ADOLESCENT BODY IMAGE: THE EFFECTS OF MEDIA IMAGES ON BODY SATISFACTION, SELF-ESTEEM, AND BODY ESTEEM

THESIS

Presented in Partial Fulfillment of the Requirements for

the Degree of Master in Science in the

Graduate School of The Ohio State University

By

Andrea Elaine Merchant, B.S.

The Ohio State University
2002

* * * *

Master's Examination Committee:
Dr. Nancy Ann Rudd, Adviser
Dr. Sharron Lennon
Dr. Leslie Stoel

Approved by

Nancy Ann Rudd
Adviser
Department of
Consumer and Textile Sciences
This study examined the relationships among body satisfaction, self-esteem, body esteem and internalization of media images among female adolescents. Eighty-six adolescent females at Watkins Memorial High School participated in the study. Each subject was asked to participate in two sessions, which were designed to examine how idealized media images are internalized and how these images affect adolescent body satisfaction, self-esteem and body esteem.

In the first session, the girls were asked to evaluate their levels of body satisfaction, self-esteem and body esteem. In the follow up session, girls were exposed to idealized media images of female bodies or images of fashion accessories. This session was designed to measure subjects' responses regarding their body satisfaction, self-esteem and body esteem after exposure to media images.

Data were analyzed using t-tests, simple regression, and chi square tests. Results revealed that exposure to idealized images had little effect on girls' body satisfaction, self-esteem, and body esteem. However, results revealed that differences in motives do exist for comparison to idealized images. A relationship was found such that girls who compare to images had low levels of body satisfaction. Comments from the girls indicated a "tug-of-war" with social comparison; they found themselves compelled to compare, but also wished to be appreciated as unique individuals. They often times
placed a higher value on comparing to their peers than to idealized images in the media, which still may result in lower levels of body satisfaction, self-esteem and body esteem.
To my husband
and the girls who shared their stories
ACKNOWLEDGMENTS

I wish to express sincere appreciation and gratefulness to my advisor, Dr. Nancy A. Rudd for her guidance and perseverance. Thank for the endless of hours of proof reading, counseling, and mentoring. Without your support and guidance this would not be possible. Special thanks to my committee members Dr. Sharron Lennon and Dr. Leslie Stoel who were patient and understanding of my time constraints, and for their hours of proof reading, suggestions and comments.

To the Students, Staff, and Administration at WMHS, thank you for allowing me into your school and sharing in this learning experience.

I also wish to thank my students for their patience and understanding throughout the school year. A special thank you to one of my students, Elizabeth Sinar, for her inspiration and friendship. I am also grateful to my close friend Tiffany Yang; thank you for your friendship in my time of need.

To my family for their love and support, and words of encouragement, thanks a million.

And last to my husband, I could not ask for more understanding, love or support from you. Thank you for allowing me to follow my dreams and supporting me every step of the way by encouraging me to achieve my dreams, and never settle. I love you!

This research was in part funded by a research award from the Sibley Graduate Research Fund; thank you for allowing me the opportunity to continue my research.
VITA

Andrea E. Merchant

April 30, 1977..........................................................Born- Columbus, Ohio

2000.................................................................BS, Textiles and Clothing
The Ohio State University

2000-2002........................................ Graduate Teaching Assistant/ Computer Aided Design Lab
The Ohio State University

FIELD OF STUDY

Major Field: Textiles and Clothing
TABLE OF CONTENTS:

Adolescent Body Image: The Effects of Media Exposure on Body Satisfaction, Self-Esteem, and Body Esteem

ABSTRACT........................................................................................................ii
DEDICATION....................................................................................................iv
ACKNOWLEDGEMENTS..............................................................................v
VITA....................................................................................................................vi
LIST OF TABLES...............................................................................................xi
LIST OF FIGURES..........................................................................................xiii

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>Purpose of Study</td>
<td>4</td>
</tr>
<tr>
<td>Significance of Study</td>
<td>5</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>7</td>
</tr>
<tr>
<td>2.</td>
<td>REVIEW OF LITERATURE</td>
</tr>
<tr>
<td>Body Image</td>
<td></td>
</tr>
<tr>
<td>Body Image as a Multi-Dimensional Construct</td>
<td>9</td>
</tr>
<tr>
<td>Body Image as a Cognitive Structure</td>
<td>10</td>
</tr>
<tr>
<td>Sociocultural Factors Affecting Body Image</td>
<td>11</td>
</tr>
<tr>
<td>Historical Trends of the Ideal Body Type</td>
<td>12</td>
</tr>
<tr>
<td>Media Influences</td>
<td>14</td>
</tr>
<tr>
<td>Appearance Management</td>
<td>14</td>
</tr>
<tr>
<td>Social Comparison and Body Image</td>
<td>19</td>
</tr>
<tr>
<td>Results of Media Exposure and Social Comparison</td>
<td>19</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Procedure</td>
<td>61</td>
</tr>
<tr>
<td>Data Collection</td>
<td>62</td>
</tr>
<tr>
<td>Research Design</td>
<td>62</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>63</td>
</tr>
<tr>
<td>4. RESULTS</td>
<td>65</td>
</tr>
<tr>
<td>Sample</td>
<td>65</td>
</tr>
<tr>
<td>Respondent Characteristics</td>
<td>65</td>
</tr>
<tr>
<td>Demographics</td>
<td>65</td>
</tr>
<tr>
<td>Overall Body Satisfaction</td>
<td>67</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>71</td>
</tr>
<tr>
<td>Body Esteem</td>
<td>73</td>
</tr>
<tr>
<td>Social Attitudes Towards Appearance</td>
<td>74</td>
</tr>
<tr>
<td>Motive Comparison</td>
<td>75</td>
</tr>
<tr>
<td>Discussion</td>
<td>86</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td>92</td>
</tr>
<tr>
<td>5. CONCLUSIONS</td>
<td>96</td>
</tr>
<tr>
<td>Limitations</td>
<td>98</td>
</tr>
<tr>
<td>Implications of Study</td>
<td>100</td>
</tr>
<tr>
<td>Suggestions for Future Research</td>
<td>102</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>106</td>
</tr>
<tr>
<td>APPENDICES</td>
<td></td>
</tr>
<tr>
<td>A. HUMAN SUBJECTS LETTER OF APPROVAL</td>
<td>121</td>
</tr>
<tr>
<td>B. SCRIPT FOR RECRUITMENT OF PARTICIPANTS</td>
<td>123</td>
</tr>
<tr>
<td>C. LETTER OF SUPPORT FROM VICE-PRINCIPAL</td>
<td>125</td>
</tr>
<tr>
<td>D. PARENTAL LETTER AND CONSENT FOR RESEARCH PARTICIPITION</td>
<td>127</td>
</tr>
<tr>
<td>E. VISUAL ANALOGUE SCALES</td>
<td>130</td>
</tr>
</tbody>
</table>
F. BODY ESTEEM SCALE ................................................................. 131
G. BIPOLAR ADJECTIVE SCALE (SELF-ESTEEM).......................... 132
H. SOCIAL ATTITUDES TOWARD APPEARANCE QUESTIONNAIRE .... 133
I. DEMOGRAPHIC INFORMATION ............................................... 135
J. OPEN ENDED QUESTIONS .................................................... 136
K. IDEALIZED IMAGES OF FEMALE BODIES AND IMAGES
   OF FASHION ACCESSORIES .............................................. 137-157
L. SCRIPTS FOR FIRST DAY INSTRUCTIONS FOR PARTICIPANTS .... 158
M. COMPLETE SURVEY PACKET ............................................... 160-169
N. RESPONSES TO OPEN ENDED QUESTIONS ................................ 170-179
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age, Current Height, Current Weight, Ideal Weight</td>
<td>66</td>
</tr>
<tr>
<td>2. Grade Level</td>
<td>66</td>
</tr>
<tr>
<td>3. Table 3: Ethnicity</td>
<td>67</td>
</tr>
<tr>
<td>4. Pre-VAS Scores Overall</td>
<td>68</td>
</tr>
<tr>
<td>5. Post VAS Scores</td>
<td>69</td>
</tr>
<tr>
<td>6. Pre-VAS Scores for Those Viewing Fashion Accessories</td>
<td>69</td>
</tr>
<tr>
<td>7. Post-VAS Scores for Those Viewing Fashion Accessories</td>
<td>69</td>
</tr>
<tr>
<td>8. Pre-VAS Scores for Those Viewing Idealized Images</td>
<td>70</td>
</tr>
<tr>
<td>9. Post-VAS Scores for Those Viewing Idealized Images</td>
<td>70</td>
</tr>
<tr>
<td>10. Pre and Post Self-Esteem for Those Exposed to Idealized Images (Group A)</td>
<td>72</td>
</tr>
<tr>
<td>11. Pre and Post Self-Esteem for Those Exposed to Accessories (Group B)</td>
<td>73</td>
</tr>
<tr>
<td>12. Do you compare yourself with others?</td>
<td>75</td>
</tr>
<tr>
<td>13. Comparison Targets</td>
<td>76</td>
</tr>
<tr>
<td>14. Do you compare with media images?</td>
<td>77</td>
</tr>
<tr>
<td>15. Reasons for comparing with media images</td>
<td>78</td>
</tr>
<tr>
<td>16. Reasons for not comparing with media images</td>
<td>83</td>
</tr>
</tbody>
</table>
17. Paired sample t-test for body satisfaction ..................................................... 87
18. Paired sample t-test for self-esteem ................................................................. 88
19. Paired sample t-test for body-esteem .............................................................. 89
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rudd and Lennon Model of the effects of social comparison on the construction and evaluation of appearance</td>
<td>18</td>
</tr>
<tr>
<td>2. The Berlo Communication Model: A model of the ingredients in communication applied to advertising and body image</td>
<td>46</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

In the late 20th century, the American media has seen the re-emergence of the slender body type as a standard of beauty for women in fashion magazines and numerous other sources of mass media. Several researchers have demonstrated how the female body, in the mass media has become increasingly thin (Garner, Garfinkel, Schwartz, & Thompson, 1980; Silverstein, Perdue, Peterson, & Kelly, 1986; Wiseman, Gray, Mosimann, & Ahrens, 1992). Recent research has confirmed that exposure to media images of idealized female body types leads to increased levels of women’s body image disturbance (Heinberg & Thompson, 1992; Richins, 1991; Stice & Shaw, 1994).

Currently 80% of American woman are dissatisfied with their appearance (Levine & Smolak, 1997). The level of disturbance is on the rise especially in young female adolescents who are members of the most vulnerable faction of society. Currently about two-thirds of adolescent girls at all ages are dissatisfied with their weight (Moore, 1993); in one study, 80% of fourth grade girls reported dieting (Mellin, Irwin, & Scully, 1992). EDAP (The Eating Disorders Awareness and Prevention organization) states that a conservative estimate of the prevalence of eating-disorders (bulimia, anorexia, binge eating) in the US is 5-10% of girls and women after puberty, which equals to about 5-10 million females (“Stats”, n.d.). In 1998, according to the American Medical Association, eating disorders ranked as the third most common illness among adolescent females in the US with an estimated prevalence of 4% of the population (“Deadly diets”, n.d.).
Idealized images of beauty and thinness are served to adolescents continuously; everywhere they turn, reinforcing the cultural norm of beauty and what they must conform to in order to succeed in society. Recent reports suggest the increased exposure to idealized media images are causing feelings of increased body dissatisfaction, which may lead to body image disorders and/or possible eating disorders in young adolescents (Richins, 1995; Stice & Shaw, 1994). In a recent study 69% of the girls stated that magazine models influence their idea of the perfect body shape (American Academy of Pediatrics, 1999).

Many adolescent girls, enjoy, use, and “consume” mass media (Harris, 1999). For example, almost 2,000,000 girls subscribe to Seventeen magazine, and nearly 42% of 1st through 3rd grade girls wish to be thinner (Collins, 1991). More recently, a survey conducted by Teen People Magazine found that 27% of adolescent girls felt that the media pressures them to have a perfect body (“How to Love the Way you Look” October, 1999). These statistics confirm that the media have a direct impact upon young girls’ perceptions of an ideal body and on their body image (Slade, 1994).

From an early age women and girls are taught that their self-worth is primarily dependent upon how they look (Wolf, 1991). Young women with eating disorders are significantly more likely to report that magazines influenced their eating habits and how they felt about their bodies, that they wanted to look like the thin ideal, i.e., thin models shown in print media and on television (Murray, Touyz, & Beaumont, 1996).

**Gender differences in the media**

Women more than men are pressured to obtain the cultural body ideal through exercising and dieting (Silverstein, Perdue, Peterson, & Kelly, 1986)). Female models in
the media weigh 23% below the average women’s weight (Freedman, 1986). The media are relentless in giving appearance-oriented messages, and these messages are drastically different for men and women. For women, thinness is a crucial aspect of media’s message of the ideal attractiveness, along with dieting, and body dissatisfaction (Polivy & Herman, 1987). On the other hand, for men normal weight is considered to be the ideal body type (Polivy & Herman, 1987). Accordingly, Nemorff, Stein, Diehl, and Smilack (1994) found that more body-oriented articles are located in women’s magazines, than in men’s magazines, thereby contributing to a higher level of dissatisfaction among women than among men. By having different standards for men and women, society continues to promote gender differences with respect to beauty.

However, there remain several unanswered questions, such as what impact do media images have, do adolescents really buy into the image of a thin body, and what, if anything motivates them to compare to these images?

This chapter presents an overview of the importance of idealized media imagery and media influences on young girls. This chapter also discusses the concept of body image, and then introduces the purposes and significance of the proposed study.

Body image is the mental image that one holds of one’s own body (Fallon, 1990), and includes attitudes related to physical appearance in general (Garner & Garfinkel, 1981), and attitudes one may hold about one’s body (Cash & Pruzinsky, 1990). Body image disturbance may occur when a person experiences a distortion in perception, behavior, or cognition and affect related to body weight and shape (Cash & Brown, 1987).
Body image consists of both perceptual and attitudinal dimensions. The perceptual aspect of body image is responsible for determining appearance evaluations regardless of whether the evaluations are based upon objective criteria or not. The attitudinal dimension is responsible for the body image evaluation (e.g., body satisfaction/dissatisfaction) (Cash, 1994) and often determines what behaviors are practiced related to appearance management.

Media images and social comparison

Social comparison theory (Festinger, 1954) or the tendency to compare to others may explain the impact media images have on women’s body image. Researchers have found empirical results that support the idea that women engage in a social comparison process (Martin & Kennedy, 1993) with media images when viewing models in magazines. This is based on the fact that the media is considered a “sociocultural factor” that aids in the socialization process of individuals. Thus, when females compare themselves with media images of idealized female body types, a discrepancy results between their actual body type and the media standard body type, which then tends to make females more critical of their bodies.

Purpose of Study

The purpose of this study is to investigate the relationship among female adolescents’ body image, self-esteem, body esteem, and internalization of media images. Adolescent media consumption will be assessed to determine whether or not internalization of media is present and whether or not media internalization is related to
lower levels of body satisfaction, body-esteem, and self-esteem. This research study intends to investigate in female adolescents the following: (1) whether or not exposure to printed magazine advertisements that contain idealized images of thin females will reduce the level of body satisfaction, body esteem and self-esteem; (2) if the level of internalization of social attitudes will lower the level of body satisfaction; and finally (3) if there are any differences in motives for comparison to media images and whether or not these differences will affect body satisfaction and self-esteem. These questions will be examined by an experimental study involving two experimental conditions, one in which subjects are randomly assigned to view media images featuring adolescent female bodies, and one in which subjects are randomly assigned to view media images featuring product images with out any bodies.

The central premise of this research is that exposure to images featuring bodies will reduce the body image of female adolescents. By using social comparison theory (Festinger, 1954) as a framework, it is proposed that female adolescents will compare their body size with that of the models in the advertisements. As a result, self-esteem, body satisfaction, and body esteem may be affected. This study attempts to assess those unintended consequences of advertising.

**Significance of Study**

The significance of this research is that it contributes to a greater understanding of adolescent body image, specifically negative body image that individuals’ may form in response to idealized media images. This study integrates both the individual and the social environment (media), as they both play critical roles in shaping one’s body image.
(Harris, 1999). Body image, self-esteem, body esteem, and awareness and internalization of the media will be measured to determine if there is an effect and if so to what extent, and what can we do with the results that will benefit the adolescents understanding of their body image and media practices?

Since this research uses a group of female adolescent high school students, this study may prove valuable in understanding individual perceptions at a time when they are most critical. It is during this period of life that females feel most pressured to attain the cultural standard of female beauty (Gilligan, Lyons, & Hammer, 1990). Adolescents are prime targets for advertisers, controlling a sizeable market share; one would think advertisers would show images of a wide diversity of body types, sizes and ethnicities. However, since advertising tends to depict images of idealized girls in hopes of selling more products, there can be great detriment to body image of young women. This study aims to further contribute to the relationship between adolescent body image and the media.

In conclusion, the current research contributes to the following important areas: (1) understanding of adolescent body image from the individual level; (2) understanding of adolescent body image from the sociocultural level; (3) understanding media influences on adolescent body image; (4) understanding adolescent motives for comparisons of their bodies.
Definition of Terms

Adolescence – a period of time in a person’s life that stretches from the onset of puberty to young adulthood. (Generally from the age of 11 to the age of 19) (Chilman, 1983).

Advertising-mass media sending information to the selected target market through paid forms of communication without physical contact (Pride & Ferrell, 1997).

Body image—one’s perceptions and attitudes about one’s own body (Sullivan & Harnish, 1990).

Body esteem- similar to body satisfaction, reflects agreement with positive versus negative features about one’s body; may capture broader concepts (i.e. I am proud of my body)(Thompson, Heinberg, Altabe, and Tantleff-Dunn, 1999).

Body image disturbance—a syndrome of perceptual, cognitive, motivational, and emotional phenomena encompassing two related but distinct aspects: body dissatisfaction and body size overestimation (Garner & Garfinkel, 1981).

Body satisfaction—satisfaction with an aspect of one’s body; scales may be used to rate various body parts (e.g. waist, hips, breasts, etc.). (Thompson, Heinberg, Altabe, and Tantleff-Dunn, 1999).

Media exposure-exposure to media sources such as television, magazines, newspapers, and billboards.

Idealized images-the current ideal of female beauty is a young Caucasian female, with the height of 5’8”-5’10”, weighting approximately 110-120 pounds or less. (www.about-face.org). However, less than 10% of the female population is genetically designed to fit into this ideal (Steiner-Adair & Purcell, 1996). Make-up, lighting, and airbrushing are used to slim images even further (“Stats”, n.d.).
Self-Esteem—one’s feelings of self worth (Rosenberg, 1965).

Social comparison—the process of thinking about information (real or constructed) with respect to the self (Wood, 1996, p.525).

   a) upward comparisons-making comparisons with others who are superior or better off in some ways (Wood, 1989).

   b) downward comparisons-making comparisons with others who are inferior or less fortunate than oneself (Wood, 1989)

Target audience—who advertisements are focused towards, generally a pre-selected group of individuals who comprise a market segment (Pride & Ferrell, 1997).

Target selection—process by which individuals select a target to which to compare; this is not a random process. Individuals may exhibit some degree of preference in how and whom they select as targets (Thompson, Heinberg, Altabe, & Tantleff-Dunn, 1999).
CHAPTER 2

REVIEW OF LITERATURE

This research will investigate possible relationships between adolescent body image, self-esteem, body-esteem, and exposure to idealized advertising. This chapter includes sections on body image, self-esteem, media exposure, social comparison, Rudd and Lennon’s model of body image and self-esteem, adolescent development, and effects of advertising. Based on the literature review, the theory of social comparison will be explored to demonstrate the theoretical associations among body image, self-esteem, and advertising exposure among adolescent females.

The influence of mass media on body image has become a prominent area of research in several disciplines including communications, psychology, sociology, and consumer/apparel/textile related areas. For several years, theorists and experts in the field have been criticizing “sociocultural” agents such as fashion magazines, television, and various other aspects of the mass media for their promotion of the ideal thin body type.

**Body Image**

Body image is the mental image one holds of oneself, which includes perceptions and attitudes related to physical appearance (Garner & Garfinkel, 1981; Fallon, 1990).
Body image is mentally constructed and affected by cultural standards (Fallon, 1990). Thus, the manner in which women evaluate themselves is influenced by ideas of the culture in which they live (Tseelon, 1992), which are presented by sociocultural agents.

**Body image as a multi-dimensional construct**

Body image is multi-dimensional construct of self-attitudes towards one's body, and appearance (Cash & Prunzinsky, 1990). Body image consists of perceptual and subjective (attitudinal, affective) dimensions. The perceptual dimension is concerned with what one sees, whereas, the subjective dimension refers to how one feels about what she is seeing, and emotional reactions towards the body including levels of satisfaction and dissatisfaction. The perceptual aspect of body image leads to appearance evaluations even if there is no objective standard to compare to (Wood, 1989). The perceptual component is how females really see their shape (i.e. how females visualize the size and shape of their bodies) (Slade, 1994). The subjective dimension is concerned with body image evaluations one holds and how this affects one's level of satisfaction and or self-esteem (Cash, 1994). This component is influenced by how committed she is to a thin ideal and leads to appearance management behaviors (e.g., restrained eating, bingeing and purging, excessive exercising and dieting) (Slade, 1994).

**Body image as a cognitive structure**

Individuals process information, which may reflect and be influenced by individuals' feelings, thoughts, and attitudes, through the use of cognitive structures (Markus & Zajonc, 1985). These cognitive structures are collections of information,
stored in memory, that influence how individuals perceive and make judgments about stimuli (Markus & Zajonc, 1985). Body image is a complex structure that embodies one’s cognitions, emotions, and actions regarding one’s body (Cash et. al, 1990). This can be understood as a cognitive structure, and a mental representation of information concerning one’s body (Altabe & Thompson, 1996). This cognitive component is a complex feature that controls one’s thoughts. Thus, if the cognitive structure is more positive than negative, then it stands to reason that the affective response will be more positive as well.

**Sociocultural factors affecting body image**

Body image may be affected by ethnicity, sex, gender, social class, religion, education, family, and sexual orientation (Brumberg, 1997; Orenstein, 1994; Stice & Shaw, 1994). Culture plays a significant role in shaping and reinforcing ideas about beauty. It is likely that culture influences how one perceives oneself, including one’s perception of the body. Culture typically narrowly defines what is beautiful at any given time and this definition changes through the years to reflect changing societal norms due to advances in technology, shifting priorities, and world economics. Ideals of beauty are shared by members within a culture and are agreed upon collectively; thus, individuals are motivated and encouraged to adhere to the standards. Two classic examples of these collective cultural standards are Chinese foot binding which was considered attractive for nearly 1000 years, and in the 19th century constricting corseting, which was standard practice for Victorian women. Today the female cultural ideal in much of the Western world is a thin, toned, tanned, tall, body.
The ideal body shape has undergone numerous transformations throughout American history. Since the 1960s, there has been a shift toward an ideal thin body (Polivy, Garner, & Garfinkel, 1986). Women from all periods of history have wanted and strived to achieve the cultural ideal of beauty. In the late 20th century, in American media, the ideal female body size has become increasingly thin (Garner, Garfinkel, Schwartz, & Thompson, 1980; Wiseman, Gray, Mosimann, & Ahrens, 1992). Historical trends corroborate the decreasing size of the feminine ideal body type presented in the mass media. For example, Garner, Garfinkel, Schwartz, and Thompson, (1980) evaluated the female body presented in Playboy magazine and The Miss America Pageant from 1959-1978, and Wiseman et al. (1992), from 1979-1988; and both studies discovered a significant decrease in body measurements (hips and waist) among cultural ideal images. Statistical correlations supported this decreasing trend. Results from both studies conclude that the body measurements of pageant contestants and centerfold models dropped significantly each year. A decrease in hip and bust size, along with an increase in height lead to the creation of the tall, thin supermodel with fewer curves than that typical of the previous ideal feminine shape.

**Historical trends of the ideal body type**

In Western American society the ideal female body shape has changed dramatically throughout the 20th century to reflect the technological advancements, economic prosperity, and other various transformations in society. Idealized beauty has never been static in our culture, yet continuously changes throughout history in accordance with new emerging aesthetic standards.
A brief review of the cultural ideal of beauty in the Western culture summarized by Mulvey and Richards in *Decades of Beauty: The Changing Image of Women 1890’s to 1990’s*, (1998), demonstrates the various social expectations at given points in American history. At the turn of the century, the corset reached its height of popularity and created an S-shaped, pigeon-breasted figure with a small waist; the corset was finally laid to rest in 1906. During the roaring 20s the ideal female body shape was a young, thin, boyish figure with no visible curves. To achieve this boyish body shape, extensive dieting, and exercising were required, as well as occasional wrapping of the breasts to keep them appearing flat. By the 1930s, a feminine silhouette of curves and breasts became fashionable again. After WWII in the late 1940s and early 1950s the ideal body shape became more muscular, womanly, and curvy. By the 1960s, the ultra thin super model Twiggy became the ideal body type, which continued into the 1970s when the ideal figure became more elongated. Thus, pressure was placed upon women to stay thin, and this message of thinness was reinforced by the media and by increasingly thin women in beauty pageants and on the covers of fashion magazines. The 1980s and the 1990s brought waif-like, “heroine chic” supermodels as the ideal body type (Mulvey & Richards, 1998). Their trademark was appearing as a weak, pale, drug addict. By the beginning of the 21st century, the “plastic body” became ideal, suggesting that the body is infinitely malleable; if one could not achieve it through dieting and exercise, doctors could help through new technological advancements in cosmetic surgery (Mulvey & Richards, 1998)
Media Influences

Images from the mass media play a critical role in shaping and reinforcing the cultural ideal of beauty (Harris, 1999). This is achieved through the advertising industry and the entertainment industry including television, movies, music videos, magazines, and billboards. The media serves a dual role; on one hand the images portrayed in the media reflect cultural ideals, yet on the other hand the media is a powerful force that helps to shape our ideas of what the images of beauty should be (Kilbourne, 1999). There is no perfect formula individuals may use to evaluate themselves; however, a homogeneous standard of beauty was created and made possible by the rise of mass media (Mazur, 1986). Mass media perpetuates ideal images of beauty, thus creating a homogenous standard that is visible in all places. By perpetuating this ideal beauty, the media use thinness to sell products; thin is equated with good and the use of bodies is a common strategy used to sell products to consumers. If young women see media images of attractive thin women enjoying a good successful life, then they are likely to (a) believe that they could find similar success with such an appearance and (b) believe they can come close to such an ideal appearance if they buy the products advertised and work hard on trying to achieve these appearances.

Appearance Management

Individuals in society engage in appearance management behaviors in order to achieve, or at least approximate, the cultural ideal and present themselves in the accepted cultural form, which is presented by the media. Individuals strive to achieve the accepted cultural form leading them to undergo appearance management behaviors. Researchers
Rudd and Lennon (1994) integrated the sociocultural perspective along with aesthetic theories (Delong, 1998; Fiore, Kimle & Moreno, 1996; Hillestad, 1980) and proposed a model of body aesthetics that explains how individuals react to cultural aesthetic ideals related to the body. Rudd and Lennon (1994) used the social comparison theory (Festinger, 1954) to develop their model, in order to explain the relationship between the cultural ideal of beauty and the creation of individual appearance through appearance management behaviors and the individual's evaluations of her/his appearance.

The model includes cultural categories of attractiveness that impact individual appearance standards. Mass media such as TV, music, videos, magazines, and movies strongly influence individuals as they define an “attractive” appearance. Social comparison occurs when the individual compares her/himself with others, affecting the individual creation of appearance through appearance evaluations and subsequent appearance behaviors.

According to the model proposed by Rudd and Lennon (1994), women are active participants in culture who create their appearances in relation to the cultural aesthetic ideal, by using appearance enhancing products and behavior. Appearances, which are created by individuals, are either positively or negatively evaluated by others. Positive assessments from self and others will result in an increased level of self-esteem, where as negative assessments will lead to feedback loop illustrated in the model.

If a created appearance is close to the cultural ideal, assessments are positive and a strong self-image may result; on the other hand if the created appearance does not approximate the cultural ideal, assessments are negative, thus forcing individuals to engage in the four coping strategies. These are a) accept the cultural standard and try
harder, b) accept the cultural standard and quit trying, c) modify the personal standard, and d) modify the cultural standard.

The first strategy is exercised when individuals accept the cultural standard and decide to continue using appearance management behaviors to alter their appearance to match the cultural ideal. Often individuals who engage in this strategy are never satisfied with their bodies despite their hard work and effort, and will never achieve the cultural ideal.

The second strategy is used when individuals accept the cultural standard of beauty, but quit trying to achieve. Individuals realize that the cultural standard is not obtainable, but this does not resolve any discrepancies that they as individuals may feel as a result of being unable to achieve the cultural standard.

In the third strategy, the individual may try to lower his or her own personal standard of the ideal appearance. Individuals realize that their obsessions with unrealistic ideals are unhealthy and the only way to be truly happy with their bodies is to set their own personal standards, which may be more attainable. Individuals may focus on positive aspects of their bodies rather than the negative aspects of their bodies when comparing to others, which includes media images. This strategy may be referred to as the “modifying personal standard” in the Rudd and Lennon Model (1994).

Finally, the fourth and possibly most effective strategy is that individuals modify the cultural standard. In this strategy, individuals choose to ignore the current cultural standard and try to actually change it to make it more inclusive of various body shapes and sizes. Through this strategy, individuals will focus on positive aspects of their bodies and not engage in comparisons with unrealistic targets such as models. See Figure 1.
Rudd and Lennon model. An example of this strategy would be women who are proud of their bodies, accept their selves as is and still hold high values of self-esteem while choosing not to engage in the cultural ritual of dieting.
Figure 1. Rudd and Lennon Model of the effects of social comparison on the construction and evaluation of appearance (Rudd and Lennon, 1994).
Social Comparison and Body Image

Researchers have established a connection between social comparison and body image (Heinberg & Thompson, 1992). Advertisements in the mass media including fashion magazines reveal society’s increasing obsession with female thinness (Stice & Shaw, 1994; Silverstein, 1986 et. al., Irving, 1990) and are considered one basis for comparison of women’s physical attractiveness (Martin & Kennedy, 1993). Magazine pages are often filled with advertisements featuring models that represent the standard of beauty, i.e., a thin, attractive body. Most people tend to automatically compare their appearances to that of highly attractive media images (Richins, 1991); comparison with idealized images may affect women’s body image (Cash & Brown, 1987). For example, Irving (1990) examined the impact of exposure to highly attractive media images on self-evaluations on women. Results from this study revealed that the research participants compared themselves to the images; this exposure to the thin fashion models resulted in lower self-esteem.

Results of media exposure and social comparison.

Additional studies support the claim that selected types of mass media including fashion magazines reveal society’s increasing obsession with female thinness (Stice & Shaw, 1994; Silverstein, 1986 et. al., Irving, 1990). According to the study conducted by Silverstein, Perdue, Peterson and Keily in 1986, the typical body shape portrayed on television is significantly slimmer for women than men, at times causing levels of increased body dissatisfaction to occur in women.
Low self-esteem has been found to be related to body image dissatisfaction and various eating disorders/disturbances (Wolf, 1991). Comparison with the media images often results in lower levels of body satisfaction (Freedman, 1984) and lower self-esteem (Wolf, 1991), increased standards for physical attractiveness (Martin & Kennedy, 1993), and lower levels of personal satisfaction with attractiveness.

Additionally, a study conducted by Irving (1990) found that increased exposure to exceptionally thin models resulted in an overall decrease in self-esteem, and overall dissatisfaction with weight among the women respondents which coincides and validates the study performed by Silverstein, Perdue, Peterson and Kelly (1986).

To validate what Irving previously found, Stice and Shaw (1994) demonstrated that heightened exposure to the media’s portrayal of ultra thin women led to increased feelings of depression, unhappiness, shame, guilt, stress and a decrease in self-confidence and body satisfaction among subjects. According to the researchers, these feelings contribute to symptoms of eating disorders; increased exposure to the thin body type increases the symptomatology of eating disorders (Stice & Shaw, 1994). Women with increased exposure to various types of media that promote an extreme ideal body suffer from higher levels of body dissatisfaction, which may lead to increased eating disorder symptomatology.

Furthermore, in 1997 Harrison and Cantor found a strong correlation between mass media consumption and women’s eating disorders symptoms. Thus, a linkage between mass media and dissatisfaction with ones’ body is present and occurs more frequently in women than men (Harrison & Cantor, 1997).
Origin of Social Comparison Theory

Social comparison theory originally was developed in the field of social psychology, an area that studies the causality of human behaviors. Followed by the publication of a paper on the level of aspiration individuals’ hold for themselves, (Hertzman & Festinger, 1940), Festinger began a project studying communication and social pressures in housing projects at Massachusetts Institute of Technology, shortly after World War II. In addition, Festinger had also written Social Pressures in Informal Groups with Stanley Schanchnet and Kurt Back in 1950. By integrating previous findings from past research projects, Festinger and Thibaut (1951) proposed the concept of “social reality”, which was then studied in depth and became the Social Comparison Theory in 1954 (Festinger, 1954).

Festinger posited the hypothesis that humans have a basic drive to compare their opinions and abilities to others in order to evaluate the self, as the main purpose of social comparison. However, when objective comparisons are not available, individuals compare themselves to similar others. The “similarity hypothesis” is a central proposition of the theory and is explained by individuals choosing a comparison target, i.e., someone who is similar to themselves. Festinger believed that individuals would compare themselves to similar persons to aid in this drive for improvement. Furthermore, he believed that if a similar comparison target was not available, individuals would compare themselves to those closest in proximity. Since its origin in 1954, a vast amount of research has utilized social comparison theory as a framework (Goethals, 1986; Richins, 1991; Wood, 1989).
Types of Comparison

There are two basic types of comparison: upward and downward comparison (Festinger, 1954). Upward comparison occurs when comparing to those who are better at whatever attribute is being compared (Festinger, 1954). Festinger inferred that individuals are dissatisfied when they compare upward because they realize they are inferior to others in terms of abilities and opinions. This leads to the drive for competition and increased pressure to perform. Downward comparison occurs when individuals realize they are superior to others in terms of abilities and opinions, which may lead to feelings of satisfaction. Downward comparison is likely to result in an increase in self-esteem and satisfaction; however, upward comparison is likely to result in a decrease in self-esteem and satisfaction. Furthermore, the phenomenon of “unidirectional drive upward” explains how humans are motivated toward continual self-improvement, which is another main component in the Social Comparison Theory (Festinger, 1954). Individuals compare themselves to peers, co-workers, magazine models, and or celebrities, including personal traits and situations (Wood, 1989) and evaluation of appearance (Irving, 1990, Richins, 1991).

Appearance was evaluated in the classic study of Mr. Clean and Mr. Dirty (Morse & Gergen, 1970). Mr. Clean was manipulated as having a socially acceptable appearance and appeared well groomed and organized, where as, Mr. Dirty was manipulated as socially unacceptable in appearance and appeared unkempt and disorganized. Morse and Gergen (1970) reported that when people compare themselves to targets that are less attractive than themselves, as in Mr. Dirty, their self-esteem is raised. But, when people compare themselves to targets that are more attractive, as in Mr. Clean, their self-esteem
is lowered. Results of the study show that subjects exposed to Mr. Clean had a lower self-esteem than those exposed to Mr. Dirty. This example illustrates how an upward comparison may lead to a lower self-esteem, while a downward comparison may lead to a higher level of self-esteem.

Types of Motives

*Self-evaluation*

The original motive used to evaluate the self, proposed by Festinger (1954) was self-evaluation. Festinger proposed that individuals had an innate drive to compare their abilities and opinions to others in order to evaluate the self.

Following Festinger’s original study (1954), the theory of social comparison has been substantially expanded and revised (Wood, 1989) by numerous researchers including Tesser (1980) and Wood (1989). Furthermore, different types of motives for comparisons are likely to occur among individuals (Lyubomirsky & Ross, 1997). The original theory assumed the motive for comparison was based upon the evaluation of self. Wood (1989) expanded the theory by positing that in addition to self-evaluation, comparisons may also serve 1) self-enhancement, which is an individual’s biased attempt to maintain positive views in order to enhance their self-esteem, and 2) self-improvement, that is the motive to learn how to improve certain attributes and may occur with respect to personal traits and circumstances. Female pre-adolescents and adolescents may compare themselves to models in advertisements for any of the three motives of self-evaluation, self-improvement, and or self-enhancement (Martin & Gentry, 1997). The study also found that as girls mature their motives for comparison may differ.
Self-enhancement

Researchers indicated that upward comparison may be both self-enhancing and self-deflating, depending upon how the comparisons are interpreted by the individuals (Collins, 1991). However, downward comparisons often tend to be self-enhancing, while upward comparisons may be damaging to one’s self-esteem (Lyubomirsky & Ross, 1997). Self-enhancement may be defined as an individual’s biased attempt to maintain positive views in order to enhance their self-esteem. It is mostly likely to occur when downward comparisons are made (e.g. comparisons with others who are inferior) because these comparisons often make individuals feel better about oneself (Wood, 1989).

An upward comparison may be viewed as inspiring; for example a young female who is interested in getting in better physical shape may make an upward comparison with her yoga instructor and is inspired to achieve greater results, rather than feeling threatened by her. Yet, such an upward comparison could also be uninspiring or damaging if she compares to her instructor and finds she can never reach that level of results.

Self improvement

Self-improvement may be defined as an individual’s effort to learn how to improve a specific characteristic, which may be physical (e.g., body shape) or mental. Individuals seek to improve themselves and their bodies; this is visible in our culture with the abundance of self-help, and how to books available (Wood, 1989). Researchers suggest that self-improvement encourages upward comparisons (Wood, 1989). However, when self-improvement is used as a motive for comparison, one is forced to face her/his faults (Wood, 1989).
Comparison targets will also differ with age and individuals will compare with images, ideas, and abilities that they most closely identify with their own self-concept. Information obtained from self-comparison is generally not used for self-evaluation until the age of seven or eight (Ruble, 1983). A young girl may attempt to judge the value of her own physical attractiveness or body image against the advertising image and hence experience a drop in self-esteem (Richins, 1991). When self-improvement is the motive, the individuals attempt to learn how to improve a certain attribute, an action that promotes an upward comparison with others (Martin & Gentry, 1997).

Wood (1989) found that comparison may occur with respect to personal traits and circumstances and with others who are dissimilar. Dissimilar others may include social categories such as fashion models (Richins, 1991). Findings of Myers and Biocca (1992) are consistent with those suggested by the Social Comparison Theory, when self-improvement is the motive for comparison. After female college students viewed ideal body commercials they felt thinner than normal. Therefore, when self-improvement is the primary motive for comparison, self-perceptions of physical attractiveness should rise because the images are inspiring rather than threatening and intimidating. Thus, when a female is inspired to improve her physical attractiveness, feelings of self-esteem may be enhanced in anticipation of improvement.

Furthermore, researchers have found that these comparisons led to negative effects on self-esteem and self-perception. Richins (1991) found further evidence that female college students compare their level of attractiveness with the models in ads.
Richins also found that these idealized advertising images caused women to have a lower level of satisfaction with the self. Results of the Richins (1991) study and the Martin and Gentry (1997) study suggest that social comparison to idealized advertising images may have negative psychological effects for young women and girls.

**Social Environment.**

The classical theory of comparison ignored the social environment and stated that the individual was a “causal agent” standing out against a non-problematic environment (Guion, 1978, p.30). The contemporary version now includes an expanded role for the social environment. The original theory viewed the social environment as an unimportant backdrop where individuals partake in the comparison process (Wood, 1989). Wood proposed social comparison is bi-directional rather than unidirectional and inferred that the process works both ways, such that the individual and the environment are both integral parts in the process. The environment is equally important to the individual in the social comparison process, since individuals help to socially construct their own environment. Kilbourne (1999) states that the average American consumer is exposed to nearly 3,000 ads everyday, creating an environment of visual confusion that may guide our social comparison process.

The contemporary view of social comparison also includes an expanded, more developed role of the social environment. Studies that are more recent suggest the comparison process may be automatic (Lyubomirsky & Ross, 1997; Rudd & Lennon, 1994). The nature of the comparison may be forced by the previously ignored environment (Sirgy, 1998), including unwanted comparisons of media images of thin
ideals (Goethals, 1986; Wolf, 1991), and result in lower self-esteem (Wolf, 1991). In some situations, an individual may choose to make comparisons with a selected target, however, other comparisons may be imposed upon the individual. Our environment may force some comparisons to occur by exposure to idealized images, (e.g., supermodels) (Goethals, 1986).

**Automatic Responses.**

Researchers questioned whether individuals seek out social comparison, suggesting that the comparison process may be automatic and takes place with the most readily available target or with whom frequent interaction occurs (Goethals, 1986; Sirgy, 1998). Recent studies suggest that indeed the response may be automatic and forced by the social environment in which the individual cohabits (Sirgy, 1998), including unwanted comparison of models and celebrities (Richins, 1991, & Wolf, 1991. These automatic comparisons may occur through mass media (television, magazines, and videos) that portray cultural ideals of beauty (Richins, 1991), and these images are often powerful and pervasive.

Thus, given the frequency of advertising in today’s society the social environment includes a persistent and persuasive suggestion to compare one’s personal characteristics with those seen in advertisements. Thus, ads are commonly used as a basis for comparison of body shape for female preadolescents and adolescents, with or without conscious effort.
**Adolescents**

There are many sociocultural and psychological factors contributing to a young woman's dissatisfaction with her body. Recent studies assert that the media is a contributing factor to increased body dissatisfaction among adolescent girls (Levine & Levine & Smolak, 1997). Adolescents are at a pivotal life stage, and are in the process of learning and defining their own values and roles through socialization, along with trying to develop their sense of self-concept (Bordo, 1993; Brumberg, 1997). Adolescent girls are extremely sensitive to peer pressure and find it difficult, if not impossible, to resist or question the dominant culture (Bordo, 1993; Kilbourne, 1999). Obsession and intense pre-occupation with the body begins early. Girls as young as nine are worrying about their weight, some studies have found that anywhere between 40 to 80 percent of fourth grade girls are dieting (Mellin, Irwin, & Scully, 1992). These girls are on the brink of adolescence and are heavily influenced, as are adults, by the mass media. Adolescents are more susceptible than adults to the media's message, since they are still developing their critical thinking skills, and may internalize the idealized images presented more easily without careful scrutiny (Harris, 1999). Girls' intense interest in fashion magazines emerges in young adolescence, explaining their vulnerability to the messages presented (Levine & Smolak, 1997).

**Female Adolescent Development**

Adolescence is a turbulent transitional period in a young woman's life as she journeys from girlhood to womanhood. This period has been categorized as a time of "storm and stress", derived from the "strum und drang" concepts of G. Stanley Hall in the early 1900s (Sprinthall & Collins, 1988). Several physical and psychological changes
accompany this transitional phase of development. Themes of independence, autonomy, individualism, biological, physiological, emotional, intellectual, and social change all are present during adolescence.

Numerous researchers have defined “adolescence”; Chilman (1983) defined adolescence as a time of puberty to young adulthood, which begins at approximately age 11 and continues to age 21. Adolescence is comprised of two stages; the first stage (ages 11-15) is marked by struggle between dependence on family, and independence from family, and the second stage (ages 15-21) is marked by the preparation for adult life (e.g., commitments, beliefs, and values). The first stage prepares teens physically for adulthood. The second stage prepares teens emotionally as they question values and beliefs in order to define themselves independently from their families. Dougherty (1993) characterized adolescence as the second decade of life, a period of biological, physiological, emotional, and intellectual, and social change.

Puberty is often associated with increased weight gain, which conflicts with the cultural ideal of female beauty (Striegel-Moore & Cachelin, 1999). During puberty, the body goes through transformations leading to the development of secondary sex characteristics in preparation for motherhood (breast, pubic and auxiliary hair, and menstruation). The hips widen, fat storage increases, and in general a girl’s body shape changes from a straight line to a curved line to accommodate these biological changes. (Basow & Rubin, 1999).

Physiological changes of puberty include weight gain, due to hormones, which occurs in both sexes (Dubas, & Peterson, 1979). However, the weight gain occurs in different places for boys and girls. For boys the change occurs later in adolescence, as
shoulders broaden and legs become long and lean; boys lose their subcutaneous fat, and gain primarily muscle rather than fat (Sprinthall & Collins, 1988). Weight gain in females occurs earlier in adolescence for many and is due to an increase in adipose tissue as their bodies prepare for the possibility of childbirth (Killen et al. 1992); females progress from a baseline of 8% body fat to 22% by the latter stages of puberty. As they develop typical female attributes, which include breasts and hips (Chillman, 1983), such weight gain often causes anxiety among young women, especially if there is a large difference between themselves and their peers. Further, this increase of body fat often leads to increased levels of body dissatisfaction and often times is related to eating problems (Swarr & Richards, 1996).

Theories of adolescent development have undergone several reiterations since Erik Erickson (1963) articulated a theory of psychosocial developmental stage theory that presented each stage as a crisis to be resolved. During the adolescent stage, Erickson theorized that the crisis was one of identity versus role confusion. This crisis suggests that the individual must undergo an identity crisis before defining his or her own identity. This traditional developmental theory has been challenged by a closer examination of girls' development; most previous research focused on boys' development as the norm for both sexes, when in reality girls may be quite different.

Gilligan and Brown (1992) have found that “during middle childhood, ages 8-11, girls become androgynous as their identification with feminine characteristics declines” (p. 29). According to Gilligan and Brown (1992), during this age range girls tend to be strong, self-confident, and outspoken, with little concern about socially constructed gender roles. Around age 11, as girls begin to enter adolescence, they begin to adopt
strict gender roles (Richards & Larson, 1989). It is at this point that girls lose the androgynous aspect of their personalities and develop feminine characteristics such as passivity and nurturing (Striegel-Moore & Cachelin, 1999).

**Adolescent self-esteem**

Global self-esteem refers to a person's general sense of worth or acceptance (Wylie, 1979). Self-esteem is comprised of two main sources, how an individual views his/her performance in areas of importance, and how a person believes they are perceived by others (Harter, 1993).

A self-image disparity often results during adolescence. A self-image disparity refers to the difference between an individual's assessment of the real self (real identity) and the ideal self (the self the individual aspires to be) (Rogers & Dymond, 1954). The passage into adolescence for girls is often marked by the loss of a girl's confidence, and in her abilities, and by an overall sense of personal inadequacy (AAUW, 1991). This loss of confidence, combined with a low self-image, self-doubt, and self-censorship, challenges young girls' self-esteem and instills doubt and insecurity, thus putting them in a vulnerable state. Recent findings suggest girls' self-esteem plummets dramatically during early adolescence (Gilligan, Lyons, & Hammer, 1990; Orenstein, 1994; Pipher, 1994), placing them at greater risk for negative outcomes during this developmental period.
Adolescent vulnerability

Mary Pipher (1994) wrote as follows:

But girls today are much more oppressed. They are coming of age in a more
dangerous, sexualized and media saturated culture. They face incredible
pressures to be beautiful and sophisticated which in junior high means using
chemicals and being sexual. As they navigate a more dangerous world, girls are
less protected. (p. 12)

Frequently, because adolescents are in a vulnerable state due to the dangerous
world and incredible pressures Pipher discusses, they may experiment with alternative
behaviors, some of which may be risky if not dangerous behaviors. Adolescents today
face intense pressure to obtain the ideal image of beauty and are faced with numerous
obstacles along the way (Pipher, 1994). Teen girls are more vulnerable to feelings of
depression and hopelessness, and are four times more likely to attempt suicide than teen
boys (AAUW, 1992).

As vulnerable members of society, adolescents are highly impressionable and
easily influenced by role models, while they are concurrently trying to learn the behaviors
of adults; they often model attitudes and behaviors of adults (Pipher, 1994). The
modeling process explains how and why role models, who may be parents, teachers,
peers, fashion models, and/or celebrities, heavily influence adolescents. Frequently, thin
models become the ideal of womanhood and the girls struggle to achieve this new ideal
of womanhood. When struggling to achieve an adult identity, girls look to extremely thin
fashion models as role models (Pipher, 1994).
Results of Media Exposure on Adolescents

Psychological researchers have concluded that media portrayals help teens define what it means to be a girl and later a woman. The way girls and women are portrayed in the media, including how they look, what they do, what motivates them, and their goals has been discussed by Signorielli (1993) as having a major influence on how adolescent girls form ideals about their own lives. This research, as well as that of Andersen and DiDomencio (1992), and Striegel-Moore, Silberstein, and Rodin (1986), hypothesizes that a strong connection exists between the images of girls and women portrayed by the media and an increase in eating disorders among young women of all races and ethnic groups.

Heinberg and Thompson (1992) measured respondents' depression, anger, anxiety, and body dissatisfaction to study the influence of original levels of body disturbance on those variables. They found that individuals who had high levels of body disturbance and soicocultural awareness/internalization increased in distress following exposure to highly attractive images of models and they became more dissatisfied with their appearance following the exposure. Individuals who had lower levels on the previous measures did not indicate a change in their level of satisfaction.

Martin and Kennedy (1993) demonstrated that exposure to advertising containing highly attractive models raised comparison standards for physical attractiveness, but did not affect self-perceptions of physical attractiveness. These studies suggest that the tendency of female preadolescents and adolescents to compare themselves to models in ads increases with age, and this tendency is greater for those with lower self-perceptions of physical attractiveness and/or lower self-esteem (Heinberg & Thompson, 1992).
Adolescent development and body image

Adolescent development and body image go hand in hand and influence one another. Body image, just like adolescent development, is a constantly changing concept, which is modified by bodily growth and is significantly influenced by interaction with environment (e.g., the media) (Rosenbaum, 1993). The body image of an individual is continuously modified by life circumstances, during adolescence as well as throughout life. During puberty, a girl’s body image is in constant flux due to developmental issues associated with puberty. As the body transforms into the mature self, girls are trying to cope with the changes in their bodies.

The body may be viewed as a reflection of self (Freedman, 1986). Hence, body image parallels self-image; the stronger one’s body image, then the stronger one’s self-image becomes during the transitional phase of adolescence (Rosenbaum, 1993). Body image and self-image are intertwined. Feelings of inferiority in one’s body image will lead to feelings of inferiority of self-image or vice versa. A distorted body image is linked to a disturbance in one’s self image. Discrepancies often exist between one’s body image and the cultural ideal of female beauty. If individuals have discrepancies between the ideal self (i.e., the self the individual aspires to be) and the real self (the real identity) Rogers & Dymond, 1954) these discrepancies may have negative psychosocial effects such as decreased body satisfaction, and decreased self-esteem, unrealistic self-perception, a higher level of anxiety, and lower self-acceptance (Rosenbaum, 1993).

In the past, self-esteem and body esteem were used interchangeably to describe feelings about the self; however, the constructs for each are very different (Mendelson, McLarne, Gauvin & Steiger, 2002). Body esteem (BE) is concerned with feelings about
one’s weight, and refers to the self-evaluations of one’s body or appearance. Self-esteem (SE) is concerned with overall feelings of worth, but may include feelings about one’s general appearance or attributions about others’ evaluation of appearance and weight (Mendelson, Mendelson, & White, 2001). Since body esteem is related to body weight, it would only make sense that body esteem incorporates components of “weight esteem,” which make contributions to one’s overall self-esteem (Mendelson et. al., 2002). Mendelson, White, and Mendelson (1996-7) corroborated that feelings about one’s weight can be differentiated from feelings about one’s general appearance; they further suggested that one’s own opinions may be differentiated from the opinions attributed to others.

Cultural Values and Appearance Management Behavior

There is a stigma in our society associated with being fat, a paradigm of values for thin and fat has been constructed. Self-control, success, strength, and power are associated with thinness (Garner & Garfinkel, 1981), whereas fatness is associated with the opposite values of failure, weakness, and laziness (Orenstein, 1994). Thus, an unequal playing field has been created, sending a message to young girls; one must be thin to be associated with values that are positive and rewarding. Sadly, the reality is that society’s constructed definition of beauty is narrow, lacks alternatives, and encourages young adolescents to starve themselves or engage in other risky behaviors (Pipher, 1994).
Gender Expectations and Beauty

In our culture, physical attractiveness is viewed as an important commodity with many rewards and is highly valued by members of society (Silverstein, Perdue, Peterson, & Kelly 1986). Society’s intense preoccupation with physical attractiveness explains the adolescent pursuit to achieve the ideal beauty presented in the media. Ideal beauty is seen as the key to success and the central core to femininity. During the period of adolescence, girls are confronted with gender expectations and are frequently expected by family and societal pressures to conform to female gender role prescriptions (Basow & Rubin, 1999; Orenstein, 1994). Gender role expectations for girls include achieving the ideal female body, in addition to pursuing feminine traits and characteristics. If girls conform to these narrow prescriptions, then they may encounter less friction in society. The most damaging of these characteristics is the feminine ideal of beauty, if it leads to unhealthy behaviors and attitudes. During the period of adolescence, girls are confronted with pre-determined gender roles and are expected to conform to these ideals (Pipher, 1994). These gender role expectations often lead to feelings of confrontation between the real self and the ideal self (Basow & Rubin, 1999). Societal definitions of gender influence (stereotyped) behavior that is considered appropriate for men and women (Basow & Rubin, 1999). These cultural expectations serve as standards for others in society to judge and for girls to judge themselves against.

Media Exposure and Internalization

Currently more than ever, women and adolescents are dissatisfied with their bodies (Morris, Cooper, & Cooper, 1989; Silverstein, et al. 1986; Wiseman et al. 1992).
The fashion and beauty industry appeal to consumers of all ages to use their products to achieve the ideal image of beauty. This process leads to the internalization of ideal images (Kilbourne, 1999), or accepting these images as realistic and appropriate for oneself.

Media images may encourage women to internalize attractiveness as an important feminine quality (Vacker and Key, 1993). Furthermore, McKinley and Hyde (1996) found that women who internalize the cultural standard of the ideal female body may feel shame about their bodies and identities. In the McKinley and Hyde (1996) study, individuals whose personal standards were most similar to that of the established cultural standards had an increased level of body shame as compared to those individuals whose personal standard did not meet or reflect that of the culture. Thus, body shame may be an effective measure of the level of internalization of the cultural standard for appearance.

Media and Cultural Ideals

Fashion and/or beauty magazines are an important source of information, which communicate ideals of appearance to adolescents and may be viewed as a socialization agent, instructing girls how to achieve the ideal body type. Levine, Smolak, and Hayden, (1994) found that 60% of middle school girls in grades 6th through 8th read at least one fashion magazine (Teen, Sassy, Young Miss, Seventeen, Glamour, Vogue) on a regular basis. Thus, fashion magazines may be an important source of information and ideas about body shape, attractiveness, dieting, and exercising and may be viewed as a socializing agent for teen girls.
Studies suggest that advertising and the mass media play a vital role in creating and reinforcing a preoccupation with physical attractiveness and body size (Myers & Biocca, 1992; Silverstein et. al, 1986) and influence the perceptions of what is the acceptable level of physical attractiveness (Martin & Kennedy, 1993; Richins, 1991). Further studies show that female pre-adolescents, adolescents, and college students compare their physical attractiveness with that of models in advertisements (Martin & Kennedy, 1993; Richins, 1991). These studies illustrate that as age increases the level of dissatisfaction with one’s body also increases.

**Awareness and Internalization of Media Images**

Many researchers implicate the media in playing an important causal role in body dissatisfaction (Downs & Harrison, 1985; Myers & Biocca, 1992; Richins, 1991; Silverstein et al., 1986) By presenting a constant array of idealized thin images, the media promotes a standard of thinness for women that is impossible to achieve. Women who internalize the “thinness-as-beauty” message may engage in risky behaviors to achieve and maintain this ideal behavior (Rudd & Lennon, 1994).

Heinberg and Thompson (1992) further analyzed the linkage with media exposure and body image by investigating the relationship to internalization messages regarding ideals for thinness and attractiveness. Furthermore, Cusumano and Thompson (1997) assessed three aspects of sociocultural influence on appearance, which included: print media exposures, awareness of social ideals, and internalization of sociocultural messages in a group of undergraduate women. To assess print media exposure, the size of images in magazines actually read by students was measured. In order to measure
awareness and internalization of social values, the Socicultural Attitudes Toward Appearance Questionnaire (Heinberg, Thompson, & Stormer, 1995) was used. Findings from this study revealed that internalization was correlated with body image disturbance to a higher degree than awareness. Thus, exposure and awareness of societal pressures may aid in explaining body image disturbance. Yet, individuals, especially adolescents, vary in regard to their level of acceptance of media images.

**Media Exposure, Body Image, Self-esteem, and Body Satisfaction**

Comparison with media images is powerful and may lead to lower levels of self-esteem and body satisfaction (Heinberg, Thompson, & Stormer 1995; Richins, 1995). Oftentimes sociocultural pressures to be thin enhance body dissatisfaction (Bordo, 1993). These pressures are exacerbated by media images (Richins, 1995). For women, models to physically compare to are found in media images such as fashion magazines and television. Research (e.g. Cash, Cash, and Butters, 1983) supports that a woman comparing herself to an attractive model tends to result in a low evaluation of her own appearance.

Richins (1995) indicated that “because most media images are idealized, the comparison is upward, and comparers find themselves deficient with respect to comparison standard” (p.597). Comparison with idealized media images tends to have negative effects on one’s body image, self-esteem, and satisfaction with one’s own body. In conclusion, lower self-esteem and lower levels of body satisfaction for young women may be the result of allowing outside influences such as the media to define body image.
History and Role of Advertising

Advertising is a communication tool designed to bring together buyers and sellers; the concept of advertising dates back to 3000 BC in the time of Babylonia (Wilson, 1989). The earliest known written advertisement was from 1000 BC and was discovered by archaeologists at Thebes, Greece (Harris, 1999). Advertisements as we know today did not come into existence until the mid 1440s when Johannes Gutenberg issued the first typographic book, the Bible, by inventing the movable type (Harris, 1999). Gutenberg’s invention transformed the process of communication for the whole world allowing communication to travel in a free flow method (Sivulka, 1998; Wilson, 1989). By the 1600s, newspapers with advertisements were available in nearly all-European cities (Sivulka, 1998). Rapid commercial growth and economic prosperity, which became synonymous with the Industrial Revolution in the 19th century, fueled the practice and profession of advertising (Presbrey, 1929; Wilson, 1989).

Advances in technology were rampant during the industrial age. In 1846, Richard Hoe patented the first rotary printing press, and by 1871, Hoe developed a press that printed on both sides of a continuous roll of paper with folded sheets (Russell, Verrill, & Lane, 1988). The halftone method, a way of reproducing photographs, was invented in 1876, thereby allowing mass production of photographs. The halftone method is a commercial process that is used in order to break down a photograph into a printable gray scale image (Russell, Verrill, & Lane, 1988). New periodicals originated in 1883, including The Ladies’ Home Journal and Life (Holme, 1982), and emerged as advertising vehicles conveying messages to fashionable women as to what should be worn. By 1893, color advertisements began to appear in magazines (Sivulka, 1998). By the end of the
nineteenth century, advertising of mass-produced, brand-named packaged goods became a common practice.

20th century Advertising

At the turn of the 20th century, advertising began to take on a new role and do more than inform customers; this role was persuasion. According to Sivulka (1998) two forms of advertising appeals emerged: logical and emotional.

Logical or (rational) appeals base selling pitches on either the product’s performance features or its ability to solve a problem. In contrast, emotional appeals base selling pitches on the satisfaction that comes from purchasing the product and then making a gift of it. (p.107)

Social institutions in the U.S. began to change, as the Industrialization age was in full swing (Harris, 1999). The period of Industrialization pulled the individual out of the tightly knit communities as workers poured into the cities; thus, the individual became isolated from communities and became exposed to a wider world (Bell, 1976). As the level of social mobility increased, individuals became further detached from the traditional sources of cultural influence, including family, church, and schools. During the transition of social changes, consumers looked to advertisers for social guidance (Leiss, Kline, & Jhally, 1986). Around 1920, advertising took on this role of social guidance, by advising consumers on morality, behavior, social roles, style, and dress (Bell, 1976; Marchand, 1985). Consumers responded to this highly visible authority and, thus, advertising became a guiding principle in consumer decision making (Cushman, 1990).
Advertising became so pervasive and powerful, it became an illusion.

"It tells us what we must do in order to become what we wish to be" (Berman, 1981 p.58)

During WWI and WWII, the U.S. government created national advertising campaigns to generate public support for the war efforts, shape public opinion, develop wartime patriotism and keep citizens informed on how they could aid with war efforts (Sivulka, 1998). New advertising campaigns were designed to tug at the human heartstrings and reach Americans at an emotional level, which had not been fully achieved previously by advertising. Talented illustrators were hired to create ads to encourage men to join the armed forces, to encourage women to volunteer, buy bonds, and conserve war materials. Prevalent advertisements at the time had slogans such as "Buy till it hurts," and the infamous "I want YOU for the U.S. Army."

Advertising, which had previously been used to sell products was now used as a more persuasive visual device to encourage people to see or do what others wanted them to.

The propaganda advertising utilized during the war days, which effectively enlisted thousands of recruits and convinced American women to conserve for the war, was a cornerstone of advertising. This form of advertising is more emotional and relies on the response of human emotion to prove effective. After WWII, advertisers began to focus on product features that implied social acceptance and style during the affluent 1950s (Holme, 1982). In the 1950s, television introduced commercials to consumers, and by the 1960s advertisements including television commercials were trying to sell Americans what advertisers thought consumers should need and should want. During the
1960s, America shifted from a literary culture towards a visual culture, thus strengthening the effect and influences of visual images on the individual.

In the late 20th century, technology and globalization have influenced the modern advertising industry (Sivulka, 1998). With this entrance into the Information age and increased advances in technology, advertising has become not only more pervasive, but also more influential with consumers (Leiss, et. al. 1986). The 1980s offered new technology that altered what consumers were really seeing; with new computer technology, photo editing and “airbrushing” became an integral aspect of print advertisements (Sivulka, 1998). This new editing process was utilized to create flawless ads of beauty and perfection. The technique of airbrushing allowed colors to be changed, blemishes wiped away, wrinkles smoothed out, and thighs erased. Images of imagination were now used to sell products. This process has become commonplace in advertisements to create the perfect flawless image used to sell products.

Magazines began carrying fold out pages, which were poster size, to showcase a product and its message. The common practice of advertising on the Internet has become common yet surreal at the same time, by the use of floating images and fantasy like photos. Advertisers began tapping into the hi-tech market, through web advertisements that reached the younger market segment of teens. Highly attractive and color “home” pages and banner ads, which are advertisements that float across the screen, are very active and offer involvement for the individual. This process of advertising has taken consumer involvement to a new level, making it impossible to remain passive; hence, the term surfing refers to an action-interactive medium that allows the individuals to view several images at one time (Sutherland & Sylvester, 2000).
Electronic communications offer new variety to the old practice of advertising. Visual information overload is served up twenty-four hours a day, seven days a week and has taken on new form through interactive multimedia; a one-on-one form of advertising is now possible through high tech web design. This constant barrage of images can be considered “overload” and the viewers may feel overwhelmed with the messages they convey.

21st Century Advertising

With the arrival of the 21st century, advertising is viewed as an integral part of our culture and economic makeup. The mass media as we know it has only been in existence for the past one hundred years. A ‘mass media’ is a forum of communication that is created by a vast and shifting network of individuals (i.e. writers, photographers, and actors), and financial organizations (e.g. production companies, communication firms, stock holders), all who are motivated to produce profits by attracting large audiences (Harris, 1999). Forms of mass media relevant to body image disorders or disturbances include fashion magazines, television, radio, billboards, newspaper, and the Internet (Rice and Atkin, 1994).

The Berlo Communication Model (Wilson, 1989) illustrates how the media is able to affect individuals (see Figure 2). The basic components included in this model are the source, message, channel, and receiver. The source is the advertisement or whoever is sharing information and ideas. The message is whatever is being shared, often a message to buy something or engage in some behavior, perhaps via visuals, text, and/or symbols. The channel is the way in which the message is sent whether through
print advertisement, TV commercials, radio, newspapers, or the World Wide Web. The
receiver is the individual who receives the message. This communication process can be
used to illustrate how we interpret the media as in the case of ideal bodies. (See Figure 2)
(Figure 2: The Berlo Communication Model: A model of the ingredients in communication applied to advertising and body image)
**Processing of Ads**

When studying the effects of the media there are four main effects of exposure to media: behavioral, attitudinal, cognitive, psychological (Harris, 1999). Of the four general classes of measurable effects, the behavioral effect is most important. This effect occurs when someone performs a type of behavior such as buying a product or reacting towards an advertisement. This effect is one of the most difficult types to measure (Harris, 1999). The next class is the attitudinal effects, for example, how an ad might make you feel (Harris, 1999). Attitudes consist of intellectual components; however, attitudes also have emotional aspects (Harris, 1999). The next class of effects is cognitive effects, or those that change what we think or know. For example, we may learn new information from the media, such as those new jeans have a slimmer fit, and contain Lycra. Different forms of media may stimulate different types of cognitive processing (Harris, 1999). Cognitive effects are generally measured by testing the information acquired by the participants. The fourth class of media effects, and the most difficult to measure, are the physiological effects (Harris, 1999). Physiological effects are most often associated with body image related issues. For example, advertisements of thin, beautiful, and happy girls may induce feelings of low self-worth and low self-esteem in a certain number of individuals and these feelings of low self-esteem may cause individuals to react in extreme ways and undertake drastic measures to transform their bodies in to the images they have viewed (i.e., anorexia, bulimia, extreme exercise, etc.)
The model of selective effects based on individual differences is the easiest way to explain how different people perceive the same advertisement or message differently and respond in a variety of ways (Harris, 1999). For example, a slender girl in an advertisement may not convince all girls to become body obsessed or participate in diet restrictions or extreme exercise, but it may reinforce similar, already existing tendencies in a small sample of viewers.

Researchers have created various models of the stages consumers go through when they are exposed to advertising messages (Petty & Cacioppo, 1981). According to Petty and Cacioppo’s Elaboration Likelihood Model (1983), consumers in low-involvement situations have low elaboration to process advertising messages, thereby engaging in the peripheral route to persuasion. However, consumers in high involvement situations have high elaboration and engage in central-route processing. If consumers are not highly motivated to process further ad content, they do not want to engage in message related thinking; rather they are more likely to focus on available peripheral cues (Petty & Cacioppo, 1986). High involvement may cause one of two outcomes: increased resistance if the information is against the existing attitude of the individual or acceptance of the information. High involvement situations could include adolescents who are targets to advertisers, at the movies, reading magazines, and watching MTV. Low involvement situations could include adolescents who are less susceptible to advertised messages and those possibly not as immersed in culture.

The average American consumer is exposed to at least 3,000 advertisements everyday (Kilbourne, 1999). While this figure is not clearly explained by Kilbourne, if we count all images to which we are exposed, including but not limited to images on
buses, billboards, newspaper ads, magazines ads, ads on products in the supermarket, and countless television commercials, there would be hundreds or thousands viewed daily. Consequently, advertisements make up 70 percent of our newspapers and magazines and nearly 40 percent of our mail (Kilbourne, 1999). According to Gloria Steinem, “Advertising is a very important form of education;” it is estimated that 40 percent of all our sub-cultural intake comes from advertising (“Commercials tend to ignore the working women”, 1972, pg 22). The socialization process, which previously occurred in the family, school, and church, now occurs in part through the mass media. Advertising helps to create a climate in which these attitudes and values, acquired through socialization, thrive and develop. The underlying fact remains, regardless of whether or not consumers accept or reject the ideas and values presented in advertisements, that they have been exposed to social information while viewing the ad. The information in the advertisement has been presented as “reality,” based on the proposition that consumers and advertisers in a given culture have shared cultural knowledge. However, more often than not, consumers tend to accept these values and assumptions as “normal” without questioning, because they live within the environment that advertising has helped to create (Goldman, 1992). This makes it problematic for some consumers to distinguish between what is fantasy and what is reality. One single ad may have little effect upon consumers; however, because consumers are exposed to so many ads on a daily basis, they may be affected to a greater extent than they realize. Advertising exposure in moderation may not create a problem, but because we are exposed to so many ads showing idealized images, the overall effect may be staggering.
In conclusion, advertising helps to create our social reality (Dyer, 1982), thus affecting the lenses through which we view the relationships between society and ourselves (Berman, 1981), ourselves and others (Schudson, 1984), and ourselves and objects (Leiss et al., 1986). By influencing our culture, advertising has the potential to affect attitudes and beliefs (Schudson, 1984). It is important to understand that even though advertising has a collective effect on society, it does not require beliefs in its claims (Schudson, 1984). Since advertising helps to shape consumers’ social reality, we accept values and assumptions presented through advertisements as “normal” because we live within the reality that advertising helped to create (Pollay, 1986; Goldman, 1992). It is reasonable to assume consumers will compare themselves to the idealized images presented in the media, and believes such comparisons are “normal” (Pollay, 1986). This is explained by using the social comparison theory (Festinger, 1954).

With increased advances in technology, advertising became not only more pervasive, but also developed more of an impact with consumers (Leiss, et al., 1986) as explained by Schudson to exactly how pervasive advertising has become in the technology age.

“Advertisements are a pervasive part of the American aural and visual environment. It is impossible to ignore their wider role in providing people a general education in goods, status, values, social roles, style and art.” (Schudson, 1984, p.207)

Analyzing Levels of Meaning

Advertising not only has individual effects, but collective effects on society as well. “As a social institution with cultural influences and authority, advertising has a
collective effect on society “ described by Goldman “(1992, p.2). Advertising transmits powerful social messages (Gold, 1987). Cultural roles and values that define our everyday lives are embedded in advertisements’ messages (Stern, 1992). When deconstructing advertisements, or breaking them down into units of analysis there are three components that can be analyzed: surface meaning, intended message, and cultural ideological meaning (Firth, 1997).

The surface meaning is defined as the overall impression an individual may receive after a quick glance at a visual ad. Research has shown that most magazine readers spend 3.2 seconds per ad (Firth, 1997). The surface level meaning consists of objects and people visible in the advertisement. For example, when an individual first glances at an ad, he/she may notice color, objects or, people in the ad, but not necessarily the message of the ad.

Intended message is the basic sales message that the advertisers are trying to imply to consumers, this message may also have intended effects. This is often the “preferred” (Hall, 1974) meaning that a reader may acquire from the ad, and often the meaning the advertiser intended the reader to grasp. Sale messages may be directly about goods or services; however, they may also be about lifestyles. Purchasing new and improved products on the market would be an advertiser’s intended consequence for consumers.

The cultural or ideological meaning of an advertisement or an ad campaign is more complex and often has unintended consequences or side effects. The cultural meaning often expresses subtle values in ads, such as wealth and thinness, and makes underlying assumptions, that these are desired cultural values. Advertisers selling a new
product may use a thin, beautiful model that embodies the cultural ideal of beauty to sell their product. The intended message here is that the jeans are for sale because they are fashionable and would look great on the wearer. However, the unintended message is that the jeans will look best on a thin attractive body. Social comparison to those idealized individuals portrayed in advertising may be an unintended consequence. Individuals make sense of ads by relating them to culture (e.g., thin models in ads, because thin is culturally accepted as the norm).

Currently, the advertising industry is influential in educating people about how to behave, dress, and what to buy, and is often called upon to solve major social problems such as the AIDS epidemic, hate crimes, illiteracy, and substance abuse by advocating certain behaviors or attitudes (Siuvlka, 1998). The relationship between society and advertising remains complex. It has often been stated that advertising both creates and mirrors a society (Kilbourne 1999; Siuvlka, 1998). By acknowledging the power of advertising, it is easy to understand why this phenomenon is crucial in understanding body image among female adolescents. The mass media is a form of communication, that generates messages intended for large audiences (Harris, 1999). The media communicates to provide education, entertainment, socialization, and to advertise products.

Therefore, a study was conducted to investigate possible relationships between adolescent body image, self-esteem, body-esteem and exposure to idealized images in advertising. The following hypotheses directed the study:
Hypotheses

The present study was designed to test the following hypotheses:

Hypothesis 1: Exposure to print advertisements that contain idealized images of female bodies, as opposed to images of fashion accessories without bodies, will reduce adolescent viewer’s satisfaction.

Hypothesis 2: Exposure to print advertisements that contain idealized images of female bodies, as opposed to images of fashion accessories without bodies, will reduce adolescent viewer’s body esteem.

Hypothesis 3: Exposure to print advertisements that contain idealized images of female bodies, as opposed to images of fashion accessories without bodies, will reduce adolescent viewer’s self-esteem.

Hypothesis 4: Body satisfaction among female adolescents will be lower among those with greater social attitudes towards appearance or greater internalization of the ideal body norm.

(a) those with higher awareness of appearance will have a lower level of body satisfaction.

(b) those with higher internalization of appearance attitudes will have a lower level of body satisfaction.

Hypothesis 5: Differences in motives will exist for comparison to idealized media images among adolescent females.
CHAPTER 3

METHODOLOGY

Overview

The purpose of this study is to investigate the relationship among female adolescents’ body image, self-esteem and internalization of media images. Adolescent media consumption was assessed to determine whether or not awareness of and internalization of media is present, and whether or not media awareness and internalization are related to lower levels of body-esteem, and self-esteem. Motives for comparison were also examined. Using a pre/post test research design, participants first completed a survey assessing body satisfaction, body esteem, and self-esteem. One half of the participants were then exposed to typical advertisements of young females found in print media and the other half were exposed to ads of fashion accessories without body forms. Participants were asked to complete another assessment of body satisfaction, body-esteem, and self-esteem in order to see if exposure to the advertisements changed their self-perceptions. The images chosen reflected the current cultural ideal of a thin body type, as verified by experts in the field of aesthetics of appearance. It is hypothesized that exposure to body images will cause respondents’ self-evaluations to drop below their pre-test level.

In addition, it is further hypothesized that young women may have different motives for their comparison to media images. Therefore, respondents were provided an
opportunity to report their motives for comparing or not comparing themselves to media images.

This study further examined what is already known about media exposure and its impact on body image. Even though we may expect media images to cause lower self-evaluations, this may not always be the case. Individuals may be aware of idealized images, but may not necessarily internalize those images or find them to be relevant comparison targets for themselves. However, certain individuals may internalize idealized images, thereby causing them distress and high levels of body dissatisfaction.

**Pilot study of instruments**

A pilot study was employed to pre-test the stimulus images to be used in the experiment. Participants were 22 female students enrolled in an advanced college-level apparel class. Completed responses were collected from 22 participants. The average age of participant was 21. Stimuli for the research were color advertisements (a total of 20 ads featuring fashion accessories, and 20 ads featuring fashion bodies), the ads were selected from various teen magazines. All images were sized to fit 8 ½" x 11". Twenty of the advertisements contained fashion accessory objects, without any bodies, thus eliminating the body as a variable and allowing these ads to serve as a control for the research study. The other twenty advertisements contained fashion poses with models, allowing these to be used as the stimuli for the study. The study was conducted in small group settings (approximately 5) in each of the four sessions. Subjects were asked to view each advertisement and rate on a scale of 1 to 7 of how close to or far from the cultural ideal the image was, and for the accessories advertisements, subjects were asked
to rate how trendy the item was on a scale of one to seven with one being not very trendy and five being very trendy. The ten pretest accessory images with the highest means and the ten-pretest model images were chosen to be used for the research study.

Primary Study

Sample

After receiving approval from the Human Subjects Institutional Review Board (Appendix A) for research involving human subjects, a total of 91 female high school students in a suburb of a major metropolitan area were recruited as participants for this research study. The study was conducted from April 9 to April 11 in 2002. Students were recruited through announcements in the physical education classes, see Appendix B; classes in the high school are divided mostly by gender, and students in grades nine and ten are required to take physical education class each year. The target sample size was 100, out of a total female student enrollment of approximately 700. This particular high school can be considered a convenience sample since the investigator has worked as a volunteer in the school and established rapport with the female student population. In addition, the vice-principal and female physical education teacher had given consent to conduct research on body image with the female student population. See Appendix C. However, even though it was a convenience sample, it is still considered representative of suburban high schools in this geographical area in terms of size and diversity. Subjects submitted signed parental consent forms. See Appendix D.
Instruments

All students were asked to complete the following standardized instruments: VAS—Visual Analogue Scales; Body Esteem scale; Self-Esteem: Bipolar Adjective Test; Social Attitudes Toward Appearance Questionnaire (SATAQ); and open-ended motive questions. These instruments have proven to be reliable assessments of the following variables: self-esteem, body esteem, and overall body appearance satisfaction. In addition to the information obtained from the above instruments, students were asked to provide demographic information about themselves.

Visual Analogue Scales (VAS)

The visual analogue scales (Heinberg, Thompson, & Stormer, 1995) were used to measure immediate changes in mood and body satisfaction by comparing responses prior to exposure to media idealized images and following exposure to idealized media images. Participants were instructed to indicate their disturbance level on a 10 cm (100 mm) line, which has been converted to percents by placing a short vertical slash on the line to reflect their current mood. The range of responses is labeled from “No” to “Extreme.” The instrument uses a 101-point scale, with a higher score indicating a greater level of disturbance. The five visual analogue scales, which were be used for the current study, are: VAS-Anxiety, VAS-Depression, VAS-Anger, VAS-Body Dissatisfaction, and VAS-Overall Appearance Dissatisfaction with the respective reliabilities $r=.53, p<.01$, $r=.68, p<.01$, $r=.66, p<.01$, and $r=.76, p<.01$ (Heinberg et al. 1995). The VAS-Depression, VAS-Anxiety, and the VAS-Anger have been found to significantly correlate with the Profile of Mood States, (POMS, McNair, Lorr & Droppelman, 1971). A complete copy of this instrument can be found in Appendix E.
Body Esteem

The Body Esteem Scale by Mendelson, White, and Mendelson (1998) has a reliability of .81 (Thompson, Heinberg, Altabe, & Tantleff-Dunn, 1999) and measures more general feelings about body and weight as opposed to specific evaluations of body parts. This scale contains 19 statements dealing with the body in context situations such as trying on new clothes, looking in the mirror, and going on a date. Three sub-subscale of appearance, attribution, and weight are rated on 5-point Likert scales from never (1) to (5) always. Scores were obtained by reversing the negative questions and then summing them. Thus, a higher score indicates a higher level of body esteem. See Appendix F.

Bipolar Adjective Test

This scale was developed by Ickes, Wicklund, and Ferris (1973) to be used as a state measure of self-esteem. The test consists of 20 bipolar adjectives pairs (e.g., generous/selfish, creative/unimaginative) each identifying the ends of a 20-point scale with a reliability of r=.65. Participants indicate where on the continuum they feel they belong in terms of each adjective pair. Scores were obtained by reverse scoring and summing the participants’ responses to the 19 adjective pairs. A higher score indicates a higher level of self-esteem. In order to minimize response bias, positive adjectives appeared on the left of the continuum for 10 of the adjective pairs and on the right end of the continuum for the other ten pairs. After the pre-test it was decided, in order to minimize confusion, the pair of adjectives generous and selfish was eliminated. See Appendix G.
Social Attitudes Toward Appearance

The Social Attitudes Toward Appearance Questionnaire (SATAQ) (Heinberg, Thompson, & Stormer, 1995) was originally designed as a 14-item scale and was later revised for women to a 21-item scale (Cusumano & Thompson, 1997). Two sub-scales of awareness and internalization are used with respective reliabilities of .83 and .89 (Thompson et al. 1999). The higher the scores, the higher level of internalization or awareness that is present in participants. Awareness refers to how aware respondents are of various media images of women; internalization refers to the degree that these images are internalized by respondents as appropriate comparison targets for themselves. An example of the questions on the scale that deal with the issue of internalization includes questions such as, “I would like my body to look like the women who appear on TV and the movies.” See Appendix H.

Demographic Questions

Demographic information requested included age, grade, ethnicity, current height, and weight, and ideal weight desired by the subject. The demographic questions can be found in Appendix I.

Open Response

Open-ended questions were developed by the researcher and advisors to explore comparison motives. The open-ended questions read as follows: “Do you compare
yourselves with others?, Do you compare yourself with media images?, Why or why not?" Subjects were told there are no right or wrong answer. (See Appendix J)

The open-ended question was analyzed for content; responses were grouped by themes that emerged. The Martin and Gentry (1997) research confirmed that this method of data collection is quantifiable and reliable.

**Stimuli**

Stimuli for the research study were chosen from current teen magazines (e.g. Teen, Seventeen, YM, Glamour, and Vogue) that were in publication from July 2001 to January 2002 and typically featured thin, attractive young women in their advertisements. The researcher selected the images; requirements were that they were head-to-toe shots or as close as possible. The images were then judged by twenty textiles and clothing graduates who are experts in the appearance field on a 7-point scale (7=very close to the cultural ideal, 1= not very). The 20 images were chosen and narrowed down to ten images, which best represent, the female cultural ideal body type. The same procedure was employed to find the accessories ads, but subjects were asked to rate them on a 7-point scale of fashionability (7=very fashionable, 1= not very fashionable). A total of 20 images were rated and narrowed down to ten images that best represent fashionable accessories for female adolescents. A copy of the images chosen may be seen in Appendix K.
Procedure

Adolescent girls were solicited through their high school physical education classes. See Appendix B. The investigator attended these classes in the last two weeks of March 2002 in order to recruit subjects; in addition, a recruitment announcement was read during morning announcements at the high school.

Part I: the initial session (April 9, 2002)

In the initial session, subjects (a total of 91) handed in their parental consent form in order to participate in the research project, which was conducted in a private study room adjoined to the gymnasium. However, only 86 surveys were used for data analysis due to incomplete sections and absent students. After briefly giving a few instructions to the participants (see Appendix L), the study began. Participants understood that their participation was voluntary and confidentiality would be maintained; if at any time they felt uncomfortable they could withdraw from the study without penalty. Next, the participants received the initial questionnaire packet, which included the demographic information portion, VAS scale, Body Esteem Scale, Bipolar Adjective Scale, and SATAQ scale (see Appendix M).

Part II: final session (April 11, 2002)

Following the first session, half of the subjects were then exposed to ten media images of models and half were exposed to ten media images of fashion accessories, which were printed as color copies and displayed on mat board in the front of the room.
Classes alternated between exposure to models and exposure to accessories. Subjects were encouraged to ask questions and go to the front of the room for a better view of images.

**Data Collection**

During the data collection when subjects were exposed to the ten media images, they were given directions that asked them to describe from the ten ads which two best reflect current trends, as a tactic to get the participants to focus on the ads, without giving away the purpose of the experiment.

After viewing the images for 2 minutes, respondents were then instructed to complete the VAS-scale, Body Esteem Scale, Bipolar Adjective Scale, as well as, the open-ended questions concerning motives for comparison. Subjects were allotted 10-15 minutes to complete the open-ended items. Upon completion of the posttest, subjects were debriefed and given an opportunity to discuss any issues that they may have had and the researcher explained the purpose of the research and showed the other group of ads that the participants were not exposed to.

**Research Design**

One-way, within-subjects, and two-way, between-subjects designs were used for the experiment. The independent variable, which was a randomized between-subjects variable, was the type of advertisements; it contained two levels, ads that contain bodies and ads that contain fashion accessories. Randomization was made possible by alternating the types of ads shown to the girls. Starting with the first period class being
exposed to models, the types of ads shown to classes throughout the day were alternated between the models and the accessories. A total of nine dependent measures were employed in the study. There were the Five Visual Analogue Scales (VAS-Anxiety, VAS-Depression, VAS-Anger, VAS-Body Dissatisfaction, VAS-Overall Appearance Dissatisfaction), Body esteem scale, Bipolar Adjective Self-esteem scale, Social Attitudes Toward Appearance Questionnaire, and open-ended motive comparison questions.

**Data Analysis**

Data were coded and another graduate student in the Consumer and Textiles Sciences department verified coding. SPSS statistical computer software was used to analyze data. Data were analyzed using descriptive data including measures of central tendency and dispersion for all variables, including demographics, body satisfaction, body-esteem, self-esteem, and social attitudes toward appearance. Differences in levels of body satisfaction, body esteem, and self-esteem from the pre-test and post-test were examined to determine if the media images had an effect on self-evaluations, either in a positive or negative direction.

Paired sample t tests were used to analyze body satisfaction, body esteem, and self-esteem scales. The level of significance for accepting or rejecting the hypotheses was set at .05.

Simple regression was used to assess the SATAQ portion in order to determine if there was a significant difference between awareness and internalization of the media in their contribution to feelings of body dissatisfaction.
The three open-ended questions were content analyzed and put into thematic categories in order to run chi square tests on differences between those with low scores of body satisfaction versus those with higher scores of body satisfaction.
CHAPTER 4

RESULTS

Sample

Parental consent forms were distributed to approximately 150 high school girls in a (Mrs. Vickroy’s) Physical Education class at Watkins Memorial High School in a suburb east of Columbus. Two weeks later, the survey was administered to ninety-one girls during their respective class periods. As a result of the survey collection process, eighty-six surveys were completed from respondents and were included in the data analysis.

Respondent Characteristics

Demographics

The subjects ranged in age from 14 to 17 years, with the following breakdown: 14 (28.7%); 15 (55.2%); 16 (13.8%); 17 (1.1%). Mean age was of 14.87 years. Their current weights ranged from 97 pounds to 240 pounds with an average of 130.6 pounds. The ideal weights reported by subjects ranged from 90 pounds to 200 pounds with a mean of
114.7 pounds. Height of the subjects ranged from 4 feet 7 inches to 5 feet 10 inches with a mean of 64.67 inches or 5' 4 2/3".

<table>
<thead>
<tr>
<th></th>
<th>Age</th>
<th>Current Height (Inches)</th>
<th>Current Weight (Lbs.)</th>
<th>Ideal Weight (Lbs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>14.87</td>
<td>64.67</td>
<td>130.83</td>
<td>115.76</td>
</tr>
<tr>
<td>Median</td>
<td>15</td>
<td>65</td>
<td>127</td>
<td>115</td>
</tr>
<tr>
<td>Mode</td>
<td>15</td>
<td>66</td>
<td>135</td>
<td>120</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.682</td>
<td>2.73</td>
<td>27.86</td>
<td>15.87</td>
</tr>
<tr>
<td>Range</td>
<td>3</td>
<td>13</td>
<td>143</td>
<td>110</td>
</tr>
</tbody>
</table>

Table 1: Age, Current Height, Current Weight, Ideal Weight

The ethnic makeup of the sample included 91.9% Caucasian (N=79); 3.5% African-American (N=3); 2.3% Asian American (N=2); 1.2% Hispanic (N=1); 1.1% Biracial (N=1). The mode for grade level of the respondents was ninth grade with 88.4% (76) of the respondents being enrolled in that grade; 10.5% (9) were in the tenth grade; 1.1% (1) in was the eleventh grade.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>76</td>
<td>88.4</td>
<td>88.4</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>10.5</td>
<td>10.5</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2: Grade Level
ETHNICITY

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>79</td>
<td>91.9</td>
<td>91.9</td>
</tr>
<tr>
<td>African-American</td>
<td>3</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Bi-Racial</td>
<td>1</td>
<td>1.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Other</td>
<td>86</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3: Ethnicity

Overall Body Satisfaction

*Visual Analogue Scales*

When using the Visual Analogue Scales (VAS), subjects were asked to indicate their level of mood and body/appearance satisfaction measures on a 100 mm line (101-point scale). Five Visual Analogue Scales (Anxiety, Depression, Anger, Body Dissatisfaction, and Overall Appearance Dissatisfaction) were used to examine subjects’ mood distress before and immediately after being exposed to the advertisements of idealized images or fashion accessories. The greater the number of points for each of the mood traits, the greater the level of disturbance of the mood. The mean score for VAS-Anxiety before ad exposure ranged from 0 to 100, with a low mean of 34.18 (SD=27.58). The scores for VAS-Depression ranged from 0 to 100, with a low mean of 24.07 (SD=25.31). The mean score for Anger had a range of 0 to 90, with a low mean of 26.62 (SD=25.60). The scores for VAS-Body Dissatisfaction had a range of 0 to 100, with a mean of 43.02 (SD=29.02). Finally, the VAS-Appearance Dissatisfaction scores ranged from 0 to 100, with a mean of 41.67 low, but higher than the other means for Depression,
Anxiety, and Appearance Dissatisfaction (SD= 27.78). The level of reliability for the VAS-Visual Analogue Scales was as follows: VAS-Anxiety r=.53, p < .01, VAS-Depression r=.68, p < .01, VAS-Anger, r=.60, p < .01 VAS-Body Dissatisfaction r=.66, p < .01, and VAS-Overall Appearance Dissatisfaction r=.76, p < .01)(Heinberg et al. 1995).

The descriptive statistics for the levels of mood distress can be found in Table 3. These mean scores before exposure to the ads indicate general lack of disturbance since the scores were relatively low. However, the two subscales dealing with the body (Body Dissatisfaction and Appearance Dissatisfaction) had higher mean scores, indicating a greater level of distress on these scales than the other mood scales.

After exposure to the advertisements, the means of the same scales were as follows: Anxiety=31.7, Depression=28.5, Anger=27.0, Body Dissatisfaction=43.4, and Appearance Dissatisfaction=41.2. These scores indicate that anxiety decreased slightly, depression rose slightly, anger remained the essentially the same, body dissatisfaction remained essentially the same, as did appearance dissatisfaction.

| Statistics |
|---|---|---|---|---|---|
| ANXIETY | 86 | DEPRESSI | 86 | ANGER | 86 | BODYDISS | 86 | APPDISS | 86 |
| N Valid | 86 | 86 | 86 | 86 | 86 | 86 |
| Missing | 0 | 0 | 0 | 0 | 0 |
| Mean | 34.186 | 24.070 | 26.628 | 43.023 | 41.674 |
| Range | 100.0 | 100.0 | 90.0 | 100.0 | 100.0 |
| Minimum | .0 | .0 | .0 | .0 | .0 |
| Maximum | 100.0 | 100.0 | 90.0 | 100.0 | 100.0 |

Table 4: Pre-VAS Scores Overall
### Statistics

<table>
<thead>
<tr>
<th></th>
<th>PANXIETY</th>
<th>PDEPP</th>
<th>PANGER</th>
<th>PBODYDIS</th>
<th>PAPP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>86</td>
<td>86</td>
<td>86</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>31.7442</td>
<td>28.5698</td>
<td>27.000</td>
<td>43.4186</td>
<td>41.2326</td>
</tr>
<tr>
<td><strong>Std. Deviation</strong></td>
<td>27.27601</td>
<td>27.55808</td>
<td>25.51816</td>
<td>30.80698</td>
<td>29.10819</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>90.00</td>
<td>100.00</td>
<td>90.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 5: Post VAS Scores

### Statistics

<table>
<thead>
<tr>
<th></th>
<th>ANXIETY</th>
<th>DEPRESSI</th>
<th>ANGER</th>
<th>BODYDIS</th>
<th>APPDIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>33.468</td>
<td>24.651</td>
<td>32.093</td>
<td>45.116</td>
<td>41.093</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>100.0</td>
<td>90.0</td>
<td>90.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>100.0</td>
<td>90.0</td>
<td>90.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6: Pre-VAS Scores for Those Viewing Fashion Accessories

### Statistics

<table>
<thead>
<tr>
<th></th>
<th>PANXIETY</th>
<th>PDEPP</th>
<th>PANGER</th>
<th>PBODYDIS</th>
<th>PAPP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>32.0930</td>
<td>29.0000</td>
<td>31.6744</td>
<td>44.7442</td>
<td>39.8140</td>
</tr>
<tr>
<td><strong>Std. Deviation</strong></td>
<td>28.91351</td>
<td>29.55463</td>
<td>29.31903</td>
<td>32.29632</td>
<td>28.86030</td>
</tr>
<tr>
<td><strong>Minimum</strong></td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
<td>.0</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>90.00</td>
<td>90.00</td>
<td>90.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 7: Post-VAS Scores for Those Viewing Fashion Accessories
Table 8: Pre-VAS Scores for Those Viewing Idealized Images

<table>
<thead>
<tr>
<th></th>
<th>ANXIETY</th>
<th>DEPRESSI</th>
<th>ANGER</th>
<th>BODYDISS</th>
<th>APPDISS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Valid</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mean</td>
<td>34.884</td>
<td>23.488</td>
<td>21.163</td>
<td>40.930</td>
<td>42.256</td>
</tr>
<tr>
<td>Range</td>
<td>100.0</td>
<td>100.0</td>
<td>60.0</td>
<td>80.0</td>
<td>90.0</td>
</tr>
<tr>
<td>Minimum</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Maximum</td>
<td>100.0</td>
<td>100.0</td>
<td>60.0</td>
<td>80.0</td>
<td>90.0</td>
</tr>
</tbody>
</table>

Table 9: Post-VAS Scores for Those Viewing Idealized Images

<table>
<thead>
<tr>
<th></th>
<th>PANXIETY</th>
<th>PDEPP</th>
<th>PANGER</th>
<th>PBODYDIS</th>
<th>PAPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Valid</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mean</td>
<td>31.3953</td>
<td>28.1395</td>
<td>22.3256</td>
<td>42.0930</td>
<td>42.6512</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>25.87345</td>
<td>25.75117</td>
<td>20.33496</td>
<td>29.56495</td>
<td>29.62615</td>
</tr>
<tr>
<td>Range</td>
<td>80.00</td>
<td>100.00</td>
<td>70.00</td>
<td>100.00</td>
<td>90.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Maximum</td>
<td>80.00</td>
<td>100.00</td>
<td>70.00</td>
<td>100.00</td>
<td>90.00</td>
</tr>
</tbody>
</table>

However, in comparing pre and post VAS scores for subjects who viewed accessory ads with those who viewed idealized images of female bodies, body dissatisfaction was somewhat greater after ad exposure for those viewing body ads and somewhat lower for those viewing accessories. Ratings pre and post on the other subscales did not change. Yet, depression rose for subjects viewing idealized images and also for those viewing accessories.
Self-Esteem

Bipolar Adjective Scale

This scale was employed to measure subjects' state self-esteem, which is different than global self-esteem (a person's general sense of worth) (Wylie, 1979). State self-esteem looks at trait adjectives to accurately depict how an individual feels about himself or herself at one particular moment. Scores on the pre-test ranged from 19 to 201 (out of a possible range of 19 to 380) with a mean of 110.58 (SD=43.02). The reliability check revealed that the Cronbach's alpha= .92. The post-test scores ranged from 21 to 333 with a mean of 110.82 (SD=54.54). The individual scores were summed to compute a mean for every subject, and then those again were summed to find an overall mean and a mean for Group A (those who viewed idealized images) and Group B (those who viewed fashion accessories). The higher the score, the greater is the extent of state self-esteem. Thus, both pre and post test self-esteem levels were stable, although some subjects reported much higher self-esteem after viewing the ads. Since this scale measures the "state" of the individual at that moment in time, these small increments could mean something as inconsequential as who they might meet after school.
<table>
<thead>
<tr>
<th></th>
<th>Pre-Self Esteem</th>
<th>Post Self-Esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>102.3256</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td></td>
<td>48.57528</td>
</tr>
<tr>
<td>Minimum</td>
<td></td>
<td>19.00</td>
</tr>
<tr>
<td>Maximum</td>
<td></td>
<td>200.00</td>
</tr>
</tbody>
</table>

Table 10: Pre and Post Self-Esteem for Those Exposed to Idealized Images (Group A)

In the pre-test for group A, those who were exposed to idealized images, there was a range of 21 to 187, with a mean of 104.93 (SD=43.37). In the post-test condition, scores ranged from 19 to 200 with a mean of 102.32 (SD=48.57). These scores indicate that self-esteem is moderate, not weak, or strong.

In the pre-test for group B, those who were exposed to fashion accessories, there was a range of 31 to 201, with a mean of 116.23 (SD=42.41). In the post-test condition, the range was from 25 to 330, with a mean of 119.32 (SD=59.26). So group B had slightly higher ratings of self-esteem than subjects in group A, but the degree of change in self-esteem from pre to post test was similar and minimal for both groups, about 2.5 to 3 points.
<table>
<thead>
<tr>
<th></th>
<th>Pre-Self Esteem</th>
<th>Post Self-Esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>N Missing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>116.2326</td>
<td>119.3256</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>42.41902</td>
<td>56.26925</td>
</tr>
<tr>
<td>Minimum</td>
<td>31.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>201.00</td>
<td>333.00</td>
</tr>
</tbody>
</table>

Table 11: Pre and Post Self-Esteem for Those Exposed to Accessories (Group B)

**Body Esteem**

*Body Esteem Scale*

The body esteem scale was employed to measure the subjects’ level of body esteem, which includes general feelings about the body and weight. This scale contains 19 questions rated on a 5-point likert scale with a possible range of 0 to 95. A reliability check was performed and yielded Cronbach’s alpha=.88. The overall scores for the pre-test ranged from 35 to 81 and had a mean of 59.02 (SD=9.99); post-test scores ranged from 35-81 with a mean of 58.38 (SD=10.27). Thus, no change occurred in body esteem as a result of viewing the ads. These scores indicate rather neutral feelings of body esteem both before and after viewing the advertisements, either the idealized ads or the accessory ads.

For group A, those who were exposed to idealized images, there was a mean of 59.67 (SD=10.62) on the pre-test and scores ranging from 34- 84. The post-test for this group had scores ranging from 35-81 with a mean of 59.6 (SD=11.12). Thus, no change occurred in body esteem as a result of viewing the ads.
Those in group B, who viewed fashion accessories, had a mean of 58.37 (SD=9.403) for the pre-test condition with a range of scores from 43-79; in the post-test condition the scores ranged from 36-81 with a mean of 57.16 (SD=9.322). Again, no real change occurred in body esteem as a result of viewing the advertisements. Thus, we might conclude that their body-esteem is relatively stable, similar to their self-esteem.

Social Attitudes Toward Appearance

**SATAQ Scale**

The Social Attitudes Toward Appearance Questionnaire (Heinberg, Thompson, Stormer, 1995) was employed as a measure of awareness and internalization of social attitudes regarding appearance. Possible scores may range from 0 to 105, with higher scores indicating greater levels of internalization and awareness.

The overall scores for the SATAQ ranged from 40 to 101 with mean of 73.22 (SD=14.24) out of a possible 105. A reliability check was performed and Cronbach’s alpha=.89. For group A, those exposed to idealized images, the scores ranged from 31-100 with a mean of 72.69 (SD=14.26). In group B, those who viewed fashion accessories, the mean was 73.73 (SD=14.37) with a range of 48-101. These scores indicate a moderate degree of both awareness and internalization for subjects viewing both types of advertisements.

The breakdown of the sub scales of awareness and internalization of social attitudes were as follows. For awareness, the mean was 38.45 (SD= 7.21), out of a possible score of 55, and scores ranged from 20 to 53. The mean score for internalization was 34.76(SD=9.28), with a range of scores from 13 to 50, out of a possible score of 50.
Group A, those who viewed idealized images, had a mean of 37.23 (SD=8.11) on awareness, with a range of scores from 20 to 53. On the internalization sub-scale, scores ranged from 13 to 49, with a mean of 35.46 (SD=8.73). Group B, those who were exposed to fashion accessories, had a mean of 39.67 (SD=6.04) in the subscale of awareness with a range of scores from 25 to 53. On the internalization sub-scale, the mean score was of 34.06 (SD=9.86) with a range of scores from 14 to 50. These scores suggest that both groups of subjects held comparable attitudes about appearance.

Motives for Comparison

Open Response Section

The open response portion of the survey contained the following three questions: Do you compare yourself with others?, Do you compare with media images?, and Why or why not?

1) Do you compare yourself with others

In response to the first question, 80 responses were given; 57% (N=44) said they compared themselves to others, 30% (N=23) said they sometimes compared, 10% (N=8) said they did not compare, 4% (N=3) responded that they “didn’t really” compare, and 1% said that they occasionally compared to others (N=1). See Table 12.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Not Really</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>44</td>
<td>25</td>
<td>1</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>%</td>
<td>54%</td>
<td>30%</td>
<td>1%</td>
<td>4%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Table 12: Do you compare yourself with others?
With over 50% of the females reporting comparison to others, the theory of social comparison is supported. Human nature emerges as a driving force to compare to others for various reasons; these reasons are further explored in questions two and three. A total of 85% of the girls resorted to comparing with others to some degree. Given the frequency of comparison, exposure to thin idealized images may lead adolescent girls to compare themselves to bodies that are not typical among real girls, since most models are not representative of real girls.

The selection process of a comparison target is not a random event. The individual does have some choice in how and whom they select as a comparison target (Thompson, 1992)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Friends</th>
<th>Other girls</th>
<th>Media images</th>
<th>Not identified</th>
<th>Teammates</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>11%</td>
<td>26%</td>
<td>19%</td>
<td>41%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Table 13: Comparison Targets

Out of 80 responses to question 1, 27 of those subjects identified a target comparison. The breakdown is as follows with the majority of the girls (41%) not identifying a specific person, yet stating they did compare with “someone.” Only 19% cited the media, 26% admitted to comparing with other girls, 11% compared with friends, and 3% compared with teammates. See Table 13.
2) Do you compare yourself with media images?

Responses indicated that at least sometimes 68% of the girls compare to media images, 18% responded that they did not compare with media images, while 7% said not really, and 7% said not usually. There were a total of 83 responses for question two. See Table 14.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Sometimes</th>
<th>NO</th>
<th>Not Really</th>
<th>Not Usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>35</td>
<td>21</td>
<td>15</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>%</td>
<td>43%</td>
<td>25%</td>
<td>18%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Table 14: Do you compare with media images?

3) Why or why not?

The similarities and differences of the subjects’ responses were analyzed to determine any themes, which may emerge to give support or credit to existing studies of adolescent self-esteem and body image being affected by viewing idealized imagery. Several themes emerged from this simple, yet poignant question. Motives for comparison included being pretty, popular, perfect, physically attractive, rich, successful, having and obtaining dates, obtaining guys, having money, and some simply liked the way the media images look. Girls identified being pretty as the number one reason they chose to compare with media images. Either the girls thought the media images were pretty or they wanted to become pretty themselves. Next on the list was aspiring to look like the models. Looking like the models includes being thin, which came in third on the
list, followed by attracting guys, being popular, being surrounded by the media, being perfect, and to see how they compared to their comparison targets. Last on the list were the two reasons of not meaning to compare (which could mean girls have internalized these images and compare without much thought or effort) and acquiring money.

<table>
<thead>
<tr>
<th>Themes</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretty</td>
<td>13</td>
</tr>
<tr>
<td>Like to look like the models</td>
<td>8</td>
</tr>
<tr>
<td>Thin</td>
<td>7</td>
</tr>
<tr>
<td>Guys</td>
<td>7</td>
</tr>
<tr>
<td>Popular</td>
<td>4</td>
</tr>
<tr>
<td>Media is Everywhere</td>
<td>4</td>
</tr>
<tr>
<td>Perfect</td>
<td>3</td>
</tr>
<tr>
<td>To see how I compare</td>
<td>3</td>
</tr>
<tr>
<td>Do not mean to</td>
<td>2</td>
</tr>
<tr>
<td>Money</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 15: Reasons for comparing with media images

**Thoughts on being pretty:**

Not surprising, coming in as number one on the list, was pretty, as in pretty girls are all we see in the media, or girls would like to be pretty. Girls used “pretty” as a means to an end in hopes that if they are “pretty” they will receive all things good in life. As Brenda describes, if she were pretty then she could be rich and famous like the popular girls at school who are also pretty. If one is not pretty, then it seems one is cursed in the eyes of these young women. The primary theme that is a thread running through their lives, which appears to have dominated the minds and spirits of the young
girls who volunteered their personal thoughts and feelings, is “pretty.” Over and over, girls mentioned pretty as a reason for comparison, either to be pretty and popular, perfect and pretty, rich, popular and pretty, rich, famous and pretty. The words echo across the pages over and over; these young girls want to be pretty! Where are the girls receiving these messages that appear to be embedded in their thoughts? Possible answers are the fashion magazines they read, the MTV music videos they imitate, the television shows they memorize, the movies they pay to see over and over, and right in their back door or the hallways they walk through everyday.

The previous statements summarize the feelings of several young girls as they struggle through adolescence striving to claim their identity and develop a self-concept. Girls are concerned with idealized images, which are the epitome of female beauty, and as stated by Brenda they believe that if they are pretty they will gain popularity, status, and money. This is a common reaction subsequent to viewing advertisements and is what the media wants us to believe, that if we buy into the ideas associated with their products we will become pretty, popular, rich, thin, and successful.

*Brenda:* 1 “The media always uses pretty girls so of course people compare themselves to it. It’s like that. I’d be rich and famous and like the “popular girls” at school, they also tend to be pretty. It’s like if your not beautiful, your not liked.” *(Sic)*

To be pretty means to be skinny in the eyes of our youth, just as Carmen describes.

---

1 All names have been changed to protect the identities of the individuals who participated in this survey.
Carmen: “Because they are really skinny and the right height and they are all really pretty.”

In addition, girls strive to look like someone prettier than themselves, because the message the girls have received from the media is they are not pretty, but there are girls who are.

Lindy: “Because they are there and you can't help but to compare and wish that you looked like someone prettier.”

Thoughts on looking like models

Girls were also concerned with looking like the models, some at any cost, as Hannah describes. To these girls, models represent the epitome of femininity and what is needed in order to achieve status as a real woman. As Beth describes, she would prefer to look like the models seen in the media than to look like herself; Felicia wants to look like singers/actresses/models because they have perfect bodies. Where are these girls receiving this message -- from their peers, from their teachers, from their parents perhaps, or most likely from the media that has been absorbed into their self-consciousness on a daily basis?

Hannah: “Because if they have to be a skeleton to become a model, so do I.”

Shirley: “Because I believe they are good looking because they are in those images.”

Felicia: “Because singers and actresses and models have perfect bodies and I wish I looked like them.”

Beth: “Because I like the way they look, better than the way I look.”
India: “I feel that in order to get into the popular crowd, which I am in now, I need to look like the people in the media and I have to look like the others.”

Thought on being thin

As girls struggle trying to find their place in this world, they desire to fit into the “group” to gain acceptance and become like everyone else, even if that means being “skinny.” Shocking statements reveal that girls internalize the images of thinness and continue to believe that these images are beautiful and attainable. Young girls begin to equate being skinny with being pretty, which is the message fed to them by the media.

Anna: “Because they are really skinny and the right height and they are all really pretty.”

Joan: “Because you wish you were as skinny as them.”

Kat: “Because if they have to look like a skeleton to become a model, so do I.”

Thoughts on attracting guys

Other girls feel that ideal bodies are a way to attract guys. Reasons stated for comparing to models included acknowledging that guys want a girl who looks like a model, and thinking if they resembled the appearance of models they would have dates.

Kelly: “Because singers and actresses and models have perfect bodies and I wish I looked like them.”

Cindy feels if she looks like “them” (media images) she could get a date, and Emily and Carol Ann think that guys want girls who look like the media images.
Cindy: “Because I think that sometimes if I were to look like them then maybe I could get dates....”

Emily: “Yes, because guys are always talking about how nice they look, or their bodies, it’s hard not to.”

Carol Ann: “Because they are so pretty and every guy wants a girl that looks like a model.”

Thoughts on the pervasiveness of the media

Another theme that emerged was that media images are a reasonable comparison for adolescent girls, and that the media is pervasive, as seen in these quotes.

Justine: “I don’t have much else to compare with. The media is everywhere.”

Tracey: “Look around, the media is everywhere we look. It’s all around us. Therefore it’s hard not to compare yourself to the media.”

Thoughts on being perfect

Another theme that coincides with pretty is being perfect; in order to be perfect one must be pretty, and media images are always perfect. Shelly, Sara, and Marta all use the word “perfect” to convey how the models appear to them. If being perfect means being pretty, many of these girls feel they are coming up short in that area because they are not pretty. Feeling the need to be perfect could put some on these girls on a dangerous path, possibly leading to risky behaviors including eating disorders.

Shelly: “Everything about them is perfect.”

Sara: “Because they have perfect bodies.”

82
Marta: "Because the girls in the media are always perfect and pretty, everyone tries to look like them."

The last three categories of comments focus on how girls compare (ex., Jenne: “To see how I compare”), not meaning to compare, (ex., Mary Anne says, “I do just do sometimes”), and having money (ex., Cathy: “Because they (models) get a lot of guys and have a lot of money”).

<table>
<thead>
<tr>
<th>Themes</th>
<th>N=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrealistic/Fake Media</td>
<td>9</td>
</tr>
<tr>
<td>Inner happiness</td>
<td>6</td>
</tr>
<tr>
<td>individuality</td>
<td>6</td>
</tr>
<tr>
<td>No Desire to be thin</td>
<td>4</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 16: Reasons for not comparing with media images

Reasons for not comparing to the media were just as compelling and included reasons of individuality, being happy with one’s inner self, fakeness of the media and unrealistic images in the media, no desire to be thin, and not knowing. Several girls responded that individuality was an integral component of their lives and they would not conform to the unreal aspects of the media. An even larger number of girls cited the media images were unrealistic and fake as the number one reason they did not compare themselves with the models in the ads. As demonstrated, not all adolescent females are affected by media images, nor do they develop body dissatisfaction and low self-esteem.
Media is Fake and/ or Unrealistic

The top reason for not comparing with media images was acknowledging the motives of the media, including the use of unrealistic images, and airbrushing techniques to create idealized images and thereby deceive the viewer. These girls were able to resist the sociocultural pressures to compare to the media images by acknowledging the subversive intentions of the media and not internalizing the images presented to them.

Jill: “Because I know they are “fake” and I don’t look up to them.”

Maya: “I don’t compare myself with media images because it is unrealistic.”

Drew: “Media images are totally idealized and unrealistic.”

Individuality

One rational for not comparing to media images was individuality, which was a strong characteristic that several girls mentioned as a reason for warding off comparisons with media images.

Mandy: “I don’t feel like I have to be something I am not.”

Janie: “Because I am me.”

A few of the girls acknowledged and respected their own individuality.

Carol: “I think it’s good to be an individual; trying to look like someone else could just hurt you in the long run. Women think too much of their looks, not enough of their insides. Some women in the media are way too skinny, some for the wrong reasons.”

(sic)
**Inner happiness**

Just as many girls mentioned inner happiness as mentioned individuality for reasons they do not compare themselves to models. These girls described being happy with their bodies. Individuals interpret images differently, which could account for why some girls are not influenced by media images and are happy with themselves, and why some girls are more susceptible to the comparison process. Megan mentions, “I am happy with myself and like who I am.” This response comes from a confident young woman who has strong opinions and would not be easily swayed.

**No desire to be thin**

Slowly, young girls are beginning to realize that being thin is not everything. Media images do have the potential to affect young girls, by showing an unrealistic ideal, however, these few young girls realize what the real motive is in advertising.

*Leah:* “*Most media images are anorexic or bulimic and [models] basically kill themselves to be the way they are. It’s disgusting.*”

*Mara:* “*Because those people get airbrushed to look better.*”

*Rachael:* “*B/c they can alter pictures to make them skinny or they [models] have to starve themselves.*” *(sic)*

**Don’t know**

An additional rationale for not comparing to media images was the simple reason of not knowing why. As Susie says: “I just do sometimes. I don’t know why.” This reason can be just as alarming as the girls comparing for physical reasons. It is quite likely the girls may have internalized the images and do not even know why they are
comparing or not comparing. Conflicting statements arose throughout the open-ended responses, expressing the confusion and indecisiveness girls may feel at this age.

_Tiffany:_ “_NO because I know that most of them are fake, but it would till be nice to look like them! [models]_”

_Julianna:_ “_I don’t see what the point is. Some people just torture themselves over it. I don’t wanna be like those models (they are too skinny), but I do want some abs._” (sic)

Findings from the open-response section of the survey validate and further suggest that social comparison thrives in the halls of high schools. These findings along with others (Levine & Smolak, 1997) are straightforward in supporting the significance of social comparison to media images and media influences on body image, body satisfaction, and dieting behavior. Girls believe that if they achieve the ideal body they will become pretty, popular, perfect, and most importantly accepted by their peers. Many believe if they deviate from the cultural ideal, which is present in the school halls, they will not be accepted by their peers, get dates, be liked, or get a boyfriend. Peer pressure to be thin, attractive, and popular can often be a motivating force to dictate girls’ dieting or even fasting behaviors.

**Discussion**

As with past studies, results of this study led to ambiguities and contradictions to our understandings of the relationship between body image, media, and social comparison. The results of the open-ended responses revealed that girls between the ages of 14-17 compare themselves to peers and thin fashion models; however, these results conflicted with the quantitative portion of the research which did not reveal that exposure
to idealized fashion images had an immediate negative effect on the subjects' self-esteem, body esteem or body satisfaction. Each hypothesis is discussed separately, and general conclusions are drawn from all of the hypotheses.

For Hypotheses 1, 2, and 3, paired samples *t*-tests were used to determine if viewing the idealized images caused a difference in viewers' body-satisfaction, self-esteem, and body-esteem.

**Hypothesis 1:** Exposure to print advertisements that contain idealized images of female bodies, as opposed to images of fashion accessories without bodies, will reduce adolescent viewer’s satisfaction.

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
</tr>
<tr>
<td>Pair 1</td>
</tr>
<tr>
<td>Pair 2</td>
</tr>
</tbody>
</table>

Table 17: Paired sample *t*-test for body satisfaction

A paired sample, two-tailed *t*-test was used to compare students who viewed idealized advertisements (*N*=43) and those who did not (*N*=43) to determine if there was a difference in the subjects’ body satisfaction prior to and after viewing the advertisements. Results revealed no significant differences between pre and post test scores for group A, those exposed to idealized images *t*(42) = -.388, *p* = .700 or for group B, those exposed to accessories advertisements (not containing bodies).
\( t(42) = .116, p = .909 \). Because there were no differences between the groups, hypothesis 1 was not supported.

**Hypothesis 2:** Exposure to print advertisements that contain idealized images of female bodies, as opposed to images of fashion accessories without bodies, will reduce adolescent viewer's self-esteem.

To test hypothesis 2, a paired sample, two-tailed \( t \) test was used to compare students who viewed idealized advertisements (N=43) and those who did not (N=43) to determine if there was a difference in the subjects' self-esteem prior to and after viewing the advertisements.

Results revealed no significant differences in the level of self-esteem among female adolescents viewing idealized images (Group A) and those who saw advertisements of fashion accessories (Group B). The results for Group A are as follows, \( t(42) = .585, p < .562 \), and for Group B, \( t(42) = -.510, p < .613 \). Results indicate no significant difference within groups (pre and post) or between groups (A and B). Therefore, hypothesis 2 was not supported.

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>( t )</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
<td>Lower</td>
</tr>
<tr>
<td>Pair 1  se - pse</td>
<td>3.0930</td>
<td>0.80956</td>
<td>0.37044</td>
<td>-1.5397</td>
</tr>
<tr>
<td>Pair 2  SEA - FSEA</td>
<td>2.6947</td>
<td>2.91973</td>
<td>4.45255</td>
<td>-6.3810</td>
</tr>
</tbody>
</table>

Table 18: Paired sample \( t \)-test for self-esteem

88
Hypothesis 3: Exposure to print advertisements that contain idealized images of female bodies, as opposed to images of fashion accessories without bodies, will reduce adolescent viewer’s body-esteem.

In order to test hypothesis 3, that individuals viewing idealized images in advertisements would have decreased body esteem over those not viewing the idealized images, a paired sample, two-tailed t-test was used to compare students who viewed idealized advertisements (N=43) and those who did not (N=43) to determine if there was a difference in the subjects’ body-esteem prior to and after viewing the advertisements.

No significant differences were found either within groups (pre and post), or between groups (A or B). For group A, those who viewed idealized images, the results are as follows, t(42)=.096, p<.924 and for Group B (those who viewed fashion accessories), t(42)=1.382, p<.174. Results lack sufficient evidence to support hypothesis 3; therefore, hypothesis 3 is not accepted.

**Paired Samples Test**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>0.698</td>
<td>4.77790</td>
<td>2.2802</td>
<td>-1.405 07 1.5402 096</td>
<td>42</td>
<td>924</td>
<td>0.36</td>
</tr>
<tr>
<td>Pair 2</td>
<td>1.2093</td>
<td>5.73858</td>
<td>0.58519</td>
<td>-0.5568 0.9754 1.382</td>
<td>42</td>
<td>174</td>
<td>0.37</td>
</tr>
</tbody>
</table>

Table 19: Paired sample t-test for body-esteem
Hypothesis 4: Body satisfaction among female adolescents will be lower among those with greater social attitudes towards appearance or greater internalization of the ideal body norm

a) those with high awareness of appearance will have a lower level of body satisfaction.

b) those with higher internalization of appearance attitudes will have a lower level of body satisfaction.

Simple regression analysis was used to assess a possible relationship and emerging trends between body satisfaction and the two subscales of the SATAQ, awareness of the media and internalization of the media. In hypothesis 4, we assumed that individuals with a greater internalization and awareness of the media would have a lower level of body satisfaction.

Body Dissatisfaction was used as dependent variable and summed values of the awareness sub-scale from the Social Attitudes Towards Appearance Scale was used as the independent variable. Simple regression analysis revealed that awareness of social attitudes was not significantly related to body dissatisfaction in adolescent girls viewing advertisements, $F(1, 42)=32.561, p<.135$. Although the Beta value ($B=.187, p>.134$) indicates a positive relationship between the two variables, it was above the established level of significance set at .05. Thus, hypothesis 4a was not supported.

For the second component of hypothesis 4, body dissatisfaction was used as the dependent variable and the summed values of the internalization sub-scale from the Social Attitudes Towards Appearance Questionnaire was used as the independent variable. Results from the simple regression analysis revealed that internalization sub-scale was significantly related to body dissatisfaction $F (1, 42)=16.487, p<.006$. 

90
Internalization of ideal images accounted for 4% ($R^2=0.04$) of the explained variance in body dissatisfaction. In terms of goodness of fit, the correlation between the observed scores and predicted scores was $R=.200$, indicating little linear relationship between internalization of social attitudes about the media and body dissatisfaction scores. Thus, the second part of the fourth hypothesis was supported. A positive relationship ($B=.371$, $p<.006$) between body dissatisfaction and internalization of social attitudes supports hypothesis 4b which stated that individuals with a higher level of internalization of social attitudes would have a higher level of body dissatisfaction.

**Hypothesis 5:** Differences in motives will exist for comparison to idealized media images among adolescent females.

The fifth hypothesis was that differences in motives for comparison to idealized advertising images exist among female adolescents, thus affecting the body and self-esteem of individuals. Through content analyzing open-ended questions, girls' responses verified that, indeed, various motives exist for comparison to models in advertisements. Chi square tests were also run to determine if responses differed between those with high and low body satisfaction. For the first question, "Do you compare yourself with others?" the results indicated that there is a relationship between the level of body satisfaction of students and their rationale to compare with others, chi square ($5, n=83)=85.5, p<.05$. The data show a significant difference in responses from those with high body satisfaction and those with low body satisfaction in their comparison to images or not comparing to images.

For the second question, "Do you compare with media images?", results indicated a relationship between the level of body satisfaction of the girls and the rationale to
compare with models, chi square (5, n=83) = 32, p < .05. Results from the data show a significant difference between the distribution of high body satisfaction scores and low body satisfaction scores for those comparing to media images and those girls not comparing with media images.

For the final question, "Why or why not?", data do not provide sufficient evidence that there are significant differences among the body satisfaction scores distributions for these responses. For those giving "why" reasons, chi square (10, n=51) = 26.15, p < .05, and for those giving the why not reasons, chi square (4, n=25) = 5.5, p < .05.

Summary of Findings

Hypothesis 1:

The first hypothesis was that individuals exposed to print advertising that contained idealized images would have a lower level of body satisfaction, than those individuals exposed to the control images. In adolescents, body satisfaction was not found to be significantly related to exposure to idealized images in advertising between the two groups, when the two-tailed t tests were conducted. There was little to no difference in body satisfaction between the control group and the group exposed to idealized images in advertising. The results indicated that body satisfaction did not differ greatly among those adolescents who were exposed to idealized images and those who were exposed to fashion accessories (control group). Contrary to what was predicted, the subjects exposed to idealized ads did not have a lower level of body satisfaction than those not exposed. Therefore, hypothesis 1 was not supported.
The second hypothesis was that individuals exposed to idealized advertisements would show a lower level of body esteem. However, in adolescents, body esteem was not found to be significantly related to advertising exposure. Two-tailed t-tests were performed to determine if there was a significant difference between the control group and those adolescents who were exposed to idealized advertisements. However, no significant results were found to indicate that viewing the advertisements affected individual body esteem. Thus, the second hypothesis was not supported.

The third hypothesis was that adolescents exposed to advertisements containing idealized advertisements would exhibit lower levels of self-esteem. It was expected that the individuals viewing the idealized ads would show lower levels of self-esteem; however, after conducting the two-tailed tests, results lack sufficient evidence to support hypothesis 3. Therefore, we are unable to accept hypothesis 3.

The fourth hypothesis stated that adolescents who exhibit higher levels of awareness and internalization of social appearance attitudes would have a lower level of body satisfaction. It was expected that adolescents with higher levels of awareness of the cultural norm and internalization of the cultural norm would feel greater pressure to obtain the ideal body and therefore have lower levels of body satisfaction. For further analysis, body dissatisfaction was used as a dependent variable and summed values of the awareness sub-scale from the Social Attitudes Towards Appearance Questionnaire was used as the independent variable. Simple regression analysis revealed that awareness of social attitudes was not significantly related to body dissatisfaction in adolescent girls viewing advertisements; a second simple regression analysis revealed that the
internalization sub-scale of the SATAQ was significantly related to body dissatisfaction. Thus, the second part of the fourth hypothesis was supported, but the first part was not.

The fifth hypothesis was that differences in motives existed for comparison to idealized advertising images among female adolescents. Through open-ended questions, girls indicated that various motives existed for comparison to models in advertisements; however, the impact of these motives on body satisfaction, body esteem and self-esteem of these individuals was not apparent through their responses.

However, in running Chi-square tests of the comment themes between the girls with high and low body satisfaction, it was found that there was a relationship between girls with low body satisfaction and those who compare to images.

The model of selective effects is based upon individual differences (Harris, 1999), and may serve as an explanation for the results of the current study, which indicated little to no significant results for the hypotheses. The selective effects model states individuals perceive the same message in different ways and, therefore, respond to the message in a variety of ways. Some individuals may feel pressure to compare themselves to idealized media images, whereas others may feel little or no pressure at all.

For example, some adolescent girls who were exposed to idealized media images, which include images of thin, young, attractive women, may internalize these images of thinness and compare themselves to such idealized images. The result of this social comparison process may possibly lead to lower levels of body satisfaction, low self-esteem, and low body esteem. Suzanne describes why she compares and why the social comparison process affects her self-esteem. "Definitely, I feel so bad about myself, that I'll turn anorexic to try and look like the media images."

94
However, other girls exposed to the same images experienced no comparison and/or internalization, resulting in no significantly lower levels of body satisfaction, self-esteem, and body esteem. As Nicole describes in the open response section, the images have no effect on her and she is happy with her looks. "Because I am happy with what I look like."
CHAPTER 5

CONCLUSIONS

Content analysis suggests that exposure to idealized images in advertising such as fashion models does generate social comparison in female adolescents, in some cases. It was proposed that exposure to idealized media images would affect the self-esteem, body esteem and body satisfaction of female adolescents.

Analysis revealed that, after viewing idealized images of fashion models, there was little change in the self-esteem, body esteem, and body satisfaction of the girls in this study. However, results indicated that those who scored higher on the sub-scale of internalization on the Social Attitudes Toward Appearance Questionnaire had higher levels of body dissatisfaction than those with lower scores. Thus, we are led to believe that those girls who have a higher level of internalization are indeed internalizing the images presented by the media, are performing social comparisons with the fashion models in the advertisements, and are feeling dissatisfaction with their bodies because they do not compare favorably to the models.

As illustrated by the results of the current study, not all adolescents develop body dissatisfaction, low self-esteem, or low body esteem due to internalization of and comparison with idealized media images. Indicated in the open response section, for some girls more immediate socio-cultural agents such as peers reinforce messages of

96
slenderness and beauty, which may be more influential in causing lower levels of body dissatisfaction, low self-esteem, or low body esteem.

Peers include boys and school friends, who are in some cases more influential in swapping the latest looks and trends and at times exerting peer pressure by teasing others about their looks and/or body size (Levine, Smolak, & Hayden, 1994). As stated in this research study, the media did cause comparison in some cases; however, a more immediate form of comparison emerged, that of peer comparison. Adolescent girls appear at time to be more interested in comparing with “Ellen”, the girl sitting next to them in Geometry class, than Brittney Spears on MTV. Ellen and other girls they see every day may have a more immediate effect, possibly causing girls to internalize what they see on a constant daily basis. However, there are trendsetting teens who look to the media to acquire new styles and internalize these images. Therefore, the internalization and the social comparison process seems to occur with a more indirect effect, but with the same results of girls feeling bad about their bodies.

Through open responses, adolescent girls revealed that at some level they do compare to idealized images and aspire to “look” like the idealized images at any cost. Girls revealed that, for a variety of reasons, they compare to these images, often with hopes of acquiring happiness, money, boys, and success.

The key to resolving body dissatisfaction among young women is education and prevention, through discussion of media motives and society’s narrow definitions of beauty and success. Through these discussions, adolescents may become more aware of diverse alternatives of beauty. Awareness is crucial in protecting our youth from a bleak future of body hatred.
Strategies to prevent body dissatisfaction rather than strategies to intervene are needed to encourage and empower young females to feel good about body types, other than the cultural ideals they see in the media images. If they feel good about a variety of images rather than just thin attractive figures, then they will feel comfortable and confident in their bodies.

Limitations of the Study

Several limitations of the study exist, with the largest being the sample size. Due to time constraints, the sample size is much smaller than expected; the results would likely be more significant with a larger sample size. The sample size (N=86) is not large enough to generalize results across the population of all girls ages 14 to 17. The ethnicity of girls in this study was primarily Caucasian with few African-American, Asian-American, Bi-racial, or Hispanic respondents and, thus, may not clearly represent the attitudes and perceptions of non-Caucasian girls. Age also affects levels of self-esteem and body image due to cultural norms that place emphasis on youth, beauty, and thinness. If older females were studied, self-esteem, or body satisfaction might be higher.

It is reasonable to question the amount of media exposure during the experiment; it was an insignificant amount (i.e., 10 ads and only two minutes to view the ads). Further studies could address this concern and provide more controlled media exposure as a stimulus variable. For example, the same students could be followed over a period of 10 weeks, showing advertisements for the same amount of time each week and evaluating body satisfaction, body esteem, and self-esteem of the end of the ten-week period.
As always, reliance on self-reported measures is a concern; participants may not have felt comfortable enough to respond openly. Some questions dealt with highly sensitive issues, how subjects felt about their bodies, and questions about comparisons to others. Students were seated in the front of the room in a small space, possibly allowing them to feel uncomfortable, and not wanting other students to know their responses. This setting may account for peer pressure to give socially desirable answers, rather than true feelings.

Other limitations of this study may include possible variables that have not been accounted for, but which may affect levels of self-esteem and body satisfaction, including socio-economic background, past history of eating disorders, school performance, problems with family, and/or history of past sexual or physical abuse. Cultural norms associated with ethnic background vary greatly in what type of physical characteristics are valued, or perceived as attractive, and these norms may affect levels of self-esteem and body image. It is possible that ethnic background may influence levels of self-esteem and body image, as one study found significant differences between Singaporean, Korean, African American and Caucasian-American women in levels of self-esteem and body image (Lennon, Rudd, Sloan, & Kim, 1999).

Socioeconomic background may also play a role in levels of self-esteem and body image, as it was determined in one study (Abell and Richards, 1996) that individuals from higher-class backgrounds reported a stronger positive relationship between self-esteem and body image than those from lower class backgrounds. Eating-disorders and frequent dieting also may affect levels of self-esteem and body image, as one study
(McAllister & Caltabiano, 1994) found that women with stable weights often displayed higher levels of self-esteem and body image than frequent dieters.

**Implications of the Study**

Our society places an enormous value on being thin and this is frequently equated with attractiveness. Therefore, it should not be surprising that, in general, adolescent girls between the ages of fourteen to seventeen share the same values and views as those expressed in this survey. Body dissatisfaction has been shown to predict dieting behaviors and dieting attitudes in young girls (Rolland, Farnill, & Griffith, 1996).

Prevention rather than intervention programs are a necessity to secure the future of our girls. Based on comments expressed by the girls in this study and results from other studies on body image, the following educational program is proposed for the purpose of creating media literacy or media education. By teaching children to critically evaluate the media and the hidden messages that undermine self-esteem and body satisfaction, we hope this educational effort would in turn reduce the effectiveness of the media's message (Irving & Berel, 2001) and prevent children and adolescents from engaging in unhealthy appearance management behaviors.

Possible topics to be explored in grade, middle and high school are:

1. Body image and the history of advertising, which could explore 100 years of advertising and illustrate how advertising plays on human insecurities such as being happy, thin, beautiful and rich.

2. Images of our time could explore messages of culture about what it means to be a woman in the 21st century by using a slide show to illustrate the
hidden messages shown in advertisements in popular women's magazines such as *Vogue* and/or *Glamour* (i.e., the use of sex, beauty and thinness to sell products).

3. Images of issues of body image may be examined, including peer pressure to be thin and beautiful. Other issues to be discussed may include violence, drug and alcohol use, eating disorders, and the human desire to be attractive. For all topics, educators must stress critical thinking and create an open environment to share diverse viewpoints.

After exploring the various topics proposed, projects may include creating collages of healthy bodies in magazines and unhealthy stereotypical images of women, then comparing and contrasting the differences. Students would then give a verbal presentation to explain the collages and images found in the media. For Junior and High School levels, students could create collages to convince other class members to join a media advocacy group; topics should include, but not be limited to, diverse representations of ethnicities in the media, stereotypical roles of men and women, objectification of women's bodies in the media, and unrealistic body types. By engaging in these types of exercises, it is anticipated that students will gain an awareness of media motives, a sense of self-respect, and a sense of social responsibility. Other possible assignments may include analyzing television commercials, along with teacher discussions of how realistic these images are, whether or not these images reflect reality, and what assumptions we make about the models in the ads. Students may also be required to keep a video-viewing log to record total time of television watched and types of programs viewed. Then each student would be required to analyze his or her favorite
television show each week according to the types of bodies presented, and any messages about appearance management.

**Suggestions for Future Research**

Upon completion of the study, due to acknowledgement of ethnic differences, it would prove useful to complete the same experiment in a different location with a larger ethnic population of African-American, Asian-American, and/or Hispanic-American students. It is believed and noted that different racial and ethnic standards for ideal beauty exist; however, in the current study, the researcher did not intend to explore differences in body satisfaction, self-esteem, and body esteem based on ethnic differences.

Prevention efforts at an early age would be most effective and allow a younger population to become educated on body image related issues and hopefully result in fewer cases of body image disturbances. Because prevention programs do exist in limited areas, it would certainly prove useful to assess the differences between students who have been exposed to or who have undergone prevention training in body image or media literacy to those who have not. This would allow a researcher to test the effectiveness of current prevention or intervention programs in order to evaluate and strengthen the existing programs and create new ones based on findings. Investigators and media experts should continue to develop prevention programs and increase existing programs in number and strength.

Programs should focus on prevention of body dissatisfaction and disordered eating by teaching girls to critically evaluate the media (Levine & Smolak, 1998).
Prevention strategies to critically evaluate the media and the message presented, and to deconstruct social messages of thinness and beauty should be used to education young girls on media messages.

At the present time, several prevention programs do exist such as GO GIRLS, an Eating Disorders Awareness & Prevention, Inc. (EDAP) a non-profit prevention organization-sponsored prevention project for high school students that integrates media analysis, media activism, and media advocacy as well as feminist work groups. However, as results from the open-ended section of the study conclude, by this age motives and rationale for comparison to media are already well established. Therefore, prevention programs need to begin at an earlier age to educate children about media tactics and offer alternative ideals of beauty. Furthermore, a program that challenges the current belief system on what ideal beauty is, would allow new alternatives of beauty to emerge.

Researchers have established a direct connection between body image and adolescent self-esteem (Abell & Richards, 1996). However, with the association established it is still unclear as to how and why body image relates so strongly to self-esteem. An emerging theme in the open discussion section was peer influence, such as social acceptance and peer relationships, and peer popularity. Media messages regarding what to wear, or what to weigh and how to transform the body, may relate to adolescent worries about physical appearance and self-evaluations. Additional empirical evidence is needed to support the association between media influences and self-esteem, with specific attention to adolescent development.
The results of the study suggest that body satisfaction is correlated with internalization of social attitudes of the media. After assessing the free response data, it has become clear that intervention may be useful in keeping participants from engaging in the social comparison process with unrealistic targets such as fashion models.

Intervention techniques would be useful in leading adolescents to perceive fashion models as inappropriate targets for social comparison and unrealistic others. A cost effective method of intervention would be to implement programs in grade school in order to insure that girls at a young age learn about media messages of body image. Young girls need to be given the skills to critically evaluate and de-construct advertisements for what they really are, and to learn to feel positive about their bodies. Levine and Smolak (1998) cited that interventions, which encourage critical thinking about the media, may help protect young girls from developing body dissatisfaction and possible eating disorders. One question to be answered about such programs is whether effects persist over time and if, so, for how long?

Determining if the esteem is affected and to what degree it is affected is a difficult task to undertake. This would require further research to probe in order to gain a greater understanding of what is already known of the social comparison process of girls to models in fashion advertisements.

Further qualitative research is needed to verify findings and discover what adolescents are feeling, if there is a change in the social comparison process, and if prevention efforts may change how girls feel about their bodies. The role of comparison motives needs further exploration, which may lead to preventing detrimental effects to female adolescents who are at such a critical point in their identities.
Conclusion

Implications from this study suggest that advertisers and teachers need to act in a more socially responsible manner by using fashion models of various ethnicities and body types. In doing so, advertisers would open new doors for adolescents by encouraging individual differences in appearance rather than encouraging often-unrealistic similarities.

Teachers and parents can also ameliorate the effect of media images by educating children at an early age and preparing them to critically evaluate the images with which they will be presented on a daily basis. The most effective means in doing so is keeping the lines of communication open between parents and children, and teachers and students.

Finally, because the effects of advertisements may not be uniform or consistent for all viewers, it does not negate the responsibility of the media to engage in ethical practices, nor does it trivialize the importance of the issue of body image.
LIST OF REFERENCES


“Commercially tend to ignore the working women.” *Advertising Age*, May 5, 1972, pg 22.


“How to love the way you look.” Teen People, October, 1999, pg.25.


Striegel-Moore, R.H., Silberstein, L.R., & Rodin (1986). Toward an


development, perceptions of pubertal timing and parental relations on eating

Personality And Social Psychology, 39*, 77-91.


commodities. *Psychology & Marketing, 10* (6), 471-494.

House.

expectations for thinness in women: An update. *International Journal of Eating
Disorders, 11*, 85-89.


APPENDIX A

HUMAN SUBJECTS LETTER OF APPROVAL
BEHAVIORAL AND SOCIAL SCIENCES
HUMAN SUBJECTS INSTITUTIONAL REVIEW BOARD (IRB)
The Ohio State University, Columbus, OH 43210

Research Involving Human Subjects

ACTION OF THE INSTITUTIONAL REVIEW BOARD

X  Full Committee Review  X  Original Review

-----  Expedited Review  Continuing Review

-----  Amendment

With regard to the employment of human subjects in the proposed research protocol:

02B0050  ADOLESCENT BODY IMAGE AND THE IMPACT OF MASS MEDIA, Nancy A. Rudd,
Andrea E. Merchant, Consumer and Textile Sciences

THE BEHAVIORAL AND SOCIAL SCIENCES HUMAN SUBJECTS IRB HAS TAKEN THE FOLLOWING ACTION:

X  APPROVED

X  APPROVED WITH CONDITIONS *

* Conditions stated by the IRB have been met by the investigator and, therefore, the protocol is APPROVED.

WAIVER OF WRITTEN CONSENT GRANTED

- It is the responsibility of the principal investigator to retain a copy of each signed consent form for at least three (3) years beyond the termination of the subject's participation in the proposed activity. Should the principal investigator leave the University, signed consent forms are to be transferred to the Human Subjects IRB for the required retention period.

- This application has been approved for the period of one year.

- You are reminded that you must promptly report any problems to the IRB and that no procedural changes may be made without prior review and approval.

- You are also reminded that the identity of the research participants must be kept confidential.

Date:  March 1, 2002  Signed:  [Signature]

(Chairperson)

-0259 (Rev. 2/94)
APPENDIX B

SCRIPT FOR RECRUITMENT OF PARTICIPANTS
Good Morning or Good Afternoon,

My name is Andrea Merchant; I am alumni of Watkins Memorial High School class of 1995. I am here to conduct a research project for my master’s thesis at The Ohio State University. I will be in the in the girl’s gym class for the next two weeks collecting information from any of you who are willing to participate. I am interested in what girls your age think of media images and how they make you feel.

My survey asks questions about media images, what you think about them, how they make you feel, and how you feel about your body. I would greatly appreciate all of your participation.

If you would be willing to participate, here is a parental permission form that both you and your parent will need to sign.
Again, thank you!
APPENDIX C

LETTER OF SUPPORT FROM VICE-PRINCIPAL AT
WATKINS MEMORIAL HIGH SCHOOL
Recommendation for Andrea Merchant

Dear Sir:

This letter acknowledges support and participation for the master thesis titled: Adolescent Body Image and the Impact of the Mass Media. I acknowledge the subject matter of body image, adolescents, and the media will be the focus of Andrea's research and support the data collection of student responses via survey methodology.

Andrea has contacted Tena Vickroy (girls' physical education teacher at Watkins Memorial) and myself and discussed the survey and collection process. We both consent to the participation in this master's thesis.

Mrs. Vickroy and myself and looking forward to having Andrea with us for a short time. We are also thrilled to be part of her thesis. As you can imagine, Andrea was a wonderful student while here at Watkins Memorial! I was still teaching in the classroom and have wonderful memories of her mature and insightful ways. We look forward to working with Andrea.

Thank you for your confidence in our school and our young ladies. We look forward to hearing the results!

Sincerely,

Teri Kubbs
Assistant Principal
Watkins Memorial H.S.
APPENDIX D

PARENTAL LETTER AND CONSENT FORM
FOR RESEARCH PARTICPATION
Dear Parent/Guardian,

I am writing this letter to hopefully gain your support for my master's thesis project entitled "Adolescent Body Image and the Impact of the Mass Media." My name is Andrea Merchant Watkins Memorial High School, class of 1995. I am currently attending The Ohio State University as a master's student in the Department of Consumer and Textiles Sciences. I will be at Watkins Memorial High School to conduct my research project during the month of March. During this time period, I will be in the girl's gym class collecting information from any girls who willing to participate.

The survey, which will be administered by myself during Mrs. Vickroy's gym class, deals with questions of media images, what the girls think about themselves, how the images make the girls feel, and how the girls feel about their bodies. I would greatly appreciate your support as well as your child's participation. The survey will take approximately ten to fifteen minutes and is strictly voluntary on the part of your child. If interested in the results, a copy may be obtained by contacting myself directly. If you should have further questions, please do not hesitate to contact me at 614-298-9833 or merchant.22@osu.edu. My advisor, Dr. Nancy A. Rudd, may also be contacted at rudd.1@osu.edu

If you consent to your child's participation, please sign the attached parental consent form. This form needs to be returned with your child by the date the surveys are administered. I hope that I can count on your support!

Thank you for your participation.

Andrea E. Merchant

Dr. Nancy A. Rudd Ph.D
CONSENT FOR PARTICIPATION IN
SOCIAL AND BEHAVIORAL RESEARCH

I consent to my child’s participation in research entitled:

Adolescents and the effects of mass media on body image.

Andrea E. Merchant and Nancy Ann Rudd, Ph.D. have explained the purpose of the study, the procedures to be followed, and the expected duration of my child’s participation. Possible benefits of the study have been described as have alternative procedures to be followed, if such procedures are applicable and available.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that my child is free to withdraw consent at any time and discontinue participation in the study without prejudice to my child.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: 5/25/12

Signed:
(Principal Investigator)

Signed:
(Principal Investigator)

Signed:
(Person authorized to consent for participant)
APPENDIX E

VISUAL ANALOGUE SCALES

Please rate how you feel on each of the following dimensions at this moment. Please mark your current mood for each item by placing a short vertical mark (i.e., make a slash) on the line. For example, NO ANXIETY=I do not feel anxious; EXTREME ANXIETY=I feel extremely anxious.

No Anxiety

No Depression

No Anger

No Body Dissatisfaction

No Overall Appearance Dissatisfaction

EXTREME Anxiety

EXTREME Depression

EXTREME Anger

EXTREME Body Dissatisfaction

EXTREME Overall Appearance Dissatisfaction
APPENDIX F

BODY ESTEEM SCALE

Instructions: Please indicate how often you agree with the following statements: Ranging from never (1) to always (5), circle the appropriate number beside each statement.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am preoccupied with trying to change my body weight.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I think my appearance would help me get a job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I like what I see when I look in the mirror.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>There are lots of things I would change about my looks if I could.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am satisfied with my weight.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I wish I looked better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I really like what I weigh.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I wish I looked like someone else.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>People my own age like my looks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My looks upset me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I'm as nice looking as most people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I'm pretty happy with the way I look.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel I weigh the right amount for my height.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel ashamed of how I look.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Weighting myself depresses me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>My looks help me to get dates.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I worry about the way I look.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I think I have a nice body.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I'm as nice looking as I'd like to be.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### APPENDIX G

**BI POLAR ADJECTIVE SCALE (SELF-ESTEEM)**

<table>
<thead>
<tr>
<th>Skilled</th>
<th>Unskilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent</td>
<td>Incompetent</td>
</tr>
<tr>
<td>Pleasant</td>
<td>Disagreeable</td>
</tr>
<tr>
<td>Creative</td>
<td>Unimaginative</td>
</tr>
<tr>
<td>Honest</td>
<td>Dishonest</td>
</tr>
<tr>
<td>Careful</td>
<td>Reckless</td>
</tr>
<tr>
<td>Trustworthy</td>
<td>Untrustworthy</td>
</tr>
<tr>
<td>Kind</td>
<td>Cruel</td>
</tr>
<tr>
<td>Independent</td>
<td>Dependent</td>
</tr>
<tr>
<td>Cowardly</td>
<td>Courageous</td>
</tr>
<tr>
<td>Intolerant</td>
<td>Tolerant</td>
</tr>
<tr>
<td>Inconsiderate</td>
<td>Considerate</td>
</tr>
<tr>
<td>unsuccessful</td>
<td>Successful</td>
</tr>
<tr>
<td>Well-liked</td>
<td>Disliked</td>
</tr>
<tr>
<td>Lazy</td>
<td>Industrious</td>
</tr>
<tr>
<td>Sensitive</td>
<td>Insensitive</td>
</tr>
<tr>
<td>Pessimistic</td>
<td>Optimistic</td>
</tr>
<tr>
<td>Stupid</td>
<td>Intelligent</td>
</tr>
</tbody>
</table>

132
APPENDIX H

SOCIAL ATTITUDES TOWARD APPEARANCE QUESTIONNAIRE

Please read each of the following items and circle the number the best reflects your agreement with the statement.

<table>
<thead>
<tr>
<th>Completely Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Completely Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

I would like my body to look like the women who appear in TV shows and the movies.

I believe that clothes look better on women that are in good physical shape.

Music videos that show women who are in good physical shape make me wish that I were in better physical shape.

I wish to look like the female models who appear in magazines.

I tend to compare my body to TV and movie stars.

In our society, fat people are regarded as unattractive.

Photographs of physically fit women make me wish that I had better muscle tone.

Attractiveness is very important if you want to get ahead in our culture.

It's important for people to look attractive if they want to succeed in today's culture.

Most people believe that a toned and physically fit body improves how you look.

People think you that you are more
<table>
<thead>
<tr>
<th>In today's society, it's not important to always look attractive.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish I looked like the women pictured in magazines who model underwear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I often read magazines and compare my appearance to that of female models.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>People with well proportioned bodies look better in clothes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>A physically fit woman is admired for her looks more than someone who is not fit and toned.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>How I look does not affect my mood in social situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>People find individuals who are in shape more attractive than individuals who are not in shape.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>In our culture, someone with a well built body has a better chance of obtaining success.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I often find myself comparing my physique to that of athletes pictured in magazines.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I compare my appearance to people who I consider very attractive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
APPENDIX I

DEMOGRAPHIC INFORMATION

Demographic Questionnaire
Please provide the following information, which will remain anonymous and be used for statistical purposes only.

1. Age: ___________  2. Grade: ___________

2. Ethnic Background: Please Circle

- Caucasian
- African-American
- Asian or Pacific Islander
- Hispanic
- Other ______ please specify

3. Your current height: _____ feet and _____ inches
4. Your current weight: _____ pounds
5. Your ideal weight: _____ pounds
APPENDIX J

OPEN ENDED QUESTIONS

Please use this space to answer the following questions. Remember there are no right or wrong answers! Thank you again for your participation!!

Do you compare yourself with others?

Do you compare yourself with media images?

Why or Why not?
APPENDIX K

IDEALIZED IMAGES OF FEMALE BODIES AND FASHION ACCESSORIES
Body Ad #1
138
AFTER
STRETCHING,
DO SOME
FIRMING.

Skin Firming Lotion from Nivea Body isn’t like anything you’ve ever used.

It boosts your skin’s firmness and tone on a daily basis. Formulated with Vitamin E, Safflower Oil and Advanced Liposomes, it gives you visibly firmer, smoother skin in a matter of weeks. And when you exercise and eat right, it’s practically unstoppable.

NIVEA

SKIN
FIRMING
LOTION

NIVEA BRINGS
YOUR SKIN TO LIFE™

Body Ad #10
147
INTRODUCING EYEWEAR BY COACH

Accessory Ad #1
148
Store in a cool, dry place.

*Like your armpits.*
Dillard's

INTRODUCING

THE NEW FRAGRANCE FOR HER BY RALPH LAUREN

Accessory Ad #3

150
I am a runner.

Accessory Ad #4
151
Hot styles starting at $13 a pair.

So what if he’s short.

Accessory Ad #5
152
Cover Girl Sheer Stick

- Sheer coverage
- Powder-like finish
- Vitamins A & E plus antioxidants

Get on the stick. The Cover Girl Clean Make-Up Sheer Stick glides on creamy light and dries to a powder finish for a natural looking coverage and feel. Easy to apply and touchups are a breeze. Stop by your local Target store or visit us at www.target.com.

©2020 Target Brands. The Bullseye Design and Target are registered trademarks of Target Brands, Inc. All rights reserved.
DESSERT PURE-FUME™

In the deserts of the American southwest—a land of burning heat—the exceptional rainstorms of 1998 created the most spectacular blossoming. A profusion of rare plants—that had lain dormant for years—burst into bloom. Aveda captured three of these rare aromas—and recreated them using pure flower and plant essences from renewable resources—with unique botanical benefits to body and mind. Creating three new Pure-Fume™—celebrating the miraculous union of sun, earth and water.

what miracle bloomed in the desert?

Find Desert Pure-Fume at Aveda by calling 800-328-3555 or visiting aveda.com.

Aveda New York/Minneapolis/Dallas
Accessory Ad #10
157
APPENDIX L

SCRIPT FOR FIRST DAY INSTRUCTIONS TO PARTICIPANTS
APPENDIX L

SCRIPT FOR FIRST INSTRUCTIONS TO PARTICIPANTS

Good Morning or Good Afternoon,
Thank you for agreeing to participate in my research study. Those of you have
your parental consent forms I will collect those now. (These will be distributed
prior to the data collections and collected at this point.) Before we begin, if you
have any questions please do not hesitate to ask. I am now handing out the
questionnaire packet (distribute questionnaire packet.) Please read all
instructions carefully and check to make sure that you answer all questions you
intended to answer. Remember, you may skip any questions that make you
uncomfortable.

If there any questions, please do not hesitate to ask? Remember if at any time
you feel uncomfortable you can withdrawal from this study without penalty. If at
any time you have any questions, please raise your hand. When you are
finished, you can turn in your questionnaire. Again, thank you for participating.

Now that the experiment is over I would like to explain to you the true purpose of
the study. The purpose of this study was to examine how girls feel about their
bodies after being exposed to idealized media images. If you are interested in
finding out results of my study you may contact me at 614-298-9833.

Thank you so much for your participation.
APPENDIX M

COMPLETE SURVEY PACKET

Dear Participants:

We are studying the media’s impact on adolescent thoughts and feelings towards their bodies. So we would like you to complete this survey that will take about 15 minutes and give us your honest opinions. Remember there are no right or wrong answers, only how you feel at this time.

Participation is strictly voluntary. If you feel uncomfortable at any time, you may withdraw. This information is CONFIDENTIAL and will be used for statistical analysis only.

Your participation is greatly needed and appreciated.

Thank you,

Andrea Merchant
Graduate Teaching Assistant
Consumer & Textile Sciences
The Ohio State University

Dr. Nancy A. Rudd, Ph.D
Associate Professor
Consumer & Textile Sciences
The Ohio State University
Demographic Questionnaire

Please provide the following information, which will remain anonymous and be used for statistical purposes only.

1. Age:__________  2. Grade:__________

2. Ethnic Background: Please Circle

Caucasian
African-American
Asian or Pacific Islander
Hispanic
Other ______ please specify

3. Your current height:____feet and____inches
4. Your current weight:____pounds
5. Your ideal weight:____pounds

Please rate how you feel on each of the following dimensions at this moment. Please mark your current mood for each item by circling a percent that corresponds with your feelings. For example, NO ANXIETY—1 do not feel anxious; EXTREME ANXIETY—1 feel extremely anxious

6. No

Anxiety

EXTREME

Anxiety

7. No

Depression

EXTREME

Depression

8. No

EXTREME
Please place a check mark on the dotted line below that corresponds to how you feel about yourself at this moment.

11. Courteous
12. Skilled
13. Competent
14. Pleasant
15. Creative
16. Honest
17. Careful
18. Trustworthy
19. Kind
20. Independent
21. Cowardly
22. Intolerant
23. Inconsiderate
24. Unsuccessful
25. Well-liked
26. Lazy
27. Sensitive

Rude
Unskilled
Incompetent
Disagreeable
Unimaginative
Dishonest
Reckless
Untrustworthy
Crue
Dependent
Courageous
Tolerant
Considerate
Successful
Dishlik
Industrious
Insensitive
Instructions: Please indicate how often you agree with the following statements: Ranging from never (1) to always (5), circle the appropriate number beside each statement.

<table>
<thead>
<tr>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

30. I am preoccupied with trying to change my body weight.

31. I think my appearance would help me get a job.

32. I like what I see when I look in the mirror.

33. There are lots of things I would change about my looks if I could.

34. I am satisfied with my weight.

35. I wish I looked better.

36. I really like what I weigh.

37. I wish I looked like someone else.

38. People my own age like my looks.

39. My looks upset me.

40. I’m as nice looking as most people.

41. I’m pretty happy with the way I look.

42. I feel I weigh the right amount for my height.

43. I feel ashamed of how I look.

44. Weighting myself depresses me.

45. My looks help me to get dates.

46. I worry about the way I look.

47. I think I have a nice body.

48. I’m as nice looking as I’d like to be.
Please read each of the following items and circle the number the best reflects your agreement with the statement.

<table>
<thead>
<tr>
<th>Completely Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree or Disagree</th>
<th>Somewhat Agree</th>
<th>Completely Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

49. I would like my body to look like the women who appear in TV shows and the movies.  
50. I believe that clothes look better on women that are in good physical shape.  
51. Music videos that show women who are in good physical shape make me wish that I were in better physical shape.  
52. I wish to look like the female models who appear in magazines.  
53. I tend to compare my body to TV and movie stars.  
54. In our society, fat people are regarded as unattractive.  
55. Photographs of physically fit women make me wish that I had better muscle tone.  
56. Attractiveness is very important if you want to get ahead in our culture.  
57. It's important for people to look attractive if they want to succeed in today's culture.  
58. Most people believe that a toned and physically fit body improves how you look.  
59. People think you that you are more attractive you are, the better you look in clothes.
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>60. In today's society, it's not important to always look attractive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>61. I wish I looked like the women pictured in magazines who model underwear.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>62. I often read magazines and compare my appearance to that of female models.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>63. People with well proportioned bodies look better in clothes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>64. A physically fit woman is admired for her looks more than someone who is not fit and toned.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>65. How I look does not affect my mood in social situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>66. People find individuals who are in shape more attractive than individuals who are not in shape.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>67. In our culture, someone with a well built body has a better chance of obtaining success.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>68. I often find myself comparing my physique to that of athletes pictured in magazines.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>69. I compare my appearance to people who I consider very attractive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Now we would like you to look at the following two advertisements and answers some of the previous questions one more time. Perhaps some of your responses are now different or perhaps they are the same. Take a moment to view the 10 advertisements on the board in front of you. After viewing the 10 advertisements please write down which of these 2 ads best reflects the current trends.

A. _______________________

B. _______________________
Please rate how you feel on each of the following dimensions at this moment. Please mark your current mood for each item by circling a percent that corresponds with your feelings. For example, NO ANXIETY = I do not feel anxious; EXTREME ANXIETY = I feel extremely anxious.

70. No  
Anxiety

71. No  
Depression

72. No  
Anger

73. No  
Body Dissatisfaction

74. No  
Overall Appearance Dissatisfaction

Please place a check mark on the dotted line below that corresponds to how you feel about yourself at this moment.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>75. Courteous</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>76. Skilled</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>77. Competent</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>78. Pleasant</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>79. Creative</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>80. Honest</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>81. Careful</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>82. Trustworthy</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>83. Kind</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>84. Independent</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>85. Cowardly</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>86. Intolerant</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>87. Inconsiderate</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>88. Unsuccessful</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>89. Well-liked</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>90. Lazy</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>91. Sensitive</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>92. Pessimistic</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>93. Stupid</td>
<td>------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>94. I am preoccupied with trying to charge my body weight.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95. I think my appearance would help me get a job.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96. I like what I see when I look in the mirror.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>97. There are lots of things I would</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Instructions: Please indicate how often you agree with the following statements: Ranging from never (1) to always (5), circle the appropriate number beside each statement.*
<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>98. I am satisfied with my weight.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>99. I wish I looked better</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>100. I really like what I weight.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>101. I wish I looked like someone else</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>102. People my own age like my looks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>103. My looks upset me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>104. I'm as nice looking as most people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>105. I'm pretty happy with the way I look</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>106. I feel I weigh the right amount for my height.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>107. I feel ashamed of how I look.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>108. Weighing myself depresses me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>109. My looks help me to get dates.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>110. I worry about the way I look.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>111. I think I have a nice body.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>112. I'm as nice looking as I'd like to be.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Please use this space to answer the following questions. Remember there are no right or wrong answers! Thank you again for your participation!!!

Do you compare yourself with others?

Do you compare yourself with media images?

Why or Why not?
APPENDIX N

RESPONSES TO OPEN ENDED QUESTIONS
<table>
<thead>
<tr>
<th></th>
<th>Compare with others</th>
<th>Compare w/media</th>
<th>Why or Why not</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No</td>
<td>No</td>
<td>I don't feel like I have to be something I am not.</td>
</tr>
<tr>
<td>2</td>
<td>Yes sometimes I wish I could find someone that weighs the same as me so I could see what I really look like</td>
<td>I don't really compare myself, I just wish I looked like them sometimes.</td>
<td>Because I know they are &quot;fake&quot; and I don't know or look up to them.</td>
</tr>
<tr>
<td>3</td>
<td>I compare myself with others but usually my peers (especially my friends), not models and actresses</td>
<td>Not Usually</td>
<td>I guess I kind of feel like images shown on the media are one person's opinion of how I should look and its better to decide for myself.</td>
</tr>
<tr>
<td>4</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>They are a lot prettier than me.</td>
</tr>
<tr>
<td>5</td>
<td>Yeah, sometime because there's always something you could change and people who you would like to look like</td>
<td>YES</td>
<td>Comparing yourself to media images makes me feel bad, because they all look nice. I would like to look like some of them.</td>
</tr>
<tr>
<td>6</td>
<td>Not really</td>
<td>I do sometimes</td>
<td>I feel that in order to get into the popular crowd, which I am in now I need to look like the people in the media and I have to look like the others!</td>
</tr>
<tr>
<td>7</td>
<td>YES</td>
<td>YES</td>
<td>I don't mean to sometimes I just catch myself doing it.</td>
</tr>
<tr>
<td>8</td>
<td>Occasionally</td>
<td>Occasionally</td>
<td>I want to be attractive and feel pretty. I want to be noticed, but sometimes I don't want the attention just for physical reasons.</td>
</tr>
<tr>
<td>9</td>
<td>Sometimes, I tend to swing in and out of moods, liking or disliking myself</td>
<td>At times I do find myself wishing I was more like figures in the media</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>No, I think everyone should be individual</td>
<td>NO, I think some women in the media are just skinny</td>
<td>I think it's good to be individual, trying to look like someone else could just hurt you in the long run. Women think too much of there looks, not enough of there insides. Some women in the media are way to skinny. Some for the wrong reasons.</td>
</tr>
<tr>
<td></td>
<td>Compare with others</td>
<td>Compare w/media</td>
<td>Why or Why not</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Sometimes, I'm not drop-dead gorgeous. So I guess I do. For the most part I</td>
<td>Yes and No. Yes in a way of comparing myself to athletes, so I can become more in shape and no because I don't want to look like supernetworks or Britany spears, because that wouldn't make me an individual if I looked like everyone else.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>don't care what people think of me. Or of my looks because true friends accept</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>me for me and if someone doesn't like the way I look too bad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>YES</td>
<td>YES</td>
<td>The media always uses pretty girls so of course people compare themselves to it. It's like, if I looked like that, I'd be rich and famous and like the &quot;popular girls&quot; at school also tend to be pretty. It's like if you're not beautiful you are not liked.</td>
</tr>
<tr>
<td>13</td>
<td>Not really, but sometimes</td>
<td>Sometimes</td>
<td>Because they are always perfect looking</td>
</tr>
<tr>
<td>14</td>
<td>Sometimes with people at school</td>
<td>Not Usually</td>
<td>I don't want to be that skinny</td>
</tr>
<tr>
<td>15</td>
<td>Yes</td>
<td>Sometimes I wish I looked better</td>
<td>I just feel that I am not as pretty as other girls who are pretty and popular. I think that if maybe I looked better I would be more popular and more well liked I do like my attitude and outlook on life but I just don't like my outward appearance.</td>
</tr>
<tr>
<td>16</td>
<td>Sometimes I tend to compare myself to friends</td>
<td>Not Really</td>
<td>Because I feel media is fake and it costs lots of money to look the way they do</td>
</tr>
<tr>
<td>17</td>
<td>To my friends</td>
<td>NO</td>
<td>Media is fake</td>
</tr>
<tr>
<td>18</td>
<td>No I feel that I am an individual that should not be compared</td>
<td>No, They just pick people out of litter, sort of like when people go to get a kitten, they pick the cuttest one.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Yes I do and it makes me feel better when I find something wrong</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>20</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Because</td>
</tr>
<tr>
<td>21</td>
<td>Sometimes</td>
<td>Not Really</td>
<td>To see how I compare</td>
</tr>
<tr>
<td></td>
<td>Compare with others</td>
<td>Compare w/media</td>
<td>Why or Why not</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>22</td>
<td>Yes</td>
<td>Yes</td>
<td>Because the girls in the media are always perfect and really pretty so everyone tries to look like them</td>
</tr>
<tr>
<td>23</td>
<td>Sometimes</td>
<td>No</td>
<td>No because I know that most of them are fake but it would still be nice to look like them</td>
</tr>
<tr>
<td>24</td>
<td>Sometimes but not models just girls my age</td>
<td>Never</td>
<td>Because those people get airbrush to look better</td>
</tr>
<tr>
<td>25</td>
<td>Yes, all the time</td>
<td>Yes, all the time</td>
<td>Because they get a lot of guys and have a lot of money$</td>
</tr>
<tr>
<td>26</td>
<td>Sometimes, but not usually</td>
<td>No, b/c I know its all make up!</td>
<td>There fake sometimes.</td>
</tr>
<tr>
<td>27</td>
<td>Sometimes</td>
<td>Sometimes, but not as often as people I know</td>
<td>Because most people in the media don't eat</td>
</tr>
<tr>
<td>28</td>
<td>On small things like makeup and hair, but not shape, weight, size wise</td>
<td>Not really!</td>
<td>I'm happy with myself like who I am.</td>
</tr>
<tr>
<td>29</td>
<td>Yes</td>
<td>Yes</td>
<td>I don't have much else to compare with. The media is everywhere.</td>
</tr>
<tr>
<td>30</td>
<td>Yes</td>
<td>Yes</td>
<td>Because you see them everywhere</td>
</tr>
<tr>
<td>31</td>
<td>Yes</td>
<td>Yes</td>
<td>Because I like the way they look, better than the way I look</td>
</tr>
<tr>
<td>32</td>
<td>Yes, I compare myself to other students/peers, models, relatives, etc. I do that a lot.</td>
<td>Definitely, I sometimes feel so bad about myself that I'll turn to anorexic to try to look like media images.</td>
<td>Because I'm not happy with how I look!!</td>
</tr>
<tr>
<td>33</td>
<td>No, not really because everyone is different.</td>
<td>Sometimes it's hard not to they're everywhere you look.</td>
<td>It's hard not to.</td>
</tr>
<tr>
<td>34</td>
<td>No because I'm okay with the way I am</td>
<td>NO because I don't think people should dress the way those people do and I don't want to be like that</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>No because I know I can't make myself look like them</td>
<td>No</td>
<td>Most media images are anorexic or bulimic and basically kill themselves to be the way they a. It's disgusting.</td>
</tr>
<tr>
<td>36</td>
<td>No not all the time but I'm skinnier than most people and I wish I could gain more weight</td>
<td>No</td>
<td>Because I'm happy with what I look like</td>
</tr>
<tr>
<td>Compare with others</td>
<td>Compare w/media</td>
<td>Why or Why not</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>37 I'd have to say all the time. I'm always comparing my weight with everyone else's.</td>
<td>Yes, all the time too.</td>
<td>Because if they have to be a skeleton to became a model, so do I.</td>
<td></td>
</tr>
<tr>
<td>38 Yes sometimes without even thinking</td>
<td>Yes they are all pretty and skinny</td>
<td>B/c I would like to be fit</td>
<td></td>
</tr>
<tr>
<td>39 I think I am an average girl</td>
<td>Sometimes</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>40 Yes</td>
<td>Yes</td>
<td>People in the media set the trends and I wish sometimes I looked like other people</td>
<td></td>
</tr>
<tr>
<td>41 Yes, I compare myself with former teammates</td>
<td>Sometimes</td>
<td>Sometimes because I like how some models, look but some have no muscle at all.</td>
<td></td>
</tr>
<tr>
<td>42 Yes</td>
<td>Yes</td>
<td>Because they are there and you can't help but to compare and wish that you looked like someone prettier.</td>
<td></td>
</tr>
<tr>
<td>43 Yes</td>
<td>Yes</td>
<td>Because I think that sometimes if I were to look like them then maybe I could get dates. But people shouldn't worry about what I look like cuz it's the inside that counts.</td>
<td></td>
</tr>
<tr>
<td>44 Sometimes, but not often. I'm tall and slim and people constantly make comments about my weight-some good, some bad. I DO NOT DIET, and I don't have an eating disorder. I'm naturally skinny. Sometimes I wish I weighed more, but I try not to worry about what others think because I'm healthy and I like the way I look.</td>
<td>Not Usually</td>
<td>Not everyone can look like them, while I sort of do, I don't try to. I am the way I am and I expect people to accept me any way I look. I try my best not to judge others and I, in turn, don't want to be judged on my looks.</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Yes, I compare my body and looks to others</td>
<td>Sometimes</td>
<td>I compare myself to people who I think are more pretty or more &quot;attractive.&quot; I work out a lot and I'm in gymnastics so my physical appearance doesn't upset me all of the time. I try not to compare myself to models or people having to do with the media because they basically get paid to look good and I don't think that's a good thing to project a fake or not the real image of who you are to people. And, I feel that the people who really like or love you don't care like or love you don't care about how you look compared to other people.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>46</td>
<td>Yes, sometimes because lots of people only like people because they have great looks, but I figure I don't wanna look like them because I like my looks</td>
<td>No, not really</td>
<td>I don't see what the point is. Some people just torture their selves over it. I don't wanna be like those models they are to skinny, but I do want some abs.</td>
</tr>
<tr>
<td>47</td>
<td>Yes, I compare myself with others by looks, fashion, and body weight</td>
<td>Sometimes, I would like to be fit and have a nice body.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Yes, most of the time with people on tv or in movies</td>
<td>Yes to much sometimes</td>
<td>Yes, because guys are always talking about how nice they look, or their bodies its hard not to.</td>
</tr>
<tr>
<td>49</td>
<td>Sometimes, but then I think that I was just made different</td>
<td>No, not really</td>
<td>b/c they can alter pictures to make them skinny or they have to starve themselves</td>
</tr>
<tr>
<td>50</td>
<td>Yes, I do. When I think someone else is really good looking</td>
<td>Yes, I often do to see what they have that I don't.</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Yes, to see if I'm as bad off as I think I am</td>
<td>Of course who doesn't</td>
<td>I think &quot;Todays&quot; culture seems to be baring more, skinny and always looks good</td>
</tr>
<tr>
<td>52</td>
<td>Yes</td>
<td>Yes, sometimes</td>
<td>I feel, as a teenager, that I should look and/or dress similar to my friends and peers. I also feel the media is not always a bad thing to compare myself to because it doesn't depress me. In fact, sometimes I feel I over-reacted about disliking myself.</td>
</tr>
<tr>
<td></td>
<td>Compare with others</td>
<td>Compare w/media</td>
<td>Why or Why not</td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>53</td>
<td>Yes</td>
<td>Yes</td>
<td>Because there so pritty and every guy wants a girls that looks like a model</td>
</tr>
<tr>
<td>54</td>
<td>Yes as a matter of fact I'm always comparing myself to other people, but I personally think its because I have an ego problem</td>
<td>Sometimes, I do. But most of the media images are disgustingly skinny.</td>
<td>Look around, media is everywhere we look. It's all around us. Therefore it's hard not to compare yourself to the media.</td>
</tr>
<tr>
<td>55</td>
<td>Yes</td>
<td>Yes</td>
<td>To try to figure out what the &quot;average body&quot; really is when all you see on tv is anorexic looking people and people tell you that's not real-life average.</td>
</tr>
<tr>
<td>56</td>
<td>I do sometimes.</td>
<td>Not very often</td>
<td>Because I believe that they are good looking because they are in those images.</td>
</tr>
<tr>
<td>57</td>
<td>Sometimes I do, but usually not a lot. If I do try to get myself in check, to try not and compare to other people. Because I'm the way I am, and I've been made this way.</td>
<td>I'd mostly like what I said up top that's the way they look and this is the way I look.</td>
<td>Because its envy and envy is something your really shouldn't have.</td>
</tr>
<tr>
<td>58</td>
<td>Yes</td>
<td>Yes</td>
<td>I don't know</td>
</tr>
<tr>
<td>59</td>
<td>Yes, I compare myself to girls at my school</td>
<td>Yes, I wish I could be as thin as they are</td>
<td>I think that if I was as thin and pretty as they are I would have more friends and boyfriends everything about them is perfect</td>
</tr>
<tr>
<td>60</td>
<td>Sometimes, I compare myself with actors hair, but I am very proud of my stomach</td>
<td>Not Usually</td>
<td>Because I am me.</td>
</tr>
<tr>
<td>61</td>
<td>Yes all the time</td>
<td>Yes all the time</td>
<td>B/c they are really skinny and the right height and they are all really pretty</td>
</tr>
<tr>
<td></td>
<td>Compare with others</td>
<td>Compare w/media</td>
<td>Why or Why not</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>62</td>
<td>Yes all the time, the reasons why is something I don't understand. When I walk down the high school halls I see other girls and I think that they are thinner than me, and so I try to lose weight but remain a good health. So then I continue to compare to others.</td>
<td>Yes, for the same reasons as the first questions but its seems worse.</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Sometimes</td>
<td>Who would want to look anorexic</td>
<td>I wouldn't like the advertisement or what.</td>
</tr>
<tr>
<td>64</td>
<td>Sometimes like on tv or in magazines there are really pretty girls and I wish I have better muscle tone</td>
<td>Yes</td>
<td>Because they all look really pretty &amp; physically fit.</td>
</tr>
<tr>
<td>65</td>
<td>Not really it just depends</td>
<td>Sometimes not always</td>
<td>Cuz its not that important to me to look like some one else</td>
</tr>
<tr>
<td>66</td>
<td>Yes</td>
<td>Sometimes</td>
<td>I don not compare myself w/media images because its unrealistic</td>
</tr>
<tr>
<td>67</td>
<td>Its hard not to</td>
<td>We get the idea that that's how we're suppose to look</td>
<td>Yes, Because I feel as though they are putting out different images they make me feel bad.</td>
</tr>
<tr>
<td>68</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Um sure</td>
<td>Sometimes</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>No, I am happy with who and what I am!! If someone doesn't like me for that, that's there problem!</td>
<td>NO</td>
<td>Nope, no need. I'm happy with me! Just how I am!!</td>
</tr>
<tr>
<td>71</td>
<td>Not generally. I'm all about being me</td>
<td>NO</td>
<td>Media images all totally idealized and unrealistic</td>
</tr>
<tr>
<td>72</td>
<td>Sometimes but the people I see most often are still growing and maybe still a little awkward like me so I don't really compare</td>
<td>Not really I like the way I look</td>
<td>Because I am satisfied with the way I look</td>
</tr>
<tr>
<td>73</td>
<td>Yes</td>
<td>Yes</td>
<td>Because, you wish you were as skinny as them</td>
</tr>
<tr>
<td></td>
<td>Compare with others</td>
<td>Compare w/media</td>
<td>Why or Why not</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>74</td>
<td>Yeah</td>
<td>Yes</td>
<td>B/c they're a lot more pretty people out in our culture!</td>
</tr>
<tr>
<td>75</td>
<td>Unsure</td>
<td>Yes</td>
<td>I just do sometimes, I don't know why.</td>
</tr>
<tr>
<td></td>
<td>Sometimes I compare my skills with people but I don't think I have to look a certain way to please people. I look and act the way I do because I like to be myself.</td>
<td>Sometimes with sports figures</td>
<td>Because they have perfect bodies.</td>
</tr>
<tr>
<td>76</td>
<td>Sometimes</td>
<td>Sometimes</td>
<td>Because you see all the older and popular kids dressed all cool who are really skinny and pretty you wanna be just like them. Same w/movie stars. You see what guys like and you want it to give.</td>
</tr>
<tr>
<td>77</td>
<td>Yes sometimes</td>
<td>All the time</td>
<td>Because singers and actresses and models have perfect bodies and I wish I looked like them.</td>
</tr>
<tr>
<td>78</td>
<td>Yea, all the time</td>
<td>Yea, most of the time if I think they are pretty.</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>No, I choose not to because I figure I look the way I do because of choices I made.</td>
<td>No many of the physical body images are unreal</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Sometimes, other times I glad being me no matter how I look.</td>
<td>No</td>
<td>Because they go through a lot more stuff than normal people do</td>
</tr>
<tr>
<td>81</td>
<td>Yes</td>
<td>Yes</td>
<td>They always look better than me.</td>
</tr>
<tr>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>83</td>
<td></td>
<td></td>
<td>I try not to of course everyone notices the media, but it is designed as a trap for people my age and I don't buy it.</td>
</tr>
<tr>
<td></td>
<td>Compare with others</td>
<td>Compare w/media</td>
<td>Why or Why not</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>84</td>
<td>Sometimes if like they have a bigger chest</td>
<td>NO</td>
<td>Because they have professionals helping them look that way.</td>
</tr>
<tr>
<td>83</td>
<td>I compare myself with models in magazines not at school</td>
<td>Yes, constantly because they are very fit and guys find them attractive</td>
<td>Guys like what they see in magazines and on tv.</td>
</tr>
<tr>
<td>86</td>
<td>Yeah</td>
<td>sometimes</td>
<td></td>
</tr>
</tbody>
</table>