

# Self-Objectification and Academic Achievement Among Adolescent Girls

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## Abstract

Adolescence is an important stage of development in which girls become more aware of their appearance and how others perceive them. In recent years, social and cultural pressures have increased the focus on physical appearance, which may lead many adolescent girls to evaluate themselves mainly on the basis of their looks. This psychological process is known as self-objectification. When individuals begin to see themselves as objects to be judged by others, it can influence different aspects of their psychological functioning as well as their academic life.

The current research focused on exploring the connection between the degree of self-objectification and academic success through studying adolescent girls. Correlational research design was considered in order to establish the relationship between more self-objectification and academic performance difference. The study sample consisted of adolescent girls who voluntarily participated in the study.

The self-objectification was assessed by using the Indian Self-Objectification Scale with Girls, a 24-item scale to give an assessment of the various dimensions of the self-objectification, including the validation of the observer, self-shaming, correcting appearance, and psychological issue based on the physical appearance. The academic performance was determined using the previous academic marks of respondents. The data was collected by the structured questionnaire and analyzed through the use of the statistical methods that could determine the association between the variables.

The findings showed that there was a strong negative association between self-objectification and academic performance ( $r = -0.693$ ,  $p = 0.001$ ). This means the more the level of self-objectification, the less the academic performance of the adolescent girl. The results highlight the potential effect of the appearance-related issues on the academic performance of the students.

In general, the research highlights the significance of comprehending how psychological and social pressure that is associated with physical appearance can impact the academic experiences of adolescent girls. The evidence can guide teachers, parents, and psychology clinicians to come up with measures to ensure positive body image, self-confidence and increased academic participation among teenage girls.

**Keywords:** Self-objectification, academic achievement, adolescent girls, body image, correlational study.

## Chapter 1: Introduction

Adolescence is an important stage in human evolution during which a person passes the period of childhood and enters adulthood. During this period, people undergo several changes, which are physical, emotional, cognitive, and social. It is also the time when young generations start to develop their identity, get to know more about themselves and form their vision of the reality and the world around them. Such

processes can have a certain bearing on how the young people perceive their abilities, both the physical attractiveness and self-worth.

For adolescent girls, this period often includes increased attention to body image and physical appearance. Society, media, and peer groups frequently place a strong focus on beauty standards and physical attractiveness (Fredrickson & Roberts, 1997) [1]. As a result, many girls begin to evaluate themselves based on how they look rather than on their skills, intelligence, or personal qualities. This process can affect their confidence, self-esteem, and emotional well-being.

Self-objectification is one of the psychological concepts that can be used to explain this behavior. Self-objectification takes place when people start perceiving their bodies mostly as objects which can be judged by others (Fredrickson & Roberts, 1997) [1]. They do not concentrate on the functions and capabilities of their bodies, but they pay more attention to the appearance of their bodies to others. It can lead to a lot of attention to the appearance, to the comparison with others, and to the anxiety concerning the compliance with the socially accepted beauty standards.

Academic achievement is another important aspect of adolescent life. It refers to a student's performance in educational settings and is usually measured through grades, percentages, or other evaluation systems. Academic success plays an important role in shaping a student's future educational opportunities and career paths.

Many factors influence academic achievement. These include intelligence, motivation, family support, school environment, and emotional well-being. Psychological factors such as stress, self-confidence, and self-perception also play a major role in how well students perform academically.

When students experience negative feelings about their appearance or constantly think about how they look, it may affect their concentration and confidence in academic tasks (McKenney & Bigler, 2016) [13]. For example, a student who feels self-conscious about her appearance may feel distracted during classes, avoid participation, or experience anxiety in social situations at school.

Adolescent girls may experience stronger pressures related to appearance due to social expectations and media influence. Social media platforms often present unrealistic beauty standards, which may lead girls to compare themselves with idealized images (Slater & Tiggemann, 2015) [3]. Such comparisons can increase the level of self-objectification and reduce satisfaction with one's own body.

The importance of understanding the relationship between self-objectification and academic achievement is that it can result in understanding the extent to which the issue of physical appearance affects the academic performance. If self-objectification is a detrimental factor in academic performance, it is possible to underline the necessity of working out the interventions that will promote the healthy body image and build the self-confidence.

Thus, the current research will explore the connection between the degree of self-objectification and academic performance in adolescent girls using the correlational research design.

### **Self-Objectification**

Self-objectification is a psychological concept which describes the way people perceive themselves as a body from an outside perspective (Fredrickson & Roberts, 1997) [1]. It comes into existence when individuals start to perceive their bodies in the first place as an appearance but not as a functionality. In the process, people objectify their bodies and are judged upon their attractiveness and physical appearance. Almost always, social and cultural factors contribute to the development of self-objectification. Advertisements in the media, films, social media, and other social pressures often encourage certain forms

of beauty to be adopted (Arshad et al., 2025) [16]. When people regularly observe these norms, they can start internalizing them and contrast themselves with the norms.

As a result, individuals may start engaging in body surveillance, which means constantly monitoring their physical appearance (Tiggemann & Slater, 2015) [6]. They may frequently think about how they look, how their body appears to others, and whether they meet societal beauty expectations.

There is also a number of negative psychological outcomes that self-objectification may produce such as dissatisfaction with one's body, shame, anxiety and low self-esteem (Grabe, Hyde, & Lindberg, 2007) [14]. It can also influence behavior causing people to be too obsessive about clothes, cosmetics, dieting, or any other activity connected to the appearance of the body.

Adolescent girls are particularly vulnerable to self-objectification because they are in a stage of life where identity and self-image are still developing (Dwivedi, 2021) [2]. Social influences during adolescence can strongly shape how girls view themselves and their bodies.

### **Academic Achievement**

The term academic achievement is used to refer to the level of success that a student has acquired in learning activities. It is the ability of a student to perceive, to learn and to practice what one has acquired in a formal education. The measurement of academic achievement is usually done by the examination results, grades, percentages, or cumulative grade point averages.

Academic performance is a major factor in the future of a student. Good academic performance may lead to further academic and professional opportunities and personal advancement. Hence, it is significant that educators, researchers, and policymakers learn about the variables affecting academic success.

Academic success is associated with a series of factors. They are cognitive, study habits, motivation, familial support, school environment, and emotional well-being. The level of mental health such as self-confidence, stress level, and self-perception may also influence the performance of students.

Students with a high level of self-belief and confidence in their abilities will be at an advantage to engage in classroom-based learning activities and be attentive about their education. Conversely, learners with anxiety, feelings of insecurity or low self-esteem might not be able to concentrate and perform well at school (Sobhani & Niknam, 2025) [4].

### **Self-Objectification in Adolescence**

Adolescence is a stage in which people are more conscious of their bodies and looks. Physiological developments in puberty, coupled with societal demands, tend to make a person self-conscious about body image (Sandhu & Sandhu, 2021) [12].

It is the period when girls are under pressure to meet the beauty standards of the society. Media and peer pressure might motivate them to compare their bodies with those of others (Slater & Tiggemann, 2002) [15]. Such comparisons have the potential to make people feel dissatisfied with their bodies and to become more self-objectified.

Initially, self-objectification in adolescence can be translated into an obsessive worry regarding physical looks. Girls can spend much of their time on consideration of their appearance, which can result in emotional instability and loss of activity in everyday life (Daniels, Zurbriggen, & Ward, 2020) [11].

### **Relationship Between Self-Objectification and Academic Achievement**

Self-objectification has several implications on academic performance. Once students are tremendously

concerned with their looks, they might be distracted and hence fail to concentrate on the academic activities (McKenney & Bigler, 2016) [13].

For example, a student who often considers the way she looks can be too nervous because of the way other people perceive her. This nervousness can decrease the involvement in class discussions, presentations, or group work. In the long run, these experiences can have an impact on confidence and academic involvement (Starr & Zurbriggen, 2019) [10].

Emotional problems that can arise as a result of self-objectification include body shame and lowered self-esteem (Grabe, Hyde, & Lindberg, 2007) [14]. Such psychological problems may decrease the desire of students to succeed in their studies.

Understanding this relationship is important because it highlights how psychological and social factors may influence students' educational experiences.

### **Research Gap**

Literary review indicates that self-objectification is influenced by numerous factors such as media exposure, peer comments, and socially constructed beauty norms (Slater & Tiggemann, 2015) [3]. Other previous studies have further shown that self-objectification is also associated with other psychological issues including anxiety, depression and low self-esteem (Tiggemann & Slater, 2015) [6]. Nonetheless, very few studies have been done that relate directly the self-objectification and academic performance of adolescent girls and more so in India. A majority of the available studies have focused primarily on psychological effects and not on achievement in education.

Consequently, one should determine the impact of self-objectification on the academic performance of teenage girls. The current research aims at addressing this gap by investigating how self-objectification is correlated with academic performance using a correlational research design.

### **Rationale of the Study**

The influence of media and social networking sites has grown considerably in the past few years. The images that propagate unrealistic beauty ideals are continuously faced by adolescents (Arshad et al., 2025) [16]. These effects can augment the self-objectification in young girls.

Although most of the literature has studied body image and psychological well-being, little has been done regarding the influence of self-objectification on academic performance (McKenney & Bigler, 2016) [13]. This kind of relationship is worth understanding since academic success is significant in the future development of adolescents.

This paper aims at exploring the relationship between self-objectification and academic achievement in adolescent females. The results can guide teachers, parents, and psychologists to learn about the challenges that teenagers have to encounter psychologically and to come up with mechanisms which help them succeed in school and in personal activities.

### **Objectives of the Study**

The following objectives are to be provided in the present study:

1. To understand the extent of self-objectification on adolescent girls.
2. To determine the academic success of teenage girls.
3. To determine the connection between self-objectification and academic performance among teenage girls.

## Hypothesis of the Study

According to the aim of the study, the hypothesized hypothesis was as follows:

H<sub>0</sub> (Null Hypothesis):

Adolescent girls do not favor a significant relationship between self-objectification and academic achievement.

## Chapter 2: Review of Literature

### 1. Objectification Theory

Objectification Theory, coined by Fredrickson and Roberts (1997) [1], does a lot to elucidate the idea of self-objectification. According to this theory, women and girls are often viewed as objects, the value of which is largely determined by the appearance. Thanks to such social behaviors, females can take the privilege of an observer and begin to think of their bodies as objects that can be judged by other people. When such an internalization occurs, people prepare to check themselves periodically and to grow more distressed about the way their bodies are viewed by others. This is what has been termed as self-objectification. As Fredrickson and Roberts (1997) [1] explained, some adverse psychological outcomes of self-objectification are body shame, appearance anxiety, poor awareness of inner body sensations, and reduced self-esteem.

Later studies have substantiated this theory and have demonstrated that self-objectification has a considerable effect on the body image, emotional, and general psychological well-being of women.

### 2. Self-Objectification Among Adolescent Girls

Adolescence is a developmental stage when individuals become more conscious of their physical appearance and identity. During this period, adolescents may become more sensitive to societal expectations regarding beauty and attractiveness.

Dwivedi (2021) [2] examined the level of self-objectification among teenage school girls and reported that social expectations, media influence, and peer comparisons contribute significantly to appearance-related concerns. The research implied that cultural ideals of beauty are frequently adopted and internalized by adolescent girls and it may lead to increased self-objectification and body dissatisfaction.

Likewise, Sandhu and Sandhu (2021) [12] studied the issue of body consciousness and self-objectification in the cohort of adolescent girls belonging to Generation Z. Their results revealed that the more one is aware of the body and the beauty ideals that prevail in society, the more one becomes self-objectified especially among girls in their adolescent years. The paper has also laid stress on the role played by contemporary media and digital culture in the way adolescents perceive their beauty and their self-worth. A comprehensive review conducted by Daniels, Zurbriggen, and Ward (2020) [11] also found that girls are exposed to objectifying messages from media and society from a young age. These messages tend to make girls put more importance on their physical looks instead of their skills and achievements.

### 3. Media Influence and Self-Objectification

The media is significant in influencing the perception of adolescents as far as body image and attractiveness are concerned. Slater and Tiggemann (2015) [3] explored issues of predictors of self-objectification in female adolescents and concluded that media exposure, the presence of some extracurricular activities in adolescents, and comments about their appearance by their peers were important predictors of an increased level of self-objectification.

The study suggested that girls who are frequently exposed to media content emphasizing physical attractiveness are more likely to engage in body monitoring and appearance comparisons.

Similarly, Terán, Yan, and Aubrey (2020) [5] studied the relationship between selfie-taking behavior and self-objectification among adolescent girls. Their findings showed that frequent selfie activities were associated with increased appearance concerns and higher levels of self-objectification. Social media platforms encourage individuals to present idealized images of themselves, which may increase pressure to maintain a particular appearance.

In addition, Veldhuis et al. (2020) [8] found that selfie behaviors and social media engagement are positively related to body image concerns and self-objectification among young women. These activities often tend to uphold the significance of bodily appearance in identity formation.

A study conducted by Arshad et al. (2025) [16] also revealed the impact of media on body image and identity formation amongst young women. It was indicated in the research that the exposure to beauty ideals may greatly affect the way people judge their bodies and self-esteem.

#### **4. Psychological Consequences of Self-Objectification**

Self-objectification has been cited as a cause of several negative psychological effects. Tiggemann and Slater (2015) [6] studied the impact of self-objectification on the mental well-being of early teenage girls and found out that the more the self-objectification, the more the body dissatisfaction, anxiety, and low self-esteem.

Equally, Grabe, Hyde, and Lindberg (2007) [14] evaluated the connection between body objectification and depression in adolescents. They discovered that body surveillance and body shame were one of the most important predictors of depressive symptoms in teenage girls.

A recent study conducted by Sobhani and Niknam (2025) [4] focused on the correlation between social anxiety and self-objectification among adolescent girls. The findings reported that self-objectification had a positive interrelationship with social anxiety. In addition, the study also stated that self-worth and body image concerns were other important mediating factors in this relationship.

The significance of positive self-esteem and body image in facilitating the psychological well-being of adolescents was highlighted in another study by Artigues-Barberà et al. (2025) [9]. The authors emphasized that the positive environment provided by the family, positive peer relations, and healthy social environments could assist adolescents in forming a more positive self-concept.

#### **5. Self-Objectification and Academic Orientation**

Most of the literature has examined the psychological consequences of self-objectification, but has not studied how it relates with academic performance.

The relationship between internalized sexualization among adolescent girls and academic orientation was investigated by McKenney and Bigler (2016) [13]. Their results pointed to the idea that girls who highly internalized appearance-based values were more prone to viewing academic achievement as less significant.

Similarly, Starr and Zurbriggen (2019) [10] found that self-sexualization among preadolescent girls was associated with self-objectification and weight concerns. The study suggested that excessive focus on physical appearance may influence how girls perceive academic expectations and personal goals.

These findings suggest that appearance-related concerns may distract adolescents from academic activities and reduce their focus on educational achievements.

#### **6. Cultural and Environmental Influences**

The cultural and environmental factors also have significant influence in the development of self-objectification in adolescent girls. Dwivedi, Sharma, Vajpeyi, and Zaidi (2023) [7] contrasted the degree of self-objectification in girls of co-educational schools and all-girls schools. Their results showed that

there were variations in the level of self-objectification depending on the school setting and therefore it could be argued that peer relations and social environment could affect perceptions with regard to body image.

In addition, research in the Indian context suggests that cultural norms, media exposure, and societal expectations may influence how girls perceive their bodies and self-worth (Dwivedi, 2021) [2].

### **Chapter 3: Method of Study**

#### **Research Design**

A quantitative correlational research design was used in the current study. The correlational design is applied to determine the relationship between two or more variables without controlling them. Under this kind of strategy, the researcher analyses the relationship between the variation in one variable and the variation in another variable.

The correlation between the following variables was studied in the present study:

- Self-Objectification (Independent Variable): being self-objectified implies that the person perceives themselves as an object to others.
- Academic Achievement (Dependent Variable): the measured performance of the student in academic endeavors.

The idea behind the introduction of such a design was to establish whether the degree of self-objectification among the adolescent girls is linked to their performance at school.

#### **Sample**

The current research sample was made up of a total of 110 school and college girls. The respondents were of various ages in the adolescence age bracket. The participants were aged between 13 and 19 years and the mean age was 17.13 years and a standard deviation of 1.73.

A convenience sampling technique was used to select the participants and it entails picking people who are easily available and are willing to be involved in the study. The study included only female students in the age group of adolescents. The involvement was voluntary, and the privacy of the answers of the participants was guaranteed.

#### **Measures**

The present study evaluated two variables:

1. Self-Objectification
2. Academic Achievement

##### **1. Self-Objectification**

Self-objectification is a process where people tend to perceive their bodies as the main factors in the way they are perceived by other people, and how they are considered. Self-objectification in the current research was gauged using the Indian Self-Objectification Scale on Girls as created by Sharma, Siddiqui, Dandona, and Dubey.

The questionnaire has 24 questions that will evaluate the degree of self-objectification of Indian girls. The items are scales of various attitudes and concerns regarding physical appearance.

The scale includes four major dimensions:

1. Observer Validation: This dimension measures the extent to which girls seek approval and validation from others regarding their physical appearance.
2. Self-Shaming: This dimension reflects feelings of shame or dissatisfaction related to one's body or appearance.

3. Appearance Correction: This dimension assesses the desire to change or improve physical features to appear more attractive.
4. Psychological Morbidity Predictors: This dimension measures such psychological issues as anxiety, low self-esteem, and emotional distress which are associated with physical appearance.

The scale has a five-point Likert response format which is:

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

The scale has some reverse-scored items. The increased overall scores on the scale are indicators of increased levels of self-objectification.

## **2. Academic Achievement**

Academic achievement is the performance portrayed by a student in terms of academic performance in learning endeavors. In the current research, academic performance was evaluated based on past academic performance or the percent mark of the study participants in their exams. These scores were used as an indicator of students' academic performance.

### **Procedure**

The data collection for the present study was conducted in a systematic manner.

First, the participants were contacted and their consent obtained once they were informed of the reason as to why the study was conducted. They were also assured that their responses would be confidential and they would only be used in research purposes.

The Indian Self-Objectification Scale for Girls was administered to the participants. Clear instructions were given regarding how to respond to the questionnaire. The participants were advised to read all statements carefully and select the answer that best depicted their opinion.

The participants completed the questionnaire individually. The researcher ensured that the participants understood the instructions and clarified any doubts during the process. After completing the questionnaire, the responses were collected and carefully recorded. The academic scores of the participants were also obtained to measure academic achievement.

Part of the data have been gathered in the form of an online survey that was performed using a digital platform. Informed consent form was given to all the individuals before taking part in the study to explain what the study was all about, that participants were not obliged to take part, and their rights as participants. At this point, they were requested to fill out a demographic information section and the Indian Self-Objectification Scale of Girls.

Clear instructions were provided at the beginning of the survey, requesting participants to respond honestly and best of their abilities. The confidentiality and anonymity were taken into consideration and no personally identifiable information was gathered. All the obtained information were then systematized and ready for statistical analysis.

### **Statistical Analysis**

The data obtained were processed with the help of the Statistical Package of Social Sciences (SPSS). The analysis was done using both descriptive and inferential statistical methods.

### **Descriptive Statistics**

The principal features of the data were summarized by the means of descriptive statistics. These included

mean, standard deviation, and frequency distribution. These statistics assisted in realizing the general trend of the self-objectification and academic performance in the participants.

### **Inferential Statistics**

Pearson Product-Moment Correlation was used to study the correlation between self-objectification and academic achievement. Pearson correlation is applied to identify both the direction and the strength of any two variables. The significance level applied in the research was 0.01 (two-tailed). The statistical analysis assisted in determining whether there was a significant correlation between the level of self-objectification and academic achievement of adolescent girls.

### **Chapter 4: Results**

In this chapter, the authors provide the results of the statistical analysis performed during the research. The main aim of conducting the study was to find the relationship between self-objectification and academic performance among teenage girls. The analyses were done in IBM SPSS. The analysis was done using descriptive statistics, frequency distribution, and Spearman correlation analysis.

### **Sample Characteristics**

The outcome of the data analysis concerning 110 adolescent girls was performed with the Statistical Package of Social Sciences (SPSS). Multiple statistical methods were used to have a clear vision of the data. These included descriptive statistics (mean and standard deviation), frequency distribution, and Spearman correlation analysis.

### **Demographic Characteristics of the Participants**

#### **Age Distribution of Participants**

The sample consisted of 110 adolescent girls aged between 13 and 19 years.

**Table 4.1: Descriptive Statistics for Age**

Variable	N	Mean	Standard Deviation
Age	110	17.08	1.637

The mean age of the research participants was 17.08 years with a standard deviation of 1.63. This implies that majority of the participants were in the middle and late adolescent age group.

**Table 4.2: Age Distribution of Participants**

Age	Frequency	Percentage
13	1	0.9
14	8	7.3
15	15	13.6
16	14	12.7
17	16	14.5
18	31	28.2

19	25	22.7
Total	110	100.0

It is indicated in the table that the highest percentage of respondents was 18 years (28.2%), and then 19 years old (22.7%). Only some of the participants were less than 15 years of age. This implies that most of the respondents had gone through the late adolescence phase.

### Descriptive Statistics of Study Variables

Two main variables were studied: Self-Objectification and Academic Achievement (Marks).

**Table 4.3: Descriptive Statistics of Study Variables**

Variable	N	Mean	Standard Deviation
Self-Objectification	110	79.04	20.70
Academic Achievement (Marks)	110	74.43	18.99

The standard deviation of the mean score of self-objectification of the participants was 20.70, and its value was 79.04. This implies that there is a medium degree of self-objectification variation among the girls. The standard deviation of academic achievement was 18.99 with the mean score of academic achievement amounting to 74.43 and this means that there was a variation in the performance of the participants in academic performance.

### Correlation Between Self-Objectification and Academic Achievement

Pearson correlation analysis was used in order to study the relationship between self-objectification and academic achievement.

**Table 4.4: Correlation Between Self-Objectification and Academic Achievement**

Variables	Self-Objectification	Academic Achievement
Self-Objectification	1	-0.693
Academic Achievement	-0.693	1

**Significance level:**  $p = 0.001$  (Significant at 0.01 level)

The findings show the negative correlation existing between self-objectification and academic achievement ( $r = -0.693$ ). This implies that academic performance is likely to decrease as the degree of self-objectification is high. The lower the level of self-objectification, the higher the academic performance of the students. The  $p$ -value is 0.001 which is less than 0.01, meaning that the relationship is statistically significant.

### Summary of Findings

The most significant study findings include the following:

1. The sample population consisted of 110 adolescent females with the mean of 17.08 years.
2. The average result of self-objectification was 79.04.
3. The average score of academic achievement was 74.43.
4. There was a strong negative correlation between self-objectification and academic performance ( $r = -0.693, p < 0.01$ ).
5. These findings imply that the greater the level of the self-objectification, the worse the performance of adolescent girls can be.

### Chapter 5: Discussion

The objective of the current research was to investigate self-objectification and academic success among teenage females. Adolescence is a very critical period in psychological and social growth because at this stage individuals are starting to form their identity, self-concept, and self-worth. Girls at this age are usually more attentive to their physical appearance and the way they are being viewed by others. The perceptions of adolescent girls can be very powerful and affected by such social factors as media exposure, peer opinion, and cultural expectations about beauty and attractiveness (Dwivedi, 2021) [2]. Due to these factors, most girls are starting to judge themselves predominantly by their looks but not by their skills or personality traits. This is what is known as self-objectification (Fredrickson & Roberts, 1997) [1].

The results of the current study showed the statistically significant negative association between self-objectification and academic achievement in adolescent girls. This implies that the more a person was self-objectified, the worse the academic performance. Girls who expressed that they were more concerned with their appearance had more chances of lower grades in school. On the other hand, girls who showed lower levels of self-objectification tended to demonstrate relatively better academic performance. These findings are consistent with the work of McKenney and Bigler (2016) [13] and suggest that the way adolescent girls perceive and evaluate their bodies may influence their academic engagement and overall educational outcomes.

Self-objectification can also cause people to undergo unceasing checking of their physical looks, which is referred to as body surveillance (Fredrickson & Roberts, 1997) [1]. When adolescent girls constantly contemplate about how their bodies appear or how other people would judge them, much of their cognitive and emotional resources are directed to appearance-related issues. This continual self-monitoring can develop a sense of body dissatisfaction, shame, anxiety, and lack of self-confidence (Tiggemann & Slater, 2015) [6]. These psychological experiences tend to disrupt the capacity to focus on academic activities, be active in the classroom, and be motivated to engage in learning activities. As a result, academic performance may be negatively affected.

The findings of the current paper are related to prior theoretical and empirical research connected with the objectification theory. After the objectification theory, when individuals internalize the perspective of a viewer of their bodies, they begin to evaluate themselves using mostly physical appearance (Fredrickson & Roberts, 1997) [1]. Such a negative impression can cause the development of higher degrees of self-consciousness and emotional suffering. Such psychological experiences within a learning institution can shift the attention of students away from learning, problem-solving, and intellectual growth.

Previous studies have also been instrumental in discussing the significance of media and social comparison in influencing the process of self-objectification in teenage girls. Social media networks, advertisements,

and celebrity culture tend to promote unrealistic ideals of beauty (Arshad et al., 2025) [16]. Such norms can make girls think that physical attractiveness serves as a valuable source of social acceptance and personal worth. Consequently, they can start comparing their bodies to the idealized images that are portrayed in the media (Veldhuis et al., 2020) [8]. Having such comparisons may make someone feel inadequate and self-conscious regarding appearance, which can further reinforce self-objectification tendencies.

In instances where adolescent girls care deeply about physical looks, their self-worth can be highly dependent on their physical appearance and not their capability in studies or intellectually. This change of focus can decrease academic orientation and motivation (Starr & Zurbriggen, 2019) [10]. Rather than spending time and effort on academic tasks, some girls can spend many hours with appearance-specific problems such as body shape, clothing, social media images, and peer judgment. Such concerns are able to decrease their attention span and heighten the level of academic stress, which in turn affects their performance in school.

The second possible cause of the connection that arises in the context of this study is that of psychological well-being. Previous studies have linked self-objectification with several negative affective outcomes including anxiety, depression, body shame, and low self-esteem (Grabe, Hyde, & Lindberg, 2007) [14]. These psychological problems can affect the academic performance at school as emotional suffering tends to interfere with concentration, memory, and motivation. Students that experience relatively more psychological stress are therefore more likely to be inconvenienced when accessing academic affairs or performing well in exams.

In addition, social comparison between peers is a common aspect of the school environment in adolescence. Girls can check their looks, clothes, and other body features against other people in the social circle (Sandhu & Sandhu, 2021) [12]. These comparisons may inflate anxieties over beauty and body image. Once looks are also a part of peer acceptance or social status, girls might feel pressure to look a certain way. This stress can further enhance self-objectification and divert them away from academic considerations.

The given paper, therefore, emphasises the necessity to consider the psychological and social variables in the analysis of academic achievement. Academic performance is not solely dependent on intelligence and study habits; emotional and psychological experiences are also very significant. The practice of self-objectification can be viewed as a psychological distractor which reduces cognitive attention and academic efforts among teenage girls (Daniels, Zurbriggen, & Ward, 2020) [11].

Simultaneously, the results of the presented research also imply that the drawbacks of self-objectification can be mitigated by the establishment of conducive educational settings. Schools and teachers can be instrumental in helping students embrace their abilities, talents, and personal strengths as opposed to their physical aspects. Body positivity, self-acceptance, and healthy self-esteem could be encouraged to make adolescent females gain a healthier self-concept (Artigues-Barberà et al., 2025) [9]. Students who are less concerned about appearance-based judgments would probably be more able to focus on their academic uplift and personal progress.

Altogether, the conclusions of the present study support the view that self-objectification is an essential psychological factor which could dictate academic experiences of adolescent girls. The study of such a relationship will assist educators, psychologists, and parents to offer more advice and assistance to young girls during this very crucial phase of their lives.

### Limitations

Despite the fact that the current study provides meaningful information on the connection between self-objectification and academic success, there are some weaknesses that should be taken into account. The study was also done on a fairly small sample of adolescent girls and this could be a limitation to the generalizability of the results to a wider population. Moreover, the sample was selected in a specific learning environment and thus the findings might not be a full reflection of teens of other cultural and socio-economic groups.

The other weakness is that the research relied on self-report application in measurement of self-objectification. These are dependent on the honesty and the degree of self-awareness of the participants and some answers might have been influenced on the basis of social desirability. Moreover, the correlational study nature also allows establishing the relationships between variables but fails to obtain a direct cause-and-effect relationship.

Besides, academic performance in the study at hand was measured through academic scores that might not capture all elements of academic performance or intellectual development. The quality of teaching, learning environment, family support, motivation and study habits are some of the factors that may affect academic performance. The present research did not address these variables and might also cause disparities in academic performance.

In spite of these shortcomings, the research can be useful in terms of understanding psychological experience of adolescent girls and the necessity to focus on body image and self-perception when analyzing academic development.

### Conclusion

The current research was done to evaluate how self-objectification is associated with academic success in adolescent girls. Adolescence is a very crucial phase of life and in this stage, individuals define themselves, their identity, self-concept as well as their value systems (Fredrickson & Roberts, 1997) [1]. At this age, girls tend to be more aware of physical looks and they can feel social pressure in the beauty standards and body image. These stressors are able to affect their self-perception and could lead to self-objectification. The study results gave a significant negative correlation between self-objectification and academic achievement. This implies that increased self-objectification is associated with poor academic achievement by adolescent girls ( $r = -0.693$ ,  $p < 0.01$ ). Girls, who attribute more importance to their physical appearance and are more concerned about how they are viewed by other people, might not be able to concentrate on their academic tasks.

Objectifying oneself could cause psychological distractors which decrease cognitive focus, motivation, and study behavior (Tiggemann & Slater, 2015) [6]. In case students pay too much mental power to the problems with the appearance, they can have an increased anxiety level, lower self-confidence, and lower academic motivation. These can disrupt their performance in their academic activities and prevent them from attaining their education objectives.

The results of the research accentuate the importance of the problems of appearance pressure and body image in young girls. The schools, families and mental health workers should work together to give girls a good self-image and make them realize that they are able, bright, and also have personal strengths as opposed to focusing on their physical appearance (Artigues-Barberà et al., 2025) [9].

Creating awareness regarding the adverse effect of unrealistic beauty ideals and raising healthy self-esteem can assist the teenage girls to build more confidence and focus better on their educational progress (Sandhu

& Sandhu, 2021) [12]. With girls being nurtured to have a rounded and positive view of themselves, there are chances that they will be in a better position to not only excel at school but will also be in a better psychological position.

To sum up, the current research proves that psychological elements like self-objectification may be of considerable importance in determining the academic life of adolescent girls (Daniels, Zurbriggen, & Ward, 2020) [11]. These influences, once realized, can be used to build favorable educational and social environments that will enable young girls to be confident in their abilities and be more diligent and hardworking towards meeting their academic goals.

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