

# **Constraints to Participation in Physical Activity and Sport: A Comparative Study between Hungarian and Iranian Students**

PhD thesis

**Hamidreza Mirsafian**

Doctoral School of Sport Sciences  
Semmelweis University



Supervisors:

Dr. Gyöngyi Szabó Földesi – Professor emerita, DSc

Dr. Gábor Géczi – Associate professor, PhD

Official reviewers:

Dr. Jerzy Kosiewicz – Professor hab, DSc

Dr. János Egressy – Associate professor, PhD

Head of the Final Exam Committee:

Dr. Gábor Pavlik – Professor emeritus, DSc

Members of the Final Exam Committee:

Dr. Csaba Hédi – Associate professor, PhD

Dr. József Bognár – Associate professor, PhD

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# 1. ABBREVIATIONS

EUSA: European University Sports Association

FISU: International University Sport Federation

HUCNC: Hungarian University-College National Championship

HUSF: Hungarian University Sport Federation

IUSF: Iranian University Sport Federation

MANOVA: Multivariate Analysis of Variance

MEFOB: Magyar Egyetemi-Főiskolai Országos Bajnokság (Hungarian University-College National Championship)

MEFS: Magyar Egyetemi-Főiskolai Sportszövetség (Hungarian University Sport Federation)

MSRT: Ministry of Sciences, Researches, and Technology

NUSF.IRAN: National University Sport Federation of Iran

PA: Physical Activity

PE: Physical Education

SPSS: Statistical Package for the Social Sciences

## 2. INTRODUCTION

The maintenance of physically active leisure-oriented lifestyles has become increasingly important in developed societies. In this electronic age, technological advancement often minimizes physical effort in most aspects of life. Sport and physical activity touch many aspects of peoples' lives, yet many people are unaware of how powerfully sport affects them:

- It changes individuals with regard to their health and well-being, social networks, sense of social connection, and skills.
- It affects communities in terms of social cohesion and the social capital of communities.
- It has an impact on the economy in creating jobs and providing work for thousands.
- It helps to shape national and cultural identities (Bloom et al., 2005).

Although people prefer to be physically more active during their leisure time, many of them remain sedentary (Australian Sports Commission Standing Committee on Recreation and Sport, 2007; Leung et al., 2007). The National Intramural-Recreational Sports Association (NIRSA) reported that participation in recreational sports programs indicated to have a number of positive contributions and correlates with outcomes such as students' academic achievement, persistence rates and satisfaction with the overall collegiate experience. From the earliest years of higher education, exercise and recreation are as constructive influences on the lives of students (Cheng et al., 2004). However, despite all of the benefits of sports and physical activity, large number of students is not regularly active. It might be related to different constraint factors that interfere with their decision making for participation in sporting activities (Crawford and Godbey, 1987; Jackson et al., 1991).

Leisure constraints were originally identified as a mechanism for better understanding obstacles to participation in physical activity (Buchanan and Allen, 1985; Jackson and Searle, 1985; Searle and Jackson, 1985).

Various discussions have extended well beyond the original purpose of constraints research, proposing that leisure constraints can help understand broader factors and influences that shape everyday leisure behaviors (Samdhal and Jekobovich, 1997).

Leisure constraints have been used to explain changing trends in leisure preferences over time (Jackson, 1990; Jackson and Witt, 1994) and to understand variation in leisure choices and experiences for different segments of the population (Henderson et al., 1988; Henderson et al., 1993; Jackson, 1990; Jackson et al., 1993; Jackson and Henderson, 1995; McGuire, 1984; Shaw, 1994).

Jackson and Scott (1999) argued that studies among specific population groups, such as university students, contribute to investigating constraints more systematically and helping people manage such factors more effectively. Several studies indicated that the perception of constraints differs in different persons; it is more related to the type of activity selected, as well as the situation within which the activity is performed (Young et al., 2003). That is why studying the leisure constraints should be carried out within the framework of specific population groups as well as specific activities.

On the other hand, Jackson (1988) supports that defining the subgroups of a population, in terms of the constraints that each of them has to face and overcome when deciding to participate in recreational activities, provides decision makers and managers with the opportunity to have a clearer picture of latent demand and, therefore, design more effective services to their clientele. Also, McGuire et al. (1989) noted that obstacles could be reduced by the operation of leisure managers, thus leading to improving the level of participation in leisure activities.

This idea could be realized at universities if the officials had a proper understanding about the constraints perceived by students to participation in physical activity. However, do officials correctly understand what are the students' perceived constraints can be? Are their opinions about the constraints perceived by students consistent with the constraints that students experience? What would happen to university leisure sport if the opinions of officials and students about the students' perceived barriers were not similar? In fact, in spite of many attempts regarding the encouragement of the students to participation in sport at the universities a huge number of them have sedentary life style. Maybe one of the reasons related to students' low rate participation in sport is related to this subject.

The aforementioned questions have never been studied in Iran. Therefore the aim of the present thesis is to find answers to them. The thesis is based on a comparative research between two countries, Hungary and Iran. Since research with similar topic has

scarcely been done in this regard until now, the results could be valuable for those responsible for university sport in both countries.



### **3. REVIEW OF LITERATURE**

There are a great number of publications related to people's constraints to participation in recreational activities, however, comparative research works have rarely been studied related to this subject. Moreover, the students' perceived constraints to participation in sporting as well as in physical activity have never been investigated, and a comparison of students' and sport staff's opinions about these issues at universities has never been made. Throughout the review of related literature which is enormous the author has chosen some important literature and categorized it into four chapters. The first chapter involves international articles related to leisure constraints.

The second chapter is related to literature in connection with PA and leisure constraints and involves international articles and they are grouped into five brief subchapters. The first subchapter includes literature related to sporting activity and constraints. The second subchapter is about the gender and constraint which is completed by two more subchapters about the situation of women's sport in Iran's society and Iranian universities. The next subchapter consists of references to articles related to cultural diversity and constraints. The fourth subchapter is about the constraints perception and level of participation to physical activity and sport. The last subchapter includes researchers who studied the students' constraints in sporting activities.

The third chapter includes the theoretical framework of the thesis. It contains the constraint modeling development and it is grouped into six brief subchapters as follows: constraint model development, model of nonparticipation, structural leisure constraints model, intrapersonal leisure constraints model, interpersonal leisure constraints model, and hierarchical model of leisure constraints.

The fourth chapter is related to the recent situations of university sport in Iran and Hungary which includes two subchapters as follows: university sport in Iran and university sport in Hungary.

#### ***3.1 Leisure Constraints Literature***

The early researchers studied the leisure constraints in a narrow research paradigm. McGuire (1984) provided a list of constraints to a sample of respondents,

requesting that they rank the importance of each constraint on a four point Likert Scale, in terms of how those items limited their leisure involvement. He concluded that external resources, time, approval, ability/social, and physical well-being were important factors. In 1986, he and his colleges used data from a nationwide survey to examine constraints to participation in outdoor recreation activities across the lifespan.

Searle and Jackson (1985) analyzed data in which subjects were asked various questions related to their leisure participation. Essentially, the subjects were asked if there were activities in which they did not currently participate, and those that responded “yes” to those questions were asked to give reasons for their failure to participate. The subjects were also presented with a list of predetermined reasons and were asked to rank each of these reasons on a scale (ranging from “never a problem” to “often a problem”). Searle and Jackson concluded the perception of barriers to participation and the effects of those barriers were dependent upon the type of activity the subjects desired (and in which they did not participate). Five common factors emerged: interest, time, money, facilities and opportunities, and skill and abilities. They also reported that women had more barriers to participation including lack of partners, family commitments, lack of information, shyness, lack of transportation, and physical inability.

Henderson et al. (1988) were able to develop a list of barriers to recreation and yielded similar results to that of Searle and Jackson (1985). This study found that interest, time, money, facilities and opportunities, and skill and abilities were important for women in addition to family concerns, unawareness, decision making, and body image.

Henderson and Bialeschki (1993) showed how antecedent conditions, or constraints, could shape people’s perceptions and experiences of intervening constraints a basic form of interaction. Raymore et al. (1993) also examined general constraints and how those constraints affected the beginning of a new leisure activity. In this study, subjects were asked to identify their top five leisure activities and to indicate their level of agreement or disagreement with a 21-item constraint instrument (related to new leisure activity participation). Measurement of these items was based on the Crawford et al. (1991) hierarchical model, including intrapersonal, interpersonal, and structural constraints. Having collected data from a sample of 363 graders, the researchers were

able to confirm the existence of the three types of constraints and their hierarchical order. In addition, it was found that the hierarchical process was related to other variables such as self-esteem, sex, and socioeconomic background in ways consistent with Crawford et al. (1991). This has been the only empirical study that has successfully confirmed the hierarchical model of leisure constraints.

### ***3.2 Leisure Constraints***

#### **3.2.1 Sporting Activity and Constraints**

There are various researches conducted on constraints to participation in sporting activities. Lack of time, lack of knowledge, overcrowding, long distance to activity areas, family problems, and lack of money and companion are indicated as the most significant recreational constraints in many studies (Coyle and Kinney, 1990; Giddens, 1981; Hoden, 2010; Kara and Demirci, 2010; Kay and Jackson, 1991; Maher and Thompson, 1997; Samdhal and Jekubovich, 1997; Scott and Mowen, 2010; Smith, 1995; Stanis et al., 2010; Wilkinson, 1995). Also, fear of assault, lack of facility, gender, race, high entrance fee, lack of care and broken equipment are other factors affecting preferences and participation of different groups of people in recreational activities (Attarzade and Sohrabi, 2007; Mozafari et al., 2010; Payne et al., 2002; Shaw et al., 1991; Shores et al., 2007; Stodolska, 1998; Walker and Virden, 2005). Being among the most significant recreational constraints, level of income plays a more important role on participation of people in recreational activities than gender, age, race, and educational level (Johnson et al., 2001; Shores et al., 2007). As Kara and Demirci (2010) and Scott and Munson (1994) observed in their studies, people in high income level participated in natural sports more frequently than those in low income level, respectively.

Distance to activity areas is another factor affecting participation of people in sporting activities (Neuvonen et al., 2007). People usually participated in recreational activities more frequently if sport facilities were located near their living places (Grahn and Stigsdotter, 2003; Roovers et al., 2002). The proper distance between recreational areas and people living places was considered in some studies. Grahn and Stigsdotter (2003) reported that one kilometer is the maximum distance for the optimal usage of

people. However, in other studies it is suggested that the location of daily recreational activities should not be more than 250 - 300 meters away from people living places (Nordisk Ministerraad, 1996).

In a study conducted by Jackson (1983) activities were identified by non-participants who expressed preference for regular participation. A sample of 1240 was asked to respond to a list of 15 reasons for the lack of participation. The most important factors for not participating in racquetball/handball, tennis, exercise-related activities and team sports had to do with time commitments, crowding, lack of opportunity, and lack of partner.

Shaw (1994) examined to find the relationship between constraints and frequency of participation in physical activity. Shaw's study utilized data from the Canada Fitness Survey, pertaining to 82% of the original sample which indicated preference for more participation in physical activity than their current level of participation. The results indicated an existence in gender differences in both lack of time constraints, because of work and other leisure activities, and lack of energy. These findings were somewhat flawed in that the investigators did not account for non-paid work or other obligations that may not have been understood as constraints to those who were sampled. The results of this study failed to find a predictive ability of constraints with respect to participation in physical activity.

Mannell and Zuzanek (1991) considered the constraints on the physically active leisure which are perceived by older adults. Using the survey and in-depth interviews to monitor constraints in the lives of 92 retired adults, the results showed there was significant variability in the reasons perceived to be causes of non-participation. The most frequently reported constraint in the context of their daily lives was "being too busy". This finding contradicted a study conducted by Dishman (1988) which concluded that lack of time was not an important constraint on physically active leisure for older adults since they were retired. McGuire (1984) also found that most important leisure constraints for older adults may be time related, despite being retired.

Health problems and aging are other constraints to participation of people in recreational activities. People with health problems are less interested in recreational activities than healthy people (Grahn and Stigsdotter, 2003). The Administration on Aging in the US reported that 28.8% of the Americans between the ages of 65 and 74

participate in recreational activities less frequently than the rest of the same age group due to some chronic health problems (NSRE, 2003). As people get older, the number of constraints for their participation in recreational activities increases (Shores et al., 2007). Also, Jackson and Scott (1996) indicated that health problems, lack of companion, and fear of crime are the most significant recreational constraints for old people.

In a study on the physical recreational behaviors and preferences of the residents in Istanbul, 1400 residents in 32 districts of that city were selected for study. The results indicated that about one third of the residents participated in recreational activities in their spare time. Walking, and playing soccer and basketball were the most important outdoor recreational activities while playing tennis, skating, water skiing, and climbing were the least important activities. On the other hand, lack of time, financial problems, and health problems were the most effective constraints for participating to the recreational activities (Kara and Demirci, 2010). Also, interpersonal constraints, followed by structural and intrapersonal constraints were found as the greatest constraints for participants who used parks for playing sport (Stanis et al., 2009).

Elkins and Beggs (2007) tried to find the effects of using the negotiation techniques on the constraint perceived by people and the frequency of participation in sport activities. The results indicated that there were differences in negotiation between regular participants in campus recreational sports and those who did not participate regularly. These differences included the using of time management, physical fitness, interpersonal coordination, and financial strategies. They suggested that the individual's ability to negotiate leisure constraints plays an important role in participation in campus recreational sports. By addressing different constraints and negotiation strategies, campus recreational sports providers may be able to meet the needs of students and increase levels of participation. Ultimately, one must negotiate constraints in order to increase the likelihood of meaningful participation and have the opportunity for leisure experience.

The research by Hultsman (1992) suggested marketing efforts toward the early adolescent age group, for the purpose of informing them about the benefits and satisfactions derived from leisure activities and to continue this interest as they grow up. Caldwell and Baldwin (2005) also discussed the concept of adolescent leisure

constraints, but from a developmental systems perspective. Constrained leisure is ultimately said to direct attention to factors that may intervene and modify interest development, choice, participation and experience. The perspective taken by Caldwell and Baldwin is that constraints, and the ability to adapt and negotiate constraints, is a reciprocal and interactive process that involves personal and environmental factors.

In the exploratory investigating the constraints to participation encountered by university staff, it is found that there was a significant difference in interpersonal and structural constraints based on the times people participating. Those exercising less than once per week reported higher levels of interpersonal and structural constraints; however, those who trained more than once per week appeared to have more success in overcoming their constraints (Atghia, 2009).

### **3.2.2 Gender and Constraints**

Constraints research has examined differences in constraints experienced by men and women. Without a question, social norms have influenced roles appropriate for men and women throughout history. Also, despite the constant shift of social norms and gender roles, women may not feel comfortable participating in leisure activities that have been dominated by men, and men may not feel comfortable participating in leisure activities dominated by women. Though social norms have changed drastically since the 1930's, they continue to influence leisure behavior in present day, causing constraints to participation.

Gender roles have been considered in many studies. It is indicated that females usually participate in physical recreational activities less frequently than males (Attarzadeh and Sohrabi, 2007; Henderson and Bialeschki, 1991; Johnson et al., 2001; Mozafari et al., 2010; Wearing and Wearing, 1988). Several factors affect the participation of females in sport. They have more responsibility than males for their families so they keep themselves busy with housework and they fear from assaults and being raped (Henderson, 1991; Hochschild and Manchung, 1990; Pittman et al., 1999; Riger and Gordon, 1981; Virden and Walker, 1999). Lack of money is another factor preventing females from participating in physical recreational activities. Being dependent on their spouse as a house-wife, it may be more difficult for females to find enough money to spend on recreational activities (Deem, 1986; Jackson and Henderson,

1995). Also, socio-cultural constraints provided an umbrella under which, other constraints are experienced (Little, 2002).

Hoden (2010) in his research indicated the significant differences in perceived constraints between male and female students for participation in outdoor recreational activities. He reported that women received all of intrapersonal, interpersonal and structural constraints more than men. Jackson and Henderson (1995) have examined leisure constraints from a gender perspective. Using secondary data gathered from two province-wide surveys of Alberta, Canada (n= 9642), they found the differences in gender constraints were statistically significant for 10 of the 15 specified leisure constraint items. The specific items that were of significance included: too busy with family, difficult to find others, do not know where to participate, do not know where to learn, lack of transportation, no physical ability, not at ease in social situations, and physically unable to participate. Based on the nature of these constraint items, the author concluded that women were more constrained in all of their leisure lives than men.

Wiley et al. (2000) conducted a study involving a survey of general sport involvement and specific activity involvement among adult recreational hockey players (51 men and 76 women) and figure skaters (24 men and 54 women). It was hypothesized that leisure involvement may be influenced by societal ideologies about gender-appropriateness of activities, as well as the individual interests and preferences. Though the initial expectations were not confirmed, the results did suggest that the particular sources of personal relevance or the involvement profiles for sport involvement, varied by gender. For example, sport participation was more central to the lives of male hockey players as compared to female hockey players or male figure skaters. Centrality of a leisure activity depends on an individual's social context and on the interest and participation level of friends.

Wiley et al. (2000) also concluded that women hockey players had higher activity-attraction scores than men. This finding was consistent with Henderson and Bialeschki (1994), who found female sport environments tend to place more emphasis on enjoyment and fun, and less emphasis on competition and individual achievement. Though women face high levels of constraints to leisure in general (Shaw, 1994), as well as to sports (Henderson and Bialeschki, 1993), it seems likely that the ones who

continue to participate would be those who are particularly highly motivated. That is, their levels of enjoyment and satisfaction gained from the activity may be high, leading to high attraction scores. This study did provide support for the contention that leisure involvement may be influenced by societal ideologies about the gender-appropriateness of particular activities, as well as the individual interests and preferences.

Ransdell et al. (2004) wanted to find if changing in physical activity interventions can change perceived exercise benefits and barriers of 40 mothers and daughters. The results indicated an increase in physical activity in both groups. Mothers reported a significant decrease in exercise barriers however exercise benefits and barriers did not change for their daughters.

Taylor et al. (2002) in their research examined activity patterns of youth by gender and weight status. They concluded that compared to normal weight girls, overweight girls perceived more constraints to physical activity, less athletic coordination, and less enjoyment of physical activity.

In a study on the influence of religious and socio-cultural characteristics on the participation of female university students in leisure activities, 400 students in the age range of 18-24 in different study fields were measured. Through the findings of the study, it was revealed that socio-cultural variables were more active constraints, compared to the religious variables. And among the different socio-cultural barriers, the parental pressure was more important than other variables (Tekin, 2011).

Also, Salami et al. (2002) studied the barriers toward participation of women in sports in Iran. They selected 1640 women from different provinces of Iran. They found that obesity and improper body positions, lack of time due to study obligations, lack of motivation, family obligations, lack of family support, lack of sport facilities for women, and an improper financial situation were the constraints reducing women's participation in sports.

### **3.2.2.1 Women's Sport in Iran**

The population of women in Iran is about the half of the total population (37.2 million). Also half of the population is under 27 years of age (Statistical Center of Iran, 2011). Compared with other Muslim countries, women's sport in Iran has a long history. Iranian women participated in various international competitions from 1964.



For instance, in 1974 the Iranian women's fencing team won the gold medal at the Asian games held in Tehran. It was the only gold medal that Iranian women athletes have ever been able to win in international competitions. Iranian women also had the opportunity to participate at the Montreal Olympics in 1976 (Pfister, 2003).

Women in Iran are expected to be present in all walks of public life in the identity of "Muslim women". This also means that when engaging in competitive or recreational sporting activities, they are expected to keep to the Islamic dress codes (Kashef, 1996). This means that women in Iran must participate in sport according to the Islamic dress codes that is, they should cover their head, arms, legs, etc. (Koushki Jahromi, 2011). Following this rule, they can freely participate in many kinds of recreational and competitive sport activities. There are only some sports, such as boxing or wrestling, which are considered dangerous and thus are banned for them. Most women in Iran tend to participate in leisure sport activities and sport for all (Naghdi et al., 2011). Most of the women who take part in sport do aerobic and fitness and other popular sports are swimming, volleyball and badminton (Pfister, 2003). Also, in spite of the changes in women's sport since the revolution, Iranian female athletes have participated in various international competitions, such as Asian Games and Olympics in various sports (e.g. shooting, fencing, rowing, horse riding, taekwondo, track and field, soccer, volleyball, badminton) (Koushki Jahromi, 2011).

In terms of regulations for female participants, they have two possible ways of participation in sports: either in public, obeying the Islamic dress codes (e.g. football, cycling, mountaineering, running, etc.), or in private spaces to which men have no access to (e.g. volleyball, basketball, table tennis) (Pfister, 2003). The case of swimming is particular in this context, because although it is considered an indoor and outdoor sport, it is an exclusively indoor sport in some Muslim countries.

Nevertheless, in spite of all efforts, only around ten percent of Iranian women participate in recreational and competitive sporting activities (Monazami et al., 2011). The results of many studies indicated that with increasing age the cardiovascular ability of Iranian females reduces, so that the ability of a seventeen-year-old girl is lower than that of a nine-year-old girl (Department of Physical Education, Tehran province, 2009). Contrary to expectations, the participation of married women in various forms of physical activity is higher than that of single women; perhaps because they are

encouraged by their husbands to keep fit (Monazami et al., 2011). Most of the sports facilities in Iran are used separately by men and women. In most cases, the sports facilities are available for women in the first half of the day. Men usually use the facilities in the evening and night (Naghdi et al., 2011).

Regarding budget allocation and media representation, women lag far behind men in Iranian sport. Only 30 percent of the budget of each sport federation is related to women's sport. However, even this amount is not entirely allocated to female sport (Monazami et al., 2011). Women's sport is covered by the media (TV, radio, newspaper, magazine, etc.) to a much lower extent than men's sport (Moradi et al., 2011). An almost negligible two percent of sports programs and sports news are related to women's sport (Monazami et al., 2011). The media, especially the television channels in Iran are not allowed to cover women's elite sport events unless they use the dress codes based on Islamic regulations (Donya-ye Eghtesad, 2012). Therefore, sponsors do not usually support female sport, either. In spite of making many plans and programs for improving women's sport in the country, the rate of participation of women in recreational sporting activities is relatively low due to the special social and cultural situation (Monazami et al., 2011). The rate of participation and success of Iranian female elite athletes at international competitions and Olympics is also very low compared to their male counterparts, or female athletes in other countries (Monazami et al., 2011).

### **3.2.2.2 Women in University Sport in Iran**

Women constitute approximately half of the students at Iranian universities (Farsnews.com). Female students have relatively higher chances to participate in sport and exercise than non-student women of their age. The opportunities for them to participate in indoor activities are almost equal to those for male students. They can participate without dress codes in those activities; however, men are not allowed to be present. Women's opportunities for participating in outdoor sporting activities on the university campus are low, even if they follow the dress codes. Many studies indicate that the lack of awareness of women about the benefits of physical activity, as well as social restrictions and cultural problems, are the most important reasons affecting the participation of women in sport (Ehsani, 2007). Various studies indicated that more than

60 percent of female Muslim university students do not participate in any sporting activities (Bakhshinia, 2004).

### **3.2.3 Cultural Diversity and Constraints**

In general, ethnicity has a significant impact on leisure including activity choices, frequency, location, types of activities, and how an individual participates. It is important for leisure professionals to consider and provide diverse programs (Bell and Hurd, 2006).

Johnson et al. (2001) examined 12 constraints related to health, facilities, socioeconomic standing, and how they related to participation in outdoor recreation. As part of the National Survey on Recreation and the Environment, approximately 17000 people over sixteen years of age were surveyed via telephone interviews. Fourteen reasons for not participating in outdoor recreation were presented to the respondents. Those reasons included: personal health reasons, physically-limiting disability, household member with disability (personal health constraints were later combined into a single health constraint), inadequate information, inadequate facilities, poorly maintained areas, safety concerns, not enough money, not enough time, inadequate transportation, no companion, outdoor pests in activity areas, crowded activity areas, and pollution in activity areas. The list included intrapersonal, interpersonal and structural constraints. The results indicated that race did not appear to be a significant factor in determining if individuals felt constrained in the pursuit of their favorite outdoor recreation activity.

Harlan (2007) studied the barriers that hinder people of racially diverse backgrounds from participating in adventure education experiences offered through college and universities. Ultimately, he found many of the common constraints such as lack of information, along with cultural variables like discrimination, communication gaps, lack of culturally sensitive programming and social group inclusion. Results from a focus group and follow-up interviews indicated that communication gaps, community/social group inclusion and lack of culturally sensitive programming were the key constraining issues for international students at Geneva College. Similarities in results were found by Li and Chick (2006) who studied culturally sensitive programming. They reported that the concern for Chinese students' physical recreation

participation is slim in Pennsylvania State University. Their findings indicated that Chinese students' main constraints were similar to American students' constraints, including time, money, leisure partners and leisure resources. In these studies, constraint similarities and differences were noted that were related to cultural diversity. Conversely, international students were faced to key constraining issues such as communication gaps, community/social group inclusion and culturally sensitive programming (Harlan, 2007). He mentioned that interpersonal constraints were the leading causes of non-participation for international students.

Hui et al. (2007) showed that Hong Kong students were generally less active, and had lower intention to become more active, lower preferences for active recreation, and higher levels of interpersonal, physiological, and competence constraints. However, they reported to have lower levels of financial constraints than Australian students. For both cultural groups, enduring participants had a higher preference for active recreation, lower preference for time-consuming sedentary leisure, and perceived lower levels of constraints to active recreation participation than the transitional participants and non-participants. The transitional participants generally had a broad interest in a range of leisure pursuit whereas the non-participants were characterized by low interest in and preference for active recreation rather than a broad leisure interest.

### **3.2.4 Constraints Perception and Level of Participation**

Crawford and Godbey (1987) underline that constraints do not only affect participation or nonparticipation, but also preference (i.e. "individuals do not wish to do what they perceive they cannot do"). Some people do not express a desire to participate in sport and recreational activities or show any interest in such activities. According to Crawford et al. (1991) such persons are affected by antecedent intrapersonal constraints, which influence their interests and preferences rather than interfere with preference and participation. Individuals who do not express a wish to participate may draw the attention of campus recreational administrators (Young et al., 2003). Jackson (1990) mentions that another target-group could be those who express a wish for participation but, for some reasons do not realize their wish.

Shaw et al. (1991) investigated the relation between perceived constraints and level of participation in recreational activities. They tried to find out whether constraints

individuals refer to are indeed responsible for reducing their participation from the desirable level or lead to nonparticipation. They concluded that perceived constraints are related more with a high rather than a low participation level. A high level of constraints experienced by people does not necessarily lead to reducing their participation nor does the elimination of constraints definitely lead to increased participation.

In a survey investigating Greek people Alexandris and Carroll (1997) found that nonparticipants perceive higher levels of constraints than participants. They concluded that individuals who experience a low level of constraints are more likely to participate in sports activities as compared with those who face high level constraints. Moreover, they stressed that those who do not participate on a regular basis often have certain features in common with nonparticipants. In another study, Carroll and Alexandris (1997) highlighted the negative relationship between perceived constraints and participation in sports. These results are contradicted with those of Kay and Jackson (1991) and Shaw et al. (1991), both of which suggested that constraints may not always prevent leisure participation because in these studies, constraints were found to not have a significant relationship with actual leisure participation.

In a study on the 424 members of the faculties and staff employed at North America University, Hurd and Forrester (2006) found that faculties who exercised less than once per week reported to experience higher levels of interpersonal constraints than those faculties who exercised two times or more per week. Similarly, full-time staff members who exercised less than once per week reported to have higher levels of interpersonal constraints than those who exercised three or more times per week. Also staff who exercised two times per week reported to have experienced higher levels of interpersonal constraints than those who exercised three times per week. There were no significant differences for intrapersonal constraints. In terms of structural constraints they found that those who exercised less than once per week reported significantly higher levels of structural constraints than those who exercised three times or more per week. Also, those who exercised twice per week reported to have higher levels of structural constraints compared to those who exercised four times or more per week.

Another issue related to the participation in sports and recreational activities has to do with latent demand, which concerns individuals who express a wish to participate

in some activity but, for some reasons, they do not do so (Jackson and Dunn, 1998). In this sense, latent demand among participants would include persons who do not participate in activities as regularly as they would like to. The presence of latent demand in a group of people indicates a prospect for increasing participation rates through appropriate administrative planning (Alexandris and Carroll, 2000).

### **3.2.5 Students' Constraints in Sporting Activity**

In general, students' perceived constraints are in connection with level of participation in sport (Alexandris and Carroll, 2000). Students' participation in campus recreational sport activities is different in various countries. Masmanidis et al. (2002) indicated that 9.11% of Greek students participated in campus recreational sports programs. Fisher et al. (2001) found that 25% of the students at Swiss universities participated two or more times a week in university sports programs. Research carried out at various European universities concluded that more than 50% of the students participated in campus recreational sports programs (Aman, 1995; Holzer, 1995; Fisher et al., 2001). Cheng et al. (2004) reported that 65.5% of the Japanese students participate in campus recreational sports programs, in Korea this percentage climbed to 74.4%, in China to 63.8%, while in the USA and Canada 52% of the students were involved in such activities at least three times a week. Szabó (2006) found that 57.7% of Hungarian students were regular participants in sport activities. Downs and Downs (2003) estimated that 21% of the US students exercised regularly, 52% exercised infrequently and 25% did not exercise at all.

Considering the students' perceived constraints to participation many research works have been conducted in different countries. In 1992, Hultsman found that students were constrained from participating in organized recreational activities by three factors: parents denying them permission, lack of skills, and lack of transportation. A significant percentage of the students (80%) claimed there was at least one activity they were interested in but did not join. The results indicated that constraints were seen differently depending upon gender and grade of school. For instance, seventh graders reported more constraints because of transportation, females reported higher constraints of parents denying them permission, and males reported belonging to many other activities.

Young et al. (2003) have examined leisure constraints in a campus recreational sports setting. This study concluded that factors contributing to perceived constraints are lack of time and a lack of knowledge about the offered recreational sports program in universities' campuses. They showed that lack of time was the most reported constraint experienced by students. Additionally, respondents in this study indicated that lack of knowledge of the campus recreational sports program was a factor that contributed to nonparticipation.

In the study of Masmanidis et al. (2009) on the perceived constraints on students' participation in campus sport programs, 3041 students were examined. The results indicated that accessibility, lack of information, facilities/service factors and lack of partners were the most constraints to participation of students to campus sport programs, respectively. In addition, the results showed a significant difference between participating and nonparticipating students in campus recreational sports activities with regards to experienced constraints. Those who did not participate in sports programs showed to experience higher constraints (intrapersonal, interpersonal, and structural) than those who participated. The results of this study support the argument that the students who frequently participated in campus recreational sports programs perceived lower level of constraints compared to those who participated infrequently.

Considering the perceived constraints on extracurricular sports recreation activities among students Damianidis et al. (2007) represented that secondary school students experienced higher constraints than elementary school students. Females noted higher scores in all constraint factors than males. Also, athletes showed to have lower scores in all constraint factors than non-athletes. Similarly, Ehsani (2003) in a study on the barriers and gender found that female university students, more than male students, perceived intrapersonal, interpersonal, and structural constraints. He argued that structural constraints more than other barriers reduce or remove students' participation in sports.

Szabó (2006) measured 539 students from different educational levels and study fields in a study on the students' consumption to recreational sports in Hungarian universities. She reported that students were different based on study fields and frequency of participation in sports. On the one hand the most active students were who studied in the field of economy; on the other hand less active students were students in

the field of art. The most effective constraints to students' participation in sports were lack of time, lack of partner, and lack of interests to sport, respectively. Also, lack of money, facility locations, time of using sport facilities, lack of modern sport equipment, improper behaviors and skills of sport staff are some of the barriers reducing or removing participation of students to sports. Moreover, she argued that students who regularly participated in sports had higher social skills than other students.

In 2008 Trail and his colleagues examined the structural constraints affecting the participation of 202 undergraduate university students. They aimed to create a comprehensive list of possible structural constraints to attending a sporting event, to create categories of structural constraints, and to determine whether males differed from females and whether attendees differed from non-attendees in terms of structural constraints of sport attendance. They identified thirteen different structural constraint dimensions with factor analysis. There was a meaningful difference by gender. Males perceived that the lack of variety in sport entertainment and the lack of team success were greater constraints to attending sport than for females. Females felt that poor weather was a bigger constraint than for males.

Similarly, Asihel (2009) studied the perception of constraints on participation of female undergraduate students in recreational activities. He reported that most of participants did not participate in any type of recreational sport activities on campus physical recreation programs, despite having a good knowledge about the importance and benefits of sports activities. Physical constraints followed by socio-cultural/antecedent constraints were the most cited constraints to their participation.

In a study on the influence of constraints and self-efficacies on participation in regular active recreation Hiu et al. (2009) selected 802 Hong Kong and 905 Australian students from 27 Hong Kong and 26 Australian universities. They found that Hong Kong students were significantly more likely to experience all types of constraints than Australian students. However, Australian students reported to have higher financial constraints. Also, in a study on 320 Greek university students regarding leisure constraints, the following constraints were reported as the most predominantly perceived barriers: lack of accessibility, lack of facility, and lack of sport programs, respectively. Interestingly, students' nutrition habits was the forth frequency constraint. In other words, some constraint factors (time constraint, psychological dimensions, lack



of company, and lack of interest) were more experienced by students who did not pay attention to their nutrition than students who paid more attention to their nutrition (Drakou et al., 2008).

In another study Beirami (2009) tried to find the effective constraints toward participation of students in sports. He selected 416 students from two different cities in Iran. He found that students perceived all types of constraints toward participation in sports. Also, females experienced higher intrapersonal, social, and structural barriers than males. Students who studied in human science and who stated to have a lower economic status perceived all types of constraints more than other students. Similarly, Dadashi (2000) found that Iranian students perceived all types of constraints toward participation in sport activities. He mentioned that lack of time, lack of interest, improper economic situation, lack of sport facilities, lack of information about participation in sport programs, lack of skills, and social and cultural limitations were the most effective constraint factors reducing students' participation. Also, females experienced all types of constraints more than males at the universities.

Ehsani (2002) examined 1164 male and female students in the age range between 18 and 25 years and in different study fields for finding the relationship between frequency of participation in PA and leisure constraints to the recreational sport activities at Iranian universities. He reported that frequency of sport participation, time, lack of interest, lack of partner, lack of skill/ability and health/fitness related constraints were the most effective constraints perceived by students in the country. Similarly, Azabdaftaran (1999) and Ehsani (2007) found that female university students in Iran perceived all of the intrapersonal, interpersonal, and structural constraints to participation in sports. Also, Ehsani (2007) indicated that those who experienced a higher level of constraints showed to have a lower level of participation in sports.

Also, study obligations, priority of other leisure activities, lack of equipment and facilities, laziness (Safania, 2001), being busy, lack of skilled coaches, lack of motivation, lack of time due to participating in other activities, laziness, lack of appropriate sport facilities, lack of sport programs (Azizi et al., 2011) were some other constraints to the participation of university students in sport and exercise.

### ***3.3 Theoretical Framework***

#### **3.3.1 Constraint Model Development**

The challenge in classifying leisure constraints had been that classification can describe the phenomenon of interest, but it is unable to explain their occurrence (Crawford et al., 1991). Jackson and Searle (1985) constructed one of the earlier models in this area of research in which they proposed the effects of constraints may be perceived and experienced sequentially rather than simultaneously. A similar idea was expressed in Godbey's (1985) model of barriers related to the use public leisure service (Elkins, 2004).

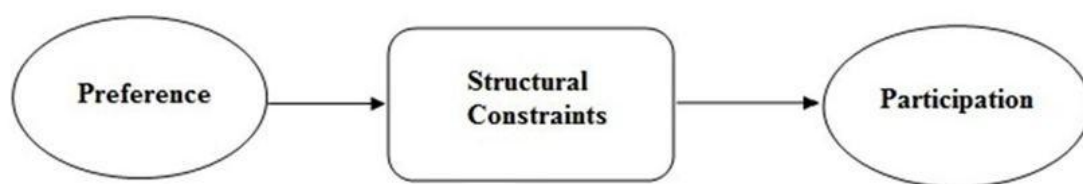
#### **3.3.2 Model of Nonparticipation**

Godbey (1985) expressed a model of barriers related to the use of public leisure services in which a sequence of constraints (knowledge, preference, past experience, etc.) were identified as accounting for the nonuse of such services. This model essentially summarized the major reasons for not using leisure services with awareness of facility/service existence being used as the unit of measure. Awareness of facility/service existence was sub-divided into three categories: those who were unaware, those with little information, and those who were aware of the existence. The findings indicated it was only after an individual was aware of a program or service that an interest (or lack of interest) could affect participation; only then could constraints emerge. Those that knew services existed but chose not to participate were broken into two subcategories: based on previous experiences and based on no previous experiences. Those who wished to participate but did not were further divided into those who did not participate for reasons within control of the agency and those who did not participate for reasons not within the control of the agency. That research led to a better understanding of distinguishing between a lack of interest and being constrained. Another conceptualization offered by Crawford and Godbey (1987) presented the construction of three leisure barrier models: structural barriers, intrapersonal barriers, and interpersonal barriers (Elkins, 2004).

### 3.3.3 Structural Leisure Constraints Model

Crawford and Godbey (1987) categorized three types of barriers or what would be later considered constraints. Structural constraints include such factors as the lack of opportunities or the cost of activities that result from the external conditions in the environment (Mannell and Kleiber, 1997). These constraints are commonly conceptualized as intervening factors in leisure preferences and participation. Examples of structural constraints include availability of opportunity, financial resources, family life-cycle stage, season, climate, the scheduling of work time, and reference group attitudes concerning the appropriateness of certain activities (Crawford and Godbey, 1987). For example, a structural constraint could describe a young child not being able to attend a professional sporting event because of his or her family's inability to afford a ticket. An individual who enjoys flying a kite may be constrained if there is little or no wind on a particular day, or an individual with a disability could be constrained if there was no accessibility on a nature trail. Structural constraints demand social action to create situations providing better opportunities for those who may not have equal access.

Overcoming these constraints does not have much to do with the psychological approach (focusing on the individual), but instead deal with physical type barriers. See Figure 1 for an illustration of this concept (Elkins, 2004).

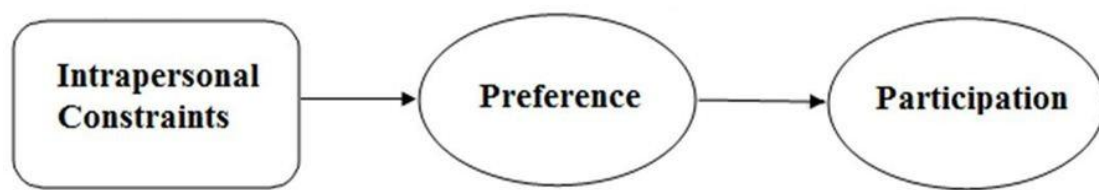


**Figure 1** Model of structural constraints (Crawford and Godbey, 1987)

### 3.3.4 Intrapersonal Leisure Constraints Model

According to Crawford et al. (1991) intrapersonal constraints involve psychological states and attributes which interact with leisure preferences rather than intervening in preferences and participation. Intrapersonal constraints refer to those psychological conditions that arise internal to the individual such as personality factors,

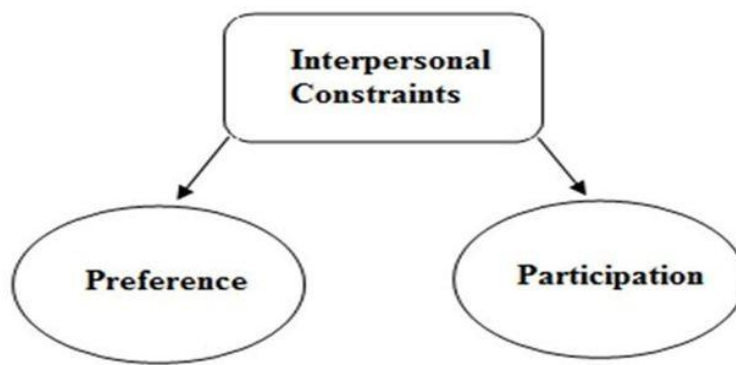
attitudes, or more temporary psychological states such as moods. Examples of intrapersonal constraints include stress, anxiety, depression, prior socialization in specific leisure activities, perceived self-skill, and subjective evaluations of the appropriateness and availability of various leisure activities (Crawford and Godbey, 1987). An individual in a depressed state because of debilitating injury may have developed a poor attitude about team sports, and as a result, may have no interest in signing up for an adult softball league. Another individual may have the type of personality which does not enable them to take a long, relaxing vacation because of all of the work that is not being completed during the vacation. Figure 2 provides an illustration of how psychological states affect preferences and subsequent participation (Elkins, 2004).



**Figure 2** Model of intrapersonal constraints (Crawford and Godbey, 1987)

### 3.3.5 Interpersonal Leisure Constraints Model

Interpersonal constraints are the results of interpersonal interaction or the relationship between individuals' characteristics (Crawford et al., 1991). These constraints arise from the interactions with other people, or the concept of interpersonal relations in general. A person who feels he or she lacks a friend with whom he or she shares an interest in a common activity may encounter an interpersonal constraint if he or she is unable to locate a partner with whom to participate in a specific leisure activity. As Figure 3 illustrates, preferences or other psychological states do not impact the participation of an individual perceiving an interpersonal constraint (Elkins, 2004).



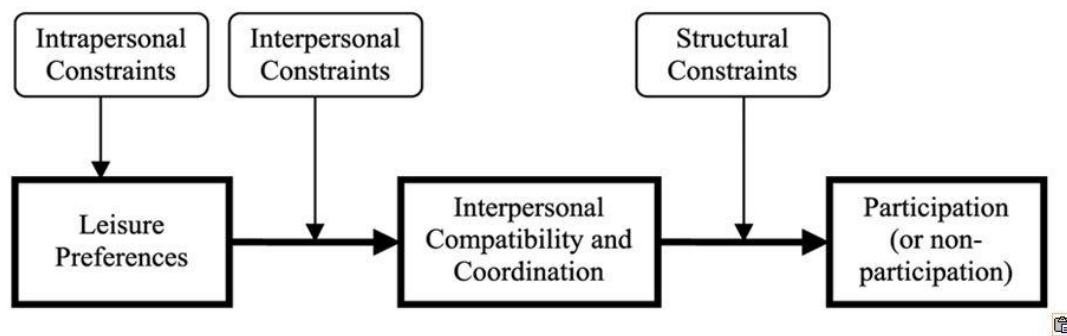
**Figure 3** Model of interpersonal constraints (Crawford and Godbey, 1987)

### 3.3.6 Hierarchical Model of Leisure Constraints

The relationship between intrapersonal, interpersonal, and structural constraints has been the subject of some analysis (Mannell and Kleiber, 1997). These models provided insight, but were considered discrete and conceptually disconnected (Jackson and Scott, 1999).

The hierarchical model was later developed by Jackson et al. (1993) integrating each of the previously developed models (intrapersonal, interpersonal, structural) into one single hierarchical model, because it was hypothesized these constraints were encountered hierarchically. They proposed that as far as leisure participation and non-participation are concerned, constraints are encountered hierarchically. The Hierarchical Model of Leisure Constraints is used as a theoretical framework of this thesis.

Leisure preferences are formed, it is suggested, when intrapersonal constraints of the kind enumerated earlier (Figure 2) are absent or their effects have been confronted through some combination of privilege and exercise of the human will. Next, depending on the type of the activity, the individual may encounter constraints at the interpersonal level; this could happen in activities requiring at least one partner or co-participant but would likely be less relevant in the case of solitary leisure activities. It is only when this type of constraint has been overcome (if appropriate to the activity) that structural constraints begin to be encountered. Participation will result in the absence of, or negotiation through, structural constraints. If structural constraints are sufficiently strong, however, the outcome will be nonparticipation (Jackson et al., 1991).



**Figure 4** Hierarchical model of leisure constraints (Crawford and Godbey, 1987)

This revised model (Figure 4) introduced a new theory that the eventual leisure participation depended on the successful confrontation of each level of constraint, each of which was considered to be in order of hierarchical importance. On the basis of this model, Crawford et al. (1991) contended that the individuals most affected by intrapersonal constraints are the least likely to encounter higher order constraints (interpersonal and structural), whereas individuals less intensely affected by intrapersonal constraints are more likely to face higher order constraints. The hierarchy of constraints is related to the hierarchy of social privilege, validated in a study examining the relationship between socioeconomic status and constraints to leisure. Crawford et al. (1991) reported that the tendency to report a structural constraint often increases with income and education, therefore there may be a positive correlation between socioeconomic status and experienced level of constraint (Elkins, 2004).

### ***3.4 Research Context: University Sport in Iran and Hungary***

In order to understand the situation of sport at the Iranian and Hungarian Universities it is necessary to know more about the university sport in each country.

### 3.4.1 University Sport in Iran

Universities in Iran are divided in two main kinds: public and private universities offer various study fields on different educational levels. Public universities are under the direct supervision of Iran's MSRT. Many students of various study fields and educational levels study at Iranian universities ([www.msrt.ir](http://www.msrt.ir)).

Generally, participation in sport at Iranian universities is not compulsory; however, engagement in two sport credits is required from students for a bachelor degree. Most sports are included in the university sport programs; however, some sports which are considered as dangerous (e.g. boxing, kung fu, etc.) are forbidden. Male students can freely engage in all of the sport activities at the universities however female students can participate with respect the Islamic regulations. They should participate in sport according to the Islamic dress codes, that is, they should cover their head, arms, legs, etc. Following this rule, they can participate in many kinds of recreational and competitive sport activities. There are only some sports such as judo or wrestling which are considered as dangerous activities for women and thus are banned for them.

In terms of regulations for female participants, sport activities can be divided in two main groups: indoor and outdoor activities.

- Indoor activities include sports which are played in closed hall salons (e.g. volleyball, basketball, table tennis, swimming, etc.). In the case of these sports it has to be underlined that men are not allowed to be present in those places, women can freely and without Islamic codes participate in sports. The opportunities for women to participate in indoor activities are almost equal to male students. They can participate without dress codes in those activities. Men are not allowed to be present in those places.

- Outdoor activities (e.g. football, cycling, mountaineering, running, etc.) include the sports that need the open hall salons, streets, parks, or nature. Women are only allowed to participate in these sports with Islamic dress codes (include covering the hairs and body). The opportunity of women for participation in outdoor sport activities at the university campus is low.

Sport at Iranian universities is organized on four main levels: local, regional, national and international.

PE departments at Iranian universities are responsible for all of the sport affairs on the local level. Their duties are arranged in two different parts, recreation sport activities and competition. Recreational sporting activities are arranged based on students' interests including several sport classes at the university campuses during the academic year. At the weekends also, several recreational activity programs, such as mountaineering, camping, and hiking in nature, are also programmed by this department. In addition, various sport matches and competitions in the form of different domestic sport festivals are held at the universities.

The universities in each region are covered by the secretariat of sport affairs related to that region. Universities in each region participate in various championships and compete with other universities in that region.

The Department of Ministry of Science, Research and Technology of Iran is the central manager of sport at Iranian universities. All of the universities located in different regions are covered by this department. Also, this organization is responsible for university sport in Iran on the national level. Various national championships and sport festivals are held by this department.

The National University Sport Federation of Iran (N.U.S.F.IRAN) is responsible for university sport on the international level. This organization has a close relationship with FISU. It is a public, nongovernmental organization and its policy is based on Iranian rules and regulations and the principles and rules of FISU.

### **3.4.2 University Sport in Hungary**

University sport became marginalized in Hungary after the political regime change in 1945 when sport was nationalized and this had a negative impact on both competitive and recreational sports. People who played sport regularly represented only a small population of the student in higher education and of the population in general. Healthy living often becomes a low priority during the university years. Lack of fund and infrastructure, Hungarian colleges and universities could offer limited opportunities for recreational sports. Most of historic colleges and university sports clubs in Hungary were operating under unfavorable financial conditions.



This situation was changed in 1991 when university sport regained its autonomy and an independent national university sport federation, the Hungarian University Sport Federation was established. The financial background did not become much more favorable but the universities had at least the opportunity to make decisions themselves about sporting activity in their institutions. Unfortunately, in the same period physical education as an independent subject ceased to exist.

In these days, generally, participation in physical education and sport is not compulsory at Hungarian colleges and universities; it depends on the institution's regulation. Both genders have the same opportunities to participate in college or university sport, although traditionally feminine and masculine sports are still reflected in the share of the students (Béki, 2013).

Hungarian university sport has two main parts according to the level of the competition.

- On the recreational level the students do some sporting activity or/and they participate on sport events (e.g. SportPont) without any constraint of results.
- The other system is the competition sport, called Magyar Egyetemi-Főiskolai Országos Bajnokság (MEFOB) (Hungarian University-College National Championship, HUCNC). These events are held in some major sports (e.g. football, handball, ice hockey). Elite or recreational athletes can participate in competitions only if they are students in a higher education institution.

The Hungarian University Sport Federation (MEFS) manages the competitions of the Hungarian University-College National Championship (HUCNC) in partnership with the relevant sports federations, and the events are organized by the joint efforts of the universities and the sport clubs. The purpose of the college and university championships is to award the champion's title to the best athletes, to increase the popularity of the various disciplines and to help select participants for the international university competitions organized by the International University Sport Federation (FISU) and by the European University Sports Association (EUSA).

The PE or sport departments are responsible for the sporting activity at the universities. The MEFOB is organized by the MEFS. The Hungarian University Sport Federation also organizes and delegates the TEAM HUNGARY to the Universiade, in close cooperation with the sport federations. The Hungarian Olympic Committee has a

department for school sports as well as college and university sports, so there is duplication in the leadership nowadays. Characteristically, in Hungary outdoor and indoor sports also are very popular; both genders can participate in them. Handball, football, swimming and fitness are the most popular sports of college or university students in Hungary.

## **4. OBJECTIVES**

This thesis aimed to discover the students' perceived constraints toward participation in sporting activities at Hungarian and Iranian universities. The author also made an attempt to find the relationship between the students' perceived constraints toward participation in sport and exercise and their socio-demographic characteristics.

Another aim was to measure the opinion of sport staff working at Hungarian and Iranian universities about the students' constraints toward participation in sport at the universities and to find the relationship between their ideas and their socio-demographic characteristics, as well as the perceptions of the students themselves.

### ***4.1 Research Questions***

In order to reach the objectives of the current thesis, an empirical research was carried out by the author. The aim of the investigation was to obtain answers to the following research questions:

**Q1** What are the students' perceived constraints toward participation in sporting activities at the Hungarian and Iranian universities?

**Q1.1** What are the attitudes and motivations of female students for participating in sport and exercise at Iranian universities?

**Q2** What are the students' constraints toward participation in sporting activities at the universities according to the opinion of sport staff working at the Hungarian and Iranian universities?

**Q3** What is the difference between the opinion of students and sport staff regarding the students' perceived constraints toward participation in sport and exercise at the Hungarian and Iranian universities?

**Q4** What is the relationship between students' perceived constraints and their different demographic characteristics at the Hungarian and Iranian universities?

**Q5** What is the relationship between the staff's opinion about students' perceived constraints toward participation in sporting activities and their different demographic characteristics at the Hungarian and Iranian universities?

**Q6** What is the difference between Hungarian and Iranian students regarding their perceived constraints toward participation in sport and exercise?

**Q7** What is the difference between the opinion of Hungarian and Iranian university sport staff regarding the students' perceived constraints toward participation in sporting activities at the universities?

**Q8** What are the Iranian students perceived constraints toward the involvement of physical activity (gardening, housework, walking, shopping, etc.) in their everyday life?

## ***4.2 Hypotheses***

It was assumed that:

**H1** Students in both countries perceive all types of constraints toward participation in sport and exercise at the universities.

**H1.1** The Iranian female students do not have positive attitudes regarding sporting activities. Engaging in social interaction as well as having a fit body are the most frequent motivations for participating in regular activities.

**H2** The opinion of university sport staff reflects that students perceived several intrapersonal and interpersonal constraints toward participation in sport and exercise in both countries.

**H3** The opinion of the students and the staff about the students' perceived constraints toward participation in sport and exercise are different in both countries.

**H4** Students in both countries experienced different constraints according to their socio-demographic characteristics.

**H5** The staff of sport affairs at the universities has different opinion concerning the students' perceived constraints according to their socio-demographic characteristics in both countries.

**H6** The Hungarian and the Iranian students experienced different constraints toward participation in sporting activities.

**H7** The opinions of the Hungarian and Iranian university sport staff on the students' perceived constraints toward participation in sporting activities are different.

**H8** The Iranian male students do not perceived constraints toward the involvement of physical activity in their everyday life; however the Iranian female students have some barriers to be physically active under certain circumstances.

## **5. METHODS**

The major method of this research was survey method and it was completed by in-depth interviews.

### ***5.1 Survey***

#### **5.1.1 Sampling**

In both countries all full time students studied at the public universities in Hungary (n= 214 344) and Iran (n= 539 579) in the academic year of 2011-2012, and all universities sport staff employed at the same universities in the same period (in Hungary n= 280; in Iran n= 600) were regarded as the total population of the research.

The method of sampling was gradual. In the first round the universities were selected by stratified random sampling, based on the geographical location of the universities in both of countries. Then the students and the staff members were selected at the selected universities both in Hungary and in Iran.

##### **5.1.1.1 Sampling in Iran**

In the Iranian case, the researcher received a list including the name and population of all public universities, from The Ministry of Science, Research, and Technology of Iran. The author divided the universities into to five groups based on the five main geographical locations (north, south, east, west, and center). As the proportions of universities are not equal in each part, seven universities were selected by using the stratified random sampling. The rate of the selected universities was approximately similar to the rate of the total universities in each geographical location in the country (Table 1).

**Table 1** The number and the rate of the total and selected universities in Iran according to geographical location

<b>Geographical Location</b>	<b>Total Universities</b>		<b>Selected Universities</b>	
	N	%	N	%
<b>North</b>	25	30.86	2	28.6
<b>South</b>	13	16.04	1	14.3
<b>West</b>	21	25.92	2	28.6
<b>East</b>	10	12.34	1	14.3
<b>Center</b>	12	14.81	1	14.3
<b>Total</b>	81	100	7	100

As a second step (February 2012), the researcher or his colleagues attended each selected universities. After obtaining permission from the dean/president of each university, they received a list including the name, the number and the location of all faculties as well as the name and the location of all classes in each faculty, separately based on different educational levels (bachelor, master, and PhD). After that, we visited all faculties and randomly selected three classes on each level of education from the mentioned list (the 2nd class from top of the list, the 2nd class from bottom of the list, and one from the middle).

In next step, after obtaining permission from the related lecturer, before starting each class, one third of students were randomly selected randomly for participating in the study (Each student got a number. Then, students who got numbers 2, 5, 8, 11, 14, 15, etc. were asked for participating in study). The selected students were invited to a quiet room for filling the questionnaire. Finally, 1315 questionnaires were completely returned, the answering rate was 94%.

The number and the rate of the total population of students as well as the selected students at each selected university are presented in Table 2.

**Table 2** The number and the rate of the total and the selected population at the selected universities in Iran

<b>University</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
	<b>Population</b>	<b>Population</b>	<b>Participants</b>	<b>Participants</b>
<b>Ahvaz</b>	13872	11.27	157	11.23
<b>Isfahan</b>	12346	10.3	140	10.01
<b>Kerman</b>	20060	16.30	228	16.31
<b>Mashhad</b>	19898	16.17	226	16.16
<b>Orumiyeh</b>	13836	11.04	157	11.27
<b>Tehran</b>	38007	30.89	431	30.83
<b>Kermanshah</b>	5036	4.09	57	4.08
<b>Total</b>	123055	100	1398	100

The distribution of the research participants according to some demographic and social characteristics of are presented in Table 3.



**Table 3** The distribution of the Iranian students participated in the study according to some demographic and social characteristics

<b>Variable</b>		<b>N</b>	<b>%</b>
<b>Gender</b>	Male	398	30.3
	Female	917	69.7
<b>Age</b>	18-21	468	35.6
	22-25	579	44
	26-29	159	12.1
	30 or Older	109	8.3
<b>Educational Level</b>	Bachelor	731	55.6
	Master	361	27.4
	PhD	223	17
<b>Study Field</b>	Human Science	688	52.3
	Natural Science	349	26.5
	Technical Science	159	12.2
	Art	119	9
<b>Participation in Sport (Hour /Week)</b>	No Participation	898	68.3
	One Hour	254	19.3
	2-3 Hours	96	7.3
	More than 3	67	5.1
	Hours		

The sample of the students fairly represents the total population according to the region of their university, their gender, their age as well as the field and the level of their studies at the individual universities.

Concerning the sport staff, we regarded all of staff members employed at departments of PE and sport at the selected universities as the research population in this study, due to their low number. For collecting data from them, each selected university was personally visited. After getting the permission from the dean of each department, we received a complete list consisting of the name of all sport staff employed at that department. After explaining the aim of this study, they were asked to

complete the questionnaire in a quiet room. Eighty-six questionnaires were returned in a complete form, so the answering rate was 89.6%.

Some demographic and social characteristics of the sport staff members are presented in Table 4.

**Table 4** Some demographic and social characteristics of the Iranian sport staff members participated in the study

<b>Variable</b>		<b>N</b>	<b>%</b>
<b>Gender</b>	Male	60	69.8
	Female	26	30.2
<b>Age</b>	27-33	9	10.5
	34-40	35	40.7
	41-47	24	27.9
	48 or Older	18	20.9
<b>Study Field at Higher Education</b>	Physical Education	61	70.9
	Other Study Fields	25	29.1
<b>Personal Management History<sup>1</sup></b>	Nothing	39	45.3
	Shorter than 3 Years	12	14
	3-6 years	24	27.9
	7 years or More	11	12.8
<b>Present Organizational Position</b>	Staff Member	62	72.1
	Manager	24	27.9

The research population of the Iranian staff fairly represents the total population according to the region of their university, their gender, their age, their management history, their position as well as the field of their former studies at higher education.

<sup>1</sup>Sport staff at the departments of PE at the universities are categorized based on the years they had a managing position.

### 5.1.1.2 Sampling in Hungary

The method of sampling in Hungary was similar to that in Iran. This process could not have been done without the special assistance of the Hungarian University Sport Federation (HUSF). After receiving a list of public universities from the Federation, the universities were divided into three groups based on the three main geographical parts in Hungary (east, west, and center). Nine universities were selected by stratified random sampling regarding the proportion of universities in each part. The percentage of selected universities was approximately similar to the percentage of total universities in each geographical location in the country (Table 5).

**Table 5** The number and the rate of the total and selected universities in Hungary according to geographical location

<b>Geographical Location</b>	<b>All Universities</b>		<b>Selected Universities</b>	
	N	%	N	%
<b>West</b>	6	21.43	2	22.22
<b>East</b>	10	35.71	3	33.33
<b>Budapest (center)</b>	12	42.86	4	44.44
<b>Total</b>	28	100	9	100

For collecting the data from the selected universities an internet based version of the questionnaire were designed. The questionnaires were put in a researcher made website “International Recreational Sport Research” ([www.int-rec-sp-re.com](http://www.int-rec-sp-re.com)). At the starting point (September 2012) a responsible person at each selected universities were asked by the Hungarian University Sport Federation to inform the students about the aim of this research and the address of the related website for filling the questionnaires. Students on different educational levels and with different study fields visited the website and participated in the study in a three month period. Finally, 793 questionnaires were completely filled, which means that the answering rate was 79%. The names and rate of the selected universities and the size and the rate of the samples there are presented in Table 6.

**Table 6** The number and the rate of the total and the selected population at the selected universities in Iran

<b>University</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
	<b>Population</b>	<b>Population</b>	<b>Participants</b>	<b>Participants</b>
<b>Budapesti Műszaki és Gazdaságtudományi Egyetem</b>	16370	18.42	135	17.02
<b>Eötvös Loránd Tudományegyetem</b>	17420	19.60	158	19.92
<b>Nemzeti Közszerálati Egyetem</b>	2345	2.63	22	2.77
<b>Óbudai Egyetem</b>	6540	7.40	59	7.44
<b>Eszterházy Károly Főiskola</b>	2980	3.35	27	3.40
<b>Miskolci Egyetem</b>	6615	7.44	60	7.58
<b>Szegedi Tudományegyetem</b>	16190	18.22	147	18.54
<b>Széchenyi István Egyetem</b>	5770	6.50	52	6.56
<b>Pécsi Tudományegyetem</b>	14620	16.45	133	16.77
<b>Total</b>	88850	100	793	100

Some demographic and social characteristics of the Hungarian students participating in this study are presented in Table 7.

**Table 7** The distribution of the Hungarian students participated in the study according to some demographic and social characteristics

<b>Variable</b>		<b>N</b>	<b>%</b>
<b>Gender</b>	Male	387	48.8
	Female	406	51.2
<b>Age</b>	18-21	283	35.7
	22-25	231	29.1
	26-29	182	23.0
	30 or Older	97	12.2
<b>Educational Level</b>	Bachelor	342	43.1
	Master	232	29.3
	PhD	219	27.6
<b>Study Field</b>	Human Science	289	36.4
	Natural Science	208	26.2
	Technical Science	150	18.9
	Art	146	18.4
	No Participation	326	41.1
<b>Participation in Sport (Hour /Week)</b>	One Hour	98	12.4
	2-3 Hours	249	31.4
	More than 3 Hours	120	15.1

The students' sample fairly represents the total population of the students according to the region of their university, their gender and age as well as the field and the level of their studies at each university.

In order to collect data from the sport staff all staff members employed at the departments of PE and sport at the selected universities were regarded as the research population. A responsible person at each selected university was asked by the Hungarian University Sport Federation to inform the members of the sport staff about

the aim of this research and the address of the related website for filling the questionnaires. Finally, forty-eight completed questionnaires were returned, the answering rate was 88.9%.

Some demographic and social characteristics of the Hungarian sport staff participating in the research are presented in Table 8.

**Table 8** Some demographic and social characteristics of the Hungarian sport staff members participating in the study

<b>Variable</b>		<b>N</b>	<b>%</b>
<b>Gender</b>	Male	40	83.3
	Female	8	16.7
<b>Age</b>	27-33	12	25
	34-40	16	33.3
	41-47	10	20.8
	48 or Older	10	20.8
<b>Study Field</b>	Physical Education	35	72.9
	Other Study Fields	13	27.1
<b>Personal Management History</b>	Nothing	19	39.6
	Lower than 3 Years	13	27.1
	3-6 years	9	18.8
	7 years or More	7	14.6
<b>Present Organizational Position</b>	Staff	29	60.4
	Manager	19	39.6

The research population of the Hungarian staff members fairly represents the total population of the sport staff according to the region of their university, their gender, their age, their management history, their position in university sport as well as the field of their former studies at higher education.

### 5.1.2 Instruments

Based on the aim of the study, two corresponding self administrated questionnaires were created with two distinct parts for students and university sport staff members. The first part requested demographic information, such as age, gender, educational level, field of study, and frequency of participation in sport per week (for students); and age, gender, field of study, personal management history (whether they had the managing position in the field of sport at the university), and present organizational position (for sport staff).

The second part of the questionnaire refers to the most important constraint factors reducing or removing the participation of students in sporting activities. It consists of 40 questions within three dimensions: intrapersonal (15), interpersonal (5), and structural (20).

Four strategies were used to develop the questionnaire, while fulfilling the requirements for construct and content validity. First, the process of item generation and design for the first version of the questionnaire was based on the underlying theoretical framework (Hierarchical Model of Leisure Constraints) and a review of the relevant literature (i.e. Crawford et al., 1991; Jackson et al., 1993; Hiu et al., 2007; Hiu et al., 2009; Masmanidis et al., 2009). The questionnaire was first developed in English language and it included 47 items. In the second step, a panel of ten experts with PhD degree in sport management, sport sociology, and sport pedagogy in both countries evaluated if the initial pool of questionnaire items represented the competences profile related to the specific thematic. Seven items were removed and 31 items were modified upon their advice. Four independent translators then translated this questionnaire into Hungarian and Persian language. A panel of bilingual individuals with PhD degree critically reviewed these translations and agreed on the unified Hungarian and Persian versions of the questionnaires which were translated back into English. Four experts with PhD degree then compared these back-translated English versions with the English source version of the questionnaire. The two versions of the English questionnaires achieved a high level of consistency, providing support for the conceptual equivalence of the questionnaires (Alonso et al., 1990).

In the third step, the revised versions of the questionnaires were then subjected to a pilot study with a sub-sample of 60 students in different study fields and educational levels and with a sub-sample of 15 sport staff members from the two countries, in order to test the clarity and accuracy of the items, and the feasibility of the questionnaires in Hungarian and Persian languages. The internal reliability coefficients of the students' and staff members' questionnaires were fixed 0.83 and 0.87, respectively by using the Cronbach alpha. The results of reliability coefficients for the dimensions of both questionnaires are reported in Table 9.

**Table 9** Reliability of the questionnaire dimensions

<b>Dimension</b>	<b>Reliability Coefficient for Students Questionnaire</b>	<b>Reliability Coefficient for Staff Questionnaire</b>
<b>Intrapersonal</b>	0.80	0.83
<b>Interpersonal</b>	0.81	0.85
<b>Structural</b>	0.80	0.80

Participants were asked to respond to the questionnaires on a 5-point Likert scale ranging from 5, *strongly agree* to 1, *strongly disagree*.

### **5.1.3 Statistical Analysis**

To obtain means, percentages, and standard deviations descriptive statistics were calculated. For an inferential analysis of the data, a one-sample t-test was used to find and to compare the constraints toward participation of students in sports. Also, multivariate analysis of variance (MANOVA) was used for comparing the students' and sport staff's opinions based on various variables ( $p \leq 0.05$ ). The IBM SPSS Statistics 19 was employed for data analysis.



## ***5.2 In-depth interviews***

In order to get a better insight, the quantitative data of the survey were supplemented by in-depth interviews (n= 50) with Iranian female students on different educational levels (BSc: 24; MSc: 15; PhD: 11) and study fields (Natural Sciences: 13; Human Sciences: 16; Technical Sciences: 12; Art: 9) at the selected universities.

At first, the aim of the study was described to each participant prior to commencing the interview. Also, the informed consent was obtained from all participants. A semi-structured format was adopted, providing depth through probe questions. The interviews lasted from 33 to 48 minutes and they were conducted at the participants' universities in quiet rooms. The interviewees were asked about the following topics: frequency of participation in sport, their attitudes to sport and exercise, their leisure time activities, their physical activity in the everyday life and the factors which in their opinion influence their participation in sport and the involvement of physical activity in their everyday life in a positive or negative way. The results of the interviews then underwent qualitative analysis, with primary focus on the potential barriers to sport and exercise as perceived by female university students in Iran.

## 6. RESULTS

The results of this thesis are presented in this chapter based on the three dimensions of the theoretical framework. As mentioned before, Crawford et al.'s (1991) modeling of constraints (intrapersonal, interpersonal, and structural) to participation in sport is used as theoretical framework of this study. Besides, the differences in the students' and the staff's perception are shown according to some demographic and social characteristics.

### 6.1 *Intrapersonal Constraints*

Intrapersonal constraints refer to an individual's beliefs and psychological state and attitude, which prevail in interacting with preferred activity rather than interfere with preference and participation (Crawford et al., 1991). Intrapersonal constraints refer to those psychological conditions that arise internal to the individual such as personality factors, attitudes, or more temporary psychological states such as moods. Antecedent constraints belong to this group; they preexist in the individual, before s/he is faced with the possibility of participating in recreational activities. Antecedent constraints are intrapersonal factors of socio-cultural content in the sense of stereotypes, which often restrict or exclude participation (Henderson et al., 1993).

In order to find the effect of intrapersonal constraints to participation of students in sport a one-sample t-test was used. The results indicated that intrapersonal barriers prevent the Iranian students from participating in sports ( $p \leq 0.05$ ), however, Hungarian students did not experience intrapersonal constraints, therefore this type of constraints did not have a significant effect on their participation in sporting activities ( $p \leq 0.05$ ) (Table 10).

**Table 10** Effect of intrapersonal constraints on the participation of students in sporting activities

Country	Mean	SD	t	Sig
<b>Iran</b>	3.08	0.51	5.81	0.001*
<b>Hungary</b>	2.94	0.67	2.50	0.01 *

\* =  $p \leq 0.05$

For finding the difference between the students' ideas in the two countries regarding intrapersonal constraints a MANOVA test was used. The results indicated that there are significant differences between the Iranian and the Hungarian students in terms of intrapersonal constraints ( $F(1) = 29.824, p < 0.001, \eta^2 = 0.14$ ).

In addition to identifying the overall difference between the effects of intrapersonal constraints on the students' participation in both countries, it is important to find the most effective factors in this regard. The results indicated that the Iranian students did not engage in sporting activities due to the lack of information about the possibilities for participation offered at the universities. This means that they were not informed about the kind, the place and the time of the sport programs offered at the universities. They also confessed that social limitations (e.g. shyness) as well as cultural restrictions (e.g. old beliefs and traditions, negative attitude to sport) affect their participation in sporting activities. Furthermore, they reported that they did not have enough time to participate in sport programs because they preferred to engage in other leisure activities. These factors were mostly affecting their participation in sport at the universities. Although the Hungarian students reported that intrapersonal constraints did not affect their participation in sport, some of them stated that they did not engage in sport because of their commitments in studying and because of the lack of time. Also, a few of them did not prefer to participate in sporting activities because they believed they did not have enough skills. In addition, not having a nice body prevented some of them from participating in sporting activities at the universities (Table 11).

**Table 11** The most effective intrapersonal factors preventing the students from participating in sporting activities

<b>Iranian Students</b>	<b>Mean <math>\pm</math> SD</b>	<b>Hungarian Students</b>	<b>Mean <math>\pm</math> SD</b>
1. Lack of information about where and how to participate	4.09 $\pm$ 0.67	1. Lack of time due to the students' commitments in studying	3.83 $\pm$ 1.07
2. Lack of participation due to social/cultural limitations	3.73 $\pm$ 1.13	2. Lack of the students' skill for participation	3.53 $\pm$ 1.31
3. Lack of time due to other leisure activities	3.38 $\pm$ 1.35	3. Lack of the students' physical ability to participate in sports	3.51 $\pm$ 0.81

Generally, sport at the universities is provided by sport staff members at the different departments or at the faculties of PE at the universities. They have special roles and duties in the promotion of the students' regular involvement in sport. They are responsible for preparing attractive sporting programs based on the students' needs and interests, and for making the relevant sport facilities ready for the athletes. They are supposed to reduce or remove the barriers which prevent the students from participating in the sport programs offered by them. However, it can be asked, whether the sport managers have a right idea about the constraints perceived by students at the universities. Are they aware of the types and categories of the major obstacles? Do they know the strong points and weaknesses of the sport programs offered at their universities? What is their idea about the most and least important constraints experienced by the students toward participation in sport? In this regard we found it important to discover the staff members' views about the main intrapersonal constraints to the students' participation in sport in both countries, in the hope that the identification of the similarities and the differences between the students' and the sport staff's opinion might help reducing barriers and improving the rate of the students' participation in sporting activity.

In order to reveal the opinions of university sport staff a one-sample t-test was used in both countries. The results indicated that both the Iranian and the Hungarian sport staff believed that intrapersonal constraints reduce the students' participation in sporting activities (Table 12).

**Table 12** The sport staff's views about the effect of intrapersonal constraints on the students' participation of in sporting activities

Country	Mean	SD	t	Sig
Iran	3.27	0.36	6.70	0.001*
Hungary	3.54	1.25	3	0.004*

\* =  $p \leq 0.05$

A MANOVA test was used for finding the differences between the Iranian and the Hungarian staff's ideas regarding the effects of intrapersonal constraints on the students' participation in sport. The results showed no significant differences between the opinions of the Iranian and the Hungarian staff in this respect ( $F(1) = 0.016$ ,  $p < 0.898$ ,  $\eta^2 = 0.000$ ). In other words, in spite of the considerable differences in the university sport systems in the two countries, both the Iranian and the Hungarian sport staff are convinced that intrapersonal constraints hinder the students from participating in sporting activities.

The Iranian and the Hungarian sport staff's ideas about the most effective intrapersonal sub-dimensional factors related to the participation of students were compared ( $p \leq 0.05$ ) with the help of the means of above mentioned factors. The Iranian sport staff believed that students did not prefer to participate in sport programs due to their commitments in studying, the lack of their skills for participation, and to the lack of their social skills. Except the latter, they were mistaken; they were not familiar with the hindering factors perceived by their students. The Hungarian sport staff's views were closer to their students' opinion. They thought that the students did not engage in sport because they pay too much attention to their study and .because they have no time due to their commitments to studying. The Hungarian sport staff also mentioned this barrier as the most effective factor affecting the Hungarian students' participation in sporting activities (Table 13).

**Table 13** The sport staff's ideas about the most effective intrapersonal factors preventing the students from participating in sporting activities

<b>Iranian Staff</b>	<b>Mean <math>\pm</math> SD</b>	<b>Hungarian Staff</b>	<b>Mean <math>\pm</math> SD</b>
1. Lack of time due to students' commitments in studying	3.72 $\pm$ 0.82	1. Excessive attention to studying and negligence of sport activities	3.58 $\pm$ 1.41
2. Lack of the students' skill for participation	3.62 $\pm$ 0.83	2. Lack of time due to students' commitments in studying	3.58 $\pm$ 1.44
3. Lack of the students' social skills	3.48 $\pm$ 0.84	3. Lack of physical ability to participate in sports	3.54 $\pm$ 1.40

## **6.2 Interpersonal Constraints**

This type of constraints arises from the interactions with other people or from the interpersonal relations in general. Interpersonal constraints are related to interpersonal communication, interaction or to the relationship between the individuals' characteristics (Crawford et al., 1991). A person who does not have any partner to share an interest in a sporting activity may encounter an interpersonal constraint. It might happen if he or she is unable to find a partner with whom to participate in sport.

In order to discover the effects of interpersonal constraints on the students' participation in sporting activities a one-sample t-test was used. The results indicated that this type of barriers affects the Iranian and the Hungarian students' participation in sport in a similar way ( $p \leq 0.05$ ). This means that the Iranian and the Hungarian students experienced similar interpersonal obstacles (Table 14).

**Table 14** Effect of interpersonal constraints on the students' participation in sporting activities

Country	Mean	SD	t	Sig
Iran	3.11	0.76	5.27	0.001*
Hungary	3.14	0.97	4.07	0.001*

\* =  $p \leq 0.05$

For finding the differences between the students' perceived interpersonal constraints in the two countries a MANOVA test was used. The results indicated that there are no significant differences between the Iranian and the Hungarian students' experiences regarding interpersonal barriers ( $F(1) = 0.587$ ,  $p < 0.444$ ,  $\eta^2 = 0.000$ ).

In order to identify the most effective interpersonal factors preventing the students from participating in sport activities the means of the sub-dimensions of the interpersonal factors were compared. It was found that the students in the two countries did not prefer to engage in sport because they had a problem for having partner/partners for participation in sport. Both Iranian and Hungarian students reported that they had no one to participate with in sport activities or their friends (partners) did not like or at least did not have enough time for engaging in sporting activity with them (Table 15).

**Table 15** The most effective interpersonal factors preventing the students from participating in sporting activities

Iranian Students	Mean $\pm$ SD	Hungarian Students	Mean $\pm$ SD
1. I have no one to participate with	3.36 $\pm$ 1.46	1. I have no one to participate with	3.29 $\pm$ 1.50
2. My friends (partners) do not have enough time for participating	3.16 $\pm$ 1.57	2. My friends (partners) do not like participating	3.25 $\pm$ 1.58
3. My friends (partners) do not like participating	3.14 $\pm$ 1.56	3. My friends (partners) do not have enough time for participating	3.14 $\pm$ 1.45

In order to reveal the university sport staff's views about the effects of interpersonal constraints on the students' sport involvement a one-sample t-test was used. The results showed that according to the Iranian university sport staff, this type of barriers affects the students' participation in sport activities in a negative way, in other words it hinders their participation ( $p \leq 0.05$ ). In contrast, in the Hungarian university sport staff's opinion, interpersonal constraints have no effects on the participation of Hungarian students in sport ( $p \leq 0.05$ ) (Table 16).

**Table 16** University sport staff's views about the effect of interpersonal constraints on the students' participation in sporting activities

Country	Mean	SD	t	Sig
<b>Iran</b>	3.24	0.56	4.15	0.001*
<b>Hungary</b>	2.08	0.70	9.12	0.001*

\* =  $p \leq 0.05$

A MANOVA test was used for finding the differences between the two staff's opinions regarding the effect of interpersonal constraints on the students' participation in sport. It is revealed that there are significant differences between the Iranian and the Hungarian sport staff regarding this group of constraints ( $F(1) = 112.769$ ,  $p < 0.001$ ,  $\eta^2 = 0.461$ ).

For discovering the two sport staff's opinions about the most effective interpersonal sub-dimensional factors related to the students sport involvement, the means of the above mentioned factors were compared ( $p \leq 0.05$ ). Although the Hungarian staff believed that interpersonal barriers did not affect significantly the students' participation in sport, they, similarly to the Iranian sport staff, reported that the most effective factors reducing the students' participation in sport is the lack of partners. In other words, the sport staff in both countries believed that their students did not engage in sports because they had nobody to participate with or maybe the students' partners did not prefer, or did not have enough time, to engage (Table 17).



**Table 17** The staff's views about the most effective interpersonal factors affecting the students' participation in sporting activities

<b>Iranian Staff</b>	<b>Mean <math>\pm</math> SD</b>	<b>Hungarian Staff</b>	<b>Mean <math>\pm</math> SD</b>
1. Students have nobody to participate with	3.67 $\pm$ 0.62	1. Students' friends (partners) do not have enough time for participating	2.12 $\pm$ 0.87
2. Students' friends (partners) do not have enough time for participating	3.31 $\pm$ 1.06	2. Students' friends (partners) do not like participating	2.10 $\pm$ 0.86
3. Students' friends (partners) do not like participating	3.23 $\pm$ 0.89	3. Students have nobody to participate with	2.08 $\pm$ 0.85

### **6.3 Structural Constraints**

Structural constraints include such factors as the lack of opportunities or the cost of activities that result from the external conditions in the environment (Mannell and Kleiber, 1997). These constraints are commonly conceptualized as intervening factors in leisure preferences and participation.

In order to find the effect of structural constraints on the students' participation in sporting activities a one-sample t-test was used. The results indicated that this category of barriers was similarly experienced by Iranian and Hungarian students ( $p \leq 0.05$ ). In other words, structural constraints prevented them from participating in sporting activities in a similar way (Table 18).

**Table 18** Effect of structural constraints on the students' participation in sporting activities

Country	Mean	SD	t	Sig
Iran	3.69	0.42	58.87	0.001*
Hungary	3.42	0.79	15.05	0.001*

\* =  $p \leq 0.05$

Furthermore, the results of MANOVA test showed a significant difference between the opinions of the Iranian and the Hungarian students with regards to structural constraints ( $F(1) = 102.497$ ,  $p < 0.001$ ,  $\eta^2 = 0.046$ ).

In order to find the most effective factors hindering the students from participation the means of sub-dimensions of structural barriers were compared. It was found that the Iranian students did not prefer to engage in sports because, according to their experiences, sport programs were poorly organized. Also, the lack of coordination between the existing sport facilities and the participation of students in sports affect their participation. Furthermore, they reported that sport programs at the universities were not held in adequate times. In contrast, in the ideas of Hungarian students the low quality of universities' sport services was the most effective factor influencing students' participation. Also, their poor financial situation as well as the lack of proper management of the sport programs at the universities was mostly considered as factors affecting their participation in sport activities (Table 19).

**Table 19** The most effective structural factors affecting the participation of students in sporting activities

<b>Iranian Students</b>	<b>Mean <math>\pm</math> SD</b>	<b>Hungarian Students</b>	<b>Mean <math>\pm</math> SD</b>
1. Sports programs are poorly organized	4.45 $\pm$ 0.99	1. Sports services are of low quality	4.16 $\pm$ 1.34
2. Lack of coordination between existing sport programs/facilities and participation of students in sport activities	4.18 $\pm$ 0.57	2. Poor financial situation	3.91 $\pm$ 1.04
3. Sport programs are not holding in adequate times	4.09 $\pm$ 0.90	3. Lack of proper managing of the sport programs	3.80 $\pm$ 0.90

In order to discover the opinions of university sport staff in the two countries regarding the effect of structural constraints on the students' participation in sport a one-sample t-test was used. The results indicated that according to the Iranian staff, structural constraints had no effect on the students' participation ( $p \leq 0.05$ ) whereas the Hungarian staff believed that structural barriers affect the students' participation in sporting activities ( $p \leq 0.05$ ). In their ideas these factors reduce or prevent the students' engagement in sports (Table 20).

**Table 20** The university sport staff's views about the effects of structural constraints on the students' participation in sporting activities

<b>Country</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>Sig</b>
<b>Iran</b>	2.83	0.88	1.75	0.05*
<b>Hungary</b>	3.54	1.03	3.62	0.001*

\* =  $p \leq 0.05$

In order to find the differences between the ideas of the Iranian and the Hungarian sport staff a MANOVA test was used. The results indicated that there is a significant

difference between their ideas with regards to structural constraints ( $F(1) = 17.369$ ,  $p < 0.000$ ,  $\eta^2 = 0.116$ ).

In order to reveal the sport staff's ideas about the most effective structural sub-dimensional factors related to the of students participation in the two countries, the means of the above mentioned factors were compared ( $p \leq 0.05$ ). Although the Iranian sport staff believed that these factors did not significantly affect the students' participation in sports, they stated that the lack of transportation, the students' poor financial situation, and the high cost of the sport equipment for might influence the students' participation. The Hungarian staff reported that the students did not engage in sport due to their poor financial situation. Also, the low quality of sport services as well as poor management of the sport programs were mentioned by them as factors affecting the participation of Hungarian students in sport activities (Table 21).

**Table 21** The staff's ideas about the most effective structural constraints affecting the students' participation in sporting activities

<b>Iranian Staff</b>	<b>Mean <math>\pm</math> SD</b>	<b>Hungarian Staff</b>	<b>Mean <math>\pm</math> SD</b>
1. Lack of transportation	$3.74 \pm 1.05$	1. Poor financial situation of the students	$4.00 \pm 1.28$
2. Poor financial situation of the students	$3.65 \pm 0.98$	2. Sports services are of low quality	$3.94 \pm 1.29$
3. Equipments that the students need are too expensive	$3.51 \pm 0.86$	3. Sports programs are poorly organized	$3.93 \pm 1.26$

#### ***6.4 Differences between Students' and Staff's Opinions Regarding Constraints toward Participation of Students in Sport***

There are always many different problems related to the participation of students in sport activities. For resolving those problems and improving the students' participation in sport activities, sport managers and staff at the universities should have adequate knowledge and awareness about the students' problems. Therefore, in this part

it is explored whether the ideas of the students and sport staff regarding the students' perceived constraints to participation in sport are different or not in the two countries. In order to find the differences a MANOVA test was used. The results indicated that there is a significant difference between the Iranian students' and the staff's ideas regarding intrapersonal and structural constraints; however, there is not any difference regarding interpersonal barriers ( $p \leq 0.05$ ) (Table 22).

**Table 22** Differences between the students' and the sport staff's ideas at the Iranian universities

<b>Constraint</b>	<b>F</b>	<b>Sig</b>	<b><math>\eta^2</math></b>
Intrapersonal	11.016	0.001*	0.008
Interpersonal	2.685	0.102	0.002
Structural	272.935	0.001*	0.163

\* =  $p \leq 0.05$

Similarly, for measuring the differences between the opinions of the students and the sport staff in Hungary a MANOVA test was used. The results indicated that there is a significant difference between students' and staff's ideas at the Hungarian universities concerning intrapersonal and interpersonal constraints; however, they did not have different opinions regarding structural constraints ( $p \leq 0.05$ ) (Table 23).

**Table 23** Differences between the students' and the sport staff's ideas at the Hungarian universities

<b>Constraint</b>	<b>F</b>	<b>Sig</b>	<b><math>\eta^2</math></b>
Intrapersonal	10.603	0.001*	0.012
Interpersonal	55.323	0.001*	0.062
Structural	0.933	0.334	0.001

\* =  $p \leq 0.05$

### ***6.5 Differences in the Students' Perception Based on Demographic and Social Characteristics***

Many different studies indicated that students may have different ideas and perceptions of constraints, based on their demographic and social characteristics. Therefore, it was also intended to measure the difference between the students in this respect. In order to find the differences between the Iranian students based on some demographic and social characteristics a MANOVA test was used. The results indicated that the Iranian students had different opinions about the effects of constraints. They showed differences in experiencing intrapersonal, interpersonal and structural constraints according to their gender, age, study field, and educational level. Also, they differently experienced intrapersonal and structural dimensions based on the level of participation in sporting activities ( $P \leq 0.05$ ) (Table 24).

**Table 24** Differences in the Iranian students' perception based on demographic and social characteristics

<b>Variable</b>	<b>Constraints Dimensions</b>	<b>F</b>	<b>Sig</b>	<b>Eta</b>
<b>Gender</b>	Intrapersonal	215.98	0.001*	0.14
	Interpersonal	166.57	0.001*	0.12
	Structural	130.58	0.001*	0.09
<b>Age</b>	Intrapersonal	144.32	0.001*	0.25
	Interpersonal	96.75	0.001*	0.19
	Structural	29.77	0.001*	0.07
<b>Study Field</b>	Intrapersonal	321.77	0.001*	0.43
	Interpersonal	92.03	0.001*	0.18
	Structural	32.84	0.001*	0.07
<b>Level of Education</b>	Intrapersonal	70.64	0.001*	0.10
	Interpersonal	29.67	0.001*	0.08
	Structural	4.83	0.008*	0.04
<b>Participation</b>	Intrapersonal	410.81	0.001*	0.49
<b>in Sport</b>	Interpersonal	1.52	0.21	0.004
<b>Hour/week</b>	Structural	443.50	0.001*	0.51

\* =  $p \leq 0.05$

In comparing the Iranian students' ideas based on gender it was found that the female students did not prefer to participate in sport because they experienced the impact of all constraints more than males. This means that all intrapersonal, interpersonal and structural barriers affect female students more than males at the Iranian universities ( $P \leq 0.05$ ).

Considering age, the 18-21 years old students experienced all the constraints in a more accentuated way than other students ( $P \leq 0.05$ ).

In terms of the students' study field, those who studied in the field of human sciences perceived intrapersonal and interpersonal constraints more whereas natural science students perceived structural factors more than other students ( $P \leq 0.05$ ).

Considering the students' educational level, bachelor students scored higher all constraint dimensions than other students ( $P \leq 0.05$ ).

Regarding the number of hours the students spent on sporting activities in a week, those who did not participate in sports at all scored higher intrapersonal and structural constraints than other students ( $P \leq 0.05$ ) (Table 25).

**Table 25** Students' perceived constraints to participation in sporting activities based on demographic and social characteristics at Iranian universities

Variable	Group	Intrapersonal		Interpersonal		Structural	
		Mean	SD	Mean	SD	Mean	SD
<b>Gender</b>	Male	2.96	0.69	2.69	0.86	3.61	0.36
	Female	3.40	0.35	3.27	0.66	3.89	0.51
<b>Age</b>	18-21	3.28	0.54	3.35	0.73	3.76	0.53
	22-25	3.10	0.39	3.15	0.68	3.73	0.32
	26-29	2.56	0.25	2.81	0.37	3.45	0
	30 and older	2.55	0.18	2.17	0.67	3.50	0
<b>Study Field</b>	Human Science	3.34	0.47	3.37	0.72	3.65	0.53
	Natural Science	2.66	0.29	2.99	0.76	3.84	0.23
	Technical Science	2.57	0.26	2.79	0.39	3.45	0
	Art	3.33	0.03	2.34	0.48	3.80	0
<b>Educational Level</b>	BSc	3.23	0.51	3.23	0.71	3.71	0.48
	MSc	2.92	0.51	3.11	0.62	3.62	0.42
	PhD	2.87	0.35	2.80	0.96	3.70	0.20
<b>Participation in Sport Hour/week</b>	No Participation	4.20	0.02	3.21	0.70	4.38	0.56
	One Hour	2.89	0.32	3.11	0.83	3.74	0.22
	2-3 Hours	3.04	0.36	3.06	0.67	3.36	0.31
	More than 3 Hours	2.97	0.51	3.16	0.82	3.90	0.20

In order to find the differences in the Hungarian students' perception regarding their demographic and social characteristics a MANOVA test was used. The results indicated that there is a significant difference between males and females in intrapersonal constraints. Also, there is a significant difference between students in



various age groups in all of the constraint dimensions. The results regarding the students' study field indicated a significant difference in interpersonal constraints. Students in different educational levels showed differences based on intrapersonal and structural constraints. Also, the results indicated that there is a significant difference between students based on the different level of participation in sport in all of the constraint dimensions ( $P \leq 0.05$ ) (Table 26).

**Table 26** Differences between the Hungarian students' perception based on demographic and social characteristics

<b>Variable</b>	<b>Constraints Dimensions</b>	<b>F</b>	<b>Sig</b>	<b>Eta</b>
<b>Gender</b>	Intrapersonal	5.90	0.01*	0.01
	Interpersonal	1.017	0.31	0.02
	Structural	0.075	0.78	0.00
<b>Age</b>	Intrapersonal	3.865	0.01*	0.02
	Interpersonal	2.742	0.04*	0.01
	Structural	2.947	0.03*	0.01
<b>Study Field</b>	Intrapersonal	1.503	0.21	0.00
	Interpersonal	2.603	0.05*	0.01
	Structural	2.308	0.07	0.01
<b>Level of Education</b>	Intrapersonal	6.26	0.01*	0.02
	Interpersonal	1.668	0.19	0.06
	Structural	7.33	0.01*	0.02
<b>Participation in Sport</b>	Intrapersonal	16.274	0.01*	0.08
	Interpersonal	2.60	0.05*	0.01
<b>Hour/week</b>	Structural	2.31	0.07	0.01

\* =  $p \leq 0.05$

When comparing the means of Hungarian male and female students' ideas, it was found that intrapersonal constraints were more frequently experienced by females than males ( $P \leq 0.05$ ).

Considering the students' age, those aged between 22-25 years old experienced intrapersonal constraints more, whereas students aged between 18-21 years old were affected by interpersonal and structural barriers more than other students ( $P \leq 0.05$ ).

Regarding the students' study field those who studied in the field of human science perceived more interpersonal constraints than other students ( $P \leq 0.05$ ).

Considering the students' educational level, intrapersonal and interpersonal constraints were experienced more by bachelors than other students ( $P \leq 0.05$ ).

With regards to the hours the students spent on sporting activities in a week, those who did not participate in sports experienced more intrapersonal and interpersonal constraints than other students ( $P \leq 0.05$ ) (Table 27).

**Table 27** Students' perceived constraints to participation in sporting activities based on demographic and social characteristics at Hungarian universities

Variable	Group	Intrapersonal		Interpersonal		Structural	
		Mean	SD	Mean	SD	Mean	SD
<b>Gender</b>	Male	2.87	0.57	3.20	0.89	3.41	0.73
	Female	3.01	0.75	3.07	1.04	3.43	0.84
<b>Age</b>	18-21	3.02	0.63	3.38	0.93	3.49	0.68
	22-25	3.05	0.74	3.15	1.00	3.48	0.85
	26-29	2.84	0.61	3.04	0.87	3.38	0.80
	30 and older	2.60	0.58	2.59	0.94	3.16	0.84
<b>Study Field</b>	Human Science	2.91	0.68	3.18	1.00	3.42	0.78
	Natural Science	2.95	0.67	3.13	0.96	3.40	0.81
	Technical Science	2.90	0.61	3.11	0.91	3.38	0.75
	Art	2.97	0.69	3.10	0.97	3.46	0.78
<b>Educational Level</b>	BSc	3.10	0.66	3.23	0.93	3.51	0.76
	MSc	2.80	0.69	3.05	0.97	3.33	0.84
	PhD	2.82	0.60	3.09	1.01	3.36	0.75
<b>Participation in Sport Hour/week</b>	No Participation	3.13	0.61	3.49	0.80	3.74	0.41
	One Hour	2.88	1.03	2.53	1.09	3.16	1.45
	2-3 Hours	2.83	0.53	3.00	0.91	3.12	0.64
	More than 3 Hours	2.68	0.57	2.95	1.04	3.37	0.74

### ***6.6 Differences in the Sport Staff's Views Based on Demographic and Social Characteristics***

In order to find the differences in the Iranian university sport staff's views based on demographic characteristics a MANOVA test was used. The results indicated that there are significant differences between their ideas regarding various characteristics. Gender differences in their ideas were found in interpersonal constraints. Sport staff in different age groups had different opinions on the impact of intrapersonal and structural barriers. Also, sport staff with different study fields had different ideas about the importance of structural constraints. Concerning personal management history the sport staff showed differences in their views on the significance of intrapersonal, interpersonal and structural constraints. Also, they expressed different opinions about the role of structural barriers based on their present official position ( $P \leq 0.05$ ) (Table 28).

**Table 28** Differences in the Iranian sport staff's views based on demographic characteristics

<b>Variable</b>	<b>Constraints Dimensions</b>	<b>F</b>	<b>Sig</b>	<b>Eta</b>
<b>Gender</b>	Intrapersonal	0.02	0.88	0.001
	Interpersonal	9.40	0.003*	0.10
	Structural	0.005	0.94	0.001
<b>Age</b>	Intrapersonal	6.34	0.001*	0.19
	Interpersonal	2.11	0.10	0.07
	Structural	9.31	0.001*	0.26
<b>Study Field</b>	Intrapersonal	0.22	0.64	0.003
	Interpersonal	0.79	0.38	0.010
	Structural	8.72	0.001*	0.10
<b>Personal</b>	Intrapersonal	29.73	0.001*	0.26
<b>Management</b>	Interpersonal	5.78	0.02*	0.06
<b>History</b>	Structural	13.15	0.001*	0.13
<b>Present</b>	Intrapersonal	0.08	0.78	0.001
<b>Organizational</b>	Interpersonal	1.99	0.16	0.02
<b>Position</b>	Structural	27.59	0.001*	0.25

\* =  $p \leq 0.05$

Comparing the Iranian sport staff's ideas based on gender it was found that interpersonal constraints are experienced more by males than females ( $P \leq 0.05$ ). Regarding the age variable, the mean value of the age group younger than 30 years old was higher in intrapersonal and structural constraints whereas the mean of age group 51 years and older was higher in interpersonal barriers ( $P \leq 0.05$ ).

Results based on the staff's study field indicated that the mean value of staff who studied in PE was higher in all of the constraint dimensions ( $P \leq 0.05$ ).

Considering the staff's management history, those who had longer history had higher mean value in all of intrapersonal, interpersonal and structural constraints than other staff members ( $P \leq 0.05$ ).

Regarding the staff's present organizational position, it was found that those who did not have a managing position in sport departments at the universities had higher

mean value in structural constraints than the staff members with managing positions ( $P \leq 0.05$ ) (Table 29).

**Table 29** Differences in the sport staff's ideas at the Iranian universities

Variable	Group	Intrapersonal		Interpersonal		Structural	
		Mean	SD	Mean	SD	Mean	SD
<b>Gender</b>	Male	3.27	0.38	3.13	0.61	2.84	0.95
	Female	3.26	0.30	3.51	0.25	2.82	0.73
<b>Age</b>	Younger Than 30 Years Old	3.53	0	2.90	0.24	4.10	0
	30-40	3.09	0.34	3.14	0.66	2.89	0.70
	41-50	3.43	0.36	3.37	0.33	2.29	0.91
	51 Years or Older	3.29	0.33	3.39	0.55	2.29	0.83
<b>Study Field</b>	PE	3.36	0.35	3.29	0.58	3.04	0.78
	Other Study Fields	3.30	0.36	3.18	0.48	2.47	0.87
<b>Personal Management History</b>	Yes	3.50	0.20	3.43	0.45	3.25	0.95
	No	3.12	0.36	3.14	0.59	2.58	0.74
<b>Present Organizational Position</b>	Staff	3.25	0.28	3.35	0.60	3.37	0.54
	Manager	3.28	0.40	3.18	0.52	2.48	0.89

In order to find the differences at the Hungarian universities between the sport staff members' views based on various demographic and social characteristics a MANOVA test was used. The results indicated that there were significant differences between them in the following factors: in all of the constraint dimensions based on age and in interpersonal and structural constraints based on study field. Also, there was a significant difference between the staff members' views in interpersonal constraints based on personal management history ( $P \leq 0.05$ ) (Table 30).

**Table 30** Differences in the Hungarian sport staff's views based on demographic characteristics

<b>Variable</b>	<b>Constraints Dimensions</b>	<b>F</b>	<b>Sig</b>	<b>Eta</b>
<b>Gender</b>	Intrapersonal	0.22	0.64	0.005
	Interpersonal	0.06	0.81	0.001
	Structural	0.009	0.92	0.001
<b>Age</b>	Intrapersonal	8.14	0.001*	0.36
	Interpersonal	8.94	0.001*	0.38
	Structural	11.43	0.001*	0.44
<b>Study Field</b>	Intrapersonal	0.00	0.99	0.00
	Interpersonal	10.75	0.002*	0.18
	Structural	8.88	0.005*	0.16
<b>Personal</b>	Intrapersonal	1.41	0.24	0.03
<b>Management</b>	Interpersonal	5.19	0.03*	0.10
<b>History</b>	Structural	1.70	0.21	0.03
<b>Present</b>	Intrapersonal	2.78	0.10	0.06
<b>Organizational</b>	Interpersonal	0.02	0.90	0.00
<b>Position</b>	Structural	0.58	0.45	0.01

\* =  $p \leq 0.05$

The results regarding age indicated that the mean value of the staff's ideas aged younger than 30 years old was higher in all of the constraint dimensions than with other staff ( $P \leq 0.05$ ).

Based on staff's study field, the staff members who studied PE had higher mean values in interpersonal and structural constraints than staff who studied in other study fields ( $P \leq 0.05$ ).

Considering the staff's management history, those with longer management history had higher mean value in interpersonal constraints than those staff that did not have a management history at all ( $P \leq 0.05$ ) (Table 31).

**Table 31** Differences between the sport staff's ideas at the Hungarian universities

Variable	Group	Intrapersonal		Interpersonal		Structural	
		Mean	SD	Mean	SD	Mean	SD
<b>Gender</b>	Male	3.50	1.25	2.09	0.69	3.54	1.02
	Female	3.73	1.28	2.02	0.80	3.51	1.17
<b>Age</b>	Younger Than 30 Years Old	4.00	0.79	2.27	0.69	4.10	0.78
	30-40	3.80	0.69	2.25	0.48	4.05	0.71
	41-50	2.39	1.47	1.84	0.64	3.14	1.03
	51 Years or Older	2.51	1.08	1.40	0.46	2.43	0.68
<b>Study Field</b>	PE	3.28	1.15	2.26	0.62	3.79	0.90
	Other Study Fields	3.29	1.40	1.58	0.67	2.86	1.08
<b>Personal</b>	Yes	3.53	1.15	2.34	0.75	3.76	0.95
<b>Management</b>	No	3.11	1.24	1.89	0.64	3.37	1.07
<b>History</b>							
<b>Present</b>	Staff	3.51	0.94	2.09	0.69	3.63	1.06
<b>Organizational</b>	Manager	2.93	1.48	2.06	0.73	3.39	0.98
<b>Position</b>							

### ***6.7 Perceived Constraints to Participation in Sporting and Physical Activities by Female Students in Iran***

The results of the interviews by the female students revealed some perceived barriers to participation in sport and exercise and to the involvement of certain physical activity. Most interviewees reported to have a good knowledge about the benefits of sport and exercise on the human body. They also seem to be aware of the moral and mental aspects of sport in human life. However, most respondents (73 percent) reported

that they did not participate in any types of sport. They preferred to be involved in other leisure activities instead of sport.

“I don’t like to do the hard motions. Other activities, such as walking in the streets and window shopping with friends are more attractive for me”.

“I don’t like to participate in sport, to be honest; I prefer not to eat any food for 10 days instead of participation in PA for one hour because sport is hard”.

Several female students complained that they are not allowed to do gardening outside the walls around their house while these activities are largely accepted with male students. They also were bitter about the fact that they were prohibited to go out of their house in dark for walking, running, and even shopping.

“My parents prohibit me to go shopping, or even walking, in early morning or evening, when it is dark. I need to go shopping because I need to have some physical activity. Also, gardening is just a masculine activity and I do not have permission to do that outside of the walls of our house”.

Students reported interrelated social, cultural, structural, and personal factors affecting their attitudes, motivations, and, thereby, their participation in sport.

### **6.7.1 Social Factors**

The negative attitudes of people in society to women’s sport affect the sporting behavior of the interviewees. Female students also reported that their involvement in sport and exercise would be prohibited by the government based on some unwritten regulations.

“I hate the negative ideas of people about the women who are running in the parks or streets, even though they observe Islamic dress codes (hijab)”.

“People think that the women who are playing sport at the parks, or walking in the mountains with sport clothes (and with hijab) are too easy, or in a better situation they just think that those women lack religious beliefs” .



“We couldn’t freely run or play sport in the street or parks because we are afraid the police officers arrest us. We have hijab but most of the times we don’t prefer to play”.

On the other hand, engaging in social interaction is reported by some of the students as a factor in favor of practicing sport and exercise, since that time they have an opportunity to see other girls in a different way.

“I participate in gym in fitness class for showing my abilities (my body, my makeup, and clothes) to other girls”.

“My fitness class is like a fashion salon. Every girl wears good brand clothes. They come with good makeup. Before going to the fitness class, I usually take a shower and make my hair in good shape. Honestly, I don’t go there for sport, I go there because that place is different from society. Music, dance, makeup, not hijab”.

“I have not heard about other social benefits of sport than meeting and finding new friends, wearing fashion sport clothes, learning about the new fashions in the media. We would have a good time there”.

### **6.7.2 Cultural Factors**

The cultural constraints in women’s sport in Iran are mostly related to the issue that sport in people’s idea is a masculine activity, established only for men. This concept affects very much the attitudes of families who have female children. Most of the students reported that their families directly or indirectly prohibit their participation in sport, or put obstacles in the way of their involvement.

“I really like biking from home to university but my brother doesn’t let me. He doesn’t like that people see it when I ride the bicycle.”

“My parents don’t prohibit me to participate in sport activities, however, they don’t completely support me, and in their idea sport is for men.”

“We don’t have a gym in our neighborhood and my mother doesn’t let me go to the gym which is far from our home. She always says play sport at home.”

Some of the participants reported that dress codes have an impact on their motivation to participate in sport and exercise, in spite of having an unfit body shape.

“I don’t care about the people’s idea about my unfit body shape. Because, my body is covered by clothes and nobody can see it”.

“In this country the nice woman is who has a good face and good makeup, and good and fashionable clothes. Body shape and fit body are not important, because nobody can see it. It is covered by clothes”.

On the other hand, the families’ lack of information about different types of sports increases their negative attitudes to women’s sport.

“My mother prohibited me to participate in sport activities. She told me that if I participate in sports and risky and dangerous actions, such as gymnastics, I may lose my virginity”.

### **6.7.3 Structural Factors**

The lack of sport facilities, the lack of the proper time for using the existing ones, and especially the lack of adequate sport facilities in nature for women are the main structural factors affecting female students’ participation in sport and exercise.

“Sport is hard not only because of the nature of the activity but also due to the time when women can participate. Most of the gyms and clubs are open for women from morning until noon; it is difficult for me to participate because I have some classes at university”.

“Everything is for men in this country, if they had to participate in sport with hijab, and participate only in the morning, they wouldn’t participate at all in sport”.

“Participating in sport with dress codes is really uncomfortable especially in parks and nature and in the direct sun light. I wish we had special places for women sport in nature where we could play without dress codes”.

#### **6.7.4 Media**

The media, especially the TV programs, also have an impact on the female students' attitude to sport and exercise. Several interviewees complained about the lack of proper information about women's sport, and the lack of covering various types of female sport competitions and championships.

"TV doesn't show any sport programs about women. There are no educating programs related to women's sport. We have only a sport news program, five minutes a day, when the reporter reads the results of women's championships, without any image or video about that news".

"I usually watch the scientific and medical programs on TV. There are only a few programs related to the benefits of sport for women".

#### **6.7.5 Personal Factors**

Some of the students reported about some intrapersonal factors affecting their attitude to and participation in sport and exercise. They mentioned laziness, the lack of sporting habits, and the impact of the traditional and stereotypical ideas on them.

"Honestly, I feel lazy for going to the gym...oh, putting on clothes and hijab, after that going to the gym, putting on sport clothes, and finally, again putting on hijab.... it is awful. I wish I could go to the gym from home with my preferred sport clothes".

"Sports are hard for me, it is not in my daily program in the whole of my life, and I never do that in my life"

"I don't participate in sport because I am afraid to gain too much weight when I leave sport".

Some of the married students reported that they participated in sport more frequently after getting married than before that time. They argued that their body shape is important for their spouse.

"I have been married for two years. I go to the gym because my husband wouldn't like a fat wife".

“I wouldn’t like my husband to go to other women; therefore, I participate in fitness class to have a good body shape. Honestly, exercise is hard for me but I should participate”.

## **7. Discussion**

The benefits of participating in recreational sport activities are wide-ranging and they are available to everyone regardless of age or ability. Recreational sports and other sporting activities are not simply things we do in addition to the rest of our lives. They comprise an interdependent set of physiological, psychological and sociological benefits that can sustain our growth and development (Asihel, 2005). The aim of this study was to measure and compare the Iranian and the Hungarian students' perceived constraints which prevent them from participation in sporting activities and the sport staff's views about these barriers at the PE departments. The results indicated that students in both countries experienced various types of constraints. They showed differences in intrapersonal and structural constraints whereas they were not different in perceiving interpersonal barriers. In this chapter the major reasons of the results are discussed according to the three dimensions of the theoretical framework used in the present thesis.

### ***7.1 Intrapersonal Constraints***

Intrapersonal constraints include factors which are related to psychological aspects of people as well as dominate values and norms. These factors are in connection with the peoples' values and beliefs which are the most powerful predictors of sport participation (Carroll and Alexandris, 1997). The results indicated that this type of constraints did not have a significant effect on the participation of the Hungarian students and did not reduce their participation in sports. In contrast, these barriers had a reducing effect on the participation of the Iranian students. In details, the most effective intrapersonal dimension for the Iranian students was the lack of the students' knowledge about where and how they can participate and use the sport facilities. In other words, the Iranian students were not well informed about the sport programs and sport facilities offered at their universities. Social and cultural limitations were another factor affecting their participation. It might be related to the old beliefs, values, and traditions as well as old attitudes to sports in the Iranian society which disregard the importance and value of sport and exercise to students. The Iranian students reported that they did not have

enough time to participate in sports because they preferred to participate in other leisure activities. This fact might be related to the lack of their motivations and attractions for participating to sports. They usually do not have enjoyable times when they are doing sport due to experiencing various socio-cultural obstacles. Therefore, they prefer to choose other activities than sports. These results are in harmony with the relevant findings of previous studies (Azabdaftaran, 1999; Beirami, 2009; Dadashi, 2000; Ehsani, 2002, 2007). Differences in the Hungarian and Iranian sport culture might exert an influence on the differences between the Iranian and the Hungarian students in this respect. The effect of ethnic diversity on perceiving barriers toward the students' participation in sport is indicated in many studies (Harlan, 2007; Hiu et al., 2007). The culture of sport at the Hungarian universities is at a higher level than at the Iranian universities; the majority of the Hungarian students have a proper knowledge about the benefits of sport and about the values of regular physical activity (Szabó, 2006). Moreover, cultural and traditional barriers might have lesser impact on the students' sport involvement in Hungary than in Iran. Therefore, intrapersonal constraints did not reduce/prevent the Hungarian students from participating in sport. These findings are largely supported by the previous literature (Bell and Hurd, 2006; Harlan, 2007; Hiu et al., 2007; Johnson et al., 2001); however, they are not in accordance with the findings of a few other research (Hultsman, 1992); Li and Chick, 2006; and Szabó, 2006).

The opinion of the sport staff at the Hungarian and Iranian universities regarding the students' perceived constraints was also measured in this study. The results indicated that the sport staff members in both countries believe that intrapersonal constraints negatively affect the students' participation in sports. The Hungarian staff reported that in their opinion the students' excessive attention to study and the negligence to sport activities, the lack of time due to students' obligations to study, and the students' inappropriate physical condition were the most effective factors reducing or hindering the students' participation in sports. Similarly, the Iranian staff members argued that lack of time, lack of sport skills as well as lack of social skills can mainly affect the students' participation.

In this regard, it is important to pay attention to the similarities and the differences between the students' and the staff's opinions in the two countries. This means that having similarities between the staff's and the students' opinions regarding the barriers

perceived by the students could be a valuable step for reducing the constraints and consequently improving the students' participation in sports. On the other hand, having differences between their opinions might hinder the students from participation in sport activities. The results indicated that Iranian students' opinions regarding intrapersonal constraints are not similar to the views of the Iranian staff. In other words, while the students experienced various constraints, such as lack of information, social and cultural limitations, etc. the sport staff believed that the students' problems are mostly related to their personal limitations (e.g. lack of time, lack of sport skills, and lack of social skills). These results show that the Iranian staff members were not aware of this category of constraints; therefore, their programs for improving the participation of students might not be really efficient. These results might explain the wide gap and the ineffective relationship between sport staff and students at the Iranian universities. On the other hand, most of the managing positions at the sport departments are owned by men (Mozafari et al., 2010). This is why they could not completely understand the situation of female students in sport and the problems which prevent them from participating in sports at the universities. This might be related to the circumstances that men at the Iranian universities cannot be present at female sporting events due to government regulations. These obstacles do not exist at the Hungarian universities. This means that the Hungarian university students and staff had rather similar opinions regarding intrapersonal constraints experienced by students. In the international literature, no research findings could be found in this regard.

## ***7.2 Interpersonal Constraints***

Based on the results, interpersonal constraints had similar effects on the students' participation in sport in the two countries. This means, that this category of barriers hinders the students from participating in sport in the same way. However, the Hungarian students were more affected by those barriers than the Iranian students. They reported that the lack of partner for engaging in sports affected their participation in sports. This result is in connection with Szabó's (2006) research findings. As mentioned before, interpersonal constraints are related to social matters, such as social interests and social communications. It is clear that peoples' life is more affected by technology in recent years. The levels of regular sporting activity as well as the frequency of social

communications are lower than before and people prefer to have social interactions in other ways (e.g. the Internet). These factors might affect the students' interest in participation in sports. Furthermore, having a variety of other leisure activities than sports might affect their behavior. Students have a wide opportunity for selecting activities in their leisure time; therefore, they might prefer to participate in other activities than sports. On the other hand, having a larger variety of sports is also an important factor related to our subject. Students have wide opportunities to participate in various sports; however, they cannot find proper partners to participate with in sport activities because they prefer to choose other sports. These results are supported by a huge number of the previous literature (Azabdaftaran, 1999; Beirami, 2009; Dadashi, 2000; Ehsani, 2002, 2007; Harlan, 2007; Hiu et al., 2009; Masmanidis et al., 2009; Szabó, 2006); however they are not consistent with a few other studies (Drakou et al., 2008).

The results indicated that opinions of the sport staff at the Hungarian and Iranian universities were different regarding interpersonal constraints. This means that the Iranian staff admitted the effects of those barriers on the students' participation in sports. In details, they reported that the lack of the students' partner for participating in sports, the lack of their friends' time (partners' time), and the lack of their friends' interest (partners' interest) to participate in sports were the most effective factors reducing the students' participation. The opinions of the Iranian staff were similar to students' in this category of constraints. In contrast, the Hungarian staff believed that this type of constraints did not have an impact on the students' participation; their opinions were different from the perception of the Hungarian students. This means that the Hungarian staff did not pay attention to the impact of social matters, such as social interaction, when they attempted to improve the students' motivation for participating in sport. These results might be related to the fact that social interaction between the two genders in Hungary, and consequently at the Hungarian universities, is legally free and students (boys and girls) can freely (without any legal restrictions) participate together in sport activities. So, sport staff did not pay special attention to such socio-cultural issues as an important factor for the students' participation in sport.



### ***7.3 Structural Constraints***

Students in both countries similarly believed that structural constraints affect their participation in sport activities. This type of barriers was more perceived by the Iranian students. The most effective factors reducing the participation of the Iranian students include the following: poor organization of the sport programs, lack of coordination between the availability of the sport facilities and students' participation, poor scheduling the participation times of the sport programs. On the other hand, the Hungarian students reported that the most effective structural constraints to their participation were the low quality of sport facilities, their poor financial situation, and the poor condition of the sport facilities. These results are consistent with the findings of several other studies (Azabdaftaran, 1999; Azizi et al., 2011; Beirami, 2009; Dadashi, 2000; Drakou et al., 2008; Ehsani, 2002, 2003, 2007; Hiu et al., 2009; Hultsman, 1992; Johnson et al., 2001; Li and Chick, 2006; Masmanidis et al., 2009; Szabó, 2006; Trail et al., 2008); however they are not supported by a few other studies (Safania, 2001; Hiu et al., 2007; Young et al., 2003).

Regarding the Iranian case, the existing sport facilities at the universities are not enough for the students' participation. Most of the time they are used by too many students at sport classes. This problem is related to the huge number of students studying at Iranian universities. On the other hand, most sport facilities are used by PE faculties in the first place for holding the PE courses. Therefore, there is not enough time for recreational sports. Usually, most sport facilities are used by PE faculty from morning to evening (in official university time) and other students can participate in leisure sports only from evening to early night. Moreover, common sport participation of male and female students is banned at the Iranian universities, based on governmental regulations (government and Islamic rules). Therefore, males and females use the sport facilities separately. It should be mentioned, that females constitute approximately half of the students at Iranian universities (Donya-ye Eghtesad, 2012), and therefore, even in the best situation a high percentage of females do not have an opportunity for using university sport facilities. These issues might seriously affect the participation of students in sport at Iranian universities. In this regards efficient organization and timing related to sport programs at Iranian universities is very important.

Concerning the Hungarian case, the economic situation in the country as well as at the several universities is not at a high level. Therefore, it is not surprising that some of the sport facilities at those universities are not in appropriate conditions. As mentioned, one of the most effective structural constraints toward the Hungarian students' sport involvement was the low quality of the sport facilities. The insecure economic situation concerns many students or their families in Hungary, and this also might be one of the factors which affect negatively the participation of the students in sporting activities. The high price of some sport equipments as well as the high cost of the participation in the expensive sports inside or outside of the universities are serious barriers since under the present economic situation most students cannot afford themselves to spend a lot on sport. In these days some universities in Hungary rent the sport facilities from other organizations for improving the university's economic situation and the students' time for using those facilities is limited. These circumstances might have a negative effect on the students' participation in sports.

The results indicated that the opinions of the Hungarian and the Iranian sport staff regarding the effects of structural constraints on the students' participation in sports were different. Interestingly, the Iranian staff believed that this category of constraints did not have an impact on the students' sport participation. Their ideas were completely different from what the students experienced in participating to sport activities. In other words, the Iranian staff did not have a correct understanding about the students' perceived barriers. In their opinions all sport programs were well organized, the sport facilities were at an appropriate level; they did not have any failures, the sport facilities and the sport programs were coordinated based on the students' needs and interests, etc. Therefore, their attempts at increasing the students' participation in sports could not be effective. This problem might be rooted in their missing critical, reflexive attitudes to their own work and environment. These interpretations might explain the low percentage of students participating in sport at the Iranian universities. As mentioned before, 68.3% of Iranian students did not participate in any types of sports.

In contrast, the Hungarian staff believed that structural constraints had an impact on the participation of the students. In their opinions, the students' poor financial situation is one of the most significant factors reducing their participation in sports. Also, the low quality of the sport facilities at universities affects the students'

participation. Moreover, they admitted that some of the sport programs were poorly organized. Having a similarity between the Hungarian sport staff's and students' views about the role of structural constraints might be one of the reasons for a higher participation of the Hungarian students in sport activities at the universities. The results indicate that sport staff in Hungary had a correct understanding about the structural constraints experienced by the students. This understanding might help them achieve a better management of the sport facilities and a more effective organization of the sport programs, if they are provided the means to make structural improvements at the university sporting facilities.

#### ***7.4 Differences in the Students' Perception Based on Demographic and Social Characteristics***

The results indicated that there are differences between students' perception based on various demographic characteristics in both countries. With regards to gender it was found that females experienced intrapersonal constraints more than males at the Hungarian universities. In contrast, female students at the Iranian universities perceived all types of intrapersonal, interpersonal, and structural constraints more than males. These results are supported by a huge number of previous literatures (Azabdaftaran, 1999; Beirami, 2009; Dadashi, 2000; Damianidis et al., 2007; Ehsani, 2003, 2007; Hoden, 2010; Hultsman, 1992; Jackson and Henderson, 1995; Johnson et al., 2001); however are not consistent with the findings of a few other studies (Trail et al., 2008). These differences might be related to several cultural and social restrictions present in the Iranian society which highly contributes to the negative attitudes of female students to sport and exercise (Fathi, 2010). The main problems include: the survival of old beliefs, old values, norms, and traditions; the acceptance of legal inequalities of men and women in the Iranian culture, the domination of males in most areas of society, the identification of sport as a masculine activity, and as a consequence, the overall negative attitudes of people to women's sport.

The national media policy also contributes to the formation and the development of the female students' attitudes to sport and exercise. All kinds of media in Iran, especially the television, only cover men's sport. At the Iranian universities, in accordance with the mainstream electronic media, very little advertising is done for

covering women's sport. Consequently, female students are usually not informed about the possibilities for participating in sport activities. In fact, the attitudes and/or awareness of female university students related to sport do not change with the progress in their studies (BSc/MSc/PhD).

Furthermore, women in Iran do not have any 'role models' to attract their admiration (Shavarini, 2006). In sport there are no such models as female champions or famous and popular athletes, since the media only cover the training, competitions, and the everyday lives of famous male athletes. The only program related to women's sport on the Iranian national TVs is the brief sport news without showing pictures or playing video about female athletes' performances and their sportsmanlike behavior.

The situation is similar also on meso and micro levels. The regional and the local community sport organizations function on the basis of the dominant cultural principles in society and in line with them they do not really support women's sport. They do not ensure adequate sport facilities for women. The majority of sport facilities in Iran are used by men and women in separate times. The discrimination and inequality between men and women can be witnessed in the usage of time of the sport facilities. Generally, the sport facilities are available for women only in the first half of the day, from morning until noon and during the other half of the day they are available for men. At the Iranian universities the division is different; most of the sport facilities are available to women two days per week!

The families in Iran also respect the prevailing cultural and religious values and norms, consequently most of them have negative attitudes to women's sport. Old beliefs and traditional bias towards women's sport on the one hand, and the inequality between the boys' and the girls' roles in the family, on the other hand, also affect the young women's attitudes to sport and exercise. Moreover, most families are lacking information about the true nature of sport, and their knowledge about the benefits of sport and exercise for women is deficient. These factors also hinder the proper shaping of the females students' attitudes and consequently they rightly perceive stronger constraints than males toward engaging in sport. This explanation is supported by the interpretation of previous research results (Abu-Dalbouh, 1997; Fatahi Masrouf et al., 2012; Pfister, 2003; Naghdi et al., 2011). The above mentioned factors do not exist at

the Hungarian universities therefore there are no major differences between the male and female students' perception in this respect.

Considering the age of students, the results we found in the two countries were similar. The youngest age group of students at the Iranian universities (18-21) experienced all intrapersonal, interpersonal, and structural constraints more than other students. Similarly, the 18-21 years old students at the Hungarian universities reported to perceive stronger interpersonal and structural constraints than other students, whereas the age group between 22-25 years experienced more intrapersonal barriers. In general, the 18-21 years old students are the youngest at the universities. They do not have proper knowledge related to access to and participation in sport facilities. Also, compared to older students, they do not have the appropriate experiences for adapting to the university as a new environment. Moreover, they do not have the same abilities for adapting and overcoming to barriers as the older students. These factors might be behind the youngest students' perception of constraints toward participation in sport in both countries. Many studies indicated that students with increasing age are more mature and they have ability for adapting themselves to barriers, solving their problems and for overcoming to constraints more than younger students (Dadashi, 2000).

Considering the educational level, the results indicated that bachelor students at the Iranian universities perceived more intrapersonal, interpersonal, and structural constraints than other students. Similarly, bachelor students at the Hungarian universities perceived intrapersonal and structural constraints more frequently than other students. In general, the level of education is in direct connection with the age variable (Azizi et al., 2011). Generally, students enrolled in master programs are more mature than bachelor students (Fathi, 2010). Maybe, the students' abilities for finding solutions and overcoming the constraints to participating in sports improve during their education at the universities. These findings are in harmony with the results related to age variable, and are similar to the findings of Chahardoli (1999).

In terms of the field of study, the results indicated that Iranian students who studied human sciences perceived more intrapersonal and interpersonal constraints, whereas natural science students perceived more structural constraints. Similarly, Hungarian students who studied in human sciences experienced interpersonal constraints to a higher extent than other students. Differences between students based on

study field have been shown in some other studies (Szabó, 2006). These findings might be related to the materials students studied in their courses at the universities. Beirami (2009) also found similar results. He argued that students who studied in human science perceived all types of constraints more than other students.

The results regarding the effect of the frequency of the Iranian and the Hungarian students' participation on the perception of constraints showed similarity. It was found that intrapersonal and interpersonal constraints were more perceived by students who did not participate in sport than by other students at the Iranian universities. Similarly, at the Hungarian universities students who did not participate in sport perceived more intrapersonal and interpersonal constraints than other students. This findings show that students who participated in sports could find some ways for solving the constraints or reducing their effects. These results support Crawford and Godbey's (1987) theory. They argued that constraints not only affect participation or nonparticipation, but also affect preference of participation (i.e., "*individuals do not wish to do that which they perceive they cannot do*"). Also, Alexandris and Carroll's (1997) study reported that nonparticipants perceive higher levels of constraints than participants. They concluded that individuals who experience a low level of constraints are more likely to participate in sports activities as compared with those who face high level constraints. Moreover, they stressed that those who do not participate on a regular basis often have certain features in common with nonparticipants. Similarly, Carroll and Alexandris (1997), Ehsani (2002, 2007) and Masmanidis et al. (2009) highlighted the negative relationship between perceived constraints and participation in sports. In contrast, Shaw et al. (1991) argued that perceived constraints are related more to a high rather than a low participation level. A high level of constraints experienced by people does not necessarily lead to reducing their participation nor does the elimination of constraints definitely leads to increased participation.

### ***7.5 Differences in the Staff's Views Based on Demographic and Social Characteristics***

The results indicated that there is a difference between the staff's opinions regarding the students' constraints toward participation in sports according to demographic and social characteristics in the two countries. The Hungarian staff did not

show to have different opinions based on the gender variable. However, female Iranian staff indicated to have different ideas regarding interpersonal constraints than male staff members. In their opinion interpersonal constraints have a stronger impact on the students' participation in sports. The higher limitations for social interaction and social communications for women in Iran might exert an influence on this subject. As mentioned before, old beliefs and old values and traditions in the Iranian society affect the women participations in sports. Besides, there are more opportunities for males than females for using sport facilities. Female staff members have higher knowledge than male staff about the social situations and limitations because they experienced those situations during their study periods at the universities. Their experiences might affect their opinions about the students' constraints to participation in sports. The difference between males and females with the positions of athletic directors or sport managers is indicated in many studies (Coakley, 2001; Hall et al., 1989; McKay, 1997; Slack, 1997; Whisenant and Pedersen, 2004; Whisenant et al., 2002). Also, Willer (2002) reported that female directors at the recreational department did not have equal opportunities with males for decision making at the universities.

In consideration of age, the results indicated that the sport staff in both countries had similar opinions regarding the students' perceived constraints to participation in sports. The youngest age group of the Hungarian staff (less than 30 years old) believed more than the other staff members in the reducing effects of intrapersonal, interpersonal, and structural constraints to students' participation in sports. Similarly, the Iranian staff aged less than 30 years old believed more than other staff in the reducing impacts of intrapersonal and structural constraints on the students' participation in sports. The difference between the staff's opinions with different age in both countries might be related to the different experiences they gained during the years in their careers. The staff aged less than 30 years old are the youngest members at the sport departments. It is clear that the experiences they gained during their careers are shorter than other staff's. On the other hand, the age of the youngest staff is closer to the students' age. Therefore, they might have a better understanding and clearer opinions than other staff regarding the barriers experienced by the students to participation in sports.

Considering the study field of respondents the results indicated that Hungarian staff who graduated in PE had different opinions compared to those who graduated in

other study fields. This means that PE graduated staff believed that interpersonal and structural constraints had higher impacts on the students' participation in sports. Similarly, the Iranian staff who graduated in PE believed that structural barriers had stronger effects on the students' participation. It is clear that the materials that the PE graduate staff studied in their study periods as a PE student and the different experiences they gained during their study at the universities help them better understand the students' problems in sports, e.g. the weaknesses in sport programs and sport facilities, etc.

The results regarding personal management history indicated various differences between the staff in the two countries. The Hungarian staff who had longer managing history in their career believed more than other staff that interpersonal constraints had impact on the students' participation in sports. Similarly, the Iranian staff who had managing history in their career believed more than other staff that all of the intrapersonal, interpersonal, and structural constraints had impact on the students' participation. These results might be related to the different levels of experiences the staff gained during their managing periods. Also they might have different viewpoints regarding the students' perceived constraints.

The results regarding the staff's present organizational positions (manager, staff member) indicated that the Hungarian staff members did not have different opinions regarding the constraints to students' participation in sport. In contrast, the opinions of the Iranian managers were different from the staff's. This means that in the sport staff's opinion structural constraints had more effect on the participation of the students in sport. Also, there was a similarity between their ideas and students' ideas regarding the effect of structural constraints on the participation of the students. The Iranian staff stated that structural constraints did not reduce the students' participation in sport. Their ideas were not similar to the students' opinions. Moreover, opinions of those who had managing positions were different from those who had staff position at the PE departments. These differences might affect negatively the impact of constraints on the participation of the students and consequently, lower the participation of students in sport at Iranian universities. Maybe, the lack of proper coordination between sport managers and sport staff at the Iranian universities in organizing sport programs also affects this subject. The lack of the managers' attention to the staff's ideas regarding the



managing and planning the sport programs might be important in this regard. Barcelona and Ross (2004) indicated a difference between managers and administrating staff at the university campuses. They argued that administrating staff need to gain more experience about managing subjects. Skipper (1990) found various differences between lower and upper collegiate facility staff at the universities regarding planning, event managing, etc. The findings of Afthino (1993) also support the aforementioned results.

## 8. Conclusions

Persian sport has long and rich traditions, although high value has been attributed, at the beginning exclusively, later mostly, to male sport. The unfavorable status of women sport has been changing slowly. Nevertheless, both male and female Iranian students are aware of the necessity and importance of physically active lifestyle and they have conscious, positive motivations for participation in sport. It is due partly to the fact, that similarly to many other countries, students arrive at universities from families with at least relatively better socioeconomic background than the national average, including more cultural capital which comprises the recognition of the significance of sport and exercise in life, at least for young men and seldom also for young ladies.

Hungarian university sport has also long and rich traditions but it has been based on different social and cultural values. At the beginning there were significant gender differences which have been diminishing from decade to decade. Nowadays, differences between male and female students' sporting activity is not too remarkable, they are definitely not significant if we compare them with the Iranian situation.

This study aimed to measure and compare the perceived constraints toward students' participation in sports at Hungarian and Iranian universities. The results indicated that students in both countries experienced various types of intrapersonal, interpersonal, and structural constraints but in different ways and to different degrees.

### 8.1 Checking the Hypotheses

*Based on the results it can be stated that the first hypothesis is rejected.* It was assumed that students at the Iranian and the Hungarian universities experienced all types of intrapersonal, interpersonal and structural constraints regarding participation in sporting activities. This assumption is confirmed with the Iranian students, however, it is indicated that intrapersonal constraints did not affect the participation of the Hungarian students in sports. Hungary has a long history in sport. According the Wikipedia “*Only seven countries have won more Summer Olympic gold medals than Hungary. Hungary has the second most Olympic gold medals per capita in the*

*Summer Olympics. At the all time total medal count for Olympic Games, Hungary reaches the ninth rank out of 211 participating nations, with a total of 465 medals. In the Summer Olympics, Hungary has according to gold-rank always been among the top 10 best nations between 1928 to 1996, when they were allowed to compete. Also, in the gold-rank, Hungary reached third position: 1936, 1952, 1956, and 1960". Besides, Hungary has a long history in university sport as well. Hungary is one of the pioneers for establishing the national university sport federations, as early as in 1908. Sport is undoubtedly a part of Hungarian culture. More Hungarian people than Iranian, especially youth, live with sporting activities and have a proper knowledge about the value and the physical and moral benefits of sport and regular activity on human body. Therefore, regarding this background, Hungarian students can easier overcome interpersonal obstacles to participation in sport than the Iranian. It should be emphasized that they have their family's and society's support. The differences between gender roles in the two countries might have a strong impact on the perception of constraints, especially by female students. The social and cultural restrictions present in the Iranian society do not reduce the female students' participation in sporting activities in Hungary.*

*Based on the results it can be stated that the hypothesis number 1.1 is confirmed.* In spite the fact that female students at the Iranian universities had a good knowledge about the benefits of sport and exercise, most of them did not participate in any types of sporting activities. They have negative attitudes to sport and exercise (ascetic). Sport and exercise from their opinions is a, hard, strenuous and often painful training. On the other hand, they were more motivated to participation in sport for improving the social interactions and fitness. Various social and cultural factors affect their attitudes and motivations for sport.

*Based on the results it can be stated that the second hypothesis is partly accepted.* It was assumed that the opinions of the sport staff members at the Hungarian and the Iranian universities reflect that students experienced intrapersonal and interpersonal barriers (no structural) to engagement in sporting activities. This assumption is rejected at the Hungarian universities. It was found that the Hungarian sport staff has a right knowledge about the shortage in sport facilities and equipment at the universities. Also,

they have confirmed that some of the sport programs are not properly organized. Moreover they are informed about the poor financial situation of the students and the universities and the effects of all these on students' participation in sport. However, they were not aware of the social aspects of sporting activity and the effects of social interaction and social communication on the students' participation. Attention to the social aspect of sport might be a key factor for improving the Hungarian students' participation in sporting activities. On the other hand, this hypothesis regarding the Iranian sport staff can be accepted. They did not have right knowledge about the structural constraints experienced by the participation in sport. In other words, they believe that sport facilities are properly organized, sport facilities and equipment at the universities are in good condition, sport programs are scheduled based on students' needs and interest, etc. They argued that the financial difficulties of the students and the universities did not affect the students' engagement in sporting activities. This view might be one of the main reasons of why such a low number of students participate in sporting activities at the Iranian universities. As indicated, more than 68 percent of the Iranian university students did never engage in sport.

*Based on the results it can be stated that the third hypothesis is confirmed.* It was assumed that the students and the sport staff members at the Hungarian and the Iranian universities have different opinions regarding the students' perceived barriers. The students and sport staff at the Hungarian universities expressed different ideas with regards to intrapersonal and interpersonal constraints. This means that while intrapersonal barriers were not experienced by students the sport staff believed that the students' participation is reducing by that type of constraints. In contrast, interpersonal barriers affect the students' participation in sport activities; however this perception was not approved by the Hungarian sport staff.

In the Iranian case, the students and the sport staff members had similar opinions regarding the effects of intrapersonal and interpersonal constraint on the students' participation. However, they expressed different opinions regarding structural constraints. In other words, while structural barriers affect the students' participation staff members believed that this type of constraints did not reduce their participation.

*Based on the results it can be stated that the fourth hypothesis is confirmed.* It was assumed that the students in both countries perceived different barriers according to their socio-demographic characteristics. Gender is an effective factor in term of constraints experienced by students. This factor had higher impact on the Iranian female students, due to several social and cultural restrictions in Iranian society.

In general, the students' viewpoint with the increase of age changes related to most sub-topics. Students in different age groups and educational levels have different motivations for engaging in sport, they experience different constraints. The students' study field also exerts an influence on the level of constraints to participation in sport. They might have different viewpoints about and motivations for sport and exercise according to different study fields.

*Based on the results it can be stated that the fifth hypothesis is accepted.* It was hypothesized that the sport staff members in both countries have different ideas concerning the students' experienced barriers based on socio-demographic characteristics. In general, gender is an effective factor on the peoples' viewpoint and decision making. As mentioned before, this factor has more effects in societies with higher gender-based discrimination. With getting older and working longer at the sport departments, the staff members gain higher experience and more awareness regarding the barriers toward the students' participation in sport. Also, sport staff who graduated in PE has higher knowledge and clearer awareness regarding the students' constraint. On the other hand, the personal management history affect the staff's awareness regarding the shortages in sport organizations, the sport programs, and in the financial situation, etc. at the universities. Therefore, staff members who had a managing position in the past have different views regarding the constraints toward students' engagement in sport.

The present organizational position of the staff members is another factor affecting the staff's opinions on the students' perceived obstacles. This means that those who are in managing positions have different opinions compared to the staff members regarding the efficiency of sport programs at the university. Sport managers who are in fact responsible for organizing the sport facilities and the programs at the universities do not admit the existing problems.

*Based on the results it can be stated that the sixth hypothesis is confirmed.* It was assumed that the Hungarian and the Iranian students perceived different barriers toward engagement in sport. Hungary and Iran are different countries in many respects. The one is located in the east of Europe, the other in the Middle East. The culture of these two countries is quite different. There are different traditions, beliefs, social norms, and social regulations in their cultures. The people's opinion about sport is also different in these countries, mainly because Christianity is the main religion in Hungary whereas most of Iranian people are Muslims. The regulations for engaging in sport are totally different in those religions. Moreover, the economic situation of Hungary is different compared to Iran. These differences affect most aspects of peoples' lives, including their engagement in sport. All these have a strong impact on the students perceived constraints toward engagement in sporting activities.

*Based on the results it can be stated that the seventh hypothesis is accepted.* It was hypothesized that the sport staff members at the Hungarian and the Iranian universities have different opinions regarding students' perceived barriers to participation in sport. As mentioned before, the culture, tradition, social norms and moreover the religion of the Hungarians are totally different compared to the Iranians. Also, the situations of sport (e.g. sport facility, equipment, financial sources, etc.) are different in the two countries. Therefore, based on the different situation of university sport at the Hungarian and the Iranian universities, the sport staff members have different ideas about the constraints experienced by students toward engaging in sport.

*The results also verified the eighth hypothesis* according to which female students at Iranian universities perceived various constraints toward participation in physical activity in their everyday life, while male students do not experienced any considerable barriers in this regards. The difference between genders is still dominant in the Iranian society. It had been considerably diminished compared to the past; however, it is still affect seriously the female's participation in some types of physical activity in their everyday life.

## **8.2 Recommendations**

In order to reduce the intrapersonal constraints administrators and decision makers in sport at the universities should pay more attention to the students' beliefs, traditions, religions, values and to the effects of those factors on the students' participation in sports. Also, attention to the students' dominant culture and interests in the different regions of the countries could be effective.

Decision makers in sport should pay more attention to social factors involved in sports. Social communication and social interaction during participation in sports is one of the most effective factors motivating the students for participation. Generally, this subject is not considered sufficiently in university sport. In this regard the following recommendations might be important for increasing the social interactions between the students:

- Creating proper and enjoyable environments in sport programs for students.
- Trying to improve the students' knowledge and awareness regarding the social benefits of sport and exercise.
- Encouraging the students to engage in group activities and in activities emphasizing the social benefits of sport and exercise.
- Encouraging the students, especially females, to develop a "buddy system" in which peers motivate, encourage, and support one another to engage and remain in sport.
- Encouraging universities' academic and official staff to serve as positive role models of sport by becoming active and engaging at the university sport programs.

Structural constraints were one of the most serious barriers which affected the students' participation in sports. The sport officials and administrators should try to diminish the impact of structural constraints by reducing the existence of this type of constraints. The following issues might be the key factors for improving the students' participation in sport activities.

- Proper managing and organizing the sport programs at the universities with consideration of the students' perceived constraints.

- Trying for allocate a higher budget for recreational sport activities.
- Trying to involve students in the management and organization of the sport programs and sport events.
- Trying to use various methods of advertising for increasing the participation of students in sport and exercise.
- Trying to develop university sport programs that address the students' most frequently perceived benefits of sport and exercise, such as enhanced strength and safe and effective weight loss.
- With the aim of increasing regular activity for male and female students, designing strategies that focus on their interests.
- Also, universities should offer programs after official working time and at weekends for students interested in becoming physically active, but not necessarily interested in participating only in university sports.



## 9. SUMMARY

### *9.1 Summary in English*

The maintenance of physically active leisure-oriented lifestyles will be increasingly important in developed societies. However, despite all of the benefits of sports, a large number of students are not regularly active. It might be related to different constraints that interfere with their decision making and participation of them in sport. This thesis aimed to discover and compare the students' perceived constraints toward participation in sports at the Hungarian and Iranian universities. Also, it was intended to measure the opinions of university sport staff members regarding constraints experienced by students. The hierarchical model of leisure constraints (Crawford et al. 1991) was used as a theoretical framework of this thesis. The method of this research was survey and completed by in-depth interviews (n= 50). 793 students and 48 sport staff from Hungarian universities (n= 9) and 1315 students and 86 sport staff from Iranian universities (n= 7) participated in this study. Descriptive and inferential analyses (t-test, MANOVA) were used for analyzing data. The results indicated that Hungarian and Iranian students experienced intrapersonal and structural constraints differently; however, they similarly perceived interpersonal constraints. Also, students in both countries perceived different constraints based on gender, age, level of education, study field, and frequency of participation in sporting activities. Furthermore, it is found that sport staff members in Hungarian and Iranian universities did not have adequate awareness regarding the students' perceived constraints toward participation in sport. From the results it can be concluded that the differences between Hungarian and Iranian students might be related to the diverging culture, values, norms, traditions, and religions dominant in each country. Also, various social and economic situations might affect differences between them. Moreover, inconsistency between sport staff's opinions and students' ideas regarding understanding the constraints experienced by students could affect the students' participation in sports. It is emphasized that decision makers in university sport should pay more attention to cultural, social, and economic factors in organizing and managing sport programs. Finally, the author made some recommendations related to reducing constraint dimensions toward the engagement of students in sporting activities.

## ***9.2 Summary in Hungarian (Összefoglalás)***

A fejlett társadalmakban egyre fontosabbá válik a fizikailag aktív és a szabadidő orientált életmód. Azonban annak ellenére, hogy a sportolásnak rengeteg előnye van, a diákoknak a nagy része nem sportol rendszeresen. Ez kapcsolatban állhat a különféle korlátokkal, amelyek zavart okoznak a döntéshozatalban és a sportban való részvételben. A dolgozatom célja, hogy felfedjem és összehasonlítsam a diákok által vélt korlátokat a sportolás területén, a magyar és iráni egyetemeken. Felmérésre került az egyetemi sport munkatársak véleménye annak tekintetében, hogy ők mit tapasztaltak a diákoknál ezzel kapcsolatban. A szabadidőkorlátok hierarchikus modellje (Crawford et al. 1991) adta a dolgozat elméleti keretét. A kutatás módszerét kérdőíves felmérés alkotta, amelyet mélyinterjú egészített ki (n= 50). A survey kutatásban 793 diák és 48 sportszakember vett részt a magyar egyetemekről (n= 9) és 1315 diák és 86 sportszakember az iráni egyetemekről (n= 7). Leíró és következtetési/deduktív mérést (t test, MANOVA) használtunk az adatok elemzésére. Az eredmények azt jelzik, hogy a magyar és az iráni diákok másképp tapasztalták meg az intraperszonális és strukturális korlátokat, azonban hasonlóan érzékelték az interperszonális korlátokat. Másrészt mindkét ország diákjai érzékelnek korlátokat nem, életkor, iskolai végzettség, tanulmányi terület és a sportolás rendszeressége alapján. Kiderült, hogy az iráni szakemberek nem fordítottak megfelelő figyelmet a tanulók által érzékelt korlátokra. Az eredmények alapján arra lehet következtetni, hogy a magyar és iráni diákok között lévő különbségek, kapcsolatban lehetnek a különböző kultúrák, értékek, normák, hagyományok és a vallás jelentőségével az egyes országokban. Továbbá, a különböző szociális és gazdasági helyzet, hatással lehet a köztük lévő különbségekre. Sőt, az inkonzisztencia a sportban dolgozók véleménye és a diákok elképzelési között, tekintettel a diákok által tapasztalt korlátokra, befolyásolhatják a diákok sportolási szokásait. Arra a következtetésre jutottunk, hogy a döntéshozóknak az egyetemi sportban nagyobb figyelmet kell fordítani a kulturális, szociális és gazdasági tényezőkre a sportprogramok szervezésénél. Végül a szerző tett néhány ajánlatot, arra vonatkozóan, hogy a tanulókkal közösen hogyan lehetne csökkenteni az akadályok mértékét és ennek hatásait a sportbeli részvételre.

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## 13. APPENDIXES

### 13.1 Students' Questionnaire

**Dear Student,**

This questionnaire is made for an International research. Please read it carefully and answer to questions. Your honest answers help to the sport responsible to make more effective decisions for university sport in the future.

Thanks for your cooperation.

• **Gender:**

Male ☐

Female ☐

• **Age:**

18-21 ☐

22-25 ☐

26-29 ☐

30 or Older ☐

• **Study Field:**

Human Sciences ☐

Natural Sciences ☐

Technical Sciences ☐

Art ☐

• **Level of Education:**

Bachelor ☐

Master ☐

PhD ☐

• **How much times do you participate in the sport programs in a week?**

Not at all ☐

One Hour ☐

2-3 Hours ☐

More than 3 hours ☐

<b>To what extent the below barriers reduce participation of students to the sport activities at the university?</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Sports services are of low quality.					
2. Lack of coordination between existing facilities and students' participation in sport activities.					
3. Sports programs are poorly organized.					
4. Lack of proper managing in sport programs.					
5. Equipment that I need is too expensive.					
6. High cost of participating in some sports.					
7. Sport programs are inappropriate to my gender.					
8. Lack of transportation.					
9. Sport programs do not holding in the adequate times.					
10. Facilities are too crowded.					
11. Inappropriate behavior of coaches or other staff in sport programs.					
12. Not well informed about offered sport activities.					
13. Inadequate coaching services in the sport programs.					
14. Lack of time due to my studies obligations.					
15. Lack of time due to my family obligations.					
16. Lack of time due to other leisure activities.					

17. Lack of participation due to social/cultural limitation.					
18. Lack of participation due to fear of injury.					
19. Not know where and how to participate.					
20. Sport activities are too stressful.					
21. Lack of skill for participating.					
22. Lack of participation due to lack of appropriate social environment.					
23. Lack of participation due to lack of social skills.					
24. Lack of participation due to fear of failure or coach's blames in doing activities.					
25. Lack of participation due to inadequate nutrition.					
26. I have no one to participate with.					
27. Friends (partners) do not like to participate.					
28. Lack of necessary sport equipment at university.					
29. Lack of <u>modern</u> sport equipment at university.					
30. Lack of advertising to motivate me.					
31. Inattention of teachers at the physical education units at the universities (non-physical education students).					
32. Not well informed about the benefits of sport.					
33. Physically inappropriate to participate in sports.					
34. Excessive attention to study and negligence to sport activities.					
35. Excessive attention of family to my study prevents me to participating in sport activities.					

36. No money to participate.					
37. I do not enjoy sport activities.					
38. More availability of sport facilities for one gender.					
39. My friends (partners) do not have enough time for participating.					
40. Lack of social encouragements.					

## 13.2 Students' Questionnaire in Hungarian

### Kedves Hallgató!

Ez a kérdőív egy nemzetközi kutatást szolgál. Kérem, szíveskedjen figyelmesen elolvasni és válaszolni a kérdésekre. Őszinte válaszai segítik a sportirányítást abban, hogy a jövőben még hatékonyabb döntéseket hozzanak az egyetemi sport területén.

Köszönjük az együttműködést és a segítséget.

• **Neme:**

Férfi ☐

Nő ☐

• **Kora (év):**

18-21 ☐

22-25 ☐

26-29 ☐

30 vagy idősebb ☐

• **Tanulmányi terület:**

Társadalomtudományi ☐

Természettudományi ☐

Műszaki ☐

Művészeti ☐

• **Képzés szintje:**

Bachelor ☐

Master ☐

PhD ☐

• **Mennyi időt tölt sporttal hetente?**

Nem sportol ☐

1 órá ☐

2-3 órát ☐

Több, mint 3 órát ☐

<b>Milyen mértékben csökkentik az alábbi akadályok a hallgatók részvételét a sporttevékenységekben az egyetemen?</b>	<b>Teljes mértékben egyetért vele</b>	<b>Egyáltalán nem ért vele egyet</b>	<b>Nem ért vele egyet</b>	<b>Részben egyetért, részben nem ért egyet</b>	<b>Egyetért vele</b>
1. Alacsony a sportszolgáltatások színvonala.					
2. Nincsenek összehangolva a meglévő létesítmények a hallgatói igényekkel.					
3. A sportprogramok nem megfelelően szervezettek.					
4. Hiányoznak a sportvezetők a programokról.					
5. Azok az eszközök, amikre szükségem lenne, túl költségesek.					
6. Bizonyos sportágak gyakorlása magas költségekkel jár.					
7. Az elérhető sportágak nem a nememnek megfelelőek.					
8. Rossz megközelíthetőség.					
9. A sportprogramok nem a megfelelő időben vannak.					
10. A létesítmények túlzsúfoltak.					
11. Nem tetszik az edzők és egyéb személyzet viselkedése.					
12. Az elérhető sportolási lehetőségekről nincs megfelelő tájékoztatás.					
13. A sporttagozatokon nem megfelelőek az edzések.					
14. A tanulmányi kötelezettségeim miatt nem jut rá idő.					
15. Családi elfoglaltságaim miatt nem jut rá idő.					
16. Egyéb szabadidős tevékenységek miatt nem jut rá idő.					
17. Társadalmi/kulturális kötelezettségek miatt nem sportolok.					
18. A sérüléstől való félelem a távolmaradás oka.					
19. Nem tudom, hogy hol és milyen sportolási lehetőségek vannak.					
20. A sportolás túl stresszes.					
21. Képességbeli hiányok miatt.					
22. Megfelelő társadalmi környezet hiánya miatt.					



23. A hallgatók szociális készségeinek hiányossága miatt.					
24. Kudarctól való félelem miatt.					
25. A nem megfelelő táplálkozás miatt.					
26. Nincs kivel sportolnom.					
27. A barátaim/rokonaim nem szeretnek sportolni.					
28. Nincsenek meg a szükséges feltételek a sportoláshoz az egyetemen.					
29. Nincsenek meg a szükséges feltételek a <u>modern</u> sportok gyakorlásához az egyetemen.					
30. Nincs elég figyelemfelkeltő hirdetés.					
31. Az egyetemen a tanárok nem fordítanak kellő figyelmet a testnevelésre (döntően csak elméleti képzés van).					
32. Nincs kellő információ a sportolás előnyeiről.					
33. Hiányzik a megfelelő fizikai állapot a sportoláshoz.					
34. Nagyobb figyelmet fordítok a tanulásra, ezért háttérbe szorul nálam a sport.					
35. Szüleim fontosabbnaktartják a tanulást, az ő hatásuk miatt sportolok kevesebbet.					
36. Nincs pénzem sportra.					
37. Nem szeretek sportolni.					
38. Több sportolási lehetőség kínálkozik az egyik nem számára.					
39. A barátaimnak/ rokonaimnak nincs elég idejük sportolni.					
40. A biztatás hiánya miatt.					

### 13.3 Students' Questionnaire in Persian

دانشجوی گرامی:

این پرسشنامه جهت انجام یک کار پژوهشی در سطح بین الملل تنظیم شده است. خواهشمند است با کمال دقت موارد مذکور را مطالعه کرده و پاسخ دهید. پاسخ صادقانه شما موجب می گردد تا مسئولین کشور برای برنامه ریزی ورزش دانشجویان اقدامات منطقی تری را انجام دهند.

از همکاری شما سپاسگذارم.

• جنسیت:

☐ مذکر ☐ مونث

• سن:

☐ ۲۱-۱۸ ☐ ۲۵-۲۲ ☐ ۲۹-۲۶ ☐ ۳۰ سال و بالاتر

• رشته تحصیلی:

☐ علوم انسانی ☐ علوم پایه ☐ فنی و مهندسی ☐ هنر

• مقطع تحصیلی:

☐ کارشناسی ☐ کارشناسی ارشد ☐ دکتری

• در هفته چند دقیقه به فعالیتهای ورزشی می پردازید؟

☐ بدون فعالیت ☐ یک ساعت ☐ ۲ تا ۳ ساعت ☐ بیشتر از ۳ ساعت

کاملاً مخالفم	مخالفم	نظری ندارم	موافقم	کاملاً موافقم	تا چه حد موارد زیر مانع شرکت دانشجویان در فعالیت‌های ورزشی دانشگاهی می‌شود؟
					۱- کیفیت پایین تجهیزات ورزشی دانشگاه
					۲- عدم هماهنگی امکانات موجود با میزان مشارکت دانشجویان
					۳- برنامه ریزی نامناسب کلاس‌ها و برنامه‌های ورزشی
					۴- مدیریت نامناسب برنامه های ورزشی
					۵- هزینه بالای تجهیزات ورزشی
					۶- هزینه بالای شرکت در برخی فعالیت های ورزشی
					۷- نبود برنامه های ورزشی مناسب بر اساس جنسیت دانشجویان
					۸- کمبود وسایل نقلیه جهت تردد به اماکن ورزشی
					۹- ناهماهنگی در ارائه برنامه های ورزشی در زمان مناسب
					۱۰- شلوغ بودن اماکن ورزشی
					۱۱- برخورد نامناسب مربیان و دست اندرکاران با دانشجویان در فعالیتهای ورزشی
					۱۲- نبود آگاهی کافی از برنامه های ورزشی ارایه شده
					۱۳- نبود مربیان متخصص و آگاه در کلاس های ورزشی
					۱۴- کمبود زمان برای شرکت در فعالیت ها به دلیل مشکلات تحصیلی
					۱۵- کمبود زمان برای شرکت در فعالیت ها به دلیل مشکلات خانوادگی
					۱۶- کمبود زمان برای شرکت در فعالیت ها به دلیل شرکت در دیگر فعالیت ها
					۱۷- عدم شرکت در فعالیت های ورزشی به علت محدودیت های اجتماعی/فرهنگی
					۱۸- عدم شرکت در فعالیت های ورزشی به علت ترس از آسیب دیدگی
					۱۹- عدم آگاهی نسبت به چگونگی دسترسی به تسهیلات ورزشی
					۲۰- عدم شرکت در فعالیت های ورزشی به دلیل استرس زا بودن فعالیتها
					۲۱- عدم شرکت در فعالیت های ورزشی به دلیل نداشتن مهارت ورزشی کافی
					۲۲- عدم شرکت در فعالیت های ورزشی به دلیل نبودن محیط اجتماعی مناسب

					۲۳- عدم شرکت در فعالیت های ورزشی به دلیل پایین بودن مهارت های اجتماعی
					۲۴- عدم شرکت در فعالیت های ورزشی به دلیل ترس از تکرار خطاهای ورزشی و سرزنش مربیان
					۲۵- عدم شرکت در فعالیت های ورزشی به دلیل تغذیه نامناسب
					۲۶- نبود همراه (دوستان) برای شرکت در فعالیت های ورزشی
					۲۷- نبود علاقه در دوستان برای شرکت در فعالیت های ورزشی
					۲۸- نبود تجهیزات و امکانات ورزشی ضروری در دانشگاه
					۲۹- نبود تجهیزات و امکانات مدرن ورزشی در دانشگاه
					۳۰- نبود تبلیغات لازم برای ایجاد انگیزه ورزشی
					۳۱- بی توجهی اساتید تربیت بدنی به واحد های تربیت بدنی دانشجویان (رشته های غیر تربیت بدنی)
					۳۲- نبود اطلاع رسانی کافی در دانشگاه در خصوص اثرات ورزش بر سلامت روان و جسم
					۳۳- وضعیت نامناسب بدنی جهت شرکت در فعالیت های ورزشی
					۳۴- توجه بیش از حد به انجام تکالیف درسی و بی اعتنائی نسبت به فعالیت های ورزشی
					۳۵- توجه بیش از حد خانواده ها به مسائل درسی و جلوگیری از فعالیت ورزشی
					۳۶- بضاعت مالی پایین
					۳۷- لذت نبردن از فعالیت های ورزشی
					۳۸- فراهم بودن امکانات ورزشی بیشتر برای یک جنسیت
					۳۹- کمبود زمان دوستان (همراه) برای شرکت در فعالیت های ورزشی
					۴۰- عدم وجود مشوق های اجتماعی

### 13.4 Staff's Questionnaire

**Dear Colleague,**

This questionnaire is made for an international research. Please, read it carefully and answer to the questions. Your honest answers help the sport responsible to make more effective decisions for university sport in the future.

Thanks for your cooperation.

• **Gender:**

Male ☐      Female ☐

• **Age:**

Younger Than 30 ☐      31-40 ☐      41-50 ☐      Older than 50 ☐

• **Study Field:**

Physical Education ☐      Other Study Fields ☐

• **Personal Management History:**

Have it ☐      Do not Have it ☐

• **Present Organizational Position:**

Manager ☐      Staff ☐

<b>To what extent the below barriers reduce participation of students to the sport activities at the university?</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Sports services are of low quality.					
2. Lack of coordination between existing facilities and students' participation in sport activities.					
3. Sports programs are poorly organized.					
4. Lack of proper managing in sport programs.					
5. Equipment that students need is too expensive.					
6. High cost of participating in some sports.					
7. Sport programs are inappropriate to students' gender.					
8. Lack of transportation.					
9. Sport programs do not holding in the adequate times.					
10. Facilities are too crowded.					
11. Inappropriate behavior of coaches or other staff in sport programs.					
12. Students are not well informed about offered sport activities.					
13. Inadequate coaching services in the sport programs.					
14. Lack of time due to students' studies obligations.					
15. Lack of time due to students' family obligations.					
16. Lack of time due to other leisure activities.					

17. Lack of participation due to social/cultural limitation.					
18. Lack of participation due to fear of injury.					
19. Not know where and how to participate.					
20. Sport activities are too stressful.					
21. Lack of skill for participating.					
22. Lack of participation due to lack of appropriate social environment.					
23. Lack of participation due to lack of social skills.					
24. Lack of participation due to fear of failure or coach's blames in doing activities.					
25. Lack of participation due to inadequate nutrition.					
26. Students have no one to participate with.					
27. Friends (partners) do not like to participate.					
28. Lack of necessary sport equipment at university.					
29. Lack of <u>modern</u> sport equipment at university.					
30. Lack of advertising to motivate students.					
31. Inattention of teachers in physical education units at the universities (non-physical education students).					
32. Not well informed about the benefits of sport.					
33. Physically inappropriate to participate in sports.					
34. Excessive attention to study and negligence to sport activities.					
35. Excessive attention of family to students study prevents them to					

participating in sport activities.					
36. No money to participate.					
37. Students do not enjoy sport activities.					
38. More availability of sport facilities for one gender.					
39. My friends (partners) do not have enough time for participating.					
40. Lack of social encouragements.					



### 13.5 Staff's Questionnaire in Hungarian

**Tisztelt Kolléga!**

Ez a kérdőív egy nemzetközi kutatást szolgál. Kérem, szíveskedjen figyelmesen elolvasni és válaszolni a kérdésekre. Őszinte válaszai segítik a sportirányítást abban, hogy a jövőben még hatékonyabb döntéseket hozzanak az egyetemi sport területén.

Köszönjük az együttműködést és a segítséget.

• **Neme:**

Férfi ☐      Nő ☐

• **Kora:**

30-tól fiatalabb ☐      30-40 ☐      40-50 ☐      50-től idősebb ☐

• **Tanulmányi terület:**

Testnevelési és sporttudományi ☐      Egyéb tanulmányi terület ☐

• **Vezetői tapasztalat:**

Rendelkezik vele ☐      Nem rendelkezik vele ☐

• **Jelenlegi szervezeti funkciója:**

Ügyvezető, Menedzser ☐      Munkacsoport ☐

<b>Milyen mértékben csökkentik az alábbi akadályok a hallgatók részvételét a sporttevékenységekben az egyetemen?</b>	<b>Teljes mértékben egyetért vele</b>	<b>Egyáltalán nem ért vele egyet</b>	<b>Nem ért vele egyet</b>	<b>Részben egyetért, részben nem ért egyet</b>	<b>Egyetért vele</b>
1. Alacsony a sportszolgáltatások színvonala.					
2. Nincsenek összehangolva a meglévő létesítmények a hallgatói igényekkel.					
3. A sportprogramok nem megfelelően szervezettek.					
4. Hiányoznak a sportvezetők a programokról.					
5. Túl drágák azok az eszközök, amikre a hallgatóknak szükségük van.					
6. Bizonyos sportágak gyakorlása magas költségekkel jár.					
7. A sportprogramok nincsenek összhangban a hallgatók nemi arányával.					
8. Rossz megközelíthetőség.					
9. A sportprogramok nem a megfelelő időben vannak.					
10. A létesítmények túlszűfoltak.					
11. A sportprogramokon az edzők és egyéb dolgozók hallgatókkal szembeni viselkedése nem megfelelő.					
12. Az elérhető sportolási lehetőségekről nincs megfelelő tájékoztatás.					
13. A sporttagozatokon nem megfelelőek az edzések.					
14. A hallgatóknak nincs elég idejük tanulmányi elfoglaltságaik miatt					
15. A hallgatóknak nincs elég idejük családi elfoglaltságaik miatt.					
16. Egyéb szabadidős tevékenységek miatt nem jut rá idő.					
17. Társadalmi/kulturális kötelezettségek miatt nem sportolnak.					
18. A sérüléstől való félelem a távolmaradás oka.					
19. Nem tudják, hogy hol és milyen sportolási lehetőségek vannak.					
20. A sportolás túl stresszes.					
21. Képességbeli hiányok miatt.					
22. Megfelelő társadalmi környezet hiánya miatt.					

23. A hallgatók szociális készségeinek hiányossága miatt.					
24. Kudarctól való félelem miatt.					
25. A nem megfelelő táplálkozás az oka.					
26. A hallgatóknak nincs kivel sportolniuk.					
27. A baráti/rokoni körben nem szeretnek sportolni.					
28. Nincsenek meg a szükséges feltételek a sportoláshoz az egyetemen.					
29. Nincsenek meg a szükséges feltételek a <u>modern</u> sportok gyakorlásához az egyetemen.					
30. Kevés a sportösztönző kampány.					
31. Az egyetemen a tanárok nem fordítanak kellő figyelmet a testnevelésre (döntően csak elméleti képzés van).					
32. Nincs kellő információ a sportolás előnyeiről.					
33. Hiányzik a megfelelő fizikai állapot a sportoláshoz.					
34. A hallgatók túlságosan nagy hangsúlyt fektetnek a tanulásra és elhanyagolják a sportolást.					
35. A szülők túlságosan nagy hangsúlyt fektetnek a gyermekeik tanulására és ezáltal csökkentik a sporttevékenységben való részvételüket.					
36. A hallgatók rossz anyagi helyzete miatt.					
37. A hallgatók nem szeretnek sportolni.					
38. Több sportolási lehetőség kínálkozik az egyik nem számára.					
39. A barátok/rokonoknak nincs elég idejük sportolni.					
40. A biztatás hiánya miatt.					

### 13.6 Staff's Questionnaire in Persian

همکار گرامی:

این پرسشنامه جهت انجام یک کار پژوهشی در سطح بین الملل تنظیم شده است. خواهشمند است با کمال دقت موارد مذکور را مطالعه کرده و پاسخ دهید. پاسخ صادقانه شما موجب می‌گردد تا مسئولین کشور برای برنامه ریزی ورزش دانشجویان اقدامات بهتری را انجام دهند.

از همکاری شما سپاسگذارم.

• جنسیت :

☐ مذکر ☐ مونث

• سن :

زیر ۳۰ سال ☐ ۳۱-۴۰ سال ☐ ۴۱-۵۰ سال ☐ ۵۱ سال و بالاتر ☐

• مدرک تحصیلی :

تربیت بدنی ☐ غیر تربیت بدنی ☐

• سابقه مدیریت :

دارم ☐ ندارم ☐

• وضعیت شغلی در حال حاضر:

مدیر ☐ کارشناس ☐

کاملاً مخالف	مخالفم	نظری ندارم	موافقم	کاملاً موافقم	تا چه حد موارد زیر مانع شرکت دانشجویان در فعالیت های ورزشی دانشگاهی می شود؟
					۱- کیفیت پایین تجهیزات ورزشی دانشگاه
					۲- عدم هماهنگی امکانات موجود با میزان مشارکت دانشجویان
					۳- برنامه ریزی نامناسب کلاس ها و برنامه های ورزشی
					۴- مدیریت نامناسب برنامه های ورزشی
					۵- هزینه بالای تجهیزات ورزشی
					۶- هزینه بالای شرکت در برخی فعالیت های ورزشی
					۷- نبود برنامه های ورزشی مناسب بر اساس جنسیت دانشجویان
					۸- کمبود وسایل نقلیه جهت تردد به اماکن ورزشی
					۹- ناهماهنگی در ارائه برنامه های ورزشی در زمان مناسب
					۱۰- شلوغ بودن اماکن ورزشی
					۱۱- برخورد نامناسب مربیان و دست اندر کاران با دانشجویان در فعالیت های ورزشی
					۱۲- نبود آگاهی کافی از برنامه های ورزشی ارائه شده
					۱۳- نبود مربیان متخصص و آگاه در کلاس های ورزشی
					۱۴- کمبود زمان برای شرکت در فعالیت ها به دلیل مشکلات تحصیلی.
					۱۵- کمبود زمان برای شرکت در فعالیت ها به دلیل مشکلات خانوادگی
					۱۶- کمبود زمان برای شرکت در فعالیت های ورزشی به دلیل شرکت در دیگر فعالیت ها
					۱۷- عدم شرکت در فعالیت های ورزشی به علت محدودیت های اجتماعی/فرهنگی
					۱۸- عدم شرکت در فعالیت های ورزشی به علت ترس از آسیب دیدگی
					۱۹- عدم آگاهی نسبت به چگونگی دسترسی به تسهیلات ورزشی
					۲۰- عدم شرکت در فعالیت های ورزشی به دلیل استرس را بودن فعالیتها
					۲۱- عدم شرکت در فعالیت های ورزشی به دلیل نداشتن مهارت ورزشی کافی
					۲۲- عدم شرکت در فعالیت های ورزشی به دلیل نبودن محیط اجتماعی مناسب

					۲۳- عدم شرکت در فعالیت های ورزشی به دلیل پایین بودن مهارت های اجتماعی دانشجو
					۲۴- عدم شرکت در فعالیت های ورزشی به دلیل ترس از تکرار خطاهای ورزشی و سرزنش مربیان
					۲۵- عدم شرکت در فعالیت های ورزشی به دلیل تغذیه نا مناسب
					۲۶- نبود همراه (دوستان) برای شرکت در فعالیت های ورزشی
					۲۷- نبود علاقه در دوستان برای شرکت در فعالیت های ورزشی
					۲۸- نبود تجهیزات و امکانات ورزشی ضروری در دانشگاه
					۲۹- نبود تجهیزات و امکانات مدرن ورزشی در دانشگاه
					۳۰- نبود تبلیغات لازم برای ایجاد انگیزه ورزشی در دانشجویان
					۳۱- بی توجهی اساتید تربیت بدنی به واحد های تربیت بدنی دانشجویان (رشته های غیر تربیت بدنی)
					۳۲- نبود اطلاع رسانی کافی به دانشجویان در دانشگاه در خصوص اثرات ورزش بر سلامت روان و جسم
					۳۳- وضعیت نا مناسب بدنی جهت شرکت در فعالیت های ورزشی
					۳۴- توجه بیش از حد دانشجویان به انجام تکالیف درسی و بی اعتنائی نسبت به فعالیت های ورزشی
					۳۵- توجه بیش از حد خانواده ها به مسائل درسی فرزندان (دانشجویان) و جلوگیری از فعالیت ورزشی آنها
					۳۶- بضاعت مالی پایین دانشجویان
					۳۷- لذت نبردن از فعالیت های ورزشی
					۳۸- فراهم بودن امکانات ورزشی، بیشتر برای یک جنسیت
					۳۹- کمبود زمان دوستان برای شرکت در فعالیت های ورزشی
					۴۰- عدم وجود مشوق های اجتماعی