Dr. Rajarshi Kayal
Assistant Professor, Department
of Physical Education,
Pingla Thana Mahavidyalaya,
Maligram, Paschim Medinipur,
West Bengal, India

Study on self-esteem and body image of college teachers and professional players

Dr. Rajarshi Kayal

Abstract
Aim: The present study aims to find out the relationship between self-esteem and body image of the college teachers and professional players.
Methods: Following purposive sampling method, a total sample of 120 participants (Male college teachers (N_1) = 60 and male professional players (N_2) = 60) with age range from 26 years to 40 years were selected for the present study Multi-dimensional Body-Self Relations Questionnaire [1] was used to measure Body Image of the sample under study. Self-Esteem was measured with the help of Rosenberg Self-Esteem Scale [2]. Pearson's Product Moment Correlation Coefficient, ANOVA and t-statistics were used with the help of SPSS (Version 22).
Results: i) Body image has a significant and positive correlation with self-esteem of the present sample. **ii)** The self-esteem of the college teachers and professional players with positive body image differed significantly from the self-esteem of the college teachers and professional players with poor body image. **iii)** The College Teachers and the Professional Players differed significantly with respect to their body Image. **iv)** The College Teachers and the Professional Players differed significantly with respect to their self-esteem.

Keywords: self-esteem, body image, college teachers and professional players

Introduction

Harter (1999) has found that individuals who favour their appearance through positive feedback tend to report high global self-esteem [3]. Body satisfaction is positively correlated with self-esteem [4]. Poor body image has been associated with poor self-esteem [5] as the lower or more negative one's body image, the lower his or her self-esteem [6]. There is a strong correlation between teenagers who express dissatisfaction with their appearance and those who have low levels of self-esteem [7].

In the sports field, self-esteem is higher in team than in individual sports [8]. Self-esteem affects motivation to succeed and thus self-esteem is positively related to behaviours that promote academic achievement [9]. Low self-esteem [10] and depression are some of the most studied consequences of low body image. Self-esteem is higher in team than in individual sports or those that show no differences at all [11].

Self esteem is closely related to body image [12]. In both men and women, body dissatisfaction is strongly related to low self esteem [13]. Ata, Ludden and Lally (2007) claim that self esteem has been found to be the number one predictor of poor body image and claim that higher self-esteem is likely to be protective against developing body image disturbances [14]. The direction of the relationship between body image and self-esteem is not yet known, although researchers have suggested that body dissatisfaction predicts self-esteem rather than the reverse [15].

There are several studies relating to self-esteem and body satisfactions, but little is known about the relationships between self-esteem, and body image of Teachers and Players. Furthermore, the findings of comparison between Teachers and Players with regard to their self esteem and body image will provide a fruitful guideline to the counselling psychologists, career counsellors and the institutional heads to guide and motivate the aspirant teachers and aspirant players for right direction to career selection. This study is to examine how self-esteem and Body image are interrelated.

Corresponding Author:
Dr. Rajarshi Kayal
Assistant Professor, Department
of Physical Education,
Pingla Thana Mahavidyalaya,
Maligram, Paschim Medinipur,
West Bengal, India

Methodology

Sample: Following purposive sampling method, a total sample of 120 individuals [Male College Teachers (N_1) = 60 and Male Professional Players (N_2) = 60] with age range from 26 to 40 years were selected for the present study. 60 fixed salaried college teachers were selected from four different colleges and 60 fixed salaried professional players were selected from four different sports academies located in Kolkata, North 24 Parganas, South 24 Parganas and Paschim Midnapore Districts in West Bengal in India.

Tools for Data Collection

The following tools were used to assess self esteem and body image of the college teachers and professional players.

Multi-dimensional Body-Self Relations Questionnaire (Cash, 2017)

Multidimensional Body-Self Relations Questionnaire (MBSRQ) by Cash, T. F. (2000) was used for assessing body image. The Multidimensional Body-Self Relations Questionnaire (MBSRQ) is a 69-item self-report inventory for the assessment of self-attitudinal aspects of the body-image construct.

Rosenberg Self-Esteem Scale (Rosenberg, 1965)

This 10-item scale is utilized to measure overall self-esteem (Rosenberg, 1965). A sample item is: "I take a positive attitude toward myself."
Items are rated from strongly disagree [1] to strongly agree [4]. Five items that are negatively worded were recorded so that higher scores reflected more positive self-esteem. Items 2, 5,

6, 8, 9 are reverse scored. "Strongly Disagree" 1 point, "Disagree" 2 points, "Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. The scores are on a continuous scale. Total scores can range from 10 to 40. Higher scores indicate higher self-esteem.

Statistics: Descriptive and inferential statistics were used. On the basis of the 25th percentile, 50th percentile and 75th percentile position of the body image value obtained on the body image scores of the sample, three different levels of body image, i.e., Positive body image, Moderate body image and Poor body image were determined. The data were analyzed using SPSS (Version: 22). Mean, Standard Deviation, Pearson's Correlation Coefficient, t-Statistics and ANOVA were used to analyze the data.

Results and Discussion

Table 1: Represents the Correlation among Body Image, Personality Traits and Self Esteem of the Total sample

	Self-esteem
Body Image	.242**

Table 1 shows that body image has a significant positive correlation with the self-esteem of the college teachers and professional players of the total sample. It can also be stated that positive or favourable body image is correlated with positive self-esteem of the present sample. Poor body image is also correlated with poor self-esteem of the college teachers and professional players under study.

Table 2: ANOVA Showing the Significant Mean Difference between the Positive, Moderate and Poor Body Image of the Total sample with Respect to their Self-Esteem.

Scheffe (ANOVA--Post Hoc test: Multiple Comparison)					
Dependent Variables	**(I)VAR00001**	**(J) VAR00001**	**Mean Difference (I-J)**	**Std. Error**	**Sig.**
Self-Esteem	Positive Body Image	Poor Body Image	1.334*	.523	.042

* The mean difference is significant at the 0.05 level. (Only significant finding is reported

Table 2 shows that there is mean difference of 1.334 between the positive body image and poor body image of the present sample with respect to their Self-Esteem. The obtained mean difference is significant at the 0.05 level.

Hence the result confirms that the mean values of positive and poor levels of body image (Positive and Poor) of the total sample differed significantly with respect to their Self-Esteem.

Table 3: t- Value Showing the Difference between College Teachers and Professional Players with Respect To Their Body Image

	Independent Samples test				
	Mean	**S.D.**	**t-Value**	**df**	**Level of Significance (2-tailed)**
Body image of the College Teachers	259.47	9.566	9.306**	118	0.01
Body Image of the Professional Players	234.40	18.543			

*Significant at 0.01 level

Table 3 shows that the mean values of Body Image of the college teachers and professional player are 259.47 and 234.40 respectively. The obtained t-value is 9.306 with df =118, which is much higher than the table value of 2.62 at

0.01 level of significance.
Hence the result confirms that the College Teachers and Professional Players differed significantly with respect to their body Image.

Table 4: t- Value Showing the Difference between College Teachers and Professional Players with Respect To Their Self-Esteem

	Independent Samples test				
	Mean	**S.D.**	**t-Value**	**df**	**Level of Significance (2-tailed)**
Self-Esteem of the College Teachers	22.33	2.022	3.374**	118	0.01
Self-Esteem of the Professional Players	20.92	2.546			

**Significant at 0.01 level

Table 4 shows that the mean values of self-esteem of the college teachers and professional player are 22.33 and 20.92 respectively. The obtained t-value is 3.374 with df =118, which is higher than the table value of 2.62 at 0.01 level of significance.

Hence the result confirms that the College Teachers and Professional Players differed significantly with respect to their self-esteem.

Conclusions

The result of the present study as reported and discussed earlier, appeared to be interesting and the major trends of findings obtained are conveyed as follows:

1) Body image has a significant and positive correlation with self-esteem of the present sample.
2) The self-esteem of the college teachers and professional players with positive body image differed significantly from the self-esteem of the college teachers and professional players with poor body image.
3) The College Teachers and the Professional Players differed significantly with respect to their body Image.
4) The College Teachers and the Professional Players differed significantly with respect to their self-esteem.

References

1. Cash TF. Multidimensional Body–Self Relations Questionnaire (MBSRQ). In: Wade T. (eds) Encyclopedia of Feeding and Eating Disorders. Springer, Singapore, 2017. DOI: https://doi.org/10.1007/978-981-287-104-6_3
2. Rosenberg M. Society and the adolescent self-image. Princeton, NJ: Princeton University Press, 1965.
3. Harter S. The Construction of the Self: A Developmental Perspective. New York: Guilford Press, 1999.
4. Cohane GH, Pope HG. Body image in boys: A review of the literature. International Journal of Eating Disorders. 2000;29:373-379.
5. Eklund R, Bianco T. Social physique Anxiety and Physical Activity among Adolescents. Reclaiming Children and Youth. 2000;9(3):139.
6. Jung J, Lee SH. Cross-cultural comparisons of appearance self-schema, body image, self-esteem, and dieting behavior between Korean and U.S. women. Family and Consumer Sciences Research Journal. 2006;34:350-365.
7. Huang J, Norman GJ, Zabinski M. Body Image and Self-Esteem among Adolescents Undergoing an Intervention Targeting Dietary and Physical Activity Behaviors. Journal of Adolescent Health. 2007;40(3):245-251.
8. Ali BM, Ichraf A, Khaled T, Liwa M, Ali E. Effect of gender and type of sport practiced on aggression and self-esteem in tunisian athletes. J Hum. Soc. Sci. Res. 2013;8:74-80. doi: 10.9790/0837-0847480.
9. Liu X, Kaplan HB, Risser W. Decomposing the reciprocal relationships between academic achievement and general self-esteem. Youth and Society. 1992;24:123-148.
10. Tiwari GK. Body image satisfaction enhances self-esteem. Vaichariki 2014;IV(4):7-11.
11. Akelaitis AV, Malinauskas RK. The expression of emotional skills among individual and team sports male athletes. Pedagog Psychol. Med. Biol. Probl. Phys. Train Sports. 2018;22:62-67.
12. Lerner RM, Karabenick SA, Stuart JL. Relations among physical attractiveness, body attitudes, and self-concept in male and female college students. Journal of Psychology: Interdisciplinary and Applied. 1973;85:119-129.
13. Lennon SJ, Lillethun A, Buckland SS. Attitudes towards social comparison as a function of self esteem: Idealized appearance and body image. Family and Consumer Sciences Research Journal. 1999;27:379-405.
14. Ata RN, Ludden AB, Lally MM. The effects of gender and family, friend, and media influences on eating behaviors and body image during adolescence. Journal of Youth and Adolescence. 2007;36:1024-1037.
15. Grogan S. Promoting positive body image in males and females: Contemporary issuesand future directions. Sex Roles. 2010;63:757-765.