



THE EFFECT OF SPORTS EDUCATION ON BODY IMAGE OF UNIVERSITY STUDENT ATHLETES

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Abstract:

In this study, it was aimed to determine whether the body image of the university student athletes changes according to gender, sports branch and sports education status. Body Perception Scale filled by a total of 540 people, 227 males and 313 females. T-test, one-way analysis of variance and LSD tests were used in statistical processes. A statistically significant difference was found between body Image scores of men and women according to gender ($p < 0.05$). A statistically significant difference was found between total body image scores according to Body Mass Index ($p < 0.05$). The scores of the groups with low and high body mass index were found to be higher than the groups with Body Mass Index between 20-25 kg/m². Body image scores of university student athletes who did not receive sports training were found to be statistically higher than individual athletes and team athletes who received sports education ($p < 0.001$). In conclusion, in university student athletes, women are worse than men, and those whose body mass index is below normal and higher than normal are less satisfied with their bodies than normal ones. In addition, university students who take sports education have better body image scores. It can be said that sports education has a positive effect on body image

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score. It is recommended that university student athletes who do not have sports education should be given courses and seminars for sports education.

Keywords: sport education, body image, gender, athletes

1. Introduction

Body image is a multi-faceted concept describing how people perceive, think, and feel about their bodies. Body image is the perception that a person has regarding his physical self and his thoughts and feelings arising from this perception. These feelings can be negative, positive or both. These feelings are influenced by peoples and environmental factors (Alebachew and Ashagrie, 2017). They define body image as emotions, perceptions, beliefs, and related behaviors related to one's own body (Gillen and Markey, 2016). It not only includes negative body image but also positive body image (Tylka & Wood-Barcalow, 2015). Body image is defined as the inner acting of a person's outer semblance (Thompson et al., 1999). Body image relates to a person's perceptions, feelings and thoughts about the body (Grogan, 2006). Within the concept of body perception, there are many concepts such as all the experiences, attitudes and emotions of individuals about their bodies (Aktaş et al., 2010). In addition, these feelings affect happiness and self-confidence (Bostanci et al., 2019; Doğan et al., 2018). Body image consists of a combination of experiences with how the individual's body really is, how he or she wants it to be, and efforts to change the body (Kumcağız, 2012). Although body image is situated on the shape, semblance and sensory course of the body, it is the emotion of one's own existence and its expression. It is the sum of what an individual perceives about his body (Öngören, 2015). One of the most important application areas of sport psychology is imagery. Imagery practices used in combination with technical, tactical and motoric practices enable athletes to develop in many areas (Aldemir et al., 2014).

Morrison expresses body perception in two stages. In the first stage, body image involves analyzing and evaluating beliefs and thoughts about a person's physical appearance. The second stage, on the other hand, includes the individual behaviors in which the person makes an effort to reach the body the way he wants to see and performs (Morrison et al., 2004). Body image is both a physiological cultural presence and property of body indicator. So healthy body image includes daily hygiene rules, exercise, general health, aesthetic, environmental protection, body care, the maintenance of the disease and factors of individualistic perception (Öngören, 2015). It has been reported that having a good body image is desired by people (Koparan et al., 2010). Dissatisfaction with body image is an important field as it can cause unhealthy behavior (Anton et al., 2000; Grogan, 2006). Body image is the mental picture of an individual's body and all sensations of the body (Göksan, 2006). Image of one's own body is subjective rather than objective. A person's perception may not be compatible with the gaze of others (Cooper, 2007). It has been stated that participating in sports affects body perception and people who engage in physical activity are more interested in themselves (Aşçı, 1994). Besides, exercise effects on human body system (Tanhan et al., 2018).

In this study, it was wondered how university students who received sports education and did not receive sports education Body image. In addition, it was wondered whether the body image changed according to the team and individual sports status. In this study, it was aimed to determine whether the body image of the university student athletes changes according to gender, sports branch and sports education status.

2. Material and Method

2.1 Participants

The universe of the study consisted of University students studying at the Faculty of Sports and Education Faculties. While the sports faculty students were divided into individual and team athletes who received sports education, the students of the education faculty consisted of athletes who did not receive sports training. The questionnaire filled by a total of 540 people, 227 males and 313 females, randomly selected as the sample was evaluated. Body image scale was used in the study. The questionnaires were filled out on a voluntary basis. Incomplete questionnaires are excluded.

2.2 Body Perception Scale

The form of the scale used in our country is a five-point Likert-type measuring instrument consisting of 40 items (1 = I quite like it, 2 = I quite like it, 3 = I am indecisive, 4 = I don't like it very much, 5 = I don't like it at all). The most positive statement is evaluated as 1 point, and the most negative statement as 5 points. Accordingly, the lowest total score that can be obtained is 40, and the highest total score is 200. An increase in the total score on the scale indicates a decrease in satisfaction with the body parts or function, and a decrease in the score indicates an increase in satisfaction (Kundakçı, 2005).

2.3 Statistical analysis

The data showed a normal distribution. In statistical processes, differences in body image score according to gender were examined with the t-test. One-way analysis of variance and LSD tests were used for differences according BMI and sport education. The significance level was looked at $p < 0.05$ and $p < 0.001$.

3. Results

Table 1: Comparison of the students' anthropometric characteristics

Parameter	Gender	N	Mean	Std. Deviation	t
Age (Year)	Female	313	21.70	2.22	1.86
	Male	227	21.80	2.26	
Height (cm)	Female	313	176.41	6.58	23.42**
	Male	227	163.87	5.48	
Body weight (kg)	Female	313	73.98	12.53	17.93**
	Male	227	56.94	8.12	

While the ages of the university students in the study are similar to each other, their height and body weights are statistically significant in favor of men ($p < 0.001$).

Table 2: Comparison of students' body image scores by gender

Gender	N	Mean	Std. Deviation	t
Female	313	111.57	40.05	3.14*
Male	227	100.97	36.79	

* $p < 0.05$

A statistically significant difference was found between body Image scores of men and women according to gender ($p < 0.05$).

Table 3: Comparison of body image scores of students according to their Body Mass Index (BMI)

BMI (kg/m ²)	N	Mean	Std. Deviation	F/LSD
17-19 (1)	158	112.84	35.30	4.95* 2,3<1,4
20-23 (2)	105	98.19	37.54	
24-25	163	102.56	39.00	
26 and over	114	113.89	43.14	
Total	540	107.11	39.03	

* $p < 0.05$

A statistically significant difference was found between total body image scores according to Body Mass Index ($p < 0.05$). The scores of the groups with low and high body mass index were found to be higher than the groups with Body Mass Index between 20-25 kg/m². It can be said that the body image of the athletes whose body mass index is below and above normal is negatively affected.

Table 4: Comparison of the body image scores of the students according to their sports education status

Parameter	N	Mean	Std. Deviation	F/LSD
Students without education in sports (1)	117	142.81	39.09	81.55** 1>2,3
Individual athletes receiving sports education (2)	109	99.74	40.27	
Team athletes receiving sports education (3)	314	96.37	29.76	
Total score	540	107.11	39.03	

** $p < 0.001$

In this study, body image scores of university student athletes who did not receive sports training were found to be statistically higher than individual athletes and team athletes who received sports education ($p < 0.001$).

4. Discussion and Conclusion

The age of the athlete students participating in the study is 21.70 years for women and 21.80 years for men. While the ages of the university students in the study are similar to

each other, their height and body weights are statistically significant in favor of men ($p < 0.001$).

Studies that have examined body image satisfaction for male and female have found that there is a difference across genders (Leng et al., 2020). It is stated that girls show more interest in positive and negative thoughts about physical appearance expected from them (Çakar & Karayol, 2015). Women are more uncomfortable with their physical appearance and invest more in their appearance than men; there are studies reporting that men are more satisfied with their bodies than women (Smith et al., 1999). İmamoğlu and Demirtaş (2017a) found that the Body Image Scale scores of men were higher than women. In this study, body image points according to gender were found as 100.97 points for men and 111.57 points for women. A statistically significant difference was found between body image scores of men and women according to gender ($p < 0.05$). In this study, concurs with the literature on gender difference for body image (Cohane and Pope, 2001; Gaspar et al., 2011; Ingledew and Sullivan, 2002; Leng et al., 2020; Smith et al., 2006). According in study, men are more satisfied with their body parts or functions than women.

Previous research has established a relationship between sport participation and the development of positive body image (McCormack et al., 2013). If the Body Mass index values are between 22.00-23.90 kg/m², it is considered normal (Hsu et al., 2018). This result was confirmed in this study as well. According to the body mass index, body image scores were 112.84 points in the group with a body mass index between 17-19 (1st Group), 113.89 points (4th Group) in the group with a body mass index of 26 and above, while in the group with a body mass index between 20-23 kg/m² (2nd Group) 98.19 points and in the group with a Body Mass Index of 24-25 kg/m² (Group 3) 102.56 points. A statistically significant difference was found between total body image scores according to Body Mass Index ($p < 0.05$). The scores of the groups with low and high body mass index were found to be higher than the groups with b Body Mass Index between 20-25 kg/m². It can be said that the body image of the athletes whose body mass index is below and above normal is negatively affected. Those with normal body mass index are more satisfied with their body parts or functions than those with low and high body mass indexes. In other words, those who to be happy thin for their height and those who are overweight are less satisfied with their bodies.

Research suggests that sport involvement enhances body image (Robinson and Ferraro, 2004). Research also indicates that athletes involved in certain sports, such as gymnastics and distance running, are at risk for body image disturbances (Crissey and Honea, 2006). An increase in the total score obtained from the scale indicates a decrease in satisfaction with the body parts or functions, and a decrease in the score indicates an increase in satisfaction (Kundakçı, 2005). Hausenblas and Fallon (2006) noted that one way to improve body image is through exercise. Investigations indicated that exercisers have more favorable body image than non-exercisers. Researchers working on competitive female athletes note that body dissatisfaction and eating disorders are common due to the pressure to achieve a certain athletic physique and the social pressure to be lean (Torstveit et al., 2008; Thompson and Sherman, 2005). Yamak et al (2016) found

their body image scores better in athletes than sedentary ones and stated that those who do sports have a better body image. In a study conducted according to sports branches, body image scores varying between 100-118 were found (Karagöz & Karagün, 2015). In a study by İmamoğlu and Demirtaş (2017b), body image score was found for those who do team sports 70.93, for those who do individual sports 69.75 and for sedentary ones 107.53. While the body image points of the university student athletes who did not receive sports training were 142.81 points, the score of individual athlete's students who received sports education was 99.74 points, and the score of the students who received sports education and team sports was 96.37 points. In this study, body image scores of university student athletes who did not receive sports education were found to be statistically higher than individual athletes and team athletes who received sports education ($p < 0.001$). There is evidence that physical activity or exercise can be effective in reducing body image dissatisfaction (Gaspar et al., 2011; Santa Barbara et al., 2017). Regular sports and exercise have been deemed necessary for a healthy body image (Öngören, 2015).

In conclusion, in university student athletes, women are worse than men, and those whose body mass index is below normal and higher than normal are less satisfied with their bodies than normal ones. In addition, university students who take sports education have better body image scores. It can be said that sports education has a positive effect on body image score. It is recommended that university student athletes who do not have sports education should be given courses and seminars for sports education.

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