

EXAMINING SOCIAL PHYSIQUE ANXIETY, SELF-IMAGE AND SEXUAL COERCION AS DETERMINANT OF EARLY DEBUT AMONG FEMALE STUDENTS IN SECONDARY SCHOOL IN OGUN STATE

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Abstract

The study examines the social physique anxiety, self-image and sexual coercion as determinant of early debut among female students in secondary school in Ogun State. This study employed descriptive survey research design where questionnaire was used to acquire necessary data for the research work. Population comprises of all secondary school female students in Abeokuta South Local Government, Ogun State. Simple random sampling technique was used to select 5 secondary schools, 20 students were randomly selected from each of the chosen school to make a total of 100 as sample for study. The research instrument used for the study was a questionnaire. Two research questions were answered for the study. The data collected were analyzed with the use of simple percentage, mean and standard deviation statistical tools. The result revealed that social physique anxiety, self-image and sexual coercion are essential factors that could determine the early debut and degrees of academic self-efficacy among female secondary school students. It was therefore recommended that since, sexual coercion and social physique anxiety reported negative relationships with academic self-efficacy, finding measures to reduce their occurrence could increase academic self-efficacy of female students, academic self-efficacy training programmes should therefore be included in orientation programmes and curriculum of the students.

Keywords: Social physique anxiety, Self-image, Sexual coercion, Early debut, Female students

Introduction

Preliminary research indicates that self-presentation may be an important determinant of physical activity, in which self-presentation may affect people exercise cognitions, attitudes, and behaviours. Self-presentation is the process by which people attempt to control and monitor how they are perceived and evaluated by others. That is, people generally want others to view them in desirable ways. Thus, they attempt to control the inferences

made by others by only presenting information about them that will bring about the desired impression, while hiding things that would be inconsistent with this desired image (Leary et al, 2009). The impressions that we make on other individuals affects how they treat us; therefore, self-presentation underlies most of our social interactions. Some people, however, are more apprehensive about incurring negative evaluation, and thus, they are more prone to self-presentational concerns than their less apprehensive counterparts (Hausenblas& Fallon 2004).

Self-presentation theory has been advanced significantly by the study of SPA in exercise settings. In recently years, researchers have studied about psychological characteristics like social physique anxiety (SPA) and satisfaction of body image and relationship between these psychological characteristics and physical activity (Hausenblas and Fallon2002). Although there is a considerable literature examining the effects of physical activity on various aspects of psychological function, the social physique anxiety construct has largely been employed to understand exercise participation motives and preferences in younger adults. Anxiety of outside body image is a reason that influences participation to physical activity and selection of the type physical activity (Russelland Cox2003).

There are two general predictors of self-image among secondary school female students and undergraduate have been postulated. These predictors among others are social physique anxiety and sexual coercion. Female students in Nigerian secondary school may be prone to self-image problems due to social physique anxiety and sexual coercion.

Social anxiety that is developed when youths are in their teens led to the concept of social physique anxiety. Teenagers frequently focus on their physical development, following feedback from their friends as they interact daily. Social physique anxiety is an anxiety resulting from when people feel unsatisfied with their bodies and they worry about negative feedback from others (Struckman-Johnson & Anderson (2003). The concept of social physique anxiety was introduced to represent the anxiety instead of the human concerns that reflect a person's ability to achieve particular behaviour and present the expected body image.

It has been demonstrated that social physique anxiety is a strong determinant of early debut among female students (Crawford & Eklund, 1994).According to Crawford and Eklund (1994), most girls create unrealistic goals to achieve their ideal body images. Whenever they are dissatisfied with their body shapes, however, they choose not to participate in school work. In other words, the female student will perceive ahigh-level of social physique anxiety that tends to decrease their participation in academic work and

introduce them to various ill behaviour or social vices with the resultant effect that their aspirations become unfulfilled. Social physique anxiety can be a potential barrier to personal involvement in academics because it concerns identity. Some researchers have emphasized the problems of distorted body image and dissatisfaction with body weight as products of pressure (Powel & Hendricks, 1999).

According to Bain and McAuley (1996), a woman will have a high-level social physique anxiety that could make her blind to other attractive body images if she didn't have continence presenting her expectative image. It is the reason why women tend to focus on losing weight quickly even at the expense of academic goals. In other words, the intention is to decrease their social physique anxiety by losing weight. Nevertheless, they generally would not forget the real reason and or purpose of being in the school. Social physique anxiety, therefore, is a psychological factor that controls their perceptions or cognitions, for example, their self-presentational efficacy in class activities (Balogun, 2013).

Arkin (2011) had postulated that when people believe they don't have the ability to present perfect images, they intentionally escape social evaluation. In other words, female student's in Nigerian secondary school may utilize escapism to protect their self-esteem and avoid showing themselves in public and classes, school activities like sport, orientation programmes, study habit induction and contribution to classroom tasks. Hence, there will be a cycle of events. When a female undergraduate student doesn't have enough presentational efficacies, she will exhibit social physique anxiety and refuse to participate in school activities, which will produce disturbing emotions related to their body images and make them even fatter and reluctant in academic work.

Sexual coercion may be another determinant of early debut among female students. Sexual coercion is in the continuum of sexually aggressive behaviour which result in raping (Adediran, 2019). This continuum includes many harmful and aggressive acts such as rape, sexual abuse and sexual assault. Sexual coercion is different from the others on the continuum because of its subtitles. The best definition' of sexual coercion, offered operationally, is a tactic of post refusal sexual persistence with someone who has already refused. It is the act of using pressure, alcohol or drugs or force to have sexual contact with a non-willing individual (Conroy & Motl, 2003).

Sexual coercion involves the act of using pressure such as kicking and slapping the victim, holding the victim down. Threatening to use physical force, utilizing peer pressure and even using the position of authority over the victim to have sexual contact is also regarded as sexual coercion. Use of

alcohol or drugs to loosen a woman's inhibitions and to take advantage of the drunken state to have sexual contact is also regarded as sexual coercion. Use of sexual contacts such as kissing, caressing, petting, genital touching and any other sexually laden behaviour that makes the victim feels uncomfortable are all aspects of sexual coercion (Adediran & Lijadu, 2018). Sexual coercion is also a combination of all measures such as verbal and emotional pressure and drugs and alcohol, which makes difficult for the victim to dissent. Sexual coercion may disturb female students' academic performance when it involves any of the types of sexual coercion which may come as flashbacks, feelings of sexual regression and disturbed emotions during school hours (Eklund & Crawford 2014).

Social physique and sexual coercion according Johnson and Balogun (2015) are things of concern to all and sundry. Social physiques anxiety and sexual coercion cause emotional and psychological damage on many females' students in our Nigerian secondary schools, and this will eventually lead to poor academic performance and unfulfilled expectations. It leads to a destruction of academic work or progress of academic work. It may bring about redundancy in the development and growth of the school as it disorganizes, disrupts and delays the attainment of already laid down educational goals and plans of a student.

Purpose of the Study

The main objective of the research was to examining the social physique anxiety, self-image and sexual coercion as determinant of early debut among female students in secondary school in Ogun State. Specifically the study aims at:

1. identifying social physique anxiety predict the early debut and academic of female secondary school students in Ogun State?
2. identifying significant composite effects of self-image, sexual coercion and academic self-efficacy female secondary school students in Ogun State?

Research Questions

1. To what extent does social physique anxiety predict the early debut and academic of female secondary school students in Ogun State?
2. What are the significant composite effects of self-image, sexual coercion and academic self-efficacy female secondary school students in Ogun State?

Methodology

The study adopted a descriptive survey research design. Population comprises of all secondary school teachers in Abeokuta South Local Government, Ogun State. Simple random sampling technique was used to select 5 secondary schools, 20 students were randomly selected from each of the chosen school to make a total of 100 as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items on the main title of the study. The instrument was given to experts in measurement and evaluation department for construct and content validation. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage, mean and standard deviation statistical tools.

Data Analysis and Results Presentation

Research Question One: To what extent does social physique anxiety predict the early debut and academic of female secondary school students in Ogun State?

S/N	ITEMS	YES		NO		Mean (\bar{x})	S.D
		Freq (N)	Percent (%)	Freq (N)	Percent (%)		
1.	My physique make me nervous in certain social settings	96.00	96.00	4.00	4.00	3.5	.78
2.	My social physique anxiety introduce me to social vices.	52.00	52.00	48.00	48.00	3.4	.76
3.	Social physique anxiety decrease the student's interest in social activities participation.	84.00	84.00	16.00	16.00	3.7	.75
Overall Total		Mean (\bar{x}) = 3.54 and STD = 0.78					

Results in table 1 above show the question statement that to what extent does social physique anxiety predict the early debut and academic of female secondary school students in Ogun State. This findings indicate students physique make them nervous in certain social settings(\bar{x} = 3.5, SD = 0.78), students social physique anxiety introduce them to social vices (\bar{x} = 3.4, SD = 0.76) and social physique anxiety decrease the students interest in social activities participation(\bar{x} = 3.7, SD = 0.75)This reveals that the mean and

standard deviation of the items listed above is very high showing the extent does social physique anxiety predict the early debut and academic of female secondary school students in Ogun State. The result is in line with the findings of Crawford & Eklund, (1994) who says that it has been demonstrated that social physique anxiety is a strong determinant of early debut among female students. According to Crawford and Eklund (1994), most girls create unrealistic goals to achieve their ideal body images. Whenever they are dissatisfied with their body shapes, however, they choose not to participate in school work. In other words, the female student will perceive a high-level of social physique anxiety that tends to decrease their participation in academic work and introduce them to various ill behaviour or social vices with the resultant effect that their aspirations become unfulfilled. Social physique anxiety can be a potential barrier to personal involvement in academics because it concerns identity. Some researchers have emphasized the problems of distorted body image and dissatisfaction with body weight as products of pressure.

Research Question Two: What are the significant composite effects of self-image, sexual coercion and academic self-efficacy female secondary school students in Ogun State?

S/N	ITEMS	YES		NO		Mean (\bar{x})	S.D
		Freq (N)	Percent (%)	Freq (N)	Percent (%)		
1.	Sexual coercion affects individuals' belief of performing adequately in an academic task.	64.00	64.00	36.00	36.00	3.7	.79
2.	Coercive sex may lead to adverse reproductive health outcomes.	46.00	46.00	54.00	54.00	3.6	.78
3.	Sexual coercion may disturb female students' academic performance when it involves any of the types of sexual coercion.	50.00	50.00	50.00	50.00	3.4	.76
Overall Total		Mean (\bar{x}) = 3.56 and STD = 0.78					

Results in table 1 above show the question statement that what are the significant composite effects of self-image, sexual coercion and academic self-efficacy female secondary school students in Ogun State? This findings indicate that sexual coercion affects individuals' belief of performing adequately in an academic task ($\bar{x} = 3.7$, $SD = 0.79$), coercive sex may lead to adverse reproductive health outcomes. ($\bar{x} = 3.6$, $SD = 0.78$), and sexual coercion may disturb female students' academic performance when it involves any of the types of sexual coercion($\bar{x} = 3.4$, $SD = 0.76$).This reveals that the mean and standard deviation of the items listed above is very high showing the significant composite effects of self-image, sexual coercion and academic self-efficacy female secondary school students in Ogun State. Thus, the findings agreed with (Powel & Hendricks, 1996) which observed that a number of studies had emphasized the problem of distorted body image and dissatisfaction with body weight as products of pressure. The findings of this study also revealed that there was a significant influence of sexual coercion on academic self-efficacy among female undergraduate in Nigeria universities. It clearly showed that female undergraduate students recognized the influence of alcohol or drugs, sexual contact and sexual coercion on academic self-efficacy. The respondents agreed that sexual coercion could lead to flashbacks, emotional pains and disturbed feelings of sexual feelings during lectures thereby hindering their academic performance.

Conclusion

Nowadays, people want to present socially desirable traits. On the other hand; they worry that their figures will receive an evaluation from others. Therefore, they choose to escape from school activities that could show their actual picture. This is overvaluing of others evaluation of their bodies which leads to low-level of social physique anxiety resulting to unmet academic needs. Sexual coercion can take place in any form. All the same, the sexually coerced female can still be managed by counselors to bring her back to normal life. The study has shown that, social physique anxiety, self-image and sexual coercion are essential factors that could determine the early debut and degrees of academic self-efficacy among female secondary school students.

Recommendations

In light of the findings made in the study, the following recommendations are made.

1. That family bonding associative activities should be encouraged.

2. That family vacations, picnics, reunion parties and field trips with female student should be encouraged.
3. Since, sexual coercion and social physique anxiety reported negative relationships with academic self-efficacy finding measures to reduce their occurrence could increase academic self-efficacy of female students.
4. That training programmes, seminars and workshops geared towards advancing the adverse effect of these factors should be engaged.
5. Female students should be trained early in their academic career to believe in their self and their capabilities.
6. Regional education bureau should include in the curriculum (education about reproductive health and sexuality, how to challenge traditional gender norms and create new models of healthy relationship should be included in the curriculum and started from elementary).
7. Legal body should Implementing the existing legal punishment and should raising the awareness of policy-making bodies about the prevalence and consequent of sexual coercion.
8. In addition academic self-efficacy training programmes should be included in orientation programmes and curriculum of the student

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