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Examination of the Relationship Between High School Students' Physical Activity Levels and Perceived Social Support Levels*

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Abstract

This study aimed to investigate the relationship between high school students' physical activity level and perceived social support level. Additionally, the study aims to evaluate the impact of certain socio-demographic variables on these two characteristics. The study sample consisted of a total of 553 high school students studying in the Kadirli district of Osmaniye province during the 2022-2023 academic year. This group includes 167 students from the Science High School, 275 students from the Anatolian High School, and 111 students from the Vocational and Technical Anatolian High School. A 'Personal Information Form,' specifically designed for this study, was used to collect data. Additionally, the 'Cognitive Behavioural Physical Activity Questionnaire,' developed by Schembre et al. (2015) and adapted into Turkish by Eskiler et al. (2016a), was used. The revised form of the 'Multidimensional Scale of Perceived Social Support,' developed by Zimet et al. (1988) and adapted into Turkish by Eker et al. (1995a), and revised by Eker et al. (2001), was utilized as a data collection tool. The analysis of the collected data was conducted using the SPSS software package. The research results indicate a low to moderate positive relationship between students' physical activity levels and their perceived social support levels in the sub-dimensions and total scales ($p<0.01$). Additionally, significant differences were found in some sub-dimensions and total scales between students' physical activity levels and perceived social support levels based on certain demographic variables ($p<0.05$). These findings are significant for understanding the relationship between physical activity and social support and for evaluating the impact of demographic factors on this relationship.
Keywords: High school students, Physical activity, Perceived social support

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INTRODUCTION

Humans have always had an inclination to stay active since birth. Similar, to living creatures' humans need to be able to adapt to environmental conditions protect themselves from challenges and fulfill their needs even in the toughest situations. The significance of activity is crucial in this context. Physical activity involves using the bodys muscles to perform movements that increase energy expenditure by boosting metabolism (Zorba & Saygın, 2009). Encouraging a lifestyle can motivate individuals to engage in activities and maintain a regular exercise routine. Moreover, interactions with family members and friends receiving support and observing role models can all contribute to embracing physical activities (Küçükibiş & Eskiler, 2019).

People thrive when they engage in connections that come naturally to them. The social circles people are part of play a role, in shaping their wellbeing (Gümüş et al., 2019). Furthermore, physical activity also plays a role in determining individuals wellbeing. Various factors influence people's participation in activities, with perceived social support being highlighted as a motivator (Lindsay-Smith et al., 2017; Scarapicchia et al., 2017).

Physical activity not only protects young people's physical health, but also positively affects their mental and emotional health. Recent research shows that regular physical activity reduces young people's stress levels, increases their academic performance, and improves their overall life satisfaction (Biddle et al., 2019; Menglong & Yujia, 2024). Research, especially among high school students, shows that physical activity supports cognitive functions and can increase school success (Neil et al., 2020). It is stated that doing sports in adolescents is beneficial in terms of long-term health protection as well as positive effects on improving interpersonal relationships (Loh et al., 2019).

The teenage years are a stage where individuals may face the risk of gaining weight due to imbalanced and unhealthy eating habits. It is essential to assess individuals eating patterns and daily physical activity levels for preventing health issues associated with nutrition during adulthood. Therefore, advocating for eating habits and an active way of life among adolescents holds importance, for public health (Akca & Selen, 2015).

Adolescence is a time, between childhood and young adulthood marked by changes in physical, cognitive and emotional aspects. Despite these changes this period also brings opportunities for growth. Social support plays a role in helping adolescents understand their behaviors and development. It includes assistance, concern and kindness from others (Sarah, 2011).

Social support can manifest in ways socially whether actively provided, requested or received passively (Vietze, 2011). Perceived social support refers to how an individual assesses the sufficiency and usefulness of their circle (Sorias, 1988). Also, social support plays an important

role in the mental and physical health of individuals. The perception of social support can directly affect stress coping skills, self-esteem, and overall quality of life (Cohen & McKay, 2020). Especially among young students, the perception of social support has been shown to have strong effects on academic achievement and mental well-being. Sources of social support include forms of support from family members, friends and teachers, and this support can improve students' general health status (Özhan & Yüksel, 2022).

Social support entails the help that individuals receive from their circles, including family members, friends, relatives and community members (Cunningham & Barbee, 2000). During the years parents play a role, as a primary source of support. It is emphasized that the support offered during this phase significantly contributes to safeguarding and enhancing wellbeing (Hurley et al., 2017).

The interaction between physical activity and social support is acknowledged as a factor influencing the physical and mental health of adolescents. The available evidence suggests that social support can motivate individuals to engage in physical activity, while physical exercise can enhance their perception of social support (Satman, 2018). A substantial body of research has been conducted on the topic of support for youth engaged in activities and sports (Gill et al., 2018; Haidar et al., 2018; İlhan & Taşkın, 2019; Kastrati & Georgiev, 2020; Oosterhoff et al., 2017; Reimers et al., 2019; Shen et al., 2018; Vazquez & Schuler, 2020; Wilk et al., 2018).

The influence of peer support for exercise on a number of factors, including the frequency of exercise, the location of exercise, gender, parental educational level, academic performance, weight status and field of study, has been the subject of extensive research. The findings of this study indicate that the impact of perceived social support for physical activity on physical well-being among students of diverse high school types differs from that observed in previous studies. Furthermore, several studies have underscored the significance of peer support in the context of sport participation (Opstoel et al., 2020; Prochaska et al., 2002; Smith, 2003). This research project primarily aims to examine the role of social support systems in shaping young people's physical activity habits and to develop strategies that promote healthy lifestyle choices.

METHOD

Research Model

The objective of this study is to investigate the relationship between the physical activity levels of high school students and their perception of the level of support they receive. To accomplish this goal, a descriptive survey approach was utilized. A convenience sampling technique was employed for selecting participants (Karasar, 2008).

Research Group

The research was conducted with the participation of students from 14 educational institutions in the Kadirli district of Osmaniye province, under the guidance of the National Directorate of Education, during the 2022-2023 academic semester. These schools comprised of 8 schools (with 275 students) 1 science school (with 167 students) and 5 vocational and technical Anatolian high schools (with 111 students). The age distribution among the participating students is as follows; 22.7% (126) are aged 14, 19% (105) are aged 15, 18.8% (104) are aged 16 while those aged17 and18 make up 21.5% (122) and 17.4% (96) respectively. The research group was made up of an of 553 students, with 00being and 43.9% (243students) being male.

Data Collection Tools

In addition to the demographic information form (gender, age, grade, field of study, type of high school, parental employment status, family monthly income level), the Cognitive Behavioral Physical Activity Scale developed by Schembre et al. (2015) and adapted into Turkish by Eskiler et al. (2016a). This scale includes three main sub-dimensions: 'outcome expectancy', "self-regulation" and "personal barriers". The scale, which consists of 15 statements in total, was evaluated using a five-point Likert scale ranging from '1. strongly disagree' to '5. strongly agree' for each statement. Cronbach alpha internal consistency coefficient of the scale was calculated as (α=0.84). The values of the sub-dimensions are (α=0,85) for 'outcome expectancy', (α=0,79) for 'self-regulation' and (α=0,64) for 'personal barriers.

In the measurement of social support levels, the Multidimensional Perceived Social Support Scale developed by Zimet et al. (1988) and adapted into Turkish by Eker and Arkar (1995a) was preferred. This scale includes three subscales measuring the support received from family, friends and a special individual and the statements are scored on a seven-point Likert scale ranging from '1. Absolutely No' to '7. Absolutely Yes'. The internal consistency of the scale was found to be between α=0.80 and α=0.95 in the study conducted by Eker et al. (2001). This result indicates a very high internal consistency.

Ethical Approval

In compliance with ethical guidelines, this study was approved by the Selcuk University Ethics Committee with the decision numbered 143 and dated 09.11.2022.

Data Collection

After obtaining the necessary permissions, the data collection instruments were distributed to participants through surveys created on Google Forms. Data from participants who consented to the voluntary participation form online were considered.

Analysis of Data

In the course of the data analysis, we employed exploratory data analysis techniques to corroborate the data distribution. In order to assess the impact of the factors in question, a series of tests were conducted. These included independent samples t-tests, which were applied for the purpose of facilitating comparisons involving variables. Additionally, a one-way analysis of variance (ANOVA) was employed. Subsequent, to the ANOVA findings several multiple comparison tests like Tukey HSD, LSD or Tamhanes T2 were carried out with consideration given to variances equality. To explore the connections between the variables we computed the Pearson Product Moment Correlation Coefficient (r) which classified relationship strengths as high (0.70 1.00) 0.30 0.70) and low (0.00 0.30) in line with Büyüköztürk (2007). The significance level was established at 0.05.

FINDINGS

Table 1. Physical activity levels by participants' gender

Variables	Gender	N	X	SS	Sd	T	p
Outcome Expectations	Male	243	4,03	0,97	551	2,000	0,046*
	Female	310	3,86	0,98			
Self-Regulation	Male	243	3,23	1,13	551	3,654	0,000*
	Female	310	2,87	1,13			
Personal Barriers	Male	243	2,80	1,02	551	-3,933	0,000*
	Female	310	3,14	1,00			
Total Scale	Male	243	4,46	2,20	551	4,298	0,000*
	Female	310	3,60	2,45			

***p<0,05**

The mean scores of the students for ‘outcome expectancy (positive-negative)’, ‘self-regulation (management, planning, goal setting)’ sub-dimensions of the scale and the overall scale (X = 3,86, X = 4,03), (X= 4,46, X= 3,60) in favour of male students (p<0,05), and the mean scores of ‘personal barriers sub-dimension (X= 2,80, X= 3,14) (insufficient ability, lack of social support, environmental constraints, time, self-confidence and old motivation)’ differed significantly in favour of female students (p<0,05).

Table 2. Physical activity levels by participants' age

Variables	Age		N	X	SS	F	p	Tukey
Outcome Expectations	A	14	126	3,90	0,92	0,543	0,704	-
	B	15	105	3,89	1,05			
	C	16	104	3,92	0,99			
	D	17	122	3,94	0,98			
	E	18	96	4,07	0,97			
Self-Regulation	A	14	126	3,04	1,08	0,923	0,450	-
	B	15	105	2,90	1,17			
	C	16	104	3,02	1,17			
	D	17	122	3,00	1,15			
	E	18	96	3,20	1,14			
Personal Barriers	A	14	126	2,87	0,95	3,240	0,012*	E>B
	B	15	105	2,78	1,12			
	C	16	104	3,04	0,98			
	D	17	122	3,05	0,97			
	E	18	96	3,25	1,05			
Total Scale	A	14	126	4,07	2,26	0,129	0,972	-
	B	15	105	4,01	2,83			
	C	16	104	3,90	2,32			
	D	17	122	3,89	2,40			
	E	18	96	4,02	2,05			

***p<0,05**

These findings reveal that the mean scores of the 'outcome expectancy', 'self-regulation' sub-dimensions of the scale and the mean scores of the general scale (X = 4,07, X = 3,89) do not differ significantly with the age of the students (p>0,05). However, it was observed that the mean scores of the 'personal barriers' sub-dimension of the scale differed significantly with the age of the students (X = 3,25, X = 2,78). Among secondary school students, it was found that the personal barriers encountered by 18-year-old students in physical activities were statistically significantly higher than 15-year-old students.

Table 3. Physical activity levels by participants' grade levels

Variables	Grade		N	X	SS	F	p	Tukey
Outcome Expectations	A	9	159	3,95	0,93	2,310	0,075	-
	B	10	87	3,70	1,11			
	C	11	151	3,97	0,99			
	D	12	156	4,03	0,93			
Self-Regulation	A	9	159	3,03	1,09	0,952	0,415	-
	B	10	87	2,86	1,26			
	C	11	151	3,03	1,12			
	D	12	156	3,12	1,14			
Personal Barriers	A	9	159	2,80	0,98	5,568	0,001*	D>A D>B
	B	10	87	2,84	1,11			
	C	11	151	3,03	1,01			
	D	12	156	3,23	0,98			
Total Scale	A	9	159	4,19	2,38	0,784	0,503	-
	B	10	87	3,72	2,72			
	C	11	151	3,96	2,41			
	D	12	156	3,92	2,13			

***p<0,05**

These data show that there is no statistically significant difference (p>0.05) between the age of the students and the mean scores of the 'outcome expectancy' and 'self-regulation' sub-dimensions of the scale (X= 4.03, X= 3.70). However, there was a significant difference between the grade levels of the students and the mean scores of the 'personal barriers' sub-dimension of the scale (X=3,23, X=2,80, X=2,84). In addition, it was determined that the personal barriers perceived by the 12th grade students during physical activity were significantly higher than the 9th and 10th grade students.

Table 4. Perceived levels of social support by participants' age

Variables	Age		N	X	SS	F	p	Tukey
	A	14	126	23,48	4,57			
	B	15	105	23,04	4,42			
Family	C	16	104	23,2	4,5	0,847	0,496	-
	D	17	122	22,9	4,08			
	E	18	96	22,39	5,11			
	A	14	126	23	4,41			
	B	15	105	22,78	4,86			
Friends	C	16	104	23,18	4,82	0,157	0,96	-
	D	17	122	22,77	4,6			
	E	18	96	22,8	5,17			
	A	14	126	19,11	5,6			
	B	15	105	17,74	5,71			
Significant Other	C	16	104	19,73	5,92	3,93	0,004*	E>B
	D	17	122	19,54	6,06			
	E	18	96	20,95	6,17			
	A	14	126	65,6	11			
	B	15	105	63,57	11,21			
Total Scale	C	16	104	66,11	12,14	0,834	0,504	-
	D	17	122	65,22	10,89			
	E	18	96	66,15	13,98			

***p<0,05**

These findings indicate that students' ages do not have a significant impact on the mean scores of the "family" and "friends" sub-dimensions, as well as the overall scale scores (X= 23.48, X= 23.18) (p>0.05). However, there is a significant difference in the mean scores of the "significant other" sub-dimension (X= 20.95, X= 17.74) (p<0.05). The analyses show that 18-year-old high school students perceive significantly higher levels of social support from a "significant other" compared to 15-year-old students.

Table 5. Perceived levels of social support by participants' grade levels

Variables	Grade		N	X	SS	F	p	LSD
Family	A	9	159	23,44	4,40	1,578	0,194	-
	B	10	87	22,49	4,88			
	C	11	151	23,35	4,29			
	D	12	156	22,60	4,62			
Friends	A	9	159	23,03	4,44	0,167	0,919	-
	B	10	87	23,01	5,04			
	C	11	151	22,68	4,75			
	D	12	156	22,94	4,89			
Significant Other	A	9	159	18,94	5,70	2,636	0,049*	D>A D>B
	B	10	87	18,36	5,73			
	C	11	151	19,39	5,91			
	D	12	156	20,39	6,26			
Total Scale	A	9.	159	65,42	10,78	0,588	0,623	-
	B	10	87	63,87	12,23			
	C	11	151	65,42	11,87			
	D	12	156	65,94	12,48			

***p<0,05**

According to these findings, there is no significant difference between the grade levels of high school students and the 'family' and 'friend' sub-dimensions and their overall mean scores (X= 23.44, X= 23.03) (p>0.05). However, it was observed that the mean scores in the 'special person' sub-dimension changed significantly (X= 20,39; X= 18,36-18,94) (p<0,05). According to the test results, it was determined that the 12th grade students' perception of social support levels was significantly higher in the "special person" sub-dimension compared to the 9th and 10th grade students.

Table 6. The Relationship between participants' physical activity levels and perceived levels of social support

			Multidimensional Perceived Social Support Scale			
			Family	Friends	Significant Other	Total Scale
Cognitive Behavioral Physical Activity Scale	Outcome Expectations	r	0,336**	0,258**	0,185**	0,326**
		p	0,000	0,000	0,000	0,000
	Self-Regulation	r	0,314**	0,191**	0,201**	0,299**
		p	0,000	0,000	0,000	0,000
	Personal Barriers	r	-0,020	0,049	0,063	0,044
		p	0,639	0,252	0,137	0,303
	Total Scale	r	0,298**	0,177**	0,146**	0,259**
		p	0,000	0,000	0,001	0,000

** Significant at the 0.05 level ** Significant at the 0.01 level*

Analyses conducted on high school students reveal a moderate positive relationship between the "outcome expectation" and "self-regulation" sub-dimensions of the Cognitive Behavioural Physical Activity Scale and the "family" sub-dimension of the Multidimensional Scale of

Perceived Social Support (r=0.336 and r=0.314; p<0.01). In contrast, low-level positive relationships were observed between the "friends" and "significant other" sub-dimensions and the corresponding sub-dimensions of these scales (r values 0.258 and 0.185; 0.191 and 0.201, respectively; p<0.01). These results indicate that the social support received from families significantly enhances students' positive outcome expectations and self-regulation skills towards physical activity. In contrast, the influence of support from friends and significant others is more limited.

DISCUSSION

Significant differences based on gender were uncovered in how high school students perceive and approach activity. Our research showed that male students scored higher in areas, like 'outcome expectations,' 'self-regulation '. Overall assessment compared to their female counterparts. On the hand female students displayed scores in the 'personal barriers aspect. These results align with studies conducted by Ayhan et al., (2021), Gülbetekin et al., (2021). Atasoy and Altun (2018). A recent study found that teenage girls engage in activity frequently and intensely compared to boys (Shennar-Golan & Walter, 2018). Ren et al., (2020) explored the link between activity, social support and self-efficacy among individuals. The study revealed that having a sense of self efficacy plays a role in how social support influences teenagers' participation in physical activities. Additionally, another study highlighted the disparity in activity levels between girls and boys.

In the study on physical activity in adolescence conducted by Hilland et al., (2011), it was concluded that male students participated in physical activity more than female students. Eskiler et al., (2016b) and Tokmak (2022) also highlighted gender related distinctions in how students view activity particularly noting differences in 'self-regulation' for males and 'personal barriers for females. Doğaner (2019) found that males held greater 'outcome expectations regarding activity compared to females. Additionally, Hudson (2000), Tomik et al., (2012), Singh and Devi (2013) as Alagöz (2019) all pointed out significant gender disparities in students' engagement levels with physical activities. The higher scores seen in males for 'self-regulation' indicate an involvement, in physical activities compared to females.

There may be several possible reasons for this result. Firstly, gender roles and expectations may encourage boys to participate more in sport activities, while limiting girls' participation. Boys are generally more encouraged to play sports and this may lead them to have higher 'self-regulation' scores. Girls, on the other hand, may face more personal barriers such as body image, social acceptance and safety concerns. These concerns may lead them to avoid physical activities.

The education system and sports facilities offered by schools may also affect this situation. While more sports clubs and opportunities for boys may increase their participation in physical activities, limited opportunities for girls may negatively affect participation.

In our research we found that peoples overall attitudes and behaviors, towards activity well as their expectations of the outcomes were not significantly influenced by age. However, we did notice differences in the personal barrier's aspect based on age. Mullen and Whaley (2010) observed that younger and middle-aged individuals tend to engage in activities more than older individuals. Sarvan Cengiz et al., (2022) discovered a decline in outcome expectations, self-regulation and overall scores as individuals age.

Some studies present results to ours. Hazar et al., (2017) and Doğaner (2019) noted no variations in outcome expectations, self-regulation and personal barriers concerning age using the BDFA scale. Nevertheless, Ayhan et al., (2021) identified age related distinctions in self-regulation within the BDFA scale with scores seen in the 24-26 age bracket. University students within this range exhibited attitudes towards incorporating physical activities into their daily routines. These discrepancies could be due to variations, in sample groups utilized across studies. Also, Taymoori et al., (2009) found a decrease in the rate of participation in physical activity as individuals aged. It is thought that the reason for this is that young individuals are in the age of play and as they grow older, the maturing individual realizes the seriousness of life and becomes concerned about the future.

There were no variations, in students' overall attitudes and behaviors towards activity across different class levels except for a significant disparity in the 'personal barriers aspect. Final year students were reported to have decreased activity levels due to exam stress and increased academic workload resulting in an active lifestyle (Ünlü, 2010).

Additionally, Çakır (2019) discovered a decline in the reasons sub dimension of the Physical Activity 'Participation Motivation Scale' among high school students at class levels. However, studies by Küçükibiş (2016) Akköse (2020) and Birgün et al., (2020) did not find any differences in motivation for activity based on class level. These inconsistencies may be attributed to variations in sample sizes and measurement scales.

Several possible reasons for these inconsistencies can be considered. Firstly, differences in sample sizes may affect the overall validity of the results. Small sample groups may limit the capacity to obtain results that appeal to large audiences. In addition, the demographic and socioeconomic characteristics of the student group may play a decisive role in participation levels. For example, students from families with different income levels may have different interests and opportunities for physical activity.

In addition, the education system and the sports facilities offered by schools can also determine students' interaction with sports. School sport policies and teachers 'methods of encouraging sport activities directly affect students' participation in sport activities. Better sport facilities and a supportive school environment can increase students' interest in sport, while inadequate facilities and lack of support can decrease interest.

In conclusion, factors such as sample size, demographic factors and sport facilities offered by the educational environment may play an important role in explaining the differences in students' levels of participation in physical activity. Therefore, it is necessary to evaluate the findings of such studies in a more comprehensive and holistic manner. Moreover, Tokmak research (2022) indicated discrepancies in the 'outcome expectations subdimension scores of the BDFA scale depending on class level. Alagöz (2019) also highlighted variations in scores and the 'self-regulation' sub dimension relative, to different class levels.

When it comes to the perception of support there weren't any variations in overall levels of support across different age groups. However, there were differences observed in the support received from 'significant others.' A study by Arslansan (2022) revealed that high school students tend to receive support from friends as they get older. Aydoğan (2022) noted differences in the family related aspect of support based on age. İlter (2018) also discovered age related changes in perceived social support levels within the family and 'significant others contexts. Similarly, the academic year was found to have no impact on the level of support received from family and friends. However, significant discrepancies were observed in the support provided by 'significant others'. Khan et al., (2020) concluded in their study on adolescents that the participation of young people who receive the support of their parents in physical activity is high and this result coincides with our result. In studies conducted on high school students, significant differences were identified in the sub-dimension of social support received from a 'special person' and in the general social support scale, contingent on the grade variable (Arslansan, 2022; Ataş, 2021). Furthermore, significant variation was observed in the perceived level of social support within the family and friendship sub-dimensions, according to the class variable (İlhan, 2018; İlter, 2018). In other studies, a significant discrepancy was found in the perception of social support within the family domain among high school students, according to their class variable (Mermer, 2023; Orman, 2016).

Telama and Yang (2000), Caspersen et al., (2000) examined the physical activity level of Finnish children and adults of different age groups and found that there was a significant decrease in the physical activity level of individuals from the age of 12 years. Although the reasons for the decrease in physical activity level with age are not fully understood, increasing responsibilities with age (Matton et al., (2006), changes in the motivation required to participate in activity with age Telama and Yang (2000) and changes in psychological, social and physical environment

variables affecting participation in physical activity (Sallis, 2000) can be considered among the reasons for the decrease in physical activity level with age.

This research also backs the idea that there is a connection, between social support and self confidence in individuals. Specifically social support plays a role, in both indirectly influencing the activity levels of teenagers. Various researchers have highlighted this link well (Lindsay-Smith et al., 2017; Scarapicchia et al., 2017). Essentially what this discovery suggests is that individuals who feel they receive support are likely to engage in more physical activity later on (Scarapicchia et al., 2017).

CONCLUSIONS

Studies indicate distinctions, between female students in terms of physical activity. Male students tend to view the outcomes of activities positively and demonstrate better self-regulation skills. This implies that males might have an inclination and ability to plan for activities leading to higher levels of engagement. Conversely female students often encounter obstacles that hinder their motivation and active participation in activities. Challenges such as lack of support, environmental limitations and low self-esteem can contribute to reduced involvement in activities among female students.

As individuals grow older their awareness of barriers tends to increase thereby potentially impeding their engagement in activity. Research highlights the impact of age on perceived barriers indicating that these obstacles become more prominent with advancing age. This suggests that age related changes could influence motivation and participation levels in activity.

The correlation between level and perceived personal barriers suggests that students in grades may face more hindrances to engaging in physical activity, which could dampen their motivation. This emphasizes the need for educators and health professionals to take into account grade level differences when designing interventions, for promoting activity.

The research emphasizes the importance of family backing, in boosting students optimistic outlook and self-control in relation to exercise while support, from friends and partners has an influence. Therefore, prioritizing family assistance could be a approach to encourage physical activity.

Recommendations

1. It would be beneficial to encourage high school students to incorporate activities into their daily routines in order to facilitate a more active lifestyle.

2. It is essential to identify the underlying reasons for students' reluctance to participate in physical activities, such as the lack of suitable facilities and the influence of social pressures. Once these factors have been elucidated, strategies to overcome these obstacles must be devised.

3. The promotion of attitudes and behaviors towards physical activity among female students has the potential to positively impact community-wide physical activity levels and contribute to improved public health outcomes.

4. It is of the utmost importance to identify and tackle the obstacles that students may encounter, including time management difficulties, a lack of motivation, self-confidence issues and an absence of adequate social support structures. In order to foster a positive attitude towards physical activity, it is crucial to implement support structures that can effectively address the aforementioned challenges.

5. It is recommended that high school students be provided with assistance in overcoming the barriers that hinder their participation in physical activities. This is with the aim of improving their attitudes towards exercise and boosting their engagement levels.

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