CHAPTER V

METHOD

The present investigation was an attempt to study the role of self-esteem, social anxiety, locus of control and vanity as moderators in the relationship between peer pressure and materialism in male and female adolescents of low and middle socio-economic status.

Sample

The sample for the present study comprised of adolescents in the age range of 16-18 years. As this is a time of rapid and intense growth, adolescents are vulnerable and want to explore and experiment things (Gardner & Steinberg, 2005). The intensity of materialistic tendencies among adolescents (16-18 years) is very high (Bristol & Mangleburg, 2005). They desire materialistic possessions to get a sense of security when they experience stressful situations (Chang & Arkin, 2002).

Before conducting the full research, a pilot study was initiated. Eighty adolescents (40 male and 40 female adolescents - each further divided into 20 low SES and 20 middle SES adolescents) were taken. The analysis of the data collected in the pilot study helped in further designing the objectives of the study. The results of the pilot study revealed that social anxiety, vanity and peer pressure were positively related to materialism. Self-esteem was negatively related to materialism. Male adolescents were found to be higher on peer pressure and social anxiety as compared to female adolescents. The socio-economic status of adolescents was found to be a contributing factor in influencing materialism among adolescents. Adolescents belonging to low SES were found to be higher on materialistic tendencies as compared to their high SES adolescent counterparts. Therefore, it was considered worthwhile to conduct further investigations on exploring the moderators in the relationship between peer pressure and materialism taking gender and SES differences into consideration.

For the present research, around 2000 adolescents from Government schools of Chandigarh were contacted after taking permission from the concerned authorities. Out of these, around 800 who met the inclusion criteria were identified. 330 adolescents were shortlisted for the present research to keep an extra sample by taking the drop outs (not being interested to participate anymore, not feeling well, prolonged absence from school and incomplete questionnaires) into consideration. Thus, the final sample
comprised of 300 adolescents with an equal number of males and females (150 each). Their informed consent was duly taken. The sample was further divided into two socio-economic status groups namely low socio-economic status group and middle socio-economic status group (75 adolescents in each group respectively), as shown in the flowchart (Figure 8). Thus, the sample for the present study was derived through purposive random sampling technique.

The annual household income of the low income group was one to two lakhs and for the middle income group, it was two to ten lakhs (National Council of Applied Economic Research, [NCAER], 2012). This categorization of the income group was prevalent at the time of data collection. The data was taken from Government schools of Chandigarh as the students in these schools come from varied socio-economic strata.

**Inclusion Criteria**

- Adolescents residing in Chandigarh (urban area) for, at least, the past five years because it ensured that they were familiar with the same context and this negated any external influence of a different environment or a context.
- Adolescents whose fathers have been working in the tricity (Chandigarh, Panchkula and Mohali) since approximately the past five years and whose mothers were housewives.
- Adolescents were taken from low income group and middle income group as per the NCAER (2012) in order to compare the two socio-economic groups.
- Adolescents belonging to nuclear families with a maximum of two siblings.

**Exclusion Criteria**

- Adolescents suffering from psychopathology or deteriorated mental or physical health
- Single child families and broken families were not included.

**Ethical Considerations**

- The ethical standards of research were maintained. The participants were made aware of the purpose of the study.
- The participants were assured that the data collected from them will be used for research purposes only and the identities would be kept confidential.
- Informed consent of the participants who volunteered to participate in the study was obtained.
Figure 8: Layout of the total sample of adolescents
Tests and tools

The following standardized tests and tools were used:

(i) **Self Esteem Scale (Rosenberg, 1965)**

This scale was designed to measure adolescents’ global feeling of self-worth or self-acceptance. The instrument consists of 10 statements designed equally to be positive and negative. These statements are rated along a 4 point continuum from (i) strongly agree to (iv) strongly disagree. The subject had to place a tick in the suitable box to say whether he/she strongly agrees, agrees, disagrees or strongly disagrees. The range of the scale falls between 0 and 30. The normal range included scores between 15 and 25 and scores less than 15 indicated low self-esteem. This scale has an internal consistency of 0.77; minimum coefficient of reproducibility is at least 0.90. The test-retest reliability ranges from .63 to .91.

(ii) **Locus of control Scale (LOC) (Rotter, 1966)**

This scale consists of 29 items inclusive of 6 filler items. Each item consists of pair of alternatives. The individual has to select one statement from each pair A and B, which they strongly believe in or can relate to. Scores indicate points along a continuum rather than internal and external types, that is, they do not represent one type or another but rather display varying degrees of internality and externality. External are the people who believe that forces outside themselves are responsible for their punishments and rewards. Factors such as chance, luck and powerful people control their consequences. Internals are personalities who believe that their rewards and punishments are controlled by what they do. If the score is high, the subject has an external locus of control and if the score is low, the locus of control is internal. The test-retest reliability of the scale was reported to range from 0.49 to 0.83 depending on the time period and the particular population.

(iii) **Vanity Scale (Neteyemer et al., 1995)**

Netemeyer et al. (1995) operationalized vanity into 21-item inventory covering four distinct constructs: (a) concern for physical appearance, (b) inflated positive view of physical appearance, (c) concern for personal achievement and (d) inflated positive view of personal achievement. The first two constructs
constitute physical vanity and the last two constructs constitute achievement vanity. All dimensions including concern for physical appearance, concern for achievement and view of achievement comprised of 5 items each excluding view of physical appearance that is comprised of 6 items. This scale is a multidimensional measure using a 7-point Likert scale items ranging from 1 (strongly disagree) to 7 (strongly agree). In four studies (n=227, n=145, n=186, n=264), the internal consistency fluctuated between 0.80 and 0.92 across all dimensions.

(iv) **Social Anxiety Scale for Adolescents (SAS-A) (La Greca & Lopez, 1998)**

This scale consists of 22 items and it is an adaptation of the Social Anxiety Scale for Children- Revised (SASC-R) (La Greca & Stone, 1993). It includes three subscales: Fear of Negative Evaluation (FNE: 8 items), Social Avoidance and Distress specific to new situations or unfamiliar peers (SAD-New: 6 items), and Social Avoidance and Distress that is experienced more generally in the company of peers (SAD-General: 4 items). Each sub-test score is calculated and then added together to give the total score of social anxiety. The total score has been taken into consideration for the present research. Four items are filler and neutral ones. Thus, the scores range from 1 to 90 for the total score. Accumulated evidence has shown that the three subscales of the SAS-A have adequate internal consistency (Cronbach’s alpha greater than .70) and test–retest reliability. La Greca and Lopez (1998) found internal consistencies ranging from .76 (SAD-General) to .91 (FNE); internal consistency for the total SAS-A score is also adequate (.87). Furthermore, test–retest reliability estimates have ranged from .54 (SAD-General) to .78 (FNE) for a 2-month interval (La Greca, 1999) and from .55 (FNE) to .62 (SAD-General) for a 12-month interval.

(v) **Youth Materialism Scale (Goldberg et al., 2003)**

The youth materialism scale is a 10-item scale, comprises of few items related to Richins and Dawson (1992) who viewed materialism as a value and Belk’s (1985) materialism scales who viewed materialism as a trait. Goldberg et al. (2003) stated four reasons for developing this scale: (1) youths’ orientation towards purchasing, (2) marketplace interplay between youths and their parents, (3) youths’ responses towards marketing initiatives, and (4) broader issues, such as youths’ happiness. This scale includes positively worded items that need
lower verbal reasoning skills. For each of the 10 items, the adolescents could respond using a 4-point scale from 1 (disagree a lot) to 2 (disagree a little) to 3 (agree a little) to 4 (agree a lot). Goldberg et al. (2003) reported .79 coefficient alpha for their scale and item-to-total correlations ranged from .37 to .66. Ten items had item-total correlations above .40, ranging from .41 to .62. Internal consistency for the 10 items was .79.

**(v) Peer Pressure Questionnaire (Singh & Saini, 2010)**

The Peer Pressure Scale is a unidimensional scale consisting of 25 items for measuring the peer pressure in adolescents aged 16 to 20 years. It is a self report 5- point scale measuring five categories, that is, strongly disagree (5), disagree (4), can’t Say (3), agree (2), and strongly agree (1). Positive items are scored from 1 to 5 and negative or reverse items scored from 5 to 1. The minimum and maximum score range is 25- 125. Scores up to 55 are identified as low level of peer pressure; scores between 56 and 72 indicate average level of peer pressure and scores higher than 72 indicate high peer pressure. The internal consistency of the scale was found by using Cronbach’s alpha coefficient and a reliability of 0.79. The test- retest reliability is 0.77. The scale has good face and content validity.

In addition to all the psychometric tests, socio demographic information such as age and educational qualification of the participants, along with the annual income of their parents was also collected.

**Scoring and Statistical Analyses**

Scoring for all the tests was done as per the instructions provided in the scoring manuals of the tests. The normality of the data was assessed before conducting the statistical analyses. Keeping in mind the objectives of the study; descriptive, inferential and correlation statistics were used to analyze the data. In the present study, mean, standard deviation, t-test, 2 x 2 ANOVA, correlation analysis and hierarchical moderated regression analysis were used.