117 - ASSOCIATION BETWEEN SELF-PERCEIVED BODY IMAGE, A FITNESS AND LIFESTYLE OF TEENAGERS

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INTRODUCTION

Body image is a mental representation of measures and we have parts of our body, and feelings related to these characteristics, an important component of the complex mechanism of personal identity that is developed as a product of the relationship with oneself (GARDNER, 1996). The term involves a complex web of psychological, social, cultural and biological factors that determine subjectively how individuals see themselves, think they are seen and see others (DAMASCENO et al., 2006). It is a unit acquired is dynamic therefore changes cause changes in body image, and this phenomenon is particularly intense in adolescence (LOURENÇÃO VAN KOLCK, 1984).

Some authors claim that during adolescence there is a trend of increasing concern for bodily feeling as a result of physical changes, which leads to a sense of reorganization of the individual, because every teenager has in his mind the image of an idealized body, and the more this distance himself from the real body, the greater the possibility of conflict, affecting their self-esteem (CHIPKEVITCH, 1987). This concern leads many teens to pursue the practice of some sort of physical activity, aiming to better acceptance of the body and appearance. In contrast, physical inactivity or sedentary lifestyle is a current epidemic that has affected this particular age group (SEABRA, MENDONÇA e THOMIS, 2008).

Even with the concern of some with your picture or solutions to adapt it to the essential, physical inactivity among adolescents is also high in both rich as the least developed, which is accompanied by reduced levels of physical fitness over the years in some populations (HALLAL, BERTOLDI, GONÇALVES e VICTORA, 2006).

It is believed the positive effects of physical fitness for health and the adverse consequences of a sedentary lifestyle with regard to children and adolescents (LUGUETTI, RE e BÖHME, 2010).

Certainly also highlighted as being essential to the understanding of the body and recognize its limits and specificities (OKUMA, 1998), and may also assist self-esteem, and perception of self efficacy are important factors structuring a new body image (MC AULEY, MIHALKO e BANE, 1995; MC AULEY, MIHALKO e BANE, 1997). Also, if kept for a coexistence model healthy lifestyle and active, fosters interest in these behaviors throughout life (FOSS e KETEYIAN, 2000).

Based on these considerations become relevant to investigate the association between body image, physical fitness and lifestyle in adolescents.

METHODOLOGY

Type of study

This study is a descriptive research with quantitative approach.

Local and survey sample

The research was conducted at the College Multipurpose Model of Fortaleza, located at José Walter L Avenue in the neighborhood in the city of Fortaleza. A framework for physical education classes has sports court and rooms. The research is composed of high school students from school with a sample of 52 students, with age range between 15 and 18 years, using a non-probability sample unintentional. Inclusion criteria for the students were to be enrolled and attending regularly and be able to participate in physical education classes. Exclusion criteria, not regular participation in physical education classes and no sessions will be held where the application of the instruments by the researcher. Students who agreed to participate received the Statement of Consent - Consent, signed by (older students) or by the participants and parents (students under 18). The authorization document was received on date previously fixed with the school.

Data collection

Were used in the study three instruments, namely the FITNESSGRAM, the Escala de Evaluación de Insatisfacción Corporal en Adolescentes – EEICA and Social Interaction Questionnaire and Physical Education. To measure the levels of fitness we used a battery of tests the engines that FITNESSGRAM is an educational program designed to assist the PE teacher evaluation and fitness education and physical activity in children and adolescents aged 6 to 18 years.

In this research the components associated with health-related physical fitness were analyzed using the results observed by five items : a) "sit and reach"; b) shoulder flexibility c) skinfolds and BMI and d) Test and Go come. For the tests in question were followed all the procedures relative to the film, positioning and use of the instruments and materials and time adopted by the protocol of each test that is part of FITNESSGRAM. The default values of the results for the FITNESSGRAM Healthy Fitness Zone Physics can be classified as "Needs Improvement" or Good, "Healthy Fitness Zone Physical Fitness" and "Above the Healthy Fitness Zone" or Very Good.

Another instrument used was the Brazilian version of the Escala de Evaluación de Insatisfacción Corporal en Adolescentes – EEICA, translated and adapted into Portuguese with prior permission of the authors of the original scale by Conti et al. (2009). The EEICA consists of 32 self-report questions in the form of Likert scale points. Presents internal consistency and confirms the discriminant validity and concurrent and reproducibility for all subgroups satisfactory values in the understanding and timeframe for completion.

In the application of the instrument students were organized into a room to answer the questions posed by the scale. Aimed at understanding the respondent, the questionnaire has a header that explains the research objectives and the importance of correct answers. Beyond ensuring the confidentiality of the information has been provided guidance for the appropriate padding.

The third instrument used was the questionnaire Social Interaction and Physical Education which aims to analyze the students participation in social activities , the relationship of these with others, the goals valued in physical e education classes

and the lifestyle of the same.

Were used to relate with EEICA, Questionnaire and Physical Fitness, only questions 3 and 4 of the questionnaire. Question 3 is to assess the goals that students value in physical education classes, emphasizing the interaction with colleagues, the experience sports, health issues and quality of life and better knowledge about the body. Question 4 is related to lifestyle , and examines whether the student is physically active and which activities he practices .

At the meeting with the students was participation of the researcher and the research support group, consisting of six interns Group for Study and Research on Body Image - GSRBI, the Physical Education course at the State University of Ceará. In the talk, we reported on the research and steps to complete the questionnaire, showing the importance of student participation in the success of the study, as well as participation in physical fitness tests.

Data Analysis

The Escala de Evaluación de Insatisfacción Corporal en Adolescentes – EEICA, involves body dissatisfaction in adolescents regardless of gender. This scale consists of six variables six response categories: 1 - never, 2 - rarely, 3 - sometimes, 4 - often, 5 - almost always, 6 - always. The score is calculated as follows: the issues with the positive (questions 1-5, 7-9, 11-17, 19, 20, 22-26, 28, 30 and 31) are given the value 0 for never, almost never, sometimes, the value of the first response to many times the value 2 for the response almost always the value 3 to the response time. Issues with negative direction (questions 6 , 10 , 18 , 21 , 27 , 29 and 32) take the value 0 for always, often and often, the value 1 for the answer sometimes, the value 2 for answer is almost never the value 3 to the response ever. The score is calculated by the sum of responses and ranges from 0 to 96 points. The higher the score, the greater the body dissatisfaction of the young.

The Questionnaire of Social Interaction and Physical Education consists of 4 questions involving social interaction, the importance of physical education classes and the lifestyle of which only were used only issues relating to the goals that values in physical education classes and lifestyle. All questions were computed statistically using SPSS (Statistical Package for the Social Sciences) version 19 showing the results in percentage valid, cumulative percentage, the actual percentage and frequency in order to allow consistency and descriptive analysis for the study in question. The genre was also analyzed by SPSS as the same characters mentioned above.

Ethical Aspects

The completion of the questionnaire was conducted EEICA individually and the subject responded to all items at the time of application and cannot therefore leave any question blank or carry the questionnaire to return it later. The research was conducted in accordance with Resolution 466/12 of the National Health Council (NHC).

RESULTS

The sample consisted of 52 participants, aged between 15 and 18 years. The following tables show the results for the tests applied EEICA and Physical Fitness Tests.

Table1: Presents the results for tests of fitness according to gender.

Variables	Gender	
	Male	Female
	%	
BMI		
Malnourished	8,7	1,8
Normal	36,8	42,1
Pre-Obese	1,8	7,0
Obese I	1,8	0
Obese II	0	0
Obese I	1,8	0
FLEXIBILITY		
MMSS		
(+)	47,3	43,8
(-)	1,8	7,0
MMII		
(+)	24,5	24,5
(-)	24,5	26,3
SKIN FOLDS		
No risk	42,1	40,3
With risk	7,0	10,5
AEROBIC ENDURANCE		
Needs emprovement	35,0	50,8
Good	3,5	0
Great	10,5	0

Besides the application of the tests was also taking anthropometric measurements enabling the calculation of BMI of adolescents, showing how these results are the parameters of normal weight with 36.8% for males and 42.1% for females that can be corroborated with data found in EEICA.

Another factor considered was the level of body dissatisfaction teens with body image, measured by applying the Escala de Evaluación de Insatisfacción Corporal en Adolescentes – EEICA whose score reflects that the lower the score, the better the Body Image. The scale score ranges from 0 to 96 is shown in Table 2 the results for each answer given by the students.

Table 2: Percentage of adolescents according to the issues of EEICA (n = 52).

Question scale	Never M/F (%)	Almost Never M/F (%)	Sometimes M/F (%)	Oftentimes MF (%)	Almost Always M/F (%)	always M/F (%)
1	0/3,8	11,5/7,7	23,1/19,2	7,7/11,5	3,8/15,4	1,9/3,8
2	19,2/26,9	15,4/7,7	7,7/7,7	0/1,9	5,8/1,9	0/15,4
3	26,9/19,2	9,6/7,7	7,7/17,3	1,9/5,8	0/3,8	1,9/7,7
4	15,4/26,9	17,3/17,3	11,5/13,5	1,9/1,9	1,9/1,9	0/0
5	26,9/26,9	9,6/13,5	5,8/7,7	3,8/5,8	1,9/3,8	0/3,8
6	1,9/11,5	7,7/9,6	13,5/19,2	11,5/13,5	11,5/0	1,9/7,7
7	23,1/17,3	11,5/9,6	9,6/15,4	3,8/9,6	0/5,8	0/3,8
8	17,3/19,2	13,5/11,5	5,8/7,7	3,8/9,6	3,8/0	3,8/13,5
9	19,2/11,5	7,7/11,5	11,5/21,1	9,6/1,9	0/7,7	0/7,7
10	3,8/26,9	5,8/11,5	13,5/3,8	5,8/3,8	5,8/1,9	13,5/13,5
11	23,1/15,4	11,5/7,7	7,7/9,6	3,8/13,5	1,9/11,5	0/3,8
12	40,8/44,2	5,8/5,8	1,9/1,9	0/1,9	0/5,8	0/1,9
13	26,9/21,1	13,5/17,3	1,9/3,8	3,8/3,8	1,9/3,8	0/11,5
14	32,7/34,6	9,6/5,8	3,8/9,6	1,9/1,9	0/5,8	0/3,8
15	23,1/11,5	7,7/17,3	13,5/13,5	0,/1,9	3,8/1,9	0/15,4
16	11,5/5,8	19,2/11,5	7,7/9,6	5,8/11,5	3,8/5,8	0/17,3
17	36,5/34,6	9,6/3,8	1,9/9,6	0/3,8	0/5,8	0/3,8
18	7,7/9,6	11,5/11,5	13,5/15,4	3,8/3,8	5,8/9,6	5,8/11,5
19	1,9/0	3,8/5,8	5,8/23,1	15,4/3,8	3,5/15,4	7,7/13,5
20	11,5/13,5	9,6/9,6	15,4/17,3	5,8/7,7	5,8/9,6	0/3,8
21	1,9/5,8	11,5/7,7	9,6/25,0	5,8/5,8	11,5/7,7	7,7/9,6
22	23,1/17,3	13,5/11,5	3,8/19,2	1,9/7,7	3,8/0	1,9/5,8
23	19,2/25,0	15,4/17,3	9,6/5,8	0/5,8	1,9/1,9	1,9/5,8
24	7,7/7,7	11,5/11,5	11,5/13,5	9,6/11,5	1,9/5,8	5,8/11,5
25	13,5/17,3	13,5/17,3	13,5/11,5	7,7/5,8	0/1,9	0/7,7
26	1,9/7,7	17,3/11,5	17,3/3,8	5,8/1,9	0/17,3	5,8/19,2
27	0/17,3	13,5/11,5	13,5/9,6	7,7/1,9	1,9/1,9	11,5/19,2
28	23,1/9,6	9,6/13,5	11,5/13,5	1,9/9,6	1,9/7,7	0/7,7
29	3,8/1,9	5,8/21,1	9,6/23,1	11,5/3,8	11,5/5,8	5,8/5,8
30	23,1/9,6	7,7/17,3	11,5/17,3	1,9/9,6	1,9/5,8	1,9/1,9
31	9,6/11,5	15,4/7,7	13,5/15,4	7,7/11,5	1,9/9,6	0/5,8
32	13,5/32,7	7,7/5,8	9,6/7,7	3,8/3,8	7,7/0	5,8/9,6

In the study presented the average total score was 20.5 EEICA with a minimum of 3 and a maximum of 86. In boys the mean value was 12.9 and 26.5 for girls.

The last component was analyzed questions posed by questionnaire physical education and social integration constants in table 3.

Table 3: Objectives valued in physical education classes and lifestyle.

OBJECTIVE VALUES WHICH YOU IN PHYSICAL EDUCATION CLASSES (N=52)	
OPTIONS	**FREQUENCY (%)**
Interaction with colleagues	25,0
Information on the health and quality life	28,8
Have experience sports	21,2
Have better knowledge about my body	25,0

WITH RESPECT TO YOUR LIFESTYLE (N=52)	
OPTIONS	**FREQUENCY (%)**
Am physically active and attend academy of gymnastics	9,6
Am physically active sports and practice regularly	23,1
Am physically active and accomplish physical activities in nature	28,8
Sedentary am because not like physical activities. Only participate of physical education classes	32,7
Other	5,8

The results of the questionnaire and EEICA show that teens are predominantly satisfied with their body image. Fact that can be observed both in the low value of the medium as the values of the frequencies related to the answer "never", which was prevalent in 18 of the 25 questions in the positive direction. That is, they never are dissatisfied with their body image according to the above questions the scale that can be a result of physically active lifestyle adopted by 61.5% of adolescents. Since 28.8% practice activities in nature, 23.1% practice sports regularly and 9.6% attend fitness facility. Such data can also be linked with the goals of adolescents in physical education classes, as 28.8% say they value health information and knowledge about 25.0% on the body that are directly associated with body image.

DISCUSSIONS

The study aimed to associate body satisfaction with physical fitness and the lifestyle of teenagers. Found that teens are satisfied with their body image and that this result may be a consequence of lifestyle adopted by them, as it was seen that more than half of respondents are physically active.

As for the lifestyle adopted, may be a reflection of the importance given by these students the physical education classes at school, where they addressed the issue to know about the information about the health and quality of life was prevalent in the responses, which could also be found such arguments as have better body awareness, interaction with peers and experience sports. In the school environment, many studies have demonstrated success in dynamic programs in physical education classes (JAMNER, SPRUIJT-METZ, BASSIN & COOPER, 2004; LOUREIRO, 2004; CASTELLI & RINK, 2003; NEUMARK-SZTAINER, STORY, HANNAN & REX, 2003; WECHSLER, DEVEREAUX, DAVIS & COLLINS, 2000) , whose objective is to facilitate the acquisition of knowledge , motor skills and the ability to organize their physical activity , seeking to improve the level of health , the understanding of the risk factors and encourage to adopt active lifestyles and healthy.

Regarding the association between positive self-perception of body image and physical fitness, it was observed that girls are at a higher percentage rate in the normal BMI than boys, as well as the level of pre-adolescents obesity prevail compared to gender male. This fact can be explained so that the eutrophic level of BMI in girls steeper reflects the active lifestyle that lead in the search for the ideal body, conflicting with the highest rate of pre-obese and females can be explained by onset of menses of teenagers that generates physiological changes, physical and hormonal influences on body image so the same.

As for skinfolds and the risk of cardiovascular disease, teenagers have a lower risk of developing them when compared with adolescents, which may be due to lower demand for physical activity practices. In several studies with students 12-15 years about the prevalence of cardiovascular disease (CVD) and factors arising from this evil, about the associations between different IASO (Anthropometric Indexes of Overweight /Obesity) and risk factors for CVD have strong evidence that CVD originate during childhood and adolescence are influenced by overweight/obesity.

These findings reinforce the need for preventive measures starting in childhood and adolescence in the development of CVD.

These actions should include control of the levels of overweight/obese since childhood and incentives for appropriate levels are achieved and maintained during childhood, adolescence and later in adulthood (ARAÚJO, T.L. et al., 2008, 120-126).

Finally, by combining aerobic endurance dissatisfaction with body satisfaction, we found that in females because they feel incapable in relation to their own fitness and physical fitness, the prevalence of the outcome "Needs Improvement" was significant in comparison with males. While the other answers "Great" and "Good", the female did not get score.

CONCLUSION

The study concluded that there is a significant body dissatisfaction in both sexes and that this result may be influenced by lifestyle adopted. This lifestyle can be a reflection of the importance attached by them to physical education classes at the school has shown great interest in the subject quality of life and health. Despite the low body dissatisfaction, females have a higher percentage of pre-obesity, the prevalence is even greater normal BMI. The risk of developing cardiovascular disease is higher in girls because they presented the highest rate of skin folds, this can be explained by the habits from childhood and adolescence, boys considered being more physically active in childhood when, reflecting on the positive perception of the image body. Finally, we conclude that, even if there is high prevalence of body dissatisfaction is no evidence that physical fitness and lifestyle influence the level of adolescent body satisfaction.

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ASSOCIATION BETWEEN SELF-PERCEIVED BODY IMAGE, A FITNESS AND LIFESTYLE OF TEENAGERS

ABSTRACT

The present study aimed to associate the self-perception of body image, with physical fitness and the lifestyle of high school students. Was to sample 52 students in age group between 15 and 18 years. Three instruments were used for data collection: the FITNESSGRAM, the Escala de Evaluación de Insatisfacción Corporal en Adolescentes - EEICA and Social Interaction Questionnaire and Physical Education. The risk of developing cardiovascular disease is higher in girls because they presented the highest rate of skin folds, the boys considered being more physically active in childhood when, reflecting on the positive perception of body image. It was concluded that good physical fitness levels may have corroborated the positive self-perceived body image of adolescents focusing on lifestyle adopted by most physically active, as well as the enhancement of health information covered in Physical Education classes.

KEYWORDS: Body image. Fitness. Lifestyle. Teenagers.

ASSOCIATION ENTRE LA PERCEPTION DE L'IMAGE CORPORELLE, CONDITIONNEMENT PHYSIQUE ET LE MODE DE VIE DES ADOLESCENTS

RÉSUMÉ

La présente étude vise à associer la perception de l'image corporelle, conditionnement physique et style de vie des élèves de collège. A 52 échantillon d'étudiants, ceinture d'âge entre 15 et 18 ans. Trois instruments ont été utilisés pour la collecte des données: le FITNESSGRAM, le Escala de Evaluación de Insatisfacción Corporal en Adolescentes - EEICA et le questionnaire de l'interaction sociale et l'éducation physique. Le risque de développer une maladie cardiovasculaire est plus élevé chez les filles en présentant des plis cutanés plus élevé, soit les garçons considérés comme physiquement plus actifs quand dans l'enfance, réflexion sur la perception positive de l'image corporelle. Il est conclu que les niveaux élevés de la condition physique peuvent ont corroboré sur la perception de soi une image corporelle positive d'adolescents se concentrant dans le mode de vie physiquement actif adoptée par la majorité ainsi que le renforcement de l'information de santé abordé dans les cours d'éducation physique.

MOTS-CLÉS: Image du corps. Conditionnement physique. Mode de vie. Adolescents.

ASSOCIACIÓN ENTRE LA SATISFACIÓN CORPORAL, EL ACONDICIONAMENTO FÍSICO Y EL ESTILO DE VIDA EM ADOLESCENTES

RESUMÉN

El presente estudio pretende asociar la autopercepción de la imagen corporal, estado físico y estilo de vida de los estudiantes de secundaria. Tenía 52 estudiantes muestra, cinturón de edad entre 15 y 18 años. Se utilizaron tres instrumentos de recolección de datos: el FITNESSGRAM, la escala de evaluación de Insatisfacción corporal en adolescentes - EEICA y el cuestionario de interacción Social y la educación física. El riesgo de desarrollar enfermedades cardiovasculares es mayor en las niñas presentando pliegues más altos, siendo los niños considerados más activos físicamente cuando en la infancia, reflexionando sobre la percepción positiva de la imagen corporal. Se concluye que los altos niveles de aptitud física que han corroborado en autopercepción positiva imagen corporal de adolescentes centrándose en estilo de vida físicamente activo adoptada por la mayoría, así como la mejora de la información de salud aborda en las clases de educación física.

PALABRAS-CLAVE: Imagen corporal. Acondicionamiento físico. Estilo de vida. Adolescentes.

ASSOCIAÇÃO ENTRE A AUTOPERCEPÇÃO DA IMAGEM CORPORAL, A APTIDÃO FÍSICA E O ESTILO DE VIDA DE ADOLESCENTES

RESUMO

O presente estudo teve como objetivo associar a autopercepção da imagem corporal, com a aptidão física e o estilo de vida de alunos do Ensino Médio. Teve como amostra 52 alunos, na faixa-etária entre 15 e 18 anos. Foram utilizados três instrumentos para a coleta de dados: o FITNESSGRAM, a Escala de Evaluación de Insatisfacción Corporal en Adolescentes -

EEICA e o Questionário de Interação Social e Educação Física. O risco de desenvolvimento de doenças cardiovasculares é maior em meninas por terem apresentado maior índice de dobras cutâneas, sendo os meninos considerados mais ativos fisicamente quando na infância, refletindo assim na percepção positiva da imagem corporal. Concluiu-se que os bons níveis de aptidão física podem ter corroborado na autopercepção positiva da imagem corporal dos adolescentes incidindo no estilo de vida fisicamente ativo adotado pela maioria, assim como da valorização das informações sobre saúde abordadas nas aulas de Educação Física.

PALAVRAS-CHAVE: Imagem corporal. Aptidão física. Estilo de vida. Adolescentes.