

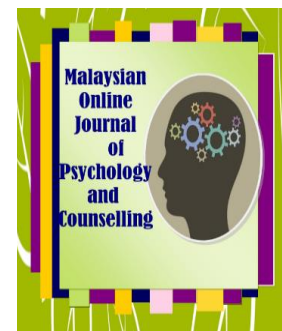
THE RELATIONSHIP BETWEEN BODY IMAGE AND LIFE SATISFACTION AMONG OMANI FEMALE TEACHERS

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ABSTRACT

Purpose: According to the Omani Ministry of Health, more than half of Omani adults are obese. Obesity had caused psychological anguish and causes substantial repercussions on physical health in the educational context. Obesity impacts school students and teachers' knowledge of health education. Teachers have a huge impact on how students develop their body image, attitudes, and behaviors, so ensuring they are competent is crucial. Yet, studies investigating teachers' perception of body image were limited in previous research. **Methodology:** The current study intended to study the relationship between negative body image and life satisfaction. Participants were 407 female teachers from Oman with their age ranging from 20 to 50 years old. A Google forms survey was used to recruit participants. The collected data were analyzed using SPSS version 23 statistical tools. The result indicated that negative statistical correlation was found between negative body image and life satisfaction. **Contributions:** The study findings contribute to extending previous research on body image perception, especially in Arab nations. The findings of the study have implications for teacher mental health, especially the impact of negative body image on overall life satisfaction and mental health.

Keywords: *satisfaction, life satisfaction, body image.*



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INTRODUCTION

According to the Omani Ministry of Health, more than half of all adult Omani citizens are obese (2021). In the context of schooling, obesity was the source of significant emotional distress as well as severe negative effects on physical health. The level of health education that schoolchildren and teachers possess can be affected by obesity. Since teachers have a significant influence on how students form their body image, attitudes, and behaviors (Gori & Viebig, 2017; Kestere & Kalke, 2018), it is essential to ensure that they have the necessary skills (Gori & Viebig, 2017). Negative attitudes and behaviors, such as unhappiness with one's physique, dieting, eating disorders, and excessive exercise, can have an effect on the connection between teachers and students. It is interesting to note that teachers are required to behave in a way that would make their pupils look up to them (Yager & McLean, 2020). On the other hand, these teachers plainly replicate their own behaviour and viewpoint on life in front of their students. According to Z. Yager and J. O'Dea (2009) there is reason for concern over the possibility that teachers' incorrect and damaging attitudes, ideas, and behaviors might be conveyed to their pupils either intentionally or subconsciously. Additionally, unhealthy and unsatisfactory body views may lead to lower self-perceptions (self-efficacy and self-esteem) (Ouyang et al., 2020) This may have a negative influence on student academic success (Yager & O'Dea, 2010). Because teachers are the backbone of the education system, it is essential for them to maintain strong mental and physical health, besides having a well-rounded and balanced personality that demonstrates an adequate level of overall contentment.

Even in the modern era, school administrators, parents, and academics are concerned about the outward look of educators and teachers. For instance, researchers on teacher image believe that their dress codes are a way to promote professionalism, improve the classroom learning environment, and emphasize the importance of their status in the educational (Raspovic, Prichard, Yager, & Hart, 2020; Yager, Diedrichs, Ricciardelli, & Halliwell, 2013; Yager & McLean, 2020; Zali Yager & Jennifer O'Dea, 2009; Yager & O'Dea, 2010) According to Kestere and Kalke (2018) and Yager and O'Dea (2010), the indications for establishing the ideal teacher image were identified in the media, and corresponding resources were supplied in textbooks for students and instructors, as well as during activities held at schools, clubs, and libraries.

Because of the nature of the school work environment, however, teachers are especially susceptible to conditions such as anxiety and depression (Besse, Howard, Gonzalez, & Howard, 2015). School atmosphere and culture contribute to the development of these symptoms, which in turn affect a person's level of happiness in life (Murniarti et al., 2020); teachers' subjective levels of well-being influence the amount of effort they put into their jobs (Ngui & Lay, 2020; Rahm & Heise, 2019).

It is acknowledged that the educational settings for teachers provide an ideal environment for implementing preventative programs designed to assist children. This is because the vast majority of pupils are enrolled in schools, and most of those institutions have developed referral channels for handling mental health difficulties (Yager et al., 2020). More than a third of young people will initially seek care for mental health disorders while they are still enrolled in school, as stated by the World Health Organization (WHO). In addition, many schools are now adopting a proactive and preventative approach to student well-being because students spend the majority of their waking time in schools (Yager et al., 2020). At the same time, school administrators and teachers have come to recognize that schools are more than just places of academic learning and achievement; rather, they are also places where student welfare and mental health are important considerations. This is because schools are now seen as multi-purpose institutions (Beames, Christensen, & Werner-Seidler, 2021).

The main problem addressed by this research is that studies show how teacher health is susceptible to body image problems, which in turn impact the teacher's sense of self-worth, confidence, and capacity to instruct (Kestere & Kalke, 2018). Students view their teachers as role models, and teachers have responsibility for ensuring students have access to a curriculum that encourages healthy self-esteem and positive body image. Students look up to healthy teachers as role models. The teachers' job may become more difficult when their own concerns about their own body image have an effect, either directly or indirectly, on their students' body image (Kestere & Kalke, 2018). Previous studies have shown that analyzing body image and its consequences on self-assessment influences the viewpoint of an individual and is of significant interest to researchers all over the world. This is because previous studies have shown that body image impacts self-esteem. It has been determined that the most important predictor of results in terms of self-efficacy, self-esteem, and even academic success is one's perception of one's own body (McKown, 2017). As a consequence of this, the students' perceptions of their own bodies impact on their behaviors and choices they make (Piko, Obál, & Mellor, 2020).

Very little study has been conducted in this field, despite very little being known about the impact of negative body image on life satisfaction among teachers in positions of authority at their respective institutions. According Slade (1994), body image is influenced by more than simply peoples' impression of themselves. The cognitive, emotional, and behavioral aspects of a person have a significant impact on the assertions and evaluations that person makes concerning physical appearance. Slade (1994) noted that a person's body image is a fluid mental construct susceptible to influence from a wide variety of external factors. Some of these factors include previous encounters with obesity in addition to cultural and societal norms. Body dissatisfaction, which is frequently directed at a body that does not conform to widely accepted societal ideals of lean and muscular structure for men and slim bodies for women, may contribute to decisions not to participate in intellectual and physical activities. This is because body dissatisfaction is frequently directed at a body that does not conform to widely accepted societal ideals of lean and muscular structure for men (Crosnoe, 2007).

Also, very little research has been done on impact of negative body image on life satisfaction among instructors. According to Slade (1994), one's contentions and evaluations made regarding one's body are heavily affected by body image., Encouraging people to have a better body image regardless of their own size and appearance will change many aspects of their lives. It will allow them to devote more attention and time to other important aspects of life, such as jobs, relationships, and even recreation and satisfaction, which will result in increased overall life satisfaction. People with positive body image are more likely to advance their professional growth and well-being besides being self-assured, presuming that they should look visually appealing. This can lead to increased participation in social and physical activities, which can ultimately result in a richer and more complete Life (Kates, 2007; Soulliard & Vander Wal, 2019).

Despite the negative effects that being overweight and obese may have on one's health, as well as the growing prevalence of obesity among adults in the Omani community (Divecha, Simon, Asaad, & Tayyab, 2021; Mabry, Al Siyabi, Kannan, & Al Siyabi, 2020), it is difficult to find research on this subject conducted with participants from the teaching community. Such study ought to be carried out to foster a better understanding of the behaviors associated with a healthy lifestyle and to develop ways for enhancing both the quality of one's life and one's sense of contentment with one's body. As a result of this, study is needed among teachers to determine the modifiable factors that influence their lifestyle status.

LITERATURE REVIEW

Several studies show that individuals' perception of their own body is an excellent indicator of their overall happiness level. This is due to the severe effects that having a poor body image may have on a person's behavioral, physical, and mental health (Atkins, Campoli, Havens, Abraham, & Gillum, 2018). It is still a common issue, as it concerns the whole-body image influence on behavior (Sobrinobazaga & Rabito-Alcón, 2018). Obese people frequently experience discrimination, humiliation, and inequity due to their weight in a variety of contexts. These contexts include schools, workplaces, and healthcare facilities, as well as interpersonal and romantic relationships, and media portrayals of overweight people. They frequently suffer a number of social consequences as a result of weight stigma, such as unsuccessful attempts to manage their weight and public humiliation. They are often stigmatised because of their weight.

It has been noted that body image impacts both men and women and is transmitted by family members, parents, the general population, and fitness practitioners (Puhl & King, 2013). According to Kokkoris (Kokkoris & Kühnen, 2013), a conventional look in Western civilization is centered on thinness, which is associated with the desirable attributes of elegance, youthfulness, and self-actualization. For a very long time, Western culture has actively pushed women to be dissatisfied with their bodies and to emphasize on external elements of themselves than the internal components. This perspective is gaining ground in a number of Arab countries as a direct result of present-day imperialism in geographically isolated regions. At this time, there is a phenomenal advancement in communications technology, as well as a liberalization of sociocultural norms in advertising. Both of these trends are occurring concurrently. These advances have made a significant contribution to establishing a desirable body image that is difficult for the typical population to achieve. Many people have a poor perception of their bodies and low levels of self-esteem as a direct result of the pressure to attain the "perfect" and ideal physical look desired by society and social media (Bagautdinova, 2018).

The situation described, however, may differ within the same cultures and in the cultures of different communities, such as the Gulf region and African countries. This is because Arab women were largely able to consume food and appreciate their dishes, which resulted in an intensified propensity to collect calories and become obese without regard to societal norms to remain thin (Keshk, Fahim, Hassan, Boulos, & Sector, 2019). In addition, the habit of accepting and supporting overweight females might be an obstacle to weight loss owing to personal and societal context as well as the acknowledgement of body image issues. On the other hand, a higher body mass index (BMI) is indicative of poor self-control, inactivity, a lack of willpower, and slothfulness (Grogan et al., 2019; Puhl & King, 2013).

According to the sociocultural theory of body perception, culture plays a critical role in understanding how people see their bodies (Krems & Neuberg, 2021), with race influencing acceptable body image perceptions as well as the significance of such norms for individuals (Smolak & Thompson, 2009). Each culture defines an ideal body image, and the cultural definitions influence people's perceptions of their own bodies (Krems & Neuberg, 2021). The criteria of physical attractiveness may also vary. Rapid socio-cultural revolutions and lifestyle changes in Arab countries have been influenced by Western body image standards. This indicates that sociocultural variations in body image perception occur across different nations (Haddad et al., 2021). Thus, if the individuals' body image is one of the characteristics influenced by their culture, it is difficult to generalize the findings of previous Western studies to the Eastern and Gulf societies. This is mainly because customs, traditions, and Islamic religion play an important role in individual perceptions.

In addition, unhappiness with one's body image can be brought on by a variety of psychological, physiological, and social issues, and it is partially caused by our distorted perceptions of ourselves and our physical bodies (Cash, 2012). This concept is most frequently discussed in works related to the presentation of the body, specifically in terms of a contrast between the actual picture and the ideal image. As a result, it is possible for it to arise as a consequence of an individual being underweight in males or overweight in females (Albuquerque et al., 2021). This prevalent problem is concerning since one of the primary risk factors for eating disorders is a person's perception of self-worth, which is based on their physical appearance. (Adams, Tyler, Calogero, & Lee, 2017; Dunn, Hood, & Owens, 2019; Sabik, Falat, & Magagnos, 2020).

When individuals feel that their present body does not correspond to the model of their culture, societal background, or media values, they are more likely to be dissatisfied (Joo et al., 2018). As a result, there is an inhibition of healthier lifestyle behaviors such as physical exercise, as well as an increased risk of obesity and weight problems (Calcaterra et al., 2021; Mollaioli et al., 2020; Sarni, Kochi, & Suano-Souza, 2021).

Issues such as obesity and weight problems have existed for a long time among teachers. According to Wilmore (2007), teachers and educators communicate much more effectively about who they are than what they say. Hence, a physical or health educator's appearance may influence student learning and physical activity. It is difficult to expect pupils to take care of their health, live active lives, and perform competently when their teachers are unfit, sedentary, and under-skilled (Mitchell & Hegde, 2007). In other words, teachers should mirror the qualities they teach, be good role models, and display a fit physical appearance (Kestere & Kalke, 2018). Healthy body image, for example, may be conditioned and linked to physical activity behavior (Kantanista, Król-Zielińska, Borowiec, & Osiński, 2017; Sundgot-Borgen et al., 2018), which motivates one to exercise (Homan & Tylka, 2014). Several studies have shown an inverse relationship between physical activity and illness prevalence (Tavakol et al., 2021), as well as a favorable relationship between exercising frequently and body image satisfaction (Homan & Tylka, 2014). Thus, investigating these relationships, especially among Omani participants, is timely, given the social and economic transformation in the Sultanate of Oman, as well as the changing lifestyle trend that has significantly contributed to an inactive lifestyle (Divecha et al., 2021; Mabry et al., 2020).

Several studies have found that students who participated in a circuit weight training program were both physically stronger and had considerably improved body image evaluations after completing the program (Liu, Li, Jin, Xiao, & Wuyun, 2021). Physical exercise can be emphasized at all levels of life as people have a physiological motive to walk. During this stage, adults undergo several physical and psychological shifts. As a result, it is essential to encourage students to lead an active lifestyle in order to reap the benefits in developing a supportive relationship between body image and healthy activities (Kantanista et al., 2017; Sinclair & Myers, 2005; Sundgot-Borgen et al., 2018).

In conclusion, over the course of Arabic society, culture, and history, a thin body has been seen as unattractive. On the other hand, a fuller figure has been celebrated and regarded as a sign of maturity and good health over the course of time. During the last several decades, Arab nations have been subjected to tremendous cultural and economic changes. At the same time, these nations have been pressured to adopt Western lifestyles, including Western norms for body image and weight. This is comparable to the situation that has existed in a number of developing countries during the past few decades. These transformations have had an effect on the views and attitudes of young Arabs toward the standards and aims of Western culture, with some young Arabs now viewing thinness as a sign

of beauty and health, while others are disdainful of these ideas (Madanat, Lindsay, Hawks, & Ding, 2011).

METHODOLOGY

Research Design

The data for this research were gathered through a methodology known as a cross-sectional study. The most common kind of survey design utilized in education is called a cross-sectional research design, and it is a kind of quantitative study design involving a wide variety of participants. Before doing an analysis to look for connected or associated patterns, the data in cross-sectional research were collected at a certain time (Fraenkel, Wallen, & Hyun, 2012).

Participants

The participants in this study are 407 Omani female instructors ranging in age from 20 to 50 years old. The participants were picked at random. The replies of the participants were evaluated in order to test the predicted connection, which are as follows: there is a connection between the detrimental effects of poor body image and levels of life satisfaction.

Procedures

Before beginning this line of inquiry, we got in touch with the creator of the instrument to ensure we could use it with permission. After finishing the necessary paperwork associated with the request for clearance from the Department of Psychology, Faculty of Education, University of Malaya, and the Ministry of Education of Oman, the study procedure got underway. Because we needed to address research ethics, which involves the privacy of respondent data, the study objectives and scope were also explained to the participants.

Instrument

The Body Self-Image Questionnaire-Short Form (BSIQ-SF) (Joo et al., 2018) is a validated and accurate instrument for obtaining a multidimensional measure of body image. It was developed through a multistage, systematic phase that involved four factors. The responses were reported on a 5-point Likert scale and ranged from “Not at all true of myself”; “Slightly True of Myself”; “About Halfway True of Myself”; “Mostly True of Myself”; and “Completely True of Myself”. The Body Self-Image Questionnaire-Short Form (BSIQ-SF) Malay Version (Joo et al., 2018) is a validated and accurate instrument used by this study for identifying the negative perceptions of body image. The Negative Affect factor combines the effect of body appearance with negative mental well-being, which contributes to body insecurity and body image misperceptions. Misconceptions about one’s body appearance have a significant impact on physical, physiological, and emotional well-being. The first factor, titled “Negative Affect” on this scale assesses the impact of body perception on negative emotional well-being.

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Table 1. Body Self-image Questionnaire-Short form (BSIQ-SF) Negative Affect Subscale

A	NEGATIVE AFFECT
NA1	I think my body is unattractive.
NA2	I wish I were thinner.
NA3	I think my body looks fat in clothes.
NA4	My naked body makes me feel sad.
NA5	Being around good-looking people makes me feel bad about my body.
NA6	My body is overweight.
NA7	I feel depressed about my body.
NA8	Most days I feel bad about my body

In 1985, Diener developed the Satisfaction With Life Scale (SWLS) as a worldwide indication of a cognitive-judgmental manner (Diener, Emmons, Larsen, & Griffin, 1985) The Satisfaction with Life Scale responses were rated on a seven-point Likert-type scale, with 1 suggesting strongly disagreeing and 7 indicating strongly agreeing. This metric is made up of five statements: 1; In most ways, my life is close to my ideal. 2. The conditions of my life are excellent. 3: I am satisfied with my life. 4; So far, I have gotten the important things I want in life. 5; If I could live my life over, I would change almost nothing.

FINDINGS

First, the researchers calculated the mean and standard deviation to check the level of life satisfaction and negative affect of body Self-image for female teachers in Oman to know the level of life satisfaction and negative affect of body Self-image between Omani female teachers. The results are shown in the following Table 2.

Table 2. Mean and standard deviation for life satisfaction and negative affect of body Self-image between Omani female teachers

Items	Mean	standard deviation
NA1: I think my body is unattractive.	2.15	1.222
NA2: I wish I were thinner.	2.23	1.216
NA3: I think my body looks fat in clothes.	2.26	1.279
NA4: My naked body makes me feel sad.	2.66	1.436
NA5: Being around good-looking people makes me feel bad about my body.	2.10	1.342
NA6: My body is overweight.	2.02	1.320
NA7: I feel depressed about my body.	1.71	1.152
Negative affect of body Self-image	2.1643	1.048
LS1: In most ways, my life is close to my ideal.	4.87	1.460
LS2: The conditions of my life are excellent.	4.77	1.687
LS3: I am satisfied with my life	5.62	1.217

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LS4: So far, I have gotten the important things I want in life	5.98	1.019
LS5: If I could live my life over, I would change almost nothing.	5.64	1.151
Life Satisfaction	5.3749	.9673

Second, the correlation coefficient can range from -1 to +1, with -1 indicating a perfect negative correlation, +1 indicating a perfect positive correlation, and 0 indicating no correlation at all. The correlation between Life satisfaction and negative affect of body Self-image is shown in Table 3.

Table 3. Correlation coefficient

		Life_Satisfaction1	Negative_affect
Pearson	Life_Satisfaction1	1.000	-.150
Correlation	Negative_affect	-.150	1.000
Sig. (1-tailed)	Life_Satisfaction1	.	.001
	Negative_affect	.001	.
N	Life_Satisfaction1	407	407
	Negative_affect	407	407

In Table 3 the Pearson correlation between life satisfaction and negative affect of body self-image was -0.150 meaning a negative relationship exists between life satisfaction and negative affect of body self-image among Omani female teachers. A Pearson correlation coefficient was computed to assess the linear relationship between life satisfaction and negative body self-image among Omani female teachers. There was a significant negative correlation between the two variables, $r(407) = -0.150, p = .002$.

The outputs in Table 4 show the model summary and overall fit statistics. We find that the adjusted R^2 of our model is 0.020 with the $R^2 = .023$ that means that the linear regression explains 2.3% of the variance in the data. The Durbin-Watson $d = 2.323$, which is between the two critical values of 1.5.

Table 4. Model Summary

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig.
1	.150 ^a	.023	.020	.95758	.023	9.353	1	40	.002

Table 5 displays results of the ANOVA test. linear regression's F -test has the null hypothesis that there is no linear relationship between life satisfaction and negative affect of body self-image among Omani female teachers. (in other words $R^2 = 0$). With $F = 9.353$ and 406 degrees of freedom the test is highly significant, thus we can assume that there is a linear relationship between the life satisfaction and negative affect of body self-image among Omani female teachers.

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Table 5. ANOVA Test

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.577	1	8.577	9.353	.002 ^b
	Residual	371.368	405	.917		
	Total	379.944	406			

Table 6 shows the regression coefficients, the intercept and the significance of all coefficients and the intercept in the model. In our linear regression analysis, the test tests the null hypothesis that the coefficient is 0.000. The *t*-test ($t = -3.058$) finds that both intercept and variable are highly significant ($p = 0.002$). However, the linear regression analysis was used to test if the negative affect of body self-image significantly predicted life satisfaction among Omani female teachers. The results of the regression indicated the two predictors explained 2.3% of the variance ($R^2 = .023$, $F(1, 405) = 9.353$, $p < .05$). It was found that negative affect of body self-image significantly influenced life satisfaction ($\beta = -.150$, $p < .001$).

Table 6. Coefficients

		Coefficients ^a							Correlation
Model	Standardized Coefficient	t	Sig.	B	95.0% Confidence Interval for B	Zero-order	Partial	Part	
	R				Lower Bound	Upper Bound			
1		52.09	.000	5.461	5.88				
(Constant)									
Negative affect	-.139	-3.05	.002	-.228	-.049	-.150	-.150	-.150	

Table 6 also includes the Beta weights (which express the relative importance of independent variables) and the collinearity statistics. However, since we have only one independent variable in our analysis, we do not pay attention to those values. The last thing we need to check is the homoscedasticity and normality of residuals. The histogram indicates that the residuals approximate

a normal distribution. The P-P-Plot of z^*_{pred} and z^*_{presid} show that in our linear regression analysis there is no tendency in the error terms. These are shown in Figures 1 and 2.

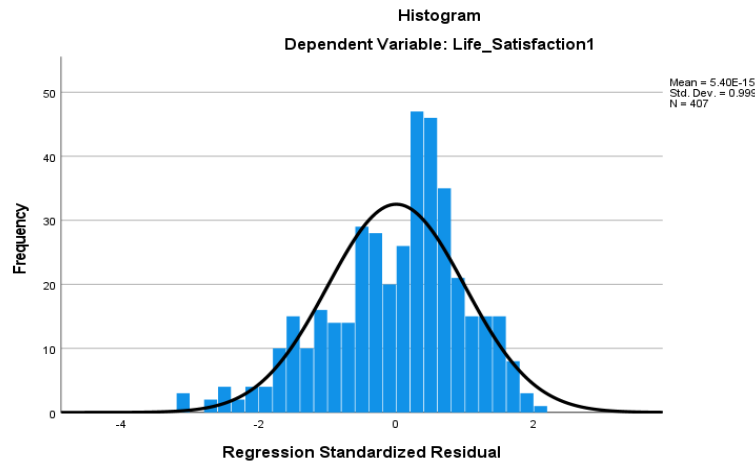


Figure 1. Histogram for Regression Standardized Residual

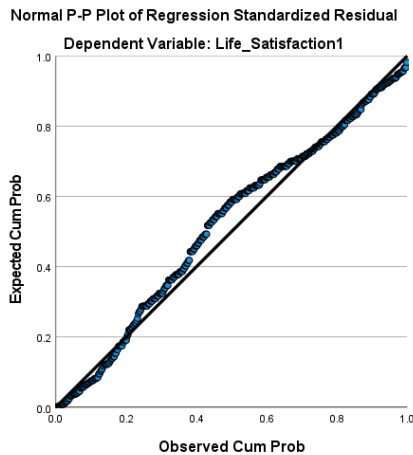


Figure 2. Normal P-P Plot of Regression

DISCUSSION AND CONCLUSION

The study attempted to explain the relationship between teacher negative affect of self body image and general life satisfaction in order to recommend interventions based on the current results in the Omani context as well as in other countries. Investigating body image dissatisfaction is a critical task that should be undertaken at any time and in any place. According to the current findings, teachers who were dissatisfied with their body image had a negative life satisfaction. Our findings are consistent with previous research, which found that body image dissatisfaction lowers self-esteem and life satisfaction (Castelli, 2011).

Previous research has shown that one's negative body image has a positive relationship with suicidal intent and poor weight regulation (Stice, Rohde, Durant, & Shaw, 2012). Bacevičienė, Rėklaitienė, and

Tamošiūnas (2009) discovered that overweight women had a lower overall quality of life and that obese people were less satisfied with their appearance than people of normal weight.

When people have a negative body image, it can have a negative impact on their personal life in a variety of ways. This is because life satisfaction can be divided into several components, including job, family, and relationship satisfaction. This dissatisfaction with and misperception of the perfect body has previously been linked to low self-esteem, strict diets, and unhealthy eating habits, all of which have a negative impact on life satisfaction (Canpolat, Orsel, Akdemir, & Ozbay, 2005). The current study findings support this conclusion: when one's self-perception is negative, one's life satisfaction is negatively impacted. According to Betz et al. (2019), negative body image perception constantly emphasized in the media leads to unhealthy behaviors such as excessive dieting and surgical intervention (Eftekhar et al., 2019).

Life satisfaction is one of the fundamental factors that a person should have to be happy and find meaning in life (Diener, Emmons, Larsen, & Griffin, 1985; Sar, Isiklar, & Aydogan, 2012). People with greater life satisfaction have fewer behavioral and emotional issues (Suldo & Huebner, 2006). Thus, life satisfaction is a critical psychological characteristic and a key sign of psychological growth. Life satisfaction of teacher candidates, however, is poor, and those who mistakenly choose their area of study are depressed (Gündoğar, Gül, Uskun, Demirci, & Keçeci, 2007). In an increasing number of cases, the life satisfaction of teacher candidates is regarded as significant as they influence many individuals and their educational results. Student engagement, instructional techniques and class management efficacy, and overall self-efficacy were correlated with teacher life satisfaction. Thus, it is critical to research characteristics that will boost teacher life satisfaction. Moreover, level of satisfaction experienced by teachers has a significant bearing on educational system effectiveness. A high degree of life satisfaction will lead to improved performance at work and have a positive influence on the lives of others. Teachers with a high degree of life satisfaction have a better chance of being successful, and the way they work could be more beneficial to student personal development (Murniarti, Sihotang, & Rangka, 2020).

One of the primary aims of this research was to look at the relationship between teacher body image and life satisfaction. While the reach of this study is limited here, potential studies could uncover additional implementations in other fields. The data recording teacher perception of body image was limited in the literature. Therefore, further research to determine the impact of teacher perceptions of their bodies on student perceptions of their own bodies is highly recommended. Moreover, studies on how teacher body image may affect the teaching and learning processes are recommended.

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