

The Effect of University Students' Perceived Social Support Levels on Physical Activity Participation

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Abstract

It is clearly seen that interaction affects the level of physical activity like many other behaviors in the social world we live in with others. This study examines the relationship between motivation to participate in physical activities and perceived social support. The sample group of the study consists of 491 students, 389 females and 102 males, whom are chosen from two public university students. They are selected according to convenient sampling method which is one of the non-random sampling method. In the research, The Motivation Scale for Participating in Physical Activity which is developed by Tekkurşun-Demir and Cicioğlu, and Perceived Support Scale that is developed by Yıldırım in 1997 and revised in 2004 were used as a data collection tools. In addition to descriptive statics, which are Regression Analysis and Explanatory Factor Analysis, Independent Sample T Test was also used for two groups depending on the number of variables in the analysis of the data. When the findings were evaluated, it was determined that the perceived social support levels of the research group were above the average and the highest support was determined as friend support while the lowest was teacher support. In physical activity motivations, the highest average is in the sub-dimension of arbitrariness while the lowest average is the individual sub-dimension. It has been retained that gender is a variable that causes significant difference in all sub-dimensions and total scores. The average scores of males are higher compare to females. Findings of correlation analysis examining the relationship between measurement tools show that there are positive low and medium level relationship between perceived social support and motivation to participate in physical activity. Furthermore, as a result of regression analysis, it was demonstrated with the regression model that a unit increase in perceived social support would create an increase of 0,144 on physical activity participation. As a result, perceived social support is an important predictor of participation in physical activity.

Key words: Social support, Physical activity, Perception, College students

Üniversite Öğrencilerinin Algıladıkları Sosyal Destek Düzeylerinin Fiziksel Aktiviteye Katılımlarına Etkisi

Öz

Başkalarıyla etkileşimin birçok davranış gibi fiziksel aktivite düzeyini de etkilediği sosyal bir dünyada yaşıyoruz. Bu çalışmada fiziksel aktiviteye katılım motivasyonu ve algılanan sosyal destek arasındaki ilişki incelenmektedir. Araştırmanın örneklem grubunu seçkisiz olmayan örnekleme yöntemlerinden uygun örnekleme yöntemi ile seçilmiş iki devlet üniversitesinde öğrenim gören öğrencilerinden oluşan 389 kadın 102 erkek olmak üzere toplam 491 öğrenci oluşturmaktadır. Araştırmada veri toplama aracı olarak Tekkurşun-Demir ve Cicioğlu tarafından geliştirilen Fiziksel Aktiviteye Katılım Motivasyonu Ölçeği ve Yıldırım (1997) tarafından geliştirilen ve 2004'te revize edilen Algılanan Sosyal Destek Ölçeği kullanılmıştır. Verilerin analizinde betimsel istatistikler, Regresyon Analizi ve Açıklayıcı Faktör Analizinin yanı sıra değişken sayısına bağlı olarak iki grup için Bağımsız Örneklem T Testi kullanılmıştır. Elde edilen bulgular incelendiğinde araştırma grubunun algılanan sosyal destek düzeylerinin ortalamasının üzerinde olduğu, en yüksek destek arkadaş desteği olarak belirlenirken, en düşük desteğin öğretmen desteği olduğu tespit edilmiştir. Fiziksel aktivite Motivasyonlarında ise en yüksek ortalama nedensizlik alt boyutundayken en düşük ortalama bireysel alt boyuttur. Cinsiyetin tüm alt boyutlarda ve toplam skorlarda anlamlı farka yol açan bir değişken olduğu tespit edilmiştir. Erkek bireylerin ortalama puanları kadınlara oranla daha yüksektir. Ölçüm araçları arasındaki ilişkinin incelendiği korelasyon analizi bulguları algılanan sosyal destek ile fiziksel aktiviteye katılım motivasyonu arasında pozitif yönlü düşük ve orta düzey ilişkiler olduğunu göstermektedir. Ayrıca regresyon analizi neticesinde algılanan sosyal destekte gerçekleşen bir birim artışın, fiziksel aktiviteye katılım üzerinde 0,144'lik bir artış yaratacağı gerçekleştirilen regresyon modeliyle ortaya konulmuştur. Sonuç olarak fiziksel aktiviteye katılımında algılanan sosyal destek önemli bir yordayıcıdır.

Anahtar kelimeler: *Sosyal destek, Fiziksel aktivite, Algı, Üniversite öğrencileri*

Introduction

The coronavirus (COVID-19) pandemic has been a significant public health problem all over the world, including our country. Along with the measures taken to prevent the spread of the epidemic, individuals' physical activity levels, nutritional habits, education-teaching methods have been changing and individuals have been experiencing a problem of adapting to this rapidly changing process. Social interaction has reduced because of the restrictions applied to protect public health (Yüce & Muz, 2021). If college students are not engaging in sufficient physical activity, there is a high likelihood that they will remain inactive in adulthood, which increases the potential for health risks later in the life span (Barnett, Gauvin, Craig & Katzmarzyk, 2008; Sparling & Snow, 2002). Therefore, it is important to identify factors that are associated with engaging in physical activity behaviors in college. During the transition to adulthood, especially the university entrance period is associated with decreased physical activity (Kwan, Cairney, Faulkner & Pullenayegum, 2012). In spite of the espite university students reporting favourable intentions to engage in moderate-intensity physical activity, they report several barriers including lack of social support (Deliens, Deforche, De Bourdeaudhuij & Clarys, 2015; Kwan & Faulkner, 2011).

The association between social support and low and declining levels of physical activity has been well-documented in adolescents and older adults, yet there has been little focus on university students (Scarapicchia, Sabiston, Pila, Arbour-Nicitopoulos & Faulkner, 2017). There has also been a lack of consistency in the operationalization of social support, as well limited examination of the multidimensional nature of the construct. Broadly, social support facets include networks or structure, functions, and perceptions (Due, Holstein, Lund, Modvig & Avlund, 1999; Holt & Hoar, 2006). Social restrictions during university time, which is one of the most socially active periods of individuals, cause physical inactivity in this age group. Social restrictions that have taken place during university time, which is one of the most socially active periods of individuals, cause physical inactivity in this age group. Therefore, it is very important to prepare physical activity programs. Since social factors are important for students to participate in physical activity. When the decline in youth participation in physical activity taken into account, it is important to develop new programs to prevent this situation in order to understand the factors associated with the level of social support and participation in physical activity. The relationship between physical activity and socialization should not be evaluated only in terms of physical health of individuals. In addition to physical health, the concept of socialization is a variable that needs great importance in terms of mental health (Polero et al., 2021). As a matter of fact, Durkheim (1987) in his work named suicide explained the lack of social integration or the lack of relationship with others with increasing suicidal events. Effects of this relationship on our health and well-being has long been recognized by the scientific community (Berkman, Glass, Brissette & Seeman, 2000; Holt-Lunstad, Smith & Layton, 2010; Wilson, 2021) similes the relationship between individuals with high and low levels of social support as death relationship between smoking reduction and mortality rate. It indicates that someone with a strong social network is less likely to die compared to a weak one. As social networks between people can be affected by many things. These can be discernible as the person's behavior (diet, exercise, smoking, and alcohol consumption), how he feels (depressed mood, high self-esteem, self-confidence, etc.) and physiological functioning. Another of these is externally perceived social support. Conceptually, social support means providing information, suggestions, financial aid to individuals that will contribute positively to their feelings and behaviors or supporting the individual in his relationship with other individuals around him. When it is defined, social support means providing information, suggestions, financial aid to individuals that will contribute positively to their feelings and behaviors or supporting the individual in his relationship with other individuals around him (Gottlieb, 1983). It is seen that when the individuals are aware of social support this situation helps individuals in different ways. If an individual knows the social support systems that helps the individual to activate his psychobiological resources, to meet his wishes, to gain skills and to reach material and monetary resources. Moreover, social support systems helps individuals by providing assistance and providing information. House argues that social support systems help individuals in three ways. The first of these destroys or reduces the effects of some elements that negatively affect the individual's life situations. Second, it contributes to the improvement of the health status by increasing the stamina of the individual in the face of

negative life situations. Third, it helps individuals by acting as a partial or complete buffer against the effects of environmental stressors. Thanks to researches on the role of social support in almost every field for the last 20 years people have begun to understand importance of social support (Avcı & Yıldırım, 2014; Feeney & Collins, 2015; Kahwa, Gargalianos & Yfantidou, 2021; Peker & Eroğlu, 2015; Yıldırım, 1998; Zhang et al., 2016).

The social support that is perceived by the human beings provides positive contributions to the individuals who are struggling to cope with many negative situations around them (Karataş, 2012). Humans naturally need to be in a social network, and depending on this need, the social network that they are in, directly affects the well-being of people (Gümüş, Honca & Cetinkaya, 2019). Another element that affects the wellbeing of a person is physical activities. There are many factors that motivate individuals to engage in physical activity and studies have shown that one of them is perceived social support (Lindsay Smith, Banting, Eime, O'Sullivan & Van Uffelen, 2017; Scarapicchia, Amireault, Faulkner & Sabiston 2017). However, it is also possible to say that there are different variations in some of the prospective studies. For example, while there are studies showing a positive relationship between support from family and participation in physical activity, there are also studies showing that support from friends is not very related (Eyler et al., 1999; Khan et al., 2013; Treiber et al., 1991). In order to explain this situation making use of social support models and providing a full understanding of social support may be effective. Social support is defined as the resources that a person has or perceives from his social relationships (Ayyıldız Durhan, Özdemir & Karaküçük, 2021; Gottlieb & Bergen, 2010). These resources are ways which other people can help a person. An example of social support might be realizing that someone has a friend they can invite to be physically active, while another person may rely on a spouse to look after their children so they can be active themselves. Another person may value a person's motivation to achieve their goals. Different people can provide different types of support to help an individual to be physically active. There are two general ways to see social support: (a) perceived support and (b) received support (Gottlieb & Bergen, 2010). Perceived social support is the support that the person perceives to be available from others, regardless of whether they are using it or not. Someone who knows they can call a friend will perceive that support is available if they need it. Received social support can be defined as the support that others provide to a person. An example of this would be when a teenager's parents encourage him to continue running. This is support often provided in response to stressful situations. While both types of social support are associated with health behaviors, perceived support can help individuals develop positive coping skills and subsequently reduce the development of chronic disease (Uchino, 2009). Whether the person uses perceived support or not, knowing that support is available when needed is important for engaging in health behaviors such as physical activity. As an integrated phenomenon of social life, physical activities include elements such as family, youth, children and socialization (Pehlivan & Bal, 2018). From this point of view, social support is a factor affecting the level of participation in physical activity (Hınk, Özdemir, Yıldırım & Aşçı, 2013). There are studies stating that there is a positive relationship between social support and physical activity (Dowda, Dishman, Pfeiffer & Pate, 2017). In addition, it is stated that parental support for physical

activity is important for the psychosocial development of the child (Greenberg, Siegel & Leitch, 1983). In this context, families have a great role in encouraging individuals to engage in physical activity.

On the other hand, studies emphasize the importance of peer support in participation in sports (Prochaska, Rodgers & Sallis, 2002; Opstoel et al., 2020; Smith, 2003). Therefore, peer support in addition to the family in young age groups represents another important dimension.. Therefore, the aim of this study is to examine the effect of perceived social support level of university students on their participation in physical activity. In line with this general purpose, answers to the following questions were sought;

1. What is the relationship between motivations to participate in physical activity and perceived social support?
2. What is the effect of perceived social support on participation in physical activity?
3. Do individuals' perceived social support and motivation to participate in physical activity differ according to gender?

Methods

Model

In this study, descriptive and relational survey method, which aims to reveal the existing situation, was used. Descriptive survey models are research models that aim to describe a past or present situations. Subjects and events, people or objects in the research are tried to be defined in their conditions without any change. No attempt is made to influence or change their situations in any way (Karasar, 2009). This study was limited to 1 state and 1 private university students in Mersin.

Population and Sample of the Research

The population of the research consists of students studying at the Mersin University and Toros University between the 2020-2021 academic years. While choosing the sample group of the study, the researchers' easy access to the sample was taken into consideration. The sample of the study consisted of 511 [19-25 age (\bar{x} =22.80, sd =1.538), %21.9 (102) males, %78.1 (389) females] individuals selected by convenience sampling method from this population. Convenience sampling is a non-random sampling method in which the sample to be selected from the population is determined by the judgment of the researcher. In convenience sampling, data is collected from the population in the easiest, fastest and most economical way (Aaker, Kumar & Day, 2007; Malhotra, 2004; Zikmund, 1997).

Data collection forms were prepared by researchers personally and face to face, paper-pencil test; collected in classrooms and leisure time areas on campus. Before applying the data collection forms, the participants were informed about the subject and purpose of the research. It was emphasized that voluntary participation was essential in participation in the study and no participant was pressured to fill in the data collection forms. As a result, it was observed that female participants showed more interest in the

research than males. The sample consisted of 491 participants at the last point because of the incompletely filled forms (20 forms) that were excluded from the 511 data collection forms.

This study was conducted on the basis of the permission obtained by Mersin University Scientific Research and Publication Ethics Committee with the decision number 03 dated 05.03.2021.

Data Collection Tools

Personal Information Form: It is the section developed by the researchers, where there are questions to define various demographic information such as age, gender, income status of the participants in the first part.

Perceived Social Support Scale (PSS): PSS developed by Yıldırım (1997) in Turkish culture was revised in 2004. ASDS-R; It consists of three sub-dimensions, namely Family Support (AID), Friend Support (ARD) and Teacher Support (TFA) and has a total number of 50 items. There are 47 positive and 3 negative statements in the scale. Accordingly, three items of the scale are scored backwards and total scores are obtained as this way. It is seen that the ASSES supports the 46-item 3-factor structure for this study. And reliability coefficients are 0.92 for AID, 0.78 for ARD, 0.93 for ODD, and 0.93 in total. Items explain 61,109% of the scale according to patterns after the varimax transformation of the three factors that emerged in the factor analysis.

Physical Activity Participation Motivation Scale: The Physical Activity Participation Motivation Scale was developed by Tekkurşun Demir and Cicioğlu (2018). The scale, which consists of 16 items in total, consists of 3 sub-dimensions as "Individual Reasons", "Environmental Reasons" and "Non-Causality". Scores obtained from the scale are evaluated as 1-16 very low, 17-32 low, 33-48 moderate, 49-64 high and 65-80 very high. 3rd, 9th, 13th, 14th, 15th and 16th items in the scale were scored reverse. The scale is 5-point Likert type (1: I totally disagree; 5: I totally agree). Cronbach's alpha values for the scale were calculated as 0.941 for the Individual Causes sub-dimension, 0.931 for the Environmental Reasons sub-dimension, 0.907 for the No-Cause sub-dimension, and 0.924 for the total scale. The explained variance rate is 54,695.

Data analysis

In the analysis of the data, as well as Independent Samples T Test for two groups depending on the number of variables, Descriptive Statistics, Regression Analysis and Explanatory Factor Analysis (EFA) were used. The significance of the difference in scores between the groups was evaluated at the .05 level.

Results

The research findings are presented in tables below.

Table 1. Demographic information of the participants

Variables		n	%
Gender	Female	389	78,1
	Male	102	21,9
Education level	Associate degree	264	53,6
	Undergraduate	227	46,4
Exercise frequency	Once in a week or less	319	64,4
	2-4 times in a week	172	35,6
	5 times in a week or more	0	0
Perception of health	Bad	18	3,5
	Normal	210	43,1
	Good	173	35,8
	Very Good	90	17,6
Total		491	100

When Table 1 is examined, 78.1% of the individuals participating in the research consist of female participants. And 53.6% of the participants have associate degree education, 35.6% stated that they exercise 2-4 days a week, 35.8% evaluated their general health status as "good".

Table 2. Mean scores, kurtosis and skewness values of the participants on the scale of perceived social support and physical activity motivations

Variables	\bar{x}	ss	Skewness	Kurtosis
PSS_Family	2,76	,39	-0,201	0,415
PSS_Friends	2,85	,36	-0,173	-0,021
PSS_Teacher	2,61	,49	-0,123	0,218
PSS_Total	2,74	,45	-0,221	0,133
PA_Individual	3,51	,59	-1,261	1,451
PA_Environmental	3,52	,61	-1,438	1,483
PA_Nan-Causaliyt	4,04	,81	-0,846	0,369
PA_Total	3,63	,76	-0,831	0,471

When Table 3 was examined, it was determined that the perceived social support levels of the research group were above the average, the highest support was friend support ($2.85 \pm .36$), while the lowest support was teacher support ($2.61 \pm .49$). In terms of physical activity motivations, while the highest average is in the sub-dimension of causelessness ($4.04 \pm .81$), the lowest average is in the individual sub-dimension ($3.53 \pm .59$).

Table 3. Pearson correlation analysis results regarding the measurement tools

	PSS Family	PSS Friend	PSS Teacher	PSS Total	PA Indiv.	PA Envirn.	PA Nan-Caus.
PSS_Friends	,377* ,000						
PSS_Teacher	,344* ,000	,311* ,000					
PSS_Total	,341* ,000	,337* ,000	,393* ,000				
PA_Individual	,161* ,028	,177* ,015	,210* ,000	,287* ,000			
PA_Environmental	,105* ,047	,197* ,011	,207* ,000	,293* ,000	,329* ,000		
PA_Nan-causality	,194* ,004	,209* ,000	,066 ,134	,296* ,002	,136* ,001	,148* ,001	
PA_Total	,286* ,000	,309* ,000	,208* ,000	,307* ,000	,441* ,000	,423* ,000	,273* ,000

Findings of correlation analysis examining the relationship between measurement tools show that there are positive low and medium level relationships between perceived social support and motivation to participate in physical activity.

Table 4. The effect of perceived social support on participation in physical activity

	b_j	S(b_j)	t	p	F	p	R²
Stable	4,229	0,077	54,587	0,000	25,766	0,001	0,094
SFK	0,144	0,028	5,076	0,000			

Table 4 presents the results of the simple linear regression analysis to determine the effect of perceived social support on participation in physical activity. According to this, the regression model to determine the effect of perceived social support on participation in physical activity can be established as below. It was detected that the established model was statistically significant (F=25.766; p<0.05) and the independent variable's explanation rate of the dependent variable was R2=0.094. Along with this, it was determined that the coefficients of the created regression model were statistically meaningful.

$$\text{Participation in physical activity} = 4.229 + 0.144 \times \text{Perceived Social Support}$$

When this regression model was evaluated, it was revealed with the regression model, 1 unit increase in perceived social support would create an increase of 0.144 on physical activity participation.

Table 5. T-test results of the participants according to gender

Variable		n	\bar{x}	ss	t	p
PSS_Family	Male	102	3,39	,57	1,677	,044*
	Female	389	3,08	,51		
PSS_Friend	Male	102	3,51	,73	2,051	,040*
	Female	389	2,66	,53		
PSS_Teacher	Male	102	2,42	,75	1,882	,049*
	Female	389	2,23	,73		
PSS_Total	Male	102	3,43	,60	2,214	,028*
	Female	389	2,67	,65		
PA_Individual	Male	102	3,74	,70	2,257	,035*
	Female	389	3,28	,53		
PA_Environmental	Male	102	3,56	,66	1,117	,042*
	Female	389	3,35	,73		
PA_Nan-causality	Male	102	2,82	,71	1,254	,036*
	Female	389	2,72	,67		
PA_Total	Male	102	3,02	,53	1,654	,047*
	Female	389	2,71	,57		

*p<0.05

When Table 5 is examined, as a result of the independent groups t-test analysis performed to determine whether the perceived social support levels and physical activity participation motivation of the participants differ according to gender or not, it has been determined that gender is a variable that causes a significant difference in all sub-dimensions and total scores ($p < .05$). Therefore, average scores of males are higher than females.

Discussion and Conclusion

Regarding the limitations of the study; this study was limited to 1 state and 1 private university in Mersin. The resources reached are limited and are not current studies. Fieldwork is scarce. The use of mixed research methods in large sample groups may contribute to further studies. In addition, this study was limited to 2 universities, since research permits could not be obtained from other universities in Mersin.

Evidence on the role of social support in physical activity is mixed. The findings of this study support previous research papers that show social support is positively associated with youth physical activity. With the light of data obtained, it was conducted that friend support is the most effective support on physical activity. It was determined that the youth who is supported more by his friends are eager to participate in physical activity and when compared their numbers are higher. Other researches have founded that perceived direct support for physical activity from important people, such as parents and friends, is associated with higher levels of physical activity participation among young adolescents

(Anderssen & Wold, 1992; Sallis, Taylor, Dowda, Freedson & Pate, 2002) suggested that peer support affects participation in physical activity for children and youth therefore this process is significant. In the study, it was determined that the perceived social support levels of university students are more affected by the support of friends than their family members. (Duncan, Duncan & Strycker 2005). observed that age plays an important role in the perception of support. When compared older children receive less support from their parents and siblings than younger children. However, older ones are more encouraged for physical activity than younger ones (Duncan et al., 2005). In a study by Armstrong and Welsman in 1997, it was stated that peers play an impressive role in determining a young person's level of physical activity. The result of Kurc and Leatherdale's (2009) studies show that the lack of social support and participation in school and community-based sports is related to the amount of the young people participation in physical activity.

It was determined that the highest perceived social support of university students was friend support and it is followed by family support. Having a person who are physically active and supports physical activity plays important role on individual's life. Therefore, parents and peers can be seen as an important role models and important sources of support for physical activity in young adolescents (Anderssen & Wold, 1992). In the study that was mentioned before, boys are reported to be more physical active in their spare time than girls and reported to be getting more support for being physically active. This conclusion is in line with Hasbrook (1986), who assumes that sports participation for girls is not as much a societal expectation as it is for boys. It has been accepted that girls generally receive less support than boys, but girls who become highly active and need to exercise vigorously also get the support they need even if it is little. Anderssen and Wold (1992) found there is positive associations between parents' encouragement of physical activity and children's activity levels. The importance of peer support in younger age groups was interesting because developmental theory predicts that family influences should decrease with age, while peer influences should increase with age (Buhrmester & Furman, 1987). Current results show that peer support over physical activity is important even for young children (Sallis et al., 2002). Social support for physical activity significantly affected adolescents' perceptions and participation in physical activity. In friendships, a person who has a friend who participates in physical activity and does exercise is more likely to participate in physical activity, while a person who has a friend who does not participate in physical activity is less likely to participate in physical activity (King, Tergerson & Wilson, 2008). When it comes to another finding of the study, it was determined that male students perceived more social support than female students, and similarly, their motivation to participate in physical activity was higher. It is thought that the traditional Turkish culture structure has an effect on the formation of this finding. The difference in the values and responsibilities imposed on women and men in many patriarchal societies affects many factors from the clothing of the individuals to their behaviors and even their social lives who are living in these countries. In the literature review, it was determined that gender differences have a significant effect on participation in physical activity. According to the study by Armstrong and Welsman (1997), gender differences in participation in physical activity are evident from early childhood and

become more pronounced as children grow, especially during adolescence. The results of the study by Ren et al. (2020) showed that there is a significant gender difference in participation to physical activity among adolescents. According to the results, men are engaged in higher levels of physical activity than women, which is thought to be due to the characteristics of men. The difference in physical activity levels between men and women emerges at an early stage. As the people age, women reported to have lower levels of enjoyment from exercise and, as a result, decreased confidence in athletic abilities. In a study on the physical activity levels of adolescents, 61.5% of men reached the recommended physical activity level, while this rate was 36% in women (Taymoori, Niknami, Berry, Ghofranipour & Kazemnejad, 2009).

Another study indicates that the frequency and intensity of physical activity level of adolescent girls is lower than boys (Shennar-Golan & Walter, 2018). In the study of Ren et al. (2020), when examining the relationship between physical activity and social support in individuals, self-efficacy was taken into account. It has been determined that fulfilling self-efficacy is an important mediator in the relationship between social support and adolescent physical activity participation. This finding supports previous findings; for instance, Verloigne, Cardon, De Craemer, D'Haese & De Bourdeaudhuij (2016) conducted a study to investigate the mediating effects of self-efficacy on the relationship between peer/parent support and physical activity among 226 girls. It was found that the sense of self-efficacy mediated the relationship between peer/parent support and physical activity. This study also supports a significant positive relationship between social support and self-efficacy in individuals. In particular, social support has both a direct and an indirect effect on the physical activity level of adolescents. This relationship has also been emphasized by different researchers (Lindsay Smith et al., 2017; Scarapicchia et al., 2017). On the other hand, a review of 20 prospective studies examining the role of social support for future physical activity participation found a small positive effect for social support. In other words, this finding means that those who report to have more social support at one time tend to be more active at a later point (Scarapicchia et al., 2017). When it is examined the two most common sources for social support are family, friends, and other significant variable. However, in this review, in the results too much variations were detected. For example, support from family appeared to be associated with physical activity, but when studies looking at friends importance on social support was detected the results were inconsistent. In a review of 27 studies examining social support in older adults, social support provided by the family showed a positive association with physical activity.

As a result, many ways and methods followed to increase participation in physical activity partially succeed and partially fail. This study reveals that one of the most important arguments for participation in physical activity is the support of friends. Therefore, in accordance with the philosophy of "birds fly, fish swim, people run", peer support should be given importance and supported in order for human beings, who have become completely inactive with the effect of the pandemic process, to reach their old active and physically active days. As human beings, we live in a social world, and many of us interact with many people throughout the day, it can be family members, friends, co-

workers or even partners at a gym. When our basic needs taken into account (Baumeister & Leary, 1995), these social relationships are vital for our health and well-being (Çağlayan, Coşkun & Yılmaz, 2021; Umberson, Crosnoe & Reczek, 2010).

These research findings showed that getting more social support is beneficial for participating in physical activity. Although there are several different frameworks for how social support can affect our physical activity and health, social support is just one way to influence our social relationships and behaviors. It should be noted that others, such as social norms, social control, and group processes, also influence our physical activity behavior.

Conflict of Interest

There is no conflict of interest between the authors regarding the publication of this article.

Author Contributions

Research Idea: HG, MK; Research Design: HG, MK; Analysis of Data: HG, MK; Writing: HG, MK; Critical Review: HG

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