

The Influence of Body Image Satisfaction on The Self-Esteem of The College Students at Arellano University – Jose Rizal Campus: Input for Personality Development Program

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Abstract

This study investigated the role of body image satisfaction in relation to self-esteem. It was conducted on one hundred students studying in the college department of Arellano University - Jose Rizal Campus. To collect the data, Body Image Questionnaire and the Rosenberg Self-Esteem Scale were used. Pearson Correlation Coefficient was applied to find the significance relationship between the various groups. Results indicated that there is a significant relationship between body image satisfaction and college's students' self-esteem. Since a healthy body image and high self-esteem are essential for general well-being and can have a favorable influence on many facets of personality development, it can be advantageous to include these factors as inputs in a personality development program.

Keywords: *body image satisfaction, self-esteem, correlation*

Introduction

Body image is a combination of the thoughts and feelings that you have about your body; it refers to how a person perceives, thinks, or feels about his or her body, and connects it to a person's self-worth (Cash, 2004). A person creates their mental representation of themselves is known as their body image, and it may or may not be related to their physical appearance it includes Parental attitudes, other early experiences, internal factors like emotions or moods, and other circumstances can all lead to a distorted perception of one's body (Psychology Today, 2021). Paul Schilder first used the word in 1935 and described body image as the mental image of the body that each person forms. In addition to an individual's physical (e.g., body size or shape) or psychological (e.g., perfectionism, low self-esteem) traits, the socio-cultural context (e.g., cultural ideal of beauty, media pressure to achieve an ideal of beauty) also influences the dynamic process of body image development (Wertheim & Paxton, 2011). Cash (2004), explained that the complex psychological experience of embodying one's body is associated with body image. As a result, it affects how people engage with the world through their bodies as well as how they perceive their bodies (Piran & Teall, 2012). One important component of general mental and emotional health in young adulthood is body image satisfaction, research shows that a number of factors, such as media exposure, social comparisons, and personal characteristics, affect how satisfied people are with their bodies at this time of life. A key component of mental health and self-esteem in young adults

is body image satisfaction. Research on the relationship between body image satisfaction and self-esteem has grown in recent years, especially in settings like young adulthood where identity formation and physical changes are common. Grabe, Ward, and Hyde (2008) state that this stage of life, which usually lasts from the ages of 18 to 30, is filled with changes that may affect how a person feels about their body. Young adults' perceptions of their bodies are greatly influenced by a number of factors, including social comparison, the media's portrayal of beauty standards, and the formation of their own identities. Body image pleasure is a component of psychological well-being and self-esteem.

According to Baumeister, Campbell, Krueger, & Vohs (2003), self-esteem refers to an individual's overall sense of self-worth or personal value, it reflects how people perceive themselves, encompassing their feelings of confidence, acceptance, and respect of their abilities and characteristics, it can also create how a person handle relationships, stress, and challenges in life, some research shows that having a high self-esteem is associated with positive mental health, resilience, and a higher quality of life, while obtaining a low self-esteem can link to some mental health issues such as anxiety, depression, and low body image satisfaction. Research studies have found the relationship between the body image satisfaction and self esteem in explored in various psychological studies. One of the study conducted of Rai, Bhardwaj & Nohwal (2020), they explained that body image dissatisfaction has been linked to mental health challenges such as depression, anxiety, and eating disorders. Another is from Grabe et al. (2008) research, they emphasized the negative effects of media exposure on body image, arguing that the representation of having an ideal body types might produce irrational expectations that result in discontent and low self-esteem. In addition, persons with higher self-esteem are more likely to have a positive and healthy body image, as they are better able to accept their physical appearance and characteristics. This relationship between body image and self-esteem is reciprocal; such as person with positive body image tend to experience greater self-esteem, and those with low self-esteem are more prone to negative body image perceptions towards themselves (Tylka, 2011). By promoting a healthier body image perceptions that results to higher self-esteem can lead to better mental health outcomes and overall personal development in young adulthood. This study focus on the relationship between the body image satisfaction and the self-esteem of the college students that will contribute when building a personal development program in school setting this program aims to foster students' growth in areas such as self-awareness, self-esteem, emotional intelligence, body image satisfaction, and interpersonal skills (Neff, 2003). The program should be designed to support students in becoming well-rounded, confident, and resilient individuals, better equipped to handle academic and personal challenges it can be a form of homeroom activities, group work, seminars, and etc.

Methodology

The participants of the study were randomly selected 100 students, enrolled in different courses of Arellano University Jose Rizal Campus during the Academic Year 2024 - 2025. The sample

mainly comprised of those students who were willing to participate in the study and they properly completed the given inventory. Fifty percent of the sample consisted of male students and 50% of female students with the age range 18-25 years.

The 19-item Body Image Questionnaire (BIQ) developed by Michele Koleck and Marilou Bruchon-Schweitzer in 1987 is a widely used tool for measuring body image satisfaction. The BIQ has been used in various research studies to assess body image concerns in both clinical and non-clinical populations. The Cronbach's alpha value for the BIQ is generally reported to be high, indicate excellent internal consistency, suggesting that the questionnaire items are highly reliable in measuring body image satisfaction. A Cronbach's alpha score of 0.85 to 0.95 is considered excellent for social science research instruments, implying that the 19 items work together cohesively. The BIQ demonstrates high validity (construct, concurrent, and content validity) and strong reliability (internal consistency and test-retest reliability), making it a reliable and valid instrument for assessing body image satisfaction. To score the items, choose an answer from the 5 possible ones, 1-5 by circling the number and assign a value to each of the 19 items as follows: adding of the answers to the favorable items, the score to each item varies from 1 to 5. The reverse scoring (5 to 1) to add the answers to the unfavorable items All the 19 answers are added, and total score varies from 19 to 95. A high score corresponds to higher body-image or satisfaction.

Rosenberg Self-Esteem Scale was developed by Morris Rosenberg in 1965, it is a self-report instrument for evaluating individual self-esteem and it was investigated using the item response theory. A 10 item questionnaire that measures global self-worth with positive and negative feelings about the self and answers on four-point Likert scale ranging from strongly agree, agree, and disagree to strongly disagree. There are assign value to each of the items to score them, for items 1,2,4,6 and 7 the score will be strongly agree = 3, agree = 2, disagree = 1 and strongly disagree = 0. For items 3,5,8,9 and 10 is reversed in valence which means it will score by strongly agree = 0, agree = 1, disagree = 2 and strongly disagree = 3. Cutoff scores are as follows, 0 to 15 suggest low self-esteem, 15 to 25 have a normal self-esteem and 25 to 30 imply high self-esteem. The reliability index of Rosenberg Self-Esteem Scale was ascertained by internal consistency method and test/retest reliability method. Internal consistency was measure and resulted in a score of 0.85 – 0.89 and test-retest reliability was measure by having 0.85 to 0.89 indicating with having an excellent reliability. The questionnaire has an excellent validity it was assessed through internal consistency with 0.85 – 0.88, criterion validity 0.77 to 0.88, construct, for content items are a list of statements about an individual's current feelings about oneself there are 5 positively worded items and 5 negatively worded that shows differentially related to self-esteem and face validity.

Demographic Profile Sheet was also attached which included the respondents' background information like gender, age, and year level. It took 35-40 minutes to complete both the questionnaire and profile sheet. Statistical Package for Social Sciences (SPSS) version 20 was used to analyze the data. Mean, Standard Deviation, and Pearson's R were the statistical tests used.

Results

Demographic Profile of the Respondents

Table 1.0 Demographic Data of the Respondents as to their Gender

	<i>f</i>	%
Female	50	50
Male	50	50

Table 1 shows the demographic data of the respondents as to their gender. As shown on the table, the researcher has an equal number of respondents of 50% in females and 50% in males for the total of 100 respondents.

Table 1.1 Demographic Data of the Respondents as to their Age

	<i>f</i>	%
18 years old to 20 years old	55	55
21 years old to 25 years old	45	45

Table 1.1 shows the demographic data of the respondents as to their age. As shown on the table, ages from 18 years old to 20 years old have total number respondents of 55 (55%) which obtained a majority number of respondents and the ages of 21 years old to 25 years old with obtained 45 respondents (45%) has a least number.

Table 1.2 Demographic Data of the Respondents as to their Year Level

	<i>f</i>	%
First Year Level	19	19
Second Year Level	40	40
Third Year Level	25	25
Fourth Year Level	16	16

Table 1.2 illustrates the demographic data of the respondents as to their year level in college. As revealed on the table, 19 (19%) of the respondents are first year college students, 40 (40%) are second year college level which is also a majority in this study, 25 (25%) are the respondents from third year college and 16 (16%) are participants from fourth year level and the least number of respondents.

Table 2.0 Perceived Level of Self-Esteem of College Students

	N	X	SD
Level of College Student's Self-Esteem	100	16.99	4.657

Table 2 depicts that the self-esteem has a mean score of 16.99 and a standard deviation of 4.657 indicates that respondents in this study obtained an interpretation of having low self-esteem means that individuals may frequently feel insecure, dissatisfied, or critical of themselves. They might struggle with feelings of inadequacy, unworthiness, or lack of confidence. This can sometimes

lead to difficulties in social, academic, or professional situations, as low self-esteem can affect one's ability to assert oneself and form healthy relationships (Baumeister et al., 2003).

Table 3.0 Level of Body Image Satisfaction

	N	X	SD
Body Image Satisfaction	100	61.95	8.394

Table 3 shows the mean score of body image satisfaction which is 61.95, and the standard deviation of 8.394, showing a moderate level of satisfaction. The individual may have represents moderate body image satisfaction, suggests that an individual has a generally positive view of their body but may experience occasional doubts or dissatisfaction. This range reflects a balanced self-perception where the person is not fully dissatisfied or overly satisfied with their body image. Individuals within this range tend to have a relatively healthy body image, meaning that they recognize their body's strengths and appreciate their physical appearance, even if they might have some insecurity (Crospy, 2018).

Table 4.0 Results of Pearson Product Moment Correlation of Body Image Satisfaction and Self - Esteem

		Level of Students Self-Esteem	Body Image Satisfaction
Level of Students Self-Esteem	Pearson Correlation	1	.502
	Sig. (2-tailed)		.000
	N	100	100
Body Image Satisfaction	Pearson Correlation	.502	1
	Sig. (2-tailed)		.000
	N	100	100

Hypothesis 1: *There is a significant relationship between body image satisfaction and the students' self-esteem*

As shown in the table above, the Pearson's product moment correlational coefficient (r) was tested and the result is .502 which means there is a positive correlation of the variables. The significant value (p-value) is .000 which is less than the significance level (α) of 0.05, indicates that there is a significant relationship between body image satisfaction and self-esteem. Thus, positive correlation shows that when one variable increase, the other variable also increase.

Discussion

This study is a quantitative method which was designed to investigate the relationship between the body image satisfaction and self-esteem of college students. The descriptive research design was used to describe the nature of a situation or the data collected and the correlational design method is to investigate if there are significant relationships between the two variables. There are two set

of questionnaires given to the respondents which served as the instruments for collecting data such as the Body Image Questionnaire (BIQ) developed by Michele Koleck and Marilou Bruchon-Schweitzer in 1987 and the Self-Esteem Scale by Morris Rosenberg (1965). Demographic profile is also collected including their gender, age and their current year level with a total number of (n=100) participant. The results of the study indicate that that self-esteem and body image satisfaction are positively correlated. The researchers therefore conclude that self-esteem was often higher among those who expressed greater satisfaction with their body image. This implies that overall self-worth is significantly influenced by body image satisfaction, underscoring the connection between people's perceptions of their physical attractiveness and their personal worth, as body image satisfaction increases, self-esteem tends to increase as well. Future research could explore how the relationship of body image satisfaction and self-esteem may vary across different age groups; they could also address the limitation of this study wherein they can have a larger sample of male and female respondents, due to shortage of time the researcher has a one hundred participants only. Further research is necessary to investigate how these factors may influence the relationship between body image satisfaction and self-esteem among college students with each year level they take. Based on the findings of this study, it can be concluded that there is a significant positive correlation between body image satisfaction and self-esteem among college students at Arellano University - Jose Rizal Campus. This suggests that as individuals perceive their bodies more positively their overall self-esteem tends to increase. These findings emphasize the importance of addressing body image and self-esteem concerns, particularly during the sensitive developmental stage of young adulthood.

Additionally, the varying academic pressures and social dynamics across year levels warrant further investigation into their potential impact on body image and self-esteem. Based on the research findings, observed between body image satisfaction and self-esteem, personal development programs can effectively integrate body image improvement strategies into their framework especially in school settings. These programs can play an essential role in helping students develop a healthier and more positive self-perception, ultimately boosting their self-esteem (Foster, Wadden, & Vogt, 2009). It can be a form of homeroom activities, group work, or seminars, this personal development programs should offer modules on body image education, teaching students about the effects of societal pressures, media portrayal, and unrealistic beauty standards on their own body perception. Educating individuals on the diversity of body shapes and sizes can encourage self-acceptance and reduce the negative impacts of body dissatisfaction (Grabe, Ward, & Hyde, 2008).

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