Body Image Acceptance as a Predictor of Flexibility Performance Level Among Senior High School Students

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Abstract

Exercise is more likely to be a habit for people who feel better about themselves and have a positive body image. For this one reason alone, it is essential to stress the importance of enjoying working out regardless of body size or shape and taking pride in their self-care. People who are self-conscious and worried about how they look typically prefer to exercise alone and are less likely to enjoy it. The concept of body image is closely related to the idea of flexibility. Body image refers to how an individual perceives and feels about their body, and flexibility is the ability to move joints and muscles through a wide range of motion. As a descriptive-correlational design, this study was able to gather data from purposively selected 165 Senior High school students from three public schools in Angeles City. Each subject was asked to answer a two-part survey consisting of demographic and physical activity history as well as Body Image Concern Inventory (Littleton et al, 2005). Thereafter, subjects were then asked to perform Sit and Reach, Groin, and Shoulder Reach as measures of flexibility performance. Descriptive and inferential statistics were then used to analyze the gathered data. Most senior high school students have a fair level of body image acceptance. In terms of physical flexibility, the majority of the senior high school students are considered moderately flexible. Statistically, there is no relationship between body image acceptance and flexibility performance. The results of this study will provide insight into potential strategies that teachers can use to support their students in emphasizing a positive body image, particularly for senior high school students. This presents an opportunity for educators to develop a curriculum aimed at encouraging senior high school students to have a positive body image about themselves.

Keywords: *body image acceptance, flexibility performance, physical education*

INTRODUCTION

It is possible to have a favorable or negative perception of one's body image. Realistic acceptance of one's size and shape and realistic view of oneself are signs of having a positive body image (Wong & Say, 2013). Exercise is more likely to be a habit for people who feel better about themselves and have a positive body image. For this one reason alone, it is essential to stress the importance of enjoying working out regardless of your size or shape and taking pride in your self-care. People who are self-conscious and worried about how they look typically prefer to exercise alone and are less likely to enjoy it. According to Aquino et al. (2009), a person with a high level of body image dissatisfaction may have "hiya," a highly characteristic Filipino quality that is sometimes compared to shame but is not always the same, which may be a barrier to participating in physical exercise. It has also been found that body image dissatisfaction among Filipino women is related to either a high or low body mass index. The research of Aquino et al., (2009) established the connections in the context of physical education between body image, BMI, and "hiya". More specifically, female students with higher BMIs gave a poorer evaluation to their health, fitness, and appearance, perceived themselves as being larger, and felt worse about their bodies. Important correlations between "hiya" and body image in PE were also highlighted by their results. Female students who have high self-perceptions of their physical attractiveness report less "hiya" in physical education (Aquino et al, 2009). On a separate note, The "Gender Responsive Basic Education Policy" was implemented in accordance with Department of Education Order No. 32, s.2017. This directive states that it "shall enable the Department to integrate the concepts of

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gender equality, gender equity, gender positivity, non-discrimination, and human rights in the provision and governance of basic education. This guideline also emphasizes the Department's campaign against body shaming and all other forms of discrimination, at all levels of government. The students' ability to express themselves and their self-worth will grow as a result of this order. According to Kerner C. (2019), young people with poor body images are more prone to experience anxiety, sadness, low self-esteem, and eating disorders. Negative body image can also affect how much young people dress and exercise. Young students who frequently feel self-conscious about their bodies avoid exercise and physical activity, while others may work out excessively to make changes to their body image and shape. A unique educational experience is provided through Physical Education. It is the one subject that may help young people value what their bodies can do and focus on how they move rather than how they see. Children might feel more confident in their abilities with the help of Physical education instructors. This will be accomplished by assembling students based on aptitude, allowing them to choose exercises, and providing constructive comments. Young students who feel more capable in physical activity have more favorable body images and vice versa.

A person's view of their physical appearance, whether positive or negative, is referred to as their body image. For young people/high school students, especially girls, having a healthy and positive body image and sense of self-worth is becoming more of a problem. As individuals, they are frequently insecure about their appearance while engaging in physical activities like flexibility, which has an impact on their performance. Most students are unable to perform well due to their own body insecurities. The youth's perspective had been shaped by societal norms, and they sought to uphold them. Around the age of 13 to 15, most high school students start to care a lot about how they look, including their hair, clothes, bodies, hygiene, etc. However, they can overcome these body insecurities by learning to accept and enjoy their own bodies and to perform well when they participate in physical activities at school.

The researchers will use a population gap. There are always understudied and underprivileged communities. The kind of population-related research (such as gender, age, race/ethnicity, and etic) that is underrepresented in the body of evidence or previous studies is known as this gap (Robinson, et al, 2011). It is very likely that the researchers are not able to fully utilize and understand the information that was gathered. This is due to the varying confidence in participation of the respondents. The researchers are highly guided by not having to force the respondents in respect for their right to decline any participation offers. The data and information that has been gathered have been reduced and actions that can be taken by the researchers have been limited.

Through this study, it can be determined if the Body Image Acceptance has a relationship to the Flexibility Performance Level of the students, therefore helping PE Instructors to understand the students and do some intervention and build their confidence. In terms of the students, this study will be able to contribute in improving their self-worth and confidence, as well as in developing the skills in performing relevant physical activities.

Review of Literature

To get a full grasp of the variables being studied in this research, the following state-of-the-art review is presented: (1) factors affecting body image acceptance, (2) factors affecting flexibility performance tests, (3) relationship between body image acceptance and flexibility performance tests, (4) effects of body image acceptance, and (5) effects of flexibility performance tests on physical health.

Factors Affecting Body Image Acceptance

According to Tiggeman et al. (2018), seeing photographs of the thin perfect caused individuals to feel less fulfilled with their bodies and faces. Moreover, facial discontent was emphatically affected by appearance comparison. The discoveries appear how body pictures can be affected by the socially intelligently, specifically like-based components of social media. Until now most adolescents compare their self or body to what they see in social media. They want to have a perfect body and they also feel like they need to change

their body size or shape. Because of this, they are generally unhappy with their look.

According to Tewari et al., (2022), neuroticism, self-disgust, use of social media, and teasing have a positive correlation with body image dissatisfaction. Many students have problems with their body image. Most of them have insecurities with their own body. They feel ashamed, self-conscious, uncomfortable when people are looking at them.

Moreover, in a study conducted by Zhang et al. (2018) data showed a "problematic thin-ideal" and "unhealthy weight-control behavior" that resulted in an underweight body-image among female understudies. Culture is the most common thought that a slenderer body makes an individual more lovely, and the "problematic thin-ideal" has ended up a powerful contributor to body-image disappointment among the female population. Culture is one of the factors why many people tend to have beautiful body image because of the high standards in physical appearance, one of the example countries that beauty matters is Korea. Korean people want to have flawless skin, body, shape, perfect jawline etc. Koreans think that everyone deserves to appear attractive but in other cases it causes body dissatisfaction because of the idealistic body that they want to be.

Tenkorang and Okyere (2022), media and peer impact are the most variables which influence the seeds of understudies approximately their body shape and measure. For students to be healthy and happy, they have to have a positive body picture and solid self-esteem. Individuals around us, the media, and well-known culture all have an effect on how we see ourselves. Children and youthful individuals these days are uncovered to numerous pictures that depict being solid and slim as a standard of manliness, tastefulness, and magnificence. These pictures are all over on tv, in distributions, on the big and little screens, online and on social media.

In addition, the study of Sai et al., (2018), ethnic differences in such areas as body surveillance, body shame, and pressures from family and media. Exposure to social media was correlated with lower scores on body image scales. Children learn to hate their bodies if their parents have poor body image. Children who imitate their parents may develop negative body image issues, worries about becoming fat, an obsession with being skinny, or unhealthy eating habits.

Factors Affecting Flexibility Performance Tests

Rasti et al. (2020), Exercise regimens for athletes with patellofemoral pain, with or without whole-body vibration, significantly reduce pain and improve mobility, jump height, and flexibility, although adding whole-body vibration to a routine exercise regimen may enhance the latter effect on flexibility. The knee problem can affect the flexibility or movement of a person. By adding Whole Body Vibration in the routine of their programs can help improve the knee problems, it can reduce the sense of pain and improves the function of ligaments that connect in flexibility of a person. A person's flexibility or range of motion may be impacted by a knee issue. Whole Body Vibration can aid with knee issues by reducing pain perception and enhancing the function of the ligaments that connect to a person's flexibility through the routine of their programs.

According to Hafid et al., (2020), static stretching influenced the reflex flexibility of the muscle due to the temporary stretching of muscles. Static extending was more persuasive in making strides appendage muscle adaptability, subsequently contributing to way better performances of competitors. The relevance of the researchers' study here is how the performance level of Flexibility is done when there is affecting the performer. The more their limb can reach the highest in sit and reach the more flexible their body can be. How the performer's level of flexibility is handled while it is affecting them is relevant to the researchers' study in this regard. The higher and further their limbs can sit and reach, the more flexible their body can be.

Furthermore, Gite et al., (2018) mentions that adaptability is important for common wellbeing and wellness, athletic execution, harm anticipation, and recovery. Stationary behavior of understudies leads to diminished physical wellness levels which influences adaptability. Thus, there is a need to produce evidence regarding the relationship between BMI and flexibility. Fitness can be

impacted by laziness or a sedentary lifestyle. Because of the body's stiffness from lack of exercise, the muscles surrounding the hips and legs will be less flexible. Resuming physical activity will damage the person's body, especially the areas that tense the muscles. Laziness or a sedentary lifestyle may affect physical fitness.

In addition, Bucht and Donath (2019), hypothesized that sauna yoga can advantageously influence spinal, bear, and hamstring adaptability, though as it were small impacts on lower-extremity quality and inactive adjust execution were anticipated. Discoveries demonstrate that sauna yoga may serve as a promising and attainable implies to progress flexibility in elderly people. This means that doing sauna yoga can help balance and flexibility performance. It has benefits too in the lower extremities of the body.

According to Kozhokar et al., (2019), measurement of body harmony in young men aged 17-19 years using circumferential measurements revealed that individual indicators are below the average standards of harmonious sports development. Analysis of the results of individual exercise tests shows a low level of development of most physical characteristics, especially endurance, flexibility and strength. High variability in flexibility (V = 120.6%) should be taken into account. In this age 17-19 years some are not active, and their body is not flexible as it is. Being inactive in doing some exercises makes the body stiff and that's why some students are not flexible enough. Some people between the ages of 17 and 19 are so inactive that their bodies are not as flexible as they should be. Some students struggle with flexibility because their bodies become tight from lack of movement during certain workouts.

Relationship Between Body Image Acceptance and Flexibility Performance Tests

Wagan et al. (2021), mentions that self-esteem, mental trouble, and work out reliance were all essentially related with each other. Those who worked out for more than 9 h per week had an altogether higher score on push and work out reliance side effects and a lower score on self-esteem. Meaning, moo self-esteem could be a powerlessness figure and tall mental stretch a upkeep calculated for an exercise-dependent individual. Many of today's young people are having exercise dependency where they are doing uncontrolled activities or exercise that's led to stress which makes the behavior worse individually to do those things more. But at this point, everyone has self-confidence to do the exercise or activities without doubt or without thinking about the negative things that can happen to them. The opinion that you have in yourselves and give its value.

According to Sabiston CM et al. (2019) Sport and physical exercise involvement was linked to a more positive and less negative body image. A negative body image has been associated with less physical activity and sport engagement as well as serving as a deterrent. Increased engagement in sports and physical activity has been linked to positive body image. Exercise and sport engagement is more helpful for a person to be more active in these activities and also it can help to boost the confidence of one person and it's also a way of stress relieving or a way of unwinding for those who are stressed. This is not the only benefit, the person who performs these exercises or sports has more balance in the body.

Moreover, Ouyang Y et al. (2020), body picture, self-efficacy, and self-esteem had noteworthy impact on sports interest in college understudies. At the same time, the interceding impact of self-efficacy, self-esteem, and self-efficacy–self-esteem on body picture and sports cooperation were set up, and self-esteem was the key to sports support. Many of the college students have self-esteem to join or participate in any activities at the school and because of those activities many young people have become more concerned about their health and the importance of taking care of themselves.

According to Foley-Davelaar (2021), children more youthful than 7 years have an expanded self-perception and are energetic to take an interest in exercises notwithstanding competence. Between 7 to 10 years of age, children start to more precisely see their abilities and draw comparisons with their peers. Raised body mass list (BMI) becomes an obstacle between 6 to 11 years. After 12 years, teasing and sex distinguishing proof issues got to be

causes of whittling down. In youth, body picture gets to be a noteworthy determinant of continuation of physical movement, more than actual skill. As children get more seasoned, BMI/body picture and physical competency become more prominent variables in sports whittling down, with body picture playing a noteworthy part in young people. The youths have the bravery to take part within the activities because they are seeking out for a space or individuals who can fulfill them, which causes them to be more dynamic in sports or any other exterior exercises they perform, but moreover in how they connect with their companions or neighbors. These are the ages at which their abilities must be developed so that the child can receive attention and become stronger or have fun.

In addition, Littrell, A (2017), members with a negative body picture detailed an inclination for high-impact work out whereas those with a positive body picture favored anaerobic workout. Too, females were more likely to have a negative body picture than males.

There are people who would prefer to do exercise that they believe they can do, such as walking, because it is not tiring or difficult, while others lose confidence because they believe they can't, such as fat people, because they see their bodies in such a way that they believe that is the only thing they can do with exercise. However, there are people who, despite being fat, are persistent in getting or achieving their goal.

Effects of Body Image Acceptance

According to Adewuyi (2021), social support showed positive and significant effects on self-acceptance and negative body image. Social Support is one of the positive effects of self-acceptance. They are very sensitive and worried about their looks. They tend to compare themselves to their peers and the standards of the society that will lead to lack of self-acceptance and negative body image. But because of social support like there is someone who listens and cares for them will help to accept themselves. And also, many students are experiencing low self-acceptance that will lead them to anxiety, get low grades and feeling bad about themselves. Teachers and family will be the students' support system to help them cope up with stress and guide them to do their task.

Moreover, in a study by Cameron, Ward, Mandville-Anstey, and Coombs (2019), as women age, they get to be evacuated from the standardizing excellence standards that conflate energy with wellbeing and well-being. Larger part of women involves age-related body disappointment. This disappointment conjures passionate trouble and social separation and may lead to destitute wellbeing behaviors (e.g., unsafe corrective strategies, counting calories, and over working out). Advancing unreasonable body standards, which have appeared to contribute to destitute body picture and modified wellbeing behaviors. Women as they age, they are more concerned in their age how they look and about their physical appearance that will lead to body dissatisfaction. When women age there are changes in the body and looks. That's why women tend to do cosmetic procedures like Rhinoplasty, Nose Job, Tummy Tuck etc. dieting and over exercising. Thus, these behaviors lead to poor body image and health behaviors.

Additionally, according to Fitriyah and Rokhmawan (2019), a negative body image results in bullying and body disgracing. Hence, shame underlies self-destruction in individuals who have a fat body shape (in spite of the fact that generally and subjective) and shown weight. There are individuals who endure bullying and body disgracing from their body picture. In school, students who have a fat body shape are more prone to bullying and body shaming, especially when they are participating in sports or flexibility activities. Their classmates see how they perform and they will judge them because of their body image, which causes them to not engage in school activities.

Turel, Jameson, Gitimu, Rowlands, Mincher, and Pohle-Krauza. (2018), explains eating disorder dangers among college students and the relationship of this chance with discouragement and appearance-related issues such as social appearance uneasiness, body disappointment, and sociocultural demeanors toward appearance. Students with sociocultural demeanors towards their appearance and body disappointment are more inclined to eating disorders. When students are not fulfilled with their

appearance, for fat individuals they tend to limit their nourishment admissions and over-exercise, whereas for the lean individuals they eat an expansive sum of nourishment. Since of this they adversely influence their physical and mental well-being.

Longobardi et al. (2021), pushed the relationship between body picture concerns and Online Sexual Victimization. Young people with body picture concerns are at a more prominent chance of OSV. Moreover, eagerness to make connections online/offline with online outsiders and the aimless development of contact systems demonstrated to be noteworthy arbiters between body picture concerns and OSV. Teenage girls with body dissatisfaction use SNs more often. That they are more prone to Online Sexual Victimization. There are females that are more comfortable being in a relationship through online/offline, because they are conscious and not confident in their looks. One thing that they are more into SNs is that they want to receive positive feedback on their appearance.

Effects of Flexibility Performance Tests on Physical Health

According to Girma and Birhanu (2021),12-week aerobic exercise is associated with improved health related physical fitness among students at different age and sex levels. Aerobic exercise has its own advantage on improving students' health related physical fitness particularly Muscular Endurance, Cardiovascular Endurance, and flexibility on aerobic exercise. It implies that doing aerobic exercises increase the flexibility performance of the students. Aerobic exercise is proven that it is linked with physical fitness. Doing aerobic exercises help the students improve their health-related physical fitness. The more the students engage in this activity, the more they improve their physical performance. To be specific, students improved their muscular endurance, cardiovascular endurance, and flexibility when doing this kind of physical activity.

Furthermore, Chaabene et al. (2019), expressed their solid proof proposing that Static Stretching causes as it were minor negative impacts on consequent quality and control exhibitions in case the collected term per muscle gather does not surpass 60 seconds. Short-duration StS as an important warm-up component in recreational sports due to its possibly positive impact on adaptability and musculotendinous harm avoidance. In correlation to the researchers' study, a static stretching is a significant activity that can help an individual in improving its flexibility performance. Therefore, when doing warm-up and recreational activities, it is highly recommended to do a static stretching. It mainly benefits a person's flexibility performance as it will stretch some parts of your body which can also help avoid injuries.

Moreover, Takeuchi and Nakamura (2020) examined the impacts of tall intensity static stretching for 20 seconds on adaptability and quality within the hamstrings. The display study showed that ROM and inactive torque were expanded. This information recommended that SS for 20 seconds at tall concentration was compelling in a warm-up program, since a diminution in muscle-tendon unit firmness is critical to anticipate sports-related wounds. To improve the flexibility of a person, it is important to avoid or reduce the stiffness of the muscles. Stiffness is one of the challenges in achieving an excellent flexible performance. That is why to reduce the stiffness, doing a high intensity static stretching for more than 20 seconds is suggested.

In addition, Donahoe-Fillmore and Grant (2019), emphasized the effects of yoga in children. Yoga may be a useful frame of work out within the school-based setting for progressing adjustment and adaptability in healthy children. This consideration recommended that yoga may be an invaluable shape of work out in a school-based setting for upgrading adaptability and adjustment in healthy kids. It is because the overall results of the study indicated that there is an important improvement in balance and hamstring flexibility when doing yoga. Children who do yoga are more likely to have better balance and flexibility performance. The effects of yoga have been limited in different areas, but it is beneficial for the balance and flexibility of the children. Children are in the phase where they have good muscles and they can easily adapt their body to the activities they are engaging in. Therefore, yoga is an activity good for children's flexibility.

In addition, Koźlenia & Domaradzki (2021), while abdominal muscle strength only affects asymmetries in the FMS, flexibility is a physical performance factor that has a significant impact on the quality of movement patterns and asymmetries overall. Also, flexibility and abdominal mu scular strength result in young women's quality of movement patterns. A proper range of motion in the joints and strong abdominal muscles that support the trunk stability help prevent movement compensation. Physical performance and movement quality avoid risk injury and it is tested through FMS test that results women have a better flexibility compared to men, but have greater strength done in women. The FMS shows comparison, It is obvious that the results of physical performance tests and the movement patterns quality has a relationship with sex.

Research Objectives

The general objective of this research is to describe the relationship of body image and physical flexibility among Senior High School students in Angeles City. Moreover, the following specific objectives are:

1. Describe the characteristics of Senior High School Students, in terms of:
    a. Personal profile
    b. Physical activity history
    c. Academic history
2. Identify the body image acceptance levels of the student respondents, as to:
    a. Very Good
    b. Good
    c. Fair
    d. Poor
    e. Very Poor
3. Perform physical flexibility tests among the respondents:
    a. Sit and Reach
    b. Groin Flexibility
    c. Shoulder Reach
4. Measure the physical flexibility levels of the Senior High School Students, in terms of:
    a. Low
    b. Moderate
    c. High
5. Determine the relationship between body image acceptance and flexibility performance level among student-respondents.
6. Explain what moderating variables influence the relationship between body image acceptance and flexibility performance level among student-respondents.
7. Design a school-based program that will help the students to have a positive body image and increase physical activity engagement resulting in better physical flexibility outcomes.

Statement of the Problem

This research aims to describe the relationship of body image and physical flexibility among Senior High school students in Angeles City. Moreover, the following specific research problems are as follows:

1. What is the body image acceptance levels of the senior high school students, in terms of:
    a. Very Good
    b. Good
    c. Fair
    d. Poor
    e. Very Poor
2. How may the physical flexibility performance of the student-respondents may be described, as to:
    a. Low
    b. Moderate
    c. High
3. Is there a significant relationship between body image acceptance and physical flexibility performance?
4. What moderating factors are associated in the relationship between body image acceptance and physical flexibility performance?
5. What is the implication of the result of this study about body image acceptance and flexibility level?

Hypothesis

The following hypotheses will be used to guide the statistical analysis of this study:

HA1. There is a significant relationship observed between body image acceptance and the level of

physical flexibility among senior high school students.

HA2. The relationship between body image acceptance and physical flexibility level is influenced by the Demographic profile and academic history of the Senior High school students.

Theoretical Framework

To facilitate a deeper understanding on the phenomena being studied, the researchers are grounded with the following theoretical perspectives: (1) Self-discrepancy theory by Edward Tory Higgins (1987), and (2) Self-Determination theory by Edward Deci and Richard Ryan (1985).

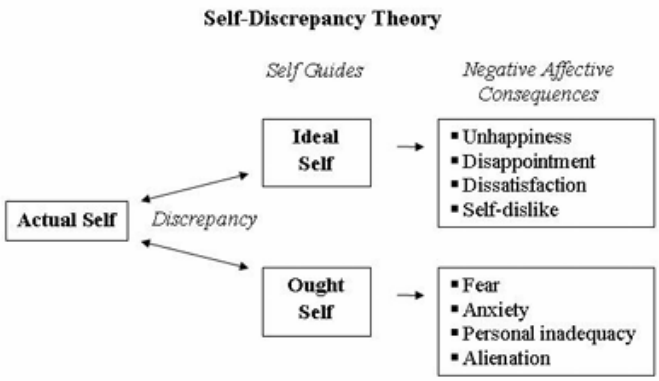

Figure 1. Self-discrepancy Theory

Self-discrepancy hypothesis (Higgins, 1987, 1989) proposes three essential spaces of the self (i.e., real self, should self, and perfect self) and two essential points of view on the self (people possess individual viewpoint and the point of view of a few critical others). More particularly, the genuine self speaks to the characteristics that individuals or their noteworthy others accept they are. Individuals' or their critical others' recognitions of their perfect and should selves be spoken to by the perfect and should selves, individually Moreover, the combination of the perfect and should selves was characterized as an individual's self-guide, which serves as the standard for self-evaluation and self-improvement in existence (Higgins, 1987). The hole between the genuine self and the self-guide is alluded to as self-discrepancy. The self-discrepancy hypothesis states that the more noteworthy an individual's self-discrepancy, the more distress he or she will encounter (Higgins, 1987, 1989).

Actual self - is one's representation of the attributes that one believes one actually possesses, or that one believes others believe one possesses. The "actual self" is a person's basic self-concept. It is one's perception of their own attributes (intelligence, athleticism, attractiveness, etc.).

Ideal self - is one's representation of the attributes that someone (oneself or another) would like one, ideally, to possess (i.e., a representation of someone's hopes, aspirations, or wishes for one). The "ideal-self" is what usually motivates individuals to change, improve and achieve. The ideal self-regulatory system focuses on the presence or absence of positive outcomes (e.g., love provided or withdrawn).

Ought Self - is one's representation of the attributes that someone (oneself or another) believes one should or ought to possess (i.e., a representation of someone's sense of one's duty, obligations, or responsibilities). The ought self-regulatory system focuses on the presence or absence of negative outcomes (e.g., criticism administered or suspended).

Negative Affect (NA) - is a general dimension of subjective distress and unpleasurable engagement that subsumes a variety of aversive mood states, including anger, contempt, disgust, guilt, fear, and nervousness, with low NA being a state of calmness and serenity.

Self-guides- Discrepancy between these self-guides is characterized by dejection-related emotions such as disappointment and dissatisfaction. Actual/ideal discrepancies are associated with low self-esteem and characterized by the threat of absence of positive outcomes.

Discrepancies - create two major types of negative physiological situations: absence of positive outcomes, which is associated with dejection-related emotions, and the presence of negative outcomes which is associated with agitation-related emotions (Higgins, E. T. 1987).

In this theory it explains that self-discrepancy was used to know the gap between individuals and other perceptions of their ideal self and how people see their body image. It has three domains, the actual, ought and ideal self that represents how you see your own and how others see you. For example, in school some of your classmates make fun of your appearance that could make you unmotivated to participate in school's certain activities like flexibility performance tests. If the student compares himself actual body to the idealized body, he/she will experience a greater possibility of negative effects in their performances. This theory can make individuals develop self-improvement as we grow older and face life.

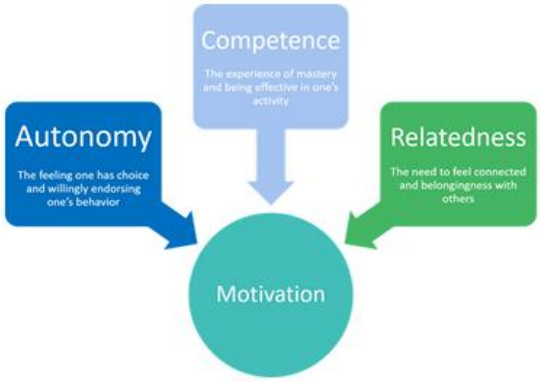

Figure 2. Self-determination Theory

Professors Edward Deci and Richard Ryan work at the University of Rochester's Department of Clinical and Social Sciences in Psychology. Their highly fruitful thirty-year partnership resulted in the creation and ongoing advancement of self-determination theory (SDT).

Autonomy, competence, and relatedness—three basic natural human psychological needs—must be satisfied for human functioning to be at its best, according to Self-Determination Theory (SDT) (Deci and Ryan, 1985; Ryan and Deci, 2000). If these needs are satisfied, people will be naturally driven to finish jobs because they are engaging, pleasurable, and intrinsically rewarding. People are motivated autonomously under these situations. On the other hand, when these psychological demands are ignored or interfered with, wellness and development suffer.

Moreover, relatedness—feeling a connection to the teacher and class—autonomy—refers to having the freedom to choose, competence—to feeling effective during learning tasks. Learning cannot occur unless these requirements are met. SDT may offer a comprehensive viewpoint on how individuals form and assimilate their motives. On the other end of the motivational spectrum from intrinsic regulation, external regulation is the least autonomous and self-determined type of motivation.

Autonomy - pertains to using initiative and accepting accountability for one's deeds. Experiences that are valuable and interesting support it, while experiences in which you are susceptible to outside control—through rewards or punishments—undermine it.

Competence - relates to the sensation of success and growth that comes from feeling like a master. The best environments for fulfilling the desire for competence are those that are well-structured and provide possibilities for progress, positive feedback, and ideal challenges.

Relatedness: It relates to a feeling of connection and belonging. It is made easier by the expression of compassion and respect.

Motivation- Motivation possesses features as well as states. A large portion of motivation is a certain state in relation to an aim, objective, or value. When motivation is in its trait form, it is defined as a state of readiness that is linked to a class of environmental stimuli through highly automated and rehearsed approach actions (Deci, E. L., & Ryan, R. M. 2020).

Using the Self-determination Theory, the researchers assessed the junior high school body image acceptance and flexibility performance level in Angeles City. In order to pass their performance test, students must be competent in flexibility. When it comes to their degree of flexibility, students ought to be related to one another, and both their teachers and peers ought to encourage them in that regard. Students struggle a little bit to interact with the people in their environment because of their lack of competency, especially when those

individuals make negative comments about their appearance. However, it might have a good effect and help the kids overcome their fears if they have a strong feeling of autonomy

Conceptual Framework

In order to guide the researchers in analyzing the data, the following conceptual framework is presented to emphasize the intended relationships of the variables in this study.

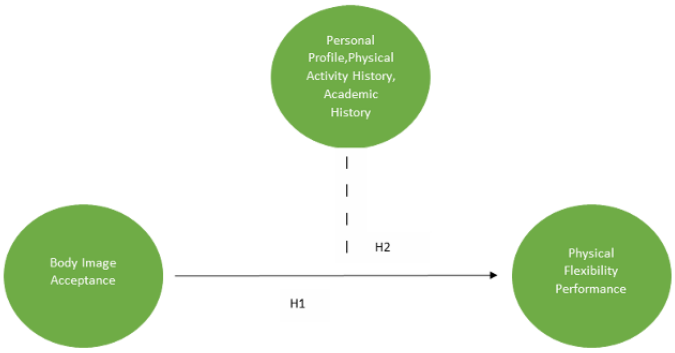

Figure 3. Conceptual Framework

The process for conducting this quantitative research is depicted in the accompanying graphic. The model above illustrates how the body image acceptance will serve as the independent variable. As per Bhandari P. (2022), an independent variable in an experimental study aims to investigate the impact of junior high school students' acceptance of their bodies by manipulating or varying it.

The respondent profile will function as a moderating variable in this investigation. As stated by Smirti B. Moderating factors have an impact on the relationship between independent and dependent variables in 2021, either by increasing or decreasing it.

The respondents' personal profile, history of physical activity, and academic background are among the moderating variables that these data will reveal. The responders' personal profiles may include details like their height, weight, gender, and age.

Additionally, the respondents' physical flexibility performance is the study's dependent variable. According to Bhandari P. (2022), a dependent variable is one that is altered as a result of modification of an independent variable. The outcome, which is fascinating to measure, is reliant on the independent variable used to gauge junior high school pupils' flexibility performance.

METHOD

This study is quantitative, descriptive, and correlational in nature. Quantitative research, according to Bhandari, P. (2020), is the process of obtaining and analyzing numerical data. It can be applied to establish averages and trends, create hypotheses, investigate causality, and extrapolate results to broader demographics. Descriptive correlational research aims to characterize the relationship between variables rather than assume a cause-and-effect relationship. Descriptive correlational studies can be useful for explaining the relationship between two phenomena when the researcher has no control over the independent variables, which are those that are assumed to cause or effect the dependent or outcome variable (Lappe, J. M. 2000).

Two methods will be used to collect the data required for this study: surveys and observations. Surveys are a popular method used in many different businesses to gather data. They are a great choice if you'd like to find out additional characteristics, passions, viewpoints, or beliefs of a particular community (McCombes, S. 2022). One kind of qualitative research approach is observation, which also includes participant observation, ethnography, and field study. There are several research locations involved in the observational research design. Research that is supplementary or confirmatory can incorporate observational data (Jamshed, S. 2014). The study will be quantitative since the researchers will use numerical data to show how the Senior High School students' acceptance of their bodies affects their Flexibility Performance level. Additionally, a survey and observation derived from this kind of research may assist in identifying the junior high school children

who have low body image acceptability and flexibility performance.

Population, Locale and Sampling

Students in senior high school are the subject of this study. The interviewees, who attended a variety of public schools, including Malabanias Integrated School and Angeles City National Trade School, were estimated by the researcher to be at least 17 years old. In particular, the researchers will use convenience sampling to find possible Grade 11 and 12 students in Angeles City. In the province of Pampanga, Angeles—formerly known as the City of Angeles (Kapampangan: Lakanbalen ning Angeles; Tagalog: Lungsod ng Angeles)—is a first-class, politically independent city. It is located in the Central Luzon province of the Philippines.411,634 people call it home, according to the 2015 census. As a non-probability sampling method, convenience sampling selects units for the sample based on how easily the researcher can reach them. This could be due to their physical closeness to one another, their availability at a certain time, or their desire to participate in the study. Convenience sampling is a non-random sampling approach that is also referred to as unintentional sampling (Nikolopoulou, 2022). The Grade 11 and 12 Senior High School Students will be recruited using the following selection criteria in order to provide a credible and dependable sample:

- Must be 17 years old and above
- Gender (Male or Female)
- Can perform Physical Flexibility Activities

On the other hand, the following exclusion criteria will be used to identify potential High School Students who should not be included in a study:

- Student with physical disabilities
- History of injury or fracture

Instrumentation

This study will be using a three (3) part questionnaire. Part I deals with the demographic profile and history. The researcher deals with the demographic profile of the students by simply knowing their age, gender, weight, height and also their physical and academic history to know their personal profile if they are capable of doing a flexibility test. All items on Part I and III are identified by the researchers based on the existing literature review.

For Part II, deals with the Body Image Acceptance, the researchers adapted Body Image Concern Inventory developed by Littleton et al. This questionnaire has a Cronbach Alpha of 0.93. The BICI, a 19-item self-test to assess the body image acceptance of the respondents. For each item, respondents were asked to rate how often they had the described feeling or performed the described behavior on a Likert scale anchored by 1= ‘‘never’’ and 5= ‘‘always’’. This questionnaire has been utilized by the following researchers: Sahebkaran, M. A., & Khazaei, S. (2023), Ghartappeh, A., Arefi, M., Faramarzi, S., & Pasdar, Y. (2019) and Gori, A., Topino, E., & Griffiths, M. D. (2021).

The test is a five-point Likert type questionnaire. This questionnaire has statements with five possible choices, such as never, rarely, sometimes, often and always. The score ranges from 1 - 95 points, It will identify if the students experience negative body image acceptance. The scoring of the questionnaire was done according to the scoring key as given to the table below.

Table 1. Scoring Guide of Body Image Concern Inventory

Category	Very Good	Good	Fair	Poor	Very Poor
Score	19-35	36-50	51-65	66-80	81-95

For Part III, the researcher will be constructing an observation scoring guide for flexibility performance tests of students.

Three things will be secured: (1) face, (2) content, and (3) expert validation in order to guarantee the validity and dependability of the data collection instrument to be employed. We checked the members for Face Validity. Face validity is the extent to which an exam seems to measure what it is intended to measure. If most respondents agreed that the test's components seemed to measure the things it was supposed to evaluate, the test would have excellent face validity (Johnson, E. 2013). Member checking is a method for examining the veracity of results. It is sometimes referred to as

responder or participant validation. Participants receive data or results back to verify accuracy and fit with their experiences (Linda Birt et al. 2016). The CCA College Guidance and Formation Office granted approval to the researchers for Content Validity. The degree to which an assessment tool is representational of and pertinent to the intended construct it is intended to test is known as content validity (Rusticus, S. 2014). Additionally, the researchers consulted experts in the field—faculty managing the relevant material—for Expert Validity. Experts evaluate the items in Expert validity and determine the purpose of each individual item (Schuman M. 2017).

Pilot Test

The validity and reliability of the data gathering tool that was used have been improved by the researchers in the pilot testing questionnaire. The information from the pilot study was crucially determined by the sample size as well as evaluated in every aspect of the main study; it also reduced the amount of time and money spent. As the researchers began the pilot study, they considered the factors that are mentioned in the text. Additionally, a pilot study offers useful data that may be used for the researcher's primary study as well as future studies of a similar nature, making it essential to provide comprehensive information on the viability of the investigation (In, J. 2017). For this part, the respondents to the pilot testing will be 10 individuals: 5 girls and 5 boys. To facilitate this in Barangay Malabanias, Angeles City, the following protocol was followed: The researchers gave verbal consents to the respondents and to Barangay Captain Mr. Alex Flores, indicating the objectives of the study and the respondents' expected contributions, risks, and benefits. Also, the researchers gave out sample questionnaires. In addition, the researcher and the respondents prefer a face-to-face method when it comes to pilot testing, provided the minimum health protocols are observed. The date of pilot testing was scheduled for February 2, 2023, and was conducted under the agreed conditions.

The above individuals were selected because they have the same characteristics as the senior high school students who responded to the study. After pilot testing, the researchers decided to revise the data gathering tool. For Part II Body Image Acceptance Questionnaires, the respondents were asked to rate how often they had the described feeling or performed the described behavior on a Likert scale anchored by 1-never and 5-always, but some of the respondents clarified some words, which are the numbers 4 reluctant and 11 camouflages. The researchers will change "reluctant" into "hesitant" and "camouflage" into "hide." Also, for the Part III Physical Flexibility Performance Test, since there are different results for both dominant and non-dominant hands, the researchers decided to separate the left and right flexibility tests for shoulder reach flexibility. The respondents answer the three (3) parts of the questionnaire within the time limit of 19–25 minutes per respondents.

Data Gathering

As mentioned earlier, the sampling technique to be utilized for this research study is Convenience Sampling is a non-probability sampling technique where units are chosen for the sample based on their accessibility to the researcher. The target sample size and quota for this study is 200 people. To recruit the respondents in this study, the following protocol will be followed:

1. Seek verbal consent to the School Division Superintendent: Mr. Ronaldo A Pozon -, Principal: NARCISO I. AMBROCIO, JR. (MIS), Principal: NICOLAS H. CONTRERAS JR. (ACNTS) and Senior High School Students for approval.
2. Write a formal letter of request. Indicating the objectives of the study and the Grade 11 and 12 Senior High Schools Students expected contribution, risks, and benefits.
3. Provide a sample questionnaire / interview guide.
4. Secure list of names and contact information, if possible.
5. Contact potential respondents and properly explain objectives of the study and the respondent’s expected contribution, risks, and benefits.
6. Ask for both verbal and written consents. Ask for a preferred method of gathering data either via online or face to face, provided minimum health protocols will be observed.
7. Schedule date of data gathering.

8. Conduct data gathering based on agreed conditions.

Data Gathering Procedure

This section presents the detailed process in obtaining the needed data for this research:

Survey

The researchers personally administered the research instruments to the respondents. They conferred and discussed the significance of the study and accomplished the distribution of the instruments properly. Firstly, the researchers asked permission from the teacher and president of the classroom for the survey. In the selected section, there are 40 students in grades 11 and 12 who will respond to surveys. The respondents were given 15 minutes to complete the forms to prevent them from giving a hasty response and another 15–30 minutes to complete the flexibility test. Before the students perform the flexibility test, they will do a warm-up first and then the flexibility test. The survey starts when the students receive the surveys. Lastly, as the correspondent finished the survey, after collecting the completed questionnaires from various locations, the researchers quickly totaled and compiled the data.

Flexibility Performance Levels

Sit and Reach Test

A common test for assessing flexibility is the sit and reach test, which focuses on hamstring and lower back flexibility. The test is crucial since lower back pain, forward pelvic tilt, and lumbar lordosis are all linked to stiffness in this area. This test has been utilized by the following researchers: Shephard, R. J., Berridge, M., & Montelpare, W. (1990), Smith, J. F., & Miller, C. V. (1985), and Sabina, S. I., & Marcelb, P. (n.d.).

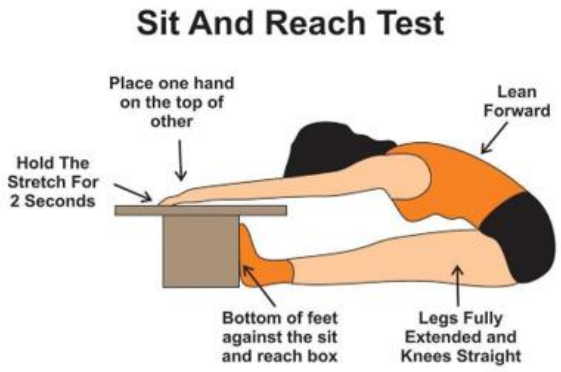

Figure 4. Sit and Reach Flexibility Test
https://www.topendsports.com/testing/tests/sit-and-reach.htm

- For this test, you must sit on the floor with your legs extended straight ahead. You should take off your shoes.
- The feet are positioned with their soles flat against the box.
- The person who tests may help by holding down both knees as they should be locked and pressed flat to the floor.
- The individual reaches forward along the measuring line as far as they can, palms facing downward and hands on top of or beside each other.
- Make sure both hands stay level, with neither reaching farther forward than the other.
- Following a bit of exercise, the person extends their arm and maintains that posture for a minimum of one to two seconds as the distance is recorded.
- Ensure that there aren't any sudden movements.
- They have three tries, and the best score will be.

Table 2. Sit and Reach Flexibility Test Scoring Guide

Fitness Category	Males	Females
Excellent	>46.5 cm	>45.5 cm
Good	45.5 - 38.0 cm	44.5 - 38.0cm
Average	37.5 - 27.0 cm	37.5 - 29.0 cm
Below Average	26.5 - 17.0 cm	28.5 - 20.0
Not very flash!	<17.0	<20.0

Groin Flexibility Test

This is an easy test for groin flexibility that requires little equipment and is straightforward to perform. Sitting on the floor, test subjects attempt to bring their feet as near to their bodies as possible. This test has been utilized by the following researchers: Rikas et al. (2021), Wilkerson, G.B. (1981), and Sabina, S. I., & Marcelb, P. (n.d.).

Figure 5. Groin Flexibility Test
https://www.topendsports.com/testing/tests/groin-flexibility.htm

- Sit on the floor with your knees bent, and your feet flat on the floor and legs together.
- Let your knees drop sideways as far as possible keeping your feet together.
- The soles of your feet should be together and facing each other.
- Grab hold on to your ankles with both hands, and pull them as close to your body as possible.
- Measure the distance from your heels to your groin.
- They have three tries, and the best score will be.

Table 3. Groin Flexibility Test Scoring Guide

Poor	Fair	Good	Very Good	Excellent
25 cm	20 cm	15 cm	10 cm	5 cm

Shoulder Reach Flexibility Test

To measure the shoulder joint's flexibility, which is crucial for preventing injuries and is especially crucial for sports involving throwing, swimming, and rackets. This test has been utilized by the following researchers: Cook et al. (2014), Hayes et al. (2001), and Sabina, S. I., & Marcelb, P. (n.d.).

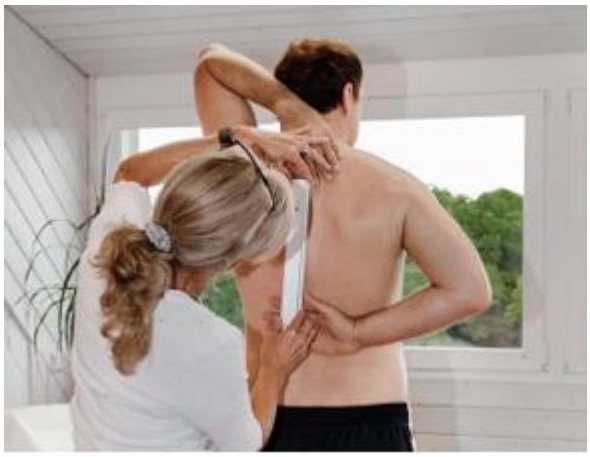

Figure 6. Shoulder Reach Flexibility Test
https://www.topendsports.com/testing/tests/shoulder-flexibility.htm

- Test your left shoulder by standing with your right arm straight up, then bend your elbow so your hand hangs behind your head.
- Keeping your upper arm stationary, rest your palm between your shoulder blades.
- Try to touch the fingers of both hands together by extending your left arm behind you with the palm facing out.
- Reverse the procedure and repeat with the opposite shoulder.
- They have three tries, and the best score will be.

Table 4. Shoulder Reach Flexibility Test Scoring Guide

Rating	Description
Good	Fingers are touching
Fair	Fingertips are not touching but are less than two inches (5cm) apart.
Poor	Fingertips are greater than two inches (5cm) apart.

General Score System

Sit and Reach Flexibility Test	Score
Excellent	5
Good	4
Average	3
Below Average	2
Not very flash!	1

Groin Flexibility Test	Score
Excellent	5
Very Good	4
Good	3
Fair	2
Poor	1

Shoulder Reach Flexibility Test	Score	Left	Right
Good	3		
Fair	2		
Poor	1		

Level	Score Interval
High	10-13
Moderate	6-9
Low	3-5

Data Analysis

In order to come up with reliable results after reaching the target quota, the following quantitative data analysis procedures will be implemented:

Descriptive – To illustrate the Frequency, percentage, and mean of factual data. Data are summarized using descriptive statistics, which show how variables in a sample or population relate to one another. (Kaur et al. 2018).

Inferential – To measure the relationship/influence/significance between Body Image Acceptance and Flexibility Performance Level. Based on Barnes and Lewin (2005), all of the methods that allow us to examine the intricate relationships between variables are covered by inferential statistics. Pearson correlation: The Pearson correlation coefficient (r) is the most often used technique for identifying a linear relationship. A value between -1 and 1 represents the strength and direction of the relationship between two variables. (Turney, S. 2022). And multiple regression According to Berry et al. (1985), anyone using regression analysis in their study or just interested in learning more about this crucial statistical technique should find multiple regression in practice to be a helpful resource.

Ethical Considerations

In compliance with RA 10532, this study will follow the rules and procedures stipulated at the 2022 National Ethical Guidelines for Research Involving Human Participants. This research intends to capture responses from Grade 11 & 12 Senior High School Students. Thus, the following ethical considerations will be conducted to ensure that the respondents will be ensured of their rights as research subjects:

1. This research will be evaluated by professionals in the field of study:
   a. Prior approval from the panel of research experts on June 19, 2023.
   b. Prior approval from the College's Ethics Review Board in June 2023.
   c. Prior approval from offices and institutions that will be targeted for data gathering.
2. Verbal and written agreements will be secured:
   a. Consent forms will be distributed to the respondents.
   b. Researchers will verbally explain the objectives, rationale, and potential benefits/harm they may experience in participating in this research.
   c. Respondents will be ensured of their confidentiality, anonymity, non-traceability, and privacy all throughout the data gathering process.
3. Data handling and storage:
   a. Gathered data from the respondents will be stored in physical form and electronically.
   b. Any identifiable personal information will be assigned with a unique code that can only be accessed by the researchers.
   c. Access from this storage will only be limited to the researchers, the adviser, and data processor (statistician or validator). All data gathered will be analyzed in a cluster.

No identifiable information will be released.

d. Data will only be stored for a period of one year. Thereafter, the stored data will be deleted permanently.

4. On results and release of information:
   a. All data gathered will be analyzed in clusters or in groups. Any representation or identification will be held.
   b. All results and release of information will be for academic purposes only. A copy of the research report will be published and be displayed at the CCA College Library.
   c. Key findings will also be disseminated through public fora and academic conferences.

RESULTS

After the raw data were documented and analyze, the following results are presented:

Table 1. Personal Profile

Profile	N	%
Age		
Below 18	46	27.9%
18 – 19	101	61.2%
20 and above	18	10.9%
Sex		
Female	73	44.2%
Male	92	55.8%
Height		
140 - 150 cm	12	7.3%
151 - 160 cm	47	28.5%
161 - 170 cm	73	44.2%
171 - 185 cm	33	20%
Weight		
30 - 50 kg	66	40%
51 - 70 kg	74	448%
71 - 90 kg	19	11.5%
91 - 100 kg	6	3.6%
BMI		
Underweight	48	29.1%
Normal Weight	89	53.9%
Overweight	20	12.1
Obese	8	4.8%

Table 1 presents the personal profile of the respondents in terms of age. It showed that most of the respondents were 18–19 years old, with a total number of 101 or an average of 61.2%. However, the least number of respondents were 20 and older, with many gaining 18 or an average of 10.9%. In terms of sex, many of the respondents were male, which is 92, or 55.8%, while the females were 73, or an average of 44.2%. In terms of height, most of the respondents were 161–170 cm, which is 73, or 44.2%. However, the least of the respondents were 140–150 cm tall, with a number of 12, or an average of 7.3%. Regarding the Weight of the respondents, the majority were 51–70 kg with a total of 74, or 44.8%, and the least of the respondents were 91–100 kg with a total of 6 or 3.6%. Lastly, the BMI of the respondents showed that the majority of the respondents were normal weight, with a total of 89, or 53.9%, while the least number of respondents were obese, with a total of 8 or 4.8%.

Table 2. Academic History

Profile	N	%
Grade Level		
11	90	54.55%
12	75	45.45%
Honor Student		
Yes	82	49.7%
No	83	50.3%
Achievements in Current School		
N/A	79	47.9%
With Honor	48	29.1%
With High Honor	16	9.7%
Perfect Attendance	9	5.5%
Special Award	13	7.9%
Club Member		
Yes	13	7.9%
No	152	92.1%
Specific Club		
N/A	153	92.7 %
Boys Scout	2	1.2 %
Journalism	1	0.60 %
Sports Club	3	1.8 %
Band of School	1	0.60 %
AP Club	1	0.60 %
Computer Club	1	0.60 %
SSG	2	1.2 %
Student Council Officer		
Yes	8	4.8 %

No	157	95.2 %
Specific Position in Student Council		
N/A	158	95.8 %
Student Committee	1	0.60 %
Vice President	1	0.60 %
P.I. O	1	0.60 %
Board Member	1	0.60 %
Secretary	1	0.60 %
Grade 12 Representative	1	0.60 %
Peacemaker Representative	1	0.60 %

Table 2, shows the academic history of the respondent in Grade Level, it showed that the most of the respondents were Grade 11 with a total number of 90 or an average of 54.55 %, while the Grade 12 were 75 or 45.45 %. In terms of Honor student, the majority of the respondents answered No with a total of 83 with an average of 50.3 %, while the other answered Yes with a total of 82 or 49.7 %. In terms of achievements in the current school of the respondents, 79 or 47.9 % answered N/A, while 48 or 29.1 % were With Honor and the least of the respondents were Perfect Attendance with a total number of 9 with an average of 5.5 %. When asked if the respondents are part of any club, 152 or 92.1 % answered no. However, 13 or 7.9 % of the respondents are part of any club. As for specific clubs, 153 or 92.7 % were not in any part of the club, while 3 or 1.8 % are part of sports clubs, and 2 or 1.2 % are part of SSG. When asked if the respondents have a position in student council, 152 or 95.2 % answered no. However, 8 or 4.8 % of the respondents have a position in the student council. As for specific positions in Student Council, 158 or 95.8 % of the respondents do not have positions in student council, while the following positions have 1 or 0.60 %, they are, Student Committee, Vice President, P.I.O, Board Member, Secretary, Grade 12 Representative, Peacemaker Representative.

Table 3. Physical Activities

Profile	N	%
Physical Activity		
Exercise	38	23.03%
Sports	89	53.94%
Dance	38	23.03%
Athlete		
Yes	45	27.3%
No	120	72.7%
Competed in a sports event?		
Yes	63	38.2%
No	102	61.8%
Have won sports?		
Yes	46	27.9%
No	119	72.1%
How often do you exercise/workout in a week?		
N/A	22	13.3%
1-3 times a week	108	65.5%
4-6 times a week	21	12.7%
Everyday	9	5.5%
Sometimes	5	3%
Hours/minutes spent in doing exercise/workout?		
N/A	22	13.3%
2-50 minutes	69	41.8%
1-5 hours	74	44.8%

Table 3 shows the physical activity history of the respondents. In terms of physical activity that the respondents engage or perform, 77 or 46.7 % were into sports, while 68 or 42.2% were into dance. When asked if the respondents are athletes, 120 or 72.7 % answered no. However, 45 or 27.3 % are athletes. In terms of competing in sports events, 102 or 61.8 % of the respondents answered no. However, 63 or 38.2 % competed in sports events. As for having won awards in sports, 119 or 72.1 % answered no. However, 46 or 27.9 % have won awards in sports. The six row shows how often the respondents engage in exercise or workout. A total of 65.5 % or 108 of the respondents were engaged in exercise or workout one to thrice a week. However, 5 or 3 % of the respondents were engaged or worked out sometimes. As for hours or minutes spent doing exercise or sports, 74 or 44.8 % of the respondents spent 1 - 5 hours. However, 22 or 13.3% were not spent doing exercise or workout.

Table 4. Body Image Acceptance

Body Image Acceptance	N	%
Very Good	16	9.7 %
Good	38	23.0 %
Fair	69	41.8 %
Poor	30	18.2 %
Very Poor	12	7.3 %

Table 4 presents the Body Image Acceptance of the 165 respondents. 69 or 41.8 % of the respondents have a fair body image acceptance. However, 12 or 7.3 % of the respondents have a very poor body image acceptance.

Table 5. Flexibility Performance

Flexibility Performance	N	%
High	64	38.8 %
Moderate	96	58.2 %
Low	5	3.0 %

Table 5 presents the amount of Flexibility Performance Level of the respondents. 58.2 % or 96 of the respondents have a moderate level of flexibility performance level. While the other respondents have a high level of flexibility performance with a total of 64 respondents which is equivalent to 38.8 %. And lastly, 5 of the respondents had a low level of flexibility performance with 3.0%.

Table 6.1. Contingency Tables with Personal Profiles

Factors	N	%	Body Image Acceptance						Flexibility Performance Level			
Age			VG	G	F	P	VP	Mean	High	Moderate	Low	Mean
Below 18	46	27.9 %	5	12	15	9	5	3.06	16	27	3	3.56
18-19	101	61.2 %	8	24	46	18	5	3.15	45	55	1	3.87
20 and above	18	10.9 %	3	2	8	3	2	3.05	3	14	1	3.22
Sex												
Female	92	44.2%	4	18	27	18	6	2.94	35	33	5	3.82
Male	92	55.8%	12	20	42	12	6	3.22	29	63	0	3.63
Height												
140 - 150 cm	12	7.3 %	3	1	4	2	2	3.08	8	3	1	4.17
151 - 160 cm	47	28.5 %	1	8	18	16	4	2.70	16	31	0	3.68
161 - 170 cm	73	44.2 %	8	18	33	10	3	3.20	20	52	1	3.52
171 - 185 cm	33	20 %	4	11	14	2	3	3.42	20	10	3	4.03
Weight												
30 - 50 kg	66	40%	7	19	27	10	3	3.26	33	33	0	4.00
51 - 70 kg	74	44.8%	6	15	28	19	6	2.94	27	46	1	3.70

In this table 6.1 The Contingency Table with Personal Profiles shows that ages 18-19 has the highest mean both Body Image Acceptance and Flexibility Performance Level with 3.15 and 3.87.

In terms of Sex, the highest mean is Male with 3.22 in Body Image Acceptance but lowest mean in Flexibility Test with 3.63 while female got the lowest mean in Body Image Acceptance with 2.94 but highest in Flexibility Performance Level with 3.82.

For the Height the highest mean for Body Image Acceptance is 171-185 cm with 3.42 while the highest mean for Flexibility Test is 140-150 cm with 4.17. The lowest in Body Image Acceptance for Height is 151-160 cm with 2.70 and for Flexibility Performance Level is 161-170 cm with 3.52.

For Weight the 30-50 kg got the highest mean both Body Image Acceptance and Flexibility Performance Level with 3.26 and 4.00. The lowest in Body Image Acceptance is 51-70 kg with a mean of 2.94 while in Flexibility Performance Level the 71-90 got the lowest with a mean of 3.10.

Overweight has the highest mean in Body Image Acceptance with 3.35 and Underweight has the highest mean in Flexibility Performance Level with 4.04 while the Lowest mean for BMI is Obese both in Body Image Acceptance and Flexibility Performance Level with a mean of 2.25 and 2.05.

Table 6.2. Contingency Tables with Academic History

Factors	N	%	Body Image Acceptance						Flexibility Performance Level			
			VG	G	F	P	VP	Mean	High	Moderate	Low	Mean
Grade Level												
11	90	54.55 %	9	24	38	13	6	3.18	37	53	0	3.82
12	70	45.45 %	7	14	3	17	6	2.98	27	43	5	3.58
Honor Student												
Yes	82	49.7 %	8	22	35	11	6	3.18	40	40	2	3.92
No	83	50.3 %	8	16	34	19	6	3.01	29	56	3	3.80
Achievements in current school												
N/A	79	47.9 %	4	17	30	20	7	2.84	25	53	1	3.61
With honor	48	29.1 %	4	11	25	5	4	3.19	17	28	3	3.58
With H-Honor	16	9.7 %	4	4	5	2	1	3.05	9	6	1	4.00
Perfect Attendance	9	5.5 %	2	1	5	1	0	3.44	6	3	0	4.43
Special Award	13	7.9 %						3.53	7	6	0	4.08
Club Member												
Yes	13	7.9%	1	7	3	2	0	3.53	6	5	5	3.61
No	152	92.1%	15	31	66	28	12	3.06	58	91	3	3.72
Student Council Officer												
Yes	8	4.8%	0	6	0	1	1	3.38	3	5	0	3.75
No	157	95.2%	16	32	69	29	11	3.08	61	91	5	3.71
Specific position in student council												
N/A	158	95.8%	16	33	6	29	11	3.09	59	94	5	2.51
Student Committee	1	0.60%	0	0	0 0		1	1.00	0	1	0	2.0
Vice President	1	0.60%	0	1	0	0	0	4.0	1	0	0	3.0
P.I. O	1	0.60%	0	1	0	0	0	4.0	0	1	0	2.0
Board Member	1	0.60%	0	1	0	0	0	4.0	1	0	0	3.0
Secretary	1	0.60%	0	1	0	0	0	4.0	1	0	0	3.0
Peacemaker Representative	1	0.60%	0	1	0	0	0	4.0	1	0	0	3.0

In this table 6.2 Contingency Tables with Academic History shows in the Grade level that Grade 11 has the highest mean of 3.18 in Body Image Acceptance and 3.82 in Flexibility Test, while the lowest grade level is Grade 12 with the mean of 2.98 in Body Image Acceptance and 3.58 in Flexibility Test.

In the frequency of being an Honor Student the highest mean in Body Image Acceptance answered Yes with the mean of 3.18 and the highest mean in Flexibility Test was answered Yes with the mean of 3.92. The lowest mean is 3.01 in Body Image Acceptance and 3.80 in Flexibility Test.

In Achievements in current school the highest mean in Body Image Acceptance is 3.53 and 4.43 in Flexibility Test. The lowest mean in Body Image Acceptance is 2.84 and 3.58 in the Flexibility Test.

In Student Council Officer the highest mean in Body Image Acceptance and Flexibility Test are both answered Yes with 3.38 and 3.75 mean while the lowest mean was both answered No with a mean of 3.08 and 3.71.

For the Specific Position in Student Council the highest mean in Body Image Acceptance are Vice President, P.I.O, Board Member, Secretary, and Peacemaker Representative with the mean of 4.0 and for the Flexibility Test the highest mean are Vice President, Board Member, Secretary, Grade 12 Representative, and Peacemaker Representative with the mean of 3.0 while the lowest mean in Body Image Acceptance is Student Committee with 1.00 and both 2.0 in Student Committee and P.I.O in Flexibility Test.

Table 6.3. Contingency Tables with Physical Activity History

Factors	N	%	Body Image Acceptance						Flexibility Performance Level			
			VG	G	F	P	VP	Mean	High	Moderate	Low	Mean
Physical Activity Engage/Perform												
Exercise	38	23.03 %	10	5	9	12	2	3.24	9	28	1	3.42
Sports	89	53.94 %	1	23	56	5	4	3.13	40	48	1	3.88
Dance	38	23.03 %	5	10	4	13	6	2.87	15	20	3	3.63
Athlete												
Yes	45	27.3 %	7	11	21	5	1	3.04	3	40	2	3.04
No	120	72.7 %	9	27	48	25	11	2.98	61	56	3	3.96
Competed in a sports event												
Yes	63	38.2%	8	15	32	8	0	3.37	25	36	2	3.73
No	102	61.8%	8	23	37	22	12	2.93	39	60	3	3.70
Have you won sports?												
Yes	46	27.9%	5	14	23	4	0	3.43	14	29	3	3.48
No	119	72.1%	11	24	46	26	12	2.97	50	67	2	3.80
How often do you exercise/workout?												
N/A	21	12.73%	1	4	9	5	2	2.86	14	3	4	3.95
1-3 times a week	107	64.85%	7	23	47	24	6	3.00	31	76	0	3.58
4-6 times a week	21	12.73%	4	6	9	0	2	3.48	10	10	1	3.86
Everyday	11	6.66%	2	5	2	1	1	3.55	0	2	0	4.64
Sometimes	5	3.00%	2	0	2	0	1	3.04	0	5	0	3.00
Hours/mins spent in doing exercise/workout												
N/A	22	13.3%	1	4	10	5	2	2.86	16	3	3	4.18
2-50 mins	72	43.6%	7	21	24	13	7	3.11	18	53	1	3.47
1-5 hours	71	43%	8	13	35	12	3	3.15	30	40		3.82

Table 6.3 shows the Contingency Tables with Body Image Acceptance and Flexibility Performance Level Physical activity engage/perform has the highest mean of 3.24 which is answered by Exercise in Body Image Acceptance and 3.88 in Flexibility Test. While the lowest mean is 2.87 which is Dance in Body Image Acceptance and 3.42 in Flexibility Performance Level.

When it comes to being an athlete, "yes" has the highest mean of 3.04 in Body Image Acceptance and 4.24 in Flexibility Performance Level. While "no" has the lowest mean score of 2.98 and 3.52.

When it comes to, competing in a sports event, "yes" has the highest mean of 3.37, and 3.73 in Flexibility Performance Level. While "no" has the lowest mean of 2.93 and 3.70.

As for Have you won in sports, "yes" has the highest mean of 3.43 in Body Image Acceptance, "no" with a mean of 3.80 in Flexibility Performance Level. While "no" has the lowest mean of 2.97 in Body Image Acceptance and "yes" with a mean of 3.48 in Flexibility Performance Level.

In terms of, how often do you exercise/workout, who answered "Everyday" got the highest mean of 3.55 in Body Image Acceptance and 4.64 in Flexibility Performance Level. While "N/A" has the lowest mean of 2.86 in Body Image Acceptance and "sometimes" with a mean of 3.00 in Flexibility Performance Level.

When it comes to, Hours/mins spent doing exercise/workout, "1-5 hours" got the highest mean of 3.15 in Body Image Acceptance and "N/A with a mean of 4.18 in Flexibility Performance Level. While "N/A" has the lowest mean 2.86 in Body Image Acceptance and "2-50 mins." with a mean of 3.47 in Flexibility Performance Level.

Table 7. Body Image Acceptance vis-à-vis Flexibility Performance

Body Image Acceptance	Flexibility Performance			X^2	df	p
	High	Moderate	Low			
Very Good	5	10	1	3.68	8	0.885
Good	15	21	2			
Fair	26	41	2			
Poor	14	16	0			
Very Poor	4	8	0			

Table 7 illustrates the correlation between body image acceptance and flexibility performance of senior high school students. The table reveals that there is no significant relationship between Body Image Acceptance and Flexibility Performance, Specifically, the p=0.885.

DISCUSSION

After analyzing the data gathered, the researchers establish the following:

Based on our contingency table (6.1). Those with ages 18-19 got the highest mean of (3.15) in Body image acceptance. According to Verrastro, V et al. (2020), Teenagers who edit their photos before posting them online have internalized the Instagram ideal of beauty more than anybody else, which has made them feel uneasy and concerned about their bodies and under more pressure to meet social media norms. In terms of Flexibility test, those ages 18-19 got the highest mean of (3.87). According to the study of Lu, X et al. (2019), enhancing physical fitness for health-related reasons is crucial to improve college students' overall fitness. The classic physical fitness test is characterized by difficult operations and poor effectiveness.

There is a contradicting result based on Sex. Male see themselves better in terms of Body image acceptance with a mean of 3.22. According to Voges, M. et al. (2019), men think they look better and are less overweight than women, and they are less unhappy with their bodies. However, in terms of the Flexibility test, females garnered a better score than male with a mean of 3.82. According to Yu, S. et al. (2022), compared to men, women are more flexible. Female muscles are less rigid than male muscles. In contrast, neither males nor females' relationship between these components was impacted by acute stretching. In addition, according to Xu, Y. et al. (2020), the results of the current research indicated a nonlinear link between physical fitness and weight status. Children and teenagers who were underweight or obese had worse physical fitness than their peers who were of a healthy weight.

Based on Height, there are contradicting results. Those students with 171-185 cm are better in terms of Body image acceptance with a mean of 3.42. According to Körner, R., & Schütz, A. (2023), participants who were assigned to a high-power group showed more appreciation for their bodies, expressed greater body pleasure, and thought they were taller than those who were assigned to a low-power group. All effects were mediated by self-esteem. Overall, power had an impact on body image both directly and indirectly due to increased self-esteem. However, those students with 140-150 cm are better in terms of Flexibility test with a mean of 4.17 According to NİŞLİ, M. Y. et al. (2021), even though there was little difference in the pre-test and post-test values of the data obtained from the engaging discs test, taller students performed better when it came to the height aspect. The taller students had significantly higher post-test values for standing long jump, hand grab, and bent arm hang levels, according to the test results. There was little difference in the students' scores regarding their level of flexibility based on the height variable. The shorter children showed higher degrees of flexibility than the taller ones.

In terms of Weight, those with 30-50 kg got the highest mean both in Body Image Acceptance and Flexibility test with the mean of 3.26 and 4.00. According to the study of Toselli, S. et al. (2022), showed that children who participate in regular sports activities have a better perspective of their bodies, a healthier weight status, and a lower level of discontent than their non-sporting counterparts.

For BMI, those with overweight got the highest mean of 3.35 in terms of Body image acceptance. According to Hosseini, S. A., & Padhy, R. K. (2019), compared to their normal-weight peers, overweight people are more prone to express the anxiety of being negatively judged while interacting with others in social settings. They also frequently exhibit unfavorable emotional attitudes regarding their bodies. While in the Flexibility test, those with underweight got the highest mean of 4.04 According to Nadzmi, A., Abdullah, M. R., Maliki, A.B. H. M., & Renaldi, F. (2021), underweight children have strong lower body muscle strength, but weak abdominal muscle strength due to a lack of abdominal muscle and fat. As a result, underweight children may have great flexibility, but these results also suggest that underweight children are underweight.

Based on our Contingency Table 6.2 those who are in Grade 11 got the highest mean both Body Image Acceptance and Flexibility Performance Level with a mean of (3.18) and (3.82). According to Gattario & Frisen (2019), this study is the first to examine the experiences of people who, as they approached emerging adulthood, changed from having a poor body image in their early teens to a positive one. In terms of flexibility According to (Guddal et. al 2019), high levels of physical exercise were positively correlated with many mental health outcomes, particularly for adolescents in senior high school. Participating in team sports may benefit mental health and ought to be promoted as a result.

Based on Honor Student, those who answered Yes got the highest mean in Body Image Acceptance and Flexibility Performance Level with (3.18) and (3.92). According to Khan (2019), the current study revealed that while most students were concerned with their personal appearance, high scorers demonstrated lower achievers.

According to Espinosa et. al (2020), our results lend credence to the idea that increasing the amount of time teenagers spend exercising will help them become more physically fit, which has the potential to boost their intelligence and academic performance. We need more research to confirm our findings.

In Achievements in current School those who answered Special Awards got the highest mean in Body Image Acceptance with a mean of (3.53) while in Flexibility Performance Level Perfect Attendance got the highest with a mean of (4.43). According to Willis S. (2020), other aspects, like quality of life, will improve when a person's body image improves. In terms of flexibility test As stated in the study of Singh et. al (2019), There is currently conflicting research about the advantages of PA therapies for children's cognitive development and general academic performance. We draw the conclusion that there is strong evidence that physical activity, or PA, improves math performance.

There is a contradiction based on Club Members. Those who answered Yes got the highest mean in Body Image Acceptance with (3.53). According to Sabiston et. al (2019) four qualitative studies specifically examined the connection between emotions related to body image and engaging in physical activity or sports. A less negative and more positive body image was found to be associated with participation in sports and physical exercise, as frequently documented in study studies. However, in the Flexibility Performance Level those who answered No got the highest mean with (3.72). According to Ristolainen et. al (2019), youth sports club members frequently get acute and overuse injuries, and the frequency rises as training and competition volume rises. Both for teenagers participating in sports club activities and for other adolescents, more effective injury prevention is required.

In Student Council Officer those who answered Yes got the highest mean both Body Image Acceptance and Flexibility Test with (3.38) and (3.75). According to Prastika et. al (2023), this study sought to determine whether reality group counseling combined with a classroom session and metaphor approaches could raise the self-esteem of Senior High School or SMA students who had a negative body image. In terms of flexibility, According to Fazanes et. Al., (2020), many university students engaged in some form of physical exercise, which was linked to reduced sedentary behavior. The influence of physical education classes in school and relatives' routines also played a significant role.

Lastly, in the Specific Position in Student Council there are 5 that have the highest mean, the Vice President, P.I.O, Board Member, Secretary, and Peacemaker Representative with (4.0). According to Tallat, et. al (2017), numerous education professionals have emphasized the significance of self-image perception in the educational process. When someone is content, they are happier, more self-assured, motivated, and have the correct attitude to achieve. In terms of flexibility Uddin, et. al (2020), stated that regardless of sex or age group, attending physical education classes was favorably connected with physical activity among teenagers. To encourage children's and teenagers' physical activity, quality physical education should be supported.

Based on our Contingency Table 6.3 those who answered Exercise in Physical Activity Engage/Perform got the highest mean in Body Image Acceptance with a mean of (3.24). According to Langelier, et al. (2019), regardless of the stage of prostate cancer, the state of treatment, or past exposure to androgen restriction therapy, resistance training as well as aerobic exercise had a positive impact on how men saw their bodies, their identities, and their sense of masculinity. However, in the Flexibility Test the one that got the highest mean is Sports with (3.88). According to Faigenbaum et al. (2020), the present national and international youth physical activity standards downplay the crucial role of strength-building activities, despite the fact that muscular development is a prerequisite for continued engagement in active play, exercise, and sport.

There is a contradiction based on Athlete those who answered Yes got the highest mean in Body Image Acceptance with a mean of (3.04). According to Quyang, et al. (2020), Sports participation, self-efficacy, and self-esteem all significantly improved body image. Self-efficacy was very positively correlated with both sports participation and self-esteem. However, in terms of the Flexibility Test those who answered No got the highest mean with a mean of (2.96). As stated in the study of Bakinde, S. T (2022), specifically measured the muscle strength, flexibility, and body composition of men and female non-athletes in Nigeria to assess their levels of physical fitness. Muscular strength and physical fitness, flexibility and physical fitness status, and body composition and physical fitness status were significantly impacted among male and female non-athletes.

In Specific Sports, Badminton got the highest mean in Body Image Acceptance with (4.00). According to Zaccagni, L., & Gualdi-Russo, E. (2023), body image is a crucial aspect of an athlete's overall wellness. Eating disorders and other harmful outcomes might result from having a poor body image. According to the descriptive data in this systematic study and the small amount of the effects

of sport type and level on body image found in the meta-analysis, an athlete in aesthetic sports should have a consistent BID. While in the Flexibility Test the Badminton got the highest mean of (4.30). Badaru, B. (2020), claimed that students' serving abilities are influenced by their hand-eye coordination (HEC), wrist flexibility (WF), and level of confidence (SC). The indirect effect analysis' findings indicate that HEC has an impact on serving capacity through SC. Through their confidence, students' skills are likewise impacted by the WF variable.

In the Competed in a Sports Event those who answered Yes got the highest mean both Body Image Acceptance and Flexibility Test with a mean of (3.37) and (3.73). According to Soulliard, et al. (2019), the differences in how student Division I athletes and non-athletes value their bodies and their functional abilities, as well as the connections link having a positive body image and elements of sport, like sport confidence, being in the flow during physical activity, and one's perception of one's own sport performance. In terms of flexibility test, according to Koch & Kren (2021), executive functions can be impacted in elite athletes who participate in open- and closed-skill sports often. For elite athletes in closed-skill sports, a high involvement in open-skill sports was found to be favorable for executive functions.

There is a contradiction based on Have You Won Sports those who answered Yes in Body Image Acceptance got the highest mean with (3.43). According to Sahebkaran & Khazaei (2023), the sense of athletic success was positively influenced directly by body image and self-efficacy. Additionally, accomplishment motivation had a direct impact on athletic success perception through body image and self-efficacy. However, in the Flexibility Test those who answered No got the highest mean with (3.80). According to Franchini & Valenzuela (2021), The aspects of flexibility response in combat sports or during training, the frequency with which these athletes are tested for flexibility, and the tracking and management of athletes' changing flexibility.

Based on How often do you Exercise/Workout those who answered Everyday got the highest mean in Body Image Acceptance with (3.55). According to (Greenleaf & Rodriguez (2020), the relationship between motivation to avoid exercise and body surveillance, a frequent sensation in exercise environments, may be strengthened by exercising for aesthetic reasons. Instead, fostering exercise environments that encourage body acceptance and appreciation may significantly increase the likelihood that women of all shapes and sizes will engage in physical activity. However, in the Flexibility Test those who answered Everyday got the highest mean with (4.64). According to Nuzzo, J. L. (2020), If stretching is part of a workout routine, it won't conflict with other forms of exercise or take away from time that could be spent on training activities that have more benefits for performance and health.

In Hours/mins. spent doing Exercise/Workout those who answered 1-5 Hours got the highest mean in Body Image Acceptance with (3.15). According to Shang et. el (2021), Students who engage in medium- and high-level physical activity score higher on subjective well-being measures than students who engage in low-level exercise. Exercise and subjective well-being are found to be mediated by self-esteem, and among college students, exercise and subjective well-being are found to be repeatedly mediated by the combination of self-esteem and body image. However, in the Flexibility Test those who answered N/A got the highest mean with (4.18). According to Goh et. al (2019), depending on the type of exercise and the desired result, different exercise has different effects. The best exercises for reducing pain and enhancing function may be aerobic or mind-body exercises. Exercises for increasing strength and flexibility/skill can be utilized for a variety of purposes. Mixed exercise is the least effective, and it is worth considering why this occurs.

And lastly, based on the statistical analysis, there is no significant relationship between Body image acceptance and Flexibility Performance Test and this contradicts the researchers' initial hypothesis that there is a relationship between BIA and FP. According to Littrell, A. (2017), people with negative body images are less motivated to change. body composition, which involves gaining muscle while losing fat, and is more focused on general

weight loss and achieving a number on a scale that corresponds to an appealing or appropriate weight. People with better self-images may not be as concerned with their weight. a scale, allowing them to concentrate on other physical characteristics or objectives, like achieving a strength objective. Consequently, since there is no relationship between body image and flexibility, identifying the moderating variable is not possible. Therefore, there might be other extraneous variables that can influence the connection between body image and flexibility.

Conclusion

This thesis explores the relationship of body image acceptance and flexibility among senior high school students in Angeles City. Thus, the following results emerged:

1. Most senior high school students have a fair level of body image acceptance.
2. In terms of physical flexibility, many of the senior high school students are considered moderately flexible.
3. Most likely, the following students will have higher body image acceptance: those that belong to the age range between 18 to 19, Male, with height of 171 to 185 cm, weighing around 30 to 50 kg, with a BMI classification of being overweight, mostly Grade 11, with Special Awards, those who exercise, and works out every day, and spends a minimum 1 to 5 hours of workout.
4. Most likely, the following students will have higher flexibility performance: those that belong to the age range between 18-19, Female, with height of 140 to 150 cm, weighing around 30 to 50 kg, with a BMI classification of being underweight, mostly Grade 11, with Perfect Attendance, those who do Physical activity engage/perform Sports, and Exercise/Workout.
5. Statistically, there is no relationship between body image acceptance and flexibility performance.

Practical and Theoretical Implications of the Study

The results of this study will provide insight into potential strategies that teachers can use to support their students in emphasizing a positive body image, particularly for senior high school students. This presents an opportunity for educators to develop a curriculum aimed at encouraging senior high school students to have a positive body image about themselves. Workshops, seminars, or courses that focus on body positivity and acceptance may fall under this category.

To help students with their body-related concerns, schools need to think about improving their counseling services. Individuals who are having difficulty accepting their bodies can benefit from the advice and assistance of professional counselors, which may enhance mental health in general. Furthermore, educational institutions need to consider developing integrated support services that connect professionals in the fields of psychology and physical education. This could include body-image-related mental health concerns that are addressed through therapy as well as physical activities meant to increase flexibility and overall fitness.

Limitations of the Study

In this study, the researcher conducted a survey and observations in public schools in Angeles City. The researcher had trouble finding schools to conduct research because some of the schools in Angeles City had already ended their classes and were preparing for graduation day. That's why the researcher needs to find a school that is open and give us permission to conduct research in their school. The researcher needs 200 participants to perform a flexibility test and answer survey questions. It is challenging to recruit participants because the researcher uses convenience sampling; those who are the only available participants and agree to perform the flexibility test will be the only people that the researcher collects their data from.

Researchers face different difficult situations when conducting research in schools because they need to collect data from 200 participants. Some students answer the survey question and perform the flexibility test, and some of them ignore the test and don't even care. There are many students in one classroom, and the researcher's face difficulty handling 40 to 50 students. That's why the researcher needs to work hard to collect their data to see the results of this research study.

Future Research Directions

With the limitations of this research, this study suggests the following future research directions:

First, this study investigated body image acceptance and flexibility among senior high school students in Angeles City. In view of this, the researcher would welcome a validation or replication study to verify the results using a different population. This may help validate and establish the outcome of this study further.

This study was limited to two schools in Angeles City that have senior high school students. The researcher therefore suggests trying other populations in Angeles City; it could be elementary students, junior high school students, or college students.

Second, since there is no relationship between body image acceptance and flexibility performance level, the researchers suggest utilizing other flexibility tests and physical fitness tests. In terms of other flexibility tests, future researchers would use the trunk rotation test, the calf muscle flexibility test, the straight leg raise test, etc. While in the physical fitness test, future researchers can use other tests such as agility, cardiovascular endurance, muscular strength, and muscular endurance. The researchers advise considering and using additional flexibility tests as well as physical fitness assessments in order to increase the scope and use of fitness tests.

Last, investigate other possible variables. In a study that looks at flexibility, performance levels, and body image acceptance, it is important to consider a range of demographic variables because these may affect participants' attitudes, perceptions, and physical skills. Such as level of physical activity, motivation for working out, satisfaction with one's physical appearance, perceived stress levels, etc. By adding these additional factors to your research, you can gain a more complete and deep understanding of the complex relationships between body image acceptance and flexibility performance levels across a variety of demographic groups.

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