analysis, it was seen that there were statistically ($p<0.05$) significant differences in the scale of factors that prevent high school students from participating in physical activities according to the father's sport interest variable and in all of the sub-factors. As a result of the Post-Hoc test, which was conducted to determine which groups the differences stemmed from, it was determined that the scores of those who had no father's interest in sports and partly were significantly higher than those had a father interest in terms of being able to participate in physical activities-factors and also seen that it is higher in family, school, facility-club, education system, friend- environmental sub-factors and overall scale.

Table 7. One-Way Analysis of Variance (ANOVA) Findings in the Factor Dimensions of the Scale of Factors Preventing High School Students from Participating in Physical Activities according to the Father's Sport Interest Variable of the Participants

Factors	**Father's interest in Sport**	$\overline{X}$	**SS**	***F***	***p***	**Groups with difference (Post-Hoc Tests)**
General	Yes (a)	2.51	.83	29.15	.000*	b, c – a
	No (b)	3.04	.41			
	Partly (c)	2.92	.40			
Family	Yes (a)	2.75	.95	18.17	.000*	b, c – a
	No (b)	3.41	.91			
	Partly (c)	3.31	.85			
School	Yes (a)	2.38	.87	23.24	.000*	b, c – a
	No (b)	3.09	.86			
	Partly (c)	2.96	.82			
Facility-Club	Yes (a)	2.34	1.05	32.20	.000*	b, c – a
	No (b)	3.13	.74			
	Partly (c)	3.11	.78			
Education System	Yes (a)	2.46	.83	18.41	.000*	b, c – a
	No (b)	3.16	.95			
	Partly (c)	2.92	.98			
Friend-Environment	Yes (a)	2.53	1.14	21.13	.000*	b, c – a
	No (b)	3.40	1.13			
	Partly (c)	3.30	1.07			

*(p<0.05)

The results of the one-way analysis of variance (ANOVA) test in factor dimension according to Physical Education Teacher attitude variable regarding the preventing high school students' participation in physical activities scale scores of the are shown in Table 8. When Table 8 was examined, as a result of the analysis, it was revealed that there were statistically ($p<0.05$) significant differences in the scale of factors that prevent high school students from participating in physical activities according to the Physical Education Teacher attitude variable of the participants and in all of the sub-factors. As a result of the Post-Hoc test, which was carried out to determine which groups the differences originate from, it was determined that the scores of those who have negative and neutral PE attitudes were significantly higher in not able to participate physical activities compared to those who have a positive PE attitude-factors that prevent their participation in physical activities and also family, school, facility-club, education system and friend-environment sub-factors were significantly higher in this table. In the general view of scale, it was seen that those who do not affect the attitude of the Physical Education Teacher have a significantly higher score for not being able to participate in physical activities and the factors that prevent their participation in physical activities compared to those with a positive attitude of the Physical Education Teacher.

Table 8. One-Way Analysis of Variance (ANOVA) Findings in the Factor Dimensions of the Scores of the Scale of Factors That Prevent High School Students from Participating in Physical Activities according to the Physical Education Teacher Attitude Variable of the Participants

Factors	Physical Education Teacher Attitude	$\overline{X}$	SS	*F*	*p*	Groups with difference (Post-Hoc Tests)
General	Positive (a)	2.80	.68	3801	.023*	c – a
	Negative (b)	2.93	.31			
	Neutral (c)	3.01	.35			
Family	Positive (a)	2.99	.88	20.79	.000*	b, c – a
	Negative (b)	3.63	.98			
	Neutral (c)	3.64	.92			
School	Positive (a)	2.67	.76	20.34	.000*	b, c – a
	Negative (b)	3.38	1.17			
	Neutral (c)	3.13	.91			
Facility-Club	Positive (a)	2.67	.83	31.17	.000*	b, c – a
	Negative (b)	3.42	.94			
	Neutral (c)	3.40	.84			
Education System	Positive (a)	2.74	.89	12.78	.000*	b, c – a
	Negative (b)	3.39	1.18			
	Neutral (c)	3.07	.90			
Friend-Environment	Positive (a)	2.90	1.10	16.45	.000*	b, c – a
	Negative (b)	3.54	1.15			
	Neutral (c)	3.67	1.22			

*(p<0.05)

The results of the one-way analysis of variance (ANOVA) test in factor dimension according to attitude of friends variable regarding the preventing high school students' participation in physical activities scale scores of the are shown in Table 9. When Table 9 is examined, as a result of the analysis, it was found that there were statistically ($p<0.05$) significant differences in the scale of factors preventing high school students from participating in physical activities and all of the sub-factors according to the attitude of the participants' friends.

As a result of the Post-Hoc test, which was carried out to determine from which groups the differences originate, it was determined that those whose friends' attitudes were negative and neutral were significantly higher than those positive attitude in terms of not being able to participate in physical activities factors that prevented their participation in physical activities and also found that family, school, facility-club, education system and friend-environment sub-factors were significantly higher. In general, it was seen in the table that those who do not affect the attitude of their friends have a significantly higher score for not being able to participate in physical activities and the factors that prevent their participation in physical activities compared to those whose friends have a positive attitude.

Table 9. One-way Analysis of Variance (ANOVA) Findings in the Factor Dimensions of the Scores of the Scale of Factors that Prevent High School Students from Participating in Physical Activities according to the Variable of the Attitude of the Friends of the Participants

Factors	**Attitude of Friends**	$\overline{X}$	**SS**	***F***	***p***	**Groups with difference (Post-Hoc Tests)**
General	Positive (a)	2.78	.68	7.98	.000*	c – a
	Negative (b)	2.91	.20			
	Neutral (c)	3.07	.33			
Family	Positive (a)	2.97	.86	28.56	.000*	b, c – a
	Negative (b)	3.71	1.00			
	Neutral (c)	3.71	.90			
School	Positive (a)	2.64	.74	27.99	.000*	b, c – a
	Negative (b)	3.49	1.19			
	Neutral (c)	3.28	.97			
Facility-Club	Positive (a)	2.68	.83	32.56	.000*	b, c – a
	Negative (b)	3.63	1.02			
	Neutral (c)	3.35	.81			
Education System	Positive (a)	2.67	.87	26.03	.000*	b, c – a
	Negative (b)	3.50	1.14			
	Neutral (c)	3.36	.93			
Friend-Environment	Positive (a)	2.88	1.10	20.68	.000*	b, c – a
	Negative (b)	3.58	1.23			
	Neutral (c)	3.71	1.13			

*(p<0,05)

Discussion and Conclusion

In this study, it was provided to determine the differentiation status of the participants in terms of some demographic variables concerning the factors that prevent high school students from participating in physical activities. It was concluded that the arithmetic mean and standard deviation of the participants and the scale of factors preventing high school students from participating in physical activities were at a moderate level. Özbek (2019), stated that the score that can be obtained from the scale varies between 27 and 135. It has been determined that the score of the female students who cannot participate in physical activities-factors that prevent their participation in physical activities compared to the students whose gender is male, is significantly higher in the sub-factors of family, school, facility-club, education system, friends-environment and overall scale.

In their study, Savcı et al., (2006) found that the physical activity levels of male students were higher than that of female students. This study is similar to the findings of our study. Nicaise and Kahan (2013) also found that males' physical activity scores were higher than girls'.When we look at the literature, the study of Araújo & Dosil's

(2015) on attitudes toward physical activity and sports revealed that males have more positive attitudes than girls. Another study conducted by Kudaş, et al., (2005) stated in their study that the physical activity level of girls is lower than that of boys. Similarly; Kargün, et al., (2016) found in their scientific study that there was a significant difference in favour of male students in the level of physical activity.

Participants who have a family monthly income in the range of 0-4000, 4001-6000, 6001-8000 ₺ were significantly higher than those who have with 8001-10.000 ₺ and more monthly income in the respect of inability to participate in physical activities and the factors that prevent participation in physical activities scores in family, school, facility-club, education system, friend-environment sub-factors, and overall scale. In the literature review, as a result of Topsaç and Bişgin's (2014) research on students with disabilities; they found that as the monthly income levels of the students increased, the severity of their participation in physical activity increases in parallel according to monthly income and physical activity level. This study resembles our findings. In another study, carried out by Ergün (2013), it was found that there was no significant difference between family income and physical activity enjoyment scale scores, while a study conducted by Biddle et al., (2005) found that there was a positive relationship between physical activity and the socio-economic level of the family.

According to the variable of how many days a week the participants do sports, those who do not do sports, those who do sports 1-3 days a week, and those who do sports 5-7 days a week were significantly higher than those who do sport 3-5 days a week in terms of inability to participate in physical activities and the factors that prevent participation in physical activities scores in family, school, facility-club, education system, friend-environment sub-factors, and entire scale. In this statistic, the number of exercises performed a week, and inability to participate in physical activities of those who do not do sport was found to be significantly higher compared to those who do sports 1-3 days a week and who do sports 5-7 days a week according to the scores of preventing participation in physical activities factors, family, school, facility-club, education system, friend-environment sub-factors and across the scale.

As a result of the research conducted by Atılgan (2022), it was determined that the participants with 3-4 days of weekly training had higher scores in the general individual competitiveness scale and in the dimension of enjoying competition compared to the participants whose weekly training number was 1-2 days and 5-6 days. In the dimension of avoiding the competition, on the contrary, it was seen that the participants with 3-4 days of weekly training had lower scores than the participants whose weekly training number was 1-2 days and 5-6 days. Atılgan (2022), explains these results as follows; participants with 3-4 days of training per week had better individual competitiveness levels, liked the competition and did not avoid competition compared to participants whose weekly training number was 1-2 days and 5-6 days. Therefore, according to the research done by Ünver (2022), university students' motivation to engage in physical exercise directly affects their general quality of life.

According to the mother's interest in sports variable, the mother participants who has partly and no interest in sports were found to be significantly higher compared to those interested in sports in terms of being unable to participate in physical activities-factors preventing participation in physical activities scores in family, school, facility-club, education system, friend-environment sub-factors, and overall scale. According to the support given

by the family to sports, there was a significant difference in the negative thinking and positive thinking sub-dimensions and the total score. There was a significant difference in favor of supporters according to the family sports support variable in the physical activity enjoyment scale, negative thinking and positive thinking sub-dimensions, and the total score. In other words, it can be said that there was a relationship between participation in sports and family support. In a study conducted on 451 athletes in 5 different sports branches, the family (parents and siblings) ranks first in ordering the views on the factors that encourage the relevant sports branch (Sunay & Saracaoğlu, 2003).

According to the variable of the participants' father's interest in sports, the father of those with partly and no interest in sports was significantly higher than those with interest in terms of not being able to participate in physical activities and the factors preventing participation in terms of sports-factors scores of family, school, facility-club, education system, friend-environment sub-factors, and overall scale. As a result of the literature review, it was determined that the family has an important role in encouraging individuals to do sports (Donuk et al., 2004). The family is the smallest structural unit and foundation of society. Based on the idea that education begins in the family, guiding children within the family in all matters means that the child receives better support from the family. Families have great responsibilities in helping children to gain the love and culture of sports. In this sense, children should be guided within the framework of possibilities according to their abilities.

According to the variable of physical education teacher attitude of the participants, the scores of physical education teachers who have a negative and neutral attitude toward sport were significantly higher in terms of not being able to participate in physical activities variables compared to those with a positive attitude that prevent their participation in physical activities, and it was also found significantly higher in the sub-factors of family, school, facility-club, education system, and friends-environment. In the scale, it was determined that those who have a neutral attitude toward sports had a significantly higher score in terms of not being able to participate in physical activities-factors preventing their participation in physical activities than those with a positive attitude.

A person who does sports, whether he is a professional athlete or a newcomer to sports, wants to be encouraged and guided by her teachers or coaches. The positive feedback and contributions given by their superiors and managers to those who want to participate in physical activities will carry them to a better level in their sports life. Positive thinking and encouragement will bring good results in all matters. According to the variable of the attitude of friends of the participants, it was determined that the scores of the participants whose friends' attitudes were negative and neutral in terms of being able to participate in physical activities-factors were found to be significantly higher than those friends' attitudes were positive and also at the following sub-factors; family, school, facility-club, education system and friend-environment. In general, it was concluded that those who have a neutral attitude have a significantly higher score of not being able to participate in physical activities and the factors that prevent their participation in physical activities than those with a positive attitude. According to Kim, Pickett, Stokowski, and Han's research from (2022), people who engage in higher amounts of physical exercise are less likely to be open-minded toward those who are different from them.

People are a social entity and live in a social environment. This social environment affects the individual positively

or negatively. The positive support of the social environment will encourage the person to behave positively and help him to manage his individual attitude well.

Whether it is related to physical activity or due to other issues, the choice of friends is very important because it is a guiding factor for the person to continue or not continue physical activities. As a result of this research:

- Men participate in more physical activities than women.
- Those with higher monthly income levels have higher participation in physical activities than other participants.
- Participation in physical activity 3-5 days a week is higher than participation in physical activity 1-3 and 5-7 days a week, in other words, those who are 1-3 and 5-7 days a week did not participate in physical activities.
- The fact that the parents of the participants who were interested in physical activities increased their level of physical activity even more.
- The positive attitudes of the physical education teacher encourage participation in physical activity.

As a result of the research it was concluded that the interest of friends in physical activity positively affects the individual, and the factors that prevent high school students from participating in physical activities were determined in terms of different variables.

Limitations and Recommendations

In this study, high school students were included in the sample. Students who were not high school students and who did not volunteer to participate in the study were excluded from the study. In this study, new results can be obtained by using the scale of factors that prevent high school students from participating in physical activities together with different scales. For future studies, as a new study proposal, it can be studied in the research by using the factors that prevent high school students from participating in physical activities together with the sports injuries anxiety scale.

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