

# Body Image, Peer Pressure and Self-Esteem among Adolescents

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## Abstract

The purpose of this study is to observe the relationships among body image, Peer pressure and self-esteem of male and female Jawahar Navodaya Vidyalaya Devrala (Bhiwani) students. A survey was administered to a sample of 200 students (100 boys and 100 girls) selected from Jawahar Navodaya Vidyalaya Devrala (Bhiwani). In this learning three instruments: Body Shape Questionnaire (BSQ) (Cooper et al., 1987), Peer Pressure, Popularity, and Conformity Scale (Santor, Messervey & Kusumakar, 2000), and the 10-items Rosenberg Self-Esteem Scale, RSE (Rosenberg, 1965) were used. Statistical Analysis used Pearson's Product Moment Method of Correlation and t-test to examine the relationship among body image, Peer pressure, and self-esteem. The results of this study showed that body image had impact on peer pressure and body image had no force on self esteem. On body image there was significant difference create between boys and girls. On peer pressure there was significant difference found between boys and girls. On self- esteem, there was significant difference found between boys and girls but very small.

## Keywords

Body image, peer pressure, self esteem, Adolescence.

## Introduction

Adolescence is a period where many changes take place counting psychological and physiological. Such significant changes score special look in the life of youth as during adolescence the experience of body displeasure increases. Body image is prejudiced by individual experiences, biological, emotional, and social factors (Durkin & Paxton, 2002). Numerous factors connecting such as sex, mature, peer pressure, social contrast, familial support, body types, nature qualities, and babyhood recollections affect body image (Santrock, 2003). Adolescents in the appetite and interest of young age are in a habit of comparing themselves to their

peers and “ideals”. Beginning the premature adolescent duration, both genders are concerned about their figure, which becomes a stronger nervousness during middle and later years of adolescence (Jones, 2004). For the duration of this developmental and oriental period of life, both male and female students spend utmost time with their peers, talking more about their looks, so as to impress the opposite sex and imitate actors and actresses. Through conversing about their looks and comparing themselves to others, they build a depressing body image and succeeding low self-esteem (McCabe & Ricciardelli, 2005).

## **Body Image**

Body-image is a multi-dimensional build that represents how persons imagine, sense, and perform to their own bodily attributes (Muth & Cash, 1997). ‘Evaluation’ and ‘effect’ are termed as two facets of body image manner by Muth and Cash. Body image is essential to adolescent girls’ self-definition, as they have been socialized to accept as true that form is an main aspect for self-evaluation and for appraisal by others (Thompson, Heinberg, Altabe, & Tantleff-Dunn, 1999). Young girls are attractive strongly worried and displeased with their obviously budding, fuller bodies (Kater, Rohwer, & Londre, 2002). Yanover and Thompson (2008) at this point highlight with the aim of the body image discontent may reason to school non-attendance to vast area on relation of societal unease concerned to one’s form. Sporty abilities are originate to classify boys’ fame and self-confidence and Body image thus, is the aspiration to increase weight by increasing their strong build (McCabe & Ricciardelli, 2004).

The arrival of teens comprises of corporal changes that, resting on standard, move girls more absent from communal values of woman prettiness (Clay, Vignoles, & Dittmar, 2005). Youthful women put down extra stress in the direction of their physical appearance, and explain their great idyllic like giant, particularly slim, and slight (McCabe & Ricciardelli, 2005). On the other hand, this idyllic cannot be acquired on large scale to keep happy the vast popular of women, it enhances depression, with low self-esteem, and causing eating disorders. Body image has develop into so accepted between teenager girls that it has become part of teens (Kater, et al., 2002). Males, on the other hand are more possible to increase the range of their body parts and crave to have a V-shaped manly physique with broad shoulders (McCabe & Ricciardelli, 2004). When the boys attain their required physical changes, they are able to move nearer to achieving the lean and muscular body as endorsed by western society (McCabe, Ricciardelli, & Finemore, 2002).

## **Body and Self-Esteem**

Body-esteem is a period that refers to a person’s personal image of external look and is frequently referred to as body image. It has two mechanisms: perceptions of the emergence of one's body, and affecting responses to those perceptions. It has been different as a “person’s own perceptions, opinion and finding about his or her

own body” (Grogan, 1999) and as “the image of our own body which we figure in our own mind” in the due course of time (Schilder, 1950). As of early infancy on our body image affects our thoughts, emotions and behaviours in each day life (Cash, 2004). Body dissatisfaction can approach as of many outlets; some investigate has claimed that it is a result of an individual’s real body size or shape compared to their perfect body size or shape; or just as feelings of displeasure for their body (Ogden, 2000). One of the major reasons for body dissatisfaction is an inconsistency among a perceived body and an ideal body; this can surely be prejudiced by the media, family and peers, with a failure to achieve the ideal, resulting in lack of self-worth and self-criticism (Furnham and Greaves, 1994). Body Image: shape and task the recent investigate defines body image seeing that the perceptions those grasp in the direction of their bodies, consisting of emotional/evaluative, cognitive, and behavioural mechanism, thus picture body image a multi-dimensional build (Cash, Melnyk & Hrabosky, 2004). A common sense of physical capability has been linked with positive view towards the body (Greenleaf, Boyer & Petrie, 2009) and a focal point on body purpose has also been connected through better body approval and innate intake (Avalos & Tylka, 2006).

### **Peer Pressures**

Brown et al. (1986) states that peer pressure was formulated as a personal understanding of feeling pressured, urged, or dared by others to do positive effects or really performance exacting things because others have pressured, urged, or dared you. Savin, Williams and Berdt, (1990); Hirsch and DuBois, (1991) establish that optimistic associations with peers have been associated with improved self-esteem and refusal by peers has been associated through low self-esteem (Demo and Savin-Williams, 1992). Kichler, Palmonari & Pombeni (1993) distinct Peer pressure as a word refers to telling a person's changes, or temptations to change, in attitude, behaviour and principles while openly predisposed by their peer groups. Peers group becomes a central pressure on performance through teenage years. Like teenagers explore for identities part from those of their parents, they experiment with new identities by participating in the different behaviours of their peers (Allen, Moore, & Kuperminc, 1995). Since they are unsure of their own identities, peer getting is main to many young people. Approval enables a teen to link an exacting peer group and recognize with the behaviours and attitudes of that cluster. Peer pressure is clear as when people of your own age support or advise you to do somewhat or to keep missing from doing something also, no matter if you individually desire to do it or not (Ryan, 2000). The more delicate form of peer pressure is identified as peer influence, and it involves varying one’s behaviour to meet the supposed prospect of others (Burns & Darling, 2002). In general, most teens prove to the Peer Pressure influence deals by the unimportant things like music, clothing, or hairstyles. When it comes to more important issues like ethical ideals, parents still remain more powerful than the peer group (Black, 2002). According to Black and Castrogiovanni (2002) originate that peer groups give a debate where teens construct and reconstruct their positive or negative identities. Peers influence accepts harmful labels; include them into their identity, and

during the process of minor deviance increases levels of deviant behaviour. According to Ryan (2000) gossiping, teasing and humour are the chief ways of norms among adolescent girls. On the other hand, the boys who support anti social behaviour may use comedy to encourage it.

### **Positive Peer Influence**

According to Lingren (1995) it is not sure that the influences that behave in the peer group are forever negative. Having ourselves in the peer group may direct us to contribute in games and spiritual activities. In truth, the things similar to love, sympathy, and understanding can be witnessed in a peer group. Students classify themselves by the groups with which they associate. Principles that are essential to as a rule adolescents take in: school learning and achievement; social actions; and whether or not to connect in criminal activities (Landau, 2002).

### **Negative Peer Influence**

Adolescents are a lot agreeable to match to their peers' behaviour in direct to be usual (Newman & Newman, 1976). Compliance may generate problems, however, when peers pressure each other to take part in unexpected actions as it is clear that peer groups can be helpful for character creation, negative peer groups do live and must be concern to education-related professionals. Single facet that may donate to the maintenance of negative peer groups is inactive taking of peer-group construction. Oswald and Suss, (1988) distinct as that Peers are critical for adolescent's growth because development requirements to be in situation which mostly means family and peers. In detail, peer pressure has more unhelpful effects than helpful which influence adolescent's character. According to Schwartz (2000), peer pressure is measured by several to be the basis root of several recent tragedies, for instance, drug obsession and illegal behaviour. Young people are new prepared to behave doubtfully to persons who are not members of their groups, but adult maturity normally precludes this type of behaviour being visibly performed. Peer relations have been evaluated along two distinct scope: Acceptance and Rejection. Acceptance refers to the level to which an individual is vigorously liked by peers, while rejection reflects peers' active hate (Newcom et. al, 1993). According to La Greca and Prinstein (1999) there are some pathways by which youngsters may come to be rejected by peers, although it is apparent that unwanted youth is at risk for recent and prospect mental difficulties (Coie, 1990). Longitudinal studies also have related early days peer rejection to symptoms of internalized suffering in adolescence, signifying a connecting role for peer denial (Coie, Lochman, Terry, and Hyman, 1992).

### **Self-Esteem**

According to James (1890) self-esteem since a basic create that was related to how a person felt about himself/herself. Cooley (1902) provided the idea of the looking-glass self, that is, self-esteem is charge upon one's perception of what important others thought of him/her. According to Rosenberg (1965), self-esteem is a

positive or adverse attitude toward the self. Good self-concept is related with opinion of high self-esteem that is imperative to psychological well-being. High self-esteem relates to satisfaction in one's self, whereas low self-esteem reflects feelings of low value or indignity. Researchers also propose that a general human desire exists to protect and improve one's self-worth (Covington, 1984). Coopersmith (1975), a person's self-esteem is a decision of value that is spoken by the attitudes he or she holds toward the self. The position of self-esteem in adolescent progress is well documented (Harter, 1990). Thus, self-esteem, whether high or low, may stay comparatively steady during adolescence or may progressively improve or degenerate. Self-esteem is usually regarded as the evaluation that persons make about themselves that expresses a self-judgment of approval, displeasure, and personal value (Demo and Savin-Williams, 1992). Some studies have unsuccessful to notice any differences between males and females (Mullis, Mullis, & Normandin, 1992). According to Mruk (1995), Rosenberg made three donations to the definition of self-esteem: (a) self-esteem includes both a touching and a cognitive component; (b) self-esteem has an evaluative component; and (c) self-esteem is not only individual and psychological, but also includes social communication.

### **Peer Pressure and Self Esteem**

Self-esteem develops completely for each adolescent, and there are many diverse trajectories of self-esteem probable over the way of adolescence (Zimmerman, Copeland, Shope, & Dielman, 1997). Hecht et al., (1998) studies showed that peer-rejected adolescents account lower self-esteem since evaluate to the adolescents with usual or accepted peer position (East, Hess, & Lerner, 1987). According to Castrogiovanni (2002) Peer groups supply a sense of safety and help the adolescents to construct a sense of uniqueness.

### **Method**

#### **Sample**

The sample consisted of 200 adolescents (100 boys and 100 girls). The sample was randomly selected from Jawahar Navodaya Vidyalaya Devrala (Bhiwani). Participants ranged in age from 14 to 18 years old.

#### **Measures**

The Body Shape Questionnaire (BSQ) scale evaluate the concerns linked to one's body shape and is based ahead the idea that bothered body image is a central facet of dietetic disorders. (Cooper et al., 1987). A Brazilian study completed by Di Pietro and Xavier da Silveira (2008) and a Spanish study done by Espina, Ortego, Ochoa de Alda, Aleman, and Juaniz (2002) establish the interior reliability of BSQ calculated by Conbach's alpha to be 0.96 - 0.97, the equal as that create by the instrument's authors Cooper, et al. (1987). For this study, I will accept a customized report of the scale consisting of 14 items to measure concerns about body image, displeasure and the practice of sensation obese. It resolve be based on a on a six-point Likert scale ranging from never (1 point) to always (6 points) and will take about five - ten minutes to complete it.

## Peer Pressure, Popularity, and Conformity Scale

The first changeable that was precise was peer pressure. To calculate peer pressure, participants finished the Peer Pressure, Popularity, and Conformity Scale (Santor, Messervey & Kusumakar, 2000). The Peer Pressure, Popularity, and Conformity Scale indicated how participants felt about the experiences they had with peer pressure, popularity, and conformity. On this scale, participants rated 30 items separated into the three topics of peer pressure, popularity, and conformity on a 5-point Likert scale with “1” being “strongly disagree” and “5” being “strongly agree.” Possible scores ranged from 30 to 150. Higher numbers indicated greater peer pressure when building choices.

## Self-esteem scale

This scale (Rosenberg, 1965) has been used to compute the Self-esteem of the subject in this study. Self-esteem was assessed with the 10-items, a commonly used and well-validated measure of self-esteem (Robins, Hendin, & Trzesniewski, 2001). Responses were calculated a four point scale ranging from one (strongly disagree) to four (strongly agree) parameter. The scale has been shown to have a high level of the alpha reliability ranged from .85 to .88 across assessments.

## Statistical Analysis

Pearson’s Product Moment Method of Correlation

t- test

## Procedure

The sample was taken purposefully from Jawahar Navodaya Vidyalaya Devrala Bhiwani. First of all participants were approached. Participants were ensured for confidentiality and good rapport was established. Above three scales (body image, peer pressure and Self Esteem) were administered on 200 participants (100 boys and 100 girls). For each scale subjects were asked to read the instructions carefully and also instructed to fill the Performa. After completion of the test, Performa was taken back from the subjects. Forty minutes were taken in administration of the test. Then the task of scoring was done.

## Results and Discussion

**Table no.1** shows the intercorrelation between body image, peer pressure and self esteem

| Variable      | Body Image | Peer Pressure | Popularity | Conformity | Self Esteem |
|---------------|------------|---------------|------------|------------|-------------|
| Body Image    | 1          | .357**        | .434**     | .032       | .051        |
| Peer Pressure |            | 1             | .361**     | .034       | -.058       |
| Popularity    |            |               | 1          | .121       | .002        |
| Conformity    |            |               |            | 1          | .018        |

|             |  |  |  |  |   |
|-------------|--|--|--|--|---|
| Self Esteem |  |  |  |  | 1 |
|-------------|--|--|--|--|---|

\*\*p<0.01, \*p<0.05.

The results were drawn from the above table that there is a significant positive relationship of body image with peer pressure ( $r=0.36$ ,  $p<0.01$ ) and popularity ( $r=0.43$ ,  $p<0.01$ ) dimension of peer pressure. The above table also revealed that there is a significant positive correlation between the peer pressure and popularity ( $r=0.36$ ,  $p<0.01$ ) dimension of peer pressure, popularity and conformity scale. It means that adolescent body image is very much related with peer pressure. On the other hand our results supported by Santrock, (2003) originate that Different factors affect teenagers' body image, such as gender, age, peer pressure, social comparison, familial support, body types, character traits, and babyhood recollections. Ellis, (2009) results showed that Physical emergence is a typical and main factor affecting adolescents' self and peer evaluations. There is a significant positive relationship between body image and popularity ( $r=0.43$ ,  $p<0.01$ ) dimension of peer pressure between boys and girls. In this way it can be put that the body image of adolescents and popularity are fairly associated with each other. Coyl (2009) research result also confirm it by coverage that girls think physical appearance important from the point of view of popularity and self confidence while for boys athletic abilities are of more importance for being accepted and to have higher self confidence. Neumark and Sztainer (2003) too found that those with high body dissatisfaction label themselves as unworthy, unpopular and even unwanted in social groups. Since of their negative body image, they can experience from loneliness, depression, eating disorders, self-destructive chat and low self-esteem. There is a significant positive association between peer pressure and popularity ( $r=0.36$ ,  $p<0.01$ ) dimensions of peer pressure, popularity and conformity scale. Because both peer pressure and the need to be popular are related to being established by the same peer group so as can be expected peer pressure and popularity are related. There is a no significant relationship between peer pressure and self-esteem. It suggested that young individual's self-esteem that his or her expression of self judgment of approval, disapproval & personal worth are not related with peer pressure. In contradiction with our results a study (Rigby, 2000) shows that adolescent's self-esteem with peer rejection was strongly associated with low Self-Esteem.

**Table no.2** shows the significance of difference between means of body image, peer pressure and self esteem between boys and girls

| Variables     | N         | Mean    | Std. Deviation | T       |
|---------------|-----------|---------|----------------|---------|
| Body Image    | 100 Boys  | 36.50   | 7.83220        | 7.874** |
|               | 100 Girls | 28.3100 | 6.84415        |         |
| Peer Pressure | 100 Boys  | 25.8000 | 6.69087        | 4.793** |
|               | 100 Girls | 21.5600 | 5.78804        |         |
| Popularity    | 100 Boys  | 34.8800 | 7.33372        | 4.862** |

|                    |           |         |         |        |
|--------------------|-----------|---------|---------|--------|
|                    | 100 Girls | 29.6500 | 7.86936 |        |
| <b>Conformity</b>  | 100 Boys  | 24.0500 | 3.91159 | -1.129 |
|                    | 100 Girls | 24.6200 | 3.19336 |        |
| <b>Self Esteem</b> | 100 Boys  | 18.7600 | 3.72304 | 2.523* |
|                    | 100 Girls | 17.4600 | 3.56305 |        |

\*\*  $p < 0.01$ , \*  $p < 0.05$

Table No.2 revealed that there is a significant difference in the means of body image ( $t=7.87$ ,  $p<0.01$ ), peer pressure ( $t=4.79$ ,  $p<0.01$ ), popularity ( $t=4.86$ ,  $p<0.01$ ) and self esteem ( $t=2.52$ ,  $p<0.05$ ) between boys and girls. As is evident from the mean scores the boys scored higher on the dimension of body image ( $M=36.50$ ), peer pressure ( $M=25.80$ ), popularity ( $M=34.88$ ) and self esteem ( $M=18.76$ ) than the girls ( $M=28.31$ ,  $M=21.56$ ,  $M=29.65$  and  $M=17.46$  respectively). This means that the boys have a more body dissatisfaction, higher peer pressure and possess more positive self esteem. Davison & McCabe (2006) researchers found that it is imperative that an understanding of body image during adolescence is sought. Of particular importance is the body image of adolescent girls, as it is this group who hold the most negative body image, with many girls reporting a more negative body image and higher concern towards their bodies than boys. Sira & White (2010) researches found that contrary to females who want to lose weight, males want to convert the fat in their bodies into muscles. They join a health fitness club and enroll in body building programs and follow high protein diets. Results indicated that more girls, than boys, generalize their dissatisfaction with their bodies with their disappointment with themselves. There is a significant difference between means on peer pressure ( $t=4.79$ ,  $p<0.01$ ) between boys and girls. The results were supported by a study (Zeijl et al., 2000) which depicted that fourteen and fifteen-years-old boys, especially those from higher social classes, strongly focused on peer groups, whereas girls of the same age had a stronger preference for dyadic friendships. There is a significant difference found between means on popularity ( $t=4.86$ ,  $p<0.01$ ) between boys and girls. The results were supported by study conducted by McCabe & Ricciardelli (2004) which found that athletic abilities define boys' popularity and self-confidence and body image thus, pre-adolescent boys long to gain weight by increasing their muscularity and masculine outlook than girls. There is a significant difference found between means on self esteem ( $t=2.52$ ,  $p<0.05$ ) between boys and girls. Results still indicated that the margin between boys and girls levels of self-esteem was very small. Researchers concluded that males have only slightly higher levels of self-esteem than females across most ages.

## Conclusion

The findings of current study revealed that body image has a significant relation with peer pressure among adolescent boys and girls. Conclusively, it can be said that body image is related with peer pressure but not with self esteem. On body image there was significant difference found between boys and girls. On peer pressure



there was significant difference found between boys and girls. On self esteem there was significant difference found between boys and girls but the difference is relatively small. As far as gender differences are concerned boys significantly differ from girls on body image and are comparatively more on peer pressure than girls.

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