

DETERMINATION OF PHYSICAL ACTIVITY PARTICIPATION STATUS OF PRIMARY SCHOOL STUDENTS

DETERMINAÇÃO DO ESTADO DE ATIVIDADE FÍSICA DA PARTICIPAÇÃO DE ALUNOS DO ENSINO PRIMÁRIO

Mustafa Karadağ

Firat University Faculty of Sports Sciences, Elazığ, Türkiye

mkaradag@firat.edu.tr

ABSTRACT

This research was conducted to determine the level of participation in physical activity of primary school students. The research group consists of 236 (120 male, 116 female) volunteer students studying at primary school in the province of Elazığ in the 2022-2023 academic year. In the research, "Personal Information Form" and "Motivation for Participation in Physical Activity Scale" (FAKMÖ) to determine students' participation in physical activity were used as data collection tools. The data were analyzed using the SPSS statistical package program. Significance was accepted as $p < 0.05$. It was observed that the research group's total score average of the students' motivation to participate in physical activity scale was at a high level with 57.01 ± 4.76 , and there was a significant difference between the gender variable and the total mean score of the motivation scale of participation in physical activity ($p > 0.05$). It was determined that male students had a higher average score in terms of participation in physical activity. It was seen that there was no significant difference between the participants' sports status, height, body weight, perceived income status and weekly physical exercise status and the motivation scale for participation in physical activity. It has been determined that the students who regularly do sports in the research group have higher motivation levels to participate in physical activity. It was determined that there was a significant and negative relationship between the gender of the participants and the motivation scale of participation in physical activity. In conclusion; It was seen that the students in the research group had a high level of participation in physical activity and there was a negative relationship between gender and participation in physical activity.

Keywords: Primary Education, Physical Activity, Student, Exercise.

RESUMO

Esta pesquisa foi realizada para determinar o nível de participação na atividade física de alunos do ensino fundamental. O grupo de pesquisa é composto por 236 (120 homens, 116 mulheres) alunos voluntários que estudam na escola primária na província de Elazığ no ano letivo de 2022-2023. Na pesquisa, foram utilizados como instrumentos de coleta de dados o "Formulário de Informações Pessoais" e a "Escala de Motivação para Participação em Atividade Física" (FAKMÖ) para determinar a participação dos alunos em atividade física. Os dados foram analisados utilizando o programa estatístico SPSS. A significância foi aceita como $p < 0,05$. Observou-se que a média do escore total do grupo de pesquisa da escala de motivação dos alunos para a participação em atividade física estava em um nível alto com $57,01 \pm 4,76$, e houve uma diferença significativa entre a variável sexo e o escore médio total da escala de motivação da participação em atividade física ($p > 0,05$). Verificou-se que os alunos do sexo masculino tiveram uma pontuação média mais elevada em termos de participação na atividade física. Verificou-se que não existia uma diferença significativa entre o estatuto desportivo, a altura, o peso corporal, o estatuto de rendimento percebido e o estatuto de exercício físico semanal dos participantes e a escala de motivação para a participação na atividade física. Foi determinado que os estudantes que praticam desporto regularmente no grupo de investigação têm níveis de motivação mais elevados para participar na atividade física. Foi determinado que existia uma relação significativa e negativa entre o género dos participantes e a escala de motivação para a participação na atividade física. Em conclusão, verificou-se que os alunos do grupo de investigação tinham um elevado nível de participação na atividade física e que existia uma relação negativa entre o sexo e a participação na atividade física.

Palavras-chave: Ensino Fundamental, Atividade Física, Estudante, Exercício.

Introduction

Today, the importance of physical activity is undeniable for both societies and individuals to lead a healthy life. However, in recent years, intensive working conditions, the use of transportation vehicles with the developing technology, a stressful life, and the exam marathon caused by the anxiety of the future cause a decrease in the time allocated for physical activity and cause individuals to face health problems. (Happy Bozkurt and Tamer). In line with this information, regular and long-term physical activities are important for individuals to lead a healthy life.

Physical activity is expressed as energy expenditure above the basal level in the organism and at the same time all bodily activities with the participation of the skeletal-muscular system. Physical activity is an expression that covers all muscle movements and covers a wide range of activities from daily life activities such as "housework, walking, exercise, sports, dance and leisure activities" to various sports activities (Yıldırım et al., 2015). Especially in the youth years, physical activity continues to affect the health of individuals as well as in the later years of their lives.

In general, regular physical activities affect both adult and public health. Determining current regular physical activity and adequately balanced nutrition behaviors in childhood and youth and correcting existing negative behaviors are extremely important in terms of preventing health problems that people will encounter in adulthood (Arslan et al., 2016). Adolescence is an important period in which health behaviors are acquired and developed (Akman et al., 2012). Adolescent period; It is the process in which the physical and physiological development of the individual is rapid in the transition from childhood to adulthood, and the psychological and mental development continues (Mendes et al., 2011). Physical activity is very important for the healthy development of children as it is a natural desire of every person (Yüce et al., 2020). Children perceive and define themselves in the best way with their physical movements (Orhan, 2019). In this respect, the level of participation in physical activity is important. Although all the benefits of regular physical activity habits in addition to participation in physical activity are known for the continuation of a healthy life, it is reported that the level of children's participation in physical activity is low throughout the world and the level of participation in physical activity decreases with the adolescence period (10-16 years old), and especially girls. It is stated that physical activity participation levels are lower than men (Kanatsız and Gökçe 2020). In this context, participation in physical activity in the early period and its regular implementation are important for healthy generations. This research was conducted to determine the level of participation in physical activity of primary school students.

Methodology

The research group consists of 236 (120 male, 116 female) volunteer students studying at primary school in the province of Elazığ in the 2022-2023 academic year. In the research, "Personal Information Form" and "Motivation for Participation in Physical Activity Scale (FAKMÖ)" to determine the participation of students in physical activity were used as data collection tools. The data collection tool used in the study consisted of two parts. In the first part, the "Personal

Information Form" was used to determine the demographic information of the students, and in the second part, the "Motivation Scale for Participation in Physical Activity" developed by Tekkurşun Demir and Cicioğlu (2018) to determine the physical activity levels of the students.

"Motivation Scale for Participation in Physical Activity (FAKMÖ)"

Scale Sub-Dimensions

Individual Causes

Environmental Causes

Causelessness

Rating:

Strongly Disagree: 1-16

Partially Disagree: 17-32

Moderately Disagree: 33-48

Agree: 49-64

Strongly Agree: 65-80

Physical Activity Participation Score Ranges:

1-16: Very Low

17-32: Low

33-48: Medium

49-64: High

65-80: Rated as Very High.

Analysis of Data

The data were analyzed using the SPSS statistical program. The demographic information of the research group and their level of participation in physical activity were summarized using descriptive statistics. When the normality analysis of the data was evaluated, non-parametric tests were used in the analysis of the data that were determined not to show normal distribution. Mann Whitney U test was used

to compare the means of two independent groups and to test the significance between them, and the Kruskal Wallis test was used to test the significance of the difference between the means of three or more groups. Significance level $p < 0.05$ was accepted.

Findings

Table 1 - Demographic Information of Students

		Frequency	Percent (%)
Gender	Erkek	120	50,8
	Kadın	116	49,2
Height	130-140 cm	31	13,1
	141-150 cm	73	30,9
	151-160 cm	81	34,3
	161 cm and above	51	21,6
Body Weight	40-50 kg	128	54,2
	51-60 kg	81	34,3
	61 kg and above	27	11,4
Weekly Exercise Status	1 day	132	55,9
	2 days	71	30,1
	3 3 days and above	33	33
Perceived Income Level	Low	74	31,4
	Middle	119	50,4
	Good	43	18,2
Regular Exercise Status	Yes	115	48,7
	No	121	51,3

When Table 1 is evaluated, it is seen that 50.8% of the research group is male, 49.2% is female, 34.93% is 151-160 cm, 30.9% is 141-150 cm, 13.1% is 130-140 cm, 21.6% of them 161 cm and over, 54.2% of them 40-50 kg, 34.3% of them 51-60 kg and 11.4% of them 61 kg and over was found to be. It was determined that 55.9% of the participants exercised one day, 30.1% two days and 33% three days or more a week. It was observed that 50.4% of the research group had a medium income level, 31.4% had a low income level and 18.2% had a good income level. It was determined that 51.3% of the participants did not exercise regularly.

Table 2 – Students' Motivation for Physical Activity Participation Scale Item Averages

	X	sd
It makes me feel good.	4,39	,81
It helps me to be more motivated to the lessons.	4,15	,84
It makes me uneasy.	1,66	1,13
It amuses me a lot.	4,15	,92
It increases my self-confidence.	4,49	,81
It removes negative thoughts.	4,44	,72
It allows my name to be recognized at school.	4,36	,80
It improves my relationships with school administrators and teachers.	4,31	,83
It reduces my academic performance in the courses.	4,16	,89
It allows me to prove my skills to my friends.	4,30	,89
It is an opportunity to use sports equipment at school.	4,08	,91
It gives me the opportunity to eliminate the negative thoughts of my teachers about me.	4,15	,90
I don't know, it feels like a waste of time.	2,69	1,33
I don't know if it will be advantageous for me.	2,11	1,00
Is it important, I just can't make sense of it.	1,76	,89
I'm not sure, actually I don't really care.	1,72	,91
Individual reasons sub-dimension total score average	23,31	2,81
Environmental reasons sub-dimension total score average	25,39	2,99
The mean of the sub-dimension total score of irrationality	8,30	2,82
Total score average of the motivation to participate in physical activity scale	57,01	4,76

According to Table 2, the research group; He has an average of $4.49 \pm .81$ items for the statement "It increases my self-confidence", he has an average of $4.44 \pm .72$ items for the statement "It removes negative thoughts", and has an average of $4.39 \pm .81$ items for the statement "It makes me feel good" and it was seen that the participants generally participated at a high level. It was observed that the research group had an average of 1.66 ± 1.13 items for the statement "It makes me uneasy", and a low level of agreement for the statement "I'm not sure, I don't really care" with an average of $1.72 \pm .91$ items. The research group's total score on the motivation to participate in physical activity scale was 57.01 ± 4.76 , the total score average was 23.31 ± 2.81 in the individual reasons sub-dimension, the environmental reasons

sub-dimension total score average was 25.39 ± 2.99 and the mean total score of the irrationality sub-dimension was determined to be 8.30 ± 2.82 .

Table 3 – Mann Whitney-U Test Analysis of Students' Motivation Scale for Participating in Physical Activity by Gender Variable

Dimension	Gender	N	Rank Average	Rank Total	U	Z	P
Individual Causes	Male	120	125,13	15016,00	6164,000	-	0,12
	Female	116	111,64	12950,00			
Environmental Causes	Male	120	117,88	14145,00	6885,000	-,145	0,88
	Female	116	119,15	13821,00			
Causelessness	Male	120	117,68	14122,00	6862,000	-,189	0,85
	Female	116	119,34	13844,00			
Scale Total	Male	120	127,45	15294,00	5886,000	-	0,04*
	Female	116	109,24	12672,00			

* $p < 0,05$

According to Table 3, it was determined that there was a significant difference between the gender variable of the students and the total mean score of the motivation scale for participation in physical activity ($p < 0.05$), while there was no statistically significant difference between the mean scores of all scale sub-dimensions ($p > 0.05$).

Table 4 – Mann Whitney-U Test Analysis of the Motivation Scale for Participating in Physical Activity According to Students' Regular Doing Sports

Dimension	Doing Sports Status	N	Rank Average	Rank Total	U	Z	P
Individual Causes	Yes	115	137,69	15834,50	4750,500	-	0,00*
	No	121	100,26	12131,50			
Environmental Causes	Yes	115	131,23	15092,00	5493,000	-	0,00*
	No	121	106,40	12874,00			
Causelessness	Yes	115	101,61	11685,00	5015,000	-	0,00*
	No	121	134,55	16281,00			
Scale Total	Yes	115	124,20	14283,50	6301,500	-	0,20
	No	121	113,08	13682,50			

*p<0,05

According to Table 4, it was determined that there was a statistically significant difference between the students' sports status and the total score of the motivation scale for participation in physical activity, environmental reasons and the mean scores of the sub-dimensions of reasonlessness ($p < 0.05$), while there was a significant difference between the mean score of the individual reasons sub-dimension. It was determined that there was no ($p > 0.05$).

Table 5 – Kruskal Wallis H Test Analysis of Students' Motivation Scale for Physical Activity Participation by Height Variable

Dimension	Height	N	Rank Average	Kruskal Wallis H	
				X ²	p
Individual Causes	130-140 cm	31	118,08	1,638	0,65
	141-150 cm	73	112,86		
	151-160 cm	81	117,48		
	161 cm and above	51	128,45		
Environmental Causes	130-140 cm	31	138,56	10,669	0,01*
	141-150 cm	73	121,23		
	151-160 cm	81	124,32		
	161 cm and above	51	93,15		
Causelessness	130-140 cm	31	118,45	7,814	0,05
	141-150 cm	73	100,79		
	151-160 cm	81	129,16		
	161 cm and above	51	126,95		
Scale Total	130-140 cm	31	134,05	7,591	0,05
	141-150 cm	73	102,48		
	151-160 cm	81	128,70		
	161 cm ve üzeri	51	115,78		

*p<0,05

According to Table 5, while a statistically significant difference was determined between the students' height variable and the mean scores of the motivation scale sub-dimension environmental reasons (p<0.05), there was no statistically significant difference between the mean scores of the scale total, individual reasons and causelessness sub-dimension. determined (p>0.05).

Table 6 – Kruskal Wallis H Test Analysis of Students' Motivation Scale for Physical Activity Participation by Body Weight Variable

Dimension	Body Weight	N	Rank Average	Kruskal Wallis H	
				X ²	p
Individual Causes	40-50 kg	128	118,50	4,961	0,08
	51-60 kg	81	126,85		
	61 kg ve üzeri	27	93,44		
Environmental Causes	40-50 kg	128	122,74	4,668	0,09
	51-60 kg	81	106,40		
	61 kg ve üzeri	27	134,70		
Causelessness	40-50 kg	128	110,68	7,512	0,02*
	51-60 kg	81	120,47		
	61 kg ve üzeri	27	149,67		
Scale Total	40-50 kg	128	112,68	2,214	0,33
	51-60 kg	81	123,90		
	61 kg ve üzeri	27	129,91		

*p<0,05

According to Table 6, it was found that there was a significant difference between the students' body weight variable and the mean scores of the scale without reason ($p<0.05$), while there was no significant difference between the mean scores of the scale total, individual and environmental reasons ($p>0.05$).

Table 7 – Kruskal Wallis H Test Analysis of the Motivation Scale for Participating in Physical Activity According to Students' Perceived Economic Status

Dimension	Perceived Economic Status	N	Rank Average	Kruskal Wallis H	
				X ²	p
Individual Causes	Low	74	99,70	8,367	0,01*
	Middle	119	126,84		
	Good	43	127,76		
Environmental Causes	Low	74	110,79	1,967	0,37
	Middle	119	119,64		
	Good	43	128,62		
Causelessness	Low	74	130,30	3,289	0,19
	Middle	119	112,79		
	Good	43	113,99		
Scale Total	Low	74	109,65	1,830	0,40
	Middle	119	122,51		
	Good	43	122,63		

*p<0,05

According to Table 7, it has been determined that there is a significant difference between the students' perceived economic status and the individual reasons sub-dimension mean score ($p < 0.05$), and there is no significant difference between the scale total, environmental reasons, and causelessness sub-dimensions mean scores ($p > 0.05$).

Table 8 – The Kruskal Wallis H Test Analysis of the Motivation Scale for Physical Activity Participation According to the Weekly Exercise Status of the Students

Dimension	Weekly Exercise Status	N	Rank Average	Kruskal Wallis H	
				X ²	p
Individual Causes	1 day	132	120,60	,698	0,70
	2 days	71	112,95		
	3 days and above	33	122,03		
Environmental Causes	1 day	132	117,61	,620	0,73
	2 days	71	116,23		
	3 days and above	33	126,94		
Causelessness	1 day	132	119,96	,867	0,64
	2 days	71	112,79		
	3 days and above	33	124,94		
Scale Total	1 day	132	119,09	1,704	0,42
	2 days	71	11,87		
	3 days and above	33	130,42		

*p<0,05

According to Table 8, there was no significant difference between the weekly exercise status of the students and the mean scores of the scale total and scale sub-dimensions ($p>0.05$).

Table 9 – Students' Physical Activity Participation Motivation Scale and its Sub-Dimensions Pearson Correlation Analysis

Variables		Individual Causes	Environmental Causes	Causelessness	Scale Total
Individual Causes	r	1,000	,042	-,214**	,472**
	p	1	,517	,001	,000
	n	236	236	236	236
Environmental Causes	r	,042	1,000	-,035	,607**
	P	,517	1	,590	,000
	n	236	236	236	236
Causelessness	r	-,214**	-,035	1,000	,443**
	P	,001	,590	1	,000
	n	236	236	236	236
Scale Total	r	,472**	,607**	,443**	1,000
	p	,000	,000	,000	1
	n	236	236	236	236

*p<0,05

According to Table 9, there was a moderate positive correlation between the motivation scale of participation in physical activity and its sub-dimensions (p<0.05).

Table 10 – Pearson Correlation Analysis of Students' Gender Variable and Motivation Scale for Participation in Physical Activity

		Gender
Physical Activity Participation Motivation Scale Total	r	-,134*
	p	,039
	n	236

*p<0,05

According to Table 10, there was a low negative correlation between gender and participation in physical activity motivation scale (p<0.05).

Table 11 – Regression Analysis of Students' Gender and Physical Activity Participation Motivation Scale Prediction

Independent variable	The dependent variable	B	Std. Error	β	t	p	R	R ²	F	P
Gender	Participation in Physical Activity Motivation	1,576	,393	-,014	4,013	0,00	,014	,000	,047	0,00

According to the results of the regression analysis performed according to Table 11, it was determined that there was a significant and negative relationship between gender and participation in physical activity motivation scale ($p < 0.05$).

Discussion and Conclusion

According to the results of the research, it was observed that the total mean score of the students' motivation to participate in physical activity scale was 57.01 ± 4.76 , and there was a significant difference between the gender variable and the total mean score of the motivation scale to participate in physical activity ($p > 0.05$). It was determined that male students had a higher average score in terms of participation in physical activity. It was seen that there was no significant difference between the participants' sports status, height, body weight, perceived income status and weekly physical exercise status and the motivation scale for participation in physical activity. It has been determined that the students who regularly do sports in the research group have higher motivation levels to participate in physical activity. It was determined that the students in the research group with a body weight of 61 kg and above had higher motivation score averages for participation in physical activity than the students in the other groups. It was determined that the mean score of the students with a good perceived income level in the sub-dimension and total score averages of the research group, except for the reasonlessness sub-dimension, was higher. It was observed that the motivation to participate in physical activity of those who exercised 3 days or more per week in the research group was higher than the students in the other groups. When the

researches are examined; Güllü and Yapıcı stated that the average score of female participants in the physical activity sub-dimension was higher, the average score of the male participants in the other sub-dimensions was higher, and there was no difference between income status and motivation scale for participation in physical activity. has done. Kilpatrick et al., (2005), in their study examining the motivation of university students to participate in physical activity, stated that the reasons such as enjoying, having fun and challenging in general were motivating factors for their participation in physical activity. Altay and Koç (2022) determined the relationship between students' motivation to participate in physical activity in terms of gender and playing digital games in terms of gender. Sáez et al., (2021), in their study in which they examined the relationship between university students' physical activity motivation, gender, sports satisfaction and weekly physical activity status, found that male students had a higher level of motivation than female students and that gender was physically active. They stated that they had a relationship with. In his study, Sun (2013) examined the effect of exercise games on the motivation to participate in physical activity in primary school students, and found that boys and girls were active at a similar level in terms of participation in physical activity. In the study conducted by Bozdağ and Özbek (2020), the physical participation motivation level of high school students is moderate, in terms of doing sports, sedentary individuals have higher physical activity participation motivation score averages than athletes, and female students participate in physical activity higher than male students in terms of gender. motivation score average. Kılıç (2020) in his study in which he examined the relationship between high school students' social appearance anxiety and their participation in physical activity, determined that there was a significant difference between the students' participation in the classroom and school team and their motivation levels for participation in physical activity, and their motivation levels for participation in physical activity were above the medium level. Egli et al. (2011) stated in their study that demographic characteristics are important in terms of motivation to participate in physical activity. Erdoğan et al., (2023), in their study in which they compared the healthy eating habits of high school and secondary school students, stated that the exercise

status of the students was insufficient and their healthy eating habits were moderate. Güvendi and Serin (2019) examined the attitudes of prospective classroom teachers towards the game and physical activities lesson and their motivation to participate in physical activity. they expressed their attitude. Ulukan (2020) determined the motivation of secondary school students to participate in physical activity and their level of continuous hope, and it was determined that students who do sports have higher motivation levels for participation in physical activity than students who do not do sports, and that there is a moderate positive relationship between the levels of participation in physical activity and the levels of continuous hope. Kahiyah and Yarım (2020) examined the motivation levels of students studying in Arab schools to participate in physical activity, they stated that age, gender, education class, parental education level did not affect their motivation to participate in physical activity, while regular sports did not affect their motivation to participate in physical activity. . Erdoğan et al., (2021), in their study, determined that students' health eating habits were insufficient and their physical activity levels were low. Taştan (2020), in his study examining the motivations of participation in physical activity by body awareness, found that students' motivation to participate in physical activity was similar in terms of gender, and there was a moderate positive relationship between the individual reasons and the level of reasonlessness of participation in physical activity and their body awareness.

In conclusion; It was seen that the students in the research group had a high level of participation in physical activity and there was a negative relationship between gender and participation in physical activity. In line with this information, we believe that planning motivating activities that will enable students to participate in physical activity will provide physical and psychological benefits.

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