2010

Exploring the Media's Negative Effects on Body Dissatisfaction and Self Esteem among Adolescent Girls

Aliscia Doriety
Governors State University

Follow this and additional works at: http://opus.govst.edu/capstones

 Part of the Gender, Race, Sexuality, and Ethnicity in Communication Commons

For more information about the academic degree, extended learning, and certificate programs of Governors State University, go to
http://www.govst.edu/Academics/Degree_Programs_and_Certifications/

Visit the Governors State Communication and Training Department

Exploring the Media's Negative Effects on Body Dissatisfaction and Self Esteem Among

Adolescent Girls

Aliscia Doriety

Governors State University

Abstract

Research has suggested that adolescent girls may be influenced by the media to such a degree that their body image and dissatisfaction tends to increase, as exposure to media increases. In the current study, 75 adolescent girls completed a questionnaire evaluating self-esteem and body image to determine if there were other factors that related to the media's overwhelmingly strong influence. The study concluded that there was a positive correlation between other variables such as, family, which had a stronger influence than media.

Exploring the Media's Negative Effect on Body Dissatisfaction and Self-esteem among

Adolescent Girls

From Barbie dolls to training bras, tomboys to boyfriends, pimple free to acne, these are just some of the less complicated aspects of an "average" adolescent girl's life. However, now, along with these issues, adolescent girls are facing eating disorders, which arise from an obsession with their weight. Other problems include: premarital sexual activity, teenage pregnancy, teenage sexual harassment, violence and suicide, along with, an overwhelming obsession with appearance. This generation unlike the previous ones are concerned with these more adult issues much earlier, and they are taking more drastic measures to attain their desired goals. The question that adults have for their adolescents is, how to help or lessen these issues?

Before there can be any solutions to these adolescent problems, the question must be asked, why are adolescent girls encountering such mature issues at this time in their lives? One of the main sources that is being researched in this study is media. Media influence, for the purpose of this study, is being defined as music, television and magazine. These three main aspects of media combined are the major cause of many of the problems that adolescents have, which influence their eating behaviors, attitudes about body image, body dissatisfaction and self-esteem.

In today's society, the focus on "me" is believed to be the "great common denominator" in effecting how individuals view their bodies (Foster, Campbell, & Twenge, 2003). To be specific, individuals in society are focused on self-gratification; however, many of these needs are dictated by the media. In unprecedented numbers, there is an exaggerated need for women to

conform to today's image, for instance, being very skinny. Unfortunately, the need to look like what the media show as being the "ideal image" for women, is not only damaging to adult women, but younger women as well. These unhealthy expectations are being passed down to adolescent girls at an alarming rate, which is causing damage to the way in which young girls perceive themselves today (Aubrey, 2007). Therefore, young girls still believe in the idea of "me," unfortunately, the messages that these young people embrace are negative, instead of positive, healthy messages. Some examples of the negative messages that the media promote are pseudo beauty, unrealistic fashions, and perpetual dieting.

The purpose of this study is to explore the different negative influences and effects that the media have on adolescent girls. Then, the study will discuss different factors that may decrease the actual impact of the media's negative messages of body images.

Media Effect/Influence

The media, with its ever present portrayal of women as objects to be fixed, have caused many to experience body dissatisfaction, which now includes adolescent girls. Body dissatisfaction, as defined by Clark & Tiggemann (2006), is the belief that one's body is in need of constant improvement. Furthermore, body dissatisfaction pertains to the constant desire to make one's physical body not only "perfect" but thinner. In all types of media, the idea is that women have to conform to an unrealistic, "perfect" image or not be accepted in society.

To be specific, Self magazine consistently features a skinny model or actress. Then, there are subscripts with recipes on making pastries, along with dieting tips, all covered on the front page (Morry & Staska, 2001). With the media and its messages of what they think women should spend their time doing: baking cakes, losing weight, while always looking fabulous. This unrealistic pressure from the media has many girls going to extreme efforts to look thin.

Unfortunately, as People Magazine reported (1993), "Kate Moss and the new wave of wispy waif models are so skinny some critics believe they are selling anorexia and dangerous dieting."

Television has been identified as one aspect of media that has been shown to be very influential in an adolescent's life. Excessive television viewing encourages adolescent girls to subscribe to negative body attitudes and behaviors. Eggermont, Beullens & Buluck (2005) wanted to measure if there were any relationship to the television shows that adolescents watched to how high/low their self-esteem and body dissatisfaction ratings. The study consisted of $n = 411$ participants that completed a between measures questionnaire, the average age was 15.2 years old. The young women were asked about the frequency in which they viewed different shows such as, Dawson Creek, Popular and other adolescent shows in a week's time. These particular shows were popular teen dramas that addressed boy/girl interactions, premarital sex, drug experimentation and eating disorders.

These shows were used to assess self-esteem and body satisfaction on a 3-item scale, which measured the discontentment that the adolescent girls had with their bodies. The research showed that there was a relationship that supported regular viewers of youth drama television shows were more concerned with being attractive to the opposite sex. More importantly to the current research, the more viewing of these shows, may lower the body satisfaction and body image ratings.

Harris & Hefner (2006) also studied body dissatisfaction and the media, specifically, television, in regards to adolescent girls. They reported that researchers believe that society places more pressure on women to look more attractive than men. This idea can be traced to evolutionary theorists stating that women have an innate need to procreate; therefore, a pleasing appearance to the opposite sex is the primary way for women to accomplish their evolutionary

goal.

However, over time, society has lifted the standard where women want to look good because it is socially accepted. Unfortunately, the need to please has moved from pleasing men in particular to "fitting" the mold of society, which has been imposed on them by the media. Their study concluded a positive correlation between adolescent girls and young women's mass media consumption and body-related thoughts and behaviors specifically looked at eating disorder symptoms in relation to the negative perception of one's body image. Furthermore, in this study, it was concluded that women appear to exhibit more addictive behaviors, such as eating disorders, and dangerous dieting (Harris & Hefner, 2006).

Adolescent girls are doing things such as excessive dieting, and taking it to such a degree that it is harming them mentally and physically (Ayala, Mickens, Galindo, & Elder, 2006). In this study, the research suggests that the lower one's body image was the higher one's chances to have some type of eating disorder (Harrison & Hefner, 2006). Ayala et al, looked at how the prevalence of those adolescents who were more conscious of their physical bodies were more likely to find dissatisfaction with their bodies, which led to obsessive behaviors, along with negative ways of thinking about one's self image.

Just looking at the negative influences that the media have on an adolescent girl's physical body can be a bit alarming. Eating disorders such as bulimia and anorexia have been correlated to the frequency in which individuals read dieting magazines and watch certain television shows (Prendergast, Leung, &West, 2002). Piliecki & Jozefik did a study involving 253 adolescent girls (2008). These participants were unique in that more than half of the participants were diagnosed with bulimia ($n=36$), binge-eating($n=22$), depressive disorders, and anorexia nervosa ($n=54$) prior to conducting the study.

The control group consisted of $n=85$, which were considered to be the "normal" group because they were not diagnosed with a disorder of any kind. All of the participants were given the Offer Self-Image Questionnaire which is designed for adolescents. This questionnaire is used internationally to examine self-image among adolescents. The scales used were focused primarily on the different attitudes towards family, body image, body satisfaction, and one's attitude toward sex and sexual behaviors. The study suggested that adolescents who frequently read dieting magizines, no matter if they were "normal" or diagnosed with a disorder, they still were very dissatisfied with their self-image.

Self esteem defined from Merriam-Webster's Dictionary is the "confidence and satisfaction in one's self." Many adolescent girls, unfortunately, have no confidence in themselves, thus making room for the media to have such a strong influence on them. Since adolescent girls usual outlets are their peers, it is necessary for the individuals interacting with adolescent girls to be positive, in order to combat the unfavorable effects of the media.

Peer Influence

Even if the young girls were not constantly viewing different media directly, they would still be affected indirectly through the relationship they have with their peers. Peer relations are a key factor that may play a role in the development of adolescent girls, negative or positive Dohnt & Tiggemann (2006) found that adolescent girls have a very strong relationship with peers, in that they are more comfortable expressing their feelings about different subjects, especially sex, than with adults (Zhang, Miller& Harrison, 2008). In the present study, a number of questions were asked concerning the prevalence of adolescents being comfortable discussing problems with others (See Appendix B). The current study supported that despite the importance of peer influence, a strong positive familial influence is a key factor in the moderation of adolescent

girls.

Researchers believe that with the increase of technological advancement, the media will have an even more profound effect on society and the way in which people view their bodies (Morry & Staska, 2001). Internalization in many respects is one of the problems concerning the media and adolescent girls, because of the ever present negative messages of body images. Research done by Lawrie, Sullivan, Davies & Hill (2006) defined internalization as taking others beliefs and values, and making them true to you. In the current study, adolescents were believed to be influenced by the media to explain how they may perceive themselves to be either positive or negative. Internalization alone is a major contributor to the media projecting its own pseudo beauty on adolescent girls, in terms of body image, which in turn affects their body and self esteem. (Lawrie, Sullivan, Davies,& Hill, 2006). Meaning a girl's own ideas what the media wants from her, may in fact, be more damaging than what the media is actually presenting to its viewers.

Women seeing the different models in the media endeavor to look like them (Morry & Staska, 2001). Other women have this belief, "ideal thinness". For their entire lives, they make this goal to achieve certain weight or size, but in their striving, they are never satisfied (Davis, Dionne, & Shuster, 2001). In the current study, individuals were asked if they would ever want to change any particular body part, if the opportunities arouse, (Table 2). Out of the 75 participants more than half felt that changing a body part (e.g. breast, skinnier legs, etc.) supported that these adolescents were indeed dissatisfied with their body image. Out of those adolescents more than half frequently watched and purchased different media (magazines, television, music, etc.) that enforced these beliefs in looking a particular skinner way, like the models on television, magazine covers and music videos.

The media will continue to put different values (i.e. thinness) in which they want the consumers to buy into, ultimately to sell some type of product. Therefore, the parents have to instill stronger values in the child, to balance the media's overwhelmingly strong beliefs. Many may want to blame the constant viewing of the media, but the real problem is that these young girls are still children. Children need to be taken care of and monitored, and it is the parents/legal guardians responsibility to take care of the child, until the child is old enough to care for herself. Therefore, in order for parents and guardians to be the most influential individuals in adolescent's girl's lives, there must be a balance between time spent watching the media and spending quality time with family.

Parents Influence

One of the main factors which may decrease the media's negative influence, can be positive relationships and support from family, specifically parents and guardians (Romer et al, 2009). From the age of infancy to the awakening of womanhood, it is imperative that parents have active roles in their daughter's lives. In today's society, with the economy being in turmoil, and people losing their jobs, spending time with children sometimes is considered last on the list of "needs". So parents neglect spending time with family, instead they work a part time job. A traditional family dinner where everyone sits together to eat is rare in most homes. The simple act of sharing a home cooked meal with family is now replaced with a fast food burger, fries, with a sundae on the side. In the current study, family involvement specifically eating dinner with family was asked, and there was a high number of adolescents that did not eat dinner together anymore.

Theoretical Approach

With the increase of globalization and many people immigrating to America, people are

experiencing different cultures (Martin, Nakayama & Flores, 1998). Along with assimilating to these cultures, many have adapted Western culture, ideas of traditional views of beauty are changing or being embraced, which also may play a role in adolescent girls development. The pop culture which is mainly considered to be thriving because of the fascination adolescent girls have with pop culture and the stars (Martin & Nakayama, 2009). For example, the music industry in the 90's had a wave of boy bands, with a fan base of innumerable amount of adolescent girls swarming after them.

Dialectical Approach

This viewpoint is aware of how culture in itself is constantly changing (Martin, Nakayama & Flores,1998). Despite individuals conforming to the western culture, in response to thinness, there are some studies that show that some cultures do not appear to be as affected by these norms. Gentiles & Harrison (2006) observed how African American adolescent girls tend to have a more positive perception of their body size and image. The study consisted of 114 African American girls volunteering from a middle school and high school. The girls ages ranged from 10 to 18 (m=13.38) years of age. Among African American adolescents, the images seen on television compared to what they saw in their environment allowed for them to form a middle ground. Because of the two strong influences in African American girls lives, they were able to form a more balanced idea of body size. The research found that these young ladies were less likely to be affected by eating disorders such as anorexic and bulimia.

H1: Adolescent girls with a stronger positive relationship with

parents/guardians are influenced less by negative messages in the media.

H2: The greater the positive peer interaction, the lesser negative influence the

media will have.

This hypothesis endeavors to understand the relationship between adolescent girls and their peers. With the relationship, perhaps the greater the relationship is with positive reinforcement and support, the media may in fact lessen or even balance, and not become overpowering.

RQ1: What are some of the major negative influences that the media send to adolescent girls?

RQ2: What are some factors that may decrease the media influences on adolescent girls?

RQ3: Who do adolescent girls consider to be the most important in regards to discussing important issues in their lives?

Methods

Participants

An invitation to participate in this study was extended to three south suburban high schools, and two junior high schools, from a Midwestern city of the United States. Unfortunately only one high school agreed to participate along with one junior high school. This study endeavored to have responses from a diverse population, so the results could be a representation of the overall population. Not to mention, this study endeavored to receive responses that were not focused on economic differences or race relations, but focused more on adolescent girls in general.

The study consisted of 100 adolescent females. Unfortunately only 75 of the adolescent girls were eligible to participate in the study; therefore, their information was used in the current study. The participants ranged from 12-14 years of age. The average age of participants was 13.7 (SD=.57). The demographics of the participants were Caucasian, (50.7%), African American (28.0%), Hispanic/Latina American (14.7%), Asian American (5.3%), and other (1.3%).

Procedure

The data were collected over a three day period, in a classroom setting at a high school and junior high school, in a randomly assigned manner. The participants were underage; therefore, if interested, the young ladies were asked to take home the parent consent form, and return the following day to participate in the study (see appendix A). The parents' consent form, expressed that there were no known risk to his/her child.

Also, the participants were given a debriefing form with a short explanation of the purpose of the experiment. In the debriefing, it was explained that the students could leave at anytime, without being penalized. Participants were asked to participate and upon completion, they were given a journal.

Measurement Tools

Sample

The adolescent girls were given a self-administered questionnaire composed of 14 questions. It was adopted from the Self Image Questionnaire for Young Adolescents (SIQYA). This questionnaire is designed to measure many aspects that play a part in the development of the adolescent self-image (Petersen, et al, 1984). Out of the nine scales 3 were modified for the purpose of this study, designed in a four point scale. The three scales that were measured in this study were body image, peer relationship, and family relationship. This was then modified into 14 questions (see appendix B), endeavoring to be direct in seeing who/what was most influential in an adolescent girl's life.

Results

Overall participants reported a relatively moderate level of self esteem

(M = 2.567. SD = .892). Of the variables examined, media, specifically, music and magazine, were non normal distributions. Music influence was negatively skewed (skew = - 1.195) and television influence was positively skewed (skew = 1.03). Despite these non-normal distributions, these variables were not transformed.

The researcher hypothesized that adolescent girls with a stronger positive relationship with parents/guardians would not be as strongly affected by negative media. Consistent with the first hypothesis, an adolescent girl's strong, positive familial ties showed that the media, which was defined in terms of magazine, television and music, were less likely to negatively affect them. Of the three media: magazine (M = 2.81, SD = .586), television (M = 1.92, SD = 1.124) and music (M =2.25, SD = .617), magazine (t = -.242, p = .036) was significant. In contrast, television and music were not significant. The results showed (t = .001, p = .991) and (t = -.018, p = .880) respectively.

The data showed that 62.7% of adolescent girls reported that they were more likely to ask parents/guardians for help with difficult problems and/or situations. Unlike 22.7% of the adolescent girls who consulted friends, and the remaining participants reported that others were consulted when they were faced with difficulties. This was interesting because more then half of the adolescents were willing to discuss important information with parents/guardians then their friends. In previous studies it was discussed that most adolescents favored asking their peers then asking help from their parents/guardians.

Further, the second hypothesis was not supported. It stated that the more positive interactions between peers would lessen the negative effect of media influence. This hypothesis was not supported (t = -.009, p = .942). The adolescents in this study even with the strong perceived relationship with family still appeared to be influenced by the media. This may also

support the theory that even with a strong relationship with adolescents, parents and guardians still have to do more because media still have an overwhelmingly strong influence in adolescent lives.

Discussion

Self-esteem was based on the responses of three questions, asking about the clothes they wore, if they would change their body, and what part the participants would change if they could. The current study tested the hypothesis that (1) the more adolescent girls time spent with family, the less the influence of the media. Some of the research questions asked: what factors influenced adolescent girls? Who was most important in adolescent lives, that they felt comfortable discussing their problems? RQ: What are some of the major negative influences that the media send to adolescent girls?

This study endeavored to find a relationship between the media's negative effect on adolescent girls. Also, it examined the different factors such as peers and family relationships that could decrease this overpowering relationship between the media and adolescent girls. The amount of young women that participated in the study was a small size, so it was difficult finding a positive relationship between the variables previously discussed.

The main limitation of this study was that there could have been a more diverse amount of adolescent girls participating in the study. If the sample size was more diverse, then, the results, specifically the significance that peers have on each other may have changed dramatically. A greater, diverse sample might have showed what most adolescent girls felt about the media, and those who are most influential in their lives.

Given that the sample size was so small, only 75 participants, it is difficult to attempt to conclude that this study was a true representation of the population; however, it is a good start.

Another limitation of this study is the lack of empirical data supporting the present questionnaire that was used. The questionnaire was developed to be used as a possible introduction to questions that could/should be asked in the future concerning adolescent girls and their involvement with family and others who are important in their lives.

In response to research, understanding the factors of one's self-esteem can help adolescent girls sense of well being: mentally, physically, and psychologically. This could help them have healthy value systems without adopting the unhealthy values of the negative media. Therefore, the continuum of doing studies such as this one is a necessity. Discovering helpful ways to combat the constant heap of negative messages from the media can possibly make for a healthier and prosperous future for adolescent girls. Parents and/or Guardians need to be aware of the various elements of media that help to shape their children's lives. It is necessary for their children's development in order to reinforce healthy ways of thinking for their adolescents. No matter if the issue is weight, sex, or any other important issue that contributes to the development of children. If the parents are not equipped, then there needs to be programs available to assist those in need.

Looking forward to the success of the younger generation, specifically young women is important, because not counting the aspirations of science; women are still the carriers of children. With this responsibility of having children, women have an opportunity to grow into the mothers/important figures they are today (i.e. Michelle Obama, Hilary Clinton, Oprah, and so many others). It is necessary to realize that the strong figures of today had strong figures of the past to guide, direct, encourage and motivate them. However, young girls now, with the increased negative images from pseudo beauty messages and strong internalized imaginary perceptions could possibly deprive some girls of the ability to become strong, influential women

of the future. Therefore. further research is crucial in helping to understand the women of the future, by the continual comprehension of the girls of the past and the present.

References

Ahern, A.L., Hetherington, M,M. (2005). The thin ideal body image: An experiment

　　study of Implicit attitudes. *Psychology of Addictive Behaviors, 20*(3), 338-342.

Aubrey, J.S. (2007). The Impact of Sexually Objectifying Media Exposure on Negative

　　Body Emotions and Sexual Self-Perceptions: Investigating the Mediating Role of

　　Body Self-Consciousness. *Mass communication &society, 10* (1), 1-23.

Ayala, X. G., Mickens, L, Galindo, P. & Elder, J.P. (2006). Acculturation and Body

　　Image Perception among Latino Youth. *Ethnicity and Health, 12* (1),21-41.

Clark, L. & Tiggemann, M. (2007) Sociocultural Influences and Body Image in 9 to-12

　　Year- old girls: The Role of Appearance Schemas. *Journal of clinical child and*

　　adolescent psychology, 36 (1), 76-86.

Clark, L. & Tiggemann, M. (2006). Appearance Culture in Nine-to 12-year-Old Girls:

　　Media and Peer Influences on Body Dissatisfaction. *Social Development, 15* (4),

　　628-643.

Davis, C., Claridge, G., & Cerullo, D. (1997). Reflections on narcissism: Conflicts about

　　Body- image perceptions in women. Personality and Individual Differences, *22*

　　(3), 309-316.

Davis, C., Dionne, M., & Shuster, B. (2001). Physical and psychological correlates of

　　Appearance orientation. *Personality and Individual Differences, 30* (1), 21-30.

Dohnt, H., & Tiggemann, M. (2006). The Contribution of Peer and Media Influence to

　　the Development of Body Satisfaction and Self-esteem in Young Girls: A

　　perspective study. *Developmental Psychology, 42*(5), 929-936.

Eggermont, S.. Beullens, K. & Bulck, J. V.D. (2005). Television Viewing and Adolescent Females' Body Dissatisfaction: The mediating role of opposite sex expectations. *Journal of Communication. 30 (5)*, 343-357.

Franzoi, S. L. & Shields, S. A. (1984). The Body Esteem Scale: Multidimensional structure and sex difference in college population. *Journal of Personality Assessment, 48 (2)*, 173-178.

Gentiles, K., & Harrison, K. (2006). Television and Perceived Peer Expectations of Body Size Among African American Adolescent Girls. *The Howard Journal of Communications, 17*39-55.

Harrison, K., & Hefner, V. (2006) Media Exposure, Current, and Future Body ideals, and Disordered Eating Among Preadolescent Girls: A Longitudinal Panel Study. *Journal of Youth and adolescent, 35,* (2), 153-163.

Lawrie, Z; Sullivan ,E.A.; Davies ,P.S.W., Hill, R. (2006). Media Influence on the Body Image Children and Adolescents. *Eating Disorders, 14*, 355-364.

Martin, J, Nakayama, T. & Flores, L.A (1998). A Dialectical Approach to Intercultural Communication. *Readings in cultural contexts,* 3-10.

Martin, J. & Nakayama, T. (2009). Intercultural communication in contexts (5th ed., pp 76,185-190.). Boston, MA: McGraw- Hill.

Morry, M.M. & Staska, S.L. (2001). Magazine exposure: Internalization, self-objection, eating attitudes, and body satisfaction in male and female university students. *Canadian Journal of Behavioral Science, 33* (4), 269-279.

Petersen, A.C., Schulenburg, J.E., Abramowitz, R. H., Offer, D.& Jarcho, H.D. (1984). Self Image Questionnaire for Young Adolescent: Reliability and validity studies.

Journal of Youth and adolescence. 2 (13), 93-111.

Piliecki, M. & Jozefik B. (2008). Self-image of Girls with Different Subtypes of Eating

Disorders. *Archives of Psychiatry and Psychotherapy. 3*, 17-22.

Prendergast, G., Leung, K. Y., & West, D.C. (2002). Role Portrayal in Advertising and

Editorial Content and Eating Disorders: An Asian perspective. *International*

Journal of Advertisement, 21(2), 237-258.

Romer, D., Stanton, B, Galbraith. J, Feigelman, S, Black M, M & Li, X. (1999).

Parental Influence on Adolescent Sexual Behavior in High-Poverty Settings

Archives Pediatric Adolescent Medicine. 153 (10), 1055-1062.

Zhang, Y., Miller, L.E., & Harrison, K. (2008). The Relationship Between Exposure to

Sexual Musical Videos and Young Adults' Sexual Attitudes. *Journal of*

broadcasting and electronic media, 52 (3), 368-386.

Table 1. Pearson Correlation and Significance Levels of Body Esteem and Its Scales with Parents and Peers

		med1	med2	med3	parents	self 1	self 2	self 3
med1	Pearson Correlation	1	-.064	.020	-.004	.214	.001	-.387**
	Sig. (2-tailed)			.585	.862	.971	.066	.991	.001
	N		75	75	75	75	75	75	75
med2	Pearson Correlation	-.064	1	-.107	-.046	-.059	-.213	.069
	Sig. (2-tailed)	.585		.362	.697	.615	.067	.559
	N	75	75	75	75	75	75	75
med3	Pearson Correlation	.020	-.107	1	.118	-.194	-.063	.231
	Sig. (2-tailed)	.862	.362		.313	.095	.591	.046
	N	75	75	75	75	75	75	75
parents	Pearson Correlation	-.004	-.046	.118	1	.235	.275	-.263
	Sig. (2-tailed)	.971	.697	.313		.042	.017	.022
	N	75	75	75	75	75	75	75
self1	Pearson Correlation	.214	-.059	-.194	.235*	1	-.009	.506**
	Sig. (2-tailed)	.066	.615	.095	.042		.942	.000
	N	75	75	75	75	75	75	75
self2	Pearson Correlation	.001	-.213	-.063	.275*	-.009	1	-.126
	Sig. (2-tailed)	.991	.067	.591	.017	.942		.283
	N	75	75	75	75	75	75	75
self3	Pearson Correlation	-.387**	.069	.231*	-.263*	-.506**	-.126	1
	Sig. (2-tailed)	.001	.559	.046	.022	.000	.283	

	N	75	75	75	75	75	75	75

Note: * denotes statistical significance (p<.05)

       ** denotes statistical significance (p<.01)

Appendix A

Hi my name is **Aliscia Doriety** and I am a graduate student from Governors State University. I am here on behalf of learning and understanding more about the adolescent girls of today.

To Parents/ Guardians:

Purpose: I am talking with young adolescent girls from the Chicago area to gather information about the different media they are interested in, television, magazines, and music. In addition, I want to learn exactly who are the most important persons in the young girls lives? This information will be used for my own personal study and research only.

To participants:

Procedures: I would like to ask questions in a survey questionnaire that will take approximately 7-10 minutes. I would appreciate if you would answer the questions honestly and openly, your answers are important to me.

Risk: Some of these questions may seem personal; however, please answer all questions. If there are any questions, you d not understand please feel free to ask me for clarification.

Benefits: If you decide to participate , you will have the chance to help adolescence girls in the South Suburban area of Chicago, to better themselves. Even though this isn't a quick process, your thoughts and opinions are very valuable. You will also have the opportunity to learn more about yourself by being honest.

Right to Say NO: Remember, you do not have to finish anything you do not want to do. This will not affect anything that will happen today or any other day.

Confidentiality: IF you agree to take part in this survey, the things you tell me will be confidential. That means they will be private between you and me. I want to let you know that this it is my responsibility to make sure that you and your answers are absolutely private and confidential.

Do you have any questions about what was mentioned? If you think of any questions in the future, you can reach Prof. Yirku at (708)534-4049.

If you would like to participate in the research , please indicate below with your name.

Child's Name/ Agreement:_____.

Parent's Guardian's Agreement:_____.

Researchers Signature:_____.

Date:_____.

Appendix B

Questionnaire

1.) How old are you?

._____.

2.) What is your ethnicity? Please circle one.
African American
Caucasian
Asian American
Hispanic American
Other_____.(please fill in the blank)

3.) What types of genre of music do you listen to **most** in a weeks time? Please circle one.
A. Rap/Hip-Hop
B. Classical
C. Alternative Rock
D. Other_____.(please fill in the blank)

4.) Out of the music you listen to, do the lyrics determine whether you listen to the music? Please circle one.
A. Sometimes
B. Always
C. Never

5.) When faced with a problem who do you ask for help?
A. Friends
B. Parents/Guardians
C. No one
D. Other_____.(please fill in the blank).

6.) What is your favorite television show to watch?
A. Anything on the Cartoon Network
B. Anything on MTV
C. Anything on BET
D. Other_____.(please fill in the blank)

7.) Do you allow your body size to dictate the clothes you wear? Please circle one.
A. Sometimes
B. Always
C. Never

8.) What is your favorite magazine?
A. Essence
B. Cosmo
C. Seventeen
D. Other_____.(please fill in the blank)

9.) If you have a favorite magazine, do you purchase it at least once a month?
A. Sometimes
B. Always
C. Never

10.) If you could, would you ever consider changing a body part? Please circle one.

A. No, never,(move on to question 12)
B. Maybe, someday(move on to question 11)
C. Yes (move on to question 11)

11.) What part of your body would you change?
A. Legs
B. Waist
C. Chest
D. Other_____.(please fill in the blank)

12. Does your family eat dinner together at least three times a week?
A. Sometimes
B. Always
C. Never

13. Does your family have at least one family outing a year?
A. Sometimes
B. Always
C. Never

14. Do you enjoy spending time with your family?
A. Sometimes
B. Always
C. Never

Who is your favorite celebrity?

_____.(fill in the blank)

Engaging Parents/Guardians and

Teachers in Promoting better communication with

Adolescent girls

Presented by:

Aliscia Doriety

The Background:

      Adolescent girls of today are no different than the girls of the past. However, technological advancement has caused these young ladies to be bombarded with a never ending host of information, much of which is way beyond their adolescent understanding. Along with technology, peer pressure is one of the primary factors keeping adolescents from reaching their full potential, ultimately stagnating their personal growth. With these new pressures, adolescent girls are not fully developing combative mechanisms to help them cope with their problems or communicate to adults.

      The purpose of this workshop is to the bridge the communication gap between adolescents girls by opening up different verbal outlets with their parents, guardians, and school officials. Hopefully, this knowledge will assist adolescent girls in the way in which they perceive and understand information. The facilitator will impart this knowledge to those who are involved in the development of adolescent girls minds.

      Those who will be involved in the workshop will include: parents, guardians school officials(i.e. teachers), and or counselors who work with adolescent girls.

      In conclusion, by the end of the workshop, the participants will be more equipped to understand and relate to the issues that adolescent girls face today. The participant would have gained seven added techniques to help them better communicate with adolescents, in order to assist them in their daily lives.

Training Goals and Objectives

Participants upon completion of this training will:

- Define the 7 techniques:
- Learning the three main distracters for adolescent girls
- Learn ways to better interact with adolescent girls
- How to attain a better relationship with adolescent girls
- Demonstrate ways to better incorporate the 7 techniques into everyday lives

Pre-assessment

Prior to the workshop the participants involved will be given the pre-assessment. The survey is geared towards finding information that is appropriate in seeing how the adult learner relates to adolescent girls. The questionnaire is used to determine the different attentiveness and the different levels of understanding that the learners have with adolescent girls. The learners are asked different questions, some related to them, others related towards the adolescent girls, to get a feel of the audience views on different issues concerning the young ladies.

Questionnaire

1. Do you understand the issues of adolescent girls when they come to you for assistance?
a. sometimes
b. usually
c. never

2. Are you a parent/guardian of an adolescent girl? If not skip to question four.
a. yes
b. no

3. How much time do you and your daughter spend together in a week?
a. 0-5hrs
b. 5-10hrs
c. 10hrs or more

4. Are you aware of the music adolescent girls listen to in today's society?
a. yes, very aware
b. somewhat
c. no not at all

5. Are you aware of the peer pressure that adolescent girls face in today's society?
a. yes, very aware
b. somewhat
c. no not at all

6-10 Please fill in the blank, as best as you can.

6. What kind of music do you listen to?
_____

7. What were some of the pressures that you faced growing up an adolescent?

_____

8. What were some of the peer pressures that you had while growing up as an adolescent?

_____

9. What 2 questions or concerns would you like addressed in the training session?

    A.

    B.

10. Do you want to learn more about adolescent girls? Circle one

Yes or No

Workshop Schedule

	Start Time	Duration Time
Introduction and Program Overview	9:00A.M.	35 min.
Understanding Terminology	9:35 A.M.	50 min
***************Break*************	10:20 A.M.	10 min.
Media's Contribution to Adolescent Girls	10:30 A.M.	60 min
The Ugly Truth	11:30 A.M.	35 min.
***************Lunch*************	12:00 P.M.	50 min.
In her shoes	12:50 P.M.	30 min.
Building Relationships with Adolescent girls	1:20 P.M.	60 min.
Using your skills with adolescents girls	2:20 P.M.	20 min.
How the media is changing	2:40 P.M.	45 min.
***************Break*************	3:25 P.M.	10 min.
Plans to Change	3:35 P.M.	30 min.
The Adolescent and me	4:05 P.M.	30 min.
Rapping it Up	4:35 P.M.	25 min.

Training Program

Outline

Training Program Outline (Day 1)

I. Opening Exercise(Will last about 15 minutes)

    A. Introduction and Objective

        1. Introduction (will last about 8-10 minutes)

            a. Activity

              - Meet and Greet (Duration 15min)

                  *Have each person introduce themselves, and what role they play

                  in adolescent girls lives (ie. parent, teacher, etc).

              - Who am I…(Duration 15 min.)

                  * Each person is to disclose some information about themselves,

                  who they believe they are (ie. firefighter, recycler, genius,

                  etc.)

            b. Discussion: Discuss similar feelings that both the Adolescent

              girls and the Facilitator experience when approached

              with new things and new people (Duration 15min)

II. Building blocks

    A. Background Information & Definitions (Duration 20 minutes)

        1. Lecture: Define, explore, and clarify the context of previous theorists

            and the relation their approach has on the development of the

            seven techniques. (Duration 30 minutes)

        Seven Techniques: Understanding, Acceptance, Respect, Consistency,

Structure, Integrity, Compassion,

a. Activity

i. Maslow's levels of needs (Duration 30 min.)

b. Discussion: After discussing the levels of needs, the learner will

discuss their individual needs, as an adolescent. By

understanding their needs, can begin understand

the needs of their adolescent.

III. Middle Activities

A. Media's Influence

1. Activity: What's that song?

- The learners must tell the name of the song.

2. Discussion: The learner will discuss their reaction to the lyrics from the

various songs.

- Will help better understand the girls of today.

- Will bridge the gap, between learner and adolescent.

3. Lecture: -Identifying the rest of the techniques.

-Also discussing other distracters that adolescence girls are

cultivating all of their attention.

- Discussing the media's influence using ads.

(Duration 1hr.35min)

a. Activity: The Ugly Truth of Ads

i. Some Ads that adolescent see, are

violating to females. However, it goes to

show the negativity that the media constantly

presents adolescents. (Duration 15 min.)

    b. Discussion: The learner will get a chance to comment on the

ads that will be showed. (Duration 15 min.)

IV.

A. Using your skills back with adolescent (Duration 1hr. 20 min)

    1.Activity:

    2. Discussion: Using the skills that were learned about understanding, and

acceptance, the learner should begin to apply to everyday life.

    a. Discussion: Review previous discussion about the differences

and similarities of adolescent girls and learners. (15 min.)

B. Review of seven Techniques

    a. Activity

      i. Make a rap

    b. Discussion: Discuss the necessity of relating to adolescent girls on

different levels, to better connect with them.

V. Building blocks
    A.
    1. Lecture: Review the context of previous theorist and the

relation their approach have on the development of the seven

techniques. (Duration **45** minutes)

VI. Activities

A. Primary Knowledge

    1. Lecture

        a. Define the remaining techniques(Structure, Respect,

        Consistency, etc.)

    b. Discussion

IIV. Ending Activity

    A. Using your skills back with adolescent

    1.Activity:

    2. Discussion:

The Training Program

The Training Program

I. Opening Exercise

Objective: To allow participants a chance to get to know each other.

A. Introduction and Objectives

    1. Meet and Greet (Duration of **15** minutes)

        a. Activity : Participants will introduce themselves, and tell who they are in relation to adolescent girls. (ex. guardian, parent, and or school official)

B. Rules and Regulations (Duration of **5** minutes)

Objective: Discuss Rules

    1. Be open-minded

        a. Every participants will be told the importance of being open-minded.

    2. One person has the floor at a time

        a. Every participant will be told that in order for everyone to have a good time, we must be respectful of each other. So when one person is talking, they have the floor and no one else.

Narrative: The objectives of the training session will be shared with the participants: "By the end of this training you will be able to"…

- Define the 7 techniques;

- Identify the three main distracters for adolescent girls

- List ways to better interact with adolescent girls

- Have a better relationship with adolescent girls

- Demonstrate ways to better incorporate the techniques into your everyday lives

- This is also the time in which the facilitator will hand out every handout.

Getting To Know Each Other (Duration of **15** minutes)

Activity: Who Am I

Objective: Assist participants in establishing a strong bond with each other. Also to promote positive discussions and openness among the participants.

Narrative:

Everyone will have to depict themselves by just using words.

Instructions:

1. The participants will be instructed to write down as many adjectives, nouns, or anything else, they believe describe who they are as human being.

2. The participants are given 45 seconds to a minute to write as much as they can.

3. After time is up, all must put down their writing utensil, to remove the desire to write while others present.

Conclusion:

After the instructor presents first, everyone else will then present. After everyone presents then the instructor tells the importance of this exercise.

Rationale: (*The first exercise is to assist the participant in developing bonds within the groups. Also to have everyone introduce themselves, and have a glimpse of who everyone is. However, the main goal of this exercise show the participants that they, themselves*

are complex, and they know who they are. In retrospect, many adolescent girls are endeavoring to "find themselves", but in today's society with so many distractions, it becomes difficult.

II. Building Blocks

    A. Background Information and Definition

        1. Lecture: Define, explore, and clarify the context of previous theorist and the relation their approaches have on the development of the seven techniques. (Duration **60 minutes**)

- Maslow Hierarchy of Need

- Identify the seven techniques

- Introduce the First technique: Acceptance

- Introduce the First Distracter

    a. Activity/Discussion:

        Opening exercise, will define and identify the different "levels of Need" that Maslow deemed necessary for the enrichment of our lives.

Objective:

    The goal of this exercise is to begin the process and the actual preview of the seven techniques that we will later embark on in further detail.

Narrative:

The entire group will be asked the following questions: When you were an adolescent...?

- Did you remember when you needed to be protected?

- Did you have a need to belong?

- Did you ever have a need to feel as if you had accomplished something?

Then the facilitator asks the group to ponder on these questions. While they think about the questions, the facilitator will pull out handout 1~1. On this handout they should write an experience or an event where they best remember being an adolescent. This activity will set the tone for the rest of the workshop.

Handout 1~1

Abraham Maslow developed the Hierarchy of Needs model in 1940-1950's in the USA. The original Hierarchy of Needs model was developed between 1943-1954, and first widely published in Motivation and Personality in 1954. At this time the Hierarchy of Needs model comprised of five needs. This original version remains for most people the definitive Hierarchy of Needs.

Maslow's Hierarchy of Needs

1. Biological and Physiological needs- air, food, drink, etc.

2. Safety needs- protection from elements, security, order, stability, etc.

3. Belongings and Love needs- work group, family, affection, relationships, etc.

4. Esteem needs - self- esteem, achievement, mastery, independence, etc.

5. Self- Actualization needs- realizing personal potential, self-fulfillment, seeking growth and peak experiences.

However, as time went on Maslow figured that human-beings were far more complex; therefore, he included two other needs Cognitive and Aesthetic needs, in 1970. Then in the 1990's Maslow included Transcendence needs.

Maslow felt that every need is on a different level, and if any particular need is not satisfied then the next level could not be successfully carried out.

What are your needs? List three of your needs in the blanks below.

Q1:_____.

_____.

Q2:_____.

_____.

Q3:_____.

_____.

_____.

Rationale: *The exercise is to keep the participant constantly thinking about who they are in relation to adolescent girls. Also to begin to allow them to understand that they were once adolescents. and that they once felt and had needs that adolescent now have. By introducing a well known psychologist theorist hopefully will give some creditability to the Seven techniques that will be discussed.*

Lecture: Participants will get a full understanding of the first technique (Acceptance), and adequate information on one of the three "distracters" that effect adolescent girls when taken to the extreme.(**Duration 30 min).**

Objective: Provide participants with the definition of the first technique: Acceptance. Also identifying and describing the first distracter that adolescent girls face on a daily basis.

Narrative: The facilitator will discuss the first distractions which is pressure from their peers. After discussing the "Lead off Story" the participants should get a glimpse of how peer pressure can be very dominant in controlling adolescent girls behavior. Discuss the dangers and the overall understanding of adolescent girls wanting to be accepted by peers, and the pressure it brings. (**Duration of 45 min.)**

|-------------------10 minute break-----------------|

After the ten minute break, the participants will come back to their seats and prepare to embark on the second half of the workshop.

Middle Activities

    A. Involving participants

       1. Lecture: Introduce the second technique Understanding. Also identifying and begin to depict some of the media's influence through musical lyrics.

          a. Activity:

               Participants will play a game where they have to listen carefully to name the song, but also give a possible meaning to the song. (Duration of 30 minutes)

          b. Discussion:

               Participants will use the music and lyrics to later create a positive song later on in another activity. This exercise will give the learner a glimpse of the media's negative influence, through musical lyrics.

Narrative:

After completion of this lecture, the participants will be able to have a stronger understanding of adolescent girls, by some of the music they listen to. Also the learner will learn the importance of understanding adolescent on different levels, to better perceive the moods they are in, due to the media's influence. (Duration of 30 minutes)

Handout 2~2

Name that song...

I will play the song, and you will have to list the number with the song, after hearing it.

First song: _____ .

Second song: _____ .

Third song : _____ .

List of songs

Lollipop by Lil Wayne (1)

Prom Queen by Lil Wayne (2)

I kiss a Girl- Katy Perry (3)

http://www.youtube.com/watch?v=X024NEsDyC8
http://www.youtube.com/watch?v=dgj0GIhelz0&feature=related
http://www.youtube.com/watch?v=fRU_N3sS8qs

After listening to the songs, what do you propose is the meaning to each of the songs ?

Song 1_____ .

_____ .

Song 2 _____ .

_____ .

Song 3_____ .

_____ .

Rationale: *This exercise was developed to allow the learners to get a glimpse at what influences their adolescent, through the music they listen to. Hopefully the learner will feel less distance and will begin to feel a closer connection with adolescents because of they are beginning to further understand without people's judgment on them.*

3~3

The Ugly Truth about the Media

Although, many still to this day do not believe that the media has any to little affect on adolescents, many theorists of communication and psychology do believe that it does. Prof. Clark and Prof. Tiggemann, have been doing extensive studies on the Media's effect on adolescent girls. In one study *Appearance Culture in 9 to 12 year- old girls: Media and Peer Influence on Body Dissatisfaction.* (2006). They found evidence that supported the theory that adolescences are indeed effected by the media.

Below are some ad's that some have composed to show these damaging images. http://www.youtube.com/watch?v=CPJQzOocGms&NR=1

What stood out to you the most, in these images?

_____ .

_____ .

_____ .

Rationale: *This exercise is to give a lasting image, of the different media images adolescent view, and later internalize. This was also given to let the learners see that it is not the same, as it used to be, but with their help, they can help build positive young ladies with good self-esteem. Also young ladies who are healthy physically and mentally.*

Objective: To allow participants to reach a greater understanding of the remainder

      techniques.

    A. Introduction and Objectives

        1. Lecture: Techniques 3-7 will be discussed and defined in more detail.

Narrative: The Dove campaign are producing videos, showing the truth about models,

      and how they are air brushed. Not only air brushed but changed so much

      that they do not even look like themselves. The instructor will then show

      the You Tube video, demonstrating the air-brushed models.

    B. Middle Activity:

Activity: How the media is changing:
http://www.youtube.com/watch?v=CPJQzOocGms&NR=1

      1. Discussion: Many of the advertisement agencies, do not feel

      responsible for the ads they put on television. However, one of the

      companies who are beginning to change their ads is the Dove campaign.

      They show many positive ads, depicting models who are everyday

      women/girls who are "healthy looking"(no bones sticking out of rib-cage).

Plans to change (Duration of 40 minutes)

    Discussion: This is the opportunity for the learner to tell the rest of the class

      what they found to be useful so far in the workshop. What they plan

      on using with their adolescent.

    Adolescent and me: This is when the learners discuss their approaches, that they

      have used that has been successful, or unsuccessful.

Rapping it up (Duration of 20 min)

Narrative: The facilitator will now read the last exercise entitled, "Children Learn What They Live". After reading the facilitator should open up the floor for any questions, comments, or concerns.

Discussion: This is the last time, the learners have an opportunity to let others learn from their experiences, and get some added knowledge as well.

Rationale: *This finale poem is to keep the learner in remembrance of the things they learned over the time spent at the workshop. It reinforces everything taught, by also giving them something to think about, as they leave.*

Learning What You Live

Children Learn What they Live by Dorothy Law Nolte and Rachel Harris.

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with encouragement, they learn confidence.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness, and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.

(Duration of 25 minutes)