

The Investigation of Attitudes Towards Physical Activity and Their Levels of Life Satisfaction of High School Students

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Abstract

The aim of this study was to investigate attitudes towards physical activity and their levels of life satisfaction of high school students. The sampling group of the study that was descriptive in scanning model was composed of 412 students, chosen by suitable sampling method, studying at high schools' levels in Artova district of Tokat province. "Personal Information Form", "Cognitive Behavioural Physical Activity Scale" and "Life Satisfaction Scale" were applied to the students. Descriptive statistics such as percentage, frequency, arithmetic mean and standard deviation, and Kolmogorov Smirnov test to examine the distribution of data were performed in the analysis of the data. And in order to test the hypotheses of the study parametric tests such as independent sample t-test and one-way anova were performed. In addition, Pearson Correlation test was performed to test the relationship between dependent variables such as students' attitude towards physical activity and life satisfaction level. According to the results of the analysis, independent variables such as gender, sports, place of life and class level bring about a significant difference on students' attitude towards physical activity and life satisfaction level. Moreover, the findings of the study show that there is a low level, positive and meaningful relationship between life satisfaction level and physical activity attitude. As a result of the study, it was found that the students' attitudes towards physical activity and their life satisfaction levels were affected by various variables and there was a meaningful relationship between these two dependent variables.

Keywords: Physical Activity, Attitude, Life Satisfaction, High School Students,

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INTRODUCTION

Lack of physical activity, one of the leading risk factors for death on a global scale in recent years, has become a major problem of era. The rapid developments in technology and industry in the 21st century have led to significant changes in individuals' lifestyles. While new technologies, vehicles, and modern communication facilities make life easier for individuals, they have brought a sedentary lifestyle with them. A sedentary lifestyle or inactivity, which has also become a lifestyle among young people and adults, appears to be increasingly widespread (De Cocker et al., 2020; Yılmaz, 2019; Orhan, 2019; Korkmaz & Deniz, 2013). Staying still in the long term threatens human health seriously (Bozkuş et al., 2013). The inactive monotonous lifestyle is accepted as the cause of cardiovascular diseases, obesity, type II diabetes, and the problems that arise accordingly are increasing day by day. In addition, it causes psychological, mental, and social health to deteriorate, which prepares the ground for a decrease in life satisfaction. Life satisfaction is a term frequently used to describe a person's general life experiences. Satisfaction with life is affected by many physical, mental and social factors such as self-esteem, interaction with the environment, communication skills and living an active life (Orhan, 2019; Yılmaz, 2019; Serel Arslan et al., 2018; Canbolat, 2018; Satman, 2018; Edwards & Loprinzi, 2017; Ergül, 2017). Although life satisfaction is influenced by many factors, it will be valuable to understand factors that have a significant impact on physical and mental health, such as physical activity and sedentary life (Maher et al., 2014).

Physical activity is a concept that is intertwined with the words sport and exercise, has a similar nature, and is used synonymously by the majority of the society (Orhan, 2019). It has been previously observed that living a physically active life has both preventive and therapeutic effects for many diseases in the general population. Data from epidemiological and experimental studies support that physical activity has a vital role in human life. Not only does it reduce death rates, but it is also associated with lowering risk factors for many serious illnesses, from cardiovascular diseases to cancer, from diabetes to depression. In addition, it indirectly increases the life satisfaction of the individual through its positive effects on self-esteem, self-efficacy, and mental health. The high level of life satisfaction has numerous significant consequences, such as decreased depressive symptoms and anxiety, increased productivity in the work and school environment, and longer and quality life. For this reason, regular physical activity may be necessary for avoiding negative consequences related to low life satisfaction (Diaz et al., 2019; Pengpid & Peltzer, 2019; Özkatar Kaya et al., 2018; Satman, 2018; Edwards & Loprinzi, 2017; Pedisic et al., 2015; Maher et al., 2014; Korkmaz & Deniz, 2013).

Studies conducted on different age groups in various countries show that there is a negative relationship between a sedentary lifestyle and life satisfaction and that there is a positive relationship between an active lifestyle and life satisfaction. However, most of the studies examining the relationship between physical activity and life satisfaction have been conducted on the elderly population. Less is known about the relationship between physical activity levels and life satisfaction levels of adolescents and young adults (Pengpid & Peltzer, 2019; Edwards & Loprinzi, 2017). It is considered considerable to conduct studies on this population in order to determine physical activity participation and examine its effect on life satisfaction (Özkatar Kaya et al., 2018). Recent evidence suggests that participation in physical activities has decreased among adolescents and young adults. Considering that the positive effects of living a physically active life on life satisfaction (Avitsland et al., 2020; De Cocker et al., 2020; Bailey et al., 2017; Pedisic et al., 2015); by understanding the motivation, attitude, and behavior of individuals regarding regular exercise participation (Eskiler et al., 2016), gaining these individuals with a healthy lifestyle and physical activity habits is important for protecting their physical and mental health (Şahin et al., 2017). In the light of this information, the aim of this study is to investigate attitudes towards physical activity, and their levels of life satisfaction of high school students. For this purpose, the answers of the following questions were looked for; Is there a significant difference in high school students' attitudes towards physical activity and life satisfaction levels according to gender, sports, class level and place of residence? Is there a significant relationship between attitudes towards physical activity of and life satisfaction of high school students? The

following sections of the article consist of methods, results, discussion, conclusions and suggestions, and references.

METHOD

Design

The research is descriptive in the scanning model. The sampling group of the research was composed of 412 students, chosen by suitable sampling method, studying at high schools' levels in Artova district of Tokat province.

Participants

Table 1. Demographic Characteristics of Students Participating in the Research

Tables	Groups	Frequency (n)	Percentage (%)
Gender	Girls	211	48,8
	Boys	201	51,2
	Total	412	100,0
Grade	9. Grade	112	27,2
	10. Grade	104	25,2
	11. Grade	100	24,3
	12. Grade	96	23,3
	Total	412	100,0
Place of Residence	Village	228	55,3
	District	184	44,7
	Total	412	100,0
Sports	Yes	172	41,7
	No	240	58,3
	Total	412	100,0

Table 1 shows that according to the gender variable of the students, 51.2% (211) are girl students and 48.8% (201) are boy students. According to the grade variable of the students, consist of 27.2% (112) 9th grade students, 25.5% (104) 10th grade students, 24.3% (100) 11th grade students, 23.3% (96) 12th grade students. 55.3% (228) of the students live in the village, 44.7% (184) live in the district. 41.7% (172) of the students attend sports courses and 58.3% (240) of them do not attend sports courses.

Data Collection Tools

Personal Information Form

In the research, a personal information form was used to determine the demographic information of the participants (gender, class level, place of residence, sports).

Cognitive Behavioral Physical Activity Scale

The "Cognitive Behavioral Physical Activity Scale" developed by Schembre et al. (2015) and adapted to Turkish by Eskiler et al. (2016) was developed in order to determine the attitudes and behaviors of the young people towards regular participation in physical activities and in sports activities. The scale consists of 3 sub-dimensions (Result Expectation: 1,2,9,13,14 Self-Regulation: 3,4,5,6,8 Personal Barriers: 7,10,11,12,15) and total of 15 expressions. Result expectations are subjective estimates of the likelihood of particular outcomes following a specific behaviour. It determines the beginning and maintenance of behaviour and affects the regulation of the behaviour. It is a personal belief about the effect of the act of achieving a particular result. Result expectancy is seen as important in deciding to change behaviour. Self-regulation refers to the ability to control and manage behaviour, emotions, and thoughts in order to focus on long-term goals. It involves the pause

necessary to think, plan, and wait between emotion and action. Personal barriers are the barriers between the individual and the target who are affected by the individual's experience, emotion, attitude, behaviour. In this scale, an individual's attitude towards physical activity is shaped by these three sub-dimensions (Result Expectation, Self-Regulation, Personal Barriers). All the statements in the scale are "1. I strongly disagree,..., I strongly agree," is scored with a 5-point Likert Scale. The reliability coefficient of the scale was recalculated and was determined as 0,71. Scoring of the scale is at the sub-dimension level; Result Expectation is made as $[(1+2+9+13+14) / 5]$; Self-Regulation $[(3+4+5+6+8) / 5]$; Personal Barriers $[(7+10+11+12+15) / 5]$. Total score of the scale is calculated as "Result Expectation + Self-Regulation – Personal Barriers". The high total score indicates that the individual has a positive sense of attitude towards physical activity.

Life Satisfaction Scale

Life Satisfaction Scale, which was developed by Diener et al. (1985) and adapted to Turkish by Dağlı & Baysal (2016), consists of 5 items under a single factor structure. "Satisfaction with life" can be defined as the degree of a positive development of the overall quality of life as a whole. Factors such as being active, being physically and mentally sound, having good relationships with family and friends, doing sports, having a wide social environment, and positive individual identity are among the factors that affect an individual's life satisfaction. The reliability coefficient of the scale was recalculated and was determined as 0,71. All the statements in the scale are "1. I strongly disagree,..., I strongly agree," is scored, 5 to 25 score in total, with a 5-point Likert Scale. A high score from the scale indicates that the individual has a high level of life satisfaction.

Data Analysis

In the research, the data obtained with data collection tools were analysed with SPSS 23.0 program. Descriptive statistical methods such as frequency (n), percentage (%), mean (mean), standard deviation (ss), correlation (r) were used during the evaluation of the data. The Kolmogorov-Smirnov test were used to test the normal distribution of the data. Due to the fact that the distribution of the data was normal, independent samples t-test and one-way anova test were used. To determine whether there is a linear relationship between the two numerical measures, Pearson Correlation coefficient was used. Margin of error of the findings obtained was taken as 0.05. The reliability of the scales was determined by calculating the Cronbach Alpha internal consistency coefficients.

RESULTS

In this section, total scores from the scales, individuals' attitudes towards physical activity and life satisfaction levels in terms of various variables, and analyzes regarding the correlation between these variables are presented. Distribution of scale scores are shown in Table 2.

Table 2. Distribution of Scale Scores

Total Scores	N	Mean	Standart Deviation
Life Satisfaction	412	16,16020	4,51907
CBPA- Result Expectation	412	3,8495	0,82082
CBPA- Self-Regulation	412	2,8689	0,87201
CBPA- Personal Barriers	412	2,9034	0,79786
CBPA- Total Scale Score	412	3,8150	1,65480

CBPA = Cognitive Behavioural Physical Activity, SD = Standard Deviation

Table 2 appears that the mean of the total scores received by the participants from scales (Life Satisfaction: $x = 16,16$ $sd = 4,51$; CBPA Result Expectation $x = 3,84$ $sd = 0,82$; CBPA Self-Regulation $x = 2,86$ $sd = 0,87$; CBPA Personal Barriers $x = 2,90$ $sd = 0,79$; CBPA Total Scale Score $x = 3,81$ $sd = 1,65$).

Table 3. Life Satisfaction in Terms of Gender (T-Test)

Gender	N	Mean	Standard Deviation	Sig.
Girls	211	15,5213	4,81993	t = 2,968 p = 0,003*
Boys	201	16,8308	4,08549	
Total	412	16,1602	4,51907	

*p<0,05 significant

In terms of gender variable, there was a significant difference between the life satisfaction levels of the students in favor of boy students(p<0,05).

Table 4. Physical Activity Attitudes in Terms of Gender (T-Test)

Gender	N	Result Expectation			Self-Regulation			Personal Barriers		
		Mean	SD	Sig.	Mean	SD	Sig.	Mean	SD	Sig.
Girls	211	3,91	0,79	t = -1,558 p = 0,120	2,76	0,83	t = 2,427 p = 0,016*	3,04	0,79	t = -0,867 p = 0,000*
Boys	201	3,78	0,84		2,97	0,90		2,75	0,76	
Total	412	3,84	0,82		2,86	0,87		2,90	0,79	
Cognitive Behavioral Physical Activity Total Scale Score										
Gender	N	Mean		Standard Deviation		Sig.				
Girls	211	3,62		1,50		t = 2,346 p = 0,019*				
Boys	201	4,01		1,78						
Total	412	3,81		1,65						

*p<0,05 significant, SD= Standard Deviation

In terms of gender variable, there was not a significant difference between result expectation sub-dimension of the participants (p>0,05) and was a significant difference between self-regulation of and personal barriers sub-dimensions of the participants (p<0,05). There was a significant difference in the total score of the scale in favor of male students (p<0,05).

Table 5. Life Satisfaction in Terms of Sports (T-Test)

Sports	N	Mean	Standard Deviation	Sig.
Yes	172	18,4244	3,68498	t = 9,766 p = 0,000*
No	240	14,5375	4,36689	
Total	412	16,1602	4,51907	

*p<0,05 significant

In terms of sports variable, there was a significant difference between the life satisfaction levels of students in favor of sports students (p<0,05).

Table 6. Physical Activity Attitudes in Terms of Sports (T-Test)

Sports	N	Result Expectation			Self-Regulation			Personal Barriers		
		Mean	SD	Sig.	Mean	SD	Sig.	Mean	SD	Sig.
Yes	172	3,88	0,87	t = 0,813 p = 0,417	3,03	0,89	t = 3,262 p = 0,001	2,73	0,82	t = 3,684 p = 0,000
No	240	3,82	0,77		2,75	0,83		3,02	0,75	
Total	412	3,84	0,82		2,86	0,87		2,90	0,79	
Cognitive Behavioral Physical Activity Total Scale Score										
Sports	N	Mean		Standard Deviation		Sig.				
Yes	172	4,18		1,78		t = 3,919 p = 0,000				
No	240	3,54		1,50						
Total	412	3,81		1,65						

*p<0,05 significant, SD= Standard Deviation

In terms of sports variable, there wasn't a significant difference between result expectation sub-dimension scores of the students (p>0,05) and was a significant difference between self-regulation of and personal barriers sub-dimensions scores of the students (p<0,05). There was a significant difference in the total score of the scale in favor of sports students (p<0,05).

Table 7. Life Satisfaction in Terms of Place of Residence (T-Test)

Place of Residence	N	Mean	Standard Deviation	Sig.
Village	228	14,8421	4,25214	t= -6,960 p= 0,000*
District	184	17,7935	4,31173	
Total	412	16,1602	4,51907	

*p<0,05 significant

In terms of place of residence variable, there was a significant difference between the life satisfaction levels of students (p<0,05). Life satisfaction levels of students living in the district were higher than students living in the village.

Table 8. Physical Activity Attitudes in Terms of Place of Residence (T-Test)

Place of Residence	N	Result Expectation			Self-Regulation			Personal Barriers		
		Mean	SD	Sig.	Mean	SD	Sig.	Mean	SD	Sig.
Village	228	3,71	0,82	t = -3,713 p = 0,000	2,76	0,79	t= -2,760 p= 0,006	3,01	0,70	t= 3,090 p= 0,003
District	184	4,01	0,78		3,00	0,94		2,76	0,88	
Total	412	3,84	0,82		2,86	0,87		2,90	0,79	
Cognitive Behavioral Physical Activity Total Scale Score										
Place of Residence	N	Mean		Standard Deviation		Sig.				
Village	228	3,46		1,33				t= -4,712		
District	184	4,24		1,90				p= 0,000		
Total	412	3,81		1,65						

*p<0,05 significant, RE= Result Expectation, SR= Self-Regulation, PB= Personal Barriers

In terms of place of residence variable, there is a significant difference (RE p=0,000; SR p=0,006; PB p=0,003; Total Scale Score p=0,000) between physical activity attitudes (three sub-dimensions and total score of the scale) of two groups which are the students living in the village and the district. It was observed that students living in the district had more positive attitudes towards physical activity compared to students living in the village (Table 8)

Table 9. Life Satisfaction in Terms of Grade Levels (ANOVA)

Grade	N	Mean	Standard Deviation	Sig.
9th Grade	112	16,1875	4,63541	f = 4,227 p= 0,006*
10th Grade	104	16,8173	4,19376	
11th Grade	100	16,7400	4,05174	
12th Grade	96	14,8125	4,94030	
Total	412	16,1602	4,51907	

*p<0,05 significant

In terms of place of grade levels, there was a significant difference (p = 0,006) between life satisfaction score means of high school students. It was observed that 9th, 10th and 11th grade students had higher levels of life satisfaction than 12th grade students (Table 9).

Table 10. Physical Activity Attitudes in Terms of Grade Levels (ANOVA)

Grades	N	Result Expectation			Self-Regulation			Personal Barriers		
		Mean	SD	Sig.	Mean	SD	Sig.	Mean	SD	Sig.
9th Grade	112	3,86	0,74	f = 0,395 p = 0,755	2,80	0,70	f= 1,141 p= 0,238	2,88	0,78	f= 4,230 p= 0,006
10th Grade	104	3,82	0,81		2,94	0,89		2,85	0,74	
11th Grade	100	3,91	0,86		2,96	0,93		2,75	0,89	
12th Grade	96	3,79	0,86		2,76	0,94		3,13	0,71	
Total	412	3,84	0,82		2,86	0,87		2,90	0,79	

Grades	N	Cognitive Behavioral Physical Activity Total Scale Score		Sig.
		Mean	Standard Deviation	
9th Grade	112	3,77	1,29	f= 3,238 p= 0,022
10th Grade	104	3,91	1,77	
11th Grade	100	4,13	1,84	
12th Grade	96	3,42	1,63	
Total	412	3,81	1,65	

*p<0,05 significant, RE= Result Expectation, SR= Self-Regulation, PB= Personal Barriers

In terms of place of grade levels, there was a significant difference (PB p = 0,006, Total Scale Score p = 0,022) between physical activity attitudes (personal barriers sub-dimension and total scale score) of high school students. However, no significant differences (RE p=0,755; SR p = 0,238) were found between result expectation and self-regulation sub-dimension means of high school students. It was observed that there was an increase in the physical activity attitude of the students until the 11th grade, and a decrease in the physical activity attitude in the 12th grade (Table 10).

Table 11. Correlation Between Physical Activity Attitude and Life Satisfaction (Pearson Correlation)

Life Satisfaction x Sub-Dimension	N	Correlation	Sig.
Life Satisfaction x CBPA- Result Expectation	412	0,145**	0,003
Life Satisfaction x CBPA- Self-Regulation	412	0,260**	0,000
Life Satisfaction x CBPA- Personal Barriers	412	-0,131**	0,008
Life Satisfaction x CBPA- Total Scale Score	412	0,272**	0,000

*p<0,05 significant, CBPA= Cognitive Behavioral Physical Activity

The results, as shown in Table 11, indicated that a positive, significant correlation was found between life satisfaction and result expectation sub-dimension (r= 0,145 p= 0,003); life satisfaction and self-regulation sub-dimension (r= 0,260 p= 0,000); life satisfaction and physical activity attitude total scale score (r= 0,272 p= 0,000). However, a negative, significant correlation was found between life satisfaction and personal barriers sub-dimension (r= -0,131 p= 0,008).

DISCUSSION, CONCLUSION AND SUGGESTIONS

The aim of the present research was to examine whether high school students' attitudes towards physical activity and life satisfaction levels differ in terms of various variables; to examine whether there is a relationship between physical activity attitudes and life satisfaction levels. This study has shown that variables such as gender, grade level, participation in sports courses and place of residence cause a significant difference in life satisfaction level and physical activity attitude.

According to the analysis, when the life satisfaction levels of the students were examined according to the gender variable, it was found that the life satisfaction levels of boy students were higher. This study supports evidence from previous observations (Korkut Owen et al., 2018; Duman et al., 2011). Also, studies conducted by Bulut & Yıldız (2020), Tepeli Temiz & Ulusoy Gökçek (2020), Yukay Yüksel et al. 2020, Balcı et al. (2019), Yıldız et al. (2015) and Tuzgöl Dost (2007) revealed that there was a significant difference in favor of women. These studies, which prove that life satisfaction level differs by gender, supports the results of the research. However, studies conducted by Aydın (2020), Bakır (2020), Kaçık & Acar (2020), Kayhan (2020), Kılınç & Uzun (2020), Öztürk (2020), Barut et al. (2019), Çekiç et al. (2019), Yelpaze & Yakar (2019), Erol & Kaba (2018), Özkatar Kaya et al (2018), Yaşartürk & Bilgin (2018) and Kalfa (2017) revealed that there was no significant difference in terms of life satisfaction by gender. This difference shows that different variables may mediate the role of gender in satisfaction with life. In this context, it may be a possible explanation that gender alone may not have a significant role in life satisfaction. Since life satisfaction, which has a dynamic structure, is a subjective assessment of the individual, the different results of the study suggest that life satisfaction is also affected by the socio-cultural and economic structure of the environment in which the individual lives.

According to the gender variable, when the physical activity attitudes of the students were examined, it was found that there was a significant difference in the result expectation and personal barriers sub-dimension, while no significant difference was found in the result expectation sub-dimension. In addition, when the total score of the scale was examined, it was found that there was a significant difference in favor of boy students. The finding that physical activity attitude differs according to gender variable, in the study conducted by Gülle (2019), it was revealed in the self-regulation sub-dimension of the scale. It is seen that there are limited studies on physical activity attitude in the literature. According to Cengiz & İnce (2013), one of the most important goals of physical education and sports lesson is to gain regular physical activity habit. For this reason, attitude towards physical education and sports lessons is an extremely important issue, and in this respect are found many studies in the national and international literature (Kılıç & Çimen, 2018). In the studies examining the attitude towards physical education and sports by Atik & Güçlüöver (2020), Yıldız & Yaprak (2018) and Akandere et al (2010), it has been revealed that there is a significant difference in favor of male students. In addition, in the study of Memiş & Yıldırım (2008) examining the level of individuals' enjoyment of physical activity, it was revealed that there was a significant difference in favor of male individuals. These studies, which demonstrate that the physical activity attitude differs according to the gender variable, supports the results of the research. According to Gürsoy et al. (2020) and Çakmak Yıldızhan & Çağlayan (2019), female students are significantly better than male students in terms of attitudes towards physical education and sports lessons. The fact that male students have more opportunities for sports activities in social life may cause female students to spend more time against learning with a more positive attitude towards physical education and sports lessons. Also, it can be thought that the attitudes of teachers to male and female students or teacher behaviors perceived by students according to gender are also effective in the emergence of attitude differences according to gender. However, the studies conducted by Kılıç & Çimen (2018), Konar & Şanal (2018), Keskin et al (2016) and Yanık & Çamlıyer (2015) revealed that there was no significant difference when students' attitudes towards physical education and sports lesson were analysed in terms of gender. But, in these studies it has been observed that male and female students have high attitudes towards physical education lessons. The reason for this can be shown to be that physical education lesson is more fun and game-based than other lessons. According to Kırbaş (2020), physical activity habits have differed also due to cultural structure, socio-economic level, individual differences, and health status.

According to the sports variable, when the life satisfaction levels of the students were examined, it was found that there was a significant difference in favor of the students doing sports. The finding that life satisfaction differs according to the sport variable, in the studies conducted by Gezer (2014) and Öztürk (2019), it was put forward in favor of individuals doing sports. In the study conducted by Barut et al. (2019), it was observed that individuals who do regular trekking and paragliding have high life satisfaction scores. Kıran et al. (2019) suggested that there was a positive correlation between physical activity and life satisfaction. Uğraş & Güllü (2020) stated that physical activity had positive effects on psychological well-being and life satisfaction in addition to academic achievement, learning, and physical development. In the study conducted by Şimşek et al. (2020), it was found that individuals who did physical activity before and during the COVID-19 epidemic had higher life satisfaction scores. Also, physical activity has a positive predictive effect on an individual's psychological endurance level (Seçer, 2019). The fact that sports provide physical, mental, and social gains to individuals is an effect that increases life satisfaction (Bakır, 2020). These studies support the results of the research. According to Mollaoğulları & Uluç (2019), physical activity and participation in sports eliminate the negativities such as anxiety and emotional tension. Problems related to depression, anxiety, and anger management are less common among individuals who exercise regularly than those who do not exercise regularly. In this context, it can be thought that by participating in sports activities, individuals provide themselves with the energy that will lead them to positive feelings.

According to the sports variable, when the physical activity attitudes of the students were examined, it was found that there was a significant difference in the self-regulation and personal

barriers sub-dimension in favor of the students doing sports. However, no significant difference was found in the result expectation sub-dimension. In addition, when the total score of the physical activity attitude scale was examined, it was found that there was a significant difference in favor of the students doing sports. In the studies conducted by Çetin (2007), Akandere et al. (2010), Büyükdemir et al. (2018), Çolak (2019), Kaya (2020), it was revealed that students who sports have higher attitude towards physical education and sports. These studies support the results of the research. Hence, it could conceivably be hypothesised that the individuals who actively sports have an interest in physical education and sports lesson and their attitudes towards physical activities are positive (Kılıcı, 2019). İlaslan et al. (2020) suggested that individuals who do sports have higher physical activity levels. It is thought that increasing the knowledge level of students about gaining the habit of physical activity and encouraging students to the activity will provide gains such as a positive attitude towards sports.

According to the place of residence variable, when the life satisfaction levels of the students were examined, it was found that there was a significant difference in favor of students living in the district. In accordance with the present results, several studies examining the life satisfaction levels of individuals, according to the place of residence variable have demonstrated that it has been revealed that there is a significant difference between life satisfaction levels of individuals (Elkin, 2017; Erol & Kaba, 2018). Studies show that individuals living in provincial and district centers have higher levels of life satisfaction than individuals living in smaller settlements such as villages and towns. According to Bulut & Yıldız (2020) and Kılınç & Uzun (2020), the life satisfaction of individuals is also affected by the socio-cultural and economic structure of the environment in which they live. Having opportunities to participate in entertaining and satisfying activities that relieve themselves physically, mentally, and spiritually while making use of their leisure time may affects positively life satisfaction (Ata, 2020; Bakır, 2020; Sevinç & Özel, 2018). These studies support the results of the research. It is thought that the effect of the settlement where individuals live on life satisfaction levels is due to social support and possibilities. However, studies by Özgür et al (2010) and Kalfa (2017) revealed that the residential area where individuals live does not affect their life satisfaction levels. In addition, variables such as gender, occupation, social status, and family status, which cannot be easily or at all changed by the individual's effort, can be considered as external factors affecting life satisfaction. Furthermore, the factors that express subjectivity such as personality, goal orientation, competency expectation, self-esteem, self-representation and optimism can also be considered as internal factors affecting life satisfaction (Avşaroğlu & Koç, 2019).

According to the place of residence variable, when the physical activity attitudes of the students were examined, it was found that there was a significant difference in the result expectation, self-regulation and personal barriers sub-dimension. In addition, when the total score of the physical activity attitude scale was examined, it was found that there was a significant difference in favor of students living in the district. It can be said that students living in the district have a more positive attitude towards physical activities compared to students living in the village. The finding' that attitude towards physical education and sports differs according to place of residence variable, in the study conducted by Çetin (2007), it was revealed. This study supports the results of the research. According to Cengiz et al. (2009), the easier access to physical activity opportunities may be a factor in developing a positive attitude towards physical activity. From this perspective, it can be said that the attitude towards physical activity is influenced by the settlement where students live as an external factor and this environment shapes attitudes towards physical activity. According to Aydın (2020), whether there are physical activity opportunities in place of residence is effective in participating in physical activity. Factors such as the existence of recreational areas and the distance to reach these areas affect physical activity (Bozdağ, 2019; Söyleyici, 2018). It can be said that in an environment with various physical activity opportunities, the rate of physical activity participation will increase, and a positive physical activity attitude will develop.

According to the grade level variable, when the life satisfaction levels of the students were examined, it was found that there was a significant difference. It was determined that 12th grade students' life satisfaction levels were lower. In a study conducted by Yazıcı Çelebi & Çelebi (2018), it

was revealed that as the grade level of the students increased, their life satisfaction levels decreased significantly. In the research conducted by Günaçtı Atasoy (2014) on physical education and sports teachers, it was revealed that there is a significant correlation between the age and life satisfaction levels of individuals. In a study by Aydın (2020), a parallel result emphasizes that there is a significant correlation between age and life satisfaction level on a different sample group. The results of these studies support the results of study. However, it has been revealed that there is no significant difference in some studies examining the life satisfaction levels of individuals in terms of age variable (Bakır, 2020; Yaşartürk & Bilgin, 2018; Özkatar Kaya et al., 2018; Kalfa, 2017; Elmas, 2013; Bilge et al., 2009; Bulut, 2007; Avşaroğlu et al., 2005). A possible explanation of this conflicting results might be that 12th grade students in study go through an inactive life process because they are away from social and sports activities due to the fact that they are in national center test period for university admissions. It is known that participation in physical activities has a positive effect on physical and mental health. Therefore, it can be said that meeting the psychological needs of students in the exam period has a positive effect on life satisfaction with the improvement of physical and mental health (Ata, 2020).

According to the grade level variable, when the physical activity attitudes of the students were examined, it was found that there was not a significant difference in the result expectation and self-regulation sub-dimension. However, there was a significant difference in the personal barriers sub-dimension. In addition, when the total score of the physical activity attitude scale was examined, it was found that there was also a significant difference. It was determined that there was an increase in the students' attitudes towards physical activity until the 11th grade level and then was a decrease in the attitudes of the 12th grade students. Several studies by conducted have revealed that attitude towards physical education and sports lesson differs in terms of the grade level or age variable (Atik & Güçlüöver, 2020; Kaya, 2020; Kılıcı, 2019; Çelik et al., 2018; Tanrıverdi, 2016; Keskin et al., 2016; Özyalvaç, 2010). In the study conducted by Bozdağ (2019), it was found that the level of participation in physical activity varies according to the age groups of individuals. These studies may support the result that was found in research. It can therefore be assumed that there is a decrease in attitudes towards physical activity and sports, as grade level or age increases.

When correlation between life satisfaction level and physical activity attitude is examined, it was found that there was a positive significant correlation with the result expectation and self-regulation sub-dimension of the physical activity attitude scale; there was a negative significant correlation with the personal barriers sub-dimension of the scale. In addition, a positive correlation was found between the level of life satisfaction and the total score of the physical activity attitude scale. This finding is consistent with that study of Caz et al. (2019) who found a positive correlation between university students' attitude towards sports and their life satisfaction levels. Also, in the study conducted by Atik & Güçlüöver (2020), it was revealed that there is a positive correlation between middle school students' attitudes towards physical education and sports and their life satisfaction levels. In the study conducted by Barut et al. (2019), it was found that individuals engaged in nature sports have high levels of life satisfaction. Şimşek et al. (2020) found that individuals who did physical activity before and during the COVID-19 epidemic had higher levels of life satisfaction. Mumcu (2019) suggested that individuals who actively engage in sports have a low perceived stress level, and an increase in their level of happiness. Findings of Sevinç & Özel (2018) show that diving sport has an important place in the lives of individuals, positively affects their lives, and is a resource that contributes to the life satisfaction of individuals. The results of these studies support the results of study. According to these data, we can conclude that having a positive attitude towards physical activity and sports and participating in physical activity increases the life satisfaction of individuals.

This study has shown that variables such as gender, sports, class level and place of residence affect students' physical activity attitudes their life satisfaction, and between life satisfaction level and physical activity attitude is a positive correlation. In order to increase the life satisfaction levels of students, solutions should be sought to have a positive students' attitude towards physical activity and to ensure their active participation in sports. Sports activities should be organized to enable students

who do not have sports facilities and live in rural areas to be more active. Within the framework family-school partnership, students should be motivated.

There are some limitations in this study, which was conducted to examine students' attitudes towards physical activity and life satisfaction levels. The sample group of the study is only in Artova district of Tokat province and it is limited in terms of generalizability of the results. Therefore; in future studies on physical activity attitude and life satisfaction, differences among of them can be examined by including districts, provinces and even geographical regions. The reasons of students' negative attitudes towards physical activity can be examined in detail with qualitative research methods.

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