

Original Article

The Relationship Between University Students' Physical Activity and Their Desire to be Like

Ergin Emine ¹

Lök Neslihan ²

Lök Sefa ^{3*}

¹Istanbul Aydın University, Health Sciences Faculty, Istanbul, 34295, Turkey

^{2,3}Selçuk University, Nursing Faculty, Konya, 42130, Turkey

DOI: 10.29081/gsjesh.2023.24.1.01

Keywords: *university students, physical activity, desire to be liked.*

Abstract

This study was planned as a descriptive relational study. The study was carried out with 140 university students studying at the sports sciences faculty of a state university in Konya. The questionnaires were delivered to the participants via social media; The mean age of the participants was 21.01 ± 2.33 , 60.7% of them were girls, 39.3% were boys, 49.3% of their mothers were high school graduates, 51.4% of them were high school graduates from their fathers. When the physical activity level of the students was evaluated, it was seen that 38.6% of them were in the low level of physical activity and 38.6% were in the physically inactive group. In our study, in which we evaluated the relationship between the physical activity level of the students and the desire to be liked, girls, those who perceive their health as bad and those who are physically active were in the risk group.

1. Introduction

Universities are places where students successfully complete their education, discover themselves, gain a new identity and have a profession. The age of university students in Turkey is generally between 17-23. In this process, it is seen that students' personal experiences and healthy and unhealthy lifestyle behaviors emerge as well as their need for admiration and acceptance at a high level (Şahin, 2009; Erkan, Özbay, Çankaya, & Terzi, 2012). While physical activity is defined as any body movement performed by skeletal muscles that causes energy expenditure, sedentary behavior is defined as behaviors that require an energy expenditure of 1.5 METs or less while the individual is awake. It is necessary to carry out screening

* E-mail: sefalok@selcuk.edu.tr (corresponding author)

studies in all age groups and in all areas of life to increase physical activity and determine the variables that will affect it (WHO, 2018).

It is thought that the level of physical activity is a factor that affects the communication skills, self-efficacy, psychological well-being, self-esteem and desire to be liked of the individual (Demirer & Erol, 2020; Wang et al., 2020). The desire to be liked is defined as the positive feedback, wishes and feelings of well-being that individuals expect from other people in order to transform their perspectives towards themselves and to meet their love and respect needs (Kasikara & Doğan, 2017). In this study, it is aimed to evaluate the relationship between physical activity and the desire to be liked, which is thought to affect university students.

2. Material and methods

Purpose of research and questions of the research

In this study, it is aimed to evaluate the relationship between physical activity and the desire to be liked, which is thought to affect university students.

Research Questions

1. What is the average score of the university students' desire to be admired scale?
2. What is the average physical activity level score of university students?
3. Does the level of desire to be liked change according to the socio-demographic characteristics of university students?
4. Is there a relationship between the level of physical activity and the desire to be liked?

Type of research

This study is descriptively planned as relational.

The place and features of the research

The study was carried out with university students studying in the faculty of sports sciences of a state university in Konya.

Study group of the research

The sample size in the study was calculated in the G*Power 3.1.9.2 analysis program. With an effect size of 0.24, a power of 90%, and a margin of error of 5%, it was calculated as 140, taking into account the "Desire to be Liked Scale" score in Şahin (2019)'s study (21.12±5.85).

Data Collection Techniques and Tools

The data of the research were collected through Google Forms between 1-15 March 2022. The questionnaires were delivered to the participants via social media; The data collection process was terminated after the sufficient number of samples was reached. In the collection of data; Personal information form prepared by researchers and questioning socio-demographic characteristics, International Physical Activity Questionnaire and Desire to Be Admired Scale were used.

Personal Information Form

The personal information form questioning socio-demographic characteristics and prepared by the researchers consists of seven questions.

Desire to be Liked Scale

The scale, which was developed by Kaşıkara and Doğan (2017), consists of 9 items of 4-point Likert type (1 = I totally disagree, 4 = I totally agree). There is no reverse item in the scale and the scale has a single factor structure. The lowest score that can be obtained from the scale is 9, and the highest score is 36. An increase in the scores obtained from the scale means that the desire to be liked is high. The scale development study was carried out in two stages. In the first stage, the construct validity of the scale was tested with Exploratory Factor Analysis (EFA) on 418 people and a structure consisting of 9 items was discovered that explained 42.10% of the total variance. The internal consistency coefficient of this structure was found to be .82 according to EFA. The test-retest value was found to be .73 according to the results of the test-retest analysis performed at four-week intervals to demonstrate the reliability. In the second stage, it was seen that the model fit indices obtained as a result of the Confirmatory Factor Analysis (CFA) performed on 113 data to examine the construct validity of the scale were at a good level (RMSEA= .06, GFI= .92, AGFI= .88, CFI= .95, IFI= .96, NFI= .87, RFI= .83, RMR= .03, SRMR= .06).

International Physical Survey (UFAA)

Physical activity levels were determined with the International Physical Activity Questionnaire (UFAA). The validity and reliability study of the questionnaire was conducted in Turkey (Saglam et al., 2010). In our study, the self-administered short form of the questionnaire was used to evaluate the physical activity level, including the "last seven days". This short form consists of seven questions and provides information on sitting, walking, moderate-intensity activities, and time spent in vigorous activities. Calculation of the total score of the short form includes the sum of time (minutes) and frequency (days) of walking, moderate-intensity activity, and vigorous activity. The sitting score (sedentary behavior level) is calculated separately. In the evaluation of all activities, the criterion is that each activity is done for at least 10 minutes at a time. A score is obtained as "MET-minutes/week" by multiplying the minute, day and MET value (multiples of resting oxygen consumption). Walking time (minutes) was multiplied by 3.3 METs to calculate the walking score. In the calculation, 4 METs were taken for moderate-intensity activity and 8 METs for vigorous activity. Physical activity levels were classified as physically inactive (3000 MET-min/week) (Öztürk 2005).

Data Evaluation

The data of the study were evaluated using the statistical package program SPSS for Windows 22.0 (Statistical Package for Social Science). Number of units (n), percentage (%), mean±standard deviation (mean (SD)) values will be used as summary statistics. The normal distribution of the data will be evaluated with the Shapiro-Wilk test and the Q-Q plot. Independent two-sample t-test and analysis of variance were used for normally distributed data. Pearson correlation analysis was used to evaluate the relationship between physical activity and the desire to be liked. The results were evaluated at 95% confidence interval and $p < 0.05$ significance level.

Ethical Procedure

Ethical permission was obtained from the Ethics Committee of the Faculty of Sport Sciences (Meeting date: 3.12.2021/ Decision Number: 150) for the ethical permission of the research. Before starting the study, informed consent was obtained from the students with an informed consent form.

3. Results and Discussions

The mean age of the participants was 21.01 ± 2.33 , 60.7% were female, 39.3% were male, 49.3% had a high school graduate mother, 51.4% had a high school graduate father, 58% It was found that 0.6% of their mothers were working in any job, 67.9% of them were fathers working in any job, 39.3% of them perceived their income as medium and 45.7% of them perceived their health as medium.

When the physical activity level of the students was evaluated, it was seen that 38.6% of them were in the low level of physical activity and 38.6% were in the physically inactive group. The mean physical activity score of the students was determined as 686.13 ± 252.41 . The mean score of the students' desire to be admired was found to be 19.54 ± 5.62 (Table 1).

Table 1. *Distribution of Students' Physical Activity Level and Mean Scores on the Desire to Be Admired Scale*

Scales	Number (n)	Percent (%)
Physical Activity Questionnaire		
Physically inactive (Inactive) (<600 MET-min/week)	54	38,6
Low physical activity level (600-3000 MET-min/week) (Low Active)	86	61,4
	Mean±SD	Min-Max
Physical Activity Total Score	686,13±252,41	156-1673
Desire to be Liked Scale Total Score	12-33	19,54±5,62

When the sociodemographic variables of the students and the mean score of the desire to be liked were evaluated, it was seen that the girls' desire to be liked was higher than the boys, and the difference was statistically significant ($p < 0.05$). It was observed that there was a statistically significant difference between father's education level and desire to be liked, and the difference was due to those whose father's education level was primary school ($p < 0.05$).

There was no statistically significant difference between the total mean score of the mother's education level, mother's and father's working status, and the desire to be liked ($p > 0.05$). It was observed that there was a statistically significant difference between the perceived income status and the desire to be liked, and the difference was due to those who perceived their income well ($p < 0.05$). It was observed that there was a statistically significant difference between the perceived

health status and the desire to be liked, and the difference was due to those who perceived their health poorly ($p < 0.05$). It was observed that the desire to be liked by those with low physical activity levels was higher than those who were not physically active, and the difference was statistically significant ($p < 0.05$). (Table 2).

Table 2. *Distribution of Physical Activity Levels of Students by Sociodemographic Characteristics*

Variables	Desire to be Liked Score Average	Test value P value
Gender		
Girl	22,24±5,17	t:0,125
Boy	17,02±6,29	p:0,02*
Mother Education Status		
Primary education	20,79±5,90	F:3,627 p:0,22
High school	19,42±6,30	
University	18,91±5,08	
Father Educational Status		
Primary education	22,29±5,24	F:4,632 p:0,01*
High school	20,21±5,77	
University	17,94±5,14	
Mother Working Status		
Working	19,63±5,56	t:0,117
Not working	19,41±5,76	p:0,30
Father Working Status		
Working	19,91±5,36	F:2,034
Not working	18,78±6,14	p:0,06
Perceived Income		
Good morning my baby	21,55±6,17	F:5,023 P:0,02*
Middle	19,05±5,71	
Bad	17,73±4,62	
Perceived Health Status		
Good morning my baby	19,17±5,40	F:3,702 P:0,04*
Middle	19,53±6,37	
Bad	20,18±5,29	
Physical Activity Level		
Physically inactive (Inactive) (<600 MET-min/week)	16,13±6,08	t:0,117
Low physical activity level (600-3000 MET-min/week) (Low Active)	23,17±5,32	p:0,03*

F: One Way Anova, t: t test, U: Mann Whitney U Test, * $p < 0.05$

The relationship between the physical activity level of the students and the desire to be liked is evaluated in table 3. A strong positive correlation was found between the level of physical activity and the desire to be liked ($r:0.843$, $p < 0.05$). It can be said that as the physical activity level of the students increases, the desire to be liked increases.

Table 3. Comparison of Students' Physical Activity Levels and Their Desire to Be Admired

Variables	Desire for Admiration	Physical Activity Questionnaire
Desire for Admiration	1,00	
Physical Activity Questionnaire	r:0,843 p:0,01*	1,00

r: Pearson Correlation Analysis, *p<0,05

Discussions

In this study, in which the physical activity level of university students and their desire to be liked were evaluated, the physical activity level of most of the students was found to be low. Similarly, in a study conducted in recent years (Demirer & Erol, 2020) with the participation of 702 university students, the physical activity level of most of the students is similarly low (Demirer & Erol, 2020). Timurtas et al. (2022), in their study during the covid period, similarly, it was determined that the majority of university students (52.7%) were inactive or (42.5%) had a low level of physical activity (Timurtaş, Avci, Ayberk, Demirbükten, & Polat, 2022).

According to Maslow, the need for esteem has two components. The first is to perceive oneself as successful and competent; The other is to be respected and admired. The self-confidence of the individual who does not realistically meet his/her self-esteem and admiration needs may be damaged (İnanç & Yerlikaya, 2011). The feeling of being liked is very important for adolescents and adults. After the physiological and safety needs are met, the individual turns to social needs. It is seen that they need to exist in society, be approved by other people, and need others' feedback, appreciation and respect (Horzum Taylor, 2015). Physical appearance is one of the first individual characteristics noticed by others and has a significant impact on social interactions and therefore has become a very important construct in societies (Pop, 2016). In this study, it was determined that the desire to be liked in university students is at a moderate level. As the level of physical activity increases, the desire to be liked increases; This can be explained by the positive effect of exercise on the physical and psychosocial health outcomes of the individual. The fact that girls have more concerns about weight, body shape and self-image, especially during adolescence, has a major role in the high scores on the desire to be liked in girls. Looking at the relationship between monthly income and desire to be liked, Şahin (2019) found a statistically significant difference between the monthly income of the students' family and the scores they got from the scale of desire to be liked, similar to this study (p<0.05). Desire to be liked scale scores of students who perceive their family's monthly income to be higher; The scores of the desire to be liked are higher than those whose family has a lower monthly income (Şahin, 2019). Detection of the desire to be admired is important for mental health, since many adolescents consider issues such as how they are

seen by their peers, whether they are liked or not, whether they are accepted or not, as the most important problems of their lives. More work is needed in this area.

4. Conclusions

In our study, in which we evaluated the relationship between students' physical activity level and their desire to be liked, girls, those whose fathers graduated from primary school, those who perceive their income as good, those who perceive their health as bad, and those who are physically active were in the risk group. In addition, it was observed that the desire to be liked increased as the physical activity level of the students increased.

References

1. ERKAN, S., ÖZBAY, Y., ÇANKAYA, Z.C., & TERZI, Ş. (2012). Üniversite Öğrencilerinin Yaşadıkları Problemler ve Psikolojik Yardım Arama Gönüllükleri. *Eğitim ve Bilim*, 37, 94–107;
2. DEMIRER, İ., & EROL, S. (2020). The relationships between university students' physical activity levels, insomnia and psychological well-being. *Journal of Psychiatric Nursing*, 11(3), 201-211. doi:10.14744/phd.2020.46547
3. HORZUM TAYLOR, I. (2015). Facebook and the being liked motive. *International Journal of Social Sciences and Education Research*, 1(4), 1216-1227. doi:10.24289/ijsser.279131;
4. İNANÇ, B.Y., & YERLIKAYA, E.E. (2011). Kişilik Kuramları, 5. Baskı. Ankara: Pegem Akademi;
5. WORLD HEALTH ORGANIZATION. (2018). Global action plan on physical activity 2018–2030: more active people for a healthier world. Geneva: World Health Organization. Licence: CC BY-NC-SA 3.0 IGO;
6. KAŞIKARA, G., & DOĞAN, U. (2017). Beğenilme arzusu: Ölçek geliştirme, güvenirlik ve geçerlik çalışması. *Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi Dergisi*, 4(2), 51-60. doi:10.21666/muefd.345573;
7. ÖZTÜRK, M. (2005). Üniversitede eğitim-öğretim gören öğrencilerde uluslararası fiziksel aktivite anketinin geçerliliği ve güvenirliği ve fiziksel aktivite düzeylerinin belirlenmesi. [Yüksek Lisans Tezi]. Ankara: Hacettepe Üniversitesi Sağlık Bilimleri Enstitüsü.
8. POP, C. (2016). Self-Esteem and body image perception in a sample of university students. *Eurasian Journal of Educational Research*, 64, 31-44, doi:10.14689/ejer.2016.64.2;
9. SAGLAM, M., ARIKAN, H., SAVCI, S., INAL-INCE, D., BOSNAK-GUCLU, M., KARABULUT, E., & TOKGOZOGLU, L. (2010). International physical activity questionnaire: reliability and validity of the Turkish version. *Perceptual and Motor Skills*, 111(1), 278-284, doi:10.2466/06.08.PMS.111.4.278-284, PMID: 21058606;

10. ŞAHİN, C. (2009). Eğitim Fakültesinde Öğrenim Gören Öğrencilerin Umutsuzluk Düzeyleri. *Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, 27, 271–286;
11. ŞAHİN, D. (2019). Ergenlerde sosyal medyaya yönelik tutumların, yalnızlık, depresyon ve beğenilme arzusuyla ilişkisi. Yayımlanmamış yüksek lisans tezi, Lefkoşa: Yakın Doğu Üniversitesi Sosyal Bilimler Enstitüsü.
12. TIMURTAŞ, E., AVCI, E.E., AYBERK, B., DEMIRBÜKEN, İ., & POLAT, M.G. (2022). Covid-19 Pandemisi Sırasında Üniversite Öğrencilerinin Fiziksel Aktivite, Depresyon, Stres, Uyku ve Yaşam Kalitesi Düzeylerinin İncelenmesi. *Ergoterapi ve Rehabilitasyon Dergisi*, 10(1), 17-26, doi:10.30720/ered.1039882;
13. WANG, K., YANG, Y., ZHANG, T., OUYANG, Y., LIU, B., & LUO, J. (2020). The Relationship Between Physical Activity and Emotional Intelligence in College Students: The Mediating Role of Self-Efficacy. *Frontiers in psychology*, 11, 967, doi:10.3389/fpsyg.2020.00967.



©2017 by the authors. Licensee „GYMNASIUM” - Scientific Journal of Education, Sports, and Health, „Vasile Alecsandri” University of Bacău, Romania. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution ShareAlike 4.0 International (CC BY SA) license (<http://creativecommons.org/licenses/by-sa/4.0/>).
