

# RESEARCH BRIEF

## BODY IMAGE & THE CLASSROOM (PARTICIPANT POOL FALL 2018)

During the Fall 2018 term, 211 undergraduate students in **EDU 210** at the University of Alberta completed a questionnaire designed to measure the interplay of their feelings about their body, their emotions experienced in the classroom, and their levels of perceived academic stress. Below are some highlights of a few of the findings. Any questions or comments can be directed to [chazan@ualberta.ca](mailto:chazan@ualberta.ca)

### How do students' feelings about their bodies impact **classroom work**?

Students with greater amounts of body dissatisfaction also had more difficulty concentrating in class and spent less time on their schoolwork due to **appearance, exercise, and food-related anxieties**

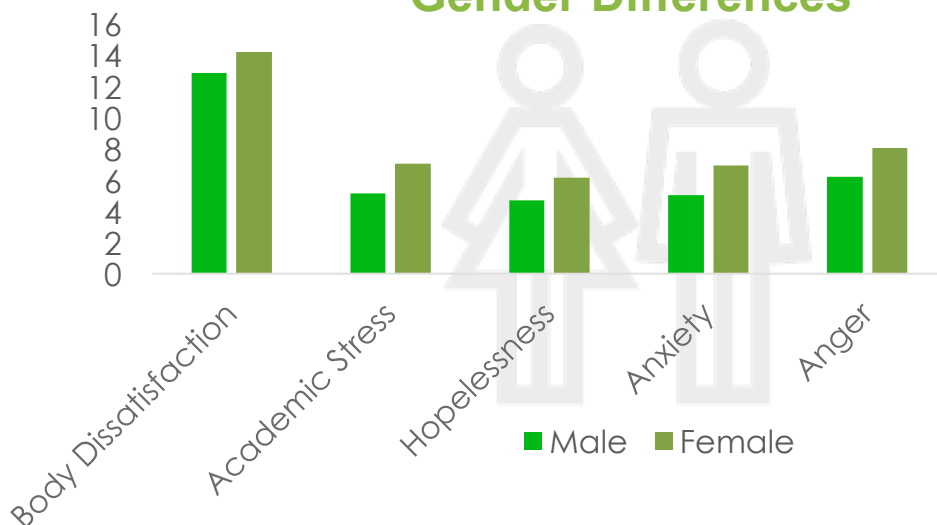
### How do body image and stress affect **classroom emotions**?



Students were more likely to feel **hopeless, anxiety, shame, and anger** in the classroom if they reported higher levels of body dissatisfaction and academic stress. These were also associated with fewer feelings of **pride and enjoyment**.



### Gender Differences



Females displayed significantly more body dissatisfaction, academic stress, hopelessness, anxiety, and anger than males.