

Vol. 4, Issue Number 1, January 2015

[01] **The Role of Specific Experiences in Childhood and Youth in the Development of Body Integrity Identity Disorder (BIID)**

Views **57** since Jan. 12, 2015 Downloads **12** since Jan. 12, 2015

Catharina Obernolte, Thomas Schnell, Erich Kasten

Pages: 1-8 | [Full PDF Paper](#) | [Paper in Html](#)

DOI: 10.11648/j.ajap.20150401.11

[02] **Physical Self-Concept Differences in Young Male Mexican Athletes and Non-Athletes**

Views **20** since Jan. 14, 2015 Downloads **9** since Jan. 14, 2015

María del Carmen Zueck Enriquez, Francisco Muñoz Beltrán, Alejandro Chavez Guerrero, Judith

Margarita Rodríguez-Villalobos, Francisco Javier Flores Rico

Pages: 9-12 | [Full PDF Paper](#) | [Paper in Html](#)

DOI: 10.11648/j.ajap.20150401.12

Abstracting and Indexing

WorldCat

WorldCat is the world's largest network of library content and services. WorldCat libraries are dedicated to providing access to their resources on the Web, where most people start their search for information.

Academickeys

AcademicKeys.com is the premier source for academic employment. Academickeys' 17 discipline-focused sites offer comprehensive information about faculty, educational resources, research interests, and professional activities pertinent to institutions of higher education. More than 89% of the top 120 universities (as ranked by US News and World Report) are posting their available higher ed jobs with AcademicKeys.com.

Researchbib

ResearchBib, which is providing a global and local service for researcher, is a free academic resource publishing system that is flexible, easy to use.

Directory of Research Journals Indexing

The Directory of Research Journal Indexing (DRJI) is to increase the visibility and ease of use of open access scientific and scholarly journals thereby promoting their increased usage and impact. DRJI supply champion has access to global-renowned content in all discipline areas including magazine and journal articles.

JournalSeek

Genamics JournalSeek is the largest completely categorized database of freely available journal information available on the internet. The database presently contains 100101 titles. Journal information includes the description (aims and scope), journal abbreviation, journal homepage link, subject category and ISSN. Searching this information allows the rapid identification of potential journals to publish your research in, as well as allow you to find new journals of interest to your field.

Polish Scholarly Bibliography

Polish Scholarly Bibliography (PBN) is a portal of the Polish Ministry of Science and Higher Education, collecting information on publications of Polish scientists and Polish and foreign scholarly journals. PBN is a part of POL-on - The System of Information on Higher Education.

Electronic Journals Library

The Elektronische Zeitschriftenbibliothek EZB (Electronic Journals Library) offers an effective use of both scientific and academic journals publishing full text articles in the internet.

This service has been developed at the Universitätsbibliothek Regensburg (University Library of Regensburg) in cooperation with the Universitätsbibliothek der Technischen Universität München (University Library of the Technical University of Munich).

Zeitschriftendatenbank

The ZDB is the world's largest specialized database for serial titles (journals, annuals, newspapers etc., incl. e-journals). The ZDB-network is managed by the Staatsbibliothek zu Berlin; the database is held on a server of the Deutsche Nationalbibliothek.

The ZDB actually contains more than 1.6 million bibliographic records of serials from the 16th century onwards, from all countries, in all languages, held in 4.300 German and Austrian libraries, with 11.5 million holdings information. It does not contain contents, i. e. journal articles.

EZB

The Electronic Journals Library was founded in 1997 by the University Library of Regensburg in co-operation with the Technische Universität München University Library within the framework of a project. The aim of this project was to present e-journals to the library users in a clearly arranged user-interface and to create for the EZB member libraries an efficient administration tool for e-journal licences.

Wissenschaftszentrum Berlin

The WZB Berlin Social Research Center conducts basic research with a focus on problems of modern societies in a globalized world. The research is theory-based, problem-oriented, often long-term and mostly based on international comparisons.

Physical self-concept differences in young male mexican athletes and non-athletes

Maria del Carmen Zueck Enriquez, Francisco Muñoz Beltran, Alejandro Chavez Guerrero, Judith Margarita Rodriguez-Villalobos, Francisco Javier Flores Rico*

Faculty of Physical Culture Sciences, Autonomous University of Chihuahua, Chihuahua, México

Email address:

ffloresr @uach.mx (F. J. F. Rico)

To cite this article:

Maria del Carmen Zueck Enriquez, Francisco Muñoz Beltran, Alejandro Chavez Guerrero, Judith Margarita Rodriguez Villalobos, Francisco Javier Flores Rico. Physical Self-Concept Differences in Young Male Mexican Athletes and Non-Athletes. *American Journal of Applied Psychology*. Vol. 4, No. 1, 2015, pp. 9-12. doi: 10.11648/j.ajap.20150401.12

Abstract: The object of this study consists of determining the differences and similarities in the physical self-concept between two groups, male high school Mexican students who practice a sport on a regular basis and those who do not. A total sample of 385 male students, aged 13-19 years participated in this study; 173 of them practice a sport and participate regularly in tournaments and/or competitions. A quantitative approach with a descriptive and transversal survey design was used. All the participants completed the Physical Self-Description Questionnaire. The results of the one-way multivariate analysis of variance, followed by the one-way univariate analyses of variance, show that students who do not participate in a sport regularly are the ones who obtained lower scores in the health, coordination, activity, sports competence, strength, flexibility, endurance, global physical self-concept, and global self-esteem subscales. However, in the appearance subscale, no statistically significant differences were found. Further research should reply these findings in larger samples.

Keywords: Physical Self-Concept, Student's Beliefs, Physical Activity, Self-perception

1. Introduction

The main psychological theories claim that the self-concept plays a key role in personality development. A positive self-concept lies at the core of a sound personal, social, and professional performance. In addition, personal satisfaction and being at ease with oneself depend on it to a great extent. The physical self-concept in particular is a reliable indicator of mental health and life adjustment [1-3], since feeling good about one's body, helps generate positive feelings. Therefore, a positive self-concept achievement is one of the top-ranked priorities in numerous psychological (educational, clinical, community, civic...) programs seeking improvement strategies and resources [4].

Furthermore, there is a direct relationship between a low physical self-concept and the risk of developing eating disorders; thence, a low physical self-concept is a warning diagnostic sign of eating disorders [5]. Moreover, teenagers with a low physical self-concept are more prone to experience cultural pressure in favor of a thinner and more attractive body. They also show higher anxiety levels. On the other hand, individuals with a sound physical self-concept

rate higher on subjective psychological well-being, they feel more fulfilled about their life and consider their mood more positive [5].

In addition, a series of studies has shown that engaging in physical exercise is related to a positive body image [6-8]. There is also evidence indicating that more active people have a more positive attitude toward their own body than sedentary individuals [9, 10], and that physical activity and sports are means to improve health and prevent obesity [11-13]; besides, physical activity and sports have a positive effect on the physical aspect and the pleasure derived from their continued practice [14].

On the other hand, the ideal thin-weight and worries about weight come from a cultural idea, that even nowadays is considered esthetic, it is just a fashion and it is not necessarily healthy or accessible, which might have negative consequences that generate anxiety such as a great worry about weight and having good physical shape which could be shown as body dissatisfaction that reveals how individuals value or despise their own bodies, and/or their body distortion, which is the lack of precision in determining the body size [15].

The body image and the esthetic norms that actually rule the occidental world can affect the physiological development in men as well as in women, but are pre-adolescent and adolescent women who present a higher tendency on having problems doing the body image elaboration linked to development problems on alimentary behaviors [16, 17]. The previous information is because the “beauty and thinness” standards are especially strict for them [18].

Raich [19] says that in a society that glorifies beauty is not strange that youth and health increase the concern of physical appearance. In fact every year millions of pesos are spend on improving physical appearance. But excessive worry might be highly perturbing and even incapacitating for a lot of people.

Most of the investigators [20-24] on alimentary behavior disorders, agree that these come from several unplanned situations, highlighting the worry for body shape and getting on diets, but most of all losing weight, which specialists consider risky these kind of behaviors [21, 22, 25].

This descriptive study aims at comparing physical self-concept profiles of junior-high and high-school male Mexican athletes and non-athletes, taking into consideration the vast boom that the physical self-concept has experienced in modern societies during the past few years. Some of these societies have created a subculture based on the ideal image perception and importance [26].

This applied research project focuses on providing information, which translates into a higher quality educational practice in the context of diversity. The purpose of this paper is to shed some light on the elements of a whole human development model from a pedagogical perspective, led by the belief that educational efforts ought to focus on increasing students’ feeling of self-worth and competence, thus enhancing their self-esteem and self-concept which in turn will motivate achievement, interpersonal relations, and the individual’s overall performance of various tasks and challenges.

2. Method

2.1. Participants

A sample of 385 male, high school Mexican students, aged 13-19 years ($M = 15.32$; $SD = 1.56$) participated in the present study; 173 of them practice a sport and participate regularly in tournaments and/or competitions. A convenience sampling approach was used to include representative subjects from the various school levels.

2.2. Instrument

Physical Self-Description Questionnaire. This questionnaire consists of 70 items that measure nine specific components of the physical self-concept (health, coordination, body fat, activity, sports competence, appearance, strength, flexibility, and endurance) and two global components (global physical self-concept and global self-esteem). The

questionnaire’s response format is based on a 6-point true/false, Likert-type scale (higher scores indicating higher physical self-concept). The items have both positively and negatively worded questions. All negatively worded items (21 in total) are reversely scored and summarized with other correspondent scale scores. The PSDQ was translated into Spanish, followed by a back-translation procedure widely described in the literature [27].

2.3. Design

A quantitative approach with a descriptive and transversal survey design was used [28]. The independent variable was sports practice (athletes and non-athletes), and the dependent variables were the scores on physical self-concept subscales.

2.4. Procedure

The high school Mexican students invited to participate in the present study were fully informed about all the features of the project. Then, all the students that had agreed to participate were asked to sign a written informed consent. After the students’ approvals were obtained, participants completed the above mentioned questionnaire by means of the instrument module administrator of the Scales Editor Version 2.0 [29].

Participants completed the questionnaire in the computer labs at their schools during a class meeting session. At the beginning of the session the researchers gave a general introduction about the importance of the research and how to access the questionnaire through the software. When the participants went into the editor, the instructions on how to fill out the questionnaire correctly appeared before the instrument. Additionally, the participants were advised to ask for help if confused concerning either the instructions or the clarity of a particular item. Completion of the entire questionnaire took approximately 40 minutes. At the end of the session, the students’ participation was welcomed. Afterwards, when all the participants had completed the questionnaire, the data were collected by means of the results generator module of the Scales Editor Version 2.0 [29].

2.5. Data Analysis

Descriptive statistics (mean and standard deviations) were calculated for all the variables. Subsequently, after verifying that the data met the parametric statistical analyses assumptions, a one-way multivariate analysis of variance (MANOVA), followed by the one-way univariate analysis of variance (ANOVA), were used to examine the differences between the athletes and non-athletes on the reported physical self-concept scores. Moreover, the effect size was estimated using the eta-squared (η^2). All statistical analyses were performed using the SPSS version 20.0 for Windows (IBM® SPSS® Statistics 20). The statistical significance level was set at $p < .05$.

3. Results

Table 1 shows the physical self-concept subscale variables

mean values and standard deviations, as well as the results of the MANOVA and the follow-up univariate ANOVAs. The MANOVA results indicate overall significant statistical differences between athletes and non-athletes on the physical self-concept scores (Wilks' $\lambda = .761$; $p < .001$; $\eta^2 = .239$). Subsequently, the follow-up ANOVAs showed that compared with the athletes, the non-athletes obtained lower scores on the health, coordination, activity, sports competence, strength, flexibility, endurance, global physical self-concept, and global self-esteem subscales, and higher scores on body fat. However, in the appearance subscale, significant statistical differences were not found ($p > .05$).

4. Discussion and Conclusions

Results show that in most physical self-concept areas, students who regularly participate in any sports activity perceive themselves better than those participants who do not regularly participate in sports; hence, the later have a less developed physical self-concept. These findings agree with

Moreno and Cervelló [30], and Gastélum's [31] results in the sense that active students have a better body image than sedentary students who are more prone to developing eating disorders. There is evidence indicating that individuals with a poor physical self-concept are more vulnerable to cultural pressure in favor of a thinner body [1, 5, 32].

Findings point in the direction of likely benefits derived from physical-athletic activity to improve teenagers' health. Therefore, it is noteworthy to see physical-athletic practice as a positive element on one's health, since it may foster positive effects on the physical self-concept [6, 13].

This study also suggests that exercise ought to be explored as a preventive measure against the development of a negative body image or a higher degree of physical dissatisfaction; however, it is quite important to establish by which means and features (type, intensity, frequency, etc.) exercise enhances the physical self-concept [6].

Moreover, results highlight the need of further research on the topic in México.

Table 1. MANOVA results for the sports practice differences on the physical self-concept eleven subscales.

	Non-athletes (n = 326)	Athletes (n = 270)	F	p	η^2
			10.626	<.001	.239
health	3.64 (0.78)	3.91 (0.71)	11.870	<.01	.030
coordination	3.02 (1.07)	3.59 (0.89)	30.832	<.001	.075
body fat	3.54 (1.23)	4.02 (1.09)	16.381	<.001	.041
activity	2.82 (1.26)	3.73 (1.00)	59.047	<.001	.134
sports competence	2.70 (1.28)	3.68 (0.98)	68.375	<.001	.151
appearance	3.15 (1.07)	3.22 (1.04)	0.321	.571	.001
strength	2.98 (1.05)	3.27 (0.97)	7.758	<.01	.020
flexibility	2.75 (1.05)	3.08 (1.03)	9.176	<.001	.023
endurance	2.51 (1.15)	3.16 (1.11)	30.825	<.001	.074
global physical self-concept	3.65 (1.20)	4.25 (0.81)	30.380	<.001	.073
global self-esteem	3.73 (0.76)	4.05 (0.66)	18.024	<.001	.045

Note. Descriptive values are reported as mean (standard deviation)

Acknowledgements

This study is part of a project funded by the Secretaría de Educación Pública-Subsecretaría de Educación Superior-Dirección General de Educación Superior Universitaria de México [Mexican Ministry of Education-Department of Higher Education-General Directorate of the University Education] (OF-13-6894).

References

- [1] E. Goñi, G. Infante, Actividad físico-deportiva, autoconcepto físico y satisfacción con la vida, *European Journal of Education and Psychology*, Vol. 3, pp. 199-208, 2010.
- [2] A. Goñi, *El autoconcepto físico: Psicología y educación*, Pirámide, Madrid, 2009.
- [3] R. Reigal, A. Videra, J.L. Parra, R. Juárez, Actividad físico-deportiva, autoconcepto físico y bienestar psicológico en la adolescencia. Retos, *Nuevas tendencias en Educación Física, Deporte y Recreación*, Vol. 22, pp. 19-23, 2012.
- [4] I. Esnaola, A. Goñi, J.M. Madariaga, El autoconcepto: Perspectivas de investigación, *Revista de Psicodidáctica*, Vol. 13, pp. 69-96, 2008.
- [5] A. Goñi, A. Rodríguez, Trastornos de conducta alimentaria, práctica deportiva y autoconcepto físico en adolescentes, *Actas Españolas de Psiquiatría*, Vol. 32, pp. 29-36, 2004.
- [6] K.A. Martin Ginis, R.L. Bassett, Exercise and changes in body image, in: T.F. Cash, L. Smolak (Eds.) *Body image a handbook of science, practice and prevention*, Guilford Press, New York, 2012, pp. 378-386.
- [7] L.A. Tucker, R. Mortell, Comparison of the effects of walking and weight training programs on body image in middle-aged women: An experimental study, *American Journal of Health Promotion*, Vol. 8, pp. 34-42, 1993.
- [8] P.A. Williams, T.F. Cash, Effect of a circuit weight training program on the body images of college students, *International Journal of Eating Disorders*, Vol. 30 pp. 75-82, 2001.
- [9] I. Tornero, Á. Sierras, Satisfacción corporal y actividad física en el alumnado de la facultad de ciencias de la educación de la universidad de huelva, IV Congreso Internacional y XXV Nacional de Educación física Córdoba, España, 2008.

- [10] S. Urrutia, I. Azpillaga, G.L. de Cos, D. Muñoz, Relación entre la percepción de estado de salud con la práctica físicodeportiva y la imagen corporal en adolescentes, *Cuadernos de Psicología del Deporte*, Vol. 20 pp. 51-56, 2010.
- [11] M.J. Camacho, E. Fernández, M.I. Rodríguez, Imagen corporal y práctica de actividad física en las chicas adolescentes: Incidencia de la modalidad deportiva, *Revista Internacional de Ciencias del Deporte*, Vol. 3, pp. 1-19, 2006.
- [12] P. Katzmarzyk, I. Janssen, Physical inactivity, excess adiposity and premature mortality, *Obesity Reviews*, Vol. 4, pp. 257-290, 2003.
- [13] P. Kokkinos, Physical activity, health benefits, and mortality risk, *ISRN Cardiology*, Vol. 2012, pp. 1-14, 2012.
- [14] T. Alley, Visual detection of body-weight change in young women, *Perceptual and motor skills*, Vol. 73 pp. 904-906, 1991.
- [15] A. Anuel, A. Bracho, N. Brito, J.E. Rondón, D. Sulbarán, Autoaceptación y mecanismos cognitivos sobre la imagen corporal, *Psicothema*, Vol. 24, pp. 390-395, 2012.
- [16] R. Francisco, M. Alarcão, I. Narciso, Avaliação de factores de risco de desenvolvimento de perturbações alimentares: Desenvolvimento e estudos de validação da versão portuguesa do mcknight risk factor survey iv, *Revista Iberoamericana de Diagnóstico y Evaluación Psicológica*, Vol. 32, pp. 143-170, 2011.
- [17] J.K. Thompson, Introduction: Body image, eating disorders, and obesity – an emerging synthesis, in: J.K. Thompson (Ed.) *Body image, eating disorders, and obesity: An integrative guide for assessment and treatment*, American Psychological Association, Washington, D C, 2003, pp. 1-20.
- [18] M. Calaf, M. León, C. Hilerio, J. Rodríguez, Inventario de imagen corporal para féminas adolescentes (iicfa), *Revista Interamericana de psicología*, Vol. 39, pp. 347-354, 2005.
- [19] R.M. Raich, Una perspectiva desde la psicología de la salud de la imagen corporal, *Revista Avances en Psicología Latinoamericana*, Vol. 22, pp. 15-27, 2004.
- [20] A. Goñi, A. Rodríguez, Variables associated with the risk for eating disorders in adolescence, *Salud Mental*, Vol. 30, pp. 16-23, 2007.
- [21] C.J. Inglés, J.A. Piqueras, J.M. García-Fernández, L.J. García-López, B. Delgado, C. Ruiz-Esteban, Diferencias de género y edad en respuestas cognitivas, psicofisiológicas y motoras de ansiedad social en la adolescencia, *Psicothema*, Vol. 22, pp. 376-381, 2010.
- [22] M. Lameiras, M. Calado, Y. Rodríguez, M. Fernández, Hábitos alimentarios e imagen corporal en estudiantes universitarios sin trastornos alimentarios, *Revista Internacional de Psicología Clínica y de la Salud*, Vol. 3, pp. 23-33, 2003.
- [23] N. Solano, A. Cano, Ansiedad en los trastornos alimentarios: Un estudio comparativo, *Psicothema*, Vol. 24, pp. 384-389, 2012.
- [24] J. Wardle, A. Haase, A. Steptoe, Body image and weight control in young adults: International comparisons in university students from 22 countries, *International Journal of Obesity*, Vol. 30, pp. 644-651, 2006.
- [25] B. Castillo, Sociedad de consumo y trastornos de la conducta alimentaria, *Trastornos de la Conducta Alimentaria*, Vol. 4, pp. 321-335, 2006.
- [26] S. Banfield, M.P. McCabe, An evaluation of the construct of body image, *Adolescence*, Vol. 37, pp. 373-393, 2002.
- [27] H.W. Marsh, I. Tomás, H. Abçý, Cross-cultural validity of the physical self-description questionnaire: Comparison of factor structures in australia, spain, and turkey, *Research Quarterly for Exercise and Sport*, Vol. 73, pp. 257-270, 2002.
- [28] R. Hernández, C. Fernández, P. Baptista, *Metodología de la investigación*, McGraw- Hill, México, 2010.
- [29] H. Blanco, M. Ornelas, J.L. Tristán, A. Cocca, D. Mayorga-Vega, J. López-Walle, J. Viciania, Editor for creating and applying computerise surveys, *Procedia Social and Behavioral Sciences*, Vol. 106, pp. 935-940, 2013.
- [30] J.A. Moreno, E. Cervelló, Importancia de la práctica físico-deportiva y del género en el autoconcepto físico de los 9 a los 23 años, *International Journal of Clinical and Health Psychology*, Vol. 8, pp. 171-183, 2008.
- [31] G. Gastélum, *Desarrollo y validación de una versión informatizada del body image anxiety scale y contour drawing rating scale: Un estudio sobre percepción y nivel de ansiedad de la imagen corporal en universitarios chihuahuenses*, Universidad de Granada, España, 2011.
- [32] A. Rodríguez, Ó. González-Fernández, A. Goñi, Sources of perceived sociocultural pressure on physical self-concept, *Psicothema*, Vol. 25, pp. 192-198, 2013.