

THE FACTORS INFLUENCING THE RANGE OF  
WOMEN'S PARTICIPATION  
IN PHYSICAL RECREATION AT METU

A Master Thesis  
Presented by  
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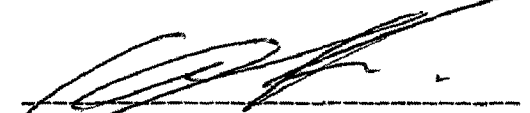
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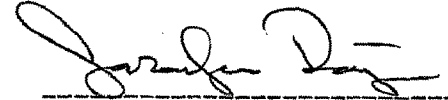
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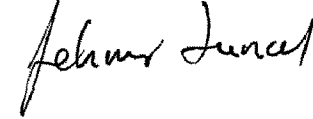
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## TABLE OF CONTENTS

|  | Page |
|--|------|
| ABSTRACT .....   | i    |
| ÖZ .....   | ii   |
| ACKNOWLEDGEMENTS.....                                    | iii  |
| LIST OF TABLES .....                                     | iv   |
| LIST OF FIGURES .....                                    | v    |
| LIST OF SYMBOLS .....                                    | vi   |
| <br>CHAPTER I  |      |
| INTRODUCTION .....                                       | 1    |
| 1.1 Statement of the Problem.....                        | 7    |
| 1.2 Sub-Problems .....                                   | 7    |
| 1.3 Null-Hypothesis .....                                | 8    |
| 1.4 Definition of Terms .....                            | 9    |
| 1.5 Assumption .....                                     | 11   |
| 1.6 Limitation .....                                     | 11   |
| 1.7 Significance of the Study .....                      | 12   |
| <br>CHAPTER II   |      |
| REVIEW OF THE LITERATURE .....                           | 14   |
| 2.1 Leisure .....  | 14   |
| 2.2 Meaning of Leisure for Women .....                   | 15   |
| 2.3 Women and Physical Recreation .....                  | 18   |
| 2.3.1 Gender and Ph. Rec. ....                           | 21   |
| 2.3.2 Feminist Movement and Ph. Rec. Participation ..... | 23   |

|  |    |
|--|----|
| 2.4 Factors Influencing the Range of Women's Participation<br>in Ph. Rec. .... | 25 |
|--|----|

CHAPTER III

|                                  |    |
|----------------------------------|----|
| METHODOLOGY .....                | 27 |
| 3.1 Survey Form .....            | 27 |
| 3.2 Pilot Study .....            | 28 |
| 3.2.1 Selection of Subjects..... | 29 |
| 3.2.2 Data Collection .....      | 29 |
| 3.2.3 Statistical Analysis ..... | 30 |
| 3.2.4 Results .....              | 30 |
| 3.2.5 Conclusion .....           | 31 |
| 3.3 Study .....                  | 31 |
| 3.3.1 Selection of Subjects..... | 31 |
| 3.3.2 Data Collection .....      | 32 |
| 3.3.3 Statistical Analysis ..... | 33 |

CHAPTER IV

|   |    |
|---|----|
| RESULTS AND DISCUSSIONS .....   | 36 |
| 4.1 Participation Rate of Women .....   | 37 |
| 4.1.1 Participation Rate of Women According to Their<br>Type of Sport .....       | 38 |
| 4.1.2 Participation Rate of Women According to Their<br>Participation Style ..... | 40 |
| 4.1.3 Participation Rates of Women According to<br>Participation Days .....       | 41 |

|               |   |    |
|---------------|---|----|
| 4.2           | Participation and Non-Participation .....   | 43 |
| 4.2.1         | Participation and Non-Participation Rates of<br>Women According To "Age".....               | 44 |
| 4.2.2         | Participation Non-Participation Rates of Women<br>According To "Marital Status".....        | 45 |
| 4.2.3         | Participation and Non-Participation Rates of Women<br>According To "Income Level".....      | 47 |
| 4.2.4         | Participation and Non-Participation Rates of Women<br>According To "Educational Level"..... | 48 |
| 4.3           | Results of Relationship Between Participation Rates<br>and Influencing Factors .....        | 49 |
| 4.3.1         | Factors Affecting the Participation Rate of<br>"Female Students".....                       | 50 |
| 4.3.2         | Factors Affecting the Participation Rate of<br>"Female Faculty".....                        | 56 |
| 4.3.3         | Factors Affecting the Participation Rate of<br>"Female Staff".....                          | 60 |
| <br>CHAPTER V |   |    |
|               | CONCLUSION AND RECOMMENDATION .....   | 67 |
|               | REFERENCES .....  | 72 |
| <br>APPENDIX  |   |    |
|               | A: Survey Form .....  | 78 |

ABSTRACT

THE FACTORS INFLUENCING THE RANGE OF  
WOMEN PARTICIPATION IN PHYSICAL RECREATION AT METU

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M.S. in Physical Education and Sports

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The purpose of this study was to investigate factors that affect women's participation in physical recreation among specific groups of university women at METU.

The pilot study was conducted on 122 university women to find the reliability and validity of the FPR scale. 151 female university students, staff and faculty were stratified and systematically selected at random. In this study, ten barriers for women were identified, including: time, money, facilities, family concerns, unawarenes, lack of interest, decision making, body image, skill and social inappropriateness. In addition to those, factors of age, marital status, income level, educational level, activity trend were compared to understand their influence on the range of women's participation in physical recreation. A relationship was

found between women with identified status and barriers to physical recreation for female staff. Educational level and income level were influential for all three groups, but marital status showed to be influential only for staff and faculty.

Keywords: Physical Recreation , Barriers , Women Science Code:

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## ÖZ

ORTA DOĞU TEKNİK ÜNİVERSİTESİ BAYAN ÖĞRENCİ,  
PERSONEL ve ÖĞRETİM ÜYELERİNİN FİZİKSEL REKREATİF  
AKTİVİTELERE KATILIM ORANLARINI ETKİLEYEN FAKTÖRLER

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Ocak, 1994

Bu tezde amaç, Orta Doğu Teknik Üniversitesi bayan öğrencilerinin, öğretmenlerinin ve personelinin fiziksel rekreatif aktivitelere katılım oranını etkileyen faktörlerin belirlenmesidir.

FPRS anketinin geçerliliğini ve güvenilirliğini bulmak için ODTÜ de, yaz okulunda bulunan öğrenci, akademik ve personelden 122 bayan seçilmiştir. Bu çalışmada on tane engelleyici faktor incelenmiştir. Bunlar zaman, para, tesisler, aile, bilinçli olma, ilgi, karar verme, vücut görünümü, beceri ve sosyal uygunsuzluktur. Pilot çalışmanın sonucunda anketin güvenilirliği ve geçerliliği saptanmıştır. Gerçek çalışmada ise bunlara ek olarak, fiziksel etkinliklere katılım oranını etkileyen diğer faktörlerden; yaş, medeni hal, gelir düzeyi, eğitim seviyesi ve aktiviteye yönelimleri



de dikkate alınmıştır. Bu çalışmanın sonucunda farklı statülerdeki bayanlar ve engelleyici faktörler arasında birçok ilişki görülmüştür, özellikle personel olarak seçilen denekler en çok etkilenen grup olmuştur. Bu engelleyici faktörlerden en az etkilenen grubu da öğrenciler oluşturmaktadır. Eğitim ve gelir düzeyinde tüm bayanlar için önemli bir husus olarak görülmüştür.

Anahtar kelimeler: Fiziksel Etkinlikler, Kadın, Etkileyen Faktörler.

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## LIST OF TABLES

|           |   | Page |
|-----------|---|------|
| Table 1.  | Coefficient Alphas for FPRS .....   | 30   |
| Table 2.  | Frequencies of Students in Selected<br>Characteristics .....                              | 35   |
| Table 3.  | Frequencies of Faculty in Selected<br>Characteristics .....                               | 36   |
| Table 4.  | Frequencies of Staff in Selected<br>Characteristics .....                                 | 36   |
| Table 5.  | Analysis of Variance of the Barriers to<br>Physical Recreation and "Female Students"..... | 50   |
| Table 6.  | Correlation Coefficients Among Factors for<br>Students.....                               | 55   |
| Table 7.  | Analysis of Variance of the Barriers to<br>Physical Recreation and "Female Faculty" ..... | 56   |
| Table 8.  | Correlation Coefficients Among Factors "For<br>Faculty" .....                             | 59   |
| Table 9.  | Analysis of Variance of the Barriers to Physical<br>Recreation and "Female Staff".....    | 61   |
| Table 10. | Correlation Coefficients Among Factors<br>"For Staff".....                                | 65   |

## LIST OF FIGURES

|        |   | Page |
|--------|---|------|
| Figure | 1. Rate of Participation According to Different Group .....                         | 37   |
| Figure | 2. Women's Participation According to Type of Activity.....                         | 38   |
| Figure | 3. Women's Participation According to Their Types of Participation .....            | 40   |
| Figure | 4. Rate of Women Participation According to Involvement Days of Participation ..... | 42   |
| Figure | 5. 5a:Relations Between Age and Rate of Participation .....                         | 44   |
|        | 5b:Relations Between Age and Rate of Non-Participation .....                        | 44   |
| Figure | 6. 6a:Relations Between Marital Status and Rate of Participant .....                | 45   |
|        | 6b:Relations Between Marital Status and Rate of Non-Participant.....                | 45   |
| Figure | 7. 7a:Relations Between Income Level and Rate of Participant.....                   | 47   |
|        | 7b:Relations Between Income Level and Rate of Non-Participant.....                  | 47   |
| Figure | 8. 8a:Relations Between Educational Level and Rate of Participant .....             | 48   |
|        | 8b:Relations Between Educational Level and Rate of Non-Participant.....             | 48   |

## LIST OF SYMBOLS

TM : TIME

AW : UNAWARENESS

DM : DECISION MAKING

BI : BODY IMAGE

FC : FAMILY CONCERN

M : MONEY

I : INTEREST

SI : SOCIAL INAPPROPRIATENESS

S : SKILL

FA : FACILITY UNAVAILABILITY

FPRS: FEMALE PARTICIPATION IN RECREATION SCALE

Ph.R: PHYSICAL RECREATION

## CHAPTER I

### INTRODUCTION

The visibility of women in all aspects of life has become more obvious over the past twenty years with the emergence of the modern women's movement.

Leisure researchers who have studied women's leisure over the past ten years have faced a double problem because frequently neither the study of women, nor the study of leisure, is taken seriously. Sometimes it was assumed that women's leisure is just like men's or that the study of leisure was not a serious academic pursuit. The assumption has been made that we all know how to "play" so there is no need to study leisure behavior, and the leisure of women was really not important.

Woodward (1989), has suggested that this lack of attention to women can be changed. He believed that the research on gender and research on family cycles and the family had opened the door to research on leisure in equalities with a feminist focus. During that time, since there was little research on women's leisure, this research was being conducted for women that would result in increased opportunity, understanding and ultimately social change.

Henderson et al. (1989) contended that by analyzing the lifestyles of women, their leisure can be more broadly understood. Consequently, an understanding of women's leisure can also help in

understanding choice and oppression in other areas of women's lives. The study of leisure has become more than a study of time; the quality of time and the freedom associated with the decisions made about leisure are no longer unintentional for women. Henderson proposed that through leisure women can learn to value themselves as individuals and obtain the confidence to challenge society's gender role restrictions and stereotypes. Leisure involvement for women may be a means of liberation from restrictive gender roles and thus a means for empowerment.

It should be noted that it is inappropriate to discuss women and leisure as if generalizations about leisure can be made to all women. A tendency exists to treat women in limited contexts without considering aspects of age, profession, income level, marital status and education which may influence the leisure of individual women. Most research on gender differences found that a far greater variation in leisure behavior may exist among women in various life situations than between male and females.

Almost all leisure researchers have found that the leisure construct has been highly subjective; each individual has defined it quite personally. Researchers' attempts to describe this changeable concept have led to a general agreement that the importance of leisure should relate directly to person's quality of life. Currently, when the concept is discussed, leisure usually is categorized as time, activity or experience related to the quality of life. Womens' lives have been described within all three leisure conceptualizations.

Time refers to discretionary periods in a person's life that are available to do whatever the person wishes. Leisure is the time beyond that needed to do work or daily maintenance activity. Frequently, time is modified by leisure to describe the period in which a person chooses what to do. Until women became involved in the paid work force, it was often difficult for them to divide their time into work and leisure. Also, many women don't believe they have the time to engage in leisure.

Recreation refers to recreation pursuits done during free time. In this sense of activity, recreation and leisure often have been used interchangeably. Any number of activity pursuits might be considered leisure, such as sports or some cultural activity. A number of studies have found differences in activity participation between men and women. While choice in an activity may be evident, it is the quality of the experience that makes the activity leisure and not the activity itself. Because so much contradiction surrounds what leisure activities are and what they mean for most women, the definition of leisure as activity provides only partial assistance in understanding the role of leisure in women's lives.

The conceptualization of experience as meaningful experience has offered a useful way to understand women's leisure. No matter what the experience a person does or when she does it; what is important is how the individual feels about an experience (Henderson, 1990). Experience reflects a subjective and qualitative view of leisure which may be found in family interactions, community service, social interaction, work outside the home, and in taking time for



oneself. Many components have been used to describe the leisure experience, including free choice or perceived freedom from constraints, intrinsic motivation, enjoyment, role interaction, personal involvement and self-expression.

The social position held by women is an important link between feminism and women's participation in leisure and especially in physical recreation. In general, a women was dependent upon a man for her survival and had to adhere to his ideal of perfection and accept this position to assure his continued support. Physical activity was not part of that role (Deboeah, 1990).

In the 1970's and 80's women progressed in many areas of society, including physical recreation. This progress may be attributed to an increased awareness of women's issues resulting from the modern feminist movement.

Feminism is a philosophy and a practice that embodies equality, empowerment, and social change for women and men and that seeks to eliminate the invisibility of women. Feminist frameworks are useful for analyzing and social phenomenon, including constraints to women's participation in physical recreation. Most feminist frameworks share the goals of redefining the value of women's leisure and making women more visible in society (Henderson, 1991).

Feminism today is much less unified in its specific aims than the feminism of yesterday. The differences in feminist perspectives provide a richness for describing how feminism can reshape an

understanding of leisure constraints as they relate to both males and females.

Two of the goals of feminism may provide a foundation for an examination of leisure constraints:

1. Every women has the right to equity, elignity, and freedom of choice through the power to control her own life and body, both inside and outside the home.

2. The invisibility and distortion of the female experience is corrected in ways relevant to social change (Bunch, 1985).

These goals of feminism are to remove forms of oppression and to provide freedom of choice through control of one's own life and body. Through physical recreation women are able to experience self confidence and a feeling of empowerment. Women may also benefit by seeing other women participate and succeed.

The opposites of constraints are freedom and opportunity. While the absence of constraints may not necessarily result in freedom, the absence of freedom or opportunity does result in constraints in many areas of women's lives, including physical recreation.

There is an important link between feminism and women's participation in physical recreation. Women's involvement in physical recreation provides socialization in many areas; this causes the changing of women's roles in the work place and political life.

Another link between physical recreation and other forms of the feminist struggle is the strategic use of women's physical

accomplishments to advance the women's cause in other domains such as employment in traditional male occupations. Physical recreation can be the mechanism for combating myths about female capacities because it's visible and valued, and thus holds a place of importance.

Through sports and fitness, many women gain a sense of self-definition and self-determination for learning the lesson "I can" (Bialeschki, 1990). Feminism as a value revolution can create the vision of sport as fun, as play, as one vital method to grow and know one's power to be human.

The starting point for this study will be to establish what women's leisure experiences were, their perceptions and relations to other parts of their lives in order to determine what constraints or facilitating factors affected access to physical recreation.

The research related to recreation barriers (constraints) has centered on 2 major categories of non-participants: those who don't desire to participate and those for whom some barrier exists (Searle and Jackson, 1985). Barriers suggest that suppressed demands or unfulfilled recreation needs are evident. These appear to be divided into; intervening barriers (those barriers which occur related specifically to the recreation opportunity such as circumstances, lack of time, etc.) and antecedent barriers (attitudes associated with an a priori recreation situation such as personal capacities, personality, socialization factors, interest etc.) (Taylor, 1988). In analysis of factors influencing participation of women in physical

recreation Searle and Jackson (1985) used interest, time, money, facilities and opportunities, and skills and abilities. Summerfield (1990) used time and age, Kane (1990) used gender and family concern, Shank (1986) used marital status, education level, income level. Kanezaki (1990) used social affects, Woodward, D. and et. al. (1989) used gender, class position, income level, age, family concept, Bunuel, A (1991) used social affects, age and sex, Henderson (1988) used time, money, skill, body image, facilities, unawareness, lack of interest, decision making and social inappropriateness.

The purpose of this study was to present and discuss findings from focusing on women's patterns of participation in physical recreation, and the contextual framework of social, structural and material factors which facilitate or discourage their participation.

### 1.1. Statement of the Problem

The problem of this study was to investigate factors (Time, Unawareness, Decision Making, Body Image, Family Concern, Interest, Social Inappropriateness, Skill, Facility Inavailability) that affect women's participation in physical recreation among specific groups of university women.

## 1.2. Sub-Problems

The sub-problems of this study was:

1. To determine the participation rate of women in Kinds of Activity, Kinds of Participation and Days of Participation trends.
2. To determine the participation rate of women according to age, marital status, income and educational level.

## 1.3. Null-Hypothesis

The purpose of this study to test the following hypothesis:

1. There is no significantly difference between time and participation rate of women in physical recreation.
2. There is no significantly difference between unawareness and participation rate of women in physical recreation.
3. There is no significantly difference between decision-making and participation rate of women in physical recreation.
4. There is no significantly difference between body image and participation rate of women in physical recreation.
5. There is no significantly difference between family concern and participation rate of women in physical recreation.
6. There is no significantly difference between interest and participation rate of women in physical recreation.

7. There is no significantly difference between social inappropriateness and participation rate of women in physical recreation.
8. There is no significantly difference between lack of money and participation rate of women in physical recreation.
9. There is no significantly difference between lack of skill and participation rate of women in physical recreation.
10. There is no significantly difference between unavailability of facilities and participation rate of women in physical recreation.

#### 1.4. Definition of the Terms

Women: The focus is not on elite athletes but on any women who has ever thought about participating in sports, fitness, exercise or other form of physical recreation.

Physical Recreation: is defined as a freely chosen enjoyable activity which involves movement of the body and includes active sport, exercise, fitness, dance and outdoor activities (Henderson, et. all.1990).

#### FACTORS:

Time : concerning not enough time, too busy a schedule, other priorities besides physical recreation, too tired, and too much stress to take time for recreation.

Unawareness: related to not knowing what was available, having no one to recreate with, and not knowing where to find recreation opportunities.

Decision - Making: included items related to having no direction concerning leisure interest, no ability to plan recreation, and not knowing how to use time.

Body Image: Was described as not having the physical skills needed, a lack of self-confidence, and not being fit enough to participate in recreation activity.

Family Concern: included family obligations, family-friend expectations, family commitments, and putting the needs of family first.

Interest: combined the aspect of social unease in physical recreation, previous poor experiences, reluctance to get involved, and a feeling of boredom with physical recreation activities.

Social Inappropriateness: included a reluctance to participate because of gender, a feeling that leisure was unwise, and no physical recreation needs apparent.

Money: concerned financial issues.

Skill: included the lack of knowledge to participate, lack of skills and lack of creativity in physical recreation.

Facilities Unavailability: referred to a lack of convenient facilities, available at the time desired.

#### 1.5. Assumptions

1) It is assumed that the subjects completed the questionnaire truthfully.

2) It is assumed that the subjects participated in the survey voluntarily.

#### 1.6. Limitations

The limitations of this study will be:

1) The subjects of this study will be limited to METU's female staff and instructors (excluding English Prep. School), and junior students.

2) For this study, selection of subjects was limited with female students, staff and faculty between the age of, 18 to 60.

3) In this study, recreation will be limited only to physical recreation.

4) The survey of this study will be limited with the questions of 10 influencing factors listed below:



- a. Time
- b. Unawareness
- c. Decision-making
- d. Body image
- e. Family concern
- f. Interest
- g. Social Inappropriateness
- h. Money
- i. Skill
- j. Facility Unavailability

### 1.7 Significance of the Study

Recreation is a popular new term for our country. Turkish people have increasing amounts of leisure time which means that they can do whatever they want because of social developments in many aspect of their lives. An increased amount of leisure time is associated with physical recreation in developed countries. Unfortunately this amount is still very little in our country. Especially where turkish women are concerned, they can spend less time than children, men, and older people because of some factors and barriers.

"Are women freely choosing how to control their bodies and their lives?" Unfortunately much work isn't done for women to have adequate access to physical recreation. But today, in order to become modern and contemporary people and a country with a European mentality, we'll spend more time for women and their social lives. If we have more empowerment and active and effective women, we have to provide some opportunities with help of the physical recreation.

Therefore it's significant to analyze and identify factors that affect the participation of turkish women in physical recreation to better understand their role and position and to come up with realistic suggestions in order to be able to reach the level of developed countries.

In this connection, it's important to believe that physical recreation has given many women a way out from the confined space of their homes, has helped them to feel more sure of themselves and has provided a "bridge" to other public activities until now "forbidden" to women.

## CHAPTER II

### REVIEW OF THE LITERATURE

This study will include women and physical recreation. But to understand these words firstly their lifespan perspective is researched which shows that human behavior cannot be understood until the individual is viewed as a biological, psychological, sociocultural, and historical entity. As applied to the study of recreation and leisure behavior, a women's interest and involvement in (or lack of interest and lack of involvement in) physical recreation must be viewed not only in terms of her current psychological and biological status, but must also be placed in the context of her sociocultural environment and her personal and group history.

This approach gives a more valid understanding of continuity and change in women's physical recreation participation, the factors that influence this participation, and the extent to and ways in which such participation influences a woman's development, lifestyle and well-being.

#### 2.1 Leisure

Samdahl (1992) found that contemporary researchers typically agree that leisure is a subjective state characterized by perceived

freedom and the ability to act in relatively self-determined way. This is in contrast to earlier research which linked leisure to time outside employment and/or participation in specific recreation activities.

The relevance of a contextual dimension to leisure is again emerging. Inghom (1987) suggested that a renewed focus on the social nature of leisure would provide a more relevant and meaningful explanation of leisure behavior than theories drawn only from psychological perspectives.

Shaw (1985) offered evidence that the subjective experiencing of leisure is related to location, time of day, and type of activity. Consistent with critiques of objective definitions of leisure, her results indicated that leisure might occur at any location, time or in any activity; however, it was more likely to occur in the evening, on weekends, and in association with certain recreational activities. Leisure was also more common in the presence of family and friends.

## 2.2. The Meaning of Leisure for Women

Woodward, Green and Hebron (1989) have noted that women's leisure has been under-researched because early writers regarded it as theoretically less significant and less interesting than examining paid employment and leisure. With critical issues supported by the women's movement such as economic parity and reproductive rights, leisure has been considered as less than a top priority when compared with other women's issues. An affirmation of the importance and

visibility of women's leisure as a contributor to a quality of life that is the right of all women has now emerged Deem (1982), Henderson (1989), Bialeschki (1990), Shaw (1985) and Freysinger (1990).

Little attention was paid to women and their leisure in the research literature until 1982. The assumption was that leisure was leisure and what applied to males also applied to females. Woodward, Green and Hebron (1989) have suggested that this lack of attention to women was because of the stage of the research on gender; research on paid work led to research on family cycles, and family research has opened the door to research on leisure in equal opportunities with a feminist focus. Early leisure researchers such as Deem (1982), were pioneers in identifying ways to begin to examine the meaning of leisure for women. Prior to that time, since there was little research on women's leisure, little research was being conducted for women that would result in increased opportunity, understanding, and ultimately social change.

Women's lives have been described in the research literature within all 3 leisure conceptualizations: time budget, activity and experience. Time budget studies have been conducted to analyze the amount of leisure time available to various groups of people (Shaw, 1985). However some researchers have suggested that leisure as time has not been a very useful conceptualization for women because many women don't believe they have time to engage in leisure. Henderson has suggested that the time dimension of leisure is often based on the duality between paid work and leisure. The dichotomy between work also occurs in the sphere of the home. Deem said that even though

many women can now identify with the work and leisure dichotomy, the leisure time available for women is often fragmented, while Henderson (1988) believed that the leisure time available for women may occur in "minute vacation" time blocks because of their gender roles.

Typical activity checklists that have been used in leisure research have not captured the types of activities that women generally consider leisure such as visiting with friends (or taking a quiet bubble bath). A number of studies have found differences in activity participation between men and women. These studies have been most useful in understanding that leisure activity stereotyping of activities has occurred.

Henderson (1990) believed that because so much contradiction surrounds what leisure activities are and what they mean for most women that the definition of leisure as activity provides only partial assistance in understanding the role of leisure in women's lives. He also thinks the conceptualization of leisure as meaningful experience has offered the most useful way to understand women's leisure. He has found that leisure may be found in family interactions, community service, social interactions, work outside the home, and in taking time for oneself. Many components have been used to describe the leisure experience, including free choice or perceived freedom from constraints, intrinsic motivation, enjoyment, relaxation, role interactions, personal involvement and self-expression.

### 2.3. Women and Physical Recreation

Henderson et al. (1990) found that women are more visible today in many areas of society, but their involvement in physical activity is not yet pervasive.

Deem (1986) has suggested that changing women's participation in leisure requires creating an environment in which leisure can evolve, providing appropriate leisure services, and changing the social position of women.

Henderson believes that to create an environment for women's involvement in physical recreation, it'll be necessary to provide a sense of psychological and physical safety, as well as opportunities for freedom from sexual harrasment in the "play" environment. Women need child care facilities so they can be free to participate, and opportunities to participate at levels that are appropriate for their skill development and interest.

Improvement of the social position of women in general will result in more physical recreation for women. If family duties are shared, if appropriate images of women are presented in the media, if women receive comparable pay, if males offer encouragement for, rather than control of, women's lives, and if an acceptable body image for women is defined more broadly, women's participation in physical recreation is likely to increase. Women will probably have to take the lead to create social change and to improve their opportunities for physical recreation.

Freysinger (1990), has put some early years research together in her study. She has concluded that the lower involvement of adult women in physical activity may be due to past experiences as well as current social roles, cultural norms, and changing psychosocial preoccupations.

Family involvement is not totally detrimental to leisure, particularly physical recreation involvement. For example, Unkel (1981) in a crosssectional study of adults 23 to 58 years of age, examined differences in both the intensity and variety of adult participation in three types of physical recreation activity: individual, outdoor activities and team sports. She found a decline in both frequency of participation in and number of physical recreation activities with age. The decline was more pronounced for team sports. In terms of overall levels of participation, women participated significantly less than men in both outdoor recreation and team sports. However Unkel found that participation declined significantly faster for single persons of either sex than for nonsingle persons or persons with children. While having children may decrease involvement in or time for reading or going to the movies, parents' physical recreation activity was enhanced relative to those who were not parents.

Unkel expected that the impact of family status would be differentiated by gender. This expectation was not realized. She attributed this to the relatively high educational and income levels of her sample. Research indicates that middle and upper middle-class marriagers are more likely to be "democratic" in nature husbands are



more likely to share domestic and child care activities and wives to feel entitled to time for themselves. Furthermore, it seems that such families could afford the child care and domestic services that allowed women to be involved in physical recreation.

Ana Bunuel (1991) conducted research about the recreational physical activities of Spanish women. The purpose of this research can be summed up as an attempt to analyze the social changes which have taken place in the practice of physical recreation by Spanish women, both quantitatively and qualitatively, as well as to carefully examine some activities which seem especially significant. These are recreational or fitness exercises and include activities such as aerobics, gym-jazz, body-building and yoga, which are mostly practiced by women. She has found that there are not only differences with regard to the percentages of men and women who do sports, but there are also qualitative differences between the sexes regarding their interest in recreational sports, especially when it comes to choosing which ones to do.

According to this study, women prefer to do sports on their own (71 %) instead of with associations or groups. They use public facilities less than men (35 % and 42 % respectively) and do more physical and sporting activities at home than men (8 % as opposed to 2 %). This fact seems to confirm women's difficulty in getting access to public facilities and participating in organised activities, which require more time.

Moreover, according to this study's survey, women are in a majority of activities considered traditionally more feminine such as

different types of gymnastics and dance. Women have taken up running, basketball, swimming, tennis and skiing in great numbers, but continue to be a minority in traditionally masculine sports such as football, wrestling, target-shooting and cycling.

### 2.3.1 Gender and Physical Recreation

Kane (1990) stated that conformity to traditional definitions of femininity has meant females did not engage in "masculine" activities. Many females have avoided the label of "tomboy" by participating only in activities that were socially prescribed for their gender. As a result, many young girls and women continue to be physically, socially and psychologically constrained in their opportunities to fully explore physical recreation experiences.

An examination of the barriers to female participation in leisure activities in general, and physical recreation in particular, has only recently begun to emerge. Henderson (1989) pointed out that leisure research focuses on gender as an explanatory variable useful for gaining a better understanding of the leisure experience. This research also recognizes that the leisure experience may be quite different for women than it is for men. Although a number of studies have examined gender differences as a constraint to recreation, few

\* tomboy: a spirited girl who likes rough and noisy games.

have gone beyond an analysis that limits the focus to participation in specific leisure and recreational activities (Henderson, Stalnaker, Taylor, 1988).

Kane (1990) wrote that the consequences of gender role conformity in physical recreation cannot be overlooked. By conforming to gender role expectations, young girls restrict their own potential because so many important skills and activities have been designated "inappropriate" for them. At the moment when a young girl consciously or unconsciously determines that she will not or should not do or be something, the potential for positive physical recreation is lost.

Gender role conformity also acts as a powerful barrier to leisure and physical recreation for adult women, particularly for those who have chosen a dual career path that combines motherhood and paid work (Kane, 1990). The socialization pattern that emphasizes other-directedness and a sense of responsibility to others rather than to self becomes pronounced for the dual-career women. As Shank (1986) has concluded, this situation can lead to extreme feelings of guilt which can, in turn, lead to a self-imposed leisure deficit or "leisure lack". An additional constraint to leisure for dual career women is that even those women who feel they deserve to engage in physical recreation often do not have the time or the energy to experience it because of their dual obligations as breadwinners and homemakers.

Regardless of the stage of the life cycle, females more than males have been constrained in their participation in physical

recreation and thus, have had less potential for the physical, social, psychological and spiritual benefits of activity. Professionals in the leisure, dance, physical education, and health fields can help to create a culture that embraces free choice, unrestrained by traditional attitudes of what is "appropriate" behavior for women and men. Physical recreation has the potential to provide greater opportunities for growth and development for both girls and boys if the activity takes place outside the constraints of gender-role conformity (Sammer Field, 1990).

### 2.3.2. The Feminist Movement and Women's Participation in Physical Recreation

Most women who have responsibilities as homemakers/mothers and in paid employment appear to have little time for leisure. They work a "second shift" and have a dual career (Shank, 1986). They also may experience a leisure gap both in terms of the availability of leisure and the conflict between leisure and the other demands in their lives. Talbot has stated that "at every stage in the life cycle, the leisure time and space of females is obstructed by constraints that do not intrude so insistently upon the leisure preserves of men" (1985). Many women do not find the opportunities available for leisure that they would like to pursue or are not satisfied with the opportunities that are available to them. In addition, Henderson suggested that, for women as for men, the simple provision of more opportunity is usually not enough to eliminate constraints.

Thus, some constraints to leisure may vary between men and women, and among groups of women, because of the context of their lives, such as gender role socialization and definitions of leisure and behaviors for females (Green, Hebron and Woodward, 1987). That's why leisure constraints for women can be better understood by feminist researchers, and therefore leisure researchers can understand the contribution that feminism can make to a more inclusive understanding of leisure constraints.

According to Eichler, "At its best, feminist writing fulfills three functions: it serves as a critic of existent social structures and ways to perceive them, it serves as a corrective mechanism by providing an alternative viewpoint and data to substantiate it and it starts to lay the groundwork for a transformation of social science and society" (Henderson, 1991).

The widespread and consistent constraints to leisure, such as time and money, are common to both males and females. When, however, the "whys" of these constraints are examined further, the explanations given by women offer some new perspectives. For example, for women the lack of time may be more intensely experienced due to ascribed roles such as wife, mother and, or daughter. Because women are generally expected to make their family duties the top priority, they may not choose to use their time for personal leisure.

Feminist literature today generally emanates from three approaches:

a) Women should become more like men and will then have equal opportunities;

b) Women have an experience that is different from men and this experience should be acknowledged and valued;

c) Women should become more like men and men like women so that the androgynous being is the normative objective (Hargreaves, 1990).

Feminist perspectives suggest that a more inclusive definition of leisure is needed which includes the experience of women as well as other disenfranchised groups. A feminist analysis implies that the combined effects of antecedent and intervening constraints result in the limiting of freedom of choice and opportunities for leisure for women.

#### 2.4. Factors that Influencing the Range of Women's Participation in Physical Recreation

Kanazaki, R. (1989) suggested that in recent years, the number of women pursuing interests outside of the home has increased remarkably. This new phenomenon has occurred in the field of sports and especially physical recreation, too. Moreover, women are challenging some sports that they have never tried to play in the past. It can be said that women's involvement has become diversified. What are the factors that produced such quantitative and qualitative changes in women's recreation? In her hypotheses, such factors as a rise in the standard of living by economic growth, increased leisure time, the completion of conditions needed for sports, a change in gender role and a change in the life cycle of women can be seen as

the influencing factors on the change of women's physical recreation participation.



## CHAPTER III

### METHODOLOGY

The purpose of this study was to investigate factors that affect women's participation in physical recreation among specific groups of university women. This chapter outlines the methodology and procedures used for assessing the factors that effect the women is participation in physical recreational activites at METU.

#### 3.1 Survey Form

Because of the complexity of factors which in flurence women's leisure, it was considered necessary to use a large scale survey to establish a quantitative base of knowledge about women's access to leisure and physical recreation involvement.

The questionnaire prepared for this study was consisted of items related to personal information, demographic issues participation trend in physical recreation activities, and factors to recreation participation.

In the first part of the questionnaire questions concerning personal information, demografic issues, and participation trend in physical recreation activities were asked creating a subject profile using, age, profession, income, educational level, marital status, kinds of activity, kinds of participation, and days of participation information.



In the second part of the questionnaire, forty-nine questions concerning factors to recreation participation were included and the scalar scale was used for each. These factor scales were a compilation of questionnaires used by Searle and Jackson (1985), McGure (1984) and Henderson, and Stainer and Taylor (1988). These forty-nine questions have ten common factors that were time, unawareness, decision-making, body image, family concern, interest, social inappropriateness, lack of money, lack of skill and facility in availability. In preparing the questions for each item the explanations of the results at the above studies were used.

Questions from one to eight reflected time, nine to twelve reflected unawareness, thirteen to eighteen reflected decision making, nineteen to twenty-two reflected body image, twenty-three to twenty-nine reflected family concern, thirty to thirty-two reflected money, thirty-three to thirty-seven reflected interest, thirty-eight to forty-two reflected social inappropriateness, forty-three to forty-five reflected skill and forty-five to forty-nine reflected factor of facility unavailability. As the 50<sup>th</sup> question in the FPR scale, additional factor that was not included among the questions but is important for the subjects was asked.

### 3.2. Pilot Study

The purpose of this pilot study was to test the reliability

and validity of the survey form, because this survey form was developed by researcher.

### 3.2.1 Selection of Subjects

For testing the reliability and validity of the scale for female participation, 122 women subjects were randomly selected from female students, staff and faculty. These three groups were chosen to represent those likely to have varying types and levels of constraints and barriers for physical recreation because of their life-cycle stage, domestic situation and educational level, etc. In selection of subjects aim was to obtain 10 percent representation for each group but because subjects were chosen during the summer school period it was not possible to reach that ratio. Therefore, the ratios for each group fall slightly below 10 %. As a result, survey was given to 60 female student, 34 female faculty and 28 female staff.

### 3.2.2. Data Collection

In this study, data was collected by using survey form. It was handed to subjects and asked to answer the survey as soon as possible. Then each subjects were checked frequently whether they finished or not and collected from them personally. It was applied during summer school period of 1993.

### 3.2.3 Statistical Analysis

In this pilot study, the scores of subjects were analyzed using Cronbach's alpha statistical technique to find reliability and validity of the questions to measure the influencing factors in the developed survey form.

### 3.2.4 Results

Reliability and validity was checked for each of the factors of FPRS using Cronbach 's Alpha. Table 1 shows the coefficients of factors included in FPR scales.

Table 1. Cronbach Alpha Results of FPR scale.

| FACTORS                  | COEFFICIENT CRONBACH<br>ALPHA ( N: 122) |
|--------------------------|---|
| TIME                     | .86                                     |
| AWARENESS                | .80                                     |
| DECISION MAKING          | .81                                     |
| BODY IMAGE               | .82                                     |
| FAMILY CONCERN           | .82                                     |
| MONEY                    | .84                                     |
| INTEREST                 | .82                                     |
| SOCIAL INAPPROPRIATENESS | .83                                     |
| SKILL                    | .82                                     |
| FACILITY AVALIBILITY     | .84                                     |
| TOTAL SCALE              | .85                                     |

The Cronbach-alpha coefficient or internal consistency of ten factors of FPRS for 122 university women students, staff and faculties ranged from 0.80 (unawareness) to 0.86 (time). In addition to that, Cronbach 's alpha for the total scale was 0.85.

### 3.2.5. Conclusion

As a conclusion, the reliability and validity coefficient of factors was 0.85. The results of cronbach alpha testing indicated that this survey form was reliable and valid to use for women's participation in physical recreation at METU.

## 3.3. Study

### 3.3.1 Selection of Subjects

For this study junior female students, faculty, (excluding English Prep. School) staff at METU were used.

10 % of the total female population stated above was selected by taking every tenth name from a list prepared in alphabetical order according to their faculties (stratified and systematic random sampling method). This percent was large enough to represent those likely to have varying types and levels of constraints and barriers for physical recreation because of their life cycle stage and domestic situation and educational level etc.

Because fresh men and sophomore years of students can be considered as the adaptation period of students to the campus life and/or university environment, and senior years cause concentration on various other concerns such as job expectations, graduation projects etc. only the junior students were used as subjects in this study.

According to intended ratio total of 160 female subjects (75 students, 45 faculty, 40 staff) were selected for this study. After collecting their surveys it was absorved that some did not responed to all questions in the survey. And surveys with missing response were omitted. Therefore total of 151 surveys (73 students, 41 faculty 37 staff) were treated in this study.

Additional descriptive informations were given in table 2,3,4.

### 3.3.2. Data Collection

The Questionnaire was distributed to selected subjects by hand, asking them to respond as soon as possible. The respondents were followed up by the researcher in order to obtain a 100 % return. This procedure was applyed at the beginning of the fall semester of 1993-94 academic year.

### 3.3.3. Statistical Analysis

Each of the items consisted of a statement with a five-point scale response ranging from 1=strongly disagree to 5= strongly agree. Groups were divided into two subgroups as participating and non-participating. After the subjects answered to the items, each factor were treated statistically by using one way analysis of variance (ANOVA) to see if there were significant differences between results of two groups. 0.05 significant level was used for this study.

To see relationships among factors for each group, correlation coefficient was checked by using Pearson Product Moment Correlation technique.

General information questions were related to status (student, staff or faculty), age, marital status, income level, education level, and activity trend background. In analysis, age was divided into two groups as 18-29 (Early Adulthood) and 30-60 (Middle Adulthood), for only faculty and staff subjects since all students subjects fall into early adulthood group. Marital status was categorized into 3 groups (single, married, and divorced), also for only faculty and staff subjects because all students subjects were single. Income level was represented both by personal and household income together, and determination of economic level was done according to their self persieved level as good, middle, and bad. Activity trend was grouped into 3 according to kinds of activity, kinds of participation and days of participation. Kinds of activity

was grouped in to three (individual activity, team sport and outside activity), Kinds of Participation was grouped into four (alone, with friends, with family, others) and Days of participation was divided into four groups (weekday, weekend, holiday, free time). Frequencies, cross-tables and were used to determine the relationship among groups.



## CHAPTER IV

### RESULTS AND DISCUSSION

The primary purpose of this study was to analyze the factors influencing the range of women's participation in physical recreation. It was also purpose of this study to determine the participation rate of women according to the kinds of activity, kinds of participation and days of participation, age, marital status, income and educational level.

Discriptive results of the subjects in these characteristics were shown in table 2, 3, 4.

Table 2. Frequencies of Students in Selected Characteristics .

| STUDENTS                      | AGE |    | MARITAL STATUS |    |    | INCOME LEVEL |    |   | EDUCATION LEVEL |    |    |    |
|-------------------------------|-----|----|----------------|----|----|--------------|----|---|-----------------|----|----|----|
|                               | EA  | MA | S              | M  | D  | G            | M  | B | HS              | UG | M  | D  |
| PARTICIPANT<br>N=60 82.2%     | 60  | -- | 60             | -- | -- | 22           | 31 | 7 | 60              | -- | -- | -- |
| NON-PARTICIPANT<br>N=13 17.8% | 13  | -- | 13             | -- | -- | 9            | 2  | 2 | 13              | -- | -- | -- |

#### Age

EA= Early Adulthood age ranged from 18 to 29

MA= Middle Adulthood age ranged from 30 to 60

#### Marital Status

S = Single  
M = Married  
D = Divorced

#### Income Level

G= Good  
M= Middle  
B= Bad

#### Educational Level

HS= High School  
UG= Under Graduate  
M = Master  
D = Doctorate



Table 3. Frequencies of Faculty in Selected Characteristics.

| FACULTY                      | AGE |    | MARITAL STATUS |    |    | INCOME LEVEL |    |   | EDUCATION LEVEL |    |    |   |
|------------------------------|-----|----|----------------|----|----|--------------|----|---|-----------------|----|----|---|
|                              | EA  | MA | S              | M  | D  | G            | M  | B | HS              | UG | M  | D |
| PARTICIPANT<br>N=35 85.4%    | 21  | 14 | 19             | 12 | 4  | 16           | 16 | 3 | --              | 12 | 14 | 9 |
| NON-PARTICIPANT<br>N=6 14.6% | 4   | 2  | 3              | 3  | -- | 3            | 2  | 1 | --              | 3  | 1  | 2 |

Age

EA= Early Adulthood age ranged from 18 to 29

MA= Middle Adulthood age ranged from 30 to 60

Marital Status

S = Single

M = Married

D = Divorced

Income Level

G= Good

M= Middle

B= Bad

Educational Level

HS= High School

UG= Under Graduate

M = Master

D = Doctorate

Table 4. Frequencies of Staff in Selected Characteristics.

| STAFF                       | AGE |    | MARITAL STATUS |    |   | INCOME LEVEL |    |   | EDUCATION LEVEL |    |    |    |
|-----------------------------|-----|----|----------------|----|---|--------------|----|---|-----------------|----|----|----|
|                             | EA  | MA | S              | M  | D | G            | M  | B | HS              | UG | M  | D  |
| PARTICIPANT<br>N=27 73%     | 9   | 18 | 6              | 20 | 1 | 6            | 16 | 5 | 14              | 12 | 1  | -- |
| NON-PARTICIPANT<br>N=10 27% | 8   | 2  | 2              | 7  | 1 | 1            | 6  | 3 | 8               | 2  | -- | -- |

Age

EA= Early Adulthood age ranged from 18 to 29

MA= Middle Adulthood age ranged from 30 to 60

Marital Status

S = Single

M = Married

D = Divorced

Income Level

G= Good

M= Middle

B= Bad

Educational Level

HS= High School

UG= Under Graduate

M = Master

D = Doctorate

#### 4.1. Rate of Women's Participation

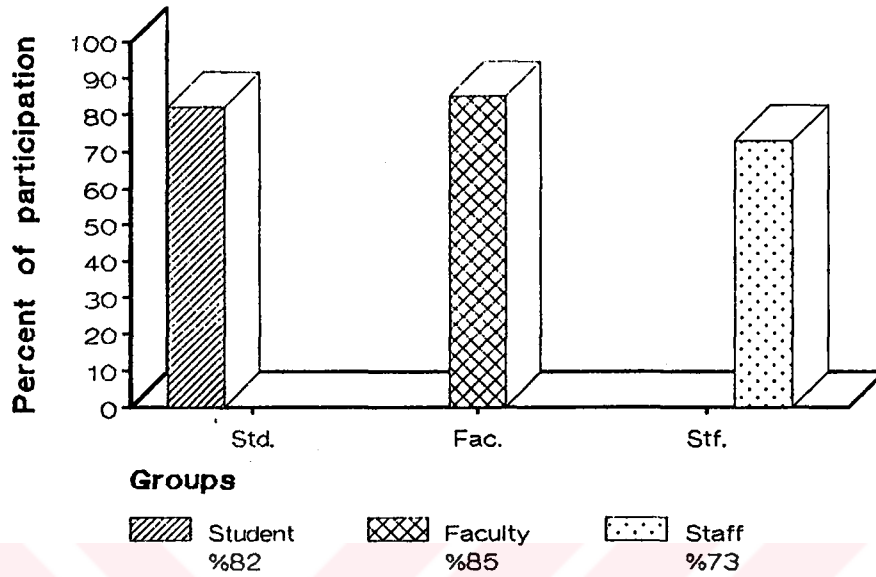
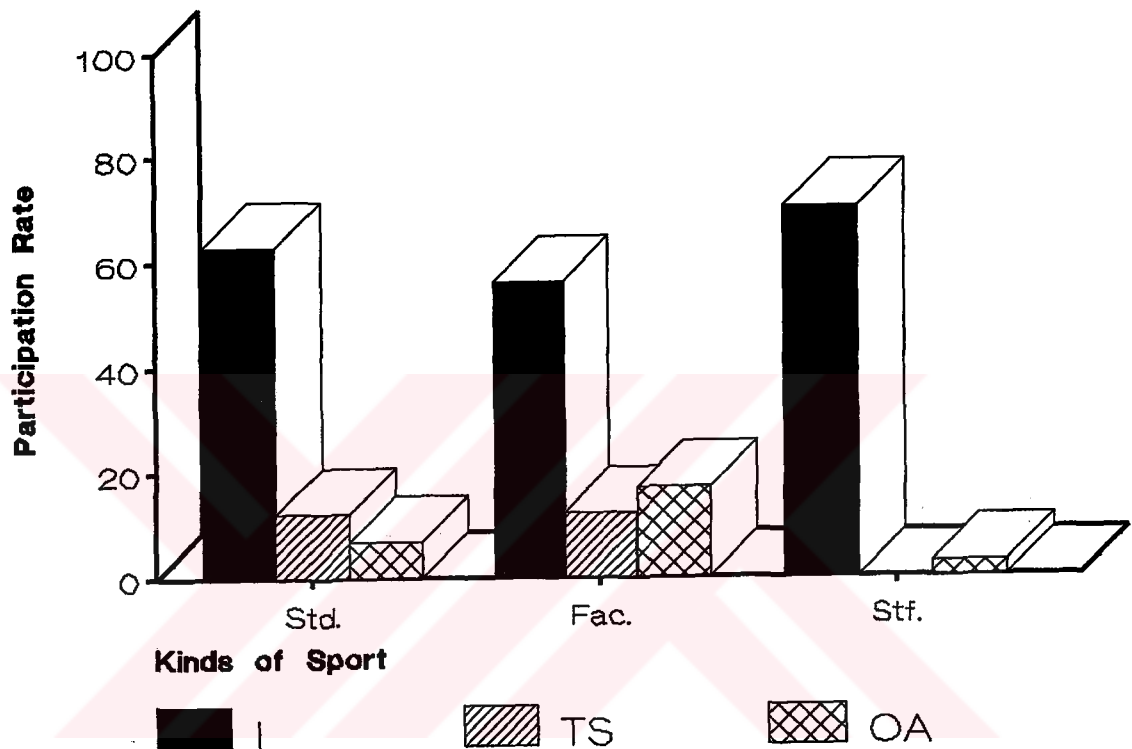


Figure 1: Rate of Women's Participation According to Different Groups.

Figure 1 shows the participation rate of women according to their status. As it can be seen, number of participating student was 60 out of 73, which means 82.2 % of students participated and 17.8 % of students didn't participate in physical recreation. Faculty's participation was 35 out of 41. This means 85.4 % of faculty participated and 14.6 % of faculty were non-participants. And participation of staff was 27 out of 37, meaning that 73.0 % of staff participated and 27.0 % of staff didn't participate in physical recreation at METU.

Therefore, the results show that the rate of participants was high in this study. And this result might be due to the physical environment of the METU campus.

4.1.1 Participation Rate of Women According to Their Type of Sport



I: Individual activity  
 TS: Team Sport  
 OA: Outside Activity.

Figure 2: Rate of Women's Participation According to Kinds of Activity.

Figure 2 shows the percent of women's participation according to kinds of activity.

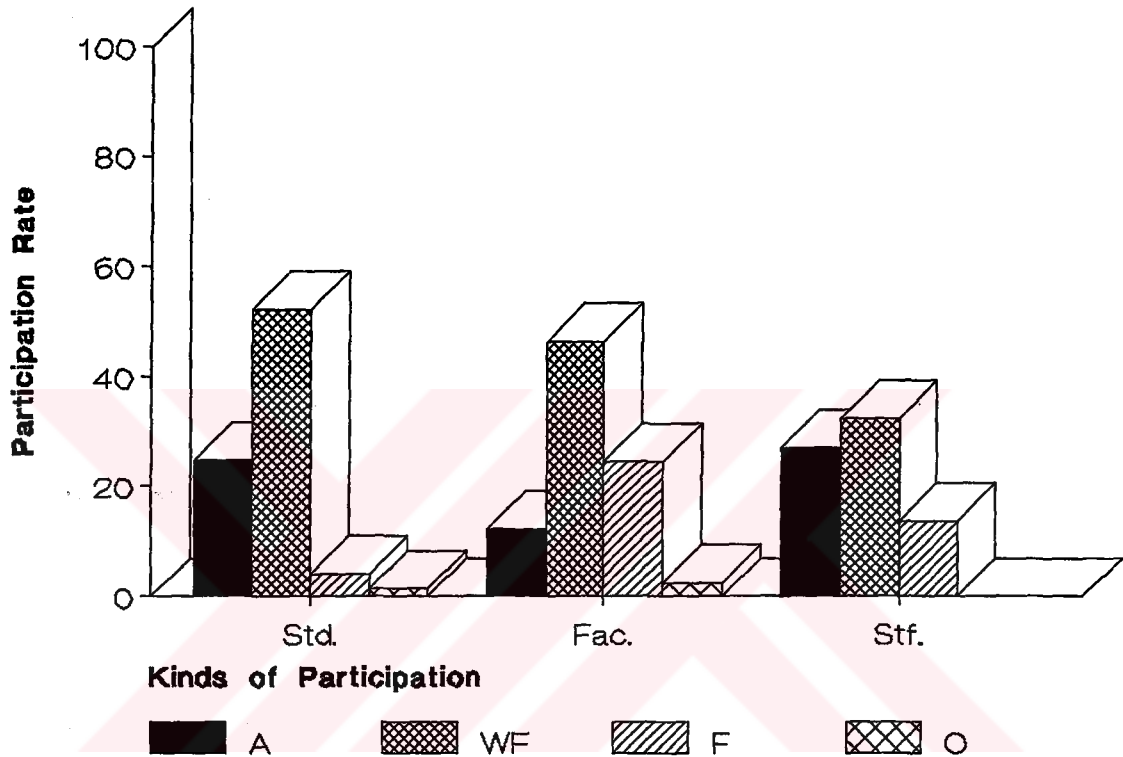
According to the participation rate of students, 63 % (46) participants in individual activities 12.3 % (9) were participants in team sports and just 6.8 % (5) were to participants in outside

activities. For faculty women, participants in individual activities were 56.1 % (23), in sport activities 12.2 % (5), and participants in outside activities were 17.1 % (7). For the group of staff women, the participation rate in individual activities was 70.3 % (26), participation rate in outside activities was 2.7 % (1) and nobody participated in team sport activities.

It can be seen that all three groups of women preferred individual activities, such as running, walking, swimming, etc. Woodward, D. and Hebron, S (1989) found the same result that most women were participating in individual physical activities like swimming, walking, yoga, cycling, aerobics etc. They also believed that the most popular activities for women were firstly walking and secondly swimming. There was almost the same participation rate for team sport activities in students and the faculty group of women, but in staff women, nobody participated in this type of activity. However, the rate of outside activity participation was higher for staff women. They preferred this type of activity, such as camping or trekking second.

According to this result, it can be said that individual activities played an important role in women's recreational physical activity life. In addition to that, walking was the favourite activity for all women (Woodward and Hebron, 1989).

#### 4.1.2 Rate of Women's Participation According to Their Kinds of Participation



A: Alone  
 WF: With Friends  
 F: With Family  
 O: Others

Figure 3: Rate of Participation According to Their Kinds of Involvement.

Figure 3 shows the percent of women's participation according to participation style. It answered "HOW" women participated in physical recreation.

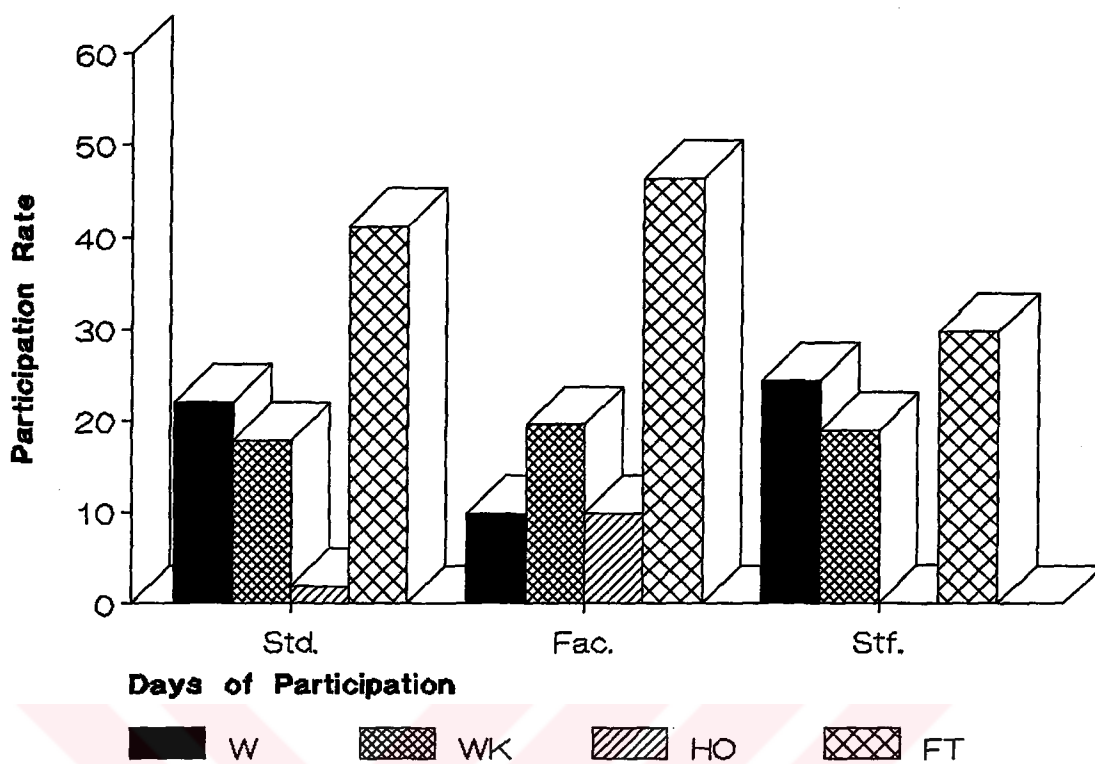
As can be seen in figure 3, all women want to participate in physical recreation with friends. 52.1 % (38) of students, 46.3 % (19) of faculty and 32.4 % (12) of staff preferred friends when they participated in physical recreation. 24.7 % (18) of students, 12.2 % (5) of faculty 27.0 % (10) of staff participated alone. 4.1 % (3) students, 24.4 % (10) of faculty and 13.5 % (5) of staff participated with their families.

According to this result, most of the women participated in physical recreation with their friends. Although faculty women preferred their own family second, the group of students and staff women preferred to be alone when they participated in physical recreation.

Thus it can be said that most women needed friends when they participated, and wanted to share recreational life with other people at METU.

#### 4.1.3 Rate of Women's Participation According to Participation Days

Figure 4 shows the participation rate according to the days of activity. It answered "WHEN" women participated in physical recreation.



W : weekday  
 WK : weekend  
 HO : holiday  
 FT : free time

Figure 4: Rate of Women's Participation According to Their DAYS of Participation

From figure 4, it can be seen that all women's groups are doing activities in their free time or whenever they have time. And their participation rate was 46.3 % for faculty, 29.7 % for staff and 41.1 % for students, according to free time.

21.9 % (16) of students, 24.3 % (9) of staff and 9.8 % (4) of faculty participated in physical recreation on weekdays. 1.4 % (1) of students and 9.8 % (4) of faculty preferred holidays, and nobody in the staff group participated on these days. On weekends, 17.8 %

(13) of students, 18.9 % (7) of staff and 19.5 % (8) of faculty women participated in physical recreation.

According to this result, time was a problem, especially for most of the students and staff women, to participate in physical recreation. Therefore, they became involved when they thought that they had free time. It was shown that women didn't have any plan about their leisure time activity. Woodward and Green also stated that women had little knowledge about their access to leisure time and their use of it (1989).

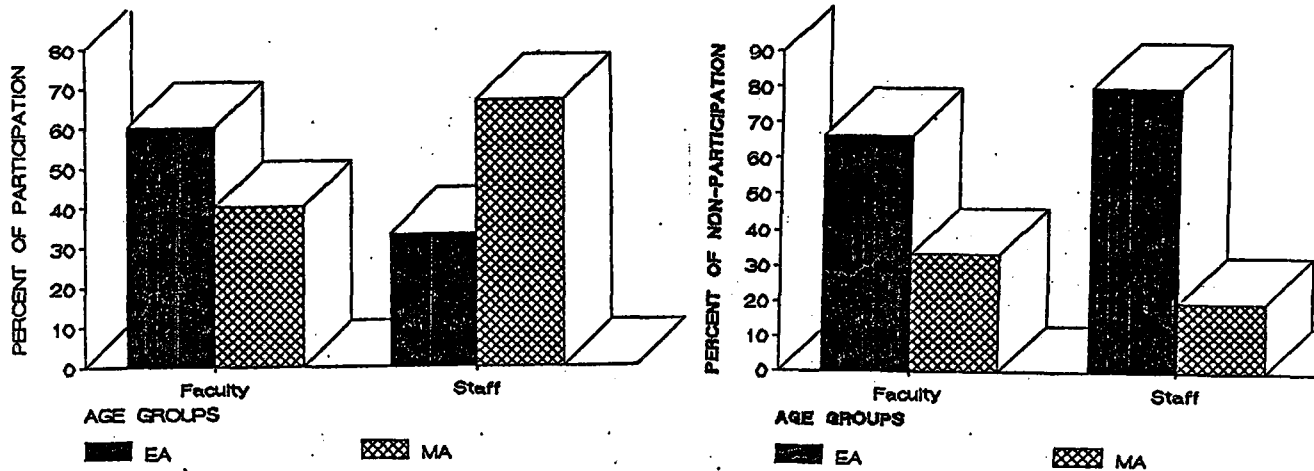
Opposite of this result, Samdahl (1992) found that leisure was very common occurring more often on weekends. Because people choosed most often during typical non work periods such as weekends. It is possible that this difference can be depended on university opportunities, because women prefered university situation when participated in physical recreation.

#### 4.2 Rates of Participation and Non-Participation

In this part of the study there were rate of women's participation and non-participation according to their age, marital status, income and educational level. It is done to see influencing factors to participate in physical recreation and differences among female subjects.



4.2.1 Rate of Women's Participation and Non Participation According to "Age"



EA: Early Adulthood (18-29)  
MA: Middle Adulthood (30-60)

EA: Early Adulthood (18-29)  
MA: Middle Adulthood (30-60)

Figure 5A: Rate of participation according to their age

Figure 5B: Rate of non-participation according to their age.

Figures 5A and 5B shows the participation and non-participation rate of women according to their age.

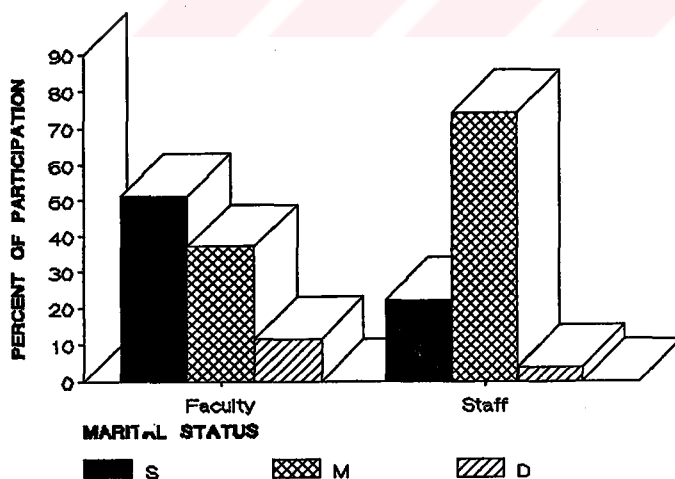
Because all students were in early adulthood, they were out of this determination.

As can be seen from figures 5A and 5B; for faculty, 60 % (21) in early adulthood and 40 % (14) in middle adulthood participated, while 66.7 % (4) in early adulthood and 33.3 % (2) in middle adulthood didn't participate in physical recreation, for staff, 33.3 % (9) in early adulthood and 66.7 % (18) in middle adulthood participated, whereas 80 % (8) in early adulthood and 20 % (2) in middle adulthood didn't participate.

According to this results, age was an influencing factor for female staff. The participant of early adulthood was fewer than middle adulthood, for female faculty, there was no big differences between participant and non-participant according to age. However, in other studies, being young correlated with a high participation rate. Perhaps subgroups within of subjects have to be identified to reflect these differences of age.

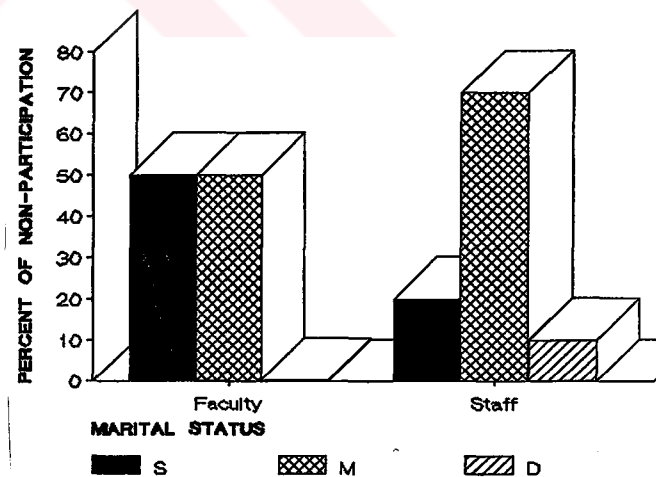
#### 4.2.2 Rate of Women's Participation and Non-Participation According to "Marital Status"

Figures 6A and 6B shows participation and non-participation rate of women according to their marital status. Their answers show whether or not marital status was a factor affecting participation physical recreation.



S: Single  
M: Married  
D: Divorced

Figure 6A: Rate of participation according to their marital status.



S: Single  
M: Married  
D: Divorced

Figure 6B: Rate of non-participation according to their marital status.

From figure 6A 51.4 % (19) of faculty were single, 37.1 % (12) of faculty were married and 11.4 % (4) of faculty were divorced, while 22.2 % (6) of staff were single, 74.1 % (20) were married and 3.7 % (1) of staff were divorced.

From figure 6B, it can be seen that 50 % (3) of single faculty and 50 % (3) of married faculty didn't participate. The staff group included 20 % (2) single, 70 % (7) married and 10 % (1) divorced women who didn't participate.

According to these results, although marital status affected the rate of women's participation (Woodward, et. all., 1989; Shank, 1986), in our study there is no big difference between the rate of participation and non-participation for staff women.

#### 4.2.3 Rate of Women Participation and Non-Participation According to "Income Level"

Figures 7A and 7B show the participation and non-participation rate of women according to their income level. These figures answer whether or not income level was a factor to participate in physical recreation or not.

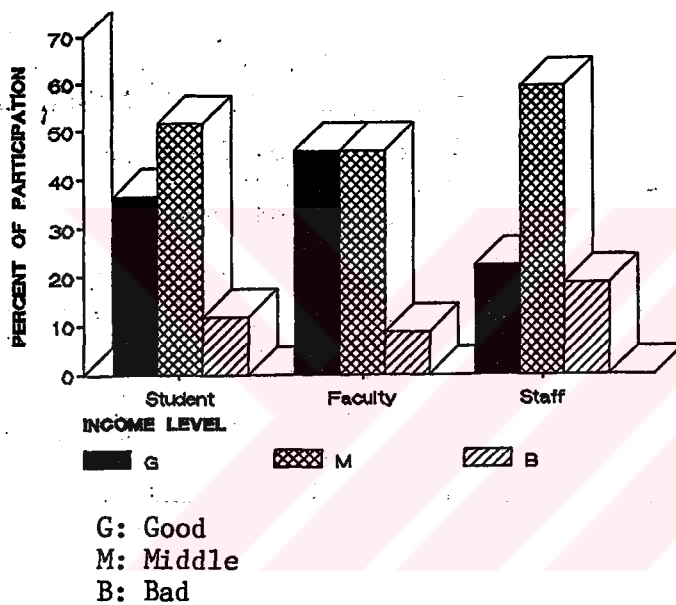


Figure: 7A Rate of women's participation according to their income level.

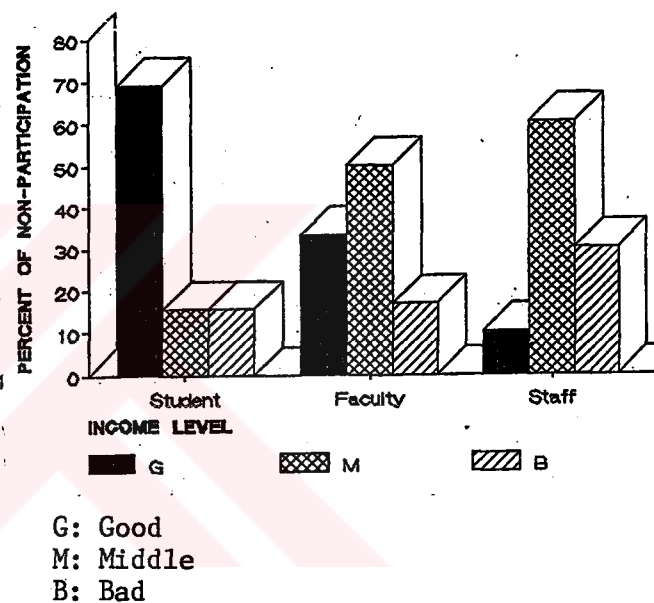


Figure 7B: Rate of women's non-participation according to their income level.

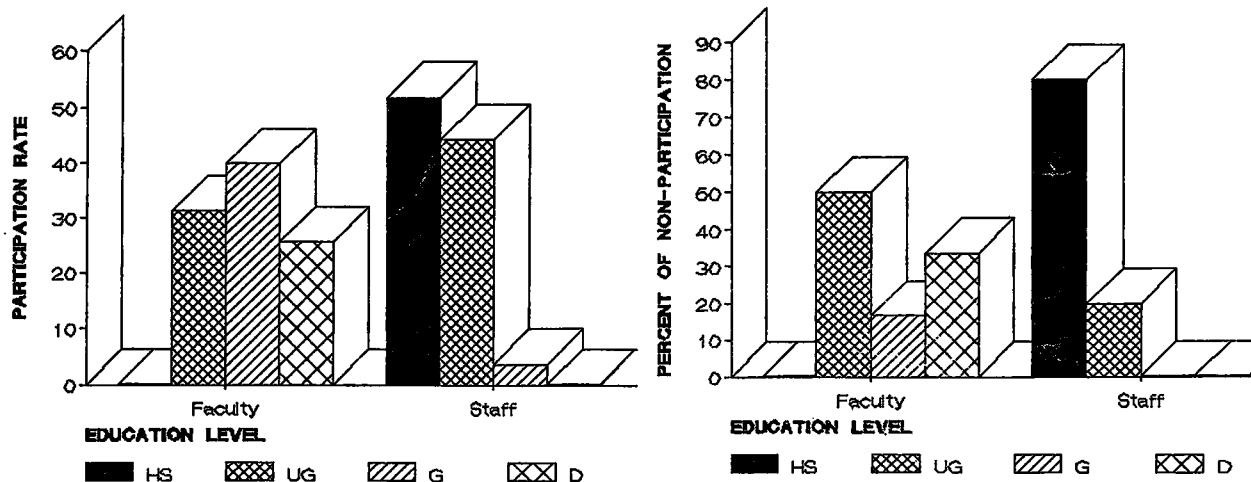
According to figure 7A, students who had a middle income level, participated more than those indicating good and bad (51.7 % , 31). And the non-participation rate was high if a student's income level was good (69.2 % ,9). This means that if students have a good income level, they don't prefer physical activity at METU (Figure 7B).

Income level was also an important factor for staff and faculty groups to participate in physical activity. 30 % (3) of

staff and 20 % (1) of faculty who had bad income level were non-participants (Figure 7B), which means that income level was an important factor to staff and faculty women's participation at METU. Woodward (1989), also believed that high income groups correlated with a high participation rate. In addition to that, Henderson et. al, (1988) found that money was significantly related to women's participation in physical recreation.

#### 4.2.4 Rate of Women Participation and Non-Participation According to "Education Level"

Figure 8A and 8B show the participation and non-participation rate of women according to their educational level. These figures answered whether or not educational level affected the participation rate at METU.



HS : High School  
 UG : Undergraduate  
 M : Master  
 D : Doctorate

HS: High School  
 UG: Under Graduate  
 M: Master  
 D: Doctorate

Figure 8A: Rate of Women's participation according to their education level.

Figure 8B: Rate of women's non-participation according to their education level.

Students were absent from this computation because all of them had just finished high school. For faculty women, 31.4 % (12) who were graduates, 40.0 % (14) who finished a master's and 25.7 % (9) who finished a doctorate participated in physical recreation. 50 % (3) who were graduates, 16.7 % (1) who finished a master's and 33.7 % (2) who finished a doctorate were non-participants (Figures 8A and 8B). For staff women this ratio was different from the faculty women. There were 51.9 % (14) the of staff who finished high school, 44.4 % (12) who graduated and just 3.7 % (1) of the staff who had finished a master's in the participation group, while 80 % (8) of staff who finished high school and 20 % (2) of staff who graduated from university were in the non-participation group.

According to these results, education level was an important factor to participate in physical recreation. The group of staff women who finished just high school was 80 % (8) non-participatory and 40 % (14) of faculty women who finished a master's, participated in physical recreation. Woodward, Green (1989) and Samdah (1992) found same results that a high educational level correlated with a high participation rate for women in recreational physical activity.

#### 4.3 Results of the Relationship Between Participation Rates and Influencing Factors

A one-way analysis of variance statistical procedure was done to determine factors that affected women's participation in physical recreation at METU.

#### 4.3.1 Factors that Affect the Participation Rate of "Female Students"

One of the research questions of this study was to determine the barriers to physical recreation for female students. Table 5 gives the mean score and the F-ratios for the analysis of variance.

Table 5. Results of ANOVA between the participation level and factors influencing participation of female students

| Factors         | Participant |      | Non-Participant |      | F-Ratio |
|-----------------|-------------|------|-----------------|------|---------|
|                 | M           | SD   | M               | SD   |         |
| Time            | 18.78       | 5.51 | 19.61           | 5.70 | *1.72   |
| Anawariness     | 12.38       | 4.62 | 15.30           | 5.66 | 7.94    |
| Decision Making | 11.78       | 4.33 | 14.30           | 4.85 | 6.35    |
| Body Image      | 8.58        | 3.22 | 10.92           | 3.86 | 10.47   |
| Family Concern  | 11.32       | 4.59 | 10.81           | 3.79 | *0.40   |
| Money           | 5.46        | 2.63 | 5.53            | 2.72 | *0.35   |
| Interest        | 9.61        | 3.81 | 11.15           | 5.14 | 9.00    |
| Social Inapp    | 9.13        | 3.96 | 9.61            | 4.61 | * 1.02  |
| Skill           | 6.46        | 2.83 | 7.84            | 3.10 | 5.43    |
| Facility Unav.  | 8.75        | 3.43 | 9.23            | 3.78 | *0.67   |

\* :Significantly related at 0.05 level.

N :73

As noted in the table 5, the factors of time, family concern, money, social inappropriateness and facility were considered

barriers that had importance to the female student respondents. Awareness, decision-making, body image, interest and skill were not important barriers.

As a result, there was no significantly difference between time and the participation rate of female students in physical recreation. Therefore null-hypothes was accepted.

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The factor of time was the strongest barrier for female students. Most studies have found the same results for women (Henderson and Taylor, 1988, Woodward and Green 1989, Shank, 1986). Most of the students believed that they didn't have enough time. This might have been due to the fact that they had a very heavy workload in their studies, especially at METU. Subjects also thought that they had a very busy life. In addition, some of them preferred other recreational activities such as pleasure reading, cultural activities, socialization, etc., therefore their priority was not physical recreation in their leisure time and they didn't have time to participate in physical recreation. Bialeschki and Henderson (1986) found similar results when they evaluated leisure attitudes and recreation participation patterns of a sample of returning female college students. An inconsistency existed between what the women thought and felt about recreation and what they did in regard to actual activities, and sport programs may not meet the recreational needs of this group of students. According to the results of this research for female college students, the greatest barrier to physical activity reported was lack of time.



According to the results, there was no significant difference between factor of family concern and the participation rate of female students in physical recreation. Therefore null-hypothesis was accepted.

The factor of family concern was the one of the barriers, that was expected for female students. Because of our cultural conditions, family-friendly expectations were an important point for students; they were always putting the needs and wants of family first. In addition to that, they didn't enjoy participating by themselves; they preferred participation with their friends or family. Freysinger (1990), who was the one of the researchers, found that many women get little support from family and friends if they wish to be involved in physical recreation; furthermore, their femininity may be questioned if they are physically active. That's why family concern played an important role for students and all women's recreational lives.

According to table 5, there was no significant difference between factor of money and the participation rate of female students in physical recreation. Therefore null-hypothesis was accepted.

The factor of money was another barrier for female students. They believed that physical recreation activity was expensive and didn't have enough money to participate in it. This factor was also found in the other two groups which were female faculty and staff. Women thought that money was a problem because they didn't have economic freedom, especially the female students. Bialeschki (1990) believed that in general a woman of that time was dependent upon a

family or a man for her survival and had to adhere to their ideal of perfection and acceptability to assure their continued support. Other researchers, Woodward and Hebron (1989), found that with most leisure being commercially organised, buying power (or the lack of it) can significantly enhance or restrict the range of leisure "choices" available, and even ostensibly cheap or "free" activities often entail some spending on transport or equipment in order to do them.

So female students believed that money was a problem and/or barrier to involvement in physical recreation.

According to the results, there was no significant difference between social inappropriateness and the participation rate of female students in physical recreation. Therefore null-hypothesis was accepted.

The factor of social inappropriateness included the environmental effect to not participate because of gender. Woodward, et. al. (1989) believed that, although both men's and women's leisure opportunities may be bound by apparently similar constraints, such as paid employment, parenthood, poverty or loneliness, these factors impinge in different ways and to a greater or lesser extent, as a reflection of contemporary definitions of gender roles. Some constraints apply to most women, but to few men, such as the fear of being out alone after dark. So, women need a healthier and safer environment to become involved in physical recreation.

Other groups of female students felt that physical recreation was unwise and, for women, Henderson and Stolnaker (1988) have the

same results. They found that social inappropriateness was not an important barrier to women. Therefore, by these differences, some social or cultural effects of the environment may be identified.

So, this factor was an important barrier to female students at METU.

It can be seen from table 5 that there was no significant difference between facility unavailability and the participation rate of female students in physical recreation. Therefore null-hypothesis was accepted.

The factor of facility availability was another important barrier for female students to participate in physical recreation (They believed that the problem of facilities in this result was related to the university's opportunities). Therefore, the limited number of facilities prevented the participation of students. In addition to that, there was a lot of activity in these facilities other than physical recreation.

This result was accepted because our country is still one of the developing countries. Therefore there are some economic problems which are reflected in the sport and recreation field. Thus, facilities which were for physical recreation activities were not enough for all participants.

Henderson, et. al. (1988) also found that facilities were not used conveniently, therefore it was one of the important barriers for women to participate in physical recreation.

According to the results, there were no significant differences between the participation rate of female students and the

factors of unawareness, decision-making, body image, interest and skill in physical recreation. Therefore null-hypothesis were rejected for female students' participation.

As an additional analysis correlation coefficients among factors were done to determine their relations in this study.

Table 6. Correlation Coefficients Among Factors "For Students"

| FACTORS |     |     |     |     |     |     |     |     |     |     |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| F1      | F1  |     |     |     |     |     |     |     |     |     |
| F2      | .41 | F2  |     |     |     |     |     |     |     |     |
| F3      | .38 | .77 | F3  |     |     |     |     |     |     |     |
| F4      | .20 | .63 | .59 | F4  |     |     |     |     |     |     |
| F5      | .25 | .42 | .48 | .45 | F5  |     |     |     |     |     |
| F6      | .13 | .24 | .33 | .35 | .56 | F6  |     |     |     |     |
| F7      | .17 | .54 | .59 | .63 | .34 | .28 | F7  |     |     |     |
| F8      | .19 | .39 | .50 | .36 | .52 | .32 | .46 | F8  |     |     |
| F9      | .26 | .65 | .63 | .69 | .41 | .37 | .42 | .53 | F9  |     |
| F10     | .17 | .34 | .37 | .11 | .24 | .23 | .19 | .50 | .40 | F10 |

It can be seen from Table 6 that, for female students, the factor of decision-making was related to body image (.77), interest (.59) and skill (.63). The factor of body image was related to awareness (.63), decision-making (.60), interest (.64) and skill

(.69). The factor of awareness was related to decision-making (.77), body image (.63) and skill (.65) .

According to the results of this analysis, it could be seen that the factors of decision-making, awareness, body image, interest and skill, which were not important barriers for female students to participate in physical recreation, related to each other. Therefore these results strengthen our previous analysis and can be accepted reliably for female students.

#### 4.3.2 Factors That Affect the Participation Rate of "Female Faculty"

Another research question of this study was to investigate the barriers for female faculty to physical recreation participation. Table 7 gives the mean score and the F-ratios for the analysis of variance.

Table 7. Analysis of Variance of the Barriers to Physical Recreation and Female Staff.

| Factors         | Participant |      | Non-Participant |      | F-Ratio |
|-----------------|-------------|------|-----------------|------|---------|
|                 | M           | SD   | M               | SD   |         |
| Time            | 19.77       | 4.56 | 26.16           | 1.16 | 11.42   |
| Awareness       | 11.55       | 4.09 | 13.00           | 1.67 | *0.86   |
| Decision Making | 10.42       | 3.24 | 10.66           | 5.53 | *0.02   |
| Body Image      | 7.71        | 2.84 | 10.60           | 3.20 | 4.62    |
| Family Concern  | 8.75        | 1.80 | 7.80            | 1.30 | *0.64   |
| Money           | 4.40        | 1.49 | 3.50            | 1.22 | *1.92   |
| Interest        | 9.00        | 3.30 | 12.66           | 3.93 | 5.44    |
| Social Inapp    | 7.97        | 2.65 | 7.50            | 2.81 | *0.15   |
| Skill           | 5.91        | 2.52 | 5.16            | 3.06 | *0.45   |
| Facility Unav.  | 9.05        | 3.42 | 5.20            | 2.68 | 6.50    |

\* :Significantly related at 0.05 level.

N : 41

As can be noted in table 7, the factors of awareness, decision-making, family concern, money, social inappropriateness and skill were considered barriers that had importance to the female faculty respondents. Time, body image, interest and facility availability were not important barriers.

According to the results, there was no significant difference between factor of unawareness and the participation rate of female faculty in physical recreation. So null-hypothesis was accepted.

The factor of unawareness was an important barrier for female faculty to participate in physical recreation. This means that faculty women had problems which related to not knowing where to find recreation opportunities and related to not knowing what was available. Many researchers have found that women frequently need some direction about available resources and participation in physical recreation because of their gender role (Henderson et. al, 1990, Kane, 1990 and Shank, 1986).

According to the results, there was no significant difference between factor of decision making and the participation rate of female faculty in physical recreation. Therefore null-hypothesis was accepted.

The factor of decision-making was related to the factor of awareness, therefore the barrier concerning decision-making was also a problem for female faculty compared to female students. Most of the women believed that they had a difficult plan, or carried out their plan with difficulty, because some of them were married and had children. Shank's research showed that working mothers

frequently report having to contend with feeling guilty about working rather than being at home tending to the needs of their family. This guilt could lead to a self-imposed "leisure-lack" (1986).

Henderson, et. al, (1988) found in his research that women didn't know how to use their leisure time, therefore this was a problem when they decided to participate in recreational physical activity.

According to table 7, there were no significantly difference between the participation rate of female faculty and factors of family concern and social inappropriateness in physical recreation. So, null-hypothesis were accepted.

The factors of family concern and social inappropriateness were also important for female faculty engaged in physical recreation. Shank showed that throughout adulthood individuals develop a "life structure" which is the underlying pattern of the person's life as represented by the selection of one to three central components such as work, family and friendship (1986). Therefore, most of the women put the needs of family first. Furthermore, many researchers agreed that for women who marry or have children, the domestic role predominates. The responsibilities of this role include not only the daily physical tasks or labor required by a household but also the emotional upkeep of the family (Henderson, Bialecki, Shaw and Freysinger). The latter has probably had the greatest impact on women's experience with and involvement in physical activity of any type.

According to the results, there were no significant difference between the participation rate of female faculty in physical recreation and factors of time, body image, interest, and facility unavailability. So, null-hypothesis were rejected for faculty women.

Additionally, correlation coefficients among factors were checked to determine their relations in this study (Table 8).

Table 8. Correlation Coefficients Among Factors "For Faculty".

| FACTORS |     |     |     |      |     |     |     |     |     |    |
|---------|-----|-----|-----|------|-----|-----|-----|-----|-----|----|
| F1      | F1  |     |     |      |     |     |     |     |     |    |
| F2      | .38 | F2  |     |      |     |     |     |     |     |    |
| F3      | .40 | .64 | F3  |      |     |     |     |     |     |    |
| F4      | .28 | .73 | .36 | F4   |     |     |     |     |     |    |
| F5      | .43 | .40 | .68 | .06  | F5  |     |     |     |     |    |
| F6      | .06 | .23 | .25 | -.11 | .67 | F6  |     |     |     |    |
| F7      | .27 | .36 | .40 | .11  | .51 | .52 | F7  |     |     |    |
| F8      | .43 | .54 | .52 | .29  | .80 | .52 | .43 | F8  |     |    |
| F9      | .19 | .59 | .69 | .30  | .61 | .35 | .65 | .58 | F9  |    |
| F10     | .12 | .27 | .21 | .07  | .42 | .48 | .23 | .44 | .23 | F9 |



It can be seen from Table 8 that for female faculty the factor of time was related to interest (.63). Therefore, lack of time or a very busy life decreased their interest to engage in physical activity. However female faculty were not affected by either the factors of interest or time.

The factor of interest was also high related to body image (.74). In addition, the factor of body image related to family concern (.60). Although the factor of family concern significantly affected the rate of participation, body image was not related to womens' participation. This difference was found only in the group of faculty women. The factors of awareness and decision-making were correlated (.59), which were important barriers to involvement in recreational physical activity.

Therefore, these results strengthen our previous analysis and reliability for faculty women except that body image and family concern correlated.

#### 4.3.3 Factors Affecting the Participation Rate of "Female Staff"

The last research question of this study was to determine the barriers to physical recreation. For female students, Table 12 gives the mean score and the f-ratios for the analysis of variance.

Table 9. Analysis of Variance of the Barriers to Physical Recreation for Female Staff.

| Factors         | Participant |      | Non-Participant |      | F-Ratio |
|-----------------|-------------|------|-----------------|------|---------|
|                 | M           | SD   | M               | SD   |         |
| Time            | 21.80       | 4.29 | 20.84           | 4.29 | *0.71   |
| Anawariness     | 15.77       | 5.82 | 12.84           | 3.33 | *3.49   |
| Decision Making | 14.30       | 4.19 | 13.96           | 3.53 | *0.06   |
| Body Image      | 12.70       | 4.16 | 10.66           | 6.25 | *0.89   |
| Family Concern  | 15.55       | 4.87 | 14.85           | 5.86 | *0.25   |
| Money           | 7.10        | 2.60 | 6.51            | 2.65 | *0.35   |
| Interest        | 11.00       | 2.78 | 9.96            | 3.55 | *0.78   |
| Social Inapp    | 13.70       | 4.66 | 10.34           | 5.02 | *3.57   |
| Skill           | 8.10        | 2.96 | 6.96            | 3.01 | *1.04   |
| Facility Unav.  | 8.30        | 3.62 | 8.00            | 2.70 | *0.01   |

N : 37

\* : Significantly related at 0.05 level.

As can be noted in the table 9, all factors, which were time, awariness, body image, family concern, money, decision-making, interest, social inappropriateness, skill and facility availability, were considered barriers that had importance to the female staff respondents.

As a result, there was no significantly difference between the factor of time and the participation rate of female staff in physical recreation. Therefore null-hypothesis was accepted.

The factor of time referred to not enough time, having too busy a schedule, being too tired and having too much stress to take time for physical recreation. Henderson (1991), believed that the widespread and consistent constraint to leisure is time. The explanations given by women offer some new perspectives. For example, for women the lack of time may be more intensely experienced due to ascribed roles such as wife, mother, and/or daughter. Because women are generally expected to make their family duties the top priority, they may not choose to use their time for personal leisure.

So, time was the strongest barrier for staff women (like students) to participate in recreational physical activity.

The group of awereness, interest, decision-making, body image and skill were considered barriers that had importance to the female staff respondents (Table 9).

Therefore, there were no significantly difference between the rate of female staff in physical recreation and the factors of awareness, interest, decision-making, body image and skills. So, null-hypothesis were accepted for staff women.

These factors affected their involvement because they had a lack of partners, didn't know where to find recreational opportunities, had a lack of information or lack of transportation,

hadn't the physical skills needed or were not fit enough to participate in recreational physical activity. Deem (1988) found that many women indicated they didn't feel that leisure ought to be of much importance to them. Shank (1986) concluded that women found it was difficult to "have it all" and leisure was often the dimension of their lives that received the least focus. Deem (1988) also concluded that women do not compartmentalize their lives the way that men do, so leisure often occurs as the opportunity presents itself.

The factor of body image, included lacking the self-confidence to participate, not feeling good about oneself and not being fit enough was a significantly greater barrier for female staff. Henderson (1988) found that this factor played an important role in women's recreational life, especially in physical activity. Although staff women were affected by this factor, for students and faculty women it was not an affective barrier to involvement.

Like the factor of body image, interest, which combined the aspect of social unease in physical recreation, a feeling of boredom with recreation activities and previous poor experiences, was an important barrier just for staff women. For students and faculty women, the factor of interest in recreation activities was not a barrier factor.

Another group of money, family concern and social inappropriateness was considered a barrier that had importance to the female staff respondents (Table 9).

Therefore, there were no significant difference between the participation rate of women in physical recreation and the factors of money, family concern and social inappropriateness. So, null-hypothesis were accepted for female staff.

According to these results, money, which concerned financial issues, affected women's participation. Henderson believed that a widespread and consistent constraint to leisure was money (1991). In addition to that, Woodward found two-thirds of the women respondents in his survey reported lack of money to be a major constraint on their leisure, and half said that they would go out more often if they had more money (1989). This is not just an issue about high household incomes permitting high levels of leisure spending; it is more complex than this because it affects the type of leisure activity, too.

The factors of family concern and social inappropriateness also played an important role for the female staff, because they had extra things to consider and do. Henderson, et. al, (1990) believed that to create an environment for womens' involvement in physical recreation, it will be necessary to provide a sense of psychological and physical safety, as well as opportunities for freedom from sexual harassment in the "play" environment. For example, women need child care facilities so they can be free to participate, as well as opportunities to participate at levels that are appropriate for their skill development and interest. Therefore, these factors affected their involvement.

According to the results, another barrier factor was facility

According to the results, there is no significantly difference between the factor of facility unavailability and the participation rate of female staff in physical recreation. Facility unavailability, which referred to the lack of facilities which were convenient and available at the times desired. In addition to these barriers, Woodward found that other material resources were important in determining the scope and nature of women's leisure. Perhaps the most significant of these was access to private transport. According to the Survey of Sporting Habits of Spaniards (Bunuel, 1991), women prefer to do sports on their own instead of with associations or groups. They use public facilities less than men and do more physical and sporting activities at home. This fact seems to confirm women's difficulty in getting access to public facilities and in participating in organised activities.

As an additional analysis correlation coefficients among factors was checked.

Table 10. Correlation Coefficients Among Factors "For Staff".

| FACTORS |      |      |     |     |     |     |      |     |     |
|---------|------|------|-----|-----|-----|-----|------|-----|-----|
| F1      | F1   |      |     |     |     |     |      |     |     |
| F2      | .37  | F2   |     |     |     |     |      |     |     |
| F3      | .26  | .59  | F3  |     |     |     |      |     |     |
| F4      | .46  | .43  | .51 | F4  |     |     |      |     |     |
| F5      | .14  | .35  | .47 | .60 | F5  |     |      |     |     |
| F6      | -.02 | -.08 | .11 | .21 | .31 | F6  |      |     |     |
| F7      | .63  | .32  | .45 | .74 | .37 | .23 | F7   |     |     |
| F8      | .06  | .44  | .44 | .34 | .52 | .33 | .25  | F8  |     |
| F9      | .12  | .07  | .45 | .55 | .57 | .49 | .36  | .42 | F9  |
| F10     | -.18 | .28  | .36 | .11 | .32 | .20 | -.10 | .53 | .47 |

Correlation Coefficients among factors was done to determine their relations in this study.

According to the results of this analysis, the factor of awareness related to decision-making (.64), body image (.73) and skill (.60). The factor of decision making related to family concern (.68) and skill (.69). In addition to that, family concern highly related to social inappropriateness (.80) money (.67) and skill (.61). Also, the factors of interest and skill were correlated (.65).

It could be seen that some group factors closely related to each other for staff women, such as the group of awareness, decision-making, body image, interest and the skill, and the group of money, family concern and social inappropriateness. However the factor of time and facilities didn't relate to the other barrier factors. This means that they didn't affect other factors which were important barriers to participate in recreational physical activity. This was an expected result.

Thus, these results strengthen our previous analysis and reliability for staff women.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

In total, the analyses indicated that there was high participation in recreational physical activities at METU. Although this rate of involvement was high for Turkish women, it could have occurred because of a unique university environment which provided superior opportunities to reach physical recreation, considering the conditions of our country.

It has been argued that, three different groups of women in the present study prefer individual activities such as swimming, walking, aerobics, etc. when compared to outdoor activities such as camping, trekking or team sports. These groups also want to engage with their friends when they have free time, which it means these that university women participate in physical recreation with their friends whenever they have leisure time without any specific preference. The results of this study showed us that subjects didn't like to have a certain plan which determined the time and type of activity to do. It is impossible to determine the degree to which these results might be biased by the relatively small sample of individuals used in this study. The data certainly is affected by the daily life patterns of those individuals and a different sample would likely display a different pattern of activity. Nonetheless, the variation between contextual variables seems comparable to results reported in other studies (Show, 1984;



Samdahl 1992). However, such bias is difficult to assess and the results should be verified through further research.

The rates of women's access to recreational physical activities are structured by factors such as age, marital status, social class, income and education level. The factor of age in physical recreation activities has been examined in several studies. Woodward found that being young correlated with a high participation rate, in contrast to our study. Perhaps subgroups within our groups of subjects have to be identified to reflect these differences of age.

Although there were differences between staff and faculty women on the factor of marital status, generally all women are affected by marital status in varying degrees. This might be more true in a society where childcare and house work are primarily done by women (Woodward, 1989) and women in this type of situation are called dual career women (Shank, 1986). The effect of marital status could have been analysed more reliably if numbers of married and single subjects were controlled and kept in equal proportion. The number of married respondents in this study was inadequate, therefore not representative for this exploratory study.

High income and education level also affected the rate of participation. Therefore, faculty women's participation in recreational physical activities was higher than other women. This shows that both education and income level are important factors in women's lives and their access to these types of opportunities.

The barriers to physical recreation found among this group of women were similar to those found in other studies. Searle and Jackson (1985) concluded that there are five common factors: interest, time, money, facility and opportunities, and skill and abilities. Henderson and Jaylor (1988) showed that the same factors were important for women along with the factors of family concerns, unawareness, decision-making, and body image. In addition to these results, this study showed that lack of skill and social inappropriateness were problems when physical recreation was viewed broadly by the women.

Among those surveyed, the factors of family concern, social inappropriateness and money were problems for women in all status groups.

Time and facilities were also strong barriers. The factor of time had various meanings for subjects. Especially students and staff women had time as a strong barrier to participate in physical recreation. Perhaps their meanings are different, but the result is the same. The factor of facility, which was a strong barrier for students and staff women, showed a similar trend in which availability, in terms of crowdedness, easy access and type, varied in meaning.

The factors of awareness, decision-making and skill are another group of barriers with which women have problems. However, just faculty and staff women think that these factors affect their participation in physical recreation. For women students these are

not a problem to engage in leisure activities. It is possible that students have more knowledge about this topic because of the increased popularity of this issue among youth and feel more free and comfortable socially.

Other factors of body image and interest are a less of problem for university women. Only staff women believed that these factors were related to their participation in recreational physical activity.

Using the results of this study, researchers can begin to address the relationship between women and barriers to physical recreation. The factored barriers identified for women through this study were similar to those found in other studies with a few additions.

Results of this study provided additional information about women and factors that affected their participation in physical recreation according to their status. Therefore, administrator, manager and/or director can be aware of these factors and use this knowledge to encourage and increase women's participation in physical recreational activities.

Most of the previous studies have examined gender-mixed groups of subjects (Shaw, 1986; Henderson, 1991; Shank, 1986; Kane, 1990; etc.). They showed that women had more barriers to participation than men. However, this research cannot suggest that women have more barriers because no male subjects were part of this study. Therefore,

it would be meaningful in other research if male and female subjects are used together.

Further study (research) is necessary to better understand the leisure of women in various lifestyles and to see the implications and connections of leisure to other aspects of women's lives. The study of women will be conducted in other universities, to represent more realistic conclusions. And new studies will not be limited only to university women, they should reflect every type of women. So, this study has shown that recreational activity (not only physical) could provide a new model for sports activity, less based on competition and the struggle for records, and more concerned with the balanced development of the individual. Other research may answer how women can be encouraged to be more involved in recreational physical activities.

According to the researcher, important future research will analyze the social changes which have taken place in the physical recreation of Turkish women. In this connection, exercising for fitness has given many women a way out from the confined space of their homes, has helped them to feel more sure of themselves, and has provided a bridge to other public activities.

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APPENDICES



Leisure experiences are important vehicles through which women can feel entitled to freedom and autonomy. This power, in turn, can transform other aspects of their lives.

SURVEY FORM

The purpose of this form is to find the participation rate of women who are female students, faculty and staff in physical recreation at METU. and to determine and investigate factors that are affecting their involvement recreational physical activities.

1. Birth day :Year..... Month.....

2. Marital Status :  1. Single  
 2. Married  
 3. Divorced

3. Social Status : DEPARTMENT CLASS/POSITION

1. Students : .....  
 2. Staff : .....  
 3. Faculty : .....

4. Income Level

1. Very Good (I have more money than I need)  
 2. Good (Money is enough for me)  
 3. Middle (Money is enough to live)  
 4. Bad (Money is not enough)  
 5. Very Bad (I have a problem to have basic things)

5. Educational Level

1. High School  
 2. Under Graduate  
 3. Master  
 4. Doctorate

P.S.: Please, write your last finished status.

6. Do you participate physical recreation activities?

1. Yes  
 2. No

If your answer YES;

7. Kinds of Activities

- 1. Individual (walking, jogging)
- 2. Team Sport (basketball, volleyball)
- 3. Outside Activities (camping, trekking etc.)
- 4. Other (please explain)

.....

8. Kinds of Participant

- 1. Alone
- 2. With Friends
- 3. With Family
- 4. Others (please explain)

.....

9. Participation of Days

- 1. Weekdays
- 2. Weekend
- 3. Holidays
- 4. Whenever find a time
- 5. Others (please explain)

.....

## II. PART

The purpose of these questions are to find effective factors when you're participating in physical recreation. Physical recreation is defined as freely chosen enjoyable activity which involves movement of the body and includes active sport, exercise, fitness, dance and includes active sport, exercise, fitness, dance and outdoor activities.

Every items include 5 levels; if you are,

|                   |   |
|-------------------|---|
| strongly agree    | 5 |
| agree             | 4 |
| undecided         | 3 |
| disagree          | 2 |
| strongly disagree | 1 |

P.S: Please, read and answer all items.

- |  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 1. I have not enough time to participate this type of activities | (5) | (4) | (3) | (2) | (1) |
| 2. I have a very busy life                                       | (5) | (4) | (3) | (2) | (1) |
| 3. I have a problem about time                                   | (5) | (4) | (3) | (2) | (1) |
| 4. There is no time in my work schedule to this type of activity | (5) | (4) | (3) | (2) | (1) |
| 5. My priority is work/school studies                            | (5) | (4) | (3) | (2) | (1) |
| 6. My priorities are elsewhere in leisure time                   | (5) | (4) | (3) | (2) | (1) |
| 7. I feel too tired for physical recreation                      | (5) | (4) | (3) | (2) | (1) |
| 8. Physical recreation is not my first priority                  | (5) | (4) | (3) | (2) | (1) |
| 9. I don't know available resources                              | (5) | (4) | (3) | (2) | (1) |
| 10. I don't know what's on in physical recreation                | (5) | (4) | (3) | (2) | (1) |
| 11. I don't know how to reach oppourtunity available             | (5) | (4) | (3) | (2) | (1) |

|  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 12. I'm not sure what to do in physical activities               | (5) | (4) | (3) | (2) | (1) |
| 13. I make decisions difficultly to participate                  | (5) | (4) | (3) | (2) | (1) |
| 14. No guidance to participate me in my environment              | (5) | (4) | (3) | (2) | (1) |
| 15. I have a problem to make plan                                | (5) | (4) | (3) | (2) | (1) |
| 16. I have a problem about carrying out plans                    | (5) | (4) | (3) | (2) | (1) |
| 17. I think, I spend to time not at all.                         | (5) | (4) | (3) | (2) | (1) |
| 18. I don't feel enjoy doing recreation                          | (5) | (4) | (3) | (2) | (1) |
| 19. I have not fit to participate in physical recreation         | (5) | (4) | (3) | (2) | (1) |
| 20. I think, I have not enough physical skill                    | (5) | (4) | (3) | (2) | (1) |
| 21. I never thought body image doing physical recreation         | (5) | (4) | (3) | (2) | (1) |
| 22. I feel not self confidence to involve in physical recreation | (5) | (4) | (3) | (2) | (1) |
| 23. I don't participate because of social situation              | (5) | (4) | (3) | (2) | (1) |
| 24. My family don't let me to involve in physical activity       | (5) | (4) | (3) | (2) | (1) |
| 25. I haven't friends group to participate in                    | (5) | (4) | (3) | (2) | (1) |
| 26. My family structure is not let me to participate in          | (5) | (4) | (3) | (2) | (1) |
| 27. My family and friend expectation                             | (5) | (4) | (3) | (2) | (1) |
| 28. My family prevent me to participate in                       | (5) | (4) | (3) | (2) | (1) |



|  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 29. I can't participate because of family and house work   | (5) | (4) | (3) | (2) | (1) |
| 30. I have not enough money                                | (5) | (4) | (3) | (2) | (1) |
| 31. Money is a problem to me                               | (5) | (4) | (3) | (2) | (1) |
| 32. This type of activities is very expensive to me        | (5) | (4) | (3) | (2) | (1) |
| 33. Competition is not for me in physical recreation       | (5) | (4) | (3) | (2) | (1) |
| 34. I don't interest in physical activities                | (5) | (4) | (3) | (2) | (1) |
| 35. This type of activities are not habitual to me         | (5) | (4) | (3) | (2) | (1) |
| 36. I didn't enjoy in the past experience                  | (5) | (4) | (3) | (2) | (1) |
| 37. Participation in this activities is not interest to me | (5) | (4) | (3) | (2) | (1) |
| 38. There is no these type of activities in environment    | (5) | (4) | (3) | (2) | (1) |
| 39. These are not proper and enough in environment         | (5) | (4) | (3) | (2) | (1) |
| 40. I don't participate because of social press            | (5) | (4) | (3) | (2) | (1) |
| 41. Social situation is not proper to this activities      | (5) | (4) | (3) | (2) | (1) |
| 42. No director to encourage me                            | (5) | (4) | (3) | (2) | (1) |
| 43. I have no idea about my physical skill                 | (5) | (4) | (3) | (2) | (1) |
| 44. I haven't ability to physical activities               | (5) | (4) | (3) | (2) | (1) |
| 45. I couldn't find proper activities myself               | (5) | (4) | (3) | (2) | (1) |
| 46. There is no enough facilities                          | (5) | (4) | (3) | (2) | (1) |

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 47. Facilities usually are crowded and full         | (5) | (4) | (3) | (2) | (1) |
| 48. There is no enough equipment to this activities | (5) | (4) | (3) | (2) | (1) |
| 49. Facilities are not convenion and available used | (5) | (4) | (3) | (2) | (1) |



## ANKET

Bu ANKET Üniversitemiz bünyesinde bulunan bayanların ki bu kapsama tüm öğrenci, akademik ve idari personel de girmektedir, serbest zamanlarında fiziksel (bedensel) etkinliklere katılım oranını yada eğer katılmıyorlarsa bunun nedenlerini araştırmak için yapılmıştır. Yardımlarınıza şimdiden teşekkür ediyor cevapları gereken titizlikte vereceğinize inanıyoruz.

1. Doğum tarihi: Yıl..... Ay.....

2. Medeni Durumunuz: ( ) 1. Bekar ( ) 2. Evli  
( ) 3. Dul ( ) 4. Boşanmış

3. Sosyal Pozisyonunuz: BÖLÜM SINIF/ÜNVAN yada GÖREV

( ) 1. Öğrenci : .....  
( ) 2. Personel : .....  
( ) 3. Öğr.Elemanı: .....

4. GELİR DÜZEYİ Kendi (kişisel) maddi durumunuzu nasıl görüyorsunuz?

( ) 1. Çok iyi (İhtiyacımdan çok fazla param var)  
( ) 2. İyi (Harcamada güçlüğü yok)  
( ) 3. Orta (Param ihtiyacımı ancak karşılıyor)  
( ) 4. Kötü (Param ihtiyacımı tam karşılamıyor)  
( ) 5. Çok kötü (Geçimde ve harcamada çok güçlük çekiyorum)

5. EĞİTİM DÜZEYİ

( ) 1. Lise  
( ) 2. Üniversite Lisans  
( ) 3. Master  
( ) 4. Doktora

Not: En son bitirdiğiniz durumunuzu yazınız lütfen

6. Fiziksel (bedensel) beceri беретiren aktivitelere katılıyormusunuz?

( ) 1. Evet  
( ) 2. Hayır

Eğer cevabınız evet ise:

7. Neler

- 1. Bireysel (yürüyüş, hafif koşu vb.)
- 2. Takım sporu (basketbal, voleybol vb.)
- 3. Dış mekan etkinlikleri (dağcılık, kampçılık piknik,vb.)
- 4. Diğer (Lütfen açıklayınız)

.....

8. Nasıl

- 1. Tek başına
- 2. Arkadaşlarla
- 3. Ailece
- 4. Diğerleri (Lütfen açıklayınız)

.....

9. Ne zaman

- 1. Hafta içi
- 2. Hafta sonu
- 3. Tatillerde
- 4. Vakit bulunabilen her zaman
- 5. Diğer (Lütfen açıklayınız)

.....

## II. BÖLÜM

Aşağıdaki soruların amacı sizin serbest zamanlarınızda bir fiziksel etkinliğe katılmama konusundaki etken faktörleri bulmak için hazırlanmıştır. "Fiziksel (Bedensel) Etkinlik" serbest zamanlarda vücudun hareketini, spor aktivitelerini, egzersizleri, dansı ve temiz havada isteyerek ve hoşlanarak yapılan fiziksel aktiviteleri içermektedir.

Her cümle 5 seçenek içermektedir. Eğer yazılan cümleye;  
kuvvetle katılıyor iseniz 5'i,  
sadece katılıyor iseniz 4'ü,  
kararsız iseniz 3'ü,  
katılmıyor iseniz 2'yi,  
eğer şiddetle karşı iseniz 1'i,

Not: Lütfen her soruyu okuyup dikkatlice işaretleyiniz.

1. Bu tür etkinliklere katılacak yeterince serbest zamanım yok (5) (4) (3) (2) (1)
2. Çok yoğun bir çalışma tempom var (5) (4) (3) (2) (1)
3. Zaman ayırmak benim için problem oluyor. (5) (4) (3) (2) (1)
4. İş programım da bu etkinlik için zaman yok. (5) (4) (3) (2) (1)
5. Okul/İş çalışmalarına öncelik tanıyorum. (5) (4) (3) (2) (1)
6. Serbest zamanlarımda diğer konulara öncelik tanıyorum (5) (4) (3) (2) (1)
7. Fiziksel etkinliğe katılmak için kendimi çok yorgun hissediyorum. (5) (4) (3) (2) (1)
8. Benim için Fiziksel etkinlik öncelik taşıyor. (5) (4) (3) (2) (1)
9. Kullanabileceğim kaynakları bilmiyorum. (5) (4) (3) (2) (1)
10. Fiziksel etkinliklerin nasıl yapıldığını bilmiyorum. (5) (4) (3) (2) (1)

|  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 11. Mevcut olan etkinliklere nasıl ulaşmam gerektiğini bilmiyorum.                 | (5) | (4) | (3) | (2) | (1) |
| 12. Fiziksel etkinliklerde neler yapıldığından emin değilim.                       | (5) | (4) | (3) | (2) | (1) |
| 13. Katılıp-katılmamaya karar vermekte güçlük çekiyorum.                           | (5) | (4) | (3) | (2) | (1) |
| 14. Çevremde beni bu etkinliğe yönlendirecek kimse yok.                            | (5) | (4) | (3) | (2) | (1) |
| 15. Neler yapacağımı planlamakta güçlük çekiyorum.                                 | (5) | (4) | (3) | (2) | (1) |
| 16. Bu tür etkinliğe başlamak zor geliyor.   | (5) | (4) | (3) | (2) | (1) |
| 17. Bu tür etkinliklerde zamanımı boşa harcadığımı düşünüyorum.                    | (5) | (4) | (3) | (2) | (1) |
| 18. Fiziksel etkinlikleri severek yapmıyorum.                                      | (5) | (4) | (3) | (2) | (1) |
| 19. Vücudumu fiziksel bir etkinliğe katılacak kadar uygun (sağlıklı) görmüyorum.   | (5) | (4) | (3) | (2) | (1) |
| 20. Bu tür etkinliklere katılacak kadar fiziksel yeteneğim olmadığını düşünüyorum. | (5) | (4) | (3) | (2) | (1) |
| 21. Vücudumun görünümünü bu tür etkinliklerde hayal bile edemiyorum.               | (5) | (4) | (3) | (2) | (1) |
| 22. Fiziksel etkinliklere katılacak kadar cesaretli değilim kendime güvenmiyorum.  | (5) | (4) | (3) | (2) | (1) |
| 23. Sosyal pozisyonum gereği katılamıyorum.  | (5) | (4) | (3) | (2) | (1) |
| 24. Ailem bu tür etkinliklere katılmama izin vermiyor.                             | (5) | (4) | (3) | (2) | (1) |
| 25. Bu etkinliğe birlikte katılabileceğim arkadaş grubum yok.                      | (5) | (4) | (3) | (2) | (1) |
| 26. Aile yapımız bu tür etkinliklere katılmama olanak                              | (5) | (4) | (3) | (2) | (1) |

vermiyor.

- |  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 27. Ailemin ve arkadaşlarımlın farklı beklentileri bu tür etkinliklere katılmamı engelliyor. | (5) | (4) | (3) | (2) | (1) |
| 28. Ailem bu tür etkinliklere katılmamı istemiyor.   | (5) | (4) | (3) | (2) | (1) |
| 29. Ev işleri ve çocuklarımlın ihtiyaçlarından dolayı katılamıyorum.                         | (5) | (4) | (3) | (2) | (1) |
| 30. Bu tür etkinlikleri yürütecek param yok.   | (5) | (4) | (3) | (2) | (1) |
| 31. Para benim için her zaman engel teşkil ediyor.   | (5) | (4) | (3) | (2) | (1) |
| 32. Bu tür etkinlikleri çok pahalı buluyorum.  | (5) | (4) | (3) | (2) | (1) |
| 33. Bu tür etkinliklerdeki yarış bana göre değil   | (5) | (4) | (3) | (2) | (1) |
| 34. Aktivitelere karşı hiç ilgi duymuyorum.  | (5) | (4) | (3) | (2) | (1) |
| 35. Bu tür etkinliklere katılma alışkanlığım yok.  | (5) | (4) | (3) | (2) | (1) |
| 36. Bu konuda geçmişte yaşadığım kötü deneyimden dolayı katılmıyorum.                        | (5) | (4) | (3) | (2) | (1) |
| 37. Bu tür etkinliklere katılmak bana cazip gelmiyor.  | (5) | (4) | (3) | (2) | (1) |
| 38. Çevremde bu tür etkinlikler yok.   | (5) | (4) | (3) | (2) | (1) |
| 39. Çevremde etkinlikler yeterli ve düzenli değil.   | (5) | (4) | (3) | (2) | (1) |
| 40. Çevre baskısından dolayı katılamıyorum.  | (5) | (4) | (3) | (2) | (1) |
| 41. Çevrem bu tür etkinlikler için uygun bir ortam değil.                                    | (5) | (4) | (3) | (2) | (1) |
| 42. Çevremde beni yönlendirecek kimse yok.   | (5) | (4) | (3) | (2) | (1) |
| 43. Fiziksel yeteneklerim hakkında pek bilgim yok.   | (5) | (4) | (3) | (2) | (1) |

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 44. Fiziksel aktivitelere yeteneğim yok.                        | (5) | (4) | (3) | (2) | (1) |
| 45. Kendi kendime uygun olan aktiviteleri bulamıyorum.          | (5) | (4) | (3) | (2) | (1) |
| 46. Bu etkinlikler için uygun tesis yok.                        | (5) | (4) | (3) | (2) | (1) |
| 47. Bu etkinliği yürüteceğim tesisler genelde dolu.             | (5) | (4) | (3) | (2) | (1) |
| 48. Bu etkinlikler için gerekli malzeme yok.                    | (5) | (4) | (3) | (2) | (1) |
| 49. Tesisler bu tür etkinlikler için yaygın kullanılmıyor.      | (5) | (4) | (3) | (2) | (1) |
| 50. Eklemek istediğiniz özel bir husus varsa lütfen açıklayınız |     |     |     |     |     |