

Attitude towards Body Figure, Perceived Social Support for Physical Activity, and Self-Care Capability on College Students' Body Confidence

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ABSTRACT

Globally, it has been recorded that low body confidence remains a growing concern among college students. With this pressing problem, this study examined whether attitude toward body figure, social support for physical activity, and self-care capability predict body confidence among college students. Using a quantitative non-experimental design through a predictive-correlational approach, the study surveyed 642 tertiary students who were selected through quota sampling from three higher education institutions affiliated with the Davao Association of Catholic Schools. Data were statistically analyzed using descriptive statistics particularly mean and standard deviation, and inferential statistics, including Pearson product-moment correlation and multiple linear regression. It has been found that attitude toward body figure, social support for physical activity, and self-care capability significantly and collectively predicted body confidence. Collectively, these factors accounted for 36.4% of the variance in body confidence. The results obtained in this investigation affirmed and further substantiated the Theory of Planned Behavior by Icek Ajzen. Furthermore, future research may examine relatedness as a potential predictor to explain the remaining 63.6% variance in body confidence. The findings also highlight the need for higher education to develop holistic wellness programs. These programs should strengthen positive body attitudes, enhance supportive environments, and promote consistent self-care practices, for these are enablers to cultivate healthier and more confident college student towards their body.

Keywords: Attitudes towards body figure, perceived social support, self-care capability, body confidence, college students

INTRODUCTION

The Problem and Its Scope

Lack of body confidence is a prevalent issue (Jebero et al., 2025) and low body confidence is persistent, widespread phenomenon (Merino et al., 2024). Alarming, low body confidence is a notable and measurable issue because it is not isolated to certain students but rather a broader phenomenon within the student population (Ketata et al., 2021).

This issue transcends cultural and geographical boundaries, as low level of students' body confidence is notably pervasive among students in various parts of the world, including United States (Huguenin et al., 2024), India (Diengdoh & Ali, 2022) China (Liu et al., 2024), and Africa (Kibuthu & Muasa, 2023).

In the Philippines, a significant number of students struggle with low confidence (Brebante & Cagas, 2015). Further, similar study shows majority of students exhibited a poor body confidence level (Esponja et al., 2025). Furthermore, low confidence is a persistent problem among students (Don et al., 2022).

Despite the growing body of research on confidence, significant gaps remain, particularly in understanding body confidence within the adolescent context (Granatino & Haytko, 2013) and if unaddressed, often persists well into later stages of life. Given these gaps, the researcher strongly believes there is a pressing need to explore body confidence and its predictors among college students in Davao City.

Significance of the Study

This study on body confidence is significant as it aligns with Sustainable Development Goal (SDG) 3, *Good Health and Well-Being*, and SDG 4, *Quality Education*, by promoting positive self-perception and fostering supportive learning environments that enable learners to thrive physically, emotionally, and academically. Anchored in the Vision, Mission, and Goals of Holy Cross of Davao College, the study contributes to the formation of well-rounded and empowered individuals who uphold human dignity, embrace holistic development, and cultivate a culture of care and excellence within the HCDC community.

Statement of the Problem

This study determined the significance of the influence of attitudes towards body figure, perceived social support for physical activity, and self-care capability as factors of body confidence of college students. Specifically, it was aimed to determine:

1. to determine the levels of attitudes towards body figure in terms of internalization and beliefs; perceived social support for physical activity in terms of family and friends support; self-care capability in terms of self-care maintenance, monitoring, and management, and body confidence in terms of appearance, weight and attribution;
2. to determine the significance of the relationship among attitudes towards body figure, perceived social support for physical activity, self-care capability and body confidence;
3. to determine the significance of the individual and combined degree of influence of attitudes towards body figure, perceived social support for physical activity, and self-care capability on body confidence.

Hypotheses:

H₀₁: Attitudes towards body figure does not significantly correlate with body confidence.

H₀₂: Social support for physical activity does not significantly correlate with body confidence.

H₀₃: Self-care capability does not significantly correlate with body confidence.

H₀₄: Attitudes towards body figure does not significantly influence with body confidence.

H₀₅: Social support for physical activity does not significantly influence with body confidence.

H₀₆: Self-care capability does not significantly influence with body confidence.

H₀₇: Attitude towards body figure, perceived social support for physical activity, and self-care capability combined do not significantly influence body confidence.

Theoretical and Conceptual Framework

This study is anchored in the theory of planned behavior, a cognitive theory developed by Icek Ajzen in 1985. The theory proposes that an individual's decision to demonstrate a specific behavior can be predicated by their intention to demonstrate that particular behavior. This intention is determined by three theoretical components: attitude, subjective norms, and perceived behavioral control.

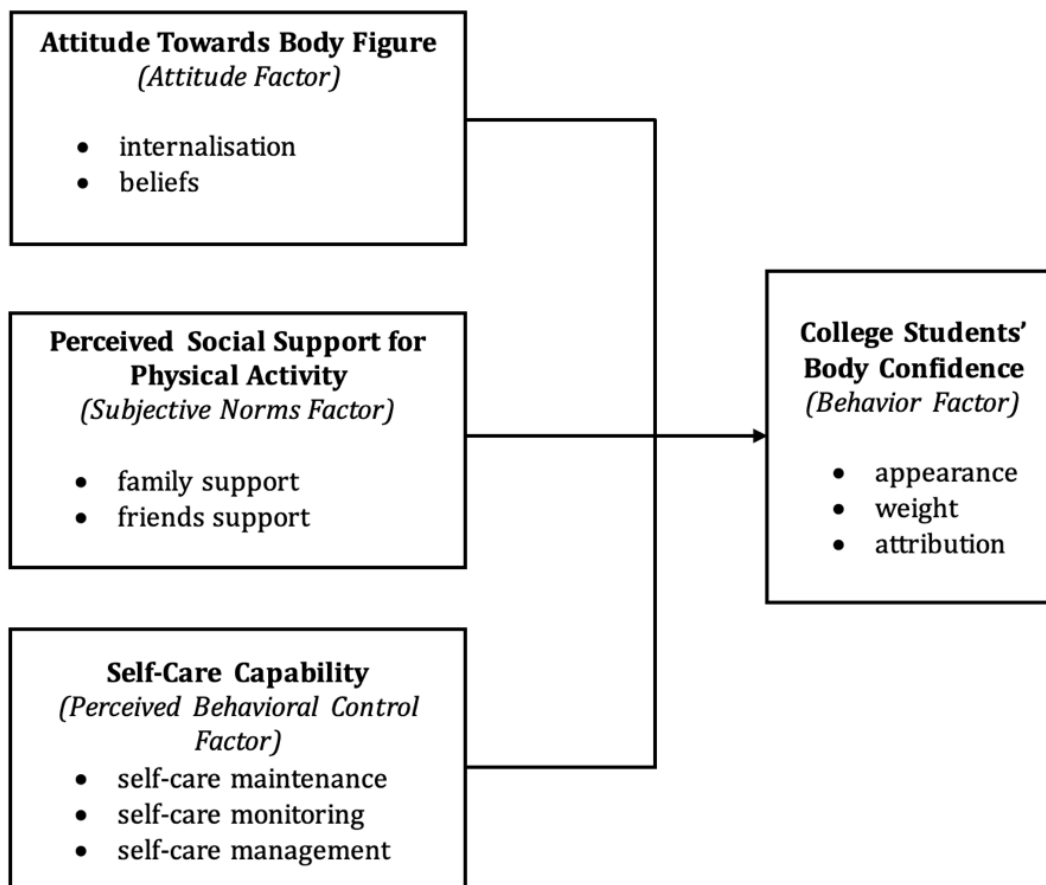


Figure 1. Conceptual Framework of the study

In the Theory of Planned Behavior (TPB), attitude refers to an individual's overall evaluation of a behavior which is represented by attitudes towards their body figure. Those with a more positive attitude toward their body figure are expected to experience higher level of body confidence. Subjective norms refer to social pressures and the influence of others' expectations. In this study, it pertains to the perceived social support for physical activity, which includes family and friend support. Social reinforcement, whether encouragement or pressure, can boost confidence through engagement in physical activity. Perceived behavioral control reflects an individual's sense of confidence and ability to perform a behavior. In this study, it is captured by self-care capability, which includes self-care maintenance, self-care monitoring, and self-care management. Students who feel in control of their self-care practices are more likely to engage in behaviors that promote confidence. Therefore, based on the theory's proposition, it is presumed that the three factors in this study such as attitude towards body figure, perceived social support for physical activity, self-care capability are the intentions that are more likely influence college students' body confidence.

METHODOLOGY

The research design, locale of the study, the sample and sampling, data gathering technique, data analysis, and the ethical considerations are included in this chapter.

Research Design

This study employs a quantitative, predictive design. This design and approach investigate the predictive relationship among variables involved in the study (Fleming, 2023). The focus was on describing the attitudes towards body figure, perceived social support for physical activity, self-care capability, and college students' body confidence, while also investigating the relationship among attitudes towards body figure, perceived social support for physical activity, and self-care capability to the college students' body confidence, and the combined influence of attitudes towards body figure, perceived social support for physical activity, and self-care capability on college students' body confidence.

Locale of the Study

This study was conducted in three higher education institutions affiliated with the Davao Association of Catholic Schools.

Sample and Sampling

There were 642 first-year college students included in this study. Of this number, 96 were from School A, 114 from School B, and 433 from School C, all affiliated with the Davao Association of Catholic Schools in Davao Region. This figure obtained from a total population of 2, 677 college students enrolled for the 2025-2026 academic year. Furthermore, the researcher utilized quota sampling technique in determining the respondents of the study. To ensure valid and reliable results, the sample size were determined using the Raosoft sample size calculator at a 95% confidence level, as emphasized by Ahmed (2024). The study adheres to specific inclusion-exclusion criteria, male or female respondents aged 18 to 25, officially enrolled in PATH-FIT 1 Course from any program for the school year 2025–2026, and willing to voluntarily participate.

Data Gathering Technique

The researcher utilized four adapted questionnaires: the Attitude Towards Body Figure scale, developed by Santoncini et al. (2006) with Cronbach's alpha of .78, the Social Support Scale for Physical Activity by Mao et al. (2022) with Cronbach's alpha of .88, the Self-Care Inventory by Luciani et al. (2022) with Cronbach's alpha of .78 and the Body-esteem scale by Mendelson et al. (2001) with Cronbach's alpha of .91.

A panel of specialists validated these instruments. While all the questionnaires were modified for the study, they underwent rigorous reliability and validity testing to ensure accuracy and relevance to the research context. All the items included obtained a Cronbach alpha of 0.91 or excellent reliability level, making the four tools reliable. A statistician analysed the data, ensuring that all items met the criteria for inclusion. Moreover, all of them have scale (Likert-type) with specific indicators describing current conditions of respondents.

Data Analysis

Descriptive statistics, specifically the mean and standard deviation, were utilized to determine the levels of the variables. Both the predictive and criterion variables were categorized using four range scales with corresponding levels and interpretations, as presented in the succeeding matrix.

Scale	Level	Attitude Towards Body Figure	Perceived Social Support for Physical Activity	Self-Care Capability	Body Confidence
3.27 – 4.00	Very High	Very positive attitude toward body figure	Social support for physical activity is always manifested	Very capable of self-care	Exceptional body confidence
2.52 – 3.26	High	Positive attitude toward body figure	Social support for physical activity is manifested	Capable of self-care	High body confidence
1.76 – 2.51	Low	Negative attitude toward body figure	Social support for physical activity is seldom manifested	Slightly capable of self-care	Low body confidence
1.00 – 1.75	Very Low	Very negative attitude toward body figure	Social support for physical activity is not manifested	Not capable of self-care	Very low body confidence

To examine the relationship between predictive and criterion variables, the Pearson's r was employed, while multiple regression analysis was applied to assess the degree of influence and predictive strength. In terms of

Scale of Beta (β) Coefficient Strength, the following scheme as proposed by Cohen (1988) and Hair, et al. (2019) was used:

β Value Range Strength of Relationship

$\pm 0.00 - \pm 0.09$ Very Weak

$\pm 0.10 - \pm 0.29$ Weak

$\pm 0.30 - \pm 0.49$ Moderate

$\pm 0.50 - \pm 0.69$ Strong

± 0.70 and above Very Strong

In the following section, the matrix containing the scale, descriptive level, and corresponding interpretation assigned to each variable in this study is presented. This measure is specifically used to describe the levels of attitudes towards body figure, perceived social support for physical activity, and self-care capability on college students' body confidence.

For the interpretation scale of r -value, the following scheme is used as proposed by Guilford (1956):

<i>Computed r</i>	<i>Descriptive Interpretation</i>
± 1.00	Perfect correlation
Between $\pm 0.75 - \pm 0.99$	High correlation
Between $\pm 0.51 - \pm 0.74$	Moderately high correlation
Between $\pm 0.31 - \pm 0.50$	Moderately low correlation
Between $\pm 0.01 - \pm 0.30$	Low correlation
0.00	No correlation

Ethical Consideration

The researcher adhered to a structured data-gathering procedure and ensured ethical and systematic data collection. First, approval was secured from the thesis adviser, and an endorsement letter was obtained, followed by ethical clearance from HCDC-SMILE after the proposal defense. The researcher then sought endorsement from the Graduate School Dean. Letters of approval to conduct the study were sent to the presidents of the three selected higher education institutions that are part of the Davao Association of Catholic Schools. The researcher coordinated with the designated focal person at each institution to facilitate the data-gathering process. This step was completed after the letters seeking permission to conduct the study were approved. Moreover, informed consent was administered and collected via Google Forms, ensuring that participants voluntarily agreed to take part in the study. The survey questionnaire was distributed and collected through Google Forms for efficiency and accessibility. The participation of 642 college students was acknowledged as an essential contribution to the success of this research. Finally, data storage and analysis were conducted using the researcher's Google Drive, with statistical analyses performed using the Statistical Package for the Social Sciences (SPSS).

RESULTS

This chapter presents descriptive statistics, bivariate correlation analysis, and multiple regression analysis, along with corresponding statistical interpretations and a discussion of the results. Moreover, a summary of the findings, addressing the research objectives, is presented in the final part.

Descriptive Results

Shown in Table 1 is the level of attitude towards body figure, social support for physical activity, self-care capability, and body confidence as self-reported by college students in selected Catholic higher education institutions in Davao. Specifically, the number of respondents (valid), mean, standard deviation, and descriptive

interpretation were reported for each factor and its corresponding dimensions.

Table 1. Descriptive Table (N = 642)

<i>Factors and Dimensions</i>	<i>Mean</i>	<i>SD</i>	<i>Descriptive Interpretation</i>
1. Attitude Towards Body Figure	3.50	0.463	Very Positive Attitude
1.1. Internalization	3.48	0.493	Very Positive Attitude
1.2. Beliefs	3.52	0.497	Very Positive Attitude
2. Social Support for Physical Activity	2.97	0.728	Social Support is Manifested
2.1. Family Support	2.84	0.855	Social Support is Manifested
2.2. Friends Support	3.11	0.766	Social Support is Manifested
3. Self-Care Capability	3.17	0.527	Capable
3.1. Self-Care Maintenance	3.12	0.587	Capable
3.2. Self-Care Monitoring	3.25	0.558	Very Capable
3.3. Self-Care Management	3.15	0.603	Capable
4. Body Confidence	3.14	0.577	Confident

College students in selected Catholic higher education institutions in Davao reported a very positive attitude toward their body figure ($M = 3.50$, $SD = 0.463$), with high ratings on internalization ($M = 3.48$, $SD = 0.493$) and beliefs ($M = 3.52$, $SD = 0.497$). They also indicated that social support for physical activity is manifested, both from family ($M = 2.84$, $SD = 0.855$) and friends ($M = 3.11$, $SD = 0.766$). Moreover, their self-care capability ranged from capable to very capable, particularly in self-care maintenance ($M = 3.12$, $SD = 0.587$), monitoring ($M = 3.25$, $SD = 0.558$), and management ($M = 3.15$, $SD = 0.603$). Lastly, they also rated themselves as confident ($M = 3.14$, $SD = 0.577$) in their overall body confidence.

Correlation Results

Shown in Table 2 is the bivariate correlation among attitude towards body figure, social support for physical activity, self-care capability, and body confidence as self-reported by college students in selected Catholic higher education institutions in Davao. Likewise, the examined factors, r-value, p-value, interpretation, and decision regarding the null hypothesis were reported.

Table 2: Correlation Table (N = 642)

Factors	r value	H₀ Decision	Interpretation
1. Attitude Towards Body Figure and Body Confidence	0.376***	Rejected	Weak Positive Correlation
2. Social Support for Physical Activity and Body Confidence	0.465***	Rejected	Moderate Positive Correlation
3. Self-Care Capability and Body Confidence	0.582***	Rejected	Moderate Positive Correlation

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

The bivariate correlation analysis shows that all relationships among the variables are positive and significant, with coefficients ranging from weak to moderate: attitude towards body figure and social support for physical activity ($r = 0.288$, $p < .001$), attitude towards body figure and self-care capability ($r = 0.565$, $p < .001$), and attitude towards body figure and body confidence ($r = 0.376$, $p < .001$). Moreover, social support for physical activity also significantly correlated with self-care capability ($r = 0.605$, $p < .001$) and body confidence ($r = 0.465$, $p < .001$). Lastly, self-care capability is also correlated with body confidence ($r = 0.582$, $p < .001$). All null hypotheses were rejected, confirming significant positive correlations across all factor pairs.

Regression Results

Shown in Table 3 is the multiple linear regression analysis on attitude towards body figure, social support for physical activity, self-care capability, and body confidence. Specifically, unstandardized and standardized coefficients, t-value, p-value, 95% confidence interval, R, R², degrees of freedom, and F-value were reported.

Table 3: Multiple Linear Regression Analysis Table

Predictors	Body Confidence						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% CI	
	B	Std. Error	Beta			LB	UB
Constant	0.869	0.145		5.978	< .001	0.583	1.154
Attitude	0.104	0.048	0.083	2.164	0.031	0.010	0.198
Social Support for Physical Activity	0.146	0.032	0.184	4.635	< .001	0.084	0.208
Self-Care Capability	0.464	0.051	0.424	9.176	< .001	0.365	0.563

Note: $R = 0.603$; $R^2 = 0.364$; $df = 3$; $F = 121.459$; $Sig. = < 0.001$

The regression results reveal a significant model ($F = 121.459$, $p < .001$) that explains 36.4% of the variance in body confidence ($R = 0.603$, $R^2 = 0.364$), with attitude toward body figure ($\beta = 0.083$, $t = 2.164$, $p = .031$), social support for physical activity ($\beta = 0.184$, $t = 4.635$, $p < .001$), and self-care capability ($\beta = 0.424$, $t = 9.176$, $p < .001$) emerging as significant predictors. This confirms that the Theory of Planned Behavior is supported, as attitude toward body figure (attitude factor), social support for physical activity (subjective norms factor), and self-care capability (perceived behavioral control factor) significantly shape college students' body confidence.

Summary of Findings

1. College students reported very positive attitudes toward their body figure, adequate social support, strong self-care capability, and high body confidence, as reflected in consistently high mean scores across all dimensions.
2. All variables demonstrated significant positive correlations, indicating that attitudes, social support, self-care capability, and body confidence are meaningfully and positively related among the college students.
3. The regression model was significant and explained 36.4% of the variance in body confidence, showing that attitude, social support, and self-care capability are significant predictors of college students' body confidence.
4. The Theory of Planned Behavior is affirmed in accordance with the inferential results obtained in the study.

DISCUSSIONS

Discussed in this chapter are the descriptive, correlational, and regression analysis results of the study. The discussions emphasize how these results align with and support previous research findings. Included here as well are the conclusions and recommendations based on the results and discussions

Descriptions of Attitudes Towards Body Figure, Perceived Social Support for Physical Activity, Self-Care Capability and Body Confidence

The results indicates that college students have a generally very positive attitude towards body figure. The findings suggest that the college students actively connect their physical well-being, appearance, and personal health efforts to how they feel each day, noting that caring for their bodies boosts their confidence, sense of accomplishment, and control over their lives. They also believe that people express in diverse ways and valuing all body types including through inclusive clothing helps individuals feel accepted, comfortable, and supported. This finding aligns with the study of Yan (2025), who identifies high level or showing a substantial portion with elevated positive attitudes toward body figure. This is also supported by the study of Sharif-Nia et.al, (2024) signify favorable attitudes and confirming positive perceptions of body figure (He et al, 2020).

Perceive social support for physical activity is manifested as reported by the college students. This implies that college students recognized that their families support their body confidence by exercising with them, inviting them to be active, and consistently encouraging them to stay committed to their fitness routines. Likewise, their friends strengthen this support by joining their activities, offering companionship in exercise, and motivating them to maintain healthy habits that contribute to a positive body figure. The result is consistent with the study of Xiao and Jiang (2025), which reveals high level of positive perceived social support for physical activity. Moreover, a study from Alsheri et al, (2021) also highlights the role of social support as a strong predictor of physical activity levels. Furthermore the current study supports the claim of Smith et al, (2023) findings illustrating positive perceived social support from friends, family, peers, and community plays a critical role in promoting and maintaining higher physical activity levels.

Self-care capabilities are also rated highly among college students. This signifies that college students actively maintain, monitor, and manage their self-care by following healthy habits, staying physically active, eating balanced meals, managing stress, and attending to medical needs. They also pay close attention to changes in their body, adjust routines as needed, and seek professional guidance to support their overall well-being. The result is also consistent with the study of Mikkonen et al. (2025), which reveals high mean scores in self-care capability.

Lastly, the college students reported a high level of body confidence. This implies that the students show a positive and confident view of their appearance and weight, recognizing their natural body shape, feeling comfortable in how they look, and acknowledging that others appreciate their appearance in ways that strengthen their self-esteem and social presence. This supports the findings of Al-Hebaish (2012), who reported that participants demonstrated elevated levels of general self-confidence in their study. Similarly, Venkataraman and Senthilkumar (2021) found that school students generally exhibited high self-confidence, reinforcing the notion that learners tend to hold strong confidence perceptions.

Correlations Among Attitude Towards Body Figure, Perceived Social Support for Physical Activity, Self-Care Capability, and Body Confidence

The results show that attitude towards body figure has a significant and positive correlation with social support for physical activity, self-care capability, and body confidence. College students who hold a more positive attitude toward their body figure tend to report stronger social support for physical activity, consistent with Gao et al. (2025), who found that social support positively shapes how individuals perceive their body image. Likewise, college students who value their body figure also report higher self-care capability, aligning with Wood-Barcalow et al. (2024), who emphasized that caring for the body is a central component of positive body image. The positive correlation between attitude toward body figure and body confidence further supports earlier evidence that positive body image is correlated to body esteem (Sharif-Nia et al., 2024). These results demonstrate how college students' internal beliefs about their bodies are correlated with the encouragement they receive from others, their engagement in caring behaviors, and their overall confidence in their physical selves. Moreover, social support for physical activity also shows significant correlations with both self-care capability and body confidence. College students who feel supported by friends, family, or peers in engaging in physical activity tend to demonstrate a stronger ability to care for their bodies, echoing a study by Martino et al. (2017), which found that social connection has an impact on health and self-care behaviors. This supportive environment also contributes to greater body confidence, reinforcing the study conducted by Mahon et al. (2023), which concludes that social support is positively associated with body esteem. Finally, the strong correlation between self-care capability and body confidence aligns with the findings of Tort-Nasarre et al. (2023), who described self-care as a crucial element of adolescents' positive body image. Together, these bivariate relationships demonstrate that body-related attitudes, social networks, and personal health practices are interconnected influences that shape students' confidence in their bodies.

Body Confidence as Influenced by Attitude Towards Body Figure, Perceived Social Support for Physical Activity, and Self-Care Capability

The regression analysis shows that attitude toward body figure, social support for physical activity, and self-care capability all significantly predict body confidence among college students. Students who hold a more positive attitude toward their body figure tend to report higher body confidence, supporting Yiyi et al. (2024) and Melina et al. (2025), who found that body image has a positive influence on body self-esteem and overall self-confidence.

Social support for physical activity also emerges as a strong predictor, consistent with the study conducted by Doori et al. (2022), who demonstrated that social support enhances body image, and Yu et al. (2025), who showed that low support undermines self-confidence. Moreover, self-care capability also significantly predicts body confidence, affirming the study by Cook-Cottone and Guyker (2018), which found that self-care behaviors positively relate to body esteem. Given that the model is statistically significant, the results suggest that these three factors collectively account for the variance in body confidence among college students. Because the overall model is significant, the findings affirm the Theory of Planned Behavior, demonstrating that attitude toward body figure, as the attitude factor, perceived social support for physical activity, as the subjective norms factor, and self-care capability, as the perceived behavioral control factor, truly shape college students' confidence in their bodies.

CONCLUSION

Conclusion Attitude toward body figure, social support for physical activity, and self-care capability all significantly predict body confidence among college students. The results affirmed the Theory of Planned Behavior. It can be noted that the theory emphasized that attitude toward body figure, as the attitude factor, perceived social support for physical activity, as the subjective norms factor, and self-care capability, as the perceived behavioral control factor, truly shape college students' confidence in their bodies.

RECOMMENDATIONS

Based on the conclusion, it is recommended to conduct a similar study that includes other higher education institutions in the Davao Region or even across the Philippine archipelago. The study should not be limited to private schools alone; public schools must also be included. To closely examine the evolving nature of body confidence and its determining factors among college students, a qualitative study is also advised. Considering that the variance obtained in this study is only 36.4%, leaving 63.6% still unexplored, it is recommended to integrate other possible determinants such as intention toward achieving body confidence, knowledge of body health, and situational factors. Conducting a simple mediation by integrating these additional variables, along with other theoretical factors of the Theory of Planned Behavior, may provide a more complete and comprehensive empirical understanding of the theory.

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Survey Questionnaire Attitudes Towards Body Figure, Perceived Social Support for Physical Activity, and Self-Care Capability on College Students'

Body Confidence

Name (Optional): _____

Directions: Read each statement below carefully. Put a check on the box below the number that corresponds to your answer. Choose 4 for Strongly Agree, 3 for Agree, 2 for Disagree, and 1 for Strongly Disagree

I. ATTITUDE TOWARDS BODY FIGURE

A. Internalization	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I feel better when I take care of my physical well-being.				
2. Reaching my personal health and body goals gives me a sense of accomplishment.				
3. I am willing to make consistent efforts to achieve a body I feel good about.				
4. Feeling physically well contributes to my overall mood and confidence.				
5. I am aware of how I feel about my body, regardless of others' opinions.				
6. My overall appearance plays a role in how I feel about myself.				
7. When I feel healthy and balanced, I also feel more in control of my life.				
B. Beliefs <i>I believe...</i>	4 (SA)	3 (A)	2 (D)	1 (SD)
1. people express femininity or masculinity in diverse and individual ways.				
2. confidence and self-presentation can support social acceptance.				
3. how one feels about their body can influence relationships.				
4. maintaining physical well-being is one way to show self-care.				
5. feeling good about one's appearance supports self-esteem.				
6. individuals are drawn to people who are confident and comfortable with themselves.				
7. all body types can express femininity or masculinity equally.				
8. clothing brands should be more inclusive to accommodate different body types.				

Santoncini, C. U., García, F. J., & Peresmitré, G. G. (2006). Psychometric properties of the attitudes towards body figure questionnaire in Mexican female students and patients with eating disorders. *European Eating Disorders Review: The Professional Journal of the Eating Disorders Association*, 14(6), 430-435. <https://doi.org/10.1002/erv.757>

II. PERCEIVED SOCIAL SUPPORT FOR PHYSICAL ACTIVITY

A. Family Support <i>My family...</i>	4 (SA)	3 (A)	2 (D)	1 (SD)
1. exercised with me.				
2. offered to exercise with me.				
3. me encouragement to stick with my exercise program.				
B. Friends Support <i>My friends...</i>	4 (SA)	3 (A)	2 (D)	1 (SD)
1. exercised with me.				
2. offered to exercise with me.				
3. me encouragement to stick with my exercise program.				

Mao, X., Mao, X., Yu, Y., & Guo, J. (2022). Chinese translation and psychometric testing of the simplified version of social support scale for physical activity. *Psychology Research and Behavior Management*, 2691-2700. <https://doi.org/10.2147/PRBM.S365639>

III. SELF-CARE CAPABILITY

A. Self-Care Maintenance	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I make sure to get enough restful sleep.				
2. I take steps to support my health and avoid illness (e.g., handwashing, vaccinations).				
3. I stay physically active in ways that suit my lifestyle (e.g., walking, stretching, using stairs).				
4. I eat meals that are balanced and nourishing.				
5. I regularly visit health professionals for check-ups and preventive care.				
6. I consistently take any prescribed medications as recommended.				
7. I engage in activities that help me manage stress (e.g., meditation, listening to music, breathing exercises).				
B. Self-Care Monitoring	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I keep track of how I feel and notice changes in my health.				
2. I stay informed about how my body responds to any medications I take.				
3. I pay attention to shifts in my energy and well-being.				
4. I notice if I get tired more easily during daily activities.				
5. I observe my body for any unusual symptoms or signs.				
C. Self-Care Management	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I adjust what I eat or drink to help myself feel better.				
2. I change my activity level when needed to support my well-being.				
3. I use recommended treatments or medications to manage symptoms.				
4. I share any symptoms or concerns with my healthcare provider during visits.				
5. I reach out to my healthcare provider when I need guidance.				
6. The steps I take to care for myself help me feel better.				

Luciani, M., De Maria, M., Page, S. D., Barbaranelli, C., Ausili, D., & Riegel, B. (2022). Measuring self-care in the general adult population: Development and psychometric testing of the self-care inventory. *BMC public health*, 22(1), 598. <https://doi.org/10.1186/s12889-022-12913-7>

IV. BODY CONFIDENCE

A. Appearance	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I appreciate the way I look.				
2. I accept my appearance as part of who I am.				
3. I believe I look good in my own way.				
4. I feel comfortable with my physical appearance.				
5. I respect how I look and carry myself.				
6. I feel good about the way I look.				
7. I like what I see when I look in the mirror.				
8. I present myself in a way that reflects my style and preferences.				
9. I am happy with how I look overall.				
10. I like how I appear in photographs.				

B. Weight	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I feel satisfied with my current weight.				
2. I feel good about my body weight.				
3. I believe my weight is appropriate for me.				
4. I feel balanced and healthy in relation to my weight.				
5. I maintain a positive outlook toward my body and weight.				
6. I approach weighing myself as part of overall self-care.				
7. I believe my body shape is healthy and natural.				
8. I feel proud of how I take care of my body.				
C. Attribution	4 (SA)	3 (A)	2 (D)	1 (SD)
1. I receive compliments about how I look.				
2. I feel that my appearance contributes positively in social settings.				
3. I feel that others my age appreciate how I look.				
4. I receive positive feedback from peers about my appearance.				
5. I believe my appearance supports the impression I make in professional situations.				
6. I consider myself as attractive as most people.				

Mendelson, B. K., Mendelson, M. J., & White, D. R. (2001). Body-esteem scale for adolescents and adults. *Journal of personality assessment*, 76(1), 90-106. https://doi.org/10.1207/S15327752JPA7601_6