

Impact of Active School Environment on Pupil's Dynamic Lifestyle

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Abstract

Children's internal and external environment settings are part of a mesosystem, that affects the children's level of physical activity as well as the knowledge of health and physical education concept. This study explores the issues with resource and school sports facility accessibility by examining the connection between school physical and health programs, and students' levels of participation in physical activity. Students' assessments of the physical education curriculum and their self-rated physical activity are evaluated using a mixed-methods approach that integrates quantitative and qualitative data, such as student surveys and teacher interviews. The result of the analysis indicated that students' self-reported levels of physical activity are positively correlated with their perception of their health and physical education programs. The lower levels of physical activity are reported by students who believe that their school's physical education program is insufficient. School administrators and stakeholders should encourage active school environments which could lead to increase in students' physical exercise participation and improving attitudes toward physical and health education for students' dynamic lifestyle.

Keywords: accessibility, children, sports facilities, mesosystem, physical activity, sports.

Влияние активной школьной среды на динамичный образ жизни учащихся

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Аннотация

Внутренняя и внешняя среды, в которых находятся дети, являются частью мезосистемы, влияющей на уровень их физической активности, а также на их отношение к здоровью и физическому воспитанию. Авторы исследовали доступность ресурсов и школьных спортивных сооружений, а также связь между школьными программами по физическому воспитанию и здоровью и уровнем физической активности учащихся. Методом исследования стали опросы учащихся и интервью с учителями. Полученные оценки школьной программы по физическому воспитанию и самооценка уровня физической активности учащихся были интерпретированы на основании количественного и качественного анализ данных. Результаты показали, что самооценка учащимися уровня физической активности положительно коррелирует с их восприятием программ по здоровью и физическому воспитанию. Более низкий уровень физической активности отмечают учащиеся, которые считают школьную программу по физическому воспитанию неадекватной. Администрации школ и всем заинтересованным сторонам необходимо содействовать созданию активной школьной среды, что повысит вовлеченность учащихся в физические упражнения и улучшит их отношение к физическому воспитанию и здоровью, сформирует у них мотивацию к динамичному образу жизни.

Ключевые слова: доступность, дети, спортивные сооружения, мезосистема, физическая активность, спорт.

Introduction

Active Schools works with schools and communities to promote healthy habits in children, aiming to provide opportunities for active lifestyles. Exercise and physical activity are often used interchangeably, but exercise refers to systematic, repeated, and deliberate physical activities aimed at improving fitness levels and wellness. The impact of active school sports environment and facilities on students' participation in sports and physical activity is examined in this mixed method research study. The study explores how students' participation, physical activity, and social growth are affected by the facilities and school environment. And the objective of providing lots of prospects for functional physical activities and dynamic lifestyles in the present and in middle age, it stresses the collaboration between Active Schools environment and communities. The schools can boost and reassure fitness and healthy lifestyle for children and teenagers. Nevertheless, physical activity and exercise are repeatedly correlated. An organized and deliberate attempt to improve wellbeing or fitness is referred to as exercise. Many researchers have stated that children's participation in sports and physical activities is notably compressed by the lack of accessibility of school sports facilities. This current

study explores the opportunity for children's accessibility to school sports facilities and its impact on the children's motor skills and social growth, emphasizing the critical function in advancing children's development in sports and physical exercise.

For instance, Sahoo et al. (2015) stated that obesity is a risky health situation that progresses when an adolescent weighs up more than what is regarded as a healthy weight for his or her age and height. In today's society, juvenile obesity and obesity being overweight are considered grave problems. In a recent study, quoted WHO website (WHO, 2017) revealed that the number of obese toddlers and adolescents (ages 5 to 19) has increased ten times worldwide between the interval of forty years. As projected, if these current developments persist, undoubtedly there will be increase of obese children and adolescents by 2022. In addition to that, The GBD 2015 Obesity Collaborators (2017) highlight the significance of constantly monitoring and evaluating BMI and identifying, implementing, and evaluating evidence-based treatments to tackle the issues. One indicator of the rise in obesity among primary school pupils is the global trend of reducing physical education (PE) time in favor of other academic subjects. According to Voss et al. (2013), this reduction in PE opportunities impacts reduced physical activity levels, which in turn increases the risk of obesity among children and adolescents. Factors such as lack of sports opportunities, inadequate facilities, and inadequate qualifications of physical education teachers and coaches also contribute. Sports participation positively impacts a child's life by promoting health, mental and physical fitness, social and economic development, and denying them access can lead to health-related issues.

Statement of Problem

The study investigates the relationship between school sports facilities and students' physical activity participation. It aims to determine if the quality of sports infrastructure enhances opportunities for children to engage in physical activities, promoting motor skill development, physical health knowledge acquisition, and encouraging healthy behaviours. This could potentially reduce sedentary behaviours and mental and emotional well-being.

Literature review

Research on the impact of school sports equipment and facilities on students' participation in physical education has grown over the past few decades. This study focuses on the importance of resources and infrastructure in influencing students' active participation.

Theoretical and Conceptual Framework

The study applies Bronfenbrenner's Ecological Systems Theory to investigate the effect of school surroundings in physical education participation. The model emphasizes the dynamic interaction of a child's intrinsic features and diverse environmental systems, which influence their growth, behavior, and learning experiences (Hodges et al., 2013; McMullen et al., 2019; Psychology Notes HQ Editorial Staff, 2026). As seen in Figure 1, Bronfenbrenner's Ecological Systems Theory (1979) provides a framework for understanding the numerous dynamics that influence childhood obesity (McMullen et al., 2019; Psychology Notes HQ Editorial Staff, 2026). The second figure in Figure 2 depicts the study's conceptual framework, highlighting the impact of the school sports environment, such as the availability of sports facilities and equipment, on students' physical activity levels.

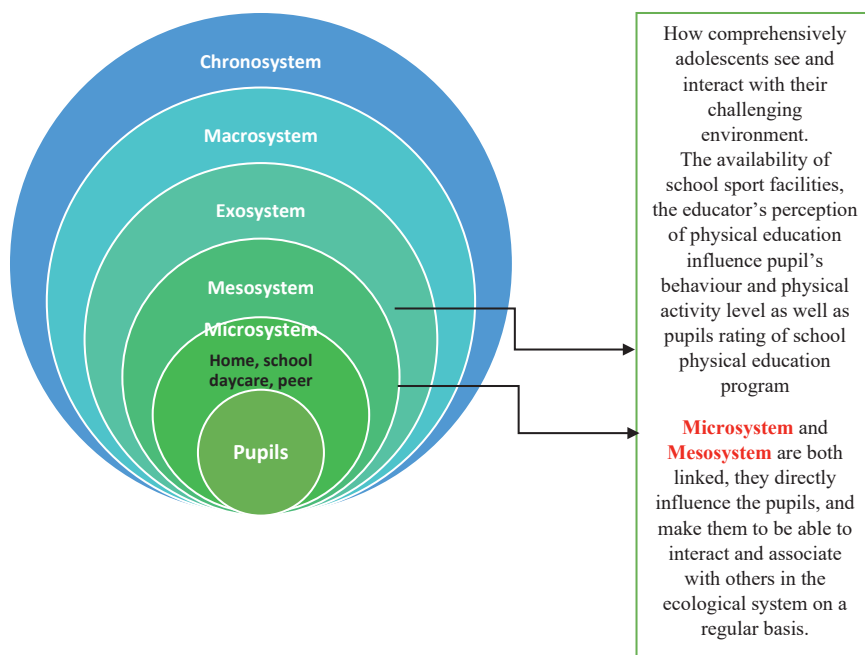


Figure 1. *Theory of Bronfenbrenner's Ecological Model on Pupil's Physical Activity Level*

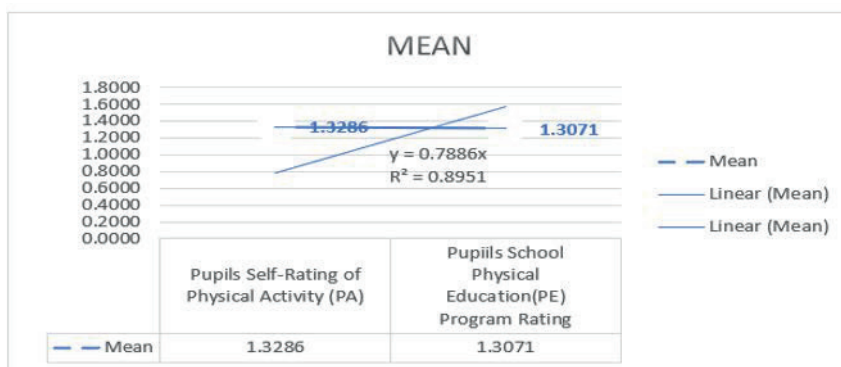


Figure 2. *Pearson Correlation Statistics for Physical Activity and Physical Education Program*

The diagram highlights the effects of school sports facilities and equipment on students' levels of physical activity and exercise as well as the school's physical education curriculum. In order to provide high-quality physical education, students' participation is critical, and qualified physical health education instructors and strong school leadership are also necessary. Access to sporting facilities and chances for career advancement are also essential. The quality and availability of school sports facilities significantly influence pupils' exercise and physical activity levels, requiring effective school leadership, qualified educators, and access to facilities for high-quality education. As a result of the ecological

approach being relevant to the modern requirements of science, the current research on well-being is centred on this approach (Gilemkhanova et al., 2022).

Purpose of the Study

This study investigates students' difficulties in accessing necessary facilities and equipment for physical education and their relationship with their physical activity levels and school evaluations, focusing on the significant association between perceived quality and regular physical activity.

Objectives of the Study

The general objective of this study is to identify the factors affecting pupils' physical activity levels during school physical education programs through an online survey. Specific objectives include:

- To identify the challenges the pupils face in getting access to facilities, equipment, and supplies of materials needed for physical education lessons.
- To assess the rating percentage of pupils' overall physical activity level and the overall rating of physical education program in their school.
- To determine if there is any correlation between pupils' overall physical activity level and the rating of physical education program in their schools.

Research Question

1. How often do pupils encounter difficulties accessing facilities, equipment, and supplies of materials needed for physical education lessons?
2. What percentage of students rate their overall level of physical activity and their school's physical education program?
3. Is there a relationship between students' overall level of physical activity and how well their schools' physical education programs are rated?

The Function of School Sports Facilities

In this study, the teachers, facilities and equipment are considered as microsystems that prevented children from participating in sports and active physical activity. As mentioned by Nielsen et al. (2012), the amount of physical facilities or space in the school grounds are significantly related to all measures of children's daily activity, which also includes sports participation. This will provide the children opportunity to spend more time at school as a replacement for going home to engage in any type of sedentary activity. As stated by Kanters et al. (2014), the schools could improve children healthy lifestyle habits. On the other hand, partnering with neighbourhood organizations to encourage share resources could also promote the opportunity for diverse sports facilities and promoting safety of children participating in sports activity. According to Young et al. (2014), the joint use of school leisure facilities can offer reliable and reasonable conditions for communities. Ridgers et al. (2012) suggested that providing access to school facilities, provision of apparatus, and recognising ways to indorse funding for school physical education and physical activity have the possibility to inform approaches to upsurge children's physical activity participation levels during break time. Also, Hallmann et al. (2012) said that a socioeconomic approach can be utilise to forecast involvement in numerous sports activity among children. In compared to Wicker et al. (2013), sports approaches are projected for advocating for community involvement and further emphasized the significance of sports infrastructure.

The Influence of Active Environment on Pupils' Engagement in Physical Activity

The exploration of this study suggests that children's involvement in sports and physical performances that are fundamental for their development and health, are largely linked with the children's environment. According to Alexander et al. (2016), children's prospects to join sports activity are constrained by the decreasing accessibility of sports facilities in schools. Early adoption of an active lifestyle is essential for adult wellbeing yet changes to school playgrounds may limit kids' opportunities for active play, making childhood obesity problems worse (Telama et al., 2014). Physical inactivity is a public health concern associated with increased rates of obesity worldwide, according to Lindsay Smith et al. (2017). Additionally, Slater et al. (2014) suggest that partnerships between schools and community organizations to share facilities could boost kids' involvement in sports and expand options for physical exercise in the community.

Availability of Quality Physical Education Program at School

Schools are being urged to offer high-quality sports programs, such as physical education and after-school sports, to help students reach the recommended 60 minutes of moderate-to-vigorous physical activity per day. Matisziw et al. (2016) reported a significant rise in children's physical activity levels in regions near their homes and schools, underlining the importance of park and green space-rich neighborhoods. Similarly, Perez et al. (2017) discovered that school sports facilities have a big influence on children's participation in sports, and that environmental factors and teenagers' decision-making are crucial in encouraging physical activity. Furthermore, despite the difficulties they may encounter, Verschuren et al. (2012) discovered that physical activity improves children with physical disabilities' mental wellness and functional independence. Children's participation in physical exercise is also greatly influenced by their home settings. Last but not least, Telama et al. (2014) noted that maintaining high levels of physical activity into adulthood requires embracing an active lifestyle from an early age.

Policy Implication on Pupil's Physical Activity

The epidemic level of childhood obesity is a phenomenon in both developed and developing nations. According to Ip et al. (2017), childhood obesity may be linked to school environment, but earlier studies focused on eating patterns. Children's levels of physical activity begin to diminish at the age of six and again at the age of thirteen, with girls often displaying more pronounced declines than boys. In general, obese youngsters engage in less moderate-to-intense physical activity than their thinner classmates (Jebeile et al., 2022). To overcome this problem, authorities recommend increasing childhood physical activity. Regular physical activity might assist adolescents in regulating their body mass during youth while decreasing one's chances of getting long-term ailments (e.g., coronary heart disease, diabetes) throughout one's life (Cetintahra & Cubukcu, 2015; Haegele et al., 2018). Physical activity and sports promotion can mitigate the risk of childhood obesity. Cradock et al. (2017) stated in their study that increased physical activity has a variety of benefits, particularly behavioural and cognitive. These strategies can assist policymakers in prioritizing physical activity improvements and obesity prevention. In addition, Ward et al. (2017) state that the prevalence of overweight and obese among children (0 to 5 years). Further stated that young people overweight and obese increased from 32 million in 1990 to 42 million in 2013, stress the grave public health danger among teenage obesity. There is a connection between greenness, physical exercise, and obesity. Similarly, Villeneuve et al. (2018) found that residents of greener communities engage in more physical activity and have lower obesity rates. The results indicated that there may be several health benefits associated with neighbourhoods'

greenness; the exact cause of these benefits is unknown. According to Whooten et al. (2018), a three-day-per-week after-school physical activity program was linked with improvements in body mass index (BMI) and helped prevent increases in childhood obesity. In addition, Henrique et al. (2016) mentioned the association between sports participation, motor competence, and weight status. Results suggest that initial sports participation and more advanced locomotor skills in preschool years may be important to promote continued participation in sports across childhood. Likewise, Telford et al. (2016) studied the influence of sports club participation on physical activity, fitness, and body fat during childhood and recreation; individuals were much more active, healthier, and had far less excess weight (girls only) than the participants who didn't engage in sports. On the other hand, Ridley et al. (2018) suggested that organized sports provide a supportive environment for physical activity accrual; one training session, on the other hand, is inadequate for adolescents to achieve the necessary quantity of MVPA for regular physical activity requirements. In addition, Ubago-Guisado et al. (2017) concluded that people who practice sports at an early age have a lower fat mass and a higher lean mass compared to those who do not practice.

Summary

Research suggests that a lack of sports facilities and equipment in schools could lead to a decline in children's physical activity levels. As stated by Alexander et al. (2016), there are decreasing opportunities for children to play, particularly at school. In another article, Telama et al. (2014) identify issues in obtaining school sports facilities and equipment for the physical education program. This issue is compounded by shrinking active play environments, limit children's physical activity and contribute to rising obesity rates. In addition, Nielsen et al. (2012) mentioned that children's daily physical activity levels may rise if primary school playgrounds include more play facilities. The 2012 literature review highlights the importance of increasing sports equipment and facilities in school playgrounds for daily physical activity among pupils, highlighting a gap in the sports and education research domain, where little attention is given to this topic. According to Kanters et al. (2014), schools and community agencies are partnering for after-school physical activity programs, a promising health promotion strategy that benefits students, facilitates knowledge transfer, and creates employment opportunities in sports.

Methods and Materials

The study used a mixed-methods design, collecting and analysing data through a quantitative and qualitative phase. It aimed to understand the impact of an active school environment and sports equipment on students' physical activity levels and evaluations of the school's PE program. The descriptive and correlational approach allowed for a comprehensive understanding of the research problem.

Sample Selection

The results are based on the responses from the survey that was completed by 512 students, and the researchers used basic random sampling as part of their sample selection technique to make sure that every member of the subset had a good chance of being chosen. The students' ages, gender, and grades are, however, selection criteria. A total of 140 third- and fourth-grade students (70 male and 70 female) were randomly selected in order to examine the effects of an active school environment and the availability of school sport facilities on the students' self-rating of their levels of exercise and the school PE program rating.

Sample Selection Process

The survey was developed using the 1KA online survey platform during the COVID-19 pandemic and was distributed to school teachers, who were asked to share it within their students' communication groups. From a total of $N = 512$ recorded entries, only $N = 105$ were fully completed and deemed valid for analysis. A substantial portion of the responses ($N = 407$) were classified as invalid, including $N = 61$ that were entirely blank. During the sample selection process, the $N = 105$ valid responses were initially retained. Additionally, $N = 63$ partially completed responses were reviewed, of which $N = 35$ met the inclusion criteria. This selection criteria involved answers from grade three and four pupils and addressed significant issues such as accessibility to facilities, apparatus, and resources for physical education, as well as self-evaluation of physical activity levels and observations report of their school physical education program. The $N = 35$ qualifying partial responses were subsequently added to the valid dataset, resulting in a final sample of $N = 140$ participants for the present study. See Table 1 and Appendix 1 for the survey dataset output.

Table 1. *Sample Selection Process*

<i>Metric</i>	<i>Frequency</i>
Completed	105
Total Valid	105
Completely Empty	61
Enter into Intro	402
Total Invalid	407
Total Survey	512
All unit in database	512

Data Analysis

Table 2 below displays the gender distribution and the group set's percentage analysis. As you can see, both genders contributed ($n = 70$ male, $n = 70$ female) to the sample. This means that this study has a gender-balanced distribution. For the age range, the majority of the students' ages 10-year-olds ($n = 62$) accounted for 44.3% of the participants, while 9-year-olds ($n = 49$) accounted for 35%, and the lowest age group among the participants was 8-year-olds ($n = 29$) accounted for 20.7% of the participants, as seen in Table 1 and Figure 3, participants' demographic characteristics. We conducted an analysis of mean age and standard deviation by gender, as shown in Table 3: male ($M = 9.30$, $SD = .787$) and female ($M = 9.17$, $SD = .761$).

Table 2. *Participants' demographic characteristics*

<i>Variables</i>		<i>n</i>	<i>%</i>
Gender	Male	70	50.0
	Female	70	50.0
Grade	Grade 3	27	19.3
	Grade 4	113	80.7
Age	8 years old	29	20.7
	9 years old	49	35.0
	10 years old	62	44.3
	Total	140	100.0

Table 3. Participants' Age Mean and SD

Variable	Gender	N	Mean	Standard Deviation
How old are you?	Male	70	9.30	.787
	Female	70	9.17	.761

How often do pupils encounter problems in getting facilities, equipment, and supplies of materials needed for physical education lessons?

A descriptive analysis was conducted to check for the frequency of the active school environment. In the frequency column, you'll notice that one response was invalid, accounting for 7% of the total responses. The variable items "We don't have facilities and equipment" (n = 51) accounted for 36.4% of the responses. The variable item "We have facilities and equipment, but we don't use them" (n = 39) accounted for 27.9% of the total, "We have facilities, but no equipment" (n = 15) made up 10.7% of the total, while "We have equipment, but no facilities" (n = 11) made up 7.9%, "We have other materials" (n = 23) accounted for 16.4%. As shown in Table 2, an active environment provides the necessary facilities, equipment, and materials to support physical education programs in schools.

It can be deduced that the majority of schools where the participants study are inactive environments based on the responder percentages across the variable items. It's also worth noting that the variable items "We don't have facilities or equipment" is 36.4%, "We have facilities and equipment, but we don't use them" is 27.9%, "We have equipment, but no facilities" is 10.7%, and "We have equipment, but no facilities" is 7.9%. We also have 16.4% of additional items and one invalid response (7%). The average of all these items accounts for the total is 16.67%, as seen in the equation below (Table 4).

$$\text{Average: } \frac{36.4+27.9+7.9+10.7+7.9+.7}{6} = 16.67$$

Table 4. Active Environment: facilities, equipment and supplies of materials needed for physical education lessons

Items		n	%
Valid	.0	1	.7
	We don't have facilities and equipment	51	36.4
	We have facilities and equipment, but we don't use them	39	27.9
	We have facilities, but no equipment	15	10.7
	We have equipment, but no facilities	11	7.9
	We have other materials	23	16.4
	Total	140	100.0

What is the rating percentage of pupils' overall physical activity level and the overall physical education program in their school?

After recording the participants' responses to low and high, these are the results. The percentage of pupils who engage in low levels of overall physical activity is 67.1%, whereas the percentage of pupils who engage in high levels of overall physical activity is 32.9%. The School Physical Education (PE) Program has a low rating of 56.4% and a high rating of 43.6%. The results showed a correlation between the percentage of students who rated their school's physical education program as poor and the percentage of students who assessed their levels of physical activity as low. Seen below, Table 5 shows pupils' overall physical activity levels, and Table 6 demonstrates pupils' evaluations of the school PE program.

Table 5. Pupils' overall physical activity level

		Frequency	Percent	Valid Percent
Valid	Low	94	67.1	67.1
	High	46	32.9	32.9
	Total	140	100.0	100.0

Table 6. Pupil's School Physical Education (PE) Program Rating

		Frequency	Percent	Valid Percent
Valid	Low	79	56.4	56.4
	High	61	43.6	43.6
	Total	140	100.0	100.0

Is there any correlation between pupils' overall physical activity level and the rating of physical education programs in their schools?

The descriptive statistics for two ratings provided by (N = 140) students, one for their personal physical activity (PA) and the other for the physical education (PE) program at school as shown in Table 7. Physical activity (PA) (M = 1.33) and physical education program (PE) (M = 1.31) both demonstrated comparable score variability, with physical activity (SD = 0.47) and physical education program (SD = 0.46) showing a consistent pattern of responses across the two measures. This information suggests that more research is needed to determine the patterns among these ratings.

Table 7. Students' PA and PE Variable Descriptive Statistics

	Mean	Standard Deviation	N
Pupils' Self-Rating of Physical Activity (PA)	1.33	.47	140
Pupil's School Physical Education (PE) Program Rating	1.31	.46	140

The Pearson correlation testing explained a statistically significant positive relationship between students' self-assessment of physical activity (PA) and their assessment of the school physical education (PE) program, $r = .227$, $p = .01$, $N = 140$. The correlation coefficient demonstrates a slight positive link, pointing to that poor self-ratings of physical activity among students associate with their lower assessments of their school's physical education program. The significance level ($p < .01$) indicates that this connection is statistically strong, as it falls below the predefined level.

Table 8. Pearson Correlation Statistics for Physical Activity and Physical Education Program

		(PA)Self-Rating	School (PE) Program Rating
Pupils' Self-Rating of Physical Activity (PA)	Pearson Correlation	1	.227**
	Sig. (2-tailed)		.007
	N	140	140
Pupil's School Physical Education (PE) Program Rating	Pearson Correlation	.227**	1
	Sig. (2-tailed)	.007	
	N	140	140
** Correlation is significant at the 0.01 level (2-tailed)			

Qualitative Data Analysis

The study applied content analysis and systematic coding to examine the experiences of four physical education teachers, two men and two women. Grounded theory was used to transcribe, code, and categorize the data. Six category heads emerged from the thematic analysis, showing the participants' varied experiences and beliefs. Figure 3 below shows the results of the systematic coding, arranged by category items.

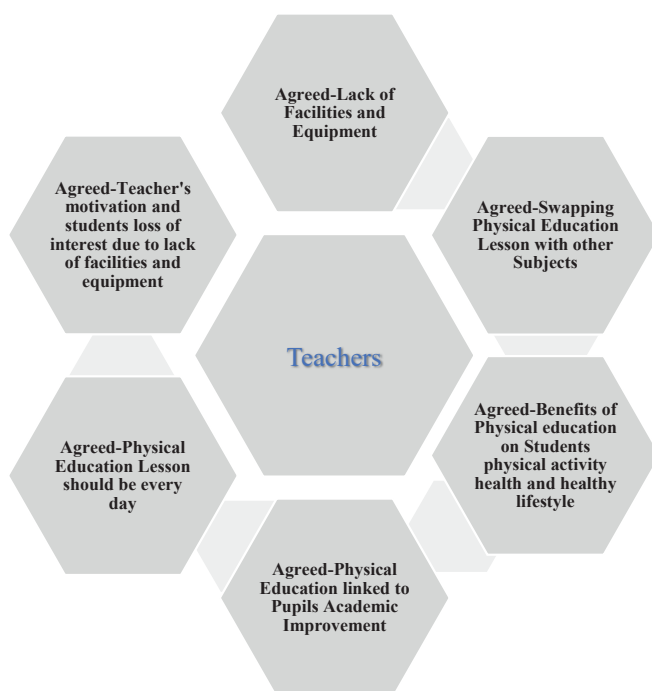


Figure 3. Systematic coding result

Discussion

A child's interactions with numerous surroundings, linked to microsystems such as the home and school system, constitute a mesosystem. These environments work together to shape a child's behavior and ensure successful involvement in a variety of scenarios (Lau & Ng, 2014; Neal & Neal, 2013). The two primary factors associated with a child's participation in physical education at school are explained by the conceptual framework of this study. According to the report, a child's surroundings, including school buildings and sporting goods, have a big impact on how much they participate in physical education classes. In particular, excellent sports facilities can reduce obstacles to participation. Nielsen et al. (2012) claims that these facilities promote longer school days, which improves learning chances, stimulates mental and physical development, and cultivates teamwork.

Sports equipment and school facilities also enhance students body weight management and their cardiovascular wellness, lowering their risk of obesity. Compared to public parks, school playgrounds are more secure and safe. To determine the potential impact on student involvement levels in the absence of school sports facilities, we asked students to rate their physical activity and physical education program levels at their respective

schools: *“What is the rating percentage of pupils’ overall physical activity level and the overall physical education program in their school?”* The study found that students who gave low ratings to their physical activity level and school’s physical education program were more likely to provide low ratings (Table 5). This refers to the links between settings, such as how parental guidance (one microsystem) influences children’s perception of school (another microsystem). Supporting child-initiated physical activities can impact the school’s physical activity program. The mesosystem, like this microsystem, directly impacts children. Lack of access to sports facilities and high-quality curriculum negatively impacts student ratings. Crawford (2020) explained that Bronfenbrenner’s ecological theory highlights the impact of environmental factors like parents, school administrators, teachers, sports facilities, and physical education curriculum on students’ dynamic lifestyles. The author also acknowledged the shortcomings of the physical education curriculum and the substitution of physical education classes for other subjects, highlighting the need for improvement. Perez et al. (2017) found that context-specific ecological theories suggest that teenage decision-making and environmental factors can encourage physical activity in specific contexts, potentially increasing total physical activity. The results of the current investigation also support the findings of Perez et al. (2017).

Confirming the study’s hypothesis and answering the question: *“Is there any correlation between pupils’ overall physical activity levels and the rating of the physical education program in their schools?”*, the study discovered a link between students’ ratings of their physical activity and physical education levels in their respective schools. Verschuren et al. (2012) suggest that physical activity can enhance a child’s independence, emotional and social wellbeing, integration, and subjective well-being, but highlight barriers and the need for quality sports programs. According to Perez et al. (2017), environmental factors and adolescent decision-making can boost physical activity among teenagers, with school facilities significantly influencing involvement, but the impact of school surroundings remains unknown.

Conclusion

Active Schools work with schools and communities to ensure healthy lifestyles for students. The study aims to determine factors influencing students’ physical activity levels in school physical education programs through an online survey. The findings show a significant association between students’ self-ratings of physical activity and their school’s physical education program. However, most local public schools disregarded sports facilities and physical education was not considered a fundamental part of the curriculum. Teachers expressed concern about the impact of physical education on students’ academic development. The study suggests that educational stakeholders should prioritize providing an active school environment to build responsible individuals. The findings emphasize the importance of providing active resources and comprehensive physical education programs to cultivate physically active, socially responsible, and fully developed students.

Recommendation

The study suggests further research on the correlation between students’ perceptions of their school’s physical education program and their self-ratings of physical activity, examining factors like participation, instructor quality, and facility availability.

Study Limitation

The study's limitations include inability to conduct on-site observations, convenience of online survey data collection, and short data collection time, necessitating future research with a wider range of schools.

Conclusion of the Ethics Committee

The research program and protocol were approved by the Ethics Committee of the Coordination Council for Scientific Research of the Republic of Azerbaijan and Khazar University (Protocol No. 116 from February 15, 2023).

There is no conflict of interest.

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Appendix 1

IKA
talabalar Fiziki F... <https://www.ika.si/a/270935>
Preview Settings Upgrade

BASIC INFO (7)

Survey name: talabalar Fiziki Faaliyyet

Note: 1

Survey type: Form

Questions: 1 / Variables: 6 /

Pages: 1

Units: 512 Valid: 105

Language: English

Author: oluwaseyiolubunmisodiya , 8.4.20, 0:15

Modified by: oluwaseyiolubunmisodiya , 2.7.20, 14:54

Status: Survey is closed.

Activity: 08.04.2020 - 08.07.2020

Duration: 4min 39s (Median: 3min 39s, Estimated: 6min 48s)

First entry: 8.4.20, 21:54

Last entry: 11.6.20, 12:07

SURVEY STATUS (7)

☒ Hide values 0 (7)

Metric	Frequency
Completed (6)	105
Total valid	105
Completely empty (6l)	5
Entered intro (3)	402
Total invalid	407
Total surveyed	512
All units in database	512