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Socioeconomic Factors and Physical Activity Levels Among Badminton Players in Selected Middle Schools in Guangdong Province

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Abstract:

The relationship between socioeconomic factors and physical activity levels in badminton player is a critical area of study, given the long-term implications for health and well-being. Various socioeconomic determinants, including family income, parental education, and neighborhood environment, significantly influence badminton player' engagement in physical activities (Sharma & Gupta, 2021).

Family income plays a pivotal role in determining the availability of resources necessary for physical activity. Badminton player from higher-income families often have access to sports equipment, private coaching, and safe recreational facilities, which promote regular physical activity (Patel et al., 2022). Conversely, those from lower-income backgrounds may face financial barriers that limit their participation in organized sports or access to quality facilities, leading to reduced physical activity levels (Rahman & Khan, 2023).

Parental education is another significant factor influencing badminton player' physical activity. Educated parents are more likely to recognize the importance of physical activity for their children's health and development (Basu & Das, 2021). They may also have better knowledge and resources to support their children's involvement in sports and physical activities. In contrast, lower parental education levels are often associated with less awareness and fewer opportunities for badminton player to engage in physical activity (Singh et al., 2020).

The neighborhood environment significantly impacts badminton player' physical activity levels. Safe, well-maintained neighborhoods with parks, playgrounds, and sports facilities encourage outdoor activities (Hassan & Rafiq, 2021). However, badminton player living in neighborhoods with high crime rates, poor infrastructure, or limited recreational spaces may be less likely to engage in physical activities due to safety concerns and lack of accessible facilities (Chowdhury et al., 2023).

Cultural factors also influence physical activity levels among badminton player. In many societies, cultural norms and expectations can either promote or hinder physical activity (Kumar & Jain, 2022). For instance, traditional gender roles may restrict girls' participation in sports, while boys might be encouraged to engage in physical activities. Understanding these cultural dynamics is essential for developing effective interventions to promote physical activity among all badminton player.

The impact of socioeconomic status (SES) on physical activity is further compounded by educational institutions. Schools in higher SES areas often have better sports facilities, more extracurricular activities, and

programs promoting physical education (Sharma & Gupta, 2021). Conversely, schools in lower SES areas may lack these resources, limiting students' opportunities to engage in regular physical activity. This disparity highlights the need for policies to ensure equitable access to physical activity opportunities across different socioeconomic strata.

Peer influence is another crucial factor in badminton player' physical activity levels. Badminton player are more likely to engage in physical activities if their peers also participate (Basu & Das, 2021). However, socioeconomic factors can affect the peer group's overall activity levels. Badminton player from higher SES backgrounds might have more active peer groups due to greater access to recreational activities, whereas those from lower SES backgrounds might face peer pressure to engage in sedentary behaviors.

Government policies and community programs play a vital role in addressing the socioeconomic disparities in physical activity levels among badminton player. Policies that provide subsidies for sports programs, build recreational facilities in underprivileged areas, and promote safe neighborhood environments can help mitigate the impact of socioeconomic factors (Patel et al., 2022). Effective community programs that target low-income families and educate parents about the benefits of physical activity are also crucial for promoting equitable physical activity levels.

Technological advancements and their accessibility also influence physical activity levels. Badminton player from higher SES backgrounds might have access to technology that encourages physical activity, such as fitness trackers and online workout programs (Kumar & Jain, 2022). In contrast, those from lower SES backgrounds may lack access to such technology, further widening the gap in physical activity levels.

Socioeconomic factors significantly influence physical activity levels among badminton player. Family income, parental education, neighborhood environment, cultural norms, school resources, peer influence, government policies, and technological accessibility all play crucial roles. Addressing these factors through targeted interventions and policies is essential for promoting equitable physical activity levels and ensuring the long-term health and well-being of all badminton player. Recent research highlights the importance of understanding and addressing these socioeconomic determinants to foster a more active and healthy youth population.

Introduction

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importance of understanding and addressing these socioeconomic determinants to foster a more active and healthy youth population.

Background of the Study

Physical activity is fundamental to the physical, mental, and social development of badminton players among middle school students in Guangdong Province, China. It helps in maintaining a healthy weight, strengthening bones and muscles, and reducing the risk of chronic diseases (Mehta & Kulkarni, 2022). However, the level of physical activity among badminton player varies widely due to numerous factors, including socioeconomic status (SES). The connection between socioeconomic factors and physical activity levels in badminton player has gained significant attention in recent research, especially within South Asian contexts.

Economic disparities in some countries are quite pronounced, making it essential to understand how SES affects physical activity to design effective interventions for promoting healthier lifestyles among badminton player (Chopra & Singh, 2021). Socioeconomic factors such as family income, parental education, and access to recreational facilities play crucial roles in determining the physical activity levels of badminton player (Ghosh & Bhatia, 2023). Badminton player from higher SES backgrounds typically have more opportunities and resources for physical activities compared to their lower SES peers.

Parental education has been identified as a significant factor influencing badminton player' physical activity levels. Parents with higher education levels are more likely to encourage and support their children in participating in physical activities (Rizvi & Ahmed, 2022). This support can come in various forms, such as providing transportation to sports events, purchasing sports equipment, or promoting an active lifestyle at home.

Family income is another critical socioeconomic factor affecting physical activity. Higher family income often translates to greater access to sports facilities, organized sports, and extracurricular activities (Malik et al., 2021). Conversely, badminton player from lower-income families may face barriers such as a lack of access to safe recreational areas, inability to afford sports equipment, and limited time due to the need for part-time work to support the family (Thakur & Kumar, 2023).

The availability and quality of recreational facilities in neighborhoods significantly impact badminton player' physical activity levels. Studies have shown that badminton player with access to parks, sports complexes, and safe walking paths are more likely to engage in regular physical activity (Nair & Iyer, 2020). In contrast, those living in neighborhoods with limited or unsafe recreational spaces tend to have lower levels of physical activity.

Cultural attitudes towards physical activity and sports also influence participation rates. In some South Asian cultures, there may be less emphasis on physical activity, particularly for girls (Rana & Devi, 2021). This cultural bias can result in significant gender disparities in physical activity levels, with boys generally being more active than girls.

Schools also play a significant role in promoting physical activity. Schools that offer a variety of sports programs and physical education classes can positively influence badminton player' activity levels (Jain & Banerjee, 2022). However, disparities in school

resources can lead to unequal opportunities for physical activity among students from different socioeconomic backgrounds.

Technological advancements and urbanization have also impacted physical activity levels among badminton player. Increased screen time and sedentary lifestyles associated with modern technology are prevalent among badminton player, especially those from higher SES backgrounds who have greater access to electronic devices (Khan et al., 2023). This shift towards sedentary behavior poses a challenge to promoting physical activity among badminton player.

Interventions aimed at increasing physical activity levels among badminton player must consider these socioeconomic factors. Community-based programs that provide affordable and accessible recreational facilities can help bridge the gap between different SES groups (Patel & Desai, 2020). Additionally, policies that encourage physical activity in schools, such as mandatory physical education classes and after-school sports programs, can also play a crucial role.

Parental involvement is essential in promoting physical activity among badminton player. Programs that educate parents about the importance of physical activity and how to support their children in being active can be effective (Verma & Choudhary, 2021). Parental support is particularly crucial for girls, who may face cultural barriers to participation in sports and physical activities.

Collaboration between government, schools, and communities is necessary to create environments that encourage physical activity. Policies that address socioeconomic disparities and provide equal opportunities for physical activity can help improve the overall health and well-being of badminton player (Reddy & Sultana, 2023). Efforts to create safe and accessible recreational spaces, particularly in low-income neighborhoods, are vital.

Monitoring and evaluating the effectiveness of physical activity programs is essential for continuous improvement. Research should focus on identifying successful strategies and scaling them to reach a broader population (Singh & Kumar, 2022). Understanding the barriers and facilitators to physical activity in different socioeconomic contexts can inform the development of targeted interventions.

Socioeconomic factors significantly influence physical activity levels among badminton player. Addressing these factors through comprehensive, multi-level interventions is essential for promoting healthier lifestyles and reducing health disparities. Future research should continue to explore the complex relationship between SES and physical activity to inform effective policies and programs.

Physical Activity and Sociodemographic among Badminton player

A critical time, adolescence is characterized by profound changes in one's physical, psychological, and emotional makeup (Jiménez Boraita et al., 2020). People demand more control over their lifestyle decisions during this stage, especially when it comes to adopting healthy habits (López-Gil et al., 2020). As it is essential for the development and maintenance of healthy behaviors into adulthood, regular physical activity is a crucial part of these habits (Murphy et al., 2021). Habits are defined by Gardner et al. (2021, "behavioral patterns learned through context-dependent repetition: repeated performance in

unvarying settings reinforces context-behavior associations such that, subsequently, encountering the context is sufficient to automatically cue the habitual response."

Voluntary movements produced by skeletal muscles during physical activity entail a large energy expenditure (Bouchard et al., 1994; Malina & Little, 2023). Sports, outdoor play, exercise, and physical education classes are some of the ways that teenagers exhibit their physical activity habits (Costigan et al., 2021, 2024). These pursuits are essential for leading an active lifestyle and act as a bridge between young people's quality of life and life satisfaction (Villafaina et al., 2021). Daily physical activity is crucial for preserving and enhancing physical fitness, averting current and potential health problems, and promoting mental well-being (Vasconcellos et al., 2024; Tanné, 2021). It is recommended by the World Health Organization (WHO) that children and badminton player participate in physical activity for at least sixty minutes every day (World Health Organization [WHO], 2020). Unfortunately, following these criteria is frequently not enough; according to Guthold et al. (2020), 80% of badminton player worldwide do not meet the recommended daily physical activity levels. Furthermore, according to Van Sluijs et al. (2021), teenagers frequently engage in sedentary behaviors like screen time for two or more hours each day, which adds to one of the biggest worldwide health issues (World Health Organization [WHO], 2022).

Badminton player' patterns of physical activity can be impacted by environmental, social, psychological, and physiological factors (Shaw & Shaw, 2024). Age, gender, and socioeconomic position are some of the sociodemographic factors that significantly influence differences in levels of physical activity (Drenowatz et al., 2020; Luo & Zhong, 2022). Badminton players girls engage in less physical activity both inside and outside of school, according to recent studies (Bennàsser & Vidal-Conti, 2021; Rodríguez-Rodríguez et al., 2021). Additionally, it has been observed that female teenagers engage in fewer high-intensity activities (Langlois et al., 2022). Males tend to retain healthier physical activity habits, especially those with higher socioeconomic level, according to longitudinal research (Farooq et al., 2021). Middle and late adolescence exhibit a notable decrease in the frequency and duration of physical activity, despite receiving less research attention (Best et al., 2022; Van Sluijs et al., 2021). According to reviews of longitudinal studies, the biggest drops in physical activity levels seem to happen throughout adolescence (Patton et al., 2021; Corder et al., 2024; Hayes et al., 2024).

With the notable exception of walking for at least 15 minutes every day, a significant portion of badminton player do not participate in regular physical activity. Badminton player' daily physical activity varied from 10.3% to 26.7%, which is consistent with national and international research indicating that a tiny fraction of young people fulfill the suggested levels of physical activity (Giakoni et al., 2021; Van Sluijs et al., 2021).

Moreover, there exists a noteworthy association between the level of physical activity and variables including age, gender, and socioeconomic status. In a variety of contexts, including play and sports, school, relationships with parents and friends, and other activities, females regularly exhibit lower levels of physical activity than males. Additionally, there is a considerable increase in the risk for females to fall short of international guidelines for physical activity. Additional study confirms this trend, showing that women are generally less active than men (Bennàsser & Vidal-Conti, 2021), a pattern that even holds true in school settings that promote physical exercise (Rodríguez-Rodríguez

et al., 2021). Gender and socioeconomic position have been found to be consistent determinants impacting healthy physical activity habits in longitudinal research; males have shown more favorable trajectories in both areas (Farooq et al., 2021). According to Fernández et al. (2022), women may experience more obstacles to engaging in physical exercise. This could be because there aren't enough activities that suit their interests and requirements, or it could be because of a traditionally masculinized sports paradigm (Pfister & Sisjord, 2023). According to Camacho-Miñano et al. (2021), environments that provide a varied range of non-competitive activities are more beneficial for women. Therefore, encouraging physical exercise with a gender-sensitive approach could increase women's engagement.

Additionally, older badminton player—especially those in middle and late adolescence—show reduced participation in physical activities. Physical activity levels both in frequency and duration are known to significantly decline as children grow into badminton player (Patton et al., 2021; Best et al., 2022). According to longitudinal research, late adolescence is when physical activity levels drop off the most (Corder et al., 2024; Hayes et al., 2024). In addition to spending more time on sedentary activities like socializing, homework, and screen usage, older badminton player frequently experience increasing pressure in competitive sports (Ferreira et al., 2021; Mikaelsson et al., 2020).

Patterns of physical activity are also significantly influenced by socioeconomic circumstances. Teenagers with lower socioeconomic origins are less likely to satisfy WHO physical activity requirements, as seen by a higher school vulnerability score. This index considers a number of variables that affect social vulnerability, such as familial, housing, economic, and environmental circumstances. Research indicates that a lower socioeconomic class is associated with more sedentary behavior and less physical exercise (Drenowatz et al., 2020; Rittenhouse et al., 2021). A loop of decreased physical activity is created by this connection, which is made worse by greater rates of overweight or obesity in lower socioeconomic groups (Jiménez Boraita et al., 2021). Physical activity levels are also influenced by elements like access to sports clubs and proper sports attire (Best et al., 2022).

The social and physical settings have an impact on people's behaviors about physical activity. Healthy lives are encouraged by favorable physical surroundings, which include elements like public areas and high-quality housing (Rydenstam et al., 2020). Public measures that increase park accessibility, boost security, and modernize outdoor lighting might encourage physical exercise in communities that are more susceptible to it. Badminton player from socially disadvantaged backgrounds exhibit higher activity levels when they participate in programs that subsidize their access to physical activity facilities (Christian et al., 2021). Active friends and encouraging family members promote increased physical activity; social support from peers and family is also important (Lisboa et al., 2021; Mikaelsson et al., 2020). Badminton player are more likely to be active if their peers are, and this effect is linked to higher nutritional status, making peer influence important (Rittenhouse et al., 2021).

Overall, there is a large rise in the risk of not getting enough physical activity if one is a woman, older, and lives in a low-income area. These results align with previous research showing that age, gender, and socioeconomic position are important factors in

predicting an individual's level of physical activity (Jiménez Boraita et al., 2021; Ricardo et al., 2022; Viciana et al., 2021).

Socioeconomic Status and Physical Activity

The public health problem of insufficient physical activity (PA) among children and badminton player is well recognized (Music Milanovic et al., 2021). Insufficient physical activity can raise the chance of acquiring noncommunicable diseases such heart disease, diabetes, and cancer (Lona et al., 2021). A growing body of research supports the benefits of physical activity and exercise for both physical and mental health, such as better emotional and cognitive skills and reduced symptoms of depression and anxiety (Borland et al., 2022). Furthermore, physical activity promotes youth well-being (Lema-Gomez et al., 2021). Early childhood is an important time for developing healthy behaviors that can last throughout adulthood (Music Milanovic et al., 2021). Despite these benefits, many young individuals do not meet the required amounts of physical activity. The World Health Organization (WHO) recommends that children aged 5 to 17 years engage in at least 60 minutes of moderate-to-vigorous physical activity (MVPA) every day (WHO, 2020). Globally, more than 80% of students aged 11 to 17 do not fulfill this recommendation, especially in high-income Asia-Pacific nations (Guthold et al., 2020). Boys (14.5%) are more active than girls (11.7%), and adherence to physical activity standards declines with age from primary (18.9%) to upper secondary school (8.0%; Liu et al., 2019). Furthermore, a time trend analysis shows a decrease in general physical activity among children and badminton player aged 6-17 from 2004 to 2015 (Yang et al., 2021).

According to research on children, poor physical activity levels are associated with environmental, personal, family, and behavioral factors (Tian et al., 2021). Despite these findings, there is a noteworthy lack of study on the association between socioeconomic level (SES) and physical activity among children and badminton player in Asian nations. The proliferation of screen-based activities, as well as the ease of mobility, have most certainly contributed to a decrease in physical activity among youngsters. Thus, identifying modifiable factors to increase PA in high-risk groups is critical (Tandon et al., 2022). Understanding the factors that influence physical activity in children and badminton player can aid in the development of successful exercise promotion initiatives. Personal, environmental, social, and psychological factors all influence participation in physical activity (Sallis et al., 2022). Identifying the socioeconomic determinants of PA is critical for developing equity policies to alleviate health inequities (Music Milanovic et al., 2021).

SES is described as "the relative position of a family or individual in a hierarchical social structure, based on their access to or control over wealth, prestige, and power" (Mueller et al., 2021). Researchers are investigating two theoretical models to better understand the influence of SES on health: the latency model, which focuses on early life experiences, and the path model, which stresses the cumulative impacts of socioeconomic and psychosocial factors throughout time (Keating and Hertzman, 2020). According to social causality theory, lower social class relates to increased health risks, stressing the importance of socioeconomic status (SES) in health outcomes. SES differences influence access to resources and thus engagement in good or harmful activities, such as physical activity (Gidlow et al., 2021). While several research have linked SES with physical activity in children and badminton player, the results are conflicting. For example, a Scottish study revealed no significant link between MVPA and SES (Donnelly et al., 2021), whereas the

Health Behavior in School-aged Children 2017/2018 study indicated lower PA levels among teenagers from less affluent families (Inchley et al., 2020). A national survey in Vietnam found that people with lower socioeconomic status were more physically active than those with higher socioeconomic status (Vu et al., 2020). The importance of SES as a predictor of PA is debatable, and more study in many countries is required to improve the generalizability of these findings (Ford et al., 2021).

The complexities of SES, as well as the absence of established definitions and measurements, impede research into its link with PA (Music Milanovic et al., 2021). Inconsistencies are caused by difficulties in precisely quantifying PA, as well as variability in measurement methodologies. Education, income, and occupation are common socioeconomic status markers (Goodman et al., 2021; Galobardes et al., 2022). Parental education is generally the strongest and most consistent predictor of physical activity in children and badminton player (Winkleby et al., 2022; Galobardes et al., 2021), whereas occupation may be less relevant for teen mothers (Ensminger et al., 2020; Daly et al., 2022), and income data often has higher nonresponse rates (Roemer, 2020). Material wealth and perceived family wealth are also employed as SES indicators (Music Milanovic et al., 2021). However, relevant SES indicators differ depending on regional, cultural, and economic circumstances, and the measures chosen should be consistent with the specific study topic and mechanisms relating SES to PA outcomes (Galobardes et al., 2021).

To date, substantial research on SES and PA has been undertaken in developed Western countries, but evidence from underdeveloped countries is sparse. Understanding how socioeconomic factors influence PA levels in children and badminton player is critical for encouraging physical activity across areas (Kantomaa et al., 2022).

Although substantial research has been conducted on the association between socioeconomic level (SES) and physical activity (PA) among children and badminton player, studies from developing nations in recent decades have been sparse (Telama et al., 2024).

Children and badminton player with fathers with mid- to high-level education are more likely to meet physical activity guidelines on both weekdays and weekends than those with lower education levels. However, during weekdays, the father's education had no significant effect on PA levels. Parents with higher educational attainment are more likely to appreciate the benefits of physical activity and place a larger emphasis on encouraging exercise during leisure time. In contrast, parents with lower education levels may engage in less physical activity and prefer sedentary leisure activities, thereby influencing their children's physical activity habits (Finger et al., 2022; Lampinen et al., 2022).

Interestingly, the mother's education level had no significant influence on PA levels in children and badminton player throughout the week or on weekends. This outcome could be attributed to the sample distribution or to other variables. Previous study has shown that poor maternal education levels can have a negative impact on health care access, environmental exposure, and health behaviors, including MVPA (Gordon-Larsen et al., 2020; Cheung, 2022). However, cultural variances and discrepancies in measurement methodologies must be acknowledged.

Another important SES indicator is perceived family wealth, which is based on children's self-assessments of their family's economic standing. Children from low-income

families frequently face increased safety concerns and have restricted access to physical activity options (Estabrooks et al., 2023). In contrast, high-SES families had better access to recreational places, sports equipment, and transportation, as well as more peer support (Qiu et al., 2021). Furthermore, families with higher perceived affluence can devote more resources to children's weekend activities and serve as role models for physical activity (Mo et al., 2020). Families with lesser perceived wealth, on the other hand, may lack the resources to support physical activity and provide fewer possibilities for participation. Lower-SES children may also receive less parental encouragement and support for supervised physical activity and may not value it as much as their higher-SES counterparts (Liu et al., 2022; Hong et al., 2020). This information is useful for developing targeted treatments to address socioeconomic disparities in physical activity among children and badminton player.

Socioeconomic status (SES) has been demonstrated to have varying effects on physical activity (PA) in boys and girls, with significant gender differences in the impact of key SES markers. In general, research indicates that girls from higher SES households engage in more physical activity, whereas boys demonstrate no obvious link between PA and SES. However, several research have found no substantial evidence that SES influences PA for either gender (Donnelly et al., 2021). Our findings reveal that, whereas dads' education levels are positively associated with boys' weekend physical activity, they have no significant impact on girls' physical activity, indicating potential gender inequalities in PA promotion. This disparity could be attributed to dads' differing views and expectations on physical activity. Boys may enjoy physical activities more and regard themselves as more capable, but cultural influences may lead to fathers restricting girls' vigorous physical activity (Seabra et al., 2023a; Gustafson and Rhodes, 2021). Furthermore, fathers' social position appears to have a significant impact on younger boys' sports engagement, making them more vulnerable to socioeconomic effects (Yang et al., 2021; Sallis et al., 2022).

In terms of maternal education, our data show that it has no substantial impact on physical activity for either boys or girls, contrary to earlier research that suggests it does (Lampinen et al., 2022). This disparity may be due to cultural and lifestyle variations between industrialized and developing countries.

On weekdays, perceived family wealth had no significant effect on boys' PA but did have a substantial effect on girls' PA. Girls from lower socioeconomic backgrounds like physical activities less than their higher socioeconomic peers (Seabra et al., 2023a). This suggests that, whereas dads' education levels influence boys' PA, perceived family affluence influences girls' PA in distinct ways.

Overall, data on how socioeconomic status influences physical activity among boys and girls are mixed, reflecting broader patterns in social development and educational conceptions. Self-efficacy, which is higher in boys, could help explain these SES variations in PA (Bauman et al., 2022; Seabra et al., 2023b). The Family Affluence Scale (FAS) had a favorable connection with boys' and girls' MVPA on weekends but not on weekdays. Children from higher-income families are more likely to participate in extracurricular sports on weekends, whereas those from lower-income families encounter financial constraints to such activities (Pieter et al., 2021; Richter et al., 2024). This shows that SES effects on PA are more prominent on weekends, with less variation reported during school days, emphasizing the importance of addressing PA inequalities driven by SES, particularly on weekends.

The data show that socioeconomic factors have varying effects on students' physical activity (PA) based on their grade level, particularly on weekends. In primary school, where pupils are still establishing independence and autonomy, the safety of their surroundings has a substantial impact on their physical activity levels. As students enter junior high, they begin to develop their own sports preferences and interests (Santos et al., 2024). At this point, parental influence fades, and material resources become more influential.

By high school, pupils are expected to be more self-sufficient than younger age groups. They spend less time with their parents, and the direct influence of parental participation is reduced (Konharn et al., 2023). Instead, factors such as school environment and peer impact become increasingly important (Hong et al., 2020; Qiu et al., 2021). Nonetheless, parental factors, such as the Family Affluence Scale (FAS) and maternal education, continue to influence PA. This could be because, despite their increased independence, older badminton player frequently suffer higher expenditures connected with sports involvement, leaving them more reliant on family financial support (Telama et al., 2024).

Self-determination theory emphasizes the relevance of integrated and identifiable motivational regulations in physical activity (Teixeira et al., 2022), with PA behavior and motivation impacting one another cyclically (Hankonen et al., 2022). Future studies should look into how SES determinants change with age to better understand their changing functions.

Physical Activity and Socioeconomic Status among Badminton player

According to González-Cantero et al. (2017), lifestyle refers to the ways that people live as individuals, families, and communities, impacted by psychological, social, cultural, and economic aspects. It falls into two categories: healthful and unhealthy. According to González-Cantero et al. (2022), leading a healthy lifestyle is thought to be a protective factor that improves health and wellbeing. On the other hand, an unhealthy way of living raises the risk of disease development and morbidity (Saffari et al., 2023). Physical activity (PA) is a vital component of a healthy lifestyle that has been shown to maintain and improve health while preventing sickness in all age groups (Mosquera & Vargas, 2021). Studies reveal that teenagers who participate in physical activity have greater life satisfaction (Evaristo et al., 2024), enhanced self-worth and physical health (García et al., 2023; Revuelta et al., 2021), better academic achievement, and better general health (van Sluijs et al., 2021).

Despite the advantages of physical activity, 80.3% of people between the ages of 13 and 15 do not achieve the suggested 60 minutes of PA per day, according to the "Global physical activity levels: surveillance progress, pitfalls, and prospects" report (Guthold et al., 2020).

Dietary quality is another essential component of a healthy lifestyle for teenagers (López, 2024). For the body to function at its best, to maintain health, and to prevent disease, a balanced diet is necessary (Basulto et al., 2023). However, bad eating habits are common among badminton player, with excessive intakes of fats, carbs, highly processed foods, and sugary beverages (Gaete-Rivas et al., 2021; Ibarra Mora & Hernández-Mosqueira, 2024). These behaviors, together with prolonged school days, sedentary lifestyles, and excessive screen time, have led to an increase in the prevalence of chronic

non-communicable diseases including obesity and overweight (Gaete-Rivas et al., 2021; Ibarra Mora & Hernández-Mosqueira, 2024).

Geographic, social, and socioeconomic factors influence both physical activity and diet quality (Herrera-Mora et al., 2024). Economic resources significantly influence dietary quality and access to regular physical activity (Amigo Cartagena et al., 2023). According to research, teenagers from lower socioeconomic backgrounds have lower PA levels (Iguacel et al., 2023), whereas those from middle and higher socioeconomic levels report better diet quality (Gómez et al., 2021; Karoune & Dahel-Mekhancha, 2023).

There is a relationship between teenagers' socioeconomic position and the quality of their nutrition, but no statistical link was established between socioeconomic status and physical activity (PA) levels. Miqueleiz et al. (2024) found that people from higher socioeconomic origins are more likely to consume healthful foods. Castillo Ruiz et al. (2020) found a positive relationship between diet quality and socioeconomic status. This is notable because these foods are frequently recommended in healthy eating guidelines (Gómez et al., 2021; Karoune & Dahel-Mekhancha, 2023). In Chile, a study related lesser availability of healthy foods in schools and inferior food quality to socioeconomic conditions, emphasizing the importance of multidimensional poverty (Pinheiro et al., 2022).

Healthy diets can be more expensive, making them less accessible to low-income people (Gómez et al., 2021). Drenowsky and Darmon (2020) discovered that more nutritious diets are typically more expensive, implying that economic and societal variables influence dietary preferences.

Previous research has found a clear link between socioeconomic level and PA in badminton player (Sallis et al., 2020; Aguilar-Farias et al., 2020). A systematic review discovered that teenagers from higher socioeconomic backgrounds are more physically active than their lower socioeconomic counterparts (Sallis et al., 2020). Similarly, recent studies show that people from higher socioeconomic backgrounds not only exercise more, but also have greater physical fitness, cardiorespiratory health, and muscle strength (Wolfe et al., 2020). Studies have found a link between PA levels and gender, age, and socioeconomic position (Fuentealba-Urra et al., 2022).

Access to resources that promote physical activity, such as suitable clothes and footwear, sports facilities, extracurricular programs, and safe public areas, is one factor explaining these connections (van Sluijs et al., 2021). Furthermore, parents' education and career can influence how they promote physical activity as part of a healthy lifestyle (Concha-Cisternas et al., 2022). Disparities in PA throughout adolescence may have serious long-term health consequences, as insufficient PA is connected to an increased risk of chronic diseases and poor health outcomes in adulthood. Public measures that promote access to parks, playgrounds, safe and well-lit public places, and enhanced school facilities are critical for encouraging physical activity among disadvantaged badminton player (Rydenstam et al., 2020).

Theoretical Framework

Socioeconomic factors play a pivotal role in shaping various aspects of badminton players development, including physical activity levels. Socioeconomic status (SES), encompassing income, education, and occupational status, influences badminton player' access to resources, opportunities, and environments that promote physical activity (Biddle

& Asare, 2021). This study aims to explore how different socioeconomic factors impact physical activity levels among badminton player, with a focus on understanding the mechanisms through which SES affects engagement in physical activities.

The relationship between SES and physical activity is complex, involving multiple dimensions of socioeconomic disadvantage. For instance, lower SES is often associated with reduced access to recreational facilities, organized sports, and safe environments for physical activity (Bocarro et al., 2022). This lack of access can lead to lower levels of physical activity and increased sedentary behavior among badminton player from lower socioeconomic backgrounds (Ding et al., 2020). By investigating these relationships, the study seeks to identify the specific socioeconomic barriers that contribute to disparities in physical activity levels.

Environmental factors are crucial in understanding the SES-physical activity relationship. The availability of parks, recreational centers, and safe outdoor spaces can significantly influence badminton player' opportunities for physical activity (Carver et al., 2023). Socioeconomic disparities in neighborhood environments can therefore impact physical activity levels, with badminton player in lower-income neighborhoods facing greater challenges in accessing suitable environments for exercise (Gordon-Larsen et al., 2021). This study explores how variations in environmental resources across different SES strata affect badminton player' physical activity behaviors.

Parental influences also play a significant role in shaping badminton player' physical activity levels. Research indicates that parents' socioeconomic status can affect their attitudes towards physical activity, as well as their ability to provide supportive environments for their children (Hinkley et al., 2023). Parents with higher SES are more likely to engage in and promote physical activity, influencing their children's activity levels through role modeling and encouragement (Davis et al., 2020). The study examines how parental SES and related factors impact badminton player' physical activity participation.

Psychosocial factors, including self-efficacy and motivation, are integral to understanding how SES affects physical activity. Self-efficacy, or the belief in one's ability to successfully engage in physical activity, can be influenced by socioeconomic factors such as access to resources and social support (Bandura, 1997). Badminton player from lower SES backgrounds may experience lower self-efficacy and motivation for physical activity due to perceived barriers and limited resources (Stoddard et al., 2023). This study investigates the role of psychosocial factors in mediating the relationship between SES and physical activity levels.

Interventions aimed at increasing physical activity among badminton player must consider socioeconomic disparities to be effective. Targeted programs that address specific barriers faced by lower SES badminton player, such as providing access to facilities and promoting supportive environments, can help bridge the gap in physical activity levels (Bocarro et al., 2022). By identifying the key socioeconomic factors and mechanisms affecting physical activity, this study aims to inform the development of equitable interventions that promote physical activity across diverse socioeconomic contexts.

Understanding the impact of socioeconomic factors on physical activity levels in badminton player requires a comprehensive approach that considers environmental, parental, and psychosocial influences. By examining these dimensions, the study

contributes to a deeper understanding of how SES shapes physical activity behaviors and provides insights for developing targeted strategies to enhance physical activity opportunities for badminton player from diverse socioeconomic backgrounds.

Conceptual Framework

Figure 1 shows the research paradigm on the assessing the relationship between the badminton players respondents' self-assessment of the socioeconomic factors that affect their physical activity and their self-assessment of their physical activity levels in middle schools in Zhongshang, Guangdong Province, China. It will likewise present the correlation between the socioeconomic factors and physical activity levels among badminton player.

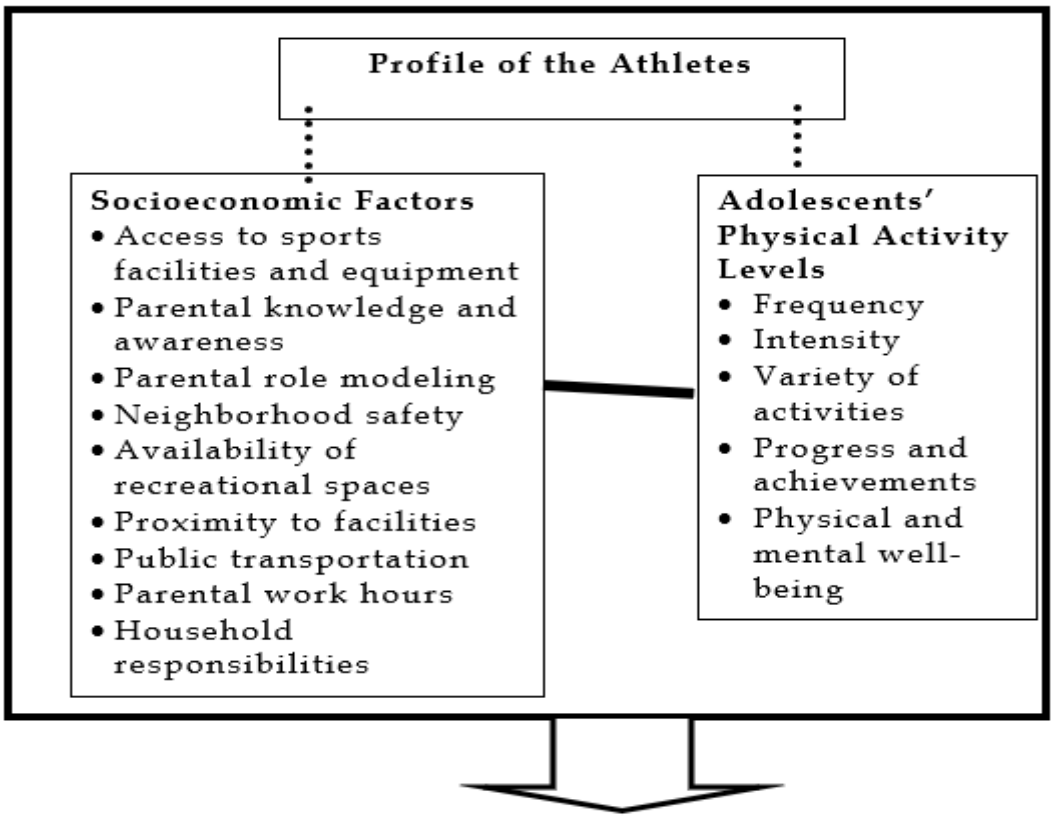

Figure 1. Research Paradigm

Figure 1 indicates the research paradigm of the study. It presents the intervening variables, specifically the badminton player' demographic data. It also presents the badminton players respondents' self-assessment of the socioeconomic factors that affect their physical activity and their self-assessment of their physical activity levels. Finally, it shows the relationship between socioeconomic factors and physical activity levels among badminton player.

It shows the expected output of the study, which is the physical activity program among badminton player.

Statement of the Problem

This study will determine the relationship between the socioeconomic factors and physical activity levels among badminton players in the middle schools in Guangdong China.

The results of the study will be used as a basis for a physical activity program for badminton players among middle schools in Guangdong China.

Specifically, the study will answer the following questions:

1. What is the demographic profile of the badminton player respondents in terms of:
   1.1. sex;
   1.2. age; and
   1.3. grade level?
2. What is the badminton player respondents' self-assessment of the socioeconomic factors that affect their physical activity in terms of:
   2.1. access to sports facilities and equipment;
   2.2. parental knowledge and awareness;
   2.3. parental role modeling;
   2.4. neighborhood safety;
   2.5. availability of recreational spaces;
   2.6. proximity to facilities;
   2.7. public transportation;
   2.8. parental work hours; and
   2.9. household responsibilities?
3. Is there a significant difference in the badminton player respondents' self-assessment of the socioeconomic factors that affect their physical activity when they are grouped according to their profile?
4. What is the self-assessment of the badminton player respondents of their physical activity levels in terms of:
   4.1. frequency;
   4.2. intensity;
   4.3. variety of activities;
   4.4. progress and achievements; and
   4.5. physical and mental well-being?
5. Is there a significant difference in the self-assessment of the badminton player respondents of their physical activity levels when they are grouped according to their profile?
6. Is there is significant relationship between the badminton player respondents' self-assessment of the socioeconomic factors that affect their physical activity and their self-assessment of their physical activity levels?
7. Based on the results of the study, what physical activity program among badminton players can be proposed?

ypothesis of the Study

The following hypotheses will be tested :

Ho1: There is no significant difference in the badminton player respondents' self-assessment of the socioeconomic factors that affect their physical activity when they are grouped according to their profile.

Ho2: There is no significant difference in the self-assessment of the badminton player respondents of their physical activity levels when they are grouped according to their profile.

Ho3: There is no significant relationship between the badminton player respondents' self-assessment of the socioeconomic factors that affect their physical activity and their self-assessment of their physical activity levels.

Significance of the Study

The outcomes of this study can be valuable for the following:

Badminton players. Badminton players will benefit from insights into how socioeconomic factors influence their physical activity levels, which will lead to targeted interventions and programs designed to promote healthier lifestyles and improved physical fitness, contributing to their overall well-being and long-term health.

Parents. Parents will gain a comprehensive understanding of how socioeconomic factors affect their children's physical activity, allowing them to better support and encourage active lifestyles despite potential challenges, thus fostering healthier habits and improved physical development in their children.

Policy Makers. Policy makers will receive detailed, evidence-based recommendations for developing and implementing policies that address socioeconomic disparities in physical activity. These policies will aim to ensure that all badminton player, regardless of their socioeconomic background, have equal opportunities to participate in physical activities, thereby promoting public health and reducing inequality.

Professional Development Providers. Professional development providers will benefit from enhanced training programs that incorporate the latest research findings. These programs will better equip educators and coaches with the knowledge and strategies needed to effectively support and motivate badminton player from diverse socioeconomic backgrounds, improving their engagement in physical activity and overall health outcomes.

Future Researchers. Future researchers will find a robust foundation for further exploration into the complex relationship between socioeconomic status and physical activity levels in badminton player. This study will inspire additional research and interventions aimed at understanding and mitigating the barriers to physical activity faced by youth from various socioeconomic backgrounds, ultimately contributing to the promotion of health and well-being among future generations.

Scope and Delimitation of the Study

The study will be carried out in three selected middle schools in Zhongshan Guangdong Province in China.

The scope of the study will cover the assessment of the relationship between the badminton players respondents' self-assessment of the socioeconomic factors that affect their physical activity and their self-assessment of their physical activity levels, assessed by badminton player from the 3 middle schools.

The study will evolve around the selected profile variables of the badminton player such as sex, age, and grade level.

To be specific, the badminton players respondents' self-assessment of the socioeconomic factors that affect their physical activity will be based on the following: access to sports facilities and equipment, parental knowledge and awareness, parental role modeling, neighborhood safety, availability of recreational spaces, proximity to facilities, public transportation, parental work hours, and household responsibilities. This variable will be correlated with the self-assessment of the badminton players respondents of their physical activity levels in terms of frequency, intensity, variety of activities, progress and achievements, and physical and mental well-being

In data gathering and utilizing more complex statistical treatment, the study included descriptive statistics and correlational analysis with one-way ANOVA and post hoc analysis to interpret further and investigate the badminton players respondents' demographic data and their significant relationship between their self-assessment of the socioeconomic factors that affect their physical activity and their self-assessment of their physical activity levels.

Definition of Terms

Access to Sports Facilities and Equipment. Availability and affordability of places and tools necessary for engaging in physical activity, such as gyms, parks, playgrounds, and sports gear.

Active Transportation. Modes of travel that involve physical activity, such as walking or cycling, contributing to daily exercise needs.

Badminton players Development. The physical, cognitive, and emotional changes that occur during the teenage years, influencing activity preferences and capacities.

Availability of Recreational Spaces. Presence and accessibility of areas designated for leisure and physical activities, such as parks, playgrounds, and sports fields.

Barriers to Physical Activity. Factors that hinder badminton player from engaging in physical activities, such as lack of time, resources, or motivation.

Body Mass Index (BMI). A measure of body fat based on height and weight that applies to badminton player and adults, used to assess healthy weight ranges.

Chronic Diseases. Long-term health conditions, such as diabetes and heart disease, which can be prevented or managed through regular physical activity.

Community Programs. Organized activities and resources provided by local organizations or governments to encourage physical activity among badminton player.

Exercise Adherence. The extent to which individuals stick to a structured physical activity program, influenced by various motivational and contextual factors.

Frequency. How often badminton player engage in physical activity, typically measured in sessions per week or month.

Health Disparities. Differences in health outcomes and access to care among different population groups, often influenced by socioeconomic factors.

Health-Related Quality of Life (HRQoL). An individual's perceived physical and mental health over time, often impacted by levels of physical activity.

Household Responsibilities. Duties and tasks within the home that badminton player are required to perform, potentially affecting their time and energy for physical activity.

Intensity. The level of effort or exertion involved in physical activities, often categorized as light, moderate, or vigorous.

Mental Health. Psychological well-being and the presence of positive mental states, which can be enhanced through regular physical activity.

Neighborhood Safety. Perceived and actual safety of the community environment, affecting the willingness and ability of badminton player to engage in outdoor physical activities.

Nutritional Status. The condition of an individual's health as influenced by their diet and nutrient intake, closely linked to physical activity levels.

Obesity. A condition characterized by excessive body fat, often resulting from a combination of sedentary behavior and poor diet.

Parental Attitudes. The beliefs and perceptions held by parents regarding physical activity, which can significantly influence their children's participation.

Parental Knowledge and Awareness. Understanding and consciousness of parents regarding the benefits and importance of physical activity for their children.

Parental Role Modeling. Behaviors and attitudes exhibited by parents that serve as examples for their children, influencing their physical activity habits.

Parental Work Hours. The amount of time parents spend working, which can influence the availability of time and support for their children's physical activities.

Peer Influence. The impact that peers and friends have on an badminton players's behavior, including their engagement in physical activities.

Physical Activity Levels. The amount and intensity of physical movement engaged in by badminton player, often categorized by frequency, duration, and type of activity.

Physical and Mental Well-being. Overall health status, encompassing both physical fitness and psychological health, influenced by regular physical activity.

Physical Education (PE). School-based programs designed to promote physical activity and teach the benefits of maintaining an active lifestyle.

Physical Fitness. The ability to perform daily activities with vigor and without undue fatigue, encompassing components like cardiovascular endurance, muscle strength, flexibility, and body composition.

Physical Literacy. The motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.

Progress and Achievements. Improvements and milestones reached in physical activity, reflecting personal growth and skill development.

Proximity to Facilities. The distance between an badminton players's home and sports or recreational facilities, impacting the convenience of accessing these amenities.

Public Transportation. Availability and reliability of transportation options that facilitate travel to and from sports and recreational facilities.

School Environment. The physical and social aspects of a school that can influence students' physical activity levels, including playgrounds, gymnasiums, and sports programs.

Screen Time. The amount of time spent using devices with screens, such as televisions, computers, and smartphones, often associated with sedentary behavior.

Sedentary Behavior. Activities that involve little to no physical movement, leading to low energy expenditure, such as sitting or lying down for extended periods.

Self-Efficacy. The belief in one's ability to succeed in specific situations or accomplish a task, influencing motivation and participation in physical activity.

Social Support. Assistance and encouragement received from family, friends, and the community, promoting engagement in physical activities.

Socioeconomic Factors. Conditions related to an individual's economic and social position, including income, education, employment, and family background, which influence various life aspects, including physical activity.

Socioeconomic Status (SES). The social and economic standing of an individual or family, often determined by income, education, and occupation.

Urban vs. Rural Environment. Differences in physical activity opportunities and barriers based on whether badminton player live in urban or rural settings.

Variety of Activities. The range of different physical activities participated in by badminton player, contributing to overall fitness and enjoyment.

Youth Sports Participation. Involvement of badminton player in organized sports activities, contributing to physical, social, and emotional development.

Methodology

Research Design

This study takes a descriptive-comparative-correlational approach, which is distinguished by exact definitions, extensive documentation, painstaking analysis, and a deep grasp of contextual interactions. Harris (2023) defines descriptive research as the portrayal and examination of phenomena in their natural condition, with the goal of providing an accurate representation of inherent features, behaviors, and attributes. The primary goal is to improve understanding of present challenges or create extensive profiles of certain populations, setting the framework for future research.

Miller and Roberts (2018) underline the importance of comparative analysis in discovering trends and discriminating between different contexts. Within this methodological framework, they propose for using correlational analysis to investigate the relationships between variables in their natural settings. This combination method provides a solid foundation for understanding the intricacies of study circumstances and linkages.

Based on Harris's (2023) perspective, descriptive research is critical in subjects such as social sciences and psychology, allowing for a better understanding of natural

behaviors and trends. For example, it can correctly capture target populations' demographic features, views, and actions without imposing artificial limits, providing extensive insights into society dynamics.

Furthermore, Miller and Roberts (2018) contend that comparative approaches uncover underlying characteristics that influence phenomena across contexts or populations. Their method to correlational analysis improves the explanatory power of study designs by revealing probable causal links among variables. In the context of this study, correlational analysis may indicate how specific demographic characteristics are correlated with attitudes or behaviors relevant to the issue under investigation, illuminating both theoretical frameworks and practical actions.

The descriptive-comparative-correlational methodology utilized in this study provides a thorough and effective framework for investigating the complex relationships between variables and conditions within the research domain. This technique deepens comprehension through thorough portrayal, comparative analysis, and correlational insights, drawing on Harris' (2023) basic insights as well as Miller and Roberts' (2018) methodological advice. This multidimensional approach not only strengthens the validity and depth of the findings, but it also provides a solid foundation for future study and practical applications in related domains.

This study aims to investigate the socioeconomic factors that affect badminton player' physical activity and its relationship to their physical activity levels.

This research approach allows the researcher to numerically analyze, compare, and correlate the relationships amongst the dependent variables included in the study.

By utilizing this approach, the researcher will be able to find any significant difference or relationship in the socioeconomic factors that affect badminton player' physical activity and their demographic data such as sex, age, and grade level. Also, the researcher will be able to find any significant difference or relationship in the badminton player' physical activity levels and their demographic data such as sex, age, and grade level. The badminton player' self-assessment of the socioeconomic factors that affect their physical activity and their self-assessment of their physical activity levels will then be correlated.

All the above discussions on the descriptive research method will suit the nature of research that this present study would do; hence this method will be adopted.

Research Locale

The study shall be conducted among the 3 middle schools in Zhongshan, Guangdong China which offers badminton in their PE classes.

Sampling Technique

The respondents of the study will be the athletes from three middle schools in Zhingshan, Guangdong Province in China. In selecting the badminton players respondents, purposive sampling technique will be used among the badminton players respondents.

The following criteria will be used:

1. Must be a bona fide middle school student from any of the 3 subject middle school in the area.

2. Must be playing badminton
3. Must be playing for at least 2 years.

Research Instrument

In gathering the needed data, the researcher will make researcher-made questionnaires on the socioeconomic factors that affect the badminton player' physical activity and their physical activity levels.

The researcher will use face to face or onsite in administering this questionnaire.

The questionnaire will be composed of the following parts.

Part 1 – This section determines the demographic profile of the badminton players respondents.

Part 2 – This section determines the socioeconomic factors that affect the badminton player' physical activity.

Part 3 – This section identifies the badminton player' physical activity levels.

Socioeconomic Factors that Affect the Badminton player' Physical Activity

Scale	Verbal Interpretation
3.51 - 4.00	**Very Impactful**
	If the statements are very true of them, 76%-100% level of impact.
2.51 -3.50	**Impactful**
	If the statements are true of them, 51%-75% level of impact.
1.51 -2.50	**Slightly Impactful**
	If the statements are slightly true of them, 26%-50% level of impact.
1.00-1.50	**Impactful**
	If the statements are not true of them, 1%-25% level of impact.

Badminton player' Physical Activity Levels

Scale	Verbal Interpretation
3.51 - 4.00	**Very High**
	If the statements are very true of them, 76%-100% level of physical activity.

2.51 -3.50 **High**

If the statements are true of them, 51%-75% level of physical activity.

1.51 -2.50 **Low**

If the statements are slightly true of them, 26%-50% level of physical activity.

1.00-1.50 **Low**

If the statements are not true of them, 1%-25% level of physical activity.

The adapted questionnaire and the researcher-made questionnaire will be subjected to content validation of the experts who are knowledgeable in the field of research. The suggestions of the experts will be made integral in the instrument.

The same instrument will be submitted for face validation with at least five experts. The questionnaires will be pilot tested to measure reliability. The pilot testing will be computed using Cronbach's Alpha through the Statistical Package of Social Science (SPSS). The researcher welcomes the suggestions of the experts and will make necessary revisions to construct the said instruments valid.

The overall reliability of the questionnaire obtained Cronbach's Alpha are = 0.948 and 0.906 showing a very consistent result for all of the items. The reliability test result indicated that the research instrument is statistically reliable.

Data Gathering Procedure

The researcher will get permission from the office of the principal of the three middle schools in the city.

When the permission is approved, the researcher will ask permission from the parents by distributing a letter of consent form to the badminton players respondents, which will be signed by them and will be returned to the researcher.

After, the purpose of the study and instructions on how the items on the survey should be answered will be explained to the respondents. Then, the survey will be administered using the face to face and they will be given enough time to answer the survey.

After completing the survey, the researcher will collect the questionnaires from the badminton players respondents.

The data will be gathered, tallied, and processed with Statistical Package for Social Science (SPSS). The processed data will be interpreted and analyzed, and the results will be used to propose a physical activity program among badminton player.

Finally, the interpretation and analysis of data will be done. Summary of findings, conclusions, and recommendations will be formulated.

Statistical Treatment of the Data

The responses to the survey questionnaire will be tallied using the SPSS, and then they will be tabulated and organized accordingly. The data will be presented, analyzed,

and interpreted using frequency, percentage, mean, standard deviation, independent samples t-test, one-way ANOVA, and Pearson's r correlation.

1. For research question no. 1, descriptive statistics such as frequency counts and percentages will be used to treat responses in the demographic profile of the badminton players respondents.
2. For research question nos. 2 and 4, weighted means will be utilized to treat the assessment of the badminton players respondents of the socioeconomic factors that affect their physical activity in terms of access to sports facilities and equipment, parental knowledge and awareness, parental role modeling, neighborhood safety, availability of recreational spaces, proximity to facilities, public transportation, parental work hours, and household responsibilities.

Weighted means will also be used to compute for the self-assessment of badminton players respondents of their physical activity levels in terms of frequency, intensity, variety of activities, progress and achievements, and physical and mental well-being.

The following will be used to interpret the WM of the badminton player' responses:

Mean Range	**Verbal Description**
3.51 - 4.00	Very True of Me
2.51 - 3.50	True of Me
1.51 - 2.50	Slightly True of Me
1.00 - 1.50	Not True of Me

3. For research question nos. 3 and 5, one way ANOVA with post-hoc analysis (Scheffe) will be used to find out the significant difference in the assessment of the badminton players respondents of the socioeconomic factors that affect their physical activity, and their physical activity levels.
4. For research question no. 6, Pearson's r correlation analysis will be utilized to determine the significant relationship in the socioeconomic factors that affect the badminton players respondents' physical activity and their physical activity levels.

Ethical Considerations

The researcher will constructively consider and carefully follow the ethical considerations that must be met to protect the rights of all the respondents. The following are the ethical considerations:

1. Conflict of Interest

The researcher of this study ensured that there would be no conflict of interest. The researcher needed to elaborate and clearly state the purpose of this research and study to the chosen respondents. It is also a must that the researcher must stick to the purpose of gathering personal information and data. All gathered data must not be used for any form of exploitation against the respondents. The researcher must stick to the objective of the research and its purpose.

2. Privacy and Confidentiality

Before conducting this research, the respondents will be assured that whatever information would be gathered would be confidential, and the survey results cannot be given to anyone aside from the researcher himself and the person who answered the survey – questionnaire. The researcher must not mention the respondents' names in presenting the data gathered to protect their privacy. The identity of the respondents would remain anonymous or free from any clues and suggestions that would lead others to connect or relate with the respondents.

3. Informed Consent Process

Before conducting the survey questionnaire, the researcher will secure a consent form that gives confirmation and consent from the respondents that they understand the purpose and objective of this study and agreed that the data gathered would strengthen the researcher's study. The researcher will make sure that she explains thoroughly and clearly everything to the respondents without any deception. The process and the possible risks in participating in this study will also be discussed.

4. Recruitment

The respondents of this study will be the physical education teachers. The respondents will be free to exercise their rights to disagree and agree in participating in this study. The respondents will not be forced to participate and will be given the freedom to refuse at any point in time.

5.Risk

The researcher of this study will ensure that there would be no risk in participating in this study. The respondents will ensure that whatever data and information would be gathered would not harm respondents' life and name. The respondents had all the rights to freely stop the conduct of questions at any given time if they felt harassed, questions were too personal and or violated.

Results

This chapter deals with the presentation of the gathered data together with the analysis and interpretation according to the statement of the problem. The gathered data on the profile of the respondents and their assessment of their present situation are hereby presented.

3.1Profile of the Respondents

Table 3.1 shows the demographic profile of the student respondents in terms of their age, and sex.

Table 3.1Frequency Distribution of the Teacher Respondents' Profile

Profile	Frequency	Percentage
Age		
Less than 15 years old	90	100%
Total	**90**	**100%**
Sex		

Male	40	44.4%
Female	50	55.6%
Total	**90**	**100%**
Grade Level		
Grade 1	37	41.1%
Grade 2	25	27.8%
Grade 3	28	31.1%
Total	**90**	**100%**

In terms of sex, forty (40) or about 44.4% of the badminton player respondents are male and the remaining fifty (50) or about 55.6% of the badminton player respondents are females. This means that the majority of the badminton player respondents are females in terms of sex. This may be taken to mean that there are more female badminton players than male badminton players in the institution.

In terms of grade level, thirty-seven (37) or about 41.1% of the badminton player respondents are in Grade 1, twenty-five (25) or about 27.8% of the badminton player respondents are in Grade 2, and twenty-eight (28) or about 31.1% of the respondents are from Grade 3. This means that the majority of the badminton player respondents are in Grade 1. This illustrates that the badminton player respondents are still freshmen and that they are just starting with their collegiate education.

3.2. Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity

Table 3.2 to 3.10 show the badminton player respondents' self-assessment of the socioeconomic factors that affect their physical activity in terms of access to sports facilities and equipment, parental knowledge and awareness, parental role modeling, neighborhood safety, availability of recreational spaces, proximity to facilities, public transportation, parental work hours, and household responsibilities.

Table 3.2 Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity on Access to Sports Facilities and Equipment

	Mean	SD	Qualitative Description	Interpretation	Rank
1. I have regular access to sports facilities such as gyms or sports centers.	2.60	1.00	True of Me	Impactful	**5**
2. I have access to the necessary equipment for my preferred sports activities.	2.66	1.06	True of Me	Impactful	**3**
3. My school provides adequate sports facilities for physical activity.	2.75	1.09	True of Me	Impactful	**1**

4. I can easily access community sports programs and events.	2.70	1.09	True of Me	Impactful	**2**
5. Access to sports facilities positively influences my level of physical activity.	2.63	1.11	True of Me	Impactful	**4**
Composite Mean	2.67	.86	**True of Me**	**Impactful**	

Legend: 3.51-4.00 Very True of Me/ Very Impactful; 2.51-3.50 True of Me / Impactful; 1.51-2.50 Slightly True of Me/ Slightly Impactful 1.00-1.50 Not True of Me/ Not Impactful

The highest-ranked factor is the statement "My school provides adequate sports facilities for physical activity," which received a mean score of 2.75 and a standard deviation of 1.09. This indicates that most respondents perceive their school environment as a strong supporter of their physical activities. The provision of facilities at school appears to be a critical factor that enables players to participate in sports consistently. The interpretation of this factor as impactful suggests that schools play a vital role in ensuring that students have the necessary resources to engage in regular physical activity. This finding underscores the importance of institutional support, as schools serve not only as academic environments but also as key promoters of physical well-being.

On the other hand, the lowest-ranked statement, "I have regular access to sports facilities such as gyms or sports centers," with a mean score of 2.60 and a standard deviation of 1.00, suggests that outside of school, regular access to sports facilities may be less consistent. This lower ranking, though still described as impactful, implies that while respondents generally acknowledge having access to facilities like gyms or sports centers, this access may not be as frequent or convenient as they would like. Factors such as location, cost, or scheduling conflicts could limit their ability to use these external resources. This could also reflect a disparity between institutional support and community resources, where the former plays a more reliable role in providing physical activity opportunities.

The composite mean of 2.67, with a standard deviation of 0.86, further supports the idea that overall access to sports facilities and equipment is generally positive but not without limitations. The consistent ranking across the statements suggests that access to these resources is perceived as an important contributor to their physical activity levels. However, the slight variations in the means indicate that while school-based facilities are more accessible, external options such as community gyms and sports programs are somewhat less readily available. This reflects a broader socioeconomic dynamic, where institutional support compensates for some of the gaps in community or personal access to resources.

Table 3.3 Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity on Parental Knowledge and Awareness

	Mean	SD	Qualitative Description	Interpretation	Rank
1. My parents are knowledgeable about the benefits of regular physical activity.	2.70	1.07	True of Me	Impactful	**2**
2. My parents keep up to date with information about different sports and activities.	2.63	.98	True of Me	Impactful	**4**
3. My parents understand the importance of physical fitness for my health.	2.64	1.07	True of Me	Impactful	**3**
4. My parents discuss physical activity and exercise with me regularly.	2.62	1.03	True of Me	Impactful	**5**
5. My parents are aware of how socioeconomic factors impact my ability to be physically active.	2.83	1.09	True of Me	Impactful	**1**
Composite Mean	2.68	.75	**True of Me**	**Impactful**	

Legend: 3.51-4.00 Very True of Me/ Very Impactful; 2.51-3.50 True of Me / Impactful; 1.51-2.50 Slightly True of Me/ Slightly Impactful 1.00-1.50 Not True of Me/ Not Impactful

The highest-ranked statement is "My parents are aware of how socioeconomic factors impact my ability to be physically active," with a mean score of 2.83 and a standard deviation of 1.09. This suggests that many respondents recognize their parents' awareness of the broader socioeconomic challenges that may influence their participation in physical activities. The fact that this statement ranks the highest indicates that parents are attuned not only to their children's athletic endeavors but also to the external factors, such as financial constraints or access to facilities, that may limit physical activity. This reflects a deeper understanding on the part of parents of the various barriers their children may face, suggesting a holistic approach to supporting their child's engagement in sports.

The lowest-ranked factor, "My parents discuss physical activity and exercise with me regularly," received a mean score of 2.62 and a standard deviation of 1.03. Although the qualitative description remains consistent with the other factors, labeled as true of the respondents and impactful, the lower score indicates that while parents may be aware of the importance of physical activity, regular conversations about exercise are not as common. This could point to a communication gap, where parents understand the value of physical activity but do not engage as frequently in discussions about it. This lack of regular

dialogue might hinder opportunities for parental reinforcement of healthy habits or motivation for ongoing physical engagement.

The composite mean of 2.68, with a standard deviation of 0.75, indicates that, overall, parental knowledge and awareness are perceived as generally positive and supportive of the respondents' physical activity. The relatively narrow range between the highest and lowest mean scores suggests consistency in the perception of parental involvement across all the statements. However, the variation in specific factors reveals areas where parental support could be strengthened, particularly in terms of active dialogue about physical activity and keeping up with information about various sports. The high ranking of parental awareness of socioeconomic factors also underscores that, while parents are conscious of external limitations, they may not always translate that awareness into direct discussions or guidance on how to overcome these barriers.

Table 3.4 Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity on Parental Role Modeling

	Mean	**SD**	**Qualitative Description**	**Interpretation**	**Rank**
1. My parents participate in physical activities or sports regularly.	2.73	.98	True of Me	Impactful	**4**
2. My parents encourage me to be active by being active themselves.	2.77	1.00	True of Me	Impactful	**2**
3. My parents make time for physical activity as part of their daily routine.	2.74	1.02	True of Me	Impactful	**3**
4. My parents show enthusiasm for physical activities, which motivates me.	2.80	1.00	True of Me	Impactful	**1**
5. My parents' involvement in sports or exercise influences my own activity levels.	2.63	.99	True of Me	Impactful	**5**
Composite Mean	2.73	.76	**True of Me**	**Impactful**	

Legend: 3.51-4.00 Very True of Me/ Very Impactful; 2.51-3.50 True of Me / Impactful; 1.51-2.50 Slightly True of Me/ Slightly Impactful 1.00-1.50 Not True of Me/ Not Impactful

The highest-ranked statement is "My parents show enthusiasm for physical activities, which motivates me," with a mean score of 2.80 and a standard deviation of 1.00. This suggests that many respondents are motivated by the positive attitude and enthusiasm their parents demonstrate towards physical activities. The fact that this statement ranks the

highest indicates that parents' visible enjoyment and engagement in physical activities serve as a strong source of encouragement for their children. Enthusiasm can create a supportive environment where badminton players feel inspired to be more active, showing that parental behavior has a significant impact when it is perceived as genuine and engaging.

On the other hand, the lowest-ranked statement is "My parents' involvement in sports or exercise influences my own activity levels," which has a mean score of 2.63 and a standard deviation of 0.99. Although this statement is still considered impactful, the lower score suggests that while parents' own participation in physical activities is acknowledged, it may not directly influence their children's activity levels as much as their enthusiasm does. This could indicate that respondents are more influenced by the encouragement and positivity their parents express toward physical activity rather than the actual level of participation by their parents. In other words, parents being physically active might not be as important as their ability to convey enthusiasm and support for their child's physical activity.

The composite mean of 2.73, with a standard deviation of 0.76, reflects an overall positive view of parental role modeling in terms of its influence on physical activity. Across the different statements, respondents generally perceive their parents as contributing to their engagement in physical activities, whether through direct participation or by setting an active example. However, the slight variation in the scores reveals that while parental encouragement and enthusiasm are highly valued, the actual level of physical participation by parents may not carry as much weight in shaping their children's habits.

Table 3.5 Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity on Neighborhood Safety

	Mean	SD	Qualitative Description	Interpretation	Rank
1. I feel safe walking or biking in my neighborhood.	2.78	.96	True of Me	Impactful	**2**
2. My neighborhood provides safe places for outdoor sports activities.	2.71	1.05	True of Me	Impactful	**4**
3. Safety concerns in my neighborhood limit my physical activity.	2.85	1.04	True of Me	Impactful	**1**
4. The presence of community policing or neighborhood watch programs affects my sense of safety.	2.70	1.03	True of Me	Impactful	**5**
5. My neighborhood's safety contributes to my	2.73	1.02	True of Me	Impactful	**3**

willingness to engage in outdoor physical activities.					
Composite Mean	**2.75**	**.65**	**True of Me**	**Impactful**	

Legend: 3.51-4.00 Very True of Me/ Very Impactful; 2.51-3.50 True of Me / Impactful; 1.51-2.50 Slightly True of Me/ Slightly Impactful 1.00-1.50 Not True of Me/ Not Impactful

The highest-ranked statement is "Safety concerns in my neighborhood limit my physical activity," with a mean score of 2.85 and a standard deviation of 1.04. This indicates that many respondents feel their participation in physical activities is somewhat restricted by concerns about safety. Although this statement is still rated as impactful, it highlights a potential barrier for the players—specifically, that safety issues in their surroundings can discourage them from engaging in outdoor activities. This finding underscores the critical role that safety plays in determining the extent to which individuals feel comfortable and confident in being physically active outside. When safety is perceived as a risk, it can deter regular outdoor exercise and limit access to community resources that might otherwise promote physical activity.

The lowest-ranked statement, "The presence of community policing or neighborhood watch programs affects my sense of safety," received a mean score of 2.70 and a standard deviation of 1.03. While this factor is still regarded as true of the respondents and impactful, the relatively lower ranking suggests that formal safety measures such as community policing or neighborhood watch programs do not significantly enhance their feeling of safety. This could imply that while these programs exist, they are either not as visible or effective, or that other factors—such as general crime rates or the physical condition of the neighborhood—play a larger role in shaping perceptions of safety. The lower score might also indicate that informal factors, such as the presence of neighbors or personal experiences, are more influential in determining how safe respondents feel in their neighborhood.

The composite mean of 2.75, with a standard deviation of 0.65, suggests that overall, badminton players perceive their neighborhood safety as moderately supportive of their physical activity. The relatively narrow spread of mean scores across the five statements shows a general consistency in how neighborhood safety is perceived. However, the findings also indicate that while some safety measures may be in place, they are not sufficient to alleviate all concerns that affect physical activity. Specifically, the highest-ranking statement shows that safety concerns remain a limiting factor for many respondents, suggesting that even in moderately safe neighborhoods, fear or caution might prevent full engagement in outdoor activities.

Table 3.6 Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity on Availability of Recreational Spaces

	Mean	**SD**	**Qualitative Description**	**Interpretation**	**Rank**
1. There are plenty of parks or	2.81	1.03	True of Me	Impactful	**4**

recreational areas near my home.					
2. I have access to community centers with recreational facilities.	2.84	1.01	True of Me	Impactful	**2**
3. The availability of recreational spaces encourages me to be physically active.	2.88	1.07	True of Me	Impactful	**1**
4. I can easily access facilities for activities such as swimming or playing sports.	2.77	1.06	True of Me	Impactful	**5**
5. The quality of nearby recreational spaces affects my level of physical activity.	2.84	1.00	True of Me	Impactful	**2**
Composite Mean	**2.83**	**.83**	**True of Me**	**Impactful**	

Legend: 3.51-4.00 Very True of Me/ Very Impactful; 2.51-3.50 True of Me / Impactful; 1.51-2.50 Slightly True of Me/ Slightly Impactful 1.00-1.50 Not True of Me/ Not Impactful

The highest-ranked statement, "The availability of recreational spaces encourages me to be physically active," received a mean score of 2.88 and a standard deviation of 1.07. This indicates that having recreational spaces nearby plays a significant role in motivating the respondents to engage in physical activity. The respondents recognize that having readily accessible places where they can play sports or engage in other forms of exercise fosters a more active lifestyle. This emphasizes that the availability of physical spaces is a key driver of their participation in physical activities. When such spaces are easily accessible and well-maintained, they serve as a critical resource for fostering regular physical activity.

In contrast, the lowest-ranked statement, "I can easily access facilities for activities such as swimming or playing sports," received a mean score of 2.77 with a standard deviation of 1.06. While this factor is still rated as impactful, its relatively lower rank suggests that not all respondents have the same level of access to specialized facilities. Some badminton players may face challenges in reaching sports facilities that require specific infrastructure, such as swimming pools or dedicated sports courts. This may point to a disparity in the availability or distribution of such facilities in different neighborhoods, potentially limiting the range of physical activities available to the respondents and influencing their overall activity levels.

The composite mean of 2.83, with a standard deviation of 0.83, reflects a general agreement that the availability of recreational spaces is crucial in supporting physical activity. Across the different statements, the respondents consistently acknowledge the importance of access to parks, community centers, and other recreational facilities. However, while the overall assessment is positive, the relatively close range of scores also suggests that there may be some variability in the quality and accessibility of these spaces. For some respondents, the availability of recreational spaces is a clear motivator, while others may experience limitations in their access to well-equipped or conveniently located facilities.

Table 3.7 Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity on Proximity to Facilities

	Mean	SD	Qualitative Description	Interpretation	Rank
1. The sports facilities I use are conveniently located near my home.	2.63	.97	True of Me	Impactful	**4**
2. I do not need to travel far to access recreational spaces.	2.62	1.01	True of Me	Impactful	**5**
3. Proximity to sports facilities affects how often I engage in physical activities.	2.65	1.05	True of Me	Impactful	**3**
4. Short travel distances to sports centers make it easier for me to participate in activities.	2.76	.99	True of Me	Impactful	**1**
5. The location of physical activity facilities impacts my motivation to stay active.	2.67	.99	True of Me	Impactful	**2**
Composite Mean	**2.67**	**.67**	**True of Me**	**Impactful**	

Legend: 3.51-4.00 Very True of Me/ Very Impactful; 2.51-3.50 True of Me / Impactful; 1.51-2.50 Slightly True of Me/ Slightly Impactful 1.00-1.50 Not True of Me/ Not Impactful

The highest-ranked statement, "Short travel distances to sports centers make it easier for me to participate in activities," received a mean score of 2.76 with a standard deviation of 0.99. This suggests that respondents view convenience in accessing sports facilities as a key factor in enabling them to engage in physical activity. When sports centers are located nearby, it removes a significant barrier to participation, making it easier for respondents to integrate physical activities into their routines. This ease of access likely reduces the time

and effort needed to travel to sports facilities, encouraging more frequent involvement in physical activity.

The lowest-ranked statement, "I do not need to travel far to access recreational spaces," received a mean score of 2.62 with a standard deviation of 1.01. While the statement is still described as impactful, the slightly lower ranking may indicate that some respondents experience difficulty in accessing nearby recreational spaces. This suggests that although proximity is important, not all respondents may have the same level of access to close facilities, leading to a disparity in how often they can participate in physical activities. This could reflect issues such as the uneven distribution of recreational spaces in different neighborhoods or the need to travel longer distances to reach suitable facilities.

The composite mean of 2.67, with a standard deviation of 0.67, reflects a general consensus that proximity to facilities is an important factor influencing physical activity. The respondents recognize that when facilities are conveniently located, they are more likely to stay active. However, the scores indicate that proximity, while impactful, does not always guarantee ease of access for all respondents. The relatively close mean scores suggest that respondents generally agree on the importance of proximity but may face varying levels of convenience depending on their individual locations and the availability of facilities within their communities.

Table 3.8 Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity on Public Transportation

	Mean	SD	Qualitative Description	Interpretation	Rank
1. Public transportation is available and accessible for reaching sports facilities.	2.68	.96	True of Me	Impactful	**3**
2. I can use public transportation to travel to community sports programs.	2.86	.99	True of Me	Impactful	**1**
3. Reliable public transportation encourages me to participate in physical activities outside my home.	2.67	.94	True of Me	Impactful	**4**
4. The cost of public transportation affects my ability to engage in physical activities.	2.65	.95	True of Me	Impactful	**5**

5. Public transportation services are well-connected to areas where I can be physically active.	2.74	1.02	True of Me	Impactful	**2**
Composite Mean	**2.72**	**.72**	**True of Me**	**Impactful**	

Legend: 3.51-4.00 Very True of Me/ Very Impactful; 2.51-3.50 True of Me / Impactful; 1.51-2.50 Slightly True of Me/ Slightly Impactful 1.00-1.50 Not True of Me/ Not Impactful

The highest-ranked statement, "I can use public transportation to travel to community sports programs," received a mean score of 2.86 with a standard deviation of 0.99. This indicates that respondents find public transportation a viable and accessible means of reaching sports programs within their communities. The availability of reliable transportation to attend these activities plays a significant role in facilitating their participation in physical activities, particularly for those who may not have access to private transportation. This suggests that when convenient transportation is available, it removes one of the barriers to regular engagement in sports or fitness programs.

In contrast, the lowest-ranked statement, "The cost of public transportation affects my ability to engage in physical activities," received a mean score of 2.65 with a standard deviation of 0.95. Although still classified as impactful, the lower rank suggests that the cost of transportation is not the primary limiting factor for most respondents. While some may consider it a financial constraint, it appears to be less significant compared to other factors such as convenience and access. This may imply that the affordability of public transportation is generally acceptable for most respondents, but for those who find it challenging, it could be a factor that limits their regular participation in physical activities.

The composite mean of 2.72, with a standard deviation of 0.72, reflects an overall recognition that public transportation plays an important role in supporting physical activity. The respondents acknowledge that when transportation services are well-connected and affordable, they are more likely to participate in physical activities outside their homes. The scores suggest that public transportation is perceived positively by most respondents, but there may still be some variation in how accessible or reliable these services are across different areas.

Table 3.9 Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity on Parental Work Hours

	Mean	**SD**	**Qualitative Description**	**Interpretation**	**Rank**
1. My parents' work schedules allow them to support my involvement in physical activities.	2.74	.98	True of Me	Impactful	**3**
2. My parents' working hours impact my ability	2.75	.99	True of Me	Impactful	**2**

to access sports facilities or programs.					
3. Parental work commitments sometimes limit my participation in organized sports.	2.87	1.00	True of Me	Impactful	**1**
4. When my parents have flexible work hours, I am more likely to engage in physical activities.	2.70	.91	True of Me	Impactful	**5**
5. The availability of my parents' time for transportation to sports activities is influenced by their work hours.	2.71	.92	True of Me	Impactful	**4**
Composite Mean	**2.75**	**.73**	**True of Me**	**Impactful**	

Legend: 3.51-4.00 Very True of Me/ Very Impactful; 2.51-3.50 True of Me / Impactful; 1.51-2.50 Slightly True of Me/ Slightly Impactful 1.00-1.50 Not True of Me/ Not Impactful

The highest-ranked statement, "Parental work commitments sometimes limit my participation in organized sports," received a mean score of 2.87 with a standard deviation of 1.00. This indicates that respondents feel strongly that their parents' work schedules can be a barrier to their participation in organized sports. The acknowledgment of this limitation suggests that when parents are tied up with work obligations, it often translates into reduced opportunities for their children to engage in physical activities. This reflects a common scenario in many families where parental work commitments can inadvertently restrict children's access to sports programs and organized activities, which are essential for their physical and social development.

In contrast, the statement "When my parents have flexible work hours, I am more likely to engage in physical activities" ranks lowest with a mean score of 2.70 and a standard deviation of 0.91. Although it is still rated as impactful, the lower score suggests that the presence of flexible work hours does not seem to significantly influence all respondents' levels of physical activity. This may indicate that while some respondents benefit from parental flexibility in their work schedules, others might still face barriers regardless of flexibility, perhaps due to other commitments or competing activities. It may also suggest that flexibility in work hours alone may not be sufficient to ensure consistent participation in physical activities without other supportive factors.

The composite mean score of 2.75, with a standard deviation of 0.73, indicates that respondents generally recognize the impact of parental work hours on their physical activity engagement. The statement "My parents' work schedules allow them to support my involvement in physical activities" ranks third with a mean of 2.74, emphasizing that while parents strive to accommodate their children's involvement in sports, work commitments can still pose challenges.

Table 3.10 Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity on Household Responsibilities

	Mean	SD	Qualitative Description	Interpretation	Rank
1. Household chores and responsibilities affect my ability to engage in physical activities.	2.75	.96	True of Me	Impactful	**5**
2. I balance my physical activity with other household duties effectively.	2.75	1.03	True of Me	Impactful	**5**
3. Responsibilities at home sometimes limit my time for sports or exercise.	2.84	.98	True of Me	Impactful	**1**
4. My family's support with household tasks allows me more time for physical activities.	2.83	.96	True of Me	Impactful	**2**
5. The distribution of household responsibilities affects how often I can participate in physical activities.	2.82	.90	True of Me	Impactful	**3**
Composite Mean	**2.80**	**.62**	**True of Me**	**Impactful**	

Legend: 3.51-4.00 Very True of Me/ Very Impactful; 2.51-3.50 True of Me / Impactful; 1.51-2.50 Slightly True of Me/ Slightly Impactful 1.00-1.50 Not True of Me/ Not Impactful

The statement "Responsibilities at home sometimes limit my time for sports or exercise" ranks highest with a mean score of 2.84 and a standard deviation of 0.98. This indicates a strong acknowledgment among respondents that household responsibilities can significantly encroach upon the time they have available for physical activities. Such limitations may stem from a variety of domestic tasks, such as cleaning, cooking, or caregiving, which can reduce the opportunities for engaging in organized sports or leisure activities. The recognition of this impact highlights the importance of time management and prioritization when balancing sports with household duties, suggesting that respondents may often find themselves torn between fulfilling family obligations and pursuing their interest in physical activity.

Conversely, the statement "I balance my physical activity with other household duties effectively," received the lowest assessment with a mean of 2.70, placing it in the fifth rank. This indicates that while there is some positive impact when parents have flexible

schedules, the overall effect seems to be less pronounced compared to other factors. This suggests that even when parents can provide some support, the infrequency of flexible work hours may not be enough to encourage consistent participation in sports and physical activities among respondents.

The composite mean for this category is 2.75, which suggests that overall, the respondents feel that parental work hours play an impactful role in their physical activity levels. This average indicates a general recognition of the relationship between parents' work commitments and their ability to facilitate and support their children's engagement in sports. The findings underscore the need for consideration of parental availability when assessing the factors influencing children's physical activity, emphasizing the necessity for parents to strike a balance between work obligations and supporting their children's active lifestyles.

3.3. Summary of the Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity

Table 3.11 shows the summary of the badminton player respondents' self-assessment of the socioeconomic factors that affect their physical activity in terms of access to sports facilities and equipment, parental knowledge and awareness, parental role modeling, neighborhood safety, availability of recreational spaces, proximity to facilities, public transportation, parental work hours, and household responsibilities.

Table 3.11 Summary of the Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity on

	Mean	SD	Qualitative Description	Interpretation	Rank
1. Access to Sports Facilities and Equipment	2.67	.86	True of Me	Impactful	**9**
2. Parental Knowledge and Awareness	2.68	.75	True of Me	Impactful	**6**
3. Parental Role Modeling	2.73	.76	True of Me	Impactful	**4**
4. Neighborhood Safety	2.75	.65	True of Me	Impactful	**3**
5. Availability of Recreational Spaces	2.83	.83	True of Me	Impactful	**1**
6. Proximity to Facilities	2.67	.67	True of Me	Impactful	**9**
7. Public Transportation	2.72	.72	True of Me	Impactful	**5**
8. Parental Work Hours	2.75	.73	True of Me	Impactful	**3**
9. Household Responsibilities	2.80	.62	True of Me	Impactful	**2**
Composite Mean	**2.73**	**.49**	**True of Me**	**Impactful**	

Legend: 3.51-4.00 Very True of Me/ Very Impactful; 2.51-3.50 True of Me / Impactful; 1.51-2.50 Slightly True of Me/ Slightly Impactful 1.00-1.50 Not True of Me/ Not Impactful

The self-assessment of badminton player respondents regarding various socioeconomic factors affecting their physical activity reveals a nuanced understanding of how different elements play a role in their engagement levels. The highest-ranked factor, availability of recreational spaces, received a mean score of 2.83, indicating a strong belief among respondents that access to parks and recreational areas significantly encourages their participation in physical activities. This finding emphasizes the importance of having safe and accessible spaces for physical activity, as these environments can provide not only opportunities for play but also foster a sense of community and belonging, essential for encouraging sustained participation in sports.

Following closely, household responsibilities received a mean score of 2.80, ranking second. This suggests that the demands of home life, including chores and other family obligations, impact the respondents' ability to engage in physical activities. As athletes, the respondents may find themselves balancing training and competition with their responsibilities at home, indicating a potential area for further support from families or programs designed to help young athletes manage their time effectively.

The third-ranked factors, neighborhood safety and parental work hours, both scored 2.75. These results highlight the importance of a safe environment for outdoor activities and the impact of parents' work schedules on the respondents' ability to participate in sports. Concerns regarding safety can limit engagement in physical activities, while supportive parental work hours can facilitate transportation to facilities or sports events, indicating a direct link between parents' availability and their children's physical activity levels.

In contrast, the factors with the lowest impact were access to sports facilities and equipment and proximity to facilities, both scoring 2.67. This suggests that while having the necessary facilities is important, it may not be as significant a barrier as previously thought. The respondents seem to indicate that other factors, such as household responsibilities and the availability of recreational spaces, play a more critical role in their physical activity levels than simply having access to the necessary sports equipment or facilities.

Overall, the composite mean score of 2.73 reflects a generally impactful perception among respondents regarding the socioeconomic factors influencing their physical activity. It indicates that while various factors are at play, the availability of recreational spaces, household responsibilities, and neighborhood safety are particularly salient in shaping their engagement in physical activities. This analysis highlights the multifaceted nature of physical activity participation, suggesting that targeted interventions should consider not only the physical availability of facilities but also the surrounding socioeconomic and familial contexts that shape young athletes' experiences.

3.4. Self-assessment of the Badminton Player Respondents of their Physical Activity Levels

Table 3.12 to 3.16 show the self-assessment of the badminton player respondents of their physical activity levels in terms of frequency, intensity, variety of activities, progress and achievements, and physical and mental well-being.

Table 3.12 Self-assessment of the Badminton Player Respondents of their Physical Activity Levels on Frequency

	Mean	SD	Qualitative Description	Interpretation	Rank
1. I engage in physical activity at least three times a week.	2.88	.91	True of Me	High	**2**
2. I regularly participate in physical activities throughout the year.	2.86	.87	True of Me	High	**3**
3. I make time for exercise or sports activities almost every day.	2.80	.91	True of Me	High	**5**
4. My physical activity levels are consistent across different seasons.	2.95	.85	True of Me	High	**1**
5. I follow a routine that includes regular physical activity sessions.	2.81	.89	True of Me	High	**4**
Composite Mean	**2.86**	**.65**	**True of Me**	**High**	

Legend: 3.51-4.00 Very True of Me/ Very High; 2.51-3.50 True of Me / High; 1.51-2.50 Slightly True of Me/ Low 1.00-1.50 Not True of Me/ Very Low

The highest assessment in the self-assessment of the badminton player respondents regarding their physical activity levels on frequency is the statement "My physical activity levels are consistent across different seasons," which received a mean score of 2.95. This indicates that respondents perceive their engagement in physical activities to be stable regardless of the time of year. The high rating suggests that they maintain a steady commitment to physical activity, showcasing their dedication and adaptability to various seasonal conditions. This consistency is crucial for overall fitness and health, as it implies a sustained effort to remain active throughout the year, which is beneficial for both physical conditioning and mental well-being.

The lowest assessment pertains to the statement "I make time for exercise or sports activities almost every day," with a mean score of 2.80, ranking fifth among the items. While this score still reflects a positive attitude toward regular exercise, it suggests that the frequency of engaging in physical activities daily may not be as prevalent among respondents as in other areas. This could indicate challenges such as time constraints, competing responsibilities, or a lack of opportunities to participate in daily physical activities. It highlights an area where improvements could be made, perhaps through better time management or increased access to physical activity options.

The composite mean for the frequency of physical activity levels is 2.86, categorized as "True of Me" and described as high. This overall score demonstrates that, on the whole, the badminton player respondents view their frequency of physical activity as

commendable. It suggests that while there may be fluctuations in daily engagement, the players are generally committed to maintaining an active lifestyle. The consistency indicated in the highest-ranked statement reinforces the idea that these respondents prioritize physical activity as an essential component of their routine, which is vital for improving their skills and performance in badminton and promoting overall health.

Table 3.13 Self-assessment of the Badminton Player Respondents of their Physical Activity Levels on Intensity

	Mean	SD	Qualitative Description	Interpretation	Rank
1. I engage in physical activities that make me sweat and breathe heavily.	2.72	.94	True of Me	High	**5**
2. My workouts or sports activities are challenging and require effort.	2.72	.91	True of Me	High	**5**
3. I push myself to work out at a high intensity during most sessions.	2.77	.94	True of Me	High	**3**
4. I feel physically exhausted after completing my intense exercise sessions.	2.85	.97	True of Me	High	**2**
5. I can easily maintain a high level of effort during my physical activities.	2.86	1.05	True of Me	High	**1**
Composite Mean	**2.78**	**.64**	**True of Me**	**High**	

Legend: 3.51-4.00 Very True of Me/ Very High; 2.51-3.50 True of Me / High; 1.51-2.50 Slightly True of Me/ Low 1.00-1.50 Not True of Me/ Very Low

The highest assessment in the self-assessment of the badminton player respondents regarding their physical activity levels on intensity is found in the statement "I can easily maintain a high level of effort during my physical activities," which received a mean score of 2.86. This indicates that respondents feel confident in their ability to sustain a vigorous level of exertion while engaging in their chosen sports or exercise routines. This self-perception suggests a strong foundation of fitness and endurance among the respondents, enabling them to participate actively and effectively in badminton. Such capability is essential for competitive sports, where maintaining high levels of effort can directly influence performance outcomes.

The lowest assessments are tied between the statements "I engage in physical activities that make me sweat and breathe heavily" and "My workouts or sports activities

are challenging and require effort," both receiving a mean score of 2.72, ranking fifth. Although these scores still reflect a positive attitude toward the intensity of their physical activities, they suggest that the badminton players may not frequently experience workouts that push them to their physical limits or generate significant sweat and exertion. This could indicate that while the respondents are engaged in physical activities, there may be opportunities to enhance the intensity of their training. Encouraging them to seek more challenging workouts could lead to improved fitness levels and better performance in their sport.

The composite mean for the intensity of physical activity levels is 2.78, categorized as "True of Me" and described as high. This overall score signifies that, on average, the badminton player respondents recognize the importance of intensity in their training regimens. While they exhibit confidence in maintaining effort and feeling exhausted after intense sessions, the lower scores in specific areas highlight potential gaps in their training intensity. Addressing these areas could lead to further improvements in their physical conditioning and overall athletic performance. Overall, the findings suggest that while the players are engaged in high-intensity activities, there is still room for growth in challenging themselves further to maximize their physical potential in badminton.

Table 3.14 Self-assessment of the Badminton Player Respondents of their Physical Activity Levels on Variety of Activities

	Mean	SD	Qualitative Description	Interpretation	Rank
1. I participate in a range of different physical activities (e.g., sports, running, swimming).	2.85	1.05	True of Me	High	**3**
2. I try new activities or sports to keep my routine interesting.	3.03	1.06	True of Me	High	**1**
3. My physical activity routine includes both aerobic and strength exercises.	2.76	1.01	True of Me	High	**5**
4. I enjoy engaging in various types of physical activities throughout the week.	2.81	1.06	True of Me	High	**4**
5. I mix up my physical activities to avoid monotony and keep motivated.	2.92	.98	True of Me	High	**2**
Composite Mean	**2.87**	**.82**	**True of Me**	**High**	

Legend: 3.51-4.00 Very True of Me/ Very High; 2.51-3.50 True of Me / High; 1.51-2.50 Slightly True of Me/ Low 1.00-1.50 Not True of Me/ Very Low

The highest assessment among the badminton player respondents regarding their physical activity levels in terms of variety of activities is the statement "I try new activities or sports to keep my routine interesting," which received a mean score of 3.03. This indicates that the respondents actively seek to diversify their exercise routines by exploring different sports and activities. This openness to new experiences not only helps to maintain their interest in physical activity but also contributes to overall fitness by engaging different muscle groups and skills. Such variety can enhance athletic performance in badminton by developing complementary skills and reducing the risk of overuse injuries.

The lowest assessment in this category is reflected in the statement "My physical activity routine includes both aerobic and strength exercises," which received a mean score of 2.76, ranking fifth. While this score is still considered high, it suggests that there may be a lesser emphasis on incorporating a balanced mix of aerobic and strength training in their routines. This lack of balance might limit the respondents' overall fitness potential, as both types of exercise are crucial for improving endurance, strength, and athletic performance. Encouraging badminton players to integrate more strength training into their routines could enhance their physical capabilities, thereby contributing positively to their gameplay.

The composite mean for the variety of physical activity levels is 2.87, categorized as "True of Me" and described as high. This overall score indicates that, on average, the badminton player respondents engage in a range of physical activities and recognize the importance of variety in their training. The data show that while the respondents enjoy mixing up their activities and exploring new sports, there is still room for improvement in incorporating a more comprehensive range of exercise modalities. By diversifying their physical activity routines further, they could not only enhance their enjoyment and motivation but also improve their overall physical condition, which is beneficial for their performance in badminton and other physical pursuits.

Table 3.15 Self-assessment of the Badminton Player Respondents of their Physical Activity Levels on Progress and Achievements

	Mean	SD	Qualitative Description	Interpretation	Rank
1. I see noticeable improvements in my physical fitness over time.	2.85	1.06	True of Me	High	**3**
2. I regularly set and achieve personal fitness goals.	2.90	1.01	True of Me	High	**1**
3. I track my progress in physical activities and celebrate milestones.	2.86	1.01	True of Me	High	**2**
4. My performance in physical activities has improved since I started.	2.78	.97	True of Me	High	**4**

5. I feel proud of my accomplishments and progress in my physical activities.	2.72	.98	True of Me	High	**5**
Composite Mean	**2.82**	**.68**	**True of Me**	**High**	

Legend: 3.51-4.00 Very True of Me/ Very High; 2.51-3.50 True of Me / High; 1.51-2.50 Slightly True of Me/ Low 1.00-1.50 Not True of Me/ Very Low

The highest assessment in the badminton player respondents' self-assessment of their physical activity levels regarding progress and achievements is reflected in the statement "I regularly set and achieve personal fitness goals," which received a mean score of 2.90. This indicates that the respondents actively engage in goal-setting as a critical component of their physical fitness journey. Setting and achieving personal fitness goals not only provides motivation but also allows players to measure their progress and stay focused on their training. This practice can lead to a greater sense of accomplishment and reinforces their commitment to regular physical activity, ultimately contributing to improved performance in badminton.

The lowest assessment in this area is found in the statement "I feel proud of my accomplishments and progress in my physical activities," which received a mean score of 2.72, ranking fifth. While this score still reflects a positive sentiment regarding their achievements, it suggests that some respondents may struggle with recognizing and celebrating their successes. The lack of emphasis on acknowledging personal accomplishments can lead to decreased motivation and satisfaction in their physical activity journey. Encouraging badminton players to reflect on and take pride in their progress could enhance their overall enjoyment and commitment to fitness.

The composite mean score for progress and achievements is 2.82, categorized as "True of Me" and described as high. This overall assessment demonstrates that, on average, the badminton player respondents feel positively about their physical activity progress and the goals they have set for themselves. They perceive noticeable improvements in their fitness levels, consistently track their progress, and celebrate milestones along the way. However, there remains an opportunity to enhance their sense of pride in their accomplishments. By fostering an environment that encourages recognition of personal achievements, players can strengthen their intrinsic motivation and further enhance their dedication to maintaining an active lifestyle, which will ultimately support their performance in badminton and other physical pursuits.

Table 3.16 Self-assessment of the Badminton Player Respondents of their Physical Activity Levels on Physical and Mental Well-Being

	Mean	**SD**	**Qualitative Description**	**Interpretation**	**Rank**
1. Regular physical activity improves my mood and mental health.	2.74	.90	True of Me	High	**2**

2. I feel more energetic and less stressed due to my physical activity.	2.65	.93	True of Me	High	**5**
3. My physical activity helps me manage anxiety and depression.	2.70	.95	True of Me	High	**3**
4. I notice a positive impact on my overall well-being from exercising regularly.	2.77	.94	True of Me	High	**1**
5. Engaging in physical activity contributes to my feeling of self-worth and confidence.	2.68	.89	True of Me	High	**4**
Composite Mean	**2.71**	**.64**	**True of Me**	**High**	

Legend: 3.51-4.00 Very True of Me/ Very High; 2.51-3.50 True of Me / High; 1.51-2.50 Slightly True of Me/ Low 1.00-1.50 Not True of Me/ Very Low

The highest assessment regarding the physical and mental well-being of the badminton player respondents is reflected in the statement "I notice a positive impact on my overall well-being from exercising regularly," which received a mean score of 2.77. This indicates that respondents strongly recognize the benefits of regular physical activity in enhancing their overall well-being. Engaging in consistent exercise fosters not only physical health but also emotional resilience, allowing players to experience greater satisfaction and improved quality of life. The acknowledgment of this connection underscores the importance of maintaining an active lifestyle, as it can lead to a holistic sense of well-being that encompasses both physical and psychological benefits.

The lowest assessment is found in the statement "I feel more energetic and less stressed due to my physical activity," with a mean score of 2.65, ranking fifth. While this score still reflects a positive correlation between physical activity and reduced stress, it suggests that some respondents may not fully experience the energizing effects of their workouts. This perception could be influenced by various factors, including the intensity and type of activities engaged in or external stressors impacting their lives. Addressing these aspects and helping players find ways to maximize their energy levels and stress relief through tailored physical activities could enhance their overall experience and effectiveness of exercise as a coping mechanism.

The composite mean score for physical and mental well-being is 2.71, categorized as "True of Me" and described as high. This overall assessment indicates that, on average, badminton player respondents perceive their physical activity levels as positively contributing to their mental health and emotional well-being. They recognize that regular exercise improves their mood, helps manage anxiety and depression, and enhances their self-worth and confidence. However, there remains a gap in the perception of energy and stress reduction. By focusing on optimizing their exercise routines and exploring various forms of physical activity that suit their preferences, players can enhance their experiences

further. Ultimately, fostering a greater sense of vitality and stress relief through physical activity can lead to improved mental health outcomes and reinforce the benefits of maintaining an active lifestyle.

3.5. Summary of the Self-assessment of the Badminton Player Respondents of their Physical Activity Levels

Table 3.17 shows the summary of the self-assessment of the badminton player respondents of their physical activity levels in terms of frequency, intensity, variety of activities, progress and achievements, and physical and mental well-being.

Table 3.17 Summary of the Self-assessment of the Badminton Player Respondents of their Physical Activity Levels

	Mean	SD	Qualitative Description	Interpretation	Rank
1. Frequency	2.86	.65	True of Me	High	**2**
2. Intensity	2.78	.64	True of Me	High	**4**
3. Variety of Activities	2.87	.82	True of Me	High	**1**
4. Progress and Achievements	2.82	.68	True of Me	High	**3**
5. Physical and Mental Well-being	2.71	.64	True of Me	High	**5**
Composite Mean	2.81	.46	**True of Me**	**High**	

Legend: 3.51-4.00 Very True of Me/ Very High; 2.51-3.50 True of Me / High; 1.51-2.50 Slightly True of Me/ Low 1.00-1.50 Not True of Me/ Very Low

The self-assessment summary of the badminton player respondents reveals insightful patterns regarding their physical activity levels across various dimensions, including frequency, intensity, variety of activities, progress and achievements, and physical and mental well-being. The overall composite mean score of 2.81 categorizes their experiences as "True of Me," indicating a generally positive view of their physical activity engagement.

The highest assessment pertains to the variety of activities, with a mean score of 2.87, placing it first in rank. This reflects a strong appreciation among respondents for engaging in diverse forms of physical activity, which likely contributes to their motivation and sustained interest in maintaining an active lifestyle. The willingness to try new activities not only enriches their fitness experience but also fosters skill development and prevents monotony in their routines. This variety can enhance overall enjoyment and engagement in sports, which is crucial for long-term adherence to an active lifestyle.

Following closely is the frequency of activity, which received a mean score of 2.86, indicating that players regularly engage in physical activity, averaging about three times a week. This high frequency suggests that badminton players prioritize staying active, which is essential for both skill enhancement and overall health. Consistent participation reinforces their commitment to fitness and sports, allowing them to build stamina and improve performance over time.

In terms of progress and achievements, respondents rated this aspect with a mean score of 2.82, positioning it in the third rank. This indicates that players are not only aware of their improvements but are also actively setting and reaching personal fitness goals. Recognizing progress boosts self-efficacy and confidence, motivating them to continue their physical endeavors. The ability to track achievements contributes positively to their psychological well-being, reinforcing the value of persistence and dedication in their training.

Intensity ranks fourth with a mean score of 2.78, suggesting that while players engage in challenging workouts, there remains room for enhancement in pushing themselves during their training sessions. This aspect is critical for developing physical fitness, as higher intensity can lead to improved strength and endurance. Encouraging players to elevate their workout intensity could further enhance their physical performance and overall fitness levels.

Lastly, physical and mental well-being received the lowest assessment at 2.71, yet it still falls within the "True of Me" category, indicating a positive self-perception. Although respondents recognize the mental health benefits of regular exercise, there are still gaps in energy levels and stress management linked to physical activity. Addressing these concerns through tailored support and strategies may improve their overall well-being and further enrich their physical activity experiences.

In conclusion, the self-assessment summary of the badminton player respondents reflects a generally high level of engagement in physical activities across multiple dimensions. The findings suggest that while players are performing well in terms of variety, frequency, and recognizing progress, there is a need to enhance the intensity of their workouts and ensure that their physical activity positively impacts their overall well-being. This holistic approach to physical fitness will not only bolster athletic performance but also support players' mental health and life satisfaction.

3.6. Significant Differences in the Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity

Table 3.18 shows the significant differences in the badminton player respondents' self-assessment of the socioeconomic factors that affect their physical activity in terms of Access to Sports Facilities and Equipment, Parental Knowledge and Awareness, Parental Role Modeling, Neighborhood Safety, Availability of Recreational Spaces, Proximity to Facilities, Public Transportation, Parental Work Hours, and Household Responsibilities when the respondent's demographic profiles are taken as test factors.

Table 3.10 Differences in the Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity According to Profile

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Access to Sports Facilities and Equipment	Male	2.6450	.87646	.066	.799	Accepted	Not Significant
	Female	2.6920	.85639				

Parental Knowledge and Awareness	Male	2.6900	.80886	.001	.970	Accepted	Not Significant
	Female	2.6840	.72291				
Parental Role Modeling	Male	2.6250	.85956	1.581	.212	Accepted	Not Significant
	Female	2.8280	.67250				
Neighborhood Safety	Male	2.7000	.70456	.558	.457	Accepted	Not Significant
	Female	2.8040	.61477				
Availability of Recreational Spaces	Male	2.8100	.91028	.056	.813	Accepted	Not Significant
	Female	2.8520	.77281				
Proximity to Facilities	Male	2.5700	.66030	1.613	.207	Accepted	Not Significant
	Female	2.7520	.68757				
Public Transportation	Male	2.7900	.73303	.541	.464	Accepted	Not Significant
	Female	2.6760	.72831				
Parental Work Hours	Male	2.7350	.73643	.068	.794	Accepted	Not Significant
	Female	2.7760	.74026				
Household Responsibilities	Male	2.6750	.63519	3.060	.084	Accepted	Not Significant
	Female	2.9040	.60236				
Overall	Male	2.6933	.54364	.589	.445	Accepted	Not Significant
	Female	2.7742	.45629				
Access to Sports	Grade 1	2.8108	.67321	1.530	.222	Accepted	Not Significant

Facilities and Equipment	Grade 2	2.7200	1.06927				
	Grade 3	2.4429	.85956				
Parental Knowledge and Awareness	Grade 1	2.9027	.59558	2.673	.075	Accepted	Not Significant
	Grade 2	2.5600	.95219				
	Grade 3	2.5143	.71061				
Parental Role Modeling	Grade 1	2.7351	.69451	.280	.757	Accepted	Not Significant
	Grade 2	2.6560	1.04486				
	Grade 3	2.8143	.54414				
Neighborhood Safety	Grade 1	2.7568	.61126	.408	.666	Accepted	Not Significant
	Grade 2	2.6720	.73230				
	Grade 3	2.8357	.65105				
Availability of Recreational Spaces	Grade 1	2.8216	.84955	.480	.620	Accepted	Not Significant
	Grade 2	2.9600	.80208				
	Grade 3	2.7357	.85037				
Proximity to Facilities	Grade 1	2.6973	.73124	.333	.718	Accepted	Not Significant
	Grade 2	2.7280	.61068				
	Grade 3	2.5857	.67753				
Public Transportation	Grade 1	2.7243	.79771	1.522	.224	Accepted	Not Significant
	Grade 2	2.9120	.70493				

	Grade 3	2.5643	.63258				
Parental Work Hours	Grade 1	2.8541	.76106	.534	.588	Accepted	Not Significant
	Grade 2	2.6880	.76829				
	Grade 3	2.6929	.67874				
Household Responsibilities	Grade 1	2.8432	.65851	.185	.831	Accepted	Not Significant
	Grade 2	2.7440	.65706				
	Grade 3	2.8000	.56306				
Overall	Grade 1	2.7940	.47203	.533	.589	Accepted	Not Significant
	Grade 2	2.7378	.60726				
	Grade 3	2.6651	.41885				

Age

Since the null hypothesis (Ho) is accepted for all socioeconomic factors affecting the physical activity of badminton player respondents, it indicates no significant differences between the self-assessments of male and female respondents.

The badminton player respondents, regardless of sex, reported similarly on the various socioeconomic factors affecting their physical activity levels. Among the factors assessed, Public Transportation received the highest mean score for male respondents at 2.79, while the Proximity to Facilities factor scored the lowest at 2.57. This suggests that male respondents find public transportation more available and accessible for their sports-related travel compared to their proximity to sports facilities, which may pose some challenge. On the other hand, for female respondents, Household Responsibilities scored the highest at 2.90, reflecting the greater impact of domestic duties on their ability to engage in physical activities, while Public Transportation had the lowest mean at 2.68, indicating that public transport is slightly less favorable for female respondents compared to males.

Although no significant differences were found, the higher scores of female respondents on Household Responsibilities and Proximity to Facilities suggest that these factors may slightly influence their participation in sports more than for male respondents. Meanwhile, Parental Knowledge and Awareness and Parental Work Hours had comparable

mean scores between male and female respondents, implying that the influence of parents on physical activity is perceived similarly across sexes.

The overall composite mean for males was 2.69, and for females, it was 2.77, both indicating that the socioeconomic factors are generally perceived as impactful in shaping the physical activity levels of the badminton players, though not in a statistically significant manner.

Grade Level

Since the null hypothesis (Ho) is accepted for all socioeconomic factors across grade levels, this indicates that there are no statistically significant differences in the self-assessments of badminton player respondents based on their grade level.

Across the grade levels, the respondents demonstrated relatively similar perceptions of how socioeconomic factors influence their physical activity. Access to Sports Facilities and Equipment had varied scores, with Grade 1 respondents giving the highest rating (2.81), followed by Grade 2 (2.72) and Grade 3 (2.44). This suggests that Grade 1 respondents find greater access to sports facilities compared to their older counterparts in Grade 3, possibly due to differences in available resources or access within their educational environments.

In terms of Parental Knowledge and Awareness, Grade 1 respondents also rated this factor the highest at 2.90, while Grade 2 and Grade 3 respondents gave lower ratings of 2.56 and 2.51, respectively. This could indicate that younger students feel more supported by their parents' knowledge of physical activity and health, while older students may perceive less involvement or awareness from their parents as they grow more independent.

Regarding Parental Role Modeling, the scores were more balanced across grade levels, with Grade 3 respondents giving the highest rating (2.81), followed by Grade 1 (2.73) and Grade 2 (2.65). The consistent ratings indicate that parental role modeling is perceived similarly, regardless of grade level, suggesting that students from all grades observe their parents' engagement in physical activity in a relatively similar manner.

For Neighborhood Safety, the highest rating came from Grade 3 respondents at 2.83, indicating a slightly more favorable perception of their neighborhood's safety for engaging in physical activity compared to Grade 1 (2.75) and Grade 2 (2.67). This could reflect differences in living environments or local community safety across different grades.

The factor of Availability of Recreational Spaces saw Grade 2 respondents rate it highest (2.96), while Grades 1 and 3 rated it lower, at 2.82 and 2.73, respectively. This suggests that Grade 2 respondents feel more satisfied with the availability of spaces for physical activity, while Grade 3 students may have less access to such recreational areas.

Lastly, Public Transportation showed that Grade 2 respondents gave the highest score (2.91), indicating that they perceive better public transportation access for physical activity compared to Grade 1 (2.72) and Grade 3 (2.56). This could reflect differences in reliance on transportation methods or access to facilities that require commuting.

Overall, the composite mean for Grade 1 was 2.79, for Grade 2 was 2.74, and for Grade 3 was 2.67, indicating a generally high agreement among all respondents that socioeconomic factors impact their physical activity, with only slight differences based on grade level. The data show that while there are no statistically significant differences,

younger respondents tend to rate these factors slightly higher than their older peers, potentially reflecting differences in access, parental involvement, and environmental factors as they advance through grade levels.

3.7. Significant Differences in the Self-assessment of the Badminton Player Respondents of their Physical Activity Levels

Table 3.19 shows the significant differences in the self-assessment of the badminton player respondents of their physical activity levels in terms of Frequency, Intensity, Variety of Activities, Progress and Achievements, and Physical and Mental Well-being when the respondent's demographic profiles are taken as test factors.

Table 3.19 Differences in the Self-assessment of the Badminton Player Respondents of their Physical Activity Levels Activity According to Profile

	Group	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
Frequency	Male	2.8650	.71953	.000	.994	Accepted	Not Significant
	Female	2.8640	.60803				
Intensity	Male	2.7400	.67816	.409	.524	Accepted	Not Significant
	Female	2.8280	.62468				
Variety of Activities	Male	2.7900	.83384	.807	.371	Accepted	Not Significant
	Female	2.9480	.82493				
Progress and Achievements	Male	2.7350	.69635	1.278	.261	Accepted	Not Significant
	Female	2.9000	.68124				
Physical and Mental Well-being	Male	2.6100	.64997	1.869	.175	Accepted	Not Significant
	Female	2.7960	.63438				
Overall	Male	2.7480	.49582	1.437	.234	Accepted	Not Significant
	Female	2.8672	.44604				
Frequency	Grade 1	2.9405	.58853	.801	.452	Accepted	Not Significant
	Grade 2	2.7280	.79347				
	Grade 3	2.8857	.60962				
Intensity	Grade 1	2.8378	.63742	.177	.838	Accepted	Not Significant
	Grade 2	2.7520	.76000				
	Grade 3	2.7571	.56400				
Variety of Activities	Grade 1	2.9838	.74443	.510	.602	Accepted	Not Significant
	Grade 2	2.8000	.97125				
	Grade 3	2.8071	.81009				
	Grade 1	2.9135	.68075	.538	.586	Accepted	

Progress and Achievements	Grade 2	2.7360	.77829				Not Significant
	Grade 3	2.7929	.62416				
Physical and Mental Well-being	Grade 1	2.6757	.65718	.148	.863	Accepted	Not Significant
	Grade 2	2.7120	.68576				
	Grade 3	2.7643	.60871				
Overall	Grade 1	2.8703	.43189	.534	.588	Accepted	Not Significant
	Grade 2	2.7456	.58457				
	Grade 3	2.8014	.40814				

Sex

Since the null hypothesis (Ho) is accepted for all categories, it indicates that there are no statistically significant differences in the self-assessment of physical activity levels between male and female badminton player respondents.

For Frequency, both male (2.87) and female (2.86) respondents showed almost identical scores. This suggests that both male and female players engage in physical activity with a similar frequency, demonstrating consistent participation in their training or exercise routines.

In terms of Intensity, females (2.83) slightly outscored males (2.74), indicating that female respondents may perceive their physical activities as more intense than their male counterparts. However, the difference is minor and suggests that both groups experience a similar level of exertion during their physical activities.

When it comes to the Variety of Activities, females (2.95) reported engaging in a broader range of physical activities compared to males (2.79). This could reflect a higher level of experimentation or engagement in diverse sports or exercises among female players.

Regarding Progress and Achievements, females (2.90) once again reported slightly higher scores than males (2.74). This could indicate that female respondents feel a stronger sense of achievement and progress in their physical activities. Both groups, however, still agree that they see improvements and accomplishments over time, demonstrating a positive perception of their athletic development.

For Physical and Mental Well-being, female respondents (2.80) rated this aspect higher than males (2.61), suggesting that females may feel a stronger connection between their physical activity and their mental well-being. This includes experiencing improvements in mood, reduced stress, and enhanced overall health due to their participation in physical activity.

Finally, the overall composite mean for male respondents was 2.75, while females scored slightly higher at 2.87. Although females tend to rate their physical activity experiences slightly more favorably across all categories, the differences are not statistically significant. This overall finding highlights that both male and female badminton players generally have a similar perception of their physical activity levels, with

both groups agreeing that their engagement in physical activity positively affects various aspects of their fitness, progress, and well-being.

Grade Level

Since the null hypothesis (Ho) is accepted across all categories, there are no statistically significant differences in the self-assessment of physical activity levels among badminton player respondents based on their grade levels.

For Frequency, Grade 1 respondents had the highest mean score of 2.94, followed by Grade 3 respondents (2.89) and Grade 2 respondents (2.73). This indicates that Grade 1 students perceive their frequency of engaging in physical activities slightly higher than those in other grade levels. Despite the variation in mean scores, all respondents consistently rated the frequency of their activities as high, showing that regular engagement in physical activity is common across all grade levels.

In terms of Intensity, Grade 1 students again had the highest mean score of 2.84, followed by Grade 3 (2.76) and Grade 2 (2.75) students. This suggests that Grade 1 students perceive their physical activities as slightly more intense compared to the other grade levels. However, all grades still reported similar levels of intensity, showing that participants across grades are exposed to a comparable degree of physical exertion during their activities.

For Variety of Activities, Grade 1 respondents (2.98) reported engaging in a wider variety of physical activities than Grade 2 (2.80) and Grade 3 (2.81) respondents. While Grade 1 students are more likely to explore diverse activities, respondents from all grades agree that they incorporate a variety of exercises into their routines, indicating well-rounded physical activity experiences for all grade levels.

Regarding Progress and Achievements, Grade 1 respondents (2.91) again had the highest mean score, followed by Grade 3 (2.79) and Grade 2 (2.74). This implies that Grade 1 students feel more progress and accomplishments in their physical activities compared to other grades. Although Grade 2 students reported slightly lower perceptions of progress, all respondents still agree that they are making advancements in their athletic performance and goals.

For Physical and Mental Well-being, Grade 3 respondents had the highest score of 2.76, followed by Grade 2 (2.71) and Grade 1 (2.68). This indicates that Grade 3 respondents perceive a slightly greater positive impact of physical activity on their well-being, though all respondents generally agree that their physical activity positively influences their mental and emotional health.

The overall composite mean shows that Grade 1 students rated their overall physical activity experience highest at 2.87, followed by Grade 3 at 2.80, and Grade 2 at 2.75. While Grade 1 respondents consistently reported slightly higher scores across most categories, the differences across grade levels are minor and not statistically significant. This suggests that badminton players across all grades share similar perceptions of their physical activity levels, experiencing comparable benefits in terms of frequency, intensity, variety, progress, and overall well-being.

3.8. Relationship of the Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity and the Self-assessment of the Badminton Player Respondents of their Physical Activity Levels

Table 3.20 shows the relationship between the badminton player respondents' self-assessment of the socioeconomic factors that affect their physical activity in terms of access

to sports facilities and equipment, parental knowledge and awareness, parental role modeling, neighborhood safety, availability of recreational spaces, proximity to facilities, public transportation, parental work hours, and household responsibilities and the self-assessment of the badminton player respondents of their physical activity levels in terms of Frequency, Intensity, Variety of Activities, Progress and Achievements, and Physical and Mental Well-being.

Table 3.20 Relationship of the Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity and the Self-assessment of the Badminton Player Respondents of their Physical Activity Levels

Variable	Profile	Computed r	Sig	Decision on Ho	Interpretation
Frequency	Access to Sports Facilities and Equipment	.274**	.009	Rejected	Significant
	Parental Knowledge and Awareness	.296**	.005	Rejected	Significant
	Parental Role Modeling	.299**	.004	Rejected	Significant
	Neighborhood Safety	.326**	.002	Rejected	Significant
	Availability of Recreational Spaces	.030	.781	Accepted	Not Significant
	Proximity to Facilities	.251*	.017	Rejected	Significant
	Public Transportation	.207	.051	Accepted	Not Significant
	Parental Work Hours	.334**	.001	Rejected	Significant
	Household Responsibilities	.552**	.000	Rejected	Significant
	Total	.412**	.000	Rejected	Significant
Intensity	Access to Sports Facilities and Equipment	.218*	.039	Rejected	Significant
	Parental Knowledge and Awareness	.272**	.009	Rejected	Significant
	Parental Role Modeling	.317**	.002	Rejected	Significant
	Neighborhood Safety	.386**	.000	Rejected	Significant
	Availability of Recreational Spaces	.217*	.040	Rejected	Significant
	Proximity to Facilities	.331**	.001	Rejected	Significant

	Public Transportation	.270*	.010	Rejected	Significant
	Parental Work Hours	.330**	.001	Rejected	Significant
	Household Responsibilities	.515**	.000	Rejected	Significant
	Total	.461**	.000	Rejected	Significant
Variety of Activities	Access to Sports Facilities and Equipment	.296**	.005	Rejected	Significant
	Parental Knowledge and Awareness	.251*	.017	Rejected	Significant
	Parental Role Modeling	.259*	.014	Rejected	Significant
	Neighborhood Safety	.217*	.040	Rejected	Significant
	Availability of Recreational Spaces	.107	.315	Accepted	Not Significant
	Proximity to Facilities	.346**	.001	Rejected	Significant
	Public Transportation	.211*	.046	Rejected	Significant
	Parental Work Hours	.354**	.001	Rejected	Significant
	Household Responsibilities	.330**	.001	Rejected	Significant
	Total	.387**	.000	Rejected	Significant
Progress and Achievements	Access to Sports Facilities and Equipment	.407**	.000	Rejected	Significant
	Parental Knowledge and Awareness	.379**	.000	Rejected	Significant
	Parental Role Modeling	.260*	.013	Rejected	Significant
	Neighborhood Safety	.177	.095	Accepted	Not Significant
	Availability of Recreational Spaces	.025	.814	Accepted	Not Significant
	Proximity to Facilities	.285**	.007	Rejected	Significant
	Public Transportation	.191	.071	Accepted	Not Significant
	Parental Work Hours	.316**	.002	Rejected	Significant

	Household Responsibilities	.398**	.000	Rejected	Significant
	Total	.400**	.000	Rejected	Significant
Physical and Mental Well-being	Access to Sports Facilities and Equipment	.228*	.030	Rejected	Significant
	Parental Knowledge and Awareness	.307**	.003	Rejected	Significant
	Parental Role Modeling	.291**	.005	Rejected	Significant
	Neighborhood Safety	.210*	.047	Rejected	Significant
	Availability of Recreational Spaces	.135	.206	Accepted	Not Significant
	Proximity to Facilities	.170	.110	Accepted	Not Significant
	Public Transportation	.250*	.018	Rejected	Significant
	Parental Work Hours	.244*	.021	Rejected	Significant
	Household Responsibilities	.308**	.003	Rejected	Significant
	Total	.352**	.001	Rejected	Significant
Overall Socioeconomic Factors that Affect Badminton Players' Physical Activity	Overall Badminton Player's Physical Activity Levels	.592**	.000	Rejected	Significant

Frequency of Physical Activity

The results indicate significant relationships between socioeconomic factors and the frequency of physical activity. Access to sports facilities and equipment ($r = .274$, $p = .009$), parental knowledge and awareness ($r = .296$, $p = .005$), parental role modeling ($r = .299$, $p = .004$), neighborhood safety ($r = .326$, $p = .002$), proximity to facilities ($r = .251$, $p = .017$), parental work hours ($r = .334$, $p = .001$), and household responsibilities ($r = .552$, $p = .000$) all show positive and significant relationships with frequency of activity. These findings suggest that better access, higher parental involvement, and safer environments contribute positively to how frequently respondents engage in physical activity. However, public transportation ($r = .207$, $p = .051$) and availability of recreational spaces ($r = .030$,

p = .781) were not found to have significant relationships, implying these factors have a lesser impact on frequency.

Intensity of Physical Activity

Significant correlations are also observed between socioeconomic factors and the intensity of physical activity. Access to sports facilities and equipment (r = .218, p = .039), parental knowledge and awareness (r = .272, p = .009), parental role modeling (r = .317, p = .002), neighborhood safety (r = .386, p = .000), and household responsibilities (r = .515, p = .000) were strongly related to intensity. These relationships highlight the importance of external support and accessible environments in promoting more intense physical activities. The role of public transportation (r = .270, p = .010) and proximity to facilities (r = .331, p = .001) was also notable. Availability of recreational spaces (r = .217, p = .040) played a lesser yet significant role in influencing intensity.

Variety of Activities

For the variety of activities engaged in, several socioeconomic factors were again significantly related. Access to sports facilities and equipment (r = .296, p = .005), parental knowledge (r = .251, p = .017), role modeling (r = .259, p = .014), neighborhood safety (r = .217, p = .040), and household responsibilities (r = .330, p = .001) showed significant positive relationships. These results indicate that badminton players with better access and family support tend to engage in a wider range of physical activities. However, availability of recreational spaces (r = .107, p = .315) did not show a significant impact, suggesting that simply having recreational spaces may not be enough to encourage diverse activities.

Progress and Achievements

There is a significant correlation between socioeconomic factors and the players' self-assessment of their progress and achievements. Access to sports facilities and equipment (r = .407, p = .000), parental knowledge and awareness (r = .379, p = .000), parental role modeling (r = .260, p = .013), proximity to facilities (r = .285, p = .007), and parental work hours (r = .316, p = .002) were positively related to progress. This suggests that consistent access and parental involvement are essential for athletic progress. However, factors like neighborhood safety (r = .177, p = .095) and public transportation (r = .191, p = .071) were not significantly correlated, indicating that these elements do not directly impact how players perceive their progress and achievements.

Physical and Mental Well-being

The physical and mental well-being of respondents also showed significant correlations with various socioeconomic factors. Access to sports facilities and equipment (r = .228, p = .030), parental knowledge and awareness (r = .307, p = .003), parental role modeling (r = .291, p = .005), neighborhood safety (r = .210, p = .047), public transportation (r = .250, p = .018), parental work hours (r = .244, p = .021), and household responsibilities (r = .308, p = .003) all had significant positive relationships with well-being. These findings underscore the critical role of a supportive environment and family engagement in ensuring the overall physical and mental well-being of badminton players.

The overall analysis reveals a strong positive relationship between the socioeconomic factors that affect the badminton players' physical activity and their overall self-assessment of physical activity levels (r = .592, p = .000). This indicates that socioeconomic factors,

especially parental involvement, access to facilities, and neighborhood safety, significantly contribute to the overall physical activity experience of the respondents. These factors play a crucial role in shaping not only the quantity but also the quality of physical activity engagement among badminton players.

Summary of Findings, Conclusion and Recommendation

This chapter contains the summary of findings obtained through the conduct of this research. It also includes the conclusions and recommendations formulated by the researcher, which were based on the gathered and analyzed data.

4.1 Findings

4.1.1 Profile of the Respondents

In terms of sex, the majority of the badminton player respondents are females in terms of sex. This may be taken to mean that there are more female badminton players than male badminton players in the institution.

In terms of grade level, the majority of the badminton player respondents are in Grade 1. This illustrates that the badminton player respondents are still freshmen and that they are just starting with their collegiate education.

4.1.2 Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity

4.1.2.1 Access to Sports Facilities and Equipment

The highest-ranked factor is the statement "My school provides adequate sports facilities for physical activity," which received a mean score of 2.75 and a standard deviation of 1.09. This indicates that most respondents perceive their school environment as a strong supporter of their physical activities. The provision of facilities at school appears to be a critical factor that enables players to participate in sports consistently.

On the other hand, the lowest-ranked statement, "I have regular access to sports facilities such as gyms or sports centers," with a mean score of 2.60 and a standard deviation of 1.00, suggests that outside of school, regular access to sports facilities may be less consistent. This lower ranking, though still described as impactful, implies that while respondents generally acknowledge having access to facilities like gyms or sports centers, this access may not be as frequent or convenient as they would like.

The composite mean of 2.67, with a standard deviation of 0.86, further supports the idea that overall access to sports facilities and equipment is generally positive but not without limitations. The consistent ranking across the statements suggests that access to these resources is perceived as an important contributor to their physical activity levels.

4.1.2.2 Parental Knowledge and Awareness

The highest-ranked statement is "My parents are aware of how socioeconomic factors impact my ability to be physically active," with a mean score of 2.83 and a standard deviation of 1.09. This suggests that many respondents recognize their parents' awareness of the broader socioeconomic challenges that may influence their participation in physical activities.

The lowest-ranked factor, "My parents discuss physical activity and exercise with me regularly," received a mean score of 2.62 and a standard deviation of 1.03. Although the qualitative description remains consistent with the other factors, labeled as true of the respondents and impactful, the lower score indicates that while parents may be aware of

the importance of physical activity, regular conversations about exercise are not as common.

The composite mean of 2.68, with a standard deviation of 0.75, indicates that, overall, parental knowledge and awareness are perceived as generally positive and supportive of the respondents' physical activity. The relatively narrow range between the highest and lowest mean scores suggests consistency in the perception of parental involvement across all the statements.

4.1.2.3 Parental Role Modeling

The highest-ranked statement is "My parents show enthusiasm for physical activities, which motivates me," with a mean score of 2.80 and a standard deviation of 1.00. This suggests that many respondents are motivated by the positive attitude and enthusiasm their parents demonstrate towards physical activities. The fact that this statement ranks the highest indicates that parents' visible enjoyment and engagement in physical activities serve as a strong source of encouragement for their children.

On the other hand, the lowest-ranked statement is "My parents' involvement in sports or exercise influences my own activity levels," which has a mean score of 2.63 and a standard deviation of 0.99. Although this statement is still considered impactful, the lower score suggests that while parents' own participation in physical activities is acknowledged, it may not directly influence their children's activity levels as much as their enthusiasm does.

The composite mean of 2.73, with a standard deviation of 0.76, reflects an overall positive view of parental role modeling in terms of its influence on physical activity. Across the different statements, respondents generally perceive their parents as contributing to their engagement in physical activities, whether through direct participation or by setting an active example.

4.1.2.4 Neighborhood Safety

The highest-ranked statement is "Safety concerns in my neighborhood limit my physical activity," with a mean score of 2.85 and a standard deviation of 1.04. This indicates that many respondents feel their participation in physical activities is somewhat restricted by concerns about safety. Although this statement is still rated as impactful, it highlights a potential barrier for the players—specifically, that safety issues in their surroundings can discourage them from engaging in outdoor activities.

The lowest-ranked statement, "The presence of community policing or neighborhood watch programs affects my sense of safety," received a mean score of 2.70 and a standard deviation of 1.03. While this factor is still regarded as true of the respondents and impactful, the relatively lower ranking suggests that formal safety measures such as community policing or neighborhood watch programs do not significantly enhance their feeling of safety.

The composite mean of 2.75, with a standard deviation of 0.65, suggests that overall, badminton players perceive their neighborhood safety as moderately supportive of their physical activity. The relatively narrow spread of mean scores across the five statements shows a general consistency in how neighborhood safety is perceived. However, the findings also indicate that while some safety measures may be in place, they are not sufficient to alleviate all concerns that affect physical activity.

4.1.2.5 Availability of Recreational Spaces

The highest-ranked statement, "The availability of recreational spaces encourages me to be physically active," received a mean score of 2.88 and a standard deviation of 1.07. This indicates that having recreational spaces nearby plays a significant role in motivating the respondents to engage in physical activity. The respondents recognize that having readily accessible places where they can play sports or engage in other forms of exercise fosters a more active lifestyle.

In contrast, the lowest-ranked statement, "I can easily access facilities for activities such as swimming or playing sports," received a mean score of 2.77 with a standard deviation of 1.06. While this factor is still rated as impactful, its relatively lower rank suggests that not all respondents have the same level of access to specialized facilities. Some badminton players may face challenges in reaching sports facilities that require specific infrastructure, such as swimming pools or dedicated sports courts.

The composite mean of 2.83, with a standard deviation of 0.83, reflects a general agreement that the availability of recreational spaces is crucial in supporting physical activity. Across the different statements, the respondents consistently acknowledge the importance of access to parks, community centers, and other recreational facilities.

4.1.2.6 Proximity to Facilities

The highest-ranked statement, "Short travel distances to sports centers make it easier for me to participate in activities," received a mean score of 2.76 with a standard deviation of 0.99. This suggests that respondents view convenience in accessing sports facilities as a key factor in enabling them to engage in physical activity. When sports centers are located nearby, it removes a significant barrier to participation, making it easier for respondents to integrate physical activities into their routines.

The lowest-ranked statement, "I do not need to travel far to access recreational spaces," received a mean score of 2.62 with a standard deviation of 1.01. While the statement is still described as impactful, the slightly lower ranking may indicate that some respondents experience difficulty in accessing nearby recreational spaces. This suggests that although proximity is important, not all respondents may have the same level of access to close facilities, leading to a disparity in how often they can participate in physical activities.

The composite mean of 2.67, with a standard deviation of 0.67, reflects a general consensus that proximity to facilities is an important factor influencing physical activity. The respondents recognize that when facilities are conveniently located, they are more likely to stay active. However, the scores indicate that proximity, while impactful, does not always guarantee ease of access for all respondents.

4.1.2.7 Public Transportation

The highest-ranked statement, "I can use public transportation to travel to community sports programs," received a mean score of 2.86 with a standard deviation of 0.99. This indicates that respondents find public transportation a viable and accessible means of reaching sports programs within their communities. The availability of reliable transportation to attend these activities plays a significant role in facilitating their participation in physical activities, particularly for those who may not have access to private transportation.

In contrast, the lowest-ranked statement, "The cost of public transportation affects my ability to engage in physical activities," received a mean score of 2.65 with a standard

deviation of 0.95. Although still classified as impactful, the lower rank suggests that the cost of transportation is not the primary limiting factor for most respondents. While some may consider it a financial constraint, it appears to be less significant compared to other factors such as convenience and access.

The composite mean of 2.72, with a standard deviation of 0.72, reflects an overall recognition that public transportation plays an important role in supporting physical activity. The respondents acknowledge that when transportation services are well-connected and affordable, they are more likely to participate in physical activities outside their homes.

4.1.2.8 Parental Work Hours

The highest-ranked statement, "Parental work commitments sometimes limit my participation in organized sports," received a mean score of 2.87 with a standard deviation of 1.00. This indicates that respondents feel strongly that their parents' work schedules can be a barrier to their participation in organized sports. The acknowledgment of this limitation suggests that when parents are tied up with work obligations, it often translates into reduced opportunities for their children to engage in physical activities.

In contrast, the statement "When my parents have flexible work hours, I am more likely to engage in physical activities" ranks lowest with a mean score of 2.70 and a standard deviation of 0.91. Although it is still rated as impactful, the lower score suggests that the presence of flexible work hours does not seem to significantly influence all respondents' levels of physical activity. This may indicate that while some respondents benefit from parental flexibility in their work schedules, others might still face barriers regardless of flexibility, perhaps due to other commitments or competing activities.

The composite mean score of 2.75, with a standard deviation of 0.73, indicates that respondents generally recognize the impact of parental work hours on their physical activity engagement. The statement "My parents' work schedules allow them to support my involvement in physical activities" ranks third with a mean of 2.74, emphasizing that while parents strive to accommodate their children's involvement in sports, work commitments can still pose challenges.

4.1.2.9 Household Responsibilities

The statement "Responsibilities at home sometimes limit my time for sports or exercise" ranks highest with a mean score of 2.84 and a standard deviation of 0.98. This indicates a strong acknowledgment among respondents that household responsibilities can significantly encroach upon the time they have available for physical activities. Such limitations may stem from a variety of domestic tasks, such as cleaning, cooking, or caregiving, which can reduce the opportunities for engaging in organized sports or leisure activities.

Conversely, the statement "I balance my physical activity with other household duties effectively," received the lowest assessment with a mean of 2.70, placing it in the fifth rank. This indicates that while there is some positive impact when parents have flexible schedules, the overall effect seems to be less pronounced compared to other factors.

The composite mean for this category is 2.75, which suggests that overall, the respondents feel that parental work hours play an impactful role in their physical activity levels. This average indicates a general recognition of the relationship between parents' work commitments and their ability to facilitate and support their children's engagement in sports.

4.1.3 Self-assessment of the Badminton Player Respondents of their Physical Activity Levels

4.1.3.1 Frequency

The highest assessment in the self-assessment of the badminton player respondents regarding their physical activity levels on frequency is the statement "My physical activity levels are consistent across different seasons," which received a mean score of 2.95. This indicates that respondents perceive their engagement in physical activities to be stable regardless of the time of year. The high rating suggests that they maintain a steady commitment to physical activity, showcasing their dedication and adaptability to various seasonal conditions.

The lowest assessment pertains to the statement "I make time for exercise or sports activities almost every day," with a mean score of 2.80, ranking fifth among the items. While this score still reflects a positive attitude toward regular exercise, it suggests that the frequency of engaging in physical activities daily may not be as prevalent among respondents as in other areas. This could indicate challenges such as time constraints, competing responsibilities, or a lack of opportunities to participate in daily physical activities.

The composite mean for the frequency of physical activity levels is 2.86, categorized as "True of Me" and described as high. This overall score demonstrates that, on the whole, the badminton player respondents view their frequency of physical activity as commendable. It suggests that while there may be fluctuations in daily engagement, the players are generally committed to maintaining an active lifestyle.

4.1.3.2 Intensity

The highest assessment in the self-assessment of the badminton player respondents regarding their physical activity levels on intensity is found in the statement "I can easily maintain a high level of effort during my physical activities," which received a mean score of 2.86. This indicates that respondents feel confident in their ability to sustain a vigorous level of exertion while engaging in their chosen sports or exercise routines. This self-perception suggests a strong foundation of fitness and endurance among the respondents, enabling them to participate actively and effectively in badminton.

The lowest assessments are tied between the statements "I engage in physical activities that make me sweat and breathe heavily" and "My workouts or sports activities are challenging and require effort," both receiving a mean score of 2.72, ranking fifth. Although these scores still reflect a positive attitude toward the intensity of their physical activities, they suggest that the badminton players may not frequently experience workouts that push them to their physical limits or generate significant sweat and exertion.

The composite mean for the intensity of physical activity levels is 2.78, categorized as "True of Me" and described as high. This overall score signifies that, on average, the badminton player respondents recognize the importance of intensity in their training regimens. While they exhibit confidence in maintaining effort and feeling exhausted after intense sessions, the lower scores in specific areas highlight potential gaps in their training intensity.

4.1.3.3 Variety of Activities

The highest assessment among the badminton player respondents regarding their physical activity levels in terms of variety of activities is the statement "I try new activities

or sports to keep my routine interesting," which received a mean score of 3.03. This indicates that the respondents actively seek to diversify their exercise routines by exploring different sports and activities. This openness to new experiences not only helps to maintain their interest in physical activity but also contributes to overall fitness by engaging different muscle groups and skills.

The lowest assessment in this category is reflected in the statement "My physical activity routine includes both aerobic and strength exercises," which received a mean score of 2.76, ranking fifth. While this score is still considered high, it suggests that there may be a lesser emphasis on incorporating a balanced mix of aerobic and strength training in their routines. This lack of balance might limit the respondents' overall fitness potential, as both types of exercise are crucial for improving endurance, strength, and athletic performance.

The composite mean for the variety of physical activity levels is 2.87, categorized as "True of Me" and described as high. This overall score indicates that, on average, the badminton player respondents engage in a range of physical activities and recognize the importance of variety in their training. The data show that while the respondents enjoy mixing up their activities and exploring new sports, there is still room for improvement in incorporating a more comprehensive range of exercise modalities.

4.1.3.4 Progress and Achievements

The highest assessment in the badminton player respondents' self-assessment of their physical activity levels regarding progress and achievements is reflected in the statement "I regularly set and achieve personal fitness goals," which received a mean score of 2.90. This indicates that the respondents actively engage in goal-setting as a critical component of their physical fitness journey. Setting and achieving personal fitness goals not only provides motivation but also allows players to measure their progress and stay focused on their training.

The lowest assessment in this area is found in the statement "I feel proud of my accomplishments and progress in my physical activities," which received a mean score of 2.72, ranking fifth. While this score still reflects a positive sentiment regarding their achievements, it suggests that some respondents may struggle with recognizing and celebrating their successes. The lack of emphasis on acknowledging personal accomplishments can lead to decreased motivation and satisfaction in their physical activity journey.

The composite mean score for progress and achievements is 2.82, categorized as "True of Me" and described as high. This overall assessment demonstrates that, on average, the badminton player respondents feel positively about their physical activity progress and the goals they have set for themselves. They perceive noticeable improvements in their fitness levels, consistently track their progress, and celebrate milestones along the way.

4.1.3.5 Physical and Mental Well-being

The highest assessment regarding the physical and mental well-being of the badminton player respondents is reflected in the statement "I notice a positive impact on my overall well-being from exercising regularly," which received a mean score of 2.77. This indicates that respondents strongly recognize the benefits of regular physical activity in enhancing their overall well-being. Engaging in consistent exercise fosters not only physical health but also emotional resilience, allowing players to experience greater satisfaction and improved quality of life.

The lowest assessment is found in the statement "I feel more energetic and less stressed due to my physical activity," with a mean score of 2.65, ranking fifth. While this score still reflects a positive correlation between physical activity and reduced stress, it suggests that some respondents may not fully experience the energizing effects of their workouts. This perception could be influenced by various factors, including the intensity and type of activities engaged in or external stressors impacting their lives.

The composite mean score for physical and mental well-being is 2.71, categorized as "True of Me" and described as high. This overall assessment indicates that, on average, badminton player respondents perceive their physical activity levels as positively contributing to their mental health and emotional well-being. They recognize that regular exercise improves their mood, helps manage anxiety and depression, and enhances their self-worth and confidence. However, there remains a gap in the perception of energy and stress reduction.

4.1.4 Significant Differences in the Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity

4.1.4.1 Age

The badminton player respondents, regardless of sex, reported similar perceptions of the socioeconomic factors affecting their physical activity levels.

For male respondents, Public Transportation received the highest mean score (2.79), indicating its greater availability, while Proximity to Facilities scored the lowest (2.57), suggesting it may pose a challenge.

Female respondents rated Household Responsibilities the highest (2.90), highlighting the greater impact of domestic duties, while Public Transportation had the lowest mean (2.68). Despite no significant differences between sexes, female respondents slightly felt more influence from household duties and proximity to facilities. Parental Knowledge and Awareness, along with Parental Work Hours, were similarly perceived across sexes.

Overall, the composite means of 2.69 for males and 2.77 for females reflect that socioeconomic factors are generally considered impactful in shaping the physical activity levels of badminton players.

4.1.4.2 Grade Level

The analysis revealed no statistically significant differences in the self-assessments of badminton player respondents across grade levels regarding the influence of socioeconomic factors on their physical activity.

Access to Sports Facilities and Equipment was rated highest by Grade 1 respondents (2.81) and lowest by Grade 3 (2.44), indicating better perceived access for younger students. Parental Knowledge and Awareness was also rated higher by Grade 1 students (2.90) compared to older students, suggesting younger respondents feel more parental support.

Perceptions of Parental Role Modeling were consistent across grades, with slight variations, while Grade 3 respondents rated Neighborhood Safety the highest (2.83), showing a greater sense of safety. Availability of Recreational Spaces was rated highest by Grade 2 respondents (2.96), and Public Transportation was perceived as more accessible by Grade 2 students (2.91) compared to other grades.

Overall, the composite mean scores (Grade 1 at 2.79, Grade 2 at 2.74, and Grade 3 at 2.67) reflect general agreement that socioeconomic factors impact physical activity, with younger students rating these factors slightly higher.

4.1.5 Significant Differences in the Self-assessment of the Badminton Player Respondents of their Physical Activity Levels

4.1.5.1 Age

The findings reveal that both male and female badminton players have similar perceptions of their physical activity levels across several dimensions. Both groups scored almost equally on Frequency, indicating comparable participation rates. Females slightly outscored males on Intensity, Variety of Activities, Progress and Achievements, and Physical and Mental Well-being, suggesting a marginally stronger engagement and perceived benefits in these areas. However, the differences were not statistically significant. The overall composite scores of 2.75 for males and 2.87 for females indicate that both sexes view their physical activity as having a positive impact on their fitness, progress, and well-being.

4.1.5.2 Grade Level

The findings reveal that Grade 1 respondents consistently rated their physical activity experiences higher across most categories compared to Grades 2 and 3. Grade 1 students had the highest mean scores in Frequency, Intensity, Variety of Activities, and Progress and Achievements, indicating that they perceive more engagement, intensity, and diversity in their physical activities, as well as greater progress. Grade 3 respondents rated Physical and Mental Well-being slightly higher, showing a stronger sense of positive impact on their overall well-being. The overall composite means—Grade 1 at 2.87, Grade 3 at 2.80, and Grade 2 at 2.75—demonstrate that all grades share similar perceptions of their physical activity levels, with minor, non-significant differences between them.

4.1.6 Relationship of the Self-assessment of the Badminton Player Respondents' Socioeconomic Factors that Affect their Physical Activity and the Self-assessment of the Badminton Player Respondents of their Physical Activity Levels

The findings reveal significant positive relationships between various socioeconomic factors and the frequency, intensity, variety, progress, and overall well-being of badminton players. Specifically, access to sports facilities and equipment, parental knowledge and awareness, parental role modeling, neighborhood safety, and household responsibilities all positively influenced the frequency of physical activity, with household responsibilities showing the strongest correlation ($r = .552$, $p = .000$). Similar patterns were observed for the intensity of physical activity, where these factors also demonstrated significant correlations, highlighting their importance in promoting more intense activities.

Moreover, the variety of activities engaged in was significantly related to access to facilities, parental support, and neighborhood safety, while availability of recreational spaces showed no significant impact. For progress and achievements, consistent access to facilities and parental involvement were crucial, although neighborhood safety and public transportation did not significantly affect players' self-assessment of progress. Finally, the physical and mental well-being of respondents was positively correlated with many socioeconomic factors, reinforcing the importance of a supportive environment.

Overall, the analysis indicates a strong positive relationship ($r = .592$, $p = .000$) between socioeconomic factors and badminton players' self-assessment of their physical activity levels, emphasizing that parental involvement, access to facilities, and

neighborhood safety are critical in shaping both the quantity and quality of physical activity engagement.

4.2 Conclusion

1. The demographic profile of the badminton player respondents revealed that the majority of the badminton player respondents are females in terms of sex and are in Grade 1.
2. Overall, respondents perceive school-provided sports facilities as essential for promoting physical activity, though access to external facilities remains less consistent.
3. Parents are generally recognized as aware of the socioeconomic factors affecting their children's physical activity, but discussions about exercise are less frequent.
4. While parental enthusiasm for physical activities serves as a strong motivator, direct involvement in sports appears to have a lesser impact on children's activity levels.
5. Respondents acknowledge that safety concerns in their neighborhoods limit their physical activity, highlighting a significant barrier to outdoor engagement.
6. Access to nearby recreational spaces is viewed as crucial for encouraging physical activity, although some respondents still face challenges accessing specialized facilities.
7. Convenience in accessing sports centers is recognized as a key factor enabling participation in physical activity, despite some respondents experiencing difficulties with nearby options.
8. Public transportation is seen as a valuable resource for reaching community sports programs, although transportation costs are a lesser concern for most respondents.
9. The impact of parental work commitments is acknowledged as a significant barrier to organized sports participation, though flexible work schedules can help mitigate this issue.
10. Respondents indicate that household responsibilities frequently limit their time for physical activities, underscoring the challenge of balancing domestic duties with sports engagement.
11. Respondents generally maintain consistent physical activity levels throughout the year, though daily exercise is less frequent.
12. While respondents feel confident in sustaining high effort during physical activities, their routines may not consistently push them to maximum intensity.
13. Respondents actively seek new activities to keep their routines engaging, though they may benefit from incorporating more balanced aerobic and strength exercises.
14. Respondents set and achieve personal fitness goals regularly but may not always fully recognize or celebrate their accomplishments.
15. Regular physical activity is perceived as enhancing respondents' overall well-being, although the energizing and stress-relieving effects are not consistently felt by all.
16. The findings indicate that while badminton player respondents, regardless of sex and grade levels, perceive socioeconomic factors as influential on their physical activity levels, female respondents slightly feel a greater impact from household responsibilities and proximity to facilities compared to males, though no statistically significant differences were found.

17. There are no statistically significant differences in the self-assessment of physical activity levels among badminton player respondents based on their sex and grade levels.
18. The findings reveal that socioeconomic factors significantly influence the physical activity levels of badminton players across various dimensions, including frequency, intensity, variety, progress, and overall well-being.

4.3 Recommendations

1. Local governments and organizations should invest in the development and maintenance of sports facilities and provide necessary equipment. This can include setting up badminton courts in schools and community centers to ensure that players have consistent access to quality facilities.
2. Encourage parents to engage more actively in their children's sports activities through educational workshops. These can focus on the benefits of physical activity and how parents can serve as positive role models. Schools can also facilitate family-oriented sports events to foster participation.
3. Collaboration between community leaders and local law enforcement can enhance neighborhood safety, making it easier and more appealing for young athletes to engage in physical activities outdoors. Initiatives could include increased lighting in public spaces, neighborhood watch programs, and the establishment of safe routes for travel to sports facilities.
4. Authorities should prioritize the development of recreational spaces, such as parks and playgrounds, specifically designed for active play and organized sports. Such spaces can promote not only badminton but a variety of physical activities that encourage youth participation.
5. Improving public transportation routes and schedules to accommodate young athletes traveling to training and competitions can help alleviate barriers to participation. This may involve collaboration with local transit authorities to ensure that sports facilities are easily accessible.
6. Programs that assist families in managing household responsibilities may free up time for physical activity. This could include community-based services such as after-school care or organized activities that engage children and reduce the burden on parents.
7. Schools and community organizations should promote educational campaigns that highlight the importance of physical activity for both physical and mental well-being. These campaigns can provide resources, tips, and activities designed to encourage regular participation in sports like badminton.
8. Implement structured training programs that allow young athletes to set goals and track their progress. Such programs can involve coaches and trainers who provide mentorship and guidance, helping players understand the value of consistent effort and achievement.
9. Advocacy for policies that support youth sports participation, such as funding for physical education programs in schools or grants for community sports initiatives, can create a more supportive environment for young athletes.

Proposed Physical Activity Program Among Badminton Players

I. Rationale of the Program

The proposed physical activity program for badminton players aims to create a comprehensive framework that enhances their skills, physical fitness, tactical awareness,

and overall well-being. Badminton, as a sport, requires a unique combination of speed, agility, and strategic thinking, necessitating targeted training that addresses both the physical and mental demands of the game. By implementing this program, players will not only improve their performance on the court but also develop essential life skills such as teamwork, discipline, and resilience.

This program is designed with a holistic approach, recognizing the importance of skill development, physical conditioning, and mental preparedness in achieving athletic excellence. Regular skill clinics and tactical workshops will ensure that players are equipped with the necessary techniques and strategies to excel in competitions. Moreover, a strong emphasis on physical conditioning will enhance players' endurance, strength, and flexibility, reducing the risk of injuries and promoting long-term health.

In addition to technical and physical training, the program will incorporate team-building activities and community engagement initiatives. These components are crucial for fostering camaraderie among players, encouraging a supportive team environment, and strengthening connections with the local community. By participating in community events and health workshops, players will not only contribute to the growth of badminton but also cultivate a sense of responsibility and leadership.

Overall, this proposed physical activity program is a strategic initiative aimed at developing well-rounded badminton players who are not only proficient in their sport but also active and engaged members of their community. Through structured training, collaborative activities, and health education, the program seeks to elevate the standards of badminton participation and performance, ultimately fostering a culture of excellence and well-being within the sport.

II. Objectives

This proposed physical activity program among badminton players intends to equip teachers with the appropriate skills which they can utilize and optimize in the exercise of their inherent role.

Specifically, the proposed physical activity program among badminton players below needs to be implemented, monitored and evaluated for all the concerned stakeholders.

Key Result Area	Activity/ies	Persons Involved	Performance Indicators	Budget
Skill Development	Weekly skill clinics focusing on basic techniques	Coaches, Experienced Players	Improvement in player skill levels; pre and post assessments using skill metrics	
	Drills for serving, footwork, and game strategies	Players, Coaches	Increased accuracy in serves and improved movement efficiency in drills	

Physical Conditioning	Bi-weekly fitness training sessions	Fitness Trainers, Coaches	Improved fitness levels measured through fitness assessments (e.g., VO2 max, agility tests)	
	Stretching and injury prevention workshops	Coaches, Physiotherapists	Reduction in injury incidence and increased flexibility among players	
Tactical Awareness	Monthly strategy workshops focusing on game tactics	Coaches, Sports Psychologists	Enhanced understanding of game strategies as assessed through player surveys	
	Video analysis sessions of professional matches	Coaches, Players	Improvement in tactical decisions during practice matches and competitions	
Team Building	Monthly team bonding activities (e.g., outings, games)	Coaches, Players	Increased team cohesion as measured through team surveys and feedback sessions	
	Leadership development workshops for team captains	Coaches, Team Captains	Development of leadership skills as assessed through team performance and peer feedback	
Community Engagement	Organizing and participating in local badminton events	Players, Coaches, Community Members	Increased community participation; number of events organized and player involvement	
	Fundraising tournaments to support local sports programs	Players, Coaches, Parents	Funds raised and community awareness generated through events	

Health and Wellness	Monthly health and nutrition workshops	Nutritionists, Players, Coaches	Improved nutrition knowledge assessed through player surveys and health outcomes	
	Regular health screenings (e.g., BMI, fitness levels)	Healthcare Providers, Coaches	Improved health metrics among players over time	

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Appendix A
BADMINTON PLAYER' QUESTIONNAIRE
Part l. Profile of the badminton players respondents in terms of:

1.1 Name _____

1.2 Sex: ( ) Male ( ) Female

1.3. Age: ( ) less than 15 yrs. old ( ) 19-20 yrs. old
( ) 15-16 yrs. old ( ) more than 20 yrs. old
( ) 17-18 yrs. old

1.4 Grade Level: ( )
( )
( )
( )
( )

1.5 School Affiliation: _____

Part II. Socioeconomic Factors that Affect Badminton player' Physical Activity
Direction: For each statement below, please assess the socioeconomic factors that affect your physical activity in the following areas by indicating the extent to which each statement is true of you. Rate the socioeconomic factors that affect your physical activity on a scale from 1 to 4, where:

Rate	Verbal Interpretation
4	Very True of Me
3	True of Me
2	Slightly True of Me
1	Not True of Me

Indicators	(4)	(3)	(2)	(1)
A. Access to Sports Facilities and Equipment				
1. I have regular access to sports facilities such as gyms or sports centers.				
2. I have access to the necessary equipment for my preferred sports activities.				
3. My school provides adequate sports facilities for physical activity.				
4. I can easily access community sports programs and events.				
5. Access to sports facilities positively influences my level of physical activity.				

B. Parental Knowledge and Awareness				
6. My parents are knowledgeable about the benefits of regular physical activity.				
7. My parents keep up to date with information about different sports and activities.				
8. My parents understand the importance of physical fitness for my health.				
9. My parents discuss physical activity and exercise with me regularly.				
10. My parents are aware of how socioeconomic factors impact my ability to be physically active.				
C. Parental Role Modeling				
11. My parents participate in physical activities or sports regularly.				
12. My parents encourage me to be active by being active themselves.				
13. My parents make time for physical activity as part of their daily routine.				
14. My parents show enthusiasm for physical activities, which motivates me.				
15. My parents' involvement in sports or exercise influences my own activity levels.				
D. Neighborhood Safety				
16. I feel safe walking or biking in my neighborhood.				
17. My neighborhood provides safe places for outdoor sports activities.				
18. Safety concerns in my neighborhood limit my physical activity.				
19. The presence of community policing or neighborhood watch programs affects my sense of safety.				
20. My neighborhood's safety contributes to my willingness to engage in outdoor physical activities.				
E. Availability of Recreational Spaces				
21. There are plenty of parks or recreational areas near my home.				
22. I have access to community centers with recreational facilities.				
23. The availability of recreational spaces encourages me to be physically active.				
24. I can easily access facilities for activities such as swimming or playing sports.				

25. The quality of nearby recreational spaces affects my level of physical activity.				
F. Proximity to Facilities				
26. The sports facilities I use are conveniently located near my home.				
27. I do not need to travel far to access recreational spaces.				
28. Proximity to sports facilities affects how often I engage in physical activities.				
29. Short travel distances to sports centers make it easier for me to participate in activities.				
30. The location of physical activity facilities impacts my motivation to stay active.				
G. Public Transportation				
31. Public transportation is available and accessible for reaching sports facilities.				
32. I can use public transportation to travel to community sports programs.				
33. Reliable public transportation encourages me to participate in physical activities outside my home.				
34. The cost of public transportation affects my ability to engage in physical activities.				
35. Public transportation services are well-connected to areas where I can be physically active.				
H. Parental Work Hours				
36. My parents' work schedules allow them to support my involvement in physical activities.				
37. My parents' working hours impact my ability to access sports facilities or programs.				
38. Parental work commitments sometimes limit my participation in organized sports.				
39. When my parents have flexible work hours, I am more likely to engage in physical activities.				
40. The availability of my parents' time for transportation to sports activities is influenced by their work hours.				
I. Household Responsibilities				
41. Household chores and responsibilities affect my ability to engage in physical activities.				
42. I balance my physical activity with other household duties effectively.				
43. Responsibilities at home sometimes limit my time for sports or exercise.				

44. My family's support with household tasks allows me more time for physical activities.				
45. The distribution of household responsibilities affects how often I can participate in physical activities.				

Part III. Self-Assessment of the Badminton player' Physical Activity Levels

Direction: For each statement below, please assess your physical activity levels in the following areas by indicating the extent to which each statement is true of you. Rate the aspects of your physical activity levels on a scale from 1 to 4, where:

Rate	Verbal Interpretation
4	Very True of Me
3	True of Me
2	Slightly True of Me
1	Not True of Me

Indicators	(4)	(3)	(2)	(1)
A. Frequency				
1. I engage in physical activity at least three times a week.				
2. I regularly participate in physical activities throughout the year.				
3. I make time for exercise or sports activities almost every day.				
4. My physical activity levels are consistent across different seasons.				
5. I follow a routine that includes regular physical activity sessions.				
B. Intensity				
6. I engage in physical activities that make me sweat and breathe heavily.				
7. My workouts or sports activities are challenging and require effort.				
8. I push myself to work out at a high intensity during most sessions.				
9. I feel physically exhausted after completing my intense exercise sessions.				
10. I can easily maintain a high level of effort during my physical activities.				
C. Variety of Activities				
11. I participate in a range of different physical activities (e.g., sports, running, swimming).				

12. I try new activities or sports to keep my routine interesting.				
13. My physical activity routine includes both aerobic and strength exercises.				
14. I enjoy engaging in various types of physical activities throughout the week.				
15. I mix up my physical activities to avoid monotony and keep motivated.				
D. Progress and Achievements				
16. I see noticeable improvements in my physical fitness over time.				
17. I regularly set and achieve personal fitness goals.				
18. I track my progress in physical activities and celebrate milestones.				
19. My performance in physical activities has improved since I started.				
20. I feel proud of my accomplishments and progress in my physical activities.				
E. Physical and Mental Well-Being				
21. Regular physical activity improves my mood and mental health.				
22. I feel more energetic and less stressed due to my physical activity.				
23. My physical activity helps me manage anxiety and depression.				
24. I notice a positive impact on my overall well-being from exercising regularly.				
25. Engaging in physical activity contributes to my feeling of self-worth and confidence.				

APPENDIX
CRONBACH RESULTS
Reliability
Notes

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	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Notes

Syntax		RELIABILITY /VARIABLES=ASFE1 ASFE2 ASFE3 ASFE4 ASFE5 ACCESS PKA1 PKA2 PKA3 PKA4 PKA5 PKNOWLEDGE PRM1 PRM2 PRM3 PRM4 PRM5 PROLE NS1 NS2 NS3 NS4 NS5 NEIGHBORHOOD ARS1 ARS2 ARS3 ARS4 ARS5 AVAILABILITY PF1 PF2 PF3 PF4 PF5 PROXIMITY PT1 PT2 PT3 PT4 PT5 PUBLIC PWH1 PWH2 PWH3 PWH4 PWH5 PWORK HR1 HR2 HR3 HR4 HR5 HOUSEHOLD SOCIOECO /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE /SUMMARY=MEANS.
Resources	Processor Time	00:00:00.00
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	90	100.0
	Excluded[a]	0	.0

Total	90	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.948	.952	55

Item Statistics

	Mean	Std. Deviation	N
ASFE1	2.6000	1.00337	90
ASFE2	2.6667	1.06000	90
ASFE3	2.7556	1.09453	90
ASFE4	2.7000	1.09596	90
ASFE5	2.6333	1.11627	90
ACCESS	2.6711	.86079	90
PKA1	2.7000	1.07526	90
PKA2	2.6333	.98813	90
PKA3	2.6444	1.07381	90
PKA4	2.6222	1.03400	90
PKA5	2.8333	1.09391	90
PKNOWLEDGE	2.6867	.75791	90
PRM1	2.7333	.98071	90
PRM2	2.7778	1.00312	90
PRM3	2.7444	1.02290	90
PRM4	2.8000	1.00783	90
PRM5	2.6333	.99944	90
PROLE	2.7378	.76358	90
NS1	2.7889	.96564	90
NS2	2.7111	1.05196	90
NS3	2.8556	1.04463	90
NS4	2.7000	1.03261	90
NS5	2.7333	1.02552	90
NEIGHBORHOOD	2.7578	.65445	90
ARS1	2.8111	1.03744	90
ARS2	2.8444	1.01573	90
ARS3	2.8889	1.07520	90
ARS4	2.7778	1.06821	90
ARS5	2.8444	1.00461	90
AVAILABILITY	2.8333	.83208	90
PF1	2.6333	.97669	90
PF2	2.6222	1.01204	90

Item Statistics

	Mean	Std. Deviation	N

PF3	2.6556	1.05107	90
PF4	2.7667	.99493	90
PF5	2.6778	.99242	90
PROXIMITY	2.6711	.67794	90
PT1	2.6889	.96738	90
PT2	2.8667	.99662	90
PT3	2.6778	.94605	90
PT4	2.6556	.95000	90
PT5	2.7444	1.02290	90
PUBLIC	2.7267	.72852	90
PWH1	2.7444	.98939	90
PWH2	2.7556	.99788	90
PWH3	2.8778	1.00368	90
PWH4	2.7000	.91737	90
PWH5	2.7111	.92705	90
PWORK	2.7578	.73469	90
HR1	2.7556	.96350	90
HR2	2.7556	1.03110	90
HR3	2.8444	.98199	90
HR4	2.8333	.96279	90
HR5	2.8222	.90663	90
HOUSEHOLD	2.8022	.62423	90
SOCIOECO	2.7383	.49575	90

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.738	2.600	2.889	.289	1.111	.006	55

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
150.6049	743.448	27.26625	55

Reliability

Notes

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	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax		RELIABILITY /VARIABLES=FR1 FR2 FR3 FR4 FR5 FREQUENCY IN1 IN2 IN3 IN4 IN5 INTENSITY VA1 VA2 VA3 VA4 VA5 VARIETY PA1 PA2 PA3 PA4 PA5 PROGRESS PMW1 PMW2 PMW3 PMW4 PMW5 WELLBEING ACTIVITY /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE /SUMMARY=MEANS.
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	90	100.0
	Excluded[a]	0	.0
	Total	90	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items

.906	.915	31

Item Statistics

	Mean	Std. Deviation	N
FR1	2.8889	.91730	90
FR2	2.8667	.87666	90
FR3	2.8000	.91431	90
FR4	2.9556	.85999	90
FR5	2.8111	.89812	90
FREQUENCY	2.8644	.65605	90
IN1	2.7222	.94842	90
IN2	2.7222	.91219	90
IN3	2.7778	.94545	90
IN4	2.8556	.97797	90
IN5	2.8667	1.05148	90
INTENSITY	2.7889	.64676	90
VA1	2.8556	1.05534	90
VA2	3.0333	1.06476	90
VA3	2.7667	1.01727	90
VA4	2.8111	1.06944	90
VA5	2.9222	.98560	90
VARIETY	2.8778	.82799	90
PA1	2.8556	1.06593	90
PA2	2.9000	1.01727	90
PA3	2.8667	1.01892	90
PA4	2.7889	.97721	90
PA5	2.7222	.98332	90
PROGRESS	2.8267	.68905	90
PMW1	2.7444	.90642	90
PMW2	2.6556	.93810	90
PMW3	2.7000	.95341	90
PMW4	2.7778	.94545	90
PMW5	2.6889	.89499	90
WELLBEING	2.7133	.64446	90
ACTIVITY	2.8142	.46991	90

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.814	2.656	3.033	.378	1.142	.007	31

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
87.2409	212.200	14.56707	31

APPENDIX
SAMPLE STATISTICS

Frequencies

Notes

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Statistics

		SEX	AGE	GL	COLLEGE
N	Valid	90	90	90	90
	Missing	0	0	0	0
Mean		1.5556	1.0000	1.9000	1.9889
Std. Deviation		.49969	.00000	.84866	.84127

Frequency Table

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	40	44.4	44.4	44.4
	2.00	50	55.6	55.6	100.0
	Total	90	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	90	100.0	100.0	100.0

GL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	37	41.1	41.1	41.1
	2.00	25	27.8	27.8	68.9
	3.00	28	31.1	31.1	100.0
	Total	90	100.0	100.0	

COLLEGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	32	35.6	35.6	35.6
	2.00	27	30.0	30.0	65.6
	3.00	31	34.4	34.4	100.0
	Total	90	100.0	100.0	

```
DESCRIPTIVES VARIABLES=ASFE1 ASFE2 ASFE3 ASFE4 ASFE5 ACCESS PKA1
PKA2 PKA3 PKA4 PKA5 PKNOWLEDGE PRM1 PRM2 PRM3 PRM4 PRM5 PROLE NS1
NS2 NS3 NS4 NS5 NEIGHBORHOOD ARS1 ARS2 ARS3 ARS4 ARS5 AVAILABILITY
PF1 PF2 PF3 PF4 PF5 PROXIMITY PT1 PT2 PT3 PT4 PT5 PUBLIC
PWH1 PWH2 PWH3 PWH4 PWH5 PWORK HR1 HR2 HR3 HR4 HR5 HOUSEHOLD
SOCIOECO
  /STATISTICS=MEAN STDDEV.
```

Descriptives

Notes

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	Cases Used	All non-missing data are used.
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Resources	Processor Time	00:00:00.00

Notes

Resources	Elapsed Time	00:00:00.00

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Descriptive Statistics

	N	Mean	Std. Deviation
ASFE1	90	2.6000	1.00337
ASFE2	90	2.6667	1.06000
ASFE3	90	2.7556	1.09453

ASFE4	90	2.7000	1.09596
ASFE5	90	2.6333	1.11627
ACCESS	90	2.6711	.86079
PKA1	90	2.7000	1.07526
PKA2	90	2.6333	.98813
PKA3	90	2.6444	1.07381
PKA4	90	2.6222	1.03400
PKA5	90	2.8333	1.09391
PKNOWLEDGE	90	2.6867	.75791
PRM1	90	2.7333	.98071
PRM2	90	2.7778	1.00312
PRM3	90	2.7444	1.02290
PRM4	90	2.8000	1.00783
PRM5	90	2.6333	.99944
PROLE	90	2.7378	.76358
NS1	90	2.7889	.96564
NS2	90	2.7111	1.05196
NS3	90	2.8556	1.04463
NS4	90	2.7000	1.03261
NS5	90	2.7333	1.02552
NEIGHBORHOOD	90	2.7578	.65445
ARS1	90	2.8111	1.03744
ARS2	90	2.8444	1.01573
ARS3	90	2.8889	1.07520
ARS4	90	2.7778	1.06821
ARS5	90	2.8444	1.00461
AVAILABILITY	90	2.8333	.83208
PF1	90	2.6333	.97669
PF2	90	2.6222	1.01204

Descriptive Statistics

	N	Mean	Std. Deviation
PF3	90	2.6556	1.05107
PF4	90	2.7667	.99493
PF5	90	2.6778	.99242
PROXIMITY	90	2.6711	.67794
PT1	90	2.6889	.96738
PT2	90	2.8667	.99662
PT3	90	2.6778	.94605
PT4	90	2.6556	.95000
PT5	90	2.7444	1.02290
PUBLIC	90	2.7267	.72852
PWH1	90	2.7444	.98939
PWH2	90	2.7556	.99788
PWH3	90	2.8778	1.00368
PWH4	90	2.7000	.91737

PWH5	90	2.7111	.92705
PWORK	90	2.7578	.73469
HR1	90	2.7556	.96350
HR2	90	2.7556	1.03110
HR3	90	2.8444	.98199
HR4	90	2.8333	.96279
HR5	90	2.8222	.90663
HOUSEHOLD	90	2.8022	.62423
SOCIOECO	90	2.7383	.49575
Valid N (listwise)	90		

```
DESCRIPTIVES VARIABLES=FR1 FR2 FR3 FR4 FR5 FREQUENCY IN1 IN2 IN3 IN4 IN5
INTENSITY VA1 VA2 VA3 VA4 VA5 VARIETY PA1 PA2 PA3 PA4 PA5 PROGRESS
PMW1 PMW2 PMW3 PMW4 PMW5 WELLBEING ACTIVITY OVERALL
  /STATISTICS=MEAN STDDEV.
```

Descriptives

Notes

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Descriptive Statistics

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FR2	90	2.8667	.87666
FR3	90	2.8000	.91431
FR4	90	2.9556	.85999
FR5	90	2.8111	.89812
FREQUENCY	90	2.8644	.65605
IN1	90	2.7222	.94842
IN2	90	2.7222	.91219
IN3	90	2.7778	.94545
IN4	90	2.8556	.97797
IN5	90	2.8667	1.05148
INTENSITY	90	2.7889	.64676
VA1	90	2.8556	1.05534
VA2	90	3.0333	1.06476
VA3	90	2.7667	1.01727
VA4	90	2.8111	1.06944
VA5	90	2.9222	.98560
VARIETY	90	2.8778	.82799
PA1	90	2.8556	1.06593
PA2	90	2.9000	1.01727
PA3	90	2.8667	1.01892
PA4	90	2.7889	.97721
PA5	90	2.7222	.98332
PROGRESS	90	2.8267	.68905
PMW1	90	2.7444	.90642
PMW2	90	2.6556	.93810
PMW3	90	2.7000	.95341
PMW4	90	2.7778	.94545
PMW5	90	2.6889	.89499
WELLBEING	90	2.7133	.64446
ACTIVITY	90	2.8142	.46991
OVERALL	90	2.7762	.43081
Valid N (listwise)	90		

ONEWAY ACCESS PKNOWLEDGE PROLE NEIGHBORHOOD AVAILABILITY PROXIMITY PUBLIC PWORK HOUSEHOLD SOCIOECO BY SEX
  /STATISTICS DESCRIPTIVES HOMOGENEITY
  /MISSING ANALYSIS
  /POSTHOC=LSD ALPHA(0.05).

Oneway

Notes

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[DataSet0] C:\Users\User\Desktop\SIDE LINE\SIDE LINE\AUGUST 2024 PAPERS\liangqijie\NEW\LIANG QIJIE NEW DATA.sav

Warnings

Post hoc tests are not performed for ACCESS because there are fewer than three groups.
Post hoc tests are not performed for PKNOWLEDGE because there are fewer than three groups.
Post hoc tests are not performed for PROLE because there are fewer than three groups.
Post hoc tests are not performed for NEIGHBORHOOD because there are fewer than three groups.
Post hoc tests are not performed for AVAILABILITY because there are fewer than three groups.

Post hoc tests are not performed for PROXIMITY because there are fewer than three groups.
Post hoc tests are not performed for PUBLIC because there are fewer than three groups.
Post hoc tests are not performed for PWORK because there are fewer than three groups.
Post hoc tests are not performed for HOUSEHOLD because there are fewer than three groups.
Post hoc tests are not performed for SOCIOECO because there are fewer than three groups.

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
						Lower Bound
ACCESS	1.00	40	2.6450	.87646	.13858	2.3647
	2.00	50	2.6920	.85639	.12111	2.4486
	Total	90	2.6711	.86079	.09073	2.4908
PKNOWLEDGE	1.00	40	2.6900	.80886	.12789	2.4313
	2.00	50	2.6840	.72291	.10223	2.4786
	Total	90	2.6867	.75791	.07989	2.5279
PROLE	1.00	40	2.6250	.85956	.13591	2.3501
	2.00	50	2.8280	.67250	.09511	2.6369
	Total	90	2.7378	.76358	.08049	2.5778
NEIGHBORHOOD	1.00	40	2.7000	.70456	.11140	2.4747
	2.00	50	2.8040	.61477	.08694	2.6293
	Total	90	2.7578	.65445	.06899	2.6207
AVAILABILITY	1.00	40	2.8100	.91028	.14393	2.5189
	2.00	50	2.8520	.77281	.10929	2.6324
	Total	90	2.8333	.83208	.08771	2.6591
PROXIMITY	1.00	40	2.5700	.66030	.10440	2.3588
	2.00	50	2.7520	.68757	.09724	2.5566
	Total	90	2.6711	.67794	.07146	2.5291
PUBLIC	1.00	40	2.7900	.73303	.11590	2.5556
	2.00	50	2.6760	.72831	.10300	2.4690
	Total	90	2.7267	.72852	.07679	2.5741
PWORK	1.00	40	2.7350	.73643	.11644	2.4995
	2.00	50	2.7760	.74026	.10469	2.5656
	Total	90	2.7578	.73469	.07744	2.6039
HOUSEHOLD	1.00	40	2.6750	.63519	.10043	2.4719
	2.00	50	2.9040	.60236	.08519	2.7328
	Total	90	2.8022	.62423	.06580	2.6715
SOCIOECO	1.00	40	2.6933	.54364	.08596	2.5195
	2.00	50	2.7742	.45629	.06453	2.6445
	Total	90	2.7383	.49575	.05226	2.6344

Descriptives

		95% Confidence Interval for Mean	Minimum	Maximum
		Upper Bound		
ACCESS	1.00	2.9253	1.00	4.00
	2.00	2.9354	1.00	4.00
	Total	2.8514	1.00	4.00
PKNOWLEDGE	1.00	2.9487	1.00	4.00
	2.00	2.8894	1.00	4.00
	Total	2.8454	1.00	4.00
PROLE	1.00	2.8999	1.00	4.00
	2.00	3.0191	1.00	4.00
	Total	2.8977	1.00	4.00
NEIGHBORHOOD	1.00	2.9253	1.40	4.00
	2.00	2.9787	1.20	4.00
	Total	2.8949	1.20	4.00
AVAILABILITY	1.00	3.1011	1.20	4.00
	2.00	3.0716	1.00	4.00
	Total	3.0076	1.00	4.00
PROXIMITY	1.00	2.7812	1.00	4.00
	2.00	2.9474	1.00	4.00
	Total	2.8131	1.00	4.00
PUBLIC	1.00	3.0244	1.00	4.00
	2.00	2.8830	1.20	4.00
	Total	2.8793	1.00	4.00
PWORK	1.00	2.9705	1.20	4.00
	2.00	2.9864	1.00	4.00
	Total	2.9117	1.00	4.00
HOUSEHOLD	1.00	2.8781	1.40	4.00
	2.00	3.0752	1.60	4.00
	Total	2.9330	1.40	4.00
SOCIOECO	1.00	2.8672	1.62	3.78
	2.00	2.9039	1.84	4.00
	Total	2.8421	1.62	4.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
ACCESS	.019	1	88	.889
PKNOWLEDGE	.439	1	88	.510
PROLE	3.586	1	88	.062
NEIGHBORHOOD	2.004	1	88	.160
AVAILABILITY	2.277	1	88	.135
PROXIMITY	.019	1	88	.891
PUBLIC	.361	1	88	.550
PWORK	.096	1	88	.757

HOUSEHOLD	.029	1	88	.866
SOCIOECO	1.630	1	88	.205

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ACCESS	Between Groups	.049	1	.049	.066	.799
	Within Groups	65.896	88	.749		
	Total	65.945	89			
PKNOWLEDGE	Between Groups	.001	1	.001	.001	.970
	Within Groups	51.123	88	.581		
	Total	51.124	89			
PROLE	Between Groups	.916	1	.916	1.581	.212
	Within Groups	50.976	88	.579		
	Total	51.892	89			
NEIGHBORHOOD	Between Groups	.240	1	.240	.558	.457
	Within Groups	37.879	88	.430		
	Total	38.120	89			
AVAILABILITY	Between Groups	.039	1	.039	.056	.813
	Within Groups	61.581	88	.700		
	Total	61.620	89			
PROXIMITY	Between Groups	.736	1	.736	1.613	.207
	Within Groups	40.169	88	.456		
	Total	40.905	89			
PUBLIC	Between Groups	.289	1	.289	.541	.464
	Within Groups	46.947	88	.533		
	Total	47.236	89			
PWORK	Between Groups	.037	1	.037	.068	.794
	Within Groups	48.002	88	.545		
	Total	48.040	89			
HOUSEHOLD	Between Groups	1.165	1	1.165	3.060	.084
	Within Groups	33.514	88	.381		
	Total	34.680	89			
SOCIOECO	Between Groups	.145	1	.145	.589	.445
	Within Groups	21.728	88	.247		

Total	21.873	89			

ONEWAY ACCESS PKNOWLEDGE PROLE NEIGHBORHOOD AVAILABILITY PROXIMITY PUBLIC PWORK HOUSEHOLD SOCIOECO BY AGE
/STATISTICS DESCRIPTIVES HOMOGENEITY
/MISSING ANALYSIS
/POSTHOC=LSD ALPHA(0.05).

Oneway

Notes

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Warnings

There are fewer than two groups for dependent variable ACCESS. No statistics are computed.
There are fewer than two groups for dependent variable PKNOWLEDGE. No statistics are computed.
There are fewer than two groups for dependent variable PROLE. No statistics are computed.
There are fewer than two groups for dependent variable NEIGHBORHOOD. No statistics are computed.
There are fewer than two groups for dependent variable AVAILABILITY. No statistics are computed.
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There are fewer than two groups for dependent variable PWORK. No statistics are computed.
There are fewer than two groups for dependent variable HOUSEHOLD. No statistics are computed.
There are fewer than two groups for dependent variable SOCIOECO. No statistics are computed.

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ONEWAY ACCESS PKNOWLEDGE PROLE NEIGHBORHOOD AVAILABILITY PROXIMITY PUBLIC PWORK HOUSEHOLD SOCIOECO BY GL
  /STATISTICS DESCRIPTIVES HOMOGENEITY
  /MISSING ANALYSIS
  /POSTHOC=LSD ALPHA(0.05).
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Oneway

Notes

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Syntax	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis. ONEWAY ACCESS PKNOWLEDGE PROLE NEIGHBORHOOD AVAILABILITY PROXIMITY PUBLIC PWORK HOUSEHOLD SOCIOECO BY GL /STATISTICS DESCRIPTIVES HOMOGENEITY /MISSING ANALYSIS /POSTHOC=LSD ALPHA(0.05).
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Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
						Lower Bound
ACCESS	1.00	37	2.8108	.67321	.11068	2.5864
	2.00	25	2.7200	1.06927	.21385	2.2786
	3.00	28	2.4429	.85956	.16244	2.1096
	Total	90	2.6711	.86079	.09073	2.4908
PKNOWLEDGE	1.00	37	2.9027	.59558	.09791	2.7041
	2.00	25	2.5600	.95219	.19044	2.1670
	3.00	28	2.5143	.71061	.13429	2.2387
	Total	90	2.6867	.75791	.07989	2.5279
PROLE	1.00	37	2.7351	.69451	.11418	2.5036
	2.00	25	2.6560	1.04486	.20897	2.2247
	3.00	28	2.8143	.54414	.10283	2.6033
	Total	90	2.7378	.76358	.08049	2.5778
NEIGHBORHOOD	1.00	37	2.7568	.61126	.10049	2.5530
	2.00	25	2.6720	.73230	.14646	2.3697
	3.00	28	2.8357	.65105	.12304	2.5833
	Total	90	2.7578	.65445	.06899	2.6207
AVAILABILITY	1.00	37	2.8216	.84955	.13967	2.5384
	2.00	25	2.9600	.80208	.16042	2.6289

	3.00	28	2.7357	.85037	.16070	2.4060
	Total	90	2.8333	.83208	.08771	2.6591
PROXIMITY	1.00	37	2.6973	.73124	.12022	2.4535
	2.00	25	2.7280	.61068	.12214	2.4759
	3.00	28	2.5857	.67753	.12804	2.3230
	Total	90	2.6711	.67794	.07146	2.5291
PUBLIC	1.00	37	2.7243	.79771	.13114	2.4584
	2.00	25	2.9120	.70493	.14099	2.6210
	3.00	28	2.5643	.63258	.11955	2.3190
	Total	90	2.7267	.72852	.07679	2.5741
PWORK	1.00	37	2.8541	.76106	.12512	2.6003
	2.00	25	2.6880	.76829	.15366	2.3709
	3.00	28	2.6929	.67874	.12827	2.4297

Descriptives

		95% Confidence Interval for Mean	Minimum	Maximum
		Upper Bound		
ACCESS	1.00	3.0353	1.00	4.00
	2.00	3.1614	1.00	4.00
	3.00	2.7762	1.00	4.00
	Total	2.8514	1.00	4.00
PKNOWLEDGE	1.00	3.1013	1.00	3.80
	2.00	2.9530	1.00	4.00
	3.00	2.7898	1.40	4.00
	Total	2.8454	1.00	4.00
PROLE	1.00	2.9667	1.00	4.00
	2.00	3.0873	1.00	4.00
	3.00	3.0253	1.20	4.00
	Total	2.8977	1.00	4.00
NEIGHBORHOOD	1.00	2.9606	1.40	4.00
	2.00	2.9743	1.60	4.00
	3.00	3.0882	1.20	4.00
	Total	2.8949	1.20	4.00
AVAILABILITY	1.00	3.1049	1.20	4.00
	2.00	3.2911	1.20	4.00
	3.00	3.0655	1.00	4.00
	Total	3.0076	1.00	4.00
PROXIMITY	1.00	2.9411	1.00	4.00
	2.00	2.9801	1.60	4.00
	3.00	2.8484	1.00	3.80
	Total	2.8131	1.00	4.00
PUBLIC	1.00	2.9903	1.00	4.00
	2.00	3.2030	1.20	4.00
	3.00	2.8096	1.20	3.40

	Total	2.8793	1.00	4.00
	1.00	3.1078	1.00	4.00
PWORK	2.00	3.0051	1.20	4.00
	3.00	2.9560	1.00	3.80

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
						Lower Bound
PWORK	Total	90	2.7578	.73469	.07744	2.6039
HOUSEHOLD	1.00	37	2.8432	.65851	.10826	2.6237
	2.00	25	2.7440	.65706	.13141	2.4728
	3.00	28	2.8000	.56306	.10641	2.5817
	Total	90	2.8022	.62423	.06580	2.6715
SOCIOECO	1.00	37	2.7940	.47203	.07760	2.6366
	2.00	25	2.7378	.60726	.12145	2.4871
	3.00	28	2.6651	.41885	.07915	2.5027
	Total	90	2.7383	.49575	.05226	2.6344

Descriptives

		95% Confidence Interval for Mean	Minimum	Maximum
		Upper Bound		
PWORK	Total	2.9117	1.00	4.00
HOUSEHOLD	1.00	3.0628	1.60	4.00
	2.00	3.0152	1.40	4.00
	3.00	3.0183	1.40	3.80
	Total	2.9330	1.40	4.00
SOCIOECO	1.00	2.9514	1.62	3.71
	2.00	2.9884	1.82	4.00
	3.00	2.8275	1.84	3.36
	Total	2.8421	1.62	4.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
ACCESS	5.084	2	87	.008
PKNOWLEDGE	5.888	2	87	.004
PROLE	8.243	2	87	.001
NEIGHBORHOOD	.984	2	87	.378
AVAILABILITY	.156	2	87	.856
PROXIMITY	.621	2	87	.540
PUBLIC	.502	2	87	.607

PWORK	.206	2	87	.814
HOUSEHOLD	.735	2	87	.483
SOCIOECO	2.967	2	87	.057

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
ACCESS	Between Groups	2.241	2	1.120	1.530	.222
	Within Groups	63.704	87	.732		
	Total	65.945	89			
PKNOWLEDGE	Between Groups	2.960	2	1.480	2.673	.075
	Within Groups	48.164	87	.554		
	Total	51.124	89			
PROLE	Between Groups	.331	2	.166	.280	.757
	Within Groups	51.560	87	.593		
	Total	51.892	89			
NEIGHBORHOOD	Between Groups	.354	2	.177	.408	.666
	Within Groups	37.765	87	.434		
	Total	38.120	89			
AVAILABILITY	Between Groups	.673	2	.337	.480	.620
	Within Groups	60.947	87	.701		
	Total	61.620	89			
PROXIMITY	Between Groups	.310	2	.155	.333	.718
	Within Groups	40.594	87	.467		
	Total	40.905	89			
PUBLIC	Between Groups	1.597	2	.799	1.522	.224
	Within Groups	45.639	87	.525		
	Total	47.236	89			
PWORK	Between Groups	.583	2	.291	.534	.588
	Within Groups	47.457	87	.545		
	Total	48.040	89			
HOUSEHOLD	Between Groups	.147	2	.074	.185	.831
	Within Groups	34.532	87	.397		
	Total	34.680	89			

SOCIOECO	Between Groups	.265	2	.132	.533	.589
	Within Groups	21.608	87	.248		
	Total	21.873	89			

Post Hoc Tests

Multiple Comparisons

LSD

Dependent Variable	(I) GL	(J) GL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
						Lower Bound
ACCESS	1.00	2.00	.09081	.22154	.683	-.3495
		3.00	.36795	.21434	.090	-.0581
	2.00	1.00	-.09081	.22154	.683	-.5311
		3.00	.27714	.23546	.242	-.1909
	3.00	1.00	-.36795	.21434	.090	-.7940
		2.00	-.27714	.23546	.242	-.7451
PKNOWLEDGE	1.00	2.00	.34270	.19263	.079	-.0402
		3.00	.38842*	.18637	.040	.0180
	2.00	1.00	-.34270	.19263	.079	-.7256
		3.00	.04571	.20473	.824	-.3612
	3.00	1.00	-.38842*	.18637	.040	-.7588
		2.00	-.04571	.20473	.824	-.4526
PROLE	1.00	2.00	.07914	.19931	.692	-.3170
		3.00	-.07915	.19283	.682	-.4624
	2.00	1.00	-.07914	.19931	.692	-.4753
		3.00	-.15829	.21183	.457	-.5793
	3.00	1.00	.07915	.19283	.682	-.3041
		2.00	.15829	.21183	.457	-.2627
NEIGHBORHOOD	1.00	2.00	.08476	.17057	.621	-.2543
		3.00	-.07896	.16503	.634	-.4070
	2.00	1.00	-.08476	.17057	.621	-.4238
		3.00	-.16371	.18129	.369	-.5241
	3.00	1.00	.07896	.16503	.634	-.2491
		2.00	.16371	.18129	.369	-.1966
AVAILABILITY	1.00	2.00	-.13838	.21669	.525	-.5691
		3.00	.08591	.20965	.683	-.3308
	2.00	1.00	.13838	.21669	.525	-.2923
		3.00	.22429	.23031	.333	-.2335
	3.00	1.00	-.08591	.20965	.683	-.5026
		2.00	-.22429	.23031	.333	-.6820

Multiple Comparisons

LSD

Dependent Variable	(I) GL	(J) GL	95% Confidence Interval
			Upper Bound
ACCESS	1.00	2.00	.5311
		3.00	.7940
	2.00	1.00	.3495
		3.00	.7451
	3.00	1.00	.0581
		2.00	.1909
PKNOWLEDGE	1.00	2.00	.7256
		3.00	.7588*
	2.00	1.00	.0402
		3.00	.4526
	3.00	1.00	-.0180*
		2.00	.3612
PROLE	1.00	2.00	.4753
		3.00	.3041
	2.00	1.00	.3170
		3.00	.2627
	3.00	1.00	.4624
		2.00	.5793
NEIGHBORHOOD	1.00	2.00	.4238
		3.00	.2491
	2.00	1.00	.2543
		3.00	.1966
	3.00	1.00	.4070
		2.00	.5241
AVAILABILITY	1.00	2.00	.2923
		3.00	.5026
	2.00	1.00	.5691
		3.00	.6820
	3.00	1.00	.3308
		2.00	.2335

Multiple Comparisons

LSD

Dependent Variable	(I) GL	(J) GL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
						Lower Bound
PROXIMITY	1.00	2.00	-.03070	.17685	.863	-.3822
		3.00	.11158	.17110	.516	-.2285
	2.00	1.00	.03070	.17685	.863	-.3208
		3.00	.14229	.18796	.451	-.2313

	3.00	1.00	-.11158	.17110	.516	-.4517
		2.00	-.14229	.18796	.451	-.5159
	1.00	2.00	-.18768	.18751	.320	-.5604
		3.00	.16004*	.18142	.380	-.2006
PUBLIC	2.00	1.00	.18768	.18751	.320	-.1850
		3.00	.34771	.19929	.085	-.0484
	3.00	1.00	-.16004*	.18142	.380	-.5206
		2.00	-.34771	.19929	.085	-.7438
	1.00	2.00	.16605	.19121	.388	-.2140
		3.00	.16120	.18500	.386	-.2065
PWORK	2.00	1.00	-.16605	.19121	.388	-.5461
		3.00	-.00486	.20323	.981	-.4088
	3.00	1.00	-.16120	.18500	.386	-.5289
		2.00	.00486	.20323	.981	-.3991
	1.00	2.00	.09924	.16311	.544	-.2250
		3.00	.04324	.15781	.785	-.2704
HOUSEHOLD	2.00	1.00	-.09924	.16311	.544	-.4234
		3.00	-.05600	.17336	.747	-.4006
	3.00	1.00	-.04324	.15781	.785	-.3569
		2.00	.05600	.17336	.747	-.2886
	1.00	2.00	.05622	.12903	.664	-.2002
		3.00	.12891	.12483	.305	-.1192
SOCIOECO	2.00	1.00	-.05622	.12903	.664	-.3127
		3.00	.07270	.13713	.597	-.1999
	3.00	1.00	-.12891	.12483	.305	-.3770
		2.00	-.07270	.13713	.597	-.3453

Multiple Comparisons

LSD

Dependent Variable	(I) GL	(J) GL	95% Confidence Interval
			Upper Bound
PROXIMITY	1.00	2.00	.3208
		3.00	.4517
	2.00	1.00	.3822
		3.00	.5159
	3.00	1.00	.2285
		2.00	.2313
PUBLIC	1.00	2.00	.1850
		3.00	.5206*
	2.00	1.00	.5604
		3.00	.7438
	3.00	1.00	.2006*
		2.00	.0484
PWORK	1.00	2.00	.5461
		3.00	.5289

	2.00	1.00	.2140
		3.00	.3991
	3.00	1.00	.2065
		2.00	.4088
	1.00	2.00	.4234
		3.00	.3569
HOUSEHOLD	2.00	1.00	.2250
		3.00	.2886
	3.00	1.00	.2704
		2.00	.4006
	1.00	2.00	.3127
		3.00	.3770
SOCIOECO	2.00	1.00	.2002
		3.00	.3453
	3.00	1.00	.1192
		2.00	.1999

*. The mean difference is significant at the 0.05 level.

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ONEWAY FREQUENCY INTENSITY VARIETY PROGRESS WELLBEING ACTIVITY BY SEX
  /STATISTICS DESCRIPTIVES HOMOGENEITY
  /MISSING ANALYSIS
  /POSTHOC=LSD ALPHA(0.05).
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Oneway

Notes

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	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.

Syntax		ONEWAY FREQUENCY INTENSITY VARIETY PROGRESS WELLBEING ACTIVITY BY SEX /STATISTICS DESCRIPTIVES HOMOGENEITY /MISSING ANALYSIS /POSTHOC=LSD ALPHA(0.05).
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Warnings

Post hoc tests are not performed for FREQUENCY because there are fewer than three groups.
Post hoc tests are not performed for INTENSITY because there are fewer than three groups.
Post hoc tests are not performed for VARIETY because there are fewer than three groups.
Post hoc tests are not performed for PROGRESS because there are fewer than three groups.
Post hoc tests are not performed for WELLBEING because there are fewer than three groups.
Post hoc tests are not performed for ACTIVITY because there are fewer than three groups.

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
						Lower Bound
FREQUENCY	1.00	40	2.8650	.71953	.11377	2.6349
	2.00	50	2.8640	.60803	.08599	2.6912
	Total	90	2.8644	.65605	.06915	2.7270
INTENSITY	1.00	40	2.7400	.67816	.10723	2.5231
	2.00	50	2.8280	.62468	.08834	2.6505
	Total	90	2.7889	.64676	.06817	2.6534
VARIETY	1.00	40	2.7900	.83384	.13184	2.5233
	2.00	50	2.9480	.82493	.11666	2.7136
	Total	90	2.8778	.82799	.08728	2.7044
PROGRESS	1.00	40	2.7350	.69635	.11010	2.5123

	2.00	50	2.9000	.68124	.09634	2.7064
	Total	90	2.8267	.68905	.07263	2.6823
	1.00	40	2.6100	.64997	.10277	2.4021
WELLBEING	2.00	50	2.7960	.63438	.08971	2.6157
	Total	90	2.7133	.64446	.06793	2.5784
	1.00	40	2.7480	.49582	.07840	2.5894
ACTIVITY	2.00	50	2.8672	.44604	.06308	2.7404
	Total	90	2.8142	.46991	.04953	2.7158

Descriptives

		95% Confidence Interval for Mean	Minimum	Maximum
		Upper Bound		
	1.00	3.0951	1.20	4.00
FREQUENCY	2.00	3.0368	1.20	4.00
	Total	3.0019	1.20	4.00
	1.00	2.9569	1.20	4.00
INTENSITY	2.00	3.0055	1.80	4.00
	Total	2.9244	1.20	4.00
	1.00	3.0567	1.00	4.00
VARIETY	2.00	3.1824	1.00	4.00
	Total	3.0512	1.00	4.00
	1.00	2.9577	1.20	3.80
PROGRESS	2.00	3.0936	1.20	4.00
	Total	2.9710	1.20	4.00
	1.00	2.8179	1.00	4.00
WELLBEING	2.00	2.9763	1.20	4.00
	Total	2.8483	1.00	4.00
	1.00	2.9066	2.00	3.88
ACTIVITY	2.00	2.9940	2.04	4.00
	Total	2.9126	2.00	4.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
FREQUENCY	1.146	1	88	.287
INTENSITY	.002	1	88	.967
VARIETY	.184	1	88	.669
PROGRESS	.142	1	88	.707
WELLBEING	.447	1	88	.505
ACTIVITY	.849	1	88	.359

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
FREQUENCY	Between Groups	.000	1	.000	.000	.994
	Within Groups	38.306	88	.435		
	Total	38.306	89			
INTENSITY	Between Groups	.172	1	.172	.409	.524
	Within Groups	37.057	88	.421		
	Total	37.229	89			
VARIETY	Between Groups	.555	1	.555	.807	.371
	Within Groups	60.461	88	.687		
	Total	61.016	89			
PROGRESS	Between Groups	.605	1	.605	1.278	.261
	Within Groups	41.651	88	.473		
	Total	42.256	89			
WELLBEING	Between Groups	.769	1	.769	1.869	.175
	Within Groups	36.195	88	.411		
	Total	36.964	89			
ACTIVITY	Between Groups	.316	1	.316	1.437	.234
	Within Groups	19.336	88	.220		
	Total	19.652	89			

```
ONEWAY FREQUENCY INTENSITY VARIETY PROGRESS WELLBEING ACTIVITY BY AGE
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Oneway

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Warnings

There are fewer than two groups for dependent variable FREQUENCY. No statistics are computed.
There are fewer than two groups for dependent variable INTENSITY. No statistics are computed.
There are fewer than two groups for dependent variable VARIETY. No statistics are computed.
There are fewer than two groups for dependent variable PROGRESS. No statistics are computed.
There are fewer than two groups for dependent variable WELLBEING. No statistics are computed.
There are fewer than two groups for dependent variable ACTIVITY. No statistics are computed.

ONEWAY FREQUENCY INTENSITY VARIETY PROGRESS WELLBEING ACTIVITY BY GL
/STATISTICS DESCRIPTIVES HOMOGENEITY
/MISSING ANALYSIS
/POSTHOC=LSD ALPHA(0.05).

Oneway

Notes

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	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY FREQUENCY INTENSITY VARIETY PROGRESS WELLBEING ACTIVITY BY GL /STATISTICS DESCRIPTIVES HOMOGENEITY /MISSING ANALYSIS /POSTHOC=LSD ALPHA(0.05).
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Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
						Lower Bound
FREQUENCY	1.00	37	2.9405	.58853	.09675	2.7443
	2.00	25	2.7280	.79347	.15869	2.4005
	3.00	28	2.8857	.60962	.11521	2.6493
	Total	90	2.8644	.65605	.06915	2.7270

INTENSITY	1.00	37	2.8378	.63742	.10479	2.6253
	2.00	25	2.7520	.76000	.15200	2.4383
	3.00	28	2.7571	.56400	.10659	2.5384
	Total	90	2.7889	.64676	.06817	2.6534
VARIETY	1.00	37	2.9838	.74443	.12238	2.7356
	2.00	25	2.8000	.97125	.19425	2.3991
	3.00	28	2.8071	.81009	.15309	2.4930
	Total	90	2.8778	.82799	.08728	2.7044
PROGRESS	1.00	37	2.9135	.68075	.11191	2.6865
	2.00	25	2.7360	.77829	.15566	2.4147
	3.00	28	2.7929	.62416	.11796	2.5508
	Total	90	2.8267	.68905	.07263	2.6823
WELLBEING	1.00	37	2.6757	.65718	.10804	2.4566
	2.00	25	2.7120	.68576	.13715	2.4289
	3.00	28	2.7643	.60871	.11504	2.5283
	Total	90	2.7133	.64446	.06793	2.5784
ACTIVITY	1.00	37	2.8703	.43189	.07100	2.7263
	2.00	25	2.7456	.58457	.11691	2.5043
	3.00	28	2.8014	.40814	.07713	2.6432
	Total	90	2.8142	.46991	.04953	2.7158

Descriptives

		95% Confidence Interval for Mean	Minimum	Maximum
		Upper Bound		
FREQUENCY	1.00	3.1368	1.20	4.00
	2.00	3.0555	1.20	4.00
	3.00	3.1221	1.20	4.00
	Total	3.0019	1.20	4.00
INTENSITY	1.00	3.0504	1.80	4.00
	2.00	3.0657	1.20	4.00
	3.00	2.9758	1.80	4.00
	Total	2.9244	1.20	4.00
VARIETY	1.00	3.2320	1.00	4.00
	2.00	3.2009	1.00	4.00
	3.00	3.1213	1.00	3.80
	Total	3.0512	1.00	4.00
PROGRESS	1.00	3.1405	1.20	3.80
	2.00	3.0573	1.20	4.00
	3.00	3.0349	1.60	3.80
	Total	2.9710	1.20	4.00
WELLBEING	1.00	2.8948	1.00	3.80
	2.00	2.9951	1.20	4.00
	3.00	3.0003	1.40	3.60
	Total	2.8483	1.00	4.00

ACTIVITY	1.00	3.0143	2.08	3.72
	2.00	2.9869	2.00	4.00
	3.00	2.9597	2.04	3.64
	Total	2.9126	2.00	4.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
FREQUENCY	1.499	2	87	.229
INTENSITY	1.136	2	87	.326
VARIETY	2.191	2	87	.118
PROGRESS	.488	2	87	.615
WELLBEING	.024	2	87	.976
ACTIVITY	3.155	2	87	.048

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
FREQUENCY	Between Groups	.692	2	.346	.801	.452
	Within Groups	37.614	87	.432		
	Total	38.306	89			
INTENSITY	Between Groups	.151	2	.075	.177	.838
	Within Groups	37.078	87	.426		
	Total	37.229	89			
VARIETY	Between Groups	.707	2	.353	.510	.602
	Within Groups	60.309	87	.693		
	Total	61.016	89			
PROGRESS	Between Groups	.517	2	.258	.538	.586
	Within Groups	41.739	87	.480		
	Total	42.256	89			
WELLBEING	Between Groups	.125	2	.063	.148	.863
	Within Groups	36.839	87	.423		
	Total	36.964	89			
ACTIVITY	Between Groups	.239	2	.119	.534	.588
	Within Groups	19.414	87	.223		
	Total	19.652	89			

Post Hoc Tests

Multiple Comparisons

LSD

Dependent Variable	(I) GL	(J) GL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
						Lower Bound
FREQUENCY	1.00	2.00	.21254	.17023	.215	-.1258
		3.00	.05483	.16470	.740	-.2725
	2.00	1.00	-.21254	.17023	.215	-.5509
		3.00	-.15771	.18093	.386	-.5173
	3.00	1.00	-.05483	.16470	.740	-.3822
		2.00	.15771	.18093	.386	-.2019
INTENSITY	1.00	2.00	.08584	.16901	.613	-.2501
		3.00	.08069	.16352	.623	-.2443
	2.00	1.00	-.08584	.16901	.613	-.4218
		3.00	-.00514	.17963	.977	-.3622
	3.00	1.00	-.08069	.16352	.623	-.4057
		2.00	.00514	.17963	.977	-.3519
VARIETY	1.00	2.00	.18378	.21555	.396	-.2447
		3.00	.17664	.20855	.399	-.2379
	2.00	1.00	-.18378	.21555	.396	-.6122
		3.00	-.00714	.22910	.975	-.4625
	3.00	1.00	-.17664	.20855	.399	-.5912
		2.00	.00714	.22910	.975	-.4482
PROGRESS	1.00	2.00	.17751	.17932	.325	-.1789
		3.00	.12066	.17350	.489	-.2242
	2.00	1.00	-.17751	.17932	.325	-.5339
		3.00	-.05686	.19059	.766	-.4357
	3.00	1.00	-.12066	.17350	.489	-.4655
		2.00	.05686	.19059	.766	-.3220
WELLBEING	1.00	2.00	-.03632	.16847	.830	-.3712
		3.00	-.08861	.16299	.588	-.4126
	2.00	1.00	.03632	.16847	.830	-.2985
		3.00	-.05229	.17905	.771	-.4082
	3.00	1.00	.08861	.16299	.588	-.2354
		2.00	.05229	.17905	.771	-.3036

Multiple Comparisons

LSD

Dependent Variable	(I) GL	(J) GL	95% Confidence Interval
			Upper Bound
FREQUENCY	1.00	2.00	.5509
		3.00	.3822

	2.00	1.00	.1258
		3.00	.2019
	3.00	1.00	.2725
		2.00	.5173
	1.00	2.00	.4218
		3.00	.4057
INTENSITY	2.00	1.00	.2501
		3.00	.3519
	3.00	1.00	.2443
		2.00	.3622
	1.00	2.00	.6122
		3.00	.5912
VARIETY	2.00	1.00	.2447
		3.00	.4482
	3.00	1.00	.2379
		2.00	.4625
	1.00	2.00	.5339
		3.00	.4655
PROGRESS	2.00	1.00	.1789
		3.00	.3220
	3.00	1.00	.2242
		2.00	.4357
	1.00	2.00	.2985
		3.00	.2354
WELLBEING	2.00	1.00	.3712
		3.00	.3036
	3.00	1.00	.4126
		2.00	.4082

Multiple Comparisons

LSD

Dependent Variable	(I) GL	(J) GL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
						Lower Bound
ACTIVITY	1.00	2.00	.12467	.12230	.311	-.1184
		3.00	.06884	.11832	.562	-.1663
	2.00	1.00	-.12467	.12230	.311	-.3678
		3.00	-.05583	.12998	.669	-.3142
	3.00	1.00	-.06884	.11832	.562	-.3040
		2.00	.05583	.12998	.669	-.2025

Multiple Comparisons

LSD

Dependent Variable	(I) GL	(J) GL	95% Confidence Interval
			Upper Bound
ACTIVITY	1.00	2.00	.3678
		3.00	.3040
	2.00	1.00	.1184
		3.00	.2025
	3.00	1.00	.1663
		2.00	.3142

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PROXIMITY PUBLIC PWORK HOUSEHOLD SOCIOECO FREQUENCY INTENSITY
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Correlations

Notes

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	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.

Syntax		CORRELATIONS /VARIABLES=ACCESS PKNOWLEDGE PROLE NEIGHBORHOOD AVAILABILITY PROXIMITY PUBLIC PWORK HOUSEHOLD SOCIOECO FREQUENCY INTENSITY VARIETY PROGRESS WELLBEING ACTIVITY OVERALL /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
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Descriptive Statistics

	Mean	Std. Deviation	N
ACCESS	2.6711	.86079	90
PKNOWLEDGE	2.6867	.75791	90
PROLE	2.7378	.76358	90
NEIGHBORHOOD	2.7578	.65445	90
AVAILABILITY	2.8333	.83208	90
PROXIMITY	2.6711	.67794	90
PUBLIC	2.7267	.72852	90
PWORK	2.7578	.73469	90
HOUSEHOLD	2.8022	.62423	90
SOCIOECO	2.7383	.49575	90
FREQUENCY	2.8644	.65605	90
INTENSITY	2.7889	.64676	90
VARIETY	2.8778	.82799	90
PROGRESS	2.8267	.68905	90
WELLBEING	2.7133	.64446	90
ACTIVITY	2.8142	.46991	90
OVERALL	2.7762	.43081	90

Correlations

		ACCESS	PKNOWLEDGE	PROLE	NEIGHBORHOOD
ACCESS	Pearson Correlation	1	.892**	.415**	.355**

	Sig. (2-tailed)		.000	.000	.001
	N	90	90	90	90
PKNOWLEDGE	Pearson Correlation	.892**	1	.465**	.377**
	Sig. (2-tailed)	.000		.000	.000
	N	90	90	90	90
PROLE	Pearson Correlation	.415**	.465**	1	.670**
	Sig. (2-tailed)	.000	.000		.000
	N	90	90	90	90
NEIGHBORHOOD	Pearson Correlation	.355**	.377**	.670**	1
	Sig. (2-tailed)	.001	.000	.000	
	N	90	90	90	90
AVAILABILITY	Pearson Correlation	.205	.192	.077	.474**
	Sig. (2-tailed)	.053	.070	.471	.000
	N	90	90	90	90
PROXIMITY	Pearson Correlation	.280**	.259*	.237*	.486**
	Sig. (2-tailed)	.008	.014	.025	.000
	N	90	90	90	90
PUBLIC	Pearson Correlation	.325**	.319**	.396**	.435**
	Sig. (2-tailed)	.002	.002	.000	.000
	N	90	90	90	90
PWORK	Pearson Correlation	.494**	.500**	.272**	.241*
	Sig. (2-tailed)	.000	.000	.010	.022
	N	90	90	90	90
HOUSEHOLD	Pearson Correlation	.482**	.466**	.312**	.397**
	Sig. (2-tailed)	.000	.000	.003	.000
	N	90	90	90	90
SOCIOECO	Pearson Correlation	.750**	.752**	.632**	.722**

	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90
FREQUENCY	Pearson Correlation	.274**	.296**	.299**	.326**
	Sig. (2-tailed)	.009	.005	.004	.002

Correlations

		AVAILABILITY	PROXIMITY	PUBLIC	PWORK
ACCESS	Pearson Correlation	.205	.280**	.325**	.494**
	Sig. (2-tailed)	.053	.008	.002	.000
	N	90	90	90	90
PKNOWLEDGE	Pearson Correlation	.192**	.259	.319**	.500**
	Sig. (2-tailed)	.070	.014	.002	.000
	N	90	90	90	90
PROLE	Pearson Correlation	.077**	.237**	.396	.272**
	Sig. (2-tailed)	.471	.025	.000	.010
	N	90	90	90	90
NEIGHBORHOOD	Pearson Correlation	.474**	.486**	.435**	.241
	Sig. (2-tailed)	.000	.000	.000	.022
	N	90	90	90	90
AVAILABILITY	Pearson Correlation	1	.667	.244	.152**
	Sig. (2-tailed)		.000	.020	.152
	N	90	90	90	90
PROXIMITY	Pearson Correlation	.667**	1*	.573*	.282**
	Sig. (2-tailed)	.000		.000	.007
	N	90	90	90	90
PUBLIC	Pearson Correlation	.244**	.573**	1**	.388**
	Sig. (2-tailed)	.020	.000		.000
	N	90	90	90	90
PWORK	Pearson Correlation	.152**	.282**	.388**	1*
	Sig. (2-tailed)	.152	.007	.000	
	N	90	90	90	90
HOUSEHOLD	Pearson Correlation	.198**	.331**	.332**	.716**
	Sig. (2-tailed)	.061	.001	.001	.000

	N	90	90	90	90
SOCIOECO	Pearson Correlation	.535**	.673**	.655**	.661**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90	90	90	90
FREQUENCY	Pearson Correlation	.030**	.251**	.207**	.334**
	Sig. (2-tailed)	.781	.017	.051	.001

Correlations

		HOUSEHOLD	SOCIOECO	FREQUENCY	INTENSITY
ACCESS	Pearson Correlation	.482	.750**	.274**	.218**
	Sig. (2-tailed)	.000	.000	.009	.039
	N	90	90	90	90
PKNOWLEDGE	Pearson Correlation	.466**	.752	.296**	.272**
	Sig. (2-tailed)	.000	.000	.005	.009
	N	90	90	90	90
PROLE	Pearson Correlation	.312**	.632**	.299	.317**
	Sig. (2-tailed)	.003	.000	.004	.002
	N	90	90	90	90
NEIGHBORHOOD	Pearson Correlation	.397**	.722**	.326**	.386
	Sig. (2-tailed)	.000	.000	.002	.000
	N	90	90	90	90
AVAILABILITY	Pearson Correlation	.198	.535	.030	.217**
	Sig. (2-tailed)	.061	.000	.781	.040
	N	90	90	90	90
PROXIMITY	Pearson Correlation	.331**	.673*	.251*	.331**
	Sig. (2-tailed)	.001	.000	.017	.001
	N	90	90	90	90
PUBLIC	Pearson Correlation	.332**	.655**	.207**	.270**
	Sig. (2-tailed)	.001	.000	.051	.010

	N	90	90	90	90
PWORK	Pearson Correlation	.716**	.661**	.334**	.330*
	Sig. (2-tailed)	.000	.000	.001	.001
	N	90	90	90	90
HOUSEHOLD	Pearson Correlation	1**	.683**	.552**	.515**
	Sig. (2-tailed)		.000	.000	.000
	N	90	90	90	90
SOCIOECO	Pearson Correlation	.683**	1**	.412**	.461**
	Sig. (2-tailed)	.000		.000	.000
	N	90	90	90	90
FREQUENCY	Pearson Correlation	.552**	.412**	1**	.710**
	Sig. (2-tailed)	.000	.000		.000

Correlations

		VARIETY	PROGRESS	WELLBEING	ACTIVITY
ACCESS	Pearson Correlation	.296	.407**	.228**	.423**
	Sig. (2-tailed)	.005	.000	.030	.000
	N	90	90	90	90
PKNOWLEDGE	Pearson Correlation	.251**	.379	.307**	.441**
	Sig. (2-tailed)	.017	.000	.003	.000
	N	90	90	90	90
PROLE	Pearson Correlation	.259**	.260**	.291	.418**
	Sig. (2-tailed)	.014	.013	.005	.000
	N	90	90	90	90
NEIGHBORHOOD	Pearson Correlation	.217**	.177**	.210**	.383
	Sig. (2-tailed)	.040	.095	.047	.000
	N	90	90	90	90
AVAILABILITY	Pearson Correlation	.107	.025	.135	.150**
	Sig. (2-tailed)	.315	.814	.206	.158
	N	90	90	90	90
PROXIMITY	Pearson Correlation	.346**	.285*	.170*	.413**

	Sig. (2-tailed)	.001	.007	.110	.000
	N	90	90	90	90
PUBLIC	Pearson Correlation	.211**	.191**	.250**	.331**
	Sig. (2-tailed)	.046	.071	.018	.001
	N	90	90	90	90
PWORK	Pearson Correlation	.354**	.316**	.244**	.468*
	Sig. (2-tailed)	.001	.002	.021	.000
	N	90	90	90	90
HOUSEHOLD	Pearson Correlation	.330**	.398**	.308**	.613**
	Sig. (2-tailed)	.001	.000	.003	.000
	N	90	90	90	90
SOCIOECO	Pearson Correlation	.387**	.400**	.352**	.592**
	Sig. (2-tailed)	.000	.000	.001	.000
	N	90	90	90	90
FREQUENCY	Pearson Correlation	.266**	.306**	.171**	.705**
	Sig. (2-tailed)	.011	.003	.108	.000

Correlations

		OVERALL
ACCESS	Pearson Correlation	.662
	Sig. (2-tailed)	.000
	N	90
PKNOWLEDGE	Pearson Correlation	.673**
	Sig. (2-tailed)	.000
	N	90
PROLE	Pearson Correlation	.592**
	Sig. (2-tailed)	.000
	N	90
NEIGHBORHOOD	Pearson Correlation	.625**
	Sig. (2-tailed)	.000
	N	90
AVAILABILITY	Pearson Correlation	.390
	Sig. (2-tailed)	.000
	N	90
PROXIMITY	Pearson Correlation	.612**
	Sig. (2-tailed)	.000
	N	90
PUBLIC	Pearson Correlation	.557**
	Sig. (2-tailed)	.000
	N	90

PWORK	Pearson Correlation	.636**
	Sig. (2-tailed)	.000
	N	90
HOUSEHOLD	Pearson Correlation	.728**
	Sig. (2-tailed)	.000
	N	90
SOCIOECO	Pearson Correlation	.898**
	Sig. (2-tailed)	.000
	N	90
FREQUENCY	Pearson Correlation	.621**
	Sig. (2-tailed)	.000

Correlations

		ACCESS	PKNOWLEDGE	PROLE	NEIGHBORHOOD
FREQUENCY	N	90	90**	90**	90**
INTENSITY	Pearson Correlation	.218	.272	.317	.386
	Sig. (2-tailed)	.039	.009	.002	.000
	N	90**	90	90**	90**
VARIETY	Pearson Correlation	.296	.251	.259	.217
	Sig. (2-tailed)	.005	.017	.014	.040
	N	90**	90**	90	90**
PROGRESS	Pearson Correlation	.407	.379	.260	.177
	Sig. (2-tailed)	.000	.000	.013	.095
	N	90**	90**	90**	90
WELLBEING	Pearson Correlation	.228	.307	.291	.210
	Sig. (2-tailed)	.030	.003	.005	.047
	N	90	90	90	90**
ACTIVITY	Pearson Correlation	.423	.441	.418	.383
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90**	90*	90*	90**
OVERALL	Pearson Correlation	.662	.673	.592	.625
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90**	90**	90**	90**

Correlations

		AVAILABILITY	PROXIMITY	PUBLIC	PWORK
FREQUENCY	N	90	90**	90**	90**
INTENSITY	Pearson Correlation	.217	.331	.270	.330

	Sig. (2-tailed)	.040	.001	.010	.001
	N	90**	90	90**	90**
VARIETY	Pearson Correlation	.107	.346	.211	.354
	Sig. (2-tailed)	.315	.001	.046	.001
	N	90**	90**	90	90**
PROGRESS	Pearson Correlation	.025	.285	.191	.316
	Sig. (2-tailed)	.814	.007	.071	.002
	N	90**	90**	90**	90
WELLBEING	Pearson Correlation	.135	.170	.250	.244
	Sig. (2-tailed)	.206	.110	.018	.021
	N	90	90	90	90**
ACTIVITY	Pearson Correlation	.150	.413	.331	.468
	Sig. (2-tailed)	.158	.000	.001	.000
	N	90**	90*	90*	90**
OVERALL	Pearson Correlation	.390	.612	.557	.636
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90**	90**	90**	90**

Correlations

		HOUSEHOLD	SOCIOECO	FREQUENCY	INTENSITY
FREQUENCY	N	90	90**	90**	90**
INTENSITY	Pearson Correlation	.515	.461	.710	1
	Sig. (2-tailed)	.000	.000	.000	
	N	90**	90	90**	90**
VARIETY	Pearson Correlation	.330	.387	.266	.328
	Sig. (2-tailed)	.001	.000	.011	.002
	N	90**	90**	90	90**
PROGRESS	Pearson Correlation	.398	.400	.306	.250
	Sig. (2-tailed)	.000	.000	.003	.018
	N	90**	90**	90**	90
WELLBEING	Pearson Correlation	.308	.352	.171	.205
	Sig. (2-tailed)	.003	.001	.108	.053
	N	90	90	90	90**
ACTIVITY	Pearson Correlation	.613	.592	.705	.719
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90**	90*	90*	90**

OVERALL	Pearson Correlation	.728	.898	.621	.657
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90**	90**	90**	90**

Correlations

		VARIETY	PROGRESS	WELLBEING	ACTIVITY
FREQUENCY	N	90	90**	90**	90**
INTENSITY	Pearson Correlation	.328	.250	.205	.719
	Sig. (2-tailed)	.002	.018	.053	.000
	N	90**	90	90**	90**
VARIETY	Pearson Correlation	1	.768	-.023	.736
	Sig. (2-tailed)		.000	.826	.000
	N	90**	90**	90	90**
PROGRESS	Pearson Correlation	.768	1	.211	.776
	Sig. (2-tailed)	.000		.046	.000
	N	90**	90**	90**	90
WELLBEING	Pearson Correlation	-.023	.211	1	.432
	Sig. (2-tailed)	.826	.046		.000
	N	90	90	90	90**
ACTIVITY	Pearson Correlation	.736	.776	.432	1
	Sig. (2-tailed)	.000	.000	.000	
	N	90**	90*	90*	90**
OVERALL	Pearson Correlation	.624	.653	.438	.886
	Sig. (2-tailed)	.000	.000	.000	.000
	N	90**	90**	90**	90**

Correlations

		OVERALL
FREQUENCY	N	90
INTENSITY	Pearson Correlation	.657
	Sig. (2-tailed)	.000
	N	90**
VARIETY	Pearson Correlation	.624
	Sig. (2-tailed)	.000
	N	90**
PROGRESS	Pearson Correlation	.653
	Sig. (2-tailed)	.000
	N	90**

WELLBEING	Pearson Correlation	.438
	Sig. (2-tailed)	.000
	N	90
ACTIVITY	Pearson Correlation	.886
	Sig. (2-tailed)	.000
	N	90**
OVERALL	Pearson Correlation	1
	Sig. (2-tailed)	
	N	90**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).