

PSYCHOLOGICAL ASPECTS AND LEVEL OF PHYSICAL ACTIVITY OF FEMALE STUDENTS OF PHYSICAL EDUCATION, DANCE AND RHYTHMIC GYMNASTICS

ASPECTOS PSICOLÓGICOS E NÍVEL DE ATIVIDADE FÍSICA DE ALUNAS DE EDUCAÇÃO FÍSICA, DANÇA E GINÁSTICA RÍTMICA

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RESUMO

Objetivo: Comparar escolares do sexo feminino praticantes de Educação Física, dança e ginástica rítmica de acordo com os aspectos psicológicos (motivação, otimismo, autoconceito, imagem corporal) e nível de atividade física. **Método:** Estudo de delineamento transversal no qual foram alocadas 90 escolares de 7 a 12 ($9,5 \pm 1,4$) anos e seus respectivos pais e/ou responsáveis. Fez-se uso de dois questionários autoaplicáveis em forma individual: um para os pais e/ou responsáveis (Escala de Estrato econômico) e outro para as escolares: a) Informações Gerais; b) Motivação (QMAD); c) Otimismo (CASQ) d) Nível de Atividade Física (PAC-C); e) Autoconceito (EAC-IJ) e f) Imagem Corporal (Escala de Silhuetas Kakeshita). **Resultado:** Houve valores significativos para o nível de AF, no qual 100% ($p=0,038$) das praticantes de GR eram ativas. Além disso, 62,1% estavam insatisfeitas com a imagem corporal, desejando diminuí-la e 87,8% se mostravam pessimistas. **Conclusões:** Sugere-se que ambos os grupos se destacaram apresentando um alto índice de escolares ativas fisicamente; em contrapartida, um escore elevado para o baixo autoconceito. O maior índice de motivação foi para as praticantes de dança e a maior insatisfação com a imagem corporal para as praticantes de GR. O pessimismo, sendo uma variável que surpreendeu em ambos os grupos, revelou importância ao ser investigado.

Palavras-chave: Aspectos Psicológicos. Atividade motora. Dança. Escolares. Ginástica Rítmica

ABSTRACT

Objective: To compare female students practicing Physical Education, dance and rhythmic gymnastics according to psychological aspects (motivation, optimism, self-concept, body image) and physical activity level. **Methods:** Cross-sectional study in which 90 students aged 7 to 12 (9.5 ± 1.4) years and their respective parents and / or guardians were allocated. Two self-administered questionnaires were used individually: one for parents and / or guardians (Education - Economic strata) and another for school children: a)General Information; b)Motivation (QMAD); c)Optimism (CASQ) d)Physical Activity Level (PAC-C); e)Self-concept (EAC-IJ) and f) Body Image (Kakeshita Silhouettes Scale). **Results:** There were significant values for the level of PA, in which 100% ($p = 0.038$) of RG practitioners were active. In addition, 62.1% were dissatisfied with their body image, wishing to reduce it and 87.8% were pessimistic. **Conclusions:** It is suggested that both groups stood out with a high rate of physically active students; on the other hand, a high score for low self-concept. The highest motivation index was for dance practitioners and the highest dissatisfaction with body image for RG practitioners. Pessimism, being a variable that surprised both groups, revealed its importance when investigated.

Keywords: Psychological Aspects. Motor Activity. Dance. Schoolchildren. Rhythmic Gymnastics.

Introduction

In Physical Education, the use of body language together with representations and creations made from the uses of the body add up to the child's educational process, when in the practice of this discipline, self-knowledge develops¹. As artistic expressions and manifestations of the body culture of movement, rhythmic gymnastics (RG) and dance bring in their practices signs, records and knowledge that are part of the reality and culture in which they live².

The GR brings exposure and delivery of the body, when in its sports practice, aesthetics and beauty are evidenced, placing the self-concept and body image of the practitioners of the sport to be explored³. Dance, in an extra-class environment, in addition to its aesthetic characteristics, brings opportunities for new interpersonal relationships, when it intervenes with the idea of experimentation, self-knowledge, creation of affection and new opportunities for

bodily experiences⁴. Thinking of a healthy body, there are directly linked to physical activity (PA), some psychological aspects that can for example improve interest in practices, such as motivation in an intrinsic way, associated with self-determination⁵.

In addition, school Physical Education has an important role when it comes to increasing the level of PA of children and adolescents, bringing active practices, together with awareness of its importance within the school habit. Furthermore, the extra-class interventions offered in schools help by increasing the weekly hours of PA for this public, engaging students to remain active and generating an improvement in physical fitness focused on health⁶. Just like RG, dance develops, in addition to the acquisition of movement patterns, the improvement of motor skills already acquired and the interpersonal and intrapersonal relationships of children and / or adolescents¹.

In order to adapt to the literature on this topic, this study aims to help Physical Education teachers and students to use the practice of these contents in their classes (whether curricular or extra-class), recognizing their importance and understanding the influence of these psychological aspects mentioned above, in addition to the level of PA, comparing them with each other. Thus, the objective of the study is to compare female students practicing Physical Education, dance and rhythmic gymnastics according to the psychological aspects (motivation, optimism, self-concept, body image) and level of PA.

Methods

Cross-sectional study, with an intentional non-probabilistic sample consisting of 90 female students (9.5 ± 1.4 years), aged between six and twelve years, enrolled in an Application School (EDA) located in a southern city from Santa Catarina - Brazil. The school to which EDA is linked is the largest public school in this city, both in physical space, number of enrolled students and number of teachers and staff, reinforcing the reason for the choice. The students were divided into three groups: a) Group A, held only dance and Physical Education classes (regardless of the dance style); b) Group B, participated only in Physical Education and RG classes and c) Group C: they only performed Physical Education. Exclusion criteria: performance of other sports activities and the simultaneous participation of RG and dance.

The students participated in the research as volunteers, with authorization from the direction of the educational institution, parents and / or guardians and after signing the terms of free and informed consent and consent to the students. The consent terms were given to all students enrolled in the school in the mentioned age group, who performed dance and Physical Education; RG and dance and only Physical Education, totalling 250 terms, with only 90 terms signed by the parents and / or guardians returned, according to figure 1.

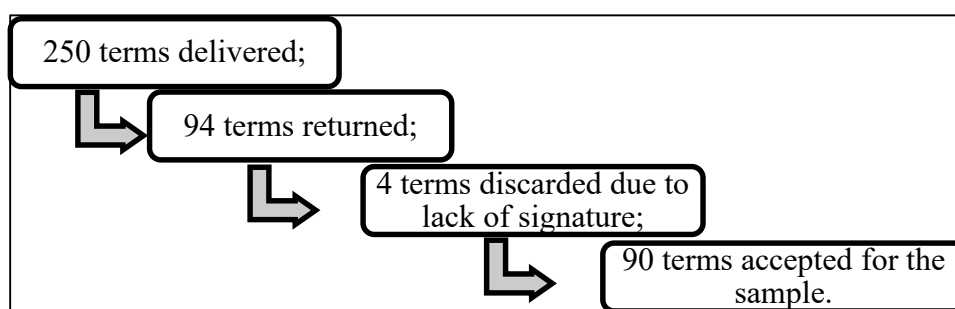


Figure 1. Distribution of terms delivered and study participants.

Source: authors

Instruments: individual self-administered questionnaire for parents and / or guardians and questionnaire in the form of an individual interview for schoolchildren (both with paper and

pen). Because they are effective and efficient, in addition to having validation, the choice of instruments was made.

For parents and / or guardians, there was only one block: Education - Economic strata: standard criteria for economic classification Brazil 2018 - Brazilian Association of Population Studies. Classifying the population into economic classes A, B, C, D and E, by converting the sum of points referring to the respondent's level of education and the amount of consumer goods existing at home⁷.

For schoolchildren, the questionnaire was divided into six parts:

a) General Information: age, education, and weight status (body mass and height). A profile of RG and dance practice was also drawn up, according to the type of dance practiced; weekly frequency; duration of the modality; practice time and presentations / competitions related to it. Anthropometric measurements: body mass and height (collected by the researcher), measured by the Plenna Ice Digital Scale and 2-meter Compact Stadiometer, calculating the Body Mass Index-BMI (weight / height²). For the classification of BMI (weight status), the World Health Organization⁸ regulation was applied, authenticated for children and adolescents from 5 to 19 years old. The variables were grouped for statistical purposes due to the low number of variables: adequate weight (thinness, eutrophic, low weight) and overweight (obesity, overweight, overweight).

b) Motivation: Questionnaire for Motivation for Sports Activities (QMAD), a version adapted to the Brazilian reality by Serpa (1990-1992) of the questionnaire Participation Motivation Questionnaire (PMQ)⁹. The questionnaire has thirty questions, classified in eight domains: 1) Status, 2) Emotions, 3) Pleasure, 4) Competition, 5) Fitness, 6) Technical competence, 7) General affiliation and 8) Specific affiliation.

c) Optimism: Seligman's Children Attributional Style Questionnaire (CASQ) Style Questionnaire (1995), adapted to the Brazilian reality by Weber, Prado, Brandenburg and Viezzer et al.¹⁰. It contains 48 questions, with presupposed situations and two options for possible explanations for the given situation (letter "A" and "B"). Six different dimensions are analyzed, each group established by eight questions, having its individual sum to reach the total of points for bad events, permanent bad, good permanent, widespread bad, good widespread, personal bad and good personal. The final score is obtained by subtracting the bad events from the good ones, being possible to classify them as more optimistic, and the sum of the permanent bad events and the widespread bad events, classifies the score as hopelessness.

d) PA level: Physical Activity Questionnaire for children (PAC-C). Created by Crocker; Peter; Bailey; Faulkner; Kowalski and McGrath¹¹ and adapted to the Brazilian reality by Silva and Silva and Malina¹². The general levels of PA (moderate and intense) in the last seven days are assessed by nine questions related to the practice of sports and games, PA at school and during leisure time, including the weekend. It presents four more questions related to the comparative level of activity, the daily average time spent watching television, the time of sedentary activity and any illness that prevented regular PA in the week before completing the questionnaire. For each question, a value of 1 to 5 points is awarded, composing a score resulting from the means of the questions, categorized as very sedentary to very active. Thus, it is possible to classify individuals as active > 2 or sedentary < 2.

e) Self-concept: in the form of a questionnaire, the Child and Youth Self-Concept Scale (EAC-IJ), by Sisto and Martinelli¹³ was applied, assessing the levels of self-concept in children and adolescents aged 7 to 12 years. EAC-IJ has 20 questions that address personal, school, family and social self-concept, in addition to having sub-scales, which vary between school, family, social and personal environment.

f) Body Image: scale of silhouettes adapted from Kakeshita et al.¹⁴. Composed of a set of 11 cards for female children. Each silhouette corresponds to an actual BMI range for the

purpose of classifying the subject, and a determined average BMI for the purpose of calculations. The questionnaire consists of 3 questions, which are:

- (1) Which figure best represents your body today?
- (2) Which figure best represents the body you would like to have?
- (3) Which figure best represents the ideal body for girls your size?

Procedures: Data collection started after approval of the study by the Ethics Committee for Research on Human Beings (CEPSH) of UDESC (Protocol No. 2,950,752), the respective authorizations of those responsible, direction of the educational institution and jamegão in the necessary documentation (terms of consent and assent). The collection took place in the environment of the RG, dance and Physical Education classes, with an estimated time of 15 to 20 minutes for each student, being carried out by three trained researchers from the Laboratory of Research in Leisure and Physical Activity - LAPLAF/CNPq. In addition to the consent form signed by the parents, the collections were carried out by the free and spontaneous decision of the students, with no problems of withdrawals throughout the study. Furthermore, the collections were carried out in individual and private rooms, thus avoiding any embarrassment related to the evaluation processes.

Data analysis: Descriptive and inferential statistics, with a 5% significance level, using the Chi-square test and Fisher's Exact test (for the characterization of schoolchildren, level of PA, body image, optimism and self-concept), Regression Binary Logistics (for the pessimism chance ratio) and the Anova One Way Test (for motivation characterization) using the SPSS - IBM statistical package, version 20.0.

Results

According to the study participants and their respective guardians, the predominant economic stratum was class C in both modalities (51.1%), with students in the 4th and 5th grades of Elementary School (34.4% and 26.7 %), respectively, with 76.7% having adequate weight, highlighting the members of the RG (93.3% - $p = 0.035$).

The dance modality was characterized in different styles: ballet, contemporary, modern dance, jazz and urban dances, where 100% of the participants reported enjoying participating in dance presentations / competitions, just as 100% reported this same appreciation, in the RG. In addition, it is important to note that 62.1% prefer presentation in dance and 10% in RG, whereas in competition, 37.9% prefer dance and 90% in RG (data not shown).

Table 1 shows the characterization of the level of PA, body image, optimism and self-concept according to the groups studied. Significant values are brought to the level of PA, where 100% ($p = 0.038$) of RG practitioners were active. Although there are no significant differences in the other variables, it is important to highlight that 50.6% of the participants overestimate their body image, 62.1% are dissatisfied with it, wishing to reduce it, 87.8% are pessimistic and only the social self-concept has an emphasis on the median score, where the other variables have low scores.

Table 1. Characterization of the level of physical activity, body image, optimism and self-concept according to the groups studied. Florianópolis, 2019.

Variables (%)	Total (n= 90)	Dance (n=29)	Rhythmic gymnastics (n=30)	Physical Education (n=31)	P value
<i>PA level</i>					0,038**
Active	88,9	82,8	100,0	83,9	
Sedentary	11,1	17,2	-	16,1	

Body image					0,276*
Distortion					
Underestimation	49,4%	51,7%	37,9%	58,6%	
Overestimation	50,6%	48,3%	62,1%	41,4%	
Dissatisfaction					0,343*
Satisfied	25,3%	13,8%	37,9%	21,1%	
Desire to increase	12,6%	13,8%	10,3%	13,8%	
Desire to decrease	62,1%	72,4%	51,7%	62,1%	
Optimism					0,073*
Optimism	12,2	10,3	3,3	22,6	
Pessimism	87,8	89,7	96,7	77,4	
Self-concept					0,485**
Personal					
Low	83,3	86,2	76,7	87,1	
Median	16,7	13,8	23,3	12,9	
Scholastic					0,755**
Low	83,3	82,8	80,0	87,1	
Median	16,7	17,2	20,0	12,9	
Familiar					0,369**
Low	95,6	100	93,3	93,5	
Median	4,4	-	6,7	6,5	
Social					0,222**
Low	16,7	6,9	20,0	22,7	
Median	83,3	93,1	80,0	77,4	

Note: * Chi-square test. ** Fisher's exact test

Source: authors

Table 2 shows the characterization of motivation according to the researched groups, in which it is possible to identify a homogeneity in relation to these. It can be noted, however, that the Physical Education group was less motivated in all results when compared to the other groups.

Table 2. Characterization of the motivation for the dance, RG and Physical Education activities of the students. Florianopolis, 2019

	Total	Dance n=29	Rhythmic Gymnastics n=30	Physical Education n=31	P value
Motivation	X (dp)	X (dp)	X (dp)	X (dp)	
Status	2,66(0,58)	2,79(0,41)	2,57(0,56)	2,61(0,71)	0,294
Emotion	2,73(0,46)	2,69(0,47)	2,87(0,34)	2,65(0,55)	0,152
Pleasure	2,88(0,32)	2,90(0,31)	2,87(0,34)	2,87(0,34)	0,933
Competition	2,63(0,64)	2,62(0,67)	2,70(0,59)	2,58(0,67)	0,767
Shape	2,88(0,36)	2,97(0,18)	2,90(0,30)	2,77(0,49)	0,113
Competence	2,63(0,64)	3,00(0,01)	2,97(0,18)	2,84(0,45)	0,075
General	2,90(0,30)	2,97(0,25)	2,90(0,30)	2,87(0,34)	0,747
Specific	2,94(0,23)	3,00(0,01)	2,97(0,18)	2,87(0,34)	0,076

Note: *Anova One Way Test

Source: authors

In Table 3, a binary logistic regression analysis was performed for the reason for a chance the presence of pessimism. From this, it was possible to perceive that those students who reported the presence of pessimism, presented greater chances of sedentary lifestyle compared to active students ($p = 0.022$). Furthermore, schoolchildren with personal self-concept and low schooling have, on average, once again a chance of being pessimistic. In the same direction, students who wish to reduce weight when they mentioned dissatisfaction with their body image were 0.69

more likely to be pessimistic. The results are also shown in Figure 2.

Table 3. Binary Logistic Regression Analysis for the reason for a chance of pessimism in students practicing Physical Education, dance and RG. Florianópolis, 2019.

Variables	%	Brute RC (IC95%)	Value p	Adjusted RC (IC95%)	Value p
PA level					
Active	88,9	1,00	0,001	1,00	0,022
Sedentary	11,1	0,507(0,093-2,769)		1,903(0,337-10,75)	
Frequency					
1 to 2 times	65,6	1,464(0,359-5,965)	0,189	-	-
3 or more	34,4	1,00		-	
Duration					
1 to 2 hours	84,4	1,970(0,232-16,74)	0,274	-	-
3 or more	15,6	1,00		-	
Self-concept					
Personal					
Low	83,3	1,266(0,582-2,751)	0,011	0,517(0,060-4,471)	0,043
Median	16,7	1,00		1,00	
Schoolchildren					
Low	83,3	2,094(0,485-9,036)	0,032	2,009(0,458-8,819)	0,166
Median	16,7	1,00		1,00	
Familiar					
Low	95,6	2,182(0,500-9,518)	0,099	-	-
Median	4,4	1,00		-	
Social					
Low	16,7	1,972(0,475-3,339)	0,886	-	-
Median	83,3	1,00		-	
Body image					
Distortion					
Underestimation	47,8	2,735(0,676-11,07)	0,076	-	-
Overestimation	52,2	1,00		-	
Dissatisfaction					
Decrease	87,8	0,690(0,080-5,983)	0,028	0,695(0,077-6,245)	0,745
Increase	12,2	1,00		1,00	

Note: RC: odds ratio; 95% CI: confidence interval.

Source: authors

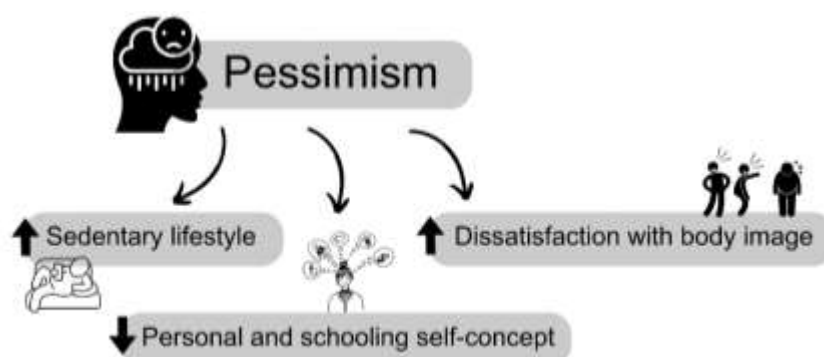


Figure 2 - Results regarding the pessimism of the study participants

Source: authors

Discussion and final remarks

The objective of this study was to compare female students practicing Physical Education, dance and RG according to the psychological variables (motivation, optimism, self-concept, body image) and level of PA, where the students practicing RG obtained some highlights if compared other groups. Although all RG practitioners are physically active, they stood out negatively, obtaining the highest index in relation to dissatisfaction with body image, wanting to decrease it. The Physical Education group stood out in relation to the less motivated participants, a variable in which the dance group obtained the most positive results. Pessimism was a prominent variable in the three groups, in which a high level of pessimistic practitioners was revealed.

With a high rate of active participants, the level of PA was a positive highlight, when compared to the other variables studied. According to Fairclough⁶, the school environment, together with Physical Education and extra-class activities, can become a great regular promoter of the movement for students. The World Health Organization sends the population through a new global action plan for a reality where this situation will become increasingly common. It is from actions bringing PA more accessible to the general population, creating societies, environments, people and active systems, that the objective of the action plan brings a 30% reduction in physical inactivity by 2030¹⁵. Thus, it is possible to relate the practice of extra class activities of the study participants as a possible aid to increase the level of PA and improve mental health, increasing the workload of PA and focusing on health benefits. It is important to point out, as mentioned by Fairclough and Stratton (6), that the levels of PA vary considerably between different activities, environmental contexts and individual characteristics of students, being important points to be observed.

There is a consensus in the literature on the benefits of PA for mental health¹⁶. A systematic review with meta-analysis shows that PA practices alone are able to increase self-concept and self-esteem in childhood and adolescence¹⁷. In addition, psychosocial outcomes are positively mentioned in all meta-analysis studies included in an umbrella review, underlining the importance of PA in the context of school years¹⁸.

Regarding motivation, despite the non-significant values, it was noticed that students who practice only Physical Education showed to be less motivated when compared to other groups. As Cunha¹⁹ explains, freedom of choice for extracurricular practice allows students to play a more active role in their training, making them more intrinsically motivated, and generating the characteristic of autonomy in learning, further increasing motivation. Following this idea, Physical Education, in addition to having a diversity of contents, is a mandatory and independent subject of the diverse tastes brought by students about PA, making the teacher a great challenge both to raise awareness of the importance of practice, and to make them motivated²⁰. Even so, the low motivation index in the three groups (students practicing Physical Education, dance and RG) can, according to Darido²¹, happen due to the overvaluation of more skilled students and engaged in the proposed activities, limiting positive feedbacks for the another portion of the group. This issue, according to Suraya Darido, can be minimized with small adjustments: creating a good environment by cultivating a positive relationship between teacher, student and colleagues, reducing the emphasis on activities that encourage competitiveness / victory and looking for challenges according to the skills of the students. students, bringing an outstanding moment to everyone. On this, Canton; Sanchez and Peris²² also quote about the effectiveness of interventions from motivational and positive tools and feedbacks, reaffirming the suggestions mentioned above.

Furthermore, the high percentage of pessimistic schoolchildren surprised, as previously mentioned, because they are young people aged between seven and twelve years. This is supposed to happen because the accelerated development of several countries, as well as Brazil,

is reflected in a higher incidence of mental disorders in childhood and adolescence, often bringing pessimism as an apparent symptom²³. The RG, with great similarities to dance practices and being a sport of very careful evaluation and of great plasticity, requires a very high level of demands, in addition to the early sports selection due to the required physical capacities, resulting in the exposure of children to great responsibilities in childhood²⁴. Thus, in addition to the physical profile, these early situations can generate stresses that cause pessimism early in childhood.

Thinking about Physical Education, it is also important to highlight the growth in the rate of depression in childhood and adolescence, along with its symptoms, where pessimism fits. According to Pinheiro; Sousa; Feitosa and Batista²³, this index has been growing and is recurrent in educational research. Still mentioned by the authors, it is important that teachers and the school, as a social institution and mediator between families and society, perceive their very necessary role in the identification of these signs and symptoms, being able to provide experiences that result in changing behaviors, thinking about the high workload and proximity to school routine. Paralleling motivation, and possibly justifying the high level of pessimism, Gaspar and Balancho²⁵ mention that optimism is linked to social factors found in relation to family, groups and school, which makes motivation and pessimism can be directly proportional.

Discussing self-concept, it can be seen that none of the study participants reached the high score for this scale, which brings a worrying factor. What is found in the literature, however, as mentioned by Zambon and Rose²⁶, is that children and adolescents with negative self-concept have a tendency to have less interest in extracurricular activities, which does not corroborate with the results of this study. Thus discussed by the same authors, students with low and medium scores for self-concept tend to relate their successes to external causes, and their failures to (in) capacity. For this reason, they still bring the importance of encouraging the valorization of processes and efforts, not only to the final results, bringing as a goal, for example, the small day-to-day learnings.

In this case, it is suggested that the low score for the subscales of self-concept in the three groups has its cause in other factors, such as negative parental support as cited by Rocha; Ingberman and Breus²⁷. According to the authors, parents who have coercive behaviors educating from an education regulated to the extreme, end up depriving the child of the development of their autonomy and of experiencing situations that can in turn reinforce skills to be discovered. One can also think about the relationship that these individuals have with their own teacher in a school and / or extra-class environment, taking into account the period they spend together, structuring their daily activities.

Another variable of great importance is body image. Martini; Assumption; Barros and Filho²⁸, mention that even between childhood and adolescence, the relationship that individuals have with the body tend to affect, if not worked, bad behaviors in relation to health and perception of the body throughout life. In this study, the percentage of students who overestimate and are dissatisfied with their body image was high, which is worrying. Dissatisfaction with body image is something that is not limited to an age group and / or gender, and therefore is a cause for concern throughout the national territory²⁹. What is observed and corroborates with the present study is that, in general, females have the desire to change, to decrease their body image. The overestimation of the body image observed with prominence to the RG group, may have as source, the historical process brought by this modality. The female body has always been seen as an object to obtain discipline, however, due to all the other factors associated with RG, it has never ceased to appreciate aesthetics and harmony, making the ideal beauty standard to be thin and long bodies today³⁰.

Similarly, classical dances also have great historical value. Since the beginning of the 20th century, with the change from more bulky bodies to thinner bodies, there have been clear reflexes in the practice of dance, which continue to this day³¹. It is important to point out that

the influence of contexts such as the environment, behavioral, biological and psychological factors exerted in the perception of body image is quite large²⁹. In this study, dissatisfaction in relation to this variable was identified in the three groups, mostly with a desire to decrease it and these are factors that can trigger bad habits in relation to health, in addition to interfering with the growth and development of these children and adolescents²⁸.

Regarding the influence of pessimism compared to other variables surveyed, it is important to highlight the result of this study, in which it was identified that pessimistic individuals are more likely to be sedentary. As Rondina et. al.³², PA, with all its physiological factors involved, can be a protective factor for integral health. For this reason, when there is no good balance in relation to mental health, as a consequence, there may be less adherence to PA. In this case, a high index of physically active students was presented. For this reason, the high level of pessimism can be justified by the low personal and school self-concept, in which the results showed that these variables may reflect more chances of becoming pessimistic. In addition, students with dissatisfaction and desire to reduce weight in relation to body image may have a greater chance of pessimism, corroborating the results of this study.

Based on the results obtained, it is suggested that the three groups stood out with a high rate of physically active students; on the other hand, a high score for low self-concept. Also noteworthy is the higher motivation index for dance practitioners, and the greatest dissatisfaction with body image for RG practitioners, even though there is no statistical difference between the variables. Pessimism, being a variable that surprised both groups, showed importance when investigated. From a practical point of view, it is perceived the importance of the professionals involved with the development of these modalities to promote the experience of positive experiences by the schoolchildren, emphasizing positive feedbacks and dialogues, since such experiences can lead to the upward development of the variables studied here, remembering that these are activities developed at school environment.

From the moment the variables that are so sensitive to the school universe are known, the decision making to create a safer environment on the part of educators, health professionals and public policy leaders becomes more concrete. It is about how and where to identify, communicate and intervene in partnership with the families of students who have support related to biopsychosocial issues in a society where mental disorders are increasing exponentially. Future research must not only further substantiate the findings presented here, but also look for intervention strategies that identify practical methodological tools that can be inserted into everyday school life, particularly to address issues related to the breakdown of esthetic standards and awareness. on the differences between the bodies in childhood and adolescence.

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