

A Study of Female Students Perceptions of the Barriers to Participate in Physical and Sports Activities at Al-Hussein Bin Talal University

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Abstract

The study aimed to examine the perceived barriers to participate in physical and sports activities among female university students as well as the potential differences of their perceptions of the barriers based on their academic discipline, academic year, and Grade Point Average (GPA) level. The participants in this study were 221 female students at Al-Hussein Bin Talal University. All the participants were undergraduate students. The study took place in the second semester of 2015/2016 academic year. Survey research approach was selected to guide the investigation. A questionnaire instrument, with five-point likert scale, was developed by the researchers as a data collection tool. The questionnaire instrument consisted from four parts that included: social and religious barriers; university related barriers; academic barriers; and psychological barriers. The results indicated that the level of perceived barriers to participate in physical and sports activities was moderate. In addition, the results indicated that there were significant differences ($\alpha = .05$) between the students' means of perceptions of some types of barriers to participate in physical and sports activities based on their academic discipline and academic year.

Keywords: physical and sports activities, female students, perceived barriers, Jordan

1. Introduction

One of the major characteristics of the current era is being an era of rapid change in various aspects of our lives. Such characteristic has great influence on different sides of our daily lives. Since physical education is one of the main pillars for the development of a society, it has been influenced by such changes. Physical education is no longer just practicing various sports activities, but it is part of the educational process for individuals and communities.

Worldwide, university education has been a critical component of human development. It is considered as an important stage for young people in terms of providing them with required training and education and making them responsible citizens. In addition, university education has been considered as a stage for individuals' preparation and training to face the challenges of the current era. University education is important to provide students with the cultural and scientific training and education. University students spend long time reading and studying. Therefore, they need to participate in recreational and leisure activities to overcome mental and physical stress.

In Jordan, the government has paid great attention to physical education and its role in preparation of new the generations to be effective and useful for the society. Such attention was evident in the number of the available sports facilities in all Jordanian cities and in organizing various national, regional and global sports competitions.

Physical and sports activities are considered as important complement to mental and scientific activities that contribute to balanced growth of individuals. In addition, physical and sports activities are significant for improving individual's physical and mental health. Previous studies showed the importance of physical and sports activities and their impact on the various aspects of the human growth (e.g., physical, physiological, sensory, motor, mental, emotional and social developments). For instance, Al-Othman (2001) suggested that university education should offer collection of experiences and activities that aim to enhance the mental, psychological and social developments for the students. The university education program should not be limited to traditional academic relationships between students and teachers, but it should offers academic, social and physical activities and events. In addition, the university should encourage the students to participate in these activities and events in order to improve students' personality, and develop and enhance their skills and abilities to solve problems that might face in their lives. Al-Sayeh (2007) pointed that sports activity has become a key factor in the formation of integrative personality of the individual. Such integrative personality could be formed through programs that work on the rehabilitation, preparation and processing of students' behaviors through getting them involved in the right sports activities to reach high levels of sport skill performance. Furthermore, the university students' involvement in physical and sports activities would enhance their psychological and physical health.

Physical and sports activities are important for students' university life. Physical and sports activities contribute in building student's character. Through participating in team sports, students can express themselves; satisfy their social needs, and becoming active member in the community. Students who participate in physical

and sports activities are characterized by showing spirit of life, emotional stability, and a great deal of self-confidence.

Taking into account the importance of participation in physical and sports activities for university students and their mental, psychological, and social developments; the current study aimed to investigate the female students' perceived barriers to participate in physical and sports activities that organized by the university of Al-Hussein Bin Talal University. It is anticipated that the results of the current study would help stakeholders to plan and encourage female students' participation in the university physical and sports activities.

2. Literature Review

There are several research studies that investigated female students' reluctance to participate in university physical and sports activities. Some of these studies are presented in chronological order as the following:

In Jordan, Kanan (2010) investigated perceived barriers to participate in sports activities among female students in northern of the country. Group of school students from the seventh, tenth, and twelfth grades participated in the study. The results showed that the barriers could be categorized in two categories. The first category included religious barriers, barriers related to the available sports facilities and equipments, and academic barriers. The second category included psychological barriers, social barriers, and health related barriers. In addition, the results showed that there were significant differences in students' perceived barriers to participate in sports activities based on their geographic locations and GPA levels.

In another study that was conducted in Jordan, Battikhi (2008) conducted a study that aimed to identify the reasons for female students' reluctance to participate in physical and sports activities. The participants were group of female students from the faculty of physical education at Jordan University. The results showed that the most reported reasons for the students' reluctance to participate in sports activities were related to the availability and suitability of the sports facilities and tools, religious reasons, academic reasons, psychological reasons, social reasons, and health reasons.

In Egypt, Barsoum (2003) conducted a study that aimed to examine female students' perceived barriers to participate in sports activities at Helwan University's campuses. The results showed that the main perceived barriers were related to the lack of attention toward sports activities and hobbies during the pre-tertiary education, lack of sports awareness among the majority of the members of the community, students feeling tired and their need for sleep within the weekdays, full-time study load in science colleges, the increasing number of studying hours and lectures, shortage in sports equipments, lack of diversity in the available university sports, and the low quality of sports facilities.

In USA, Young, Ross, and Barcelona, (2003) examined students' perceived constraints that would influence their participation in on-campus recreational sports activities. Four hundreds and sixteen students who considered themselves non-participants in campus recreational sports participated in the study. The results showed that lack of time because of work, school or family, and not knowing about the existing activities, were the two most strongly perceived constraints.

In Kuwait, Al-Duaij (2002) found that main perceived barriers to participate in sports activities among university students were related to seven groups. First, barriers related to students in terms of students' lack of knowledge about the time and place of the sports activities and female students' feeling of embarrassment when they participate in sports activities. Second, academic barriers in terms of lack of time due to full time study load, scheduling conflicts between academic responsibilities and sports activities, lack of encouragement by the faculty members to participate in sports activities. Third, organizational barriers in terms of lack of diversity of the available sports activities. Fourth, social barriers in terms of sports activities being dominated by same group of students. Fifth, lack of stadiums, halls and sport equipments at the university. Sixth, lack of moral and financial incentives. Seventh, lack of the sports supervisors' sincerity.

Worldwide, Hardman and Marshal, (2002) conducted a survey study that aimed to examine the status of physical education programs in different countries. The results showed that the female students had limited opportunities to participate in sports activity in some Islamic countries like Iraq, Iran, United Arab Emirates, and Yemen. In addition, the female students in these countries had limited access to diversity of physical activities and sports programs. The researchers reported that traditional and religious factors would negatively affect female students' participation in sports activity in these countries.

In another study that was conducted in USA, Bogaty (2002) carried out a study that aimed to find out the motives for participation in sports activities among female and male school students. The study results indicated that the parents and friends' support had significant positive impact on female students' participation in programs of sports activity.

In Greece, Alexandris, Tsorbatzoudis, and Grouios, (2002) conducted a study that aimed to investigate the effect of perceived barriers to participate in sports activities on intrinsic and extrinsic motivations among Greek adults. The participants in the study reported participation in some type of sports and physical activities. The results indicated that the participants' perceived obstacles to participate and continue to participate in

recreational activities included: physiological and individual reasons, lack of time, lack of knowledge about the recreational programs, lack of sport facilities, lack of financial resources, lack of sport partner, and negative previous experiences.

In Yemen, Hajar and Mahfoz, (2002) examined female student' perceived barriers to participate in physical and sports activities at group of schools. The results showed that the main perceived barriers were related to the lack of stadiums, halls and sport equipments at the schools and the lack of the professional teachers for physical education courses.

In West Bank, Khanfar (2001) conducted a study that aimed to identify the reasons for female students' reluctance to participate in on-campus physical and sports activities in a public university in the called Al-Najah University. The results showed that the most important reasons for the students' reluctance to participate in on-campus physical and sports activities were related to the a lack of stadiums, halls and sport equipments at the university, insufficient time of physical education classes, the lack of professionals trainers, unsuitability of some types of sports for female students, and the lack of financial incentives.

In Saudi Arabia, Al-Khalid (2001) conducted a study that aimed to evaluate programs of sport activities presented for the students at King Saud University. The study found that the main obstacles for students regular participations in these programs of sport activities were included: shutting down the university dorm, distance between students housing and sport facilities, lack of financial incentives for the students who would participate in competitive sports, shortage of the sport supervisors who responsible of implementing the sports activities at the university, and lack of appropriates and usable sport facilities and tools.

In Canada, Nadirova and Jackson, (2000) conducted a study that examined the leisure constraints for citizen of Edmonton city. The results showed that the main constraints were related to time commitments, cost of participation, lack of skills, lack of knowledge about the activities, and social and geographical isolation.

In an older study in Jordan, Shatnawi and Abu Zma (1999) conducted a study that aimed to identify the reasons for female students' reluctance to participate in physical and sports activities in a public university called Mu'tah University. The results showed that the most reported reasons for the students' reluctance were related to religious reasons, academic reasons, reasons related to the availability and suitability of the sports facilities and equipments, psychological reasons, and social reasons.

The current study differs from the studies discussed above that have discussed students' perceived barriers to participate in physical and sports activities. The current study was conducted in 2015-2016. Therefore, it is expected to provide up-to-date knowledge and understanding of female students' perceived barriers to participate in sports activities. The current study was unique in terms of the research settings and the sample of a study. No prior research has examined perceived barriers to participate in sports activities among female students at Al-Hussein Bin Talal University. The current study was built on previous studies in terms of the used research method and design. The results of the current study contributed to the body of knowledge in relation to university students' participation in sports activities.

3. Purpose of the Study

Based on their teaching experience at the university level, the researchers felt that there were low participations in physical and sports activities among female students at Al-Hussein Bin Talal University. The researchers believed that there were barriers for their participations. Therefore, the current study aimed to examine the perceived barriers to participate in sport and physical activities among female students at Al-Hussein Bin Talal University as well as the potential differences of their perceptions of these barriers based on some variables. The current study aimed to examine the perceived barrier to participate in physical and sports activities among female students at Al-Hussein Bin Talal University. In addition it aimed to examine the potential differences in female students' perceptions of the barrier to participate in physical and sports activities based on their academic discipline, academic year, and GPA level.

The research questions of the current study were:

1. What are the perceived barriers to participate in physical and sports activities among female students at Al-Hussein Bin Talal University?
2. Are there any statistically significant differences ($\alpha < 0.05$) in female students' perceived barriers to participate in physical and sports activities based on their academic discipline, academic year, and GPA level?

3.1. Importance of the Study

The importance of the current study was in twofold; theoretical and practical sides. From the theoretical side, the current study was among a few studies that focused on barriers to participate in physical and sports activities among university students in Arab world in general and in Jordan in particular. The findings of the current study contributed to the body of knowledge in relation to university students' participation in sports activities in Arab world in general and in Jordan in particular. From the practical side, based on the findings of the current study,

several recommendations were offered for policy and practice in order to overcome university female students' reluctance to participate in physical and sports activities.

4. Methodology and Research Design

The current descriptive study followed a quantitative survey research approach in which data were collected using a questionnaire in order to examine female students 'perceived barriers to participate in sport and physical activities as well as the potential differences of their perceptions based on their academic discipline, academic year, and Grade Point Average (GPA) level.

4.1 Study population and sample

The population for this study was all the female students at Al-Hussein Bin Talal University who were registered in the second semester for the academic year of 2015/2016. A total number of 3288 female students enrolled at the university, representing 53% from the total number of the students at the university. A sample of 221 female students was selected from the population. The participants were selected using cluster random sample. Table 1 shows descriptive summary of participants' demographic data.

Table 1. Descriptive Summary of Participants' Demographic Data

The Variable	The levels of the variable	Number of participants	Percentage
College	Humanities colleges	92	41.6
	Science Colleges	129	58.4
Academic year	First	34	15.4
	Second	77	34.8
	Third	66	29.9
	Fourth	44	19.9
GPA	Pass	25	11.3
	Good	111	50.2
	Very good	76	34.4
	Excellent	9	4.1

Table 1 shows that the total number of participants was 221 female students. A little more than half (58.4%; $n=129$) of the participants were from the Science colleges, while the rest were from (41.6%; $n=92$) the Humanities colleges. About one third of the participants (34.8%; $n=77$) were their second academic year. A little less than one third of the participants (29.9%; $n=66$) were their third academic year. Only 19.9% ($n=44$) were in their fourth academic year. According to students' GPA levels, more than half of the participants (50.2%; $n=111$) had good grade average. About on one third of the participants (34.4%; $n=76$) had a very good grade average. Only 11.3% ($n=25$) of the participants had pass grade average and only 4.1% ($n=9$) of the participants had excellent grade average.

4.2 Data Collection Methods

In order to achieve the goal of this study, the researchers developed a questionnaire instrument to collect data. The questionnaire instrument consisted from four scales related to students' perceived barriers to participate in physical and sports activities, these barriers were: Social and religious barriers; university related barriers; academic barriers; and psychological barriers.

4.2.1 Validity and Reliability of the Questionnaire Instrument

To ensure the validity of the questionnaire instrument, the instrument was reviewed by a panel of experts. The panel consisted of group of faculty members from the fields of physical education, Arabic language, and educational measurement and evaluation. Experts' comments were used to modify and to adjust the questionnaire items in terms of deleting some items, adding some new items in order to enhance the validity of the instrument. Furthermore, reliability of the questionnaire instrument was assessed by a test-re-test procedure 2 weeks apart. A pilot test was conducted on the questionnaire on female university students who were not part of the study. It was found that the reliability coefficient was 85.6% indicating that that the instrument was reliable and it would achieve the purposes of study. The Cronbach's alpha for the four piloted scales and for the whole instrument were measured (Table 2).

Table 2. Summary of Reliability Analysis

Scale	Cronbach's Alpha
Social and religious barriers	0.84
University related barriers	0.88
Academic barriers	0.82
Psychological barriers	0.84
Overall	0.90

4.3 Data Analysis

In order to answer the research questions, the levels of the scores on 5-point likert scale were adopted (Table 3)

Table 3. The Levels of the Mean Scores on 5-point Likert Scale

Mean scores	Level
Less than 1.5	Very low
Between 1.5 and 2.5	Low
Between 2.5 and 3.5	Moderate
Between 3.5 and 4.5	High
Between 4.5 and 5	Very high

Descriptive statistics (means and standard deviations) were used to answer the first research question. T-test was conducted to answer the second research question. Analysis of variance (ANOVA) was conducted to answer the third and fourth research questions.

5. Results and Discussion

5.1 First research question: What are the perceived barriers to participate in physical and sports activity among female students at Al-Hussein Bin Talal University.

In order to answer the first research question, means and standard deviations for the each items of the questionnaire instrument, that measured perceived barrier to participate in physical and sports activities among female students at Al-Hussein Bin Talal University, were calculated. The barriers were grouped in four scales: Social and religious barriers; university related barriers; academic barriers; and psychological barriers (Tables 4, 5, 6, 7).

Table 4. Descriptive Statistics of Participants' Responses to Perceived Social and religious Barriers for Participation in Physical and sports Activities Scale. (N = 221)

	Social and religious barriers	Mean	Standard deviation	Level
1	Religious commitment of my family would obstruct my participation in physical and sports activities.	3.56	1.18	High
2	The customs and traditions in my society would obstruct my participation in physical and sports activities.	3.33	1.39	Moderate
3	The negative perceptions of the sport among my society would obstruct my participation in physical and sports activities.	2.58	1.30	Moderate
4	My family do not encourage me to participate in sports and physical activity.	2.52	1.20	Moderate
5	My participation in physical and sports activities is incompatible with my religious beliefs.	2.40	1.31	Low
	Overall	2.88	.82	Moderate

Table 4 shows that the level of overall perceived social and religious barriers among female students at Al-Hussein Bin Talal University was moderate ($M = 2.88$, $SD = .82$). The female students responded most positively to the item that relate to the religious commitments of their families and their negative impact on their participation in physical and sports activities ($M=3.56$, $SD=1.18$). The level of the perceived barrier of participation in physical and sports activities related to religious commitment of female students' family was high. While the level of the perceived barrier related to customs and traditions in students' society and the level of the perceived barrier related to the lack of encouragement from the students' family to participate in physical and sports activity were moderate. However, the level of the perceived barrier related to incompatibility between participation in physical and sports activities and students' religious beliefs was low. The results showed that perceived social and religious barriers for participation in physical and sports activities among female students

represent important obstacles that would lead to students' reluctance to participate in physical and sports activities. Such findings aligned with findings of other research studies that were conducted in Arab world (e.g., Shatnawi & Abu Zma, 1999; Hardman & Marshal, 2002; Al-Duaij, 2002; Battikhi, 2008; Kanan, 2010).

The Jordanian society is considered conservative society in which female students are not allowed to participate in sports activities in front of male students and instructors. In addition, the customs and traditions of the Jordanian society require gender segregation during participation on physical and sports activity. The Jordanian society compliance with the customs and traditions as well as the religious commitment of the society would hinder the freedom of the female students in participating in physical and sports activities.

Table5. Descriptive Statistics of Participants' Responses to Perceived University related Barriers for Participation in Physical and sports Activities Scale. (N = 221)

University-related barriers	Mean	Standard Deviation	Level
1 Shortage of stadiums and gyms within the university.	3.84	1.20	High
2 Shortage of appropriate sports facilities and tools designated for female students.	3.79	1.23	High
3 Shortage of female trainers and supervisors at the university.	3.64	1.41	High
4 The lack of places for bathing for female students in the sport facilities at the university.	3.49	1.39	Moderate
5 Lack of financial support from the university.	3.3	1.30	Moderate
Overall	3.6	1.07	High

Table 5 shows that the level of overall perceived university related barriers among female students at Al-Hussein Bin Talal University was high ($M = 3.6$, $SD = 1.07$). Female students responded most positively to the item that related to shortage of stadiums and gyms within the university ($M=3.84$, $SD=1.20$), followed by item that related to shortage of appropriate sports facilities and tools designated for female students ($M=3.79$, $SD=1.23$), followed by item that related to shortage of female trainers and supervisors at the university ($M=3.64$, $SD=1.41$). The levels of these items were high. While the level of the perceived barrier to the lack of places for bathing for female students in the sport facilities at the university and the level of the perceived barrier related to the lack of financial support from the university to participate in physical and sports activity were moderate. The percipients felt that there was shortage of the stadiums, gyms, and tools the designated for female students since the customs and traditions of the Jordanian society require the participants in sports activity to be separated by sex. Such findings aligned with findings of other research studies (e.g., Shatnawi & Abu Zma, 1999; Al-Khalid, 2001; Khanfar 2001; Hajar & Mahfoz, 2002; Alexandris, Tsorbatzoudis, & Grouios, 2002; Al-Duaij, 2002; Barsoum, 2003; Battikhi, 2008; Kanan, 2010).

Table 6. Descriptive Statistics of Participants' Responses to Perceived Academic Barriers for Participation in Physical and sports Activities Scale. (N = 221)

Academic barriers	Mean	Standard Deviation	Level
1 Scheduling conflicts between my academic responsibilities and sports activity.	3.31	1.25	Moderate
2 Negative impact of sports activity on my academic performance.	3.29	1.38	Moderate
3 My study load prevents me from participating in sports activity.	3.08	1.33	Moderate
4 The lack of academic related incentive to participate in sports activity.	2.50	1.28	Moderate
Overall	3.04	1.07	Moderate

Table 6 shows that the level of overall perceived academic barriers among female students at Al-Hussein Bin Talal University was moderate ($M = 3.04$, $SD = 1.07$). Female students responded most positively to the item that related to scheduling conflicts between their academic responsibilities and sports activity, followed by item that related to negative impact of sports activity on their academic performance, followed by the item that related to their study load and its negative impact in their participation in sports activity, followed by the lack of academic related incentive presented to them to encourage them to participate in sports activity. The results can be attributed to the students' interests in other fields rather than sports activities such as focusing on their academic study. The female students believed that participation in physical and sports activities would have negative impact on their academic performances. Such belief is a result of the lack of awareness among female students of the importance and usefulness of the sports activities and their positive impact on their psychological and physical health. Such findings aligned with findings of other research studies (e.g., Al-Duaij, 2002; Young,

Ross, & Barcelona, 2003; Barsoum, 2003; Battikhi, 2008).

Table 7. Descriptive Statistics of Participants' Responses to Perceived Psychological Barriers for Participation in Physical and sports Activities Scale. (N = 221)

	Psychological barriers	Mean	Standard deviation	Level
1	I am not interested in participating in physical and sports activities.	3.11	1.56	Moderate
2	I am not convinced of the benefits of physical and sports activities.	2.92	1.38	Moderate
3	The negative attitudes towards me when I participate in physical and sports activities.	2.62	1.26	Moderate
4	Psychological stress limits my participation in physical and sports activities.	2.61	1.36	Moderate
5	The lack of moral incentive to participate in sports activity.	2.49	1.27	Low
6	I feel embarrassed when I wear sports clothes in front of other people	2.01	1.87	Low
	Overall	2.63	.83	Moderate

Table 7 shows that the level of overall perceived psychological barriers among female students at Al-Hussein Bin Talal University was moderate ($M = 2.63$, $SD = .83$). Female students responded most positively to the item that related to the lack of interest to participate in physical and sports activities, followed by item that related to the lack of convincement of the benefits of physical and sports activities, followed by item that related to the negative attitudes towards the female students when they participate in physical and sports activities. Female students responded most negatively to the item that related to their feeling of embarrassed when they wear sports clothes in front of other people ($M = 2.01$, $SD = 1.87$), followed by item that related to the lack of moral incentive offered for them to participate in sports activities ($M = 2.49$, $SD = 1.27$). The findings related to the perceived psychological barriers that would hinder female students' participation in sport and physical activities were similar to the findings of other research studies (e.g., Shatnawi & Abu Zma 1999; Alexandris, Tsorbatzoudis, & Grouios, 2002; Al-Duaij, 2002; Battikhi, 2008; Kanan, 2010).

5.2 Second research question: Are there any statistically significant differences ($\alpha \leq 0, 05$) in female students' perceived barriers to participate in physical and sports activity based on their academic discipline, academic year, and GPA level.

In order to answer the second research question, a set of statistical tests were conducted (Tables 8, 9, 10, 11). Independent sample t-tests were conducted to examine the differences in students' perceptions toward barriers to participate in physical and sports activity based on their academic discipline (from humanities colleges or from science colleges (Table 8).

Table 8. Results of T-tests and Descriptive Statistics for Students' Perceptions of the Barriers to Participate in Physical and Sports Activities based on their Academic Discipline

The dependant variable	College	Number of Participants	Mean	Degree of freedom	t	Alpha
Social and religious barriers	Humanities	92	3.06	219	2.86	0.005
	Science	129	2.75			
University related barriers	Humanities	92	3.71	219	1.04	0.302
	Science	129	3.56			
Academic barriers	Humanities	92	3.12	219	0.10	0.319
	Science	129	2.98			
Psychological barriers	Humanities	92	2.86	219	3.64	0.000
	Science	129	2.46			

Table 8 shows that there were significant differences in the levels of students' perceptions of the social and religious barriers $t(219) = 2.86$, $p < .05$ and psychological barriers $t(219) = 3.64$, $p < .05$ based on their academic discipline. The results indicate that there were significant differences in students' perceptions of the social and religious barriers as well as psychological barriers to participate in physical and sports activities between female students in the humanities colleges and in the science colleges. The female students in the humanities colleges had a higher level of perceived social and religious barriers as well as psychological barriers to participate in physical and sports activities compared to the female students in the science colleges. The

humanities colleges have religious related majors such as Islamic studies and Arabic language. Therefore, the students in these colleges are more affected by religion compared to the students in the scientific colleges.

Furthermore, Table 8 shows that there were no significant differences in the levels of students' perceptions of the university related barriers $t(219) = 1.04, p > .05$ and academic barriers $t(219) = 0.10, p < .05$ based on their academic discipline. That indicates that there was almost consensus among the female students regarding their perceptions of the university and academic barriers regardless of their discipline.

Analysis of variance (ANOVA) was conducted to examine variations in students' perceptions of the barriers to participate in physical and sports activities based on their academic year (first, second, third, and fourth) (Table 9).

Table 9. One-Way ANOVA- Students' Responses to their Perceptions of the Barriers to Participate in Physical and Sports Activities Scales for their Academic Year

The dependant variable	Groups	Sum of Squares	Degree of freedom	Mean Square	F	Alpha
Social and religious barriers	Between Groups	5.09	3	1.70	2.56	.056
	Within Groups	144.06	217	.66		
	Total	149.15	220			
University related barriers	Between Groups	13.35	3	4.45	4.03	.008
	Within Groups	239.54	217	1.10		
	Total	252.89	220			
Academic barriers	Between Groups	5.85	3	1.95	1.83	.143
	Within Groups	231.86	217	1.07		
	Total	237.72	220			
Psychological barriers	Between Groups	2.43	3	.81	1.18	.319
	Within Groups	149.26	217	.69		
	Total	151.69	220			

Table 9 shows that there were no significant differences in the levels of students' perceptions of the social and religious barriers ($F(3, 217) = 2.56, p > 0.05$), academic barriers ($F(3, 217) = 1.83, p > 0.05$), and psychological barriers ($F(3, 217) = 1.18, p > 0.05$), based on their academic years. However, there were significant differences in the level of students' perceptions of the university related barriers ($F(3, 217) = 4.03, p < 0.05$), based on their academic year. A post hoc Tukey test was to conducted to check for significant differences between the means of the scores of perceived university related barriers based on students' academic year (Table 10).

Table 10. A post hoc Tukey Test Results.

Depended variable	Year A	Year B	Mean differences A&B
University related barriers	Fourth years	First year	.83

Table 10 shows that the female students in the fourth academic year had a higher level of perceived university related barriers to participate in physical and sports activities compared to the female students in the first academic year. The mean differences of their scores were 0.83. The students in the fourth year had more experience with the university's sport facilities compared to the studnets in their first academic year.

Analysis of variance (ANOVA) was conducted to examine variations in students' perceptions of the barriers to participate in physical and sports activity based on their GPA level (Pass, Good, Very Good, Excellent) (Table 11).

Table 11. One-Way ANOVA- Students' Responses to Students' Perceptions of the Barriers to Participate in Physical and Sports Activity Scales for their GPA Level.

The dependant variable	Groups	Sum of Squares	Degree of freedom	Mean Square	F	Alpha
Social and religious barriers	Between Groups	2.86	3	.95	1.41	.240
	Within Groups	146.29	217	.67		
	Total	149.15	220			
University related barriers	Between Groups	2.59	3	.86	.75	.524
	Within Groups	250.30	217	1.15		
	Total	252.89	220			
Academic barriers	Between Groups	.96	3	.32	.29	.831
	Within Groups	236.76	217	1.09		
	Total	237.72	220			
Psychological barriers	Between Groups	4.90	3	1.63	2.42	.067
	Within Groups	146.79	217	.68		
	Total	151.69	220			

Table 11 shows that there were no significant differences in the levels of students' perceptions of the university related barriers ($F(3, 217) = .75, p > 0.05$), social and religious barriers ($F(3, 217) = 1.41, p > 0.05$), academic barriers ($F(3, 217) = .29, p > 0.05$), and psychological barriers ($F(3, 217) = 2.42, p > 0.05$), based on their GPA levels. That indicate that there was almost consensus among the female students regarding their perceptions of the barriers to participate in physical and sports activity regardless of their GPA levels. The results is different from Kanan's (2010) findings that showed that there were significant differences in students' perceived barriers to participate in sports activities based GPA levels.

6. Conclusion

The most important perceived barriers to participate in physical and sports activities among female students at Al-Hussein Bin Talal University were related to university barriers in terms of the lack of facilities. The participants believed that there was lack of appropriate sport facilities at the university for female students. The available sport facilities were not segregated by gender. The nature of the Jordanian society in terms of gender segregation requires facilities designated for female students only such as gymnasiums and changing rooms. The second important perceived barriers to participate in physical and sports activity among female students at Al-Hussein Bin Talal University was related to the academic reasons. The participants believe that participating in physical and sports activity might negatively influence their academic performance and they prefer to focus on their academic study. The third important perceived barriers were related to social and religious reasons. The Islamic religion and culture of the students would urge on gender segregation in sports activities. Finally, the least important perceived barriers were related to the psychological reasons in terms of the believed negative perception from the society to the female students' participations in physical and sports activities. The importance of the perceived barriers in descending order was as follow: University related barriers ($M = 3.60, SD = 1.07$); academic barriers ($M = 3.04, SD = 1.07$); social and religious barriers ($M = 2.88, SD = 0.83$) and psychological barriers ($M = 2.63, SD = 0.83$)

7. Recommendations

Through the lens of the results of this study, the researchers recommended the following:

- Increasing the number of sports equipments, sports tools, and sports facilities at the university in general and for female students in particular (e.g., closed gymnasiums, arenas and sports fields, locker rooms, and other facilities).
- Using the university media to announce about the available sports activities at the university and the benefits of sports in order to improve students' attitudes towards the participation in these activities and to understand the positive influence of the participation in the sports activities on their mental, psychological, and social developments and health.
- Conducting a comprehensive review for the process of planning and organizing sports activities programs at the university. Making sure that the available sports activities programs do not conflict with lectures times for the students. Increasing the designated time of the physical and sports activities at the university.
- Hiring qualified female supervisors and instructors in the field of physical education at the department of sports at the university in order to facilitate the supervision on female students' participation in physical and sports activities.
- Offering sports training courses and organizing internal and external sports tournaments in order to

encourage female students' participation in physical and sports activities.

- Offering seminars and meetings to increase sports awareness among female students and to show them the importance of participation in sports activities.
- Conducting similar research studies related to male students' participation in physical and sports activities at Al-Hussein Bin Talal University.

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