A COMPARATIVE STUDY ON EATING DISORDERS AMONG GERMAN AND INDIAN SCHOOL TEACHERS

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Abstract- The purpose of the present study was to find out the eating disorders among German and Indian school teachers. For the purpose of the present study, 400 school teachers of Berlin and Chandigarh were involved for obtaining responses on their eating disorders status through Eating Attitude Test (EAT-26) questionnaire developed by David M. Garner and Paul E. Garfinkel (1979) The data responses collected through questionnaire was analyzed by using Parametric and Non-parametric statistics. For the purpose of analysis the subjects were categorized into male and female groups, they will be further categorized into three categories that is less than 34 years, 35 to 45 and above 45 years and also the school teachers working in different schools of Berlin and Chandigarh. The study revealed that German school teachers were having more eating disorders than Indian school teachers except in above 45 age group where Indian School teachers have shown more Eating Disorders.

Key words- Anorexia nervosa, Bulimia nervosa, Binge Eating Disorder.

I. INTRODUCTION

We live in an image conscious culture, which urges all of us (especially women) to improve our appearance. the messages sent by magazines, t.v., and other media include "buy certain clothes and products; straighten and whiten your teeth; get rid of your wrinkles; and most commonly, lose weight and you will be happy, admired, and loved." the recent and recurrent debate concerning the unhealthy, stick thin models used in the fashion industry is a perfect example of how strongly entrenched our notion of "thinness equals happiness" has become.

Although many of us would benefit from eating a bit less and exercising more in order improve our health and fitness, simply watching what you eat is not an eating disorder. eating disorders are potentially life-threatening illnesses which are simultaneously psychological and physical in nature. they are characterized by a range of abnormal and harmful eating behaviors which are accompanied and motivated by unhealthy beliefs, perceptions and expectations concerning eating, weight, and body shape. as a general characterization, individuals with eating disorders tend to have difficulty accepting and feeling good about themselves. they tend to think of themselves as "fat" and "ugly" because of their body size and shape, even when this self-judgment is objectively inaccurate and false. identifying and defining themselves according to their perceived "fatness", eating disordered people tend to conclude that they are unacceptable and undesirable, and as a result, feel quite insecure and inadequate, especially about their bodies. for them, controlling their eating behaviors is the logical pathway in their quest for thinness.

Eating disorders are serious problems and need to be diagnosed and treated like any medical disease. If they continue to go untreated, these behaviors can result in future severe medical complications that can be life-threatening. Eating Disorders are complex psycho-physiological conditions that manifest as compulsive unusual eating behavior. Three of the most common eating disorders are.

1. Anorexia nervosa- a voluntary refusal to eat.
2. Bulimia nervosa - Binge eating and immediate purging of food either by vomiting or by using diet pills.
3. Binge Eating Disorder – Episodes of binge eating without subsequent purging.

A person with an eating disorder should not be blamed for having it. The disorders are caused by a complex interaction of social, biological and psychological factors which bring about the harmful behaviors. The important thing is to stop as soon as you recognize these behaviors in yourself, or to get help to begin the road to recovery.

II. OBJECTIVES OF THE STUDY

The present study has the following objectives

1. To find out the eating disorders among Indian and German school teachers.
2. To compare the level of eating disorders among male and female school teachers.
3. To compare the level of eating disorders, among teachers of different age groups.

III. PROCEDURE AND METHODOLOGY

This study has been conducted on a sample of four hundred school teachers of Canada and India, out of which one hundred ten were male teachers and two hundred and ninety were female teachers. Eating Attitudes Test (EAT-26) was used to measure eating disorders and eating behavior of the subjects. To compare the German and Indian teachers on eating behavior, t-test was employed. The level of significance was set at .05. Descriptive statistics was

also carried out to evaluate the eating behavior among those teachers.

IV. RESULTS AND DISCUSSIONS

Descriptive statics of Eating Disorders variables among German and Indian teachers has been given in table no. 1

Table-1
Descriptive Statistics of Eating Attitude Variable of German and Indian Teachers Below 35 years.

Below 35						
	Mean	S.D.	S.E.M.	MD	S.E. Diff	T
German	26.38	7.930	.865	6.433	1.288	4.993
Indian	19.95	8.415	.959			

Fig. 1: Mean values of Eating Attitude Scores among German and Indian Teachers below 35 years

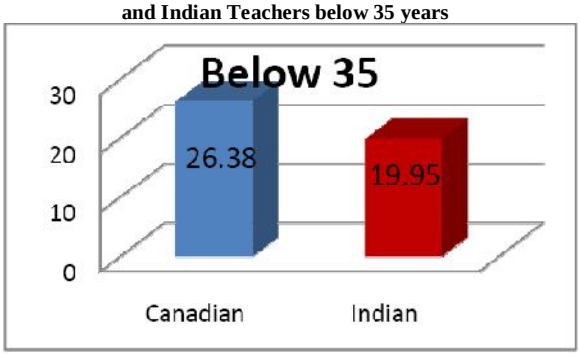


Table 1 compares the Indian teachers of below 35 years of age group with German teachers of same age group. Both are having different measures of disordered eating attitudes behavior. The German teachers were having mean score 26.38 and SD 7.9, whereas Indian teachers were having mean score of 19.95 with SD 7.9. German and Indian teachers differ significantly on eating attitude (total scores) as the 't' value of 4.993 is also found to be significant at .05 and in which German teachers showed more inclinations toward eating disorders as compared to Indian teachers.

Table-2
Descriptive Statistics of Eating Attitude Variable of German and Indian Teachers Between 35 to45 years.

35 to 45						
	Mean	S.D.	S.E.M.	MD	S.E. Diff	T
German	28.49	7.799	.889	2.294	1.315	1.745
Indian	26.20	8.134	.972			

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Fig. 2: Mean values of Eating Attitude Scores among German and Indian Teachers 35 to 45 years

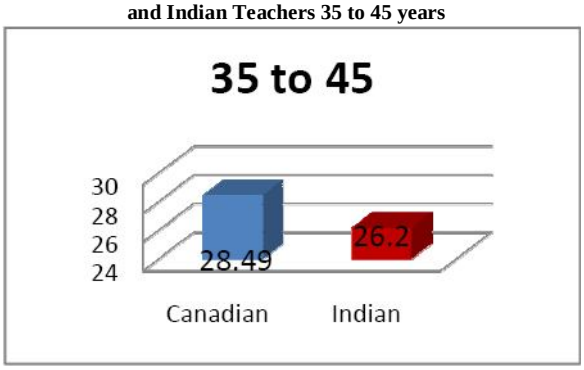
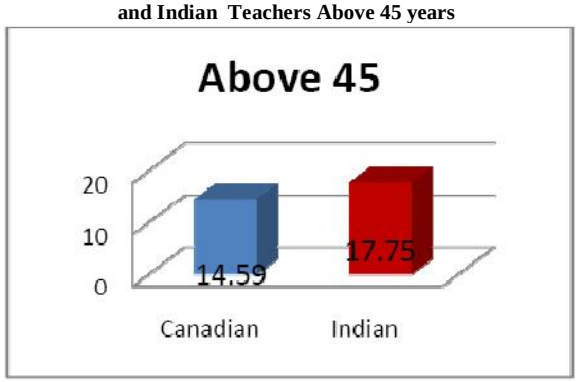


Table 2 compares the Indian teachers of 35 to 45 years of age group with German teachers of same age group. Both are having different measures of disordered eating attitudes behavior. The German teachers were having mean score 28.49 and SD 7.7, whereas Indian teachers were having mean score of 26.20 with SD 8.1. German and Indian teachers differ significantly on eating attitude (total scores) as the 't' value of 1.745 is found to be non-significant at .05 and in which German teachers showed more inclinations toward eating disorders as compared to Indian teachers.

Table-3
Descriptive Statistics of Eating Attitude Variable of German and Indian Teachers Above 45 years.

Above 45						
	Mean	S.D.	S.E.M.	MD	S.E. Diff	T
German	14.59	4.031	.645	-3.165	.922	-3.434
Indian	17.75	4.599	.632			

Fig. 3: Mean values of Eating Attitude Scores among German and Indian Teachers Above 45 years



It has been observed from the findings that male and female school teachers had shown no significant differences in dieting, oral control, bulimia as well as eating attitudes as whole whereas female teachers exhibited more tendencies of eating disorders. This may be attributed to the fact that male are more eating conscious. 36% male and 15% female teachers

reported eating disordered behavior which includes binging and purging. Whereas, about one forth female teacher experienced disturbances in their eating behaviors in the form of binge, purge self-induced to vomiting, fasting, laxatives. Degree of eating disorders variations among male and female teachers may be because of gender and socio cultural differences.

CONCLUSIONS

[1] Female teachers were having more eating disorders of bulimia, dieting, oral control, and eating attitudes than male teachers.
[2] Majority of the teachers both male and female had shown normal eating behavior and shown no sign of eating disorders.
[3] The male teachers were having low mean score of 18.51 whereas female teachers were having high score of 24.94 in less than 35 age group.
[4] The male teachers were having low mean score of 25.30, whereas female teachers were having high mean score of 28.42 in 35 to 45 age group.
[5] The male teachers were having low mean score of 14.05, whereas female teachers were having high mean score of 17.16 in above 45 age group.
[6] The german teachers were having high mean score 26.38, whereas Indian teachers were having low mean score of 19.95 in less than 35 age group.
[7] The german teachers were having high mean score 28.49, whereas Indian teachers were having low mean score of 26.20 in above 45 age group.
[8] The german teachers were having low mean score 14.59, whereas Indian teachers were having high mean score of 17.75 in above 45 age group.
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