Family and media influence on perceived body image

Andrea Roxanne Martin

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FAMILY AND MEDIA INFLUENCE ON PERCEIVED BODY IMAGE

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment of the Requirements for the Degree
Master of Arts
in
Education:
Health Education

by
Andrea Roxanne Martin
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ON PERCEIVED BODY IMAGE

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ABSTRACT

This study examined the perceived body images of third grade students. One hundred thirteen third grade students from six different third grade classes were surveyed. The students, all within one suburban school in the Fontana Unified School District in San Bernardino County, California were surveyed regarding their perceptions about their bodies. They were also asked questions about family attitudes, family behavior, and media exposure to determine whether there were correlations between how they felt about their bodies and family and/or media influences. The survey was administered to 45 males (45%) and 68 females (60%).

It is theorized that a high percentage of the students would have a negative body image. The purpose of this study was to examine the possible relationships between family, media, and how a child feels about his or her body. The results from this research supported the first hypothesis, that a high number of the students were not satisfied with their body image. It was also found that a large percentage of them were afraid of gaining weight. Correlations between family, media, and body image were also found.
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CHAPTER ONE

INTRODUCTION

General Statement of the Problem

It is estimated that nearly 6% of the U.S. population suffer from either Anorexia Nervosa or Bulimia Nervosa, both serious eating disorders (Radar Institute, 2005). Of the nearly 16 million people who suffer from these disorders, 86% are under the age of 20. These harmful weight loss practices have been reported among girls as young as nine years of age (Radar Institute, 2005). O'Dea and Abraham (1999) reported that 24% of females aged 12-13 were currently dieting to lose weight. Another startling statistic is that 55% of girls aged eight to ten were dissatisfied with their bodies (Littleton & Ollendick, 2003). Littleton and Ollendick (2003) also found that dieting behaviors may be initiated because of a child's negative body image and the ideal shape that is promoted by society.

There are many physical consequences that stem from disordered eating. General consequences include poor concentration, fatigue, lowered self esteem, moodiness, and depression (University Health Services, 2007). Severe
physical consequences of starvation include low heart rate, osteoporosis, muscle loss, hair loss, and amenorrhea. (Reichert, 2007; Johnson, Powers, & Dick, 1999). Physical consequences related to purging include inflammation and possible rupture of the esophagus, tooth decay, ulcers, and pancreatitis. One consequence associated with both laxative and cigarette use may include dependency (University Health Services, 2007).

There are some sociological factors that cause eating disorders, such as media and peer influences. There are also some family factors that cause the development of eating disorders, such as enmeshment and criticism (Polivy & Herman, 2002). It is possible that some people have a genetic predisposition for developing eating disorders or that eating disorders are caused by chemical imbalances in the brain (Disordered-eating.co.uk, 2007). However, many of these unhealthy dieting practices may be due to low self esteem and negative body image (O’Dea & Abraham, 1999). The 1997 Psychology Today Body Image Survey (Garner, 1997) revealed that more Americans have a negative body image than ever before. Many of these negative body images are brought on and intensified by cultural and media messages that unrealistically glorify thinness and dieting (Renfrew,
2002). Children in Western society are beginning to feel the pressures of the perfect body image at a younger age (Radar Institute, 2005). With the pressures to achieve the perfect body, it is important for health educators to understand the impact these ideals will have upon young people.

Significance of the Thesis

Negative body image is prevalent at a very young age and increasingly more so in Western society where mass media frequently portrays unhealthy and unrealistic body images (Renfrew, 2002). Ricciardelli and McCabe (2001) found that 28% to 55% of girls wanted thinner bodies. Since body image dissatisfaction has been identified as one of the predisposing factors for developing eating disorders (Archibald, Graber, & Brooks-Gunn, 1999), it seems important that understanding what causes these dissatisfactions in body image can help health educators, schools, and parents develop healthy and appropriate interventions. This is especially critical given the current federal initiatives on exercise and weight control. Although well intentioned, such initiatives can potentially have an adverse effect on those students predisposed to a
Research Questions

What is the perceived body image of third grade students? Is there a correlation between negative body image and the media? Do the practices of a third grade child's family influence the way he/she perceives his/her body? It is hypothesized that most of the students in the study will have a negative body image. It is also hypothesized that a high number of these students will perceive themselves as overweight. A final hypothesis is that family and media are significant factors related to negative body image.

General Design

A convenience sample from the population of third graders at a school in the Fontana Unified School District was taken. The participants, their parents, and their teachers were briefed about the study. All were given copies of the survey. The survey asked the students 23 different questions about family attitudes, media, and
their bodies (Appendix A). The data were entered into SPSS in a variety of analyses to compare results.

Limitations and Delimitations

Limitations

As with any study of this nature, certain limitations and delimitations influence the research design and generalizability of results. One limitation is that the sample is not representative of the entire population of U.S. third graders. There were originally 121 students who were recruited to take the survey, but only 113 completed surveys were received.

The students surveyed were mostly minority students, all from low SES families, with a majority of the students being Hispanic. Another limitation in the study involved the sample questions used. Questions were taken from many different surveys, designed mostly for adults and adolescents, and reworded so the younger population of the study would understand them. Although pre-tested with children, and received by third grade teachers for fair validity, statistical validity was not established. The fact that the sample size was fairly small is another possible limitation.
Delimitations

Delimitations include the researcher's choice to use a small convenience sample, and to narrow the researched variables to family attitudes, family behaviors, and media exposure as possible correlates to body image. Finally, the choice to use a descriptive research design fails to establish causal relationships among the variables examined.

Assumptions

The following assumptions apply to this thesis:

1. That the children participating in the survey can understand the questions they are answering, and to respond with reliability and validity.

2. That the children in the survey can conceptualize the idea of body image, and factors which influence it.

3. That body image is a learned trait, and can be influenced by parent and educator intervention.
Definition of Terms

For this thesis, the following definitions apply:

1. **Body Image** is the mental picture one has about his/her appearance, about the appearance of his/her body, and the attitudes that are formed around those perceptions.

2. **Eating Disorder** is a psychological disorder characterized by severe disturbances in eating behaviors. These include, but are not limited to: bulimia and anorexia, binging and purging, or starving oneself.

3. **Familial Influence** is the influence a family has on an individual both biologically and behaviorally.

4. **Media Influence** is the process of seeing images in magazines, on billboards, or on television and being affected in the way one thinks or feels about these images.

5. **Negative Body Image** refers to negative feelings about one's perceived body image.

6. **Working Out** (as explained to the students) is lifting weights in order to gain muscles.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

There are many factors that influence how children perceive their bodies. The pressures to be thin can come from all aspects of a child's life. Family practices and behavior, media, and peers all influence how children feel about themselves. With the increases in obesity rates, the new health and wellness programs, and the thin ideal, adolescents are often pressured to be thin. It is these pressures that create negative body images in today's adolescents.

Obesity in the United States

There has been a dramatic increase in obesity rates in the United States over the last ten to fifteen years. According to the Center for Disease Control’s Behavioral Risk Factor Surveillance System (2007), in 1991 only a few states had obesity prevalence rates of 15-19% and no state had over 20%. By 2005, only four states had obesity prevalence rates less than 20%, while 17 states had a prevalence of greater than 25% and three states had a
prevalence of over 30% (CDC, 2007). According to the American Obesity Association the prevalence of obesity has quadrupled over the last 25 years. In 1974 4.3% of boys and 3.6% of girls were obese. In 2000 16% of boys and 14.5% of girls were obese (American Obesity Association, 2000).

Dieting Practices

Adolescents are using many unhealthy dieting practices to help them lose weight. More popular dieting strategies include diet pills, fasting, using laxatives and vomiting (Kilpatrick, 1999). A recent study by Malinauskas et al. (2006) found that many college students are taking up cigarette smoking as a weight loss behavior. A national survey of 8th-10th grade students found that 32% skipped meals, 22% fasted, 7% used diet pills, 5% induced vomiting after meals, and 3% used laxatives to control weight (Friedmann, 1998). A survey by Calderon, Yu, and Jambazian (2004) found that 31% of their participant counted calories and 42% counted fat grams. Other studies and found laxatives to be used by 5% of adolescents, vomiting by 11%, and the use of diet pills and fasting by 41% (Kilpatrick, 1999).
Pressures

Many of the unhealthy dieting practices used by adolescents are due to low self-esteem and negative body image (Radar Institute, 1999). A recent survey by the Student Center for Health and Well-Being (2003), found that 82% of adolescents felt pressures to be thin and that 48% were preoccupied with their weight. A startling number of adolescents (54%) felt that they were fat despite the fact that others told them their weight was okay. A report by the Radar Institute (2005) showed that many of these weight loss practices have been reported among girls as young as 9 years of age. One study done by Neumark-Sztainer (1996) found that the prevalence a negative body image was found to be more than three times as high for Caucasian women.

Body Image

Body image is defined as the picture one has about his/her appearance, about the appearance of his/her body, and the attitudes that are formed around those perceptions (Faucher, 2005). There are two components of body image: the perceptual part, how one sees his/her own body, and the attitudinal part, how one feels about his/her perceived bodily appearance. A negative body image can be as mild as
feeling unattractive, to extreme feelings of unattractiveness, and an obsession with one's appearance. Many of these negative body images are brought on and intensified by contemporary cultural messages that glorify thinness and dieting, and objectify the female body (Renfrew, 2002).

Having and promoting a healthy body image is an important health issue because so many disorders center on a negative body image. Such as disordered eating, anxiety, low self-esteem, feelings of inadequacy, social dysfunction, depression, and at worst suicide (Radar Institute, 2005).

Much of the research that has been done on body image has been focused on the correlation between negative body image and eating disorders (Riccardielli & McCabe, 2001; O'Dea & Abraham, 1999). Many of the research articles, when discussing eating disorders, have addressed the issue of a negative body image as a risk factor for developing an eating disorder (Archibald, Graber, Brooks-Gunn, 1999; Green & Pritchard, 2003; O'Dea & Abrahams, 1999). However, when researchers discuss prevention programs, their focus is solely on promoting healthy dieting strategies as opposed to promoting a healthy body image. In doing so
these interventions may not be addressing the underlying issues associated with these disorders.

There have also been many articles written indicating that the media exerts great influence on an adolescents self image (Baird & Grieve, 2006; O’Dea & Abraham, 1999; Green & Pritchard, 2003). Baird and Grieve (2006) found that males who viewed advertisements with male models had an increase in body dissatisfaction. When the media projects unrealistic body images as a social norm, then children begin to feel as if they need to “fit in” with what they perceived as normal, even though most of these unhealthy weights are unattainable without restrictive dieting or surgery (Healthy Place, 2007).

There have been few articles that deal with the family’s influence on a child’s perception about their body. Green and Pritchard (2003) found that family pressures to be thin were a predictor for body image dissatisfaction. One study by Field et al. (2000) found that both boys and girls, between the ages of nine and fourteen, who reported that thinness was important to their father, were more likely than their peers to become constant dieters.

Several studies have reported success in the promotion
of a healthy body image. Bardick (2004) suggested that eating disorder prevention programs need to promote a positive body image by developing critical thinking skills (i.e., decoding media messages about the ideal body), challenging the glorification of thinness, improve communication and negotiation skills, and learning how to effectively use media in the promotion of healthy body image messages. Another study by O'Dea and Abraham (2000) found that they have had success in improving body image dissatisfaction by using an approach that focused on self-esteem.

Summary

In summary it appears that a national preoccupation with weight and dieting exists. Furthermore, unhealthy dieting practices, negative body image, media, and the family have an impact on how children view their bodies. The current research was intended to explore whether or not children as young as third grade are beginning to feel the pressures to be thin or have the perfect body. This research will also explore whether family and media are related to third graders body images. Finally, examine the role of the school health education program in helping
students to achieve a healthy and realistic body image, and to avoid unhealthy dieting practices.
CHAPTER THREE
DESIGN AND METHODOLOGY

Subjects

The subjects in this study were 113 third grade students in an elementary school setting. The students ranged in age from seven to ten years in age, with the majority being nine years old. The mean age was 8.5. Of the 113 participating students, 40% were male and 60% were female. Of the participants, 73% of the students were Hispanic; while 9% were White, 8% African American, and 11% were other. All of the students in the survey were from lower socioeconomic backgrounds according to the free and reduced lunch survey. The population was a convenience sample accessed through teacher colleagues in one elementary school setting in San Bernardino County, California.

Instrumentation/Data Collection

The data collection instrument utilized was researcher developed survey, based on other surveys that were designed for teenagers and adults. The survey was anonymous and contained 23 questions. Demographic questions were asked
about age, sex, and ethnicity. To determine body image, the survey asked the children how they felt about their bodies, using a Likert scale in response to questions asked. Some of the questions also asked the students how many hours a day they watched television, and if they read muscle or fashion magazines. These questions were included to determine any possible correlation between media exposure and body image. Other questions on the survey asked about family, such as if people in their families worked out or dieted. This was done to see if there was any correlation between family behaviors and body image (See Appendix A for complete survey).

The survey, along with the permission slips and assent forms were submitted for full board review to the Institutional Review Board at California State University San Bernardino. All forms, procedures, and instrumentations were approved by the board.

Before the surveys were given to the students, the survey was piloted with six third grade students. The survey was read to them, and they answered the questions. This was done to ensure that the questions were worded at a level the children could comprehend.
A permission slip was then sent home to the parents of all the students in the six third grade classrooms. Both English and Spanish versions were sent home. The letter introduced the researcher and the purpose of the study to the parents. The researcher explained the reasons for conducting the study, the benefits it could have on students and schools, and a healthier body image. The parents were informed that the survey was anonymous and voluntary. The researcher then asked for permission to give their son or daughter the survey (See Appendices B and C for consent forms).

Once the permission slips were collected, the students were given a written consent form, which was then read to them. This consent form was similar to the parent permission slip. It introduced the researcher to the students, and the reasons for doing the survey. This consent form, which was read to the students by the teacher, was written at the third grade level so the students would be able to understand. The children were informed that the survey was anonymous and voluntary; therefore they could refuse to take the survey. If they did sign the permission slip allowing the researcher to give them the survey, they were still allowed to stop
taking the survey at any time they felt uncomfortable. They were also informed that there was going to be a discussion after the survey, and that they could ask questions at any point during the survey if there was something that they did not understand (See Appendix D for consent form).

The teachers were given oral assent forms which introduced the researcher and the study. The form explained the step by step procedures for administering the survey. It asked the teachers to pass out the student assent forms, and it explained that the teachers needed to read the student assent forms out loud to the students so that every student understood exactly what it was they were about to participate in (See Appendix E for Teacher Assent form).

The survey was not timed. Each teacher read each question to the students, giving them ample time to answer the questions. If a child did not fully understand a question, he or she could raise his/her hand and the teacher would explain what the question was asking. Explanations were simple and direct, to avoid any threat to the validity of the student responses. After each question was read, and the surveys were finished, the teacher
reminded the students that they should not have written their names anywhere on the survey. The teacher then collected the surveys and counted them to make sure all surveys were accounted for. The teacher thanked the students for taking the survey. The teacher then placed the surveys back in the original envelope provided. The researcher collected the envelopes personally to assure that the surveys were not seen by anyone else.

Data Treatment Procedures

The Statistical Package for the Social Sciences (SPSS) was used for data entry and analysis. The frequencies and percentages were calculated for age, sex, ethnicity, and gender of the respondents.

Age, sex, and gender were used to see if there was a correlation between these variables and body image, as determined by questions 1, 2, and 3. Correlations were also run between television exposure, media exposure, and body image to see if the children who watched more television and looked at popular magazines which glorified thinness and beauty had higher percentages of negative body image. Correlations were also run to see if the family
attitudes or behaviors were an influencing factor on body image.
CHAPTER FOUR

FINDINGS

Of the 113 students in the survey, the largest ethnic group in the survey group was Hispanic, 73%. The remaining students were: 9% white, 8% African American, and 1% Other (See Figure 1).

![Bar graph showing ethnicity distribution]

Figure 1. What is Your Ethnicity?

More girls participated in the survey (68 or 60%), as compared to boys (45 or 40%) (See Figure 2).
The ages of the children ranged from seven to ten years of age. The majority of them were nine years of age. Only 1% of the children were seven years of age, while 27% were eight years of age, 66% where nine years of age and 6% were ten years of age (See Figure 3).
Frequencies were calculated to examine perceptions of body image. It was determined that 65% of girls thought their bodies were not small enough or skinny enough, whereas 71% of boys thought that their bodies were not muscular or strong enough. It was found that 72% of students thought that if they were skinnier or had more muscles then people would like them more. It was also found that 30% of them avoided wearing certain types of clothes that made them feel fat. A startling 45% of the third graders in the study were already comparing their body shape and size to others (See Figure 4).
Many third graders (60%) have already begun to think about dieting. These are high numbers compared to the fact that only 35% of the students have ever been teased about their weight. A startling number of students (67%) said that they would be happier if they lost weight. Most surprisingly, 75% of the students in the survey said that they were afraid of gaining weight (Figure 5).
Two factors that might be related to a negative body image at an early age were examined. The first of the two influencing factors was media. When comparing gender and media influence, it was found that 66% of females looked at fashion magazines, while 48% of boys looked at muscle or fitness magazines. (See Figure 6) Also, it was found that the majority of all students watch two to four hours of television per night (See Figure 7).

![Figure 6: Hours Spent Reading Magazines](image)

Figure 6: Hours Spent Reading Magazines
A relationship was found between reading fashion magazines, muscle magazines, viewing television, and negative body image. Surprisingly, 72% of the students who read fashion magazines all of the time said that if they were skinner or had more muscles they would be more liked, as compared to 14% who never look at the magazines. Another statistic found was that 57% of the students who read muscle or fitness magazines said that they would be happier if they lost weight, as compared to the students who never read magazines. When comparing their body shape and size to others, 100% of the students who said that they
read fitness or muscle magazines all of the time compare themselves to others, while 88% of the students feel badly because they don’t like their body.

Of the children who read fashion magazines all of the time, only 28% of them have ever been teased about their weight. Of the children who read muscle and fitness magazines, only 63% of the students reported that they had been teased about their weight (See Figure 8).

![Figure 8: Being Teased About Weight](image)

When looking at family practices and attitudes related to body image, the data suggested that the ideas that families hold toward dieting and body image have an influence on the thinking patterns of children. Of the 113 children in the survey, 60% of them have families who talk about dieting, while 57% of them have someone who is
currently on a diet. Of the families of survey participants, 70% of the students' families talked about working out; while 79% have someone in their family who is currently working out. Even though there are many families who have someone working out or dieting, 61% of the students stated that their families were just right (See Figure 9).

Figure 9: Family Practices Regarding Dieting and Working Out

Over 72% of students said that they wished they looked more like the people on the television, however no significant correlation arose between television viewing and body image ($r = -.038$) (See Table 1).
When you look more closely you find that there is a possible relationship between family attitudes and children’s body image. It was found that, of the students whose families talked about dieting, 67% felt that if they were skinnier or had more muscles they would be liked more, there was no statistically significant correlation however\(r = .129\) (See Table 2).
Table 2

The Relationship Between Family Talk About Dieting and Believing You Would Be More Liked Being Skinnier or Having More Muscles

<table>
<thead>
<tr>
<th>Does your family talk about dieting?</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>Do you believe that if you were skinnier or had more muscles people would like you more?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>.129</td>
<td>113</td>
<td>.172</td>
</tr>
</tbody>
</table>

Of the children whose families talked about dieting all the time, 75% of them felt as if they would be happier if they had more muscles. Again, no significant correlation was detected (r = -.059) (See Table 3).

Table 3

The Relationship Between Family Talk About Dieting and Being Happier Having More Muscles

<table>
<thead>
<tr>
<th>Does your family talk about dieting?</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>Do you think you would be happier if you had more muscles?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>-.059</td>
<td>113</td>
<td>.537</td>
</tr>
</tbody>
</table>
Of the 31% of families who talked about working out all the time, 100% of those children did not like their body. Again, no statistically significant correlation was detected \((r = .162)\) (See Table 4).

Table 4

The Relationship Between Family Talk About Working Out and Feeling Badly About Yourself

<table>
<thead>
<tr>
<th>Does your family talk about working out?</th>
<th>Pearson Correlation</th>
<th>Do you feel badly about yourself because you don't like your body?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your family talk about working out?</td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>.162</td>
</tr>
<tr>
<td></td>
<td>113</td>
<td>.087</td>
</tr>
</tbody>
</table>

One statistic showed that of the families who talked about dieting, 92% of the students from these families thought that most of the people in their family were overweight. Although not statistically significant, a mild correlation was detected \((r = .263)\) (See Table 5).
Table 5

The Relationship Between Family Talking About Dieting and Perceived Family Body Image

<table>
<thead>
<tr>
<th>Does your family talk about dieting?</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your family talk about dieting?</td>
<td>1</td>
<td>.263(**)</td>
<td>113</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>113</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed)

It is interesting to note that 67% of the children whose families never talked about weight thought that the people in their families were just the right size.
CHAPTER FIVE

CONCLUSION

Conclusion

Children are beginning to develop negative body images at an early age (Radar Institute, 1999). This study has found that negative body image is present in third graders, as young as seven years of age. One interesting finding was that a high number of students who view body-oriented magazines had a negative body image. This data might suggest that it is harmful for a child's self image to regularly look at fashion, muscle, or fitness magazines. This could be because these magazines portray unrealistic body images. The children who are reading these magazines may not grasp the concept that the people in these magazines may have achieved their bodies through unhealthy means (e.g., disordered eating habits or surgery) or are naturally trim and fit in appearance.

One of the major correlations to body dissatisfaction for the children in this survey was family. From these findings it can only be suggested that there is a relationship between family and body image. When adults or older siblings try to conform to unrealistic stereotypes
about body image, they may be negatively influencing the children in the household. Adults and older siblings may also be negatively reinforcing these stereotypes that glorify thinness and objectify the human body while trying to conform to these stereotypes. These negative behaviors may have detrimental effects on the self image of children. It may create children who will grow up thinking badly about themselves, who constantly compare themselves to others, and who are obsessed with achieving unrealistic body shapes. These negative feelings of perceptions may contribute to such diseases as eating disorders and depression.

Parents, teachers, health educators, and policy makers need to understand and consider what effect television, magazines, and families may have on children. When advertisers project unrealistic images into the minds of children, the effects may be harmful. Health educators and others need to find ways to counter these negative social norms. Curricula need to include ways of combating these perceived social norms about being thin and having the perfect body. Curricula also needs to incorporate the importance of a healthy body image, not just healthy dieting.
Recommendations for Further Research

First and foremost, a larger randomly selected sample should be drawn and studied to further explore the existence of statistically significant correlations between the variables under study. Ideally, a prospective study could be initiated to monitor the direct influence of family and media on student’s body image.

Another recommendation for further research is to examine a possible correlation between the content of the television programming that children watch and the effect on body image. For example, do children who watch adult programs have more of a negative body image when compared with children who watch children’s programs?

Another interesting research topic would be to find out what children believe constitutes a healthy body image, and then examine how they compare themselves to this idea. How does an objectively-determined healthy body image compare with what the children believe is a healthy body? Are the children actually healthy compared to what is healthy, as opposed to trying to achieve unrealistic social expectations of what a healthy body is?

Finally, another possible area of study would be to delve deeper into the family as an influence for promoting
healthy/negative body image. The ultimate goal of this research would be to find ways to promote a healthy body image, and to reduce the unnecessary and costly consequences of an unrealistic and/or negative body image.
APPENDIX A

BODY IMAGE SURVEY
Do Not Write Your Name on the Survey

Body Image Survey

Directions: Do not write your name on this survey. Read each question carefully, and then circle the answer that best applies to you. Answer as truthfully as possible.

1. How old are you? ___________

2. What is your gender? Boy or Girl

3. What is your nationality? Hispanic White African American Other

4. Do you read fashion magazines? All the time Some of the time Most of the time Never

5. Do you read muscle or fitness magazines? All the time Some of the time Most of the time Never

6. How many hours a day do you spend watching T.V.? ________

7. Do you wish you looked more like the people you see on T.V. or in magazines? All the time Some of the time Most of the time Never

8. Do you worry about your body not being small enough or thin enough? All the time Some of the time Most of the time Never

9. Are you worried that your body is not muscular or strong enough? All the time Some of the time Most of the time Never

10. Do you believe that if you were thinner or had more muscles people would like you more? All the time Some of the time Most of the time Never

11. Do you avoid wearing clothes that make you feel fat? All the time Some of the time Most of the time Never
12. Do you compare your body size and shape to others? 

13. Do you feel badly about yourself because you don’t like your body? 

14. Do you ever think about dieting? 

15. Have you ever been teased about your weight? 

16. Do you think that you would be happier if you were to lost weight? 

17. Does your family talk about dieting? 

18. Is anyone in your family currently dieting? 

19. Do you think that you would be happier if you had more muscles? 

20. Does your family talk about working out? 

21. Is anyone in your family currently working out? 

22. Are most of the people in your family... 

23. Are you afraid of gaining weight? 

<table>
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<th>All the time</th>
<th>Some of the time</th>
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<th>Never</th>
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</table>
APPENDIX B

WRITTEN CONSENT FORM /

PARENT INFORMED CONSENT AND PERMISSION
Dear Parent/Guardian,

My name is Ms. Martin. I am a graduate student attending California State University San Bernardino. Soon I will be conducting a survey of the third grade students and their perceived body image. I ask that you grant permission for your son/daughter to participate in the survey.

Survey Details

- The students will be asked several questions on a survey regarding their weight and body image. Students will also be asked their age, gender, and ethnicity for data analysis purposes. The data from the survey will be anonymous (NO STUDENT ID’S OR NAMES WILL BE GATHERED). At the end of the survey students will have the opportunity to ask questions regarding the contents of the survey questionnaire. The results will be kept in a location off-site; no other researcher will have access to these surveys.
- The students’ participation in this study is voluntary, this means that it is their own choice or decision to complete the survey. Students have the right to withdraw their participation from this study at any time without penalty or loss of grade points from their class. Their classroom teacher will provide the students not participating in this study with an alternative assignment (reading a book or working on class assignments or homework).
- The duration of the students’ participation will be a short period during your student’s regular third grade class.
- The risks in this study are low. Students might feel uncomfortable answering questions regarding weight or body image. The benefits of this study might include students and the schools making positive changes toward promoting a healthier body image, and including such information into their curriculum.
- The Institutional Review Board at California State University, San Bernardino, has approved the content and procedures in this study, including questions contained in the questionnaire. You may contact Dr. Kim Clark, faculty supervisor of this descriptive study at 909.537.5323 for answers to pertinent questions about the research and research participants’ rights.

Thank you for your cooperation in this study, please sign and return this consent form to your child’s teacher not later than ________________________.

☐ Yes, my son/daughter ____________________________ has permission to participate in this survey and the class discussion

☐ No, my son/daughter ____________________________ does not have permission to participate in this survey and the class discussion.

Parent/Guardian Signature ____________________________________________
APPENDIX C
WRITTEN CONSENT FORM /
PARENT INFORMED CONSENT AND PERMISSION
SPANISH VERSION
Percepción de la Imagen del Cuerpo de los Niño en 3er Año
Investigadora: Sra. Martin
Permiso Escrito/Consentimiento y Permiso Paternal

Estimados Padres/Tutores,

Mi nombre es Sra. Martin. Soy una estudiante de Postgrado en la Universidad Estatal de San Bernardino. Pronto voy a realizar un cuestionario con los estudiantes de tercer año y su percepción de la imagen del cuerpo. Le pido su permiso para que su hijo/a pueda participar en el cuestionario.

Detalles de cuestionario

- A los estudiantes se les aran varias preguntas en el cuestionario sobre su peso e imagen de cuerpo. A los estudiantes también se les preguntara su edad, sexo, y su etnia con el propósito de analizar datos. Los datos de este cuestionario serán anónimos (NO SE UTILIZARA EL NUMERO ESTUDIANTIL O EL NOMBRE DEL ESTUDIANTE). Al final del cuestionario los estudiantes tendrán la oportunidad de hacer preguntas sobre el contenido del las preguntas en el cuestionario. Los resultados se mantendrán en una localidad fuera de nuestra escuela; ninguna otra investigadora tendrá acceso a estos resultados.

- La participación de los estudiantes en esta investigación es voluntaria, esto quiere decir que es decisión de ellos completar o no completar el cuestionario. En cualquier momento, los estudiantes tienen el derecho de dejar de participar en esta investigación sin que sean penados o pierdan puntos en la calificación en clase. La maestra dará a los estudiantes que no participen un trabajo alternativo (leer un libro, trabajar en trabajo de clase, o trabajar en tarea).

- La duración de la participación de los estudiantes será de un periodo durante el horario regular de la clase de tercer año.

- Los riesgos de esta investigación son bajos. Los estudiantes probablemente se sientan incómodos contestando preguntas sobre peso e imagen del cuerpo. Los beneficios de esta investigación podrían ser que los estudiantes y escuela hagan cambios positivos en promover una imagen del cuerpo saludable.

- Esta investigación no tiene procedimientos experimentales; esta es una investigación descriptiva que incluye un cuestionario, y preguntas que se tienen que contestar al final del cuestionario.

- La Mesa Directiva de Revisión Instrumental en la Universidad Estatal de San Bernardino, ha aprobado el contenido y procedimiento de esta investigación, incluyendo las preguntas del cuestionario. Para respuestas pertinentes sobre esta investigación y derechos de los participantes en esta investigación, usted puede llamar a la Dr. Kim Clark, supervisor de facultad de esta investigación descriptiva al 909.537.5323.

Gracias por su cooperación en esta investigación, por favor firme y regrese esta forma de consentimiento a la maestra de su hijo/a a mas tardar el ________________.

___ Si, mi hijo/a _____________________________ tiene permiso de participar en este cuestionario y la discusión de clase.

___ No, mi hijo/a _____________________________ no tiene permiso para participar en este cuestionario y la discusión de clase.

Firma de Padre/Tutor _________________________ Fecha ______________
APPENDIX D

WRITTEN CONSENT FORM /

STUDENT INFORMED CONSENT AND PERMISSION
Dear 3rd Grade Student,

My name is Ms. Martin. I am a graduate student attending California State University San Bernardino. Soon I will be conducting a survey of all the third grade students here at Ted J. Porter Elementary School. I will be asking you about how you feel about your body. I ask that you grant me permission to ask you these questions.

Survey Details

- You will be asked questions about your weight and how you feel about your body. You will also be asked how old you are, if you are a boy or a girl, and your ethnicity. The answers to all your questions will be anonymous, which means no one beside you will ever know your answers. I will not ask you for your student ID# or your name. At the end of the survey you will have the opportunity to ask questions about anything on the survey.
- Your participation in this survey is voluntary, which means that it is your own choice or decision to complete the survey. You have the right to stop answering questions at any time without getting in trouble from your teacher or from me, Ms. Martin. If you decide not to participate, your classroom teacher will give you another assignment to do (reading a book or working on class assignments or homework).
- You will be given as much time as you need to finish the survey.
- If you have any other questions about this survey you may ask your teacher or Ms. Martin.

Thank you for participating in this study, please sign and return this consent form to your teacher.

☐ Yes, I _____________________________ give my permission to participate in this survey and the class discussion.

☐ No, I _____________________________ do not give my permission to participate in this survey and the class discussion.

Student Signature ____________________________ Date ___________
APPENDIX E
TEACHER ORAL ASSENT FORM
Dear Teacher,

My name is Ms. Martin. I am a graduate student attending California State University San Bernardino. Soon I will be conducting a survey of the third grade students and their perceived body image. I ask that you take the time to follow the instructions in the order given below.

Instructions

- Pass out the Student Informed Consent letters that are attached below. Please tell the students not to write on their papers until asked to do so. Read the Student Informed Consent letters out loud to the class. Please make sure that the students are following along as you read the letters. After you have read the letters out loud to the class ask the students if they have any questions. Once all questions have been answered, have students print their name where it says yes if they agree to take the survey, or have them print their name where it says no if they do not want to participate in the survey. After they have printed their names on their desired lines, have them sign their names where it says student signature.
- There are alternative assignments enclosed with the surveys for any student wishing to not participate in the survey. Have the students wishing not to participate find an area in the room where they can work on these quietly.
- Before you begin passing out the survey, inform students that they are not to write their names anywhere on the survey. Also inform them that this survey will be done whole class. The teacher will read every question to the student, and the students will be given enough time to answer each question.
- Pass out the papers, reminding students not to write their names on the papers. Also remind them not to start answering questions until told to do so.
- After all papers are passed out, read the instructions to the students. Please explain what all of the time, most of the time, some of the time, and never mean. Remind them to answer as truthfully as possible. Read each question, one by one, to the students. Please allow the students ample time to answer the questions. Also be sure to answer any questions they might have. Please be sure to walk around and monitor the students while they are taking the survey to make sure they are answering the questions correctly.
- When all the questions have been answered, remind the students that they were to not have put their names on the surveys. Collect the surveys, making sure all are accounted for.
- Please collect and count the surveys. There should be a survey collected for each student that is present in your class.
- Thank the students for taking the survey.

Thank you for your cooperation with this survey.

Andrea Martin
REFERENCES


these problems be prevented. Clinical Child Psychology Review, 6, (1), 51-66.


