



A Quantitative Study Examining the Relationship Between Parental Socioeconomic Status, Body Image, Peer Influence, and Self-esteem Among Adolescents

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ABSTRACT

People with high self-esteem are better able to take delight in life's little pleasures, handle difficult situations, overcome challenges, establish lasting relationships, and strengthen their weaknesses. This study examined socioeconomic status, body image, and peer influence on self-esteem among in-school adolescents in Ibadan, Nigeria. The descriptive survey design of the correlational type was used during the investigation. This study employed a multi-stage sampling technique. Three hundred and forty-five in-school adolescents made the study sample. Data was collected using reliable instruments: (Peer Influence Scale $\alpha = .78$; Body image scale $\alpha = 0.83$; Parental Socioeconomic Status Scale $\alpha = 0.89$; Self-Esteem Inventory $\alpha = .71$). From the results, socioeconomic status ($r = .533$; $p < .05$), body image ($r = .577$; $p < .05$), and peer influence ($r = .331$; $p < .05$) had a significant relationship with (self-esteem). Body Image made the most significant contribution ($\beta = .371$; $t = 7.555$; $p < 0.05$) followed by Peer influence ($\beta = .316$; $t = 8.112$; $p < 0.05$) and Socioeconomic status ($\beta = .312$; $t = 6.374$; $p < 0.05$). The study underscores the need for counseling and orientation programs for adolescents in all ramifications; this will help ease the psychological strain that could hamper their self-esteem.

KEYWORDS

Socioeconomic status; body image; peer influence; self-esteem; adolescents.

INTRODUCTION

Everyone must value themselves more than, or at least equally with, all other people and things. This would explain the "love others as you love yourself," the golden rule present in most religions. It is astonishing that this fundamental piece of advice, to treat and love people as you would like them to treat and love you, occurs across various cultures and religions (Thompson et al., 2016). Self-esteem is a critical clinical, personality, developmental, and social-psychological concept. It has been extensively researched about psychopersonal functioning for almost a century. It is a common misconception that low self-esteem is the source of all evil, and high self-esteem is the source of all good because of how important self-esteem is (Doyle & Catling, 2022; Di Paula & Campbell, 2002).

Self-esteem can include feelings of worthiness, deservingness, and entitlement to assert our needs and wants, realize our values, and reap the rewards of our labors (Pruessner & Baldwin, 2015). For some people, it is confidence in our capacity for thought, optimism in our capability to handle life's fundamental challenges, and confidence in our rights to success and happiness. All of these qualities are part of self-esteem. But most crucially, it is a subjective assessment of oneself and a sense of worth that is mainly based on standards set by others. Externally placed criteria may be based on familial ideals, societal expectations, or perceptions of achievement and failure in various facets of life. A person's sense of worth, value, relevance, or talents is described as their self-evaluation or feeling of self-worth. Self-esteem is sometimes described as a "global barometer of self-evaluation" involving cognitive judgments of one's overall value and emotive feelings connected to these judgments (Adewuyi & Dwarika, 2023; Keijsers, 2016).

Self-esteem affects physical, mental, and behavioral health in the present, as well as eventual health and behavior in adulthood (Doyle & Catling, 2022; Kanmodi et al., 2020; Hosman et al., 2004). According to Meghan and Christine (2018), the formation and preservation of self-esteem through both adolescence and childhood are greatly influenced by two crucial components, namely perceived competency in essential areas and their level of social support. Adolescence is the time when self-esteem develops. Self-esteem can be developed with the help of parents, peers, teachers, and other people in a person's life. According to Mogonea and Mogonea (2014) and Onyemah & Omoponle 2022, adolescents' attitudes and behaviors at home and school reflect their self-worth. A self-evaluation is preceded by an emotional reaction to oneself, according to Lee (2014). Adolescents with high self-esteem can exercise appropriate caution and trust in their actions; they also possess a high degree of patience, approach challenging situations with positivity and confidence, assume early responsibilities, accurately assess conditions, and exhibit a positive outlook on life (Afolashade et al., 2023; Opesemowo et al., 2023).

Because adolescence is a critical period for developing self-identity and self-esteem, it's important to emphasize that low self-esteem can affect adolescents' capacity to control their emotions. On the other hand, perseverance or tolerance is influenced by high self-esteem

(Adewuyi & Dwarika). School adolescents with high self-esteem can embrace good occasions, deal with dire circumstances, cope successfully with difficulties, engage in intimate relationships, and develop their abilities (Victoria & Anne, 2016). Numerous studies have demonstrated that people with high self-esteem are more resilient when faced with failure than those with poor self-esteem. According to Stavropoulos et al. (2015), having a solid sense of self-worth is also believed to positively affect how depressed symptoms and defective schemata react to stressful life events. Also, according to Di Paula and Campbell (2002), people with a strong sense of self-worth frequently appear more adept at managing their goal-directed behavior. The motivation to act comes from having high self-esteem, which also affects how people behave (Mackinnon, 2015). Its significance is found in positive psychology and how it affects the quality of life, self-control, and other aspects of behavior.

Building a healthy sense of self-worth is crucial for successful personal and social adjustment. People who lack self-esteem have feelings of unworthiness, inadequacy, and emotional instability, which makes them unhappy with their lives (Hu & Ai, 2016; Ha, 2006). According to Stavropoulos et al. (2015), violence, unhappiness, and a lower level of adolescent wellness have all been linked to low self-esteem. There has been little research on self-esteem but little on how socioeconomic status, body image, and peer pressure interact with self-esteem. More so, these studies are focused on either in-school adolescents outside the present sociocultural environment or fail to investigate the combined influence of the identified factors, especially on adolescents in Nigeria. Thus, this research was carried out to close the existing gap on the impact of socioeconomic status, body image, and peer influence on self-esteem among in-school adolescents in Ibadan, Nigeria.

Parental Socioeconomic Status and Self-esteem

Two of the most significant and commonly studied psychological and social variables are self-esteem and socioeconomic status (SES). The status groupings, or classifications of persons with varying levels of prestige, are the conventional illustration of variances in a community's social standing as SES categories (Fagbule et al., 2021). While Moore et al. (2016) argue that SES refers to access to resources with rights, authority, and control, research has shown that higher-income students view other cultures more positively than low-income groups (Arikan, 2011). Despite this intercultural nature of SES, personal factors such as self-esteem are closely related to one's SES mainly because self-esteem development depends on socioeconomic situation, particularly in the critical adolescent years. Adolescents' self-esteem undergoes significant changes during this developmental stage, which are influenced by several intrapersonal, interpersonal, and sociocultural factors in addition to their socioeconomic status (Zellet et al., 2018; Olanrewaju & Omoponle, 2017; Yusuf et al., 2021). Self-esteem and mental health constructs are highly similar and substantially related to socioeconomic position, as are personality aspects. Self-esteem and socioeconomic backing from family, friends, and close relationships may again be theoretically more connected (Cameron & Granger, 2019; Fagbule et al., 2021).

In addition to undermining an individual's inner being, socioeconomic position is closely correlated with self-esteem. The repercussions of substandard living conditions emerge on various levels. Low socioeconomic status can catalyze problems with low self-esteem, psychological traits, and violence. Based on the Yoruba proverb that says an angry person is a hungry person. Perceived competency in critical areas and the experience of socioeconomic support significantly impact the expansion and preservation of self-esteem in childhood and adolescence. According to Kavanaugh et al. (2018), when other variables are taken into account, self-esteem indicators may be divided into many key categories, including (a) gender, (b) socioeconomic characteristics, (c) personality traits and mental health, and (d) influences from family, networks, and close relationships. It is also important to note that prior studies only looked at explicit self-esteem levels. Other facets of self-esteem, such as implicit, contingent, and stability, have been found and studied in recent decades (Fradkin et al., 2017). This research's outstanding feature is its ability to understand the relationships between self-esteem and its correlates. This could lead to new insights into how self-esteem functions within the context of adolescent psychological health promotion.

Body Image and Self-esteem

A wide range of academic disciplines use the concept of body image, including cultural studies, feminist studies, psychoanalysis, psychology, medicine, and psychiatry. The phrase is also frequently employed in the media (Adewuyi, 2021). It is believed that a person's personality, personal experiences, and numerous societal and cultural factors all contribute to how they perceive their bodies. An individual's opinion of their physical attributes, frequently compared to others or some cultural "ideal," might affect their feelings about themselves (Umanhonlen et al., 2023). It's possible for a person's perspective of what they look like to differ from what others see in them (Shqair, 2002). According to an American Psychological Association survey from 2017, girls (and women) are sexually classified throughout cultures, which has enhanced female self-esteem and is linked to body image. A hypothesis of unconscious body image has been established by Lemoine (2018). In the study, negative body image views, such as the belief that one is overweight, can occasionally cause mental illnesses like depression or eating disorders like bulimia nervosa and low self-esteem.

According to Forteset et al. (2014), adolescents' self-esteem is primarily based on their fascination with their bodies and the recent changes that have occurred. Emotional sensitivity and a keen interest in one's appearance are other characteristics of adolescence. Body image is the mental and cognitive representation that people have of their bodies, including how they look on the outside, how they feel on the inside, what their organs look like, and how well they work despite outside influences like emotions and self-esteem, which can also have an effect. By Moeenet et al.'s (2013) definition of "body image," adolescents' perceptions of their bodies in terms of size, height, facial features, and level of maturity are considered. Adolescents' self-esteem dramatically influences how they perceive their bodies and how others perceive them physically. According to Gattario (2013) and Faied (2004), a person's body image is influenced

by various elements, including self-esteem and conditioning by society, community, culture, media, family, and friends. Furnham (2005) asserts that it is the person's assessment of themselves and their capacity to sense their impact on life. High life satisfaction, independence, and optimism are traits of people with high self-esteem. Typically, girls attain this through their aesthetically pleasing appearance and beauty, while males do it through power and status (Reina et al., 2019). According to their research (Radwan et al., 2019; Dohnt and Tiggemann, 2006), self-esteem is greatly influenced by the opinions and judgments of others regarding one's appearance. If these opinions are unfavorable, one's self-esteem will be low, and inversely.

Peer Influence and Self-esteem

Peers and essential adults greatly influence the development of an adolescent's sense of self. Peers' self-esteem is crucial in preventing assertiveness issues. Influences from peer groups start in childhood and intensify as a person approaches and enters puberty. Peer relationships offer social support, help children acquire skills and interests that provide ongoing feedback about their actions, and have also helped teenagers feel more comfortable participating in various activities. According to Nwankwoet et al. (2015) and Ivelina & Stoil (2013), a person's disposition is affected by whether or not their peer group accepts them, affecting their self-esteem and confidence. According to Coopersmith (1967), When a teenager feels abandoned or abandoned by his friends, he will become angry and lonely, reducing his sense of worth and inhibiting his academic development. Teenagers who are acquainted with their classmates yet are part of a group that has an adverse effect and demotivates them experience this (Repper & Carter, 2011). Other behaviors that may reduce adolescents' self-esteem include fighting, ditching class, drinking alcohol, smoking, and breaking different rules (Fagbule et al., 2020).

Moreover, adolescents' self-esteem is frequently linked to their quest for identity, which includes seeking to establish their independence from their parents. Since adolescents' development of self-esteem will decide whether they succeed or fail in the future, adolescent self-evaluation and judgment are closely linked to the identity development process. (Sentse et al., 2010; Santrock, 2007; Odutayo & Ramsaroop, 2023; Fradkin et al. 2017). Veronica et al. (2021) affirmed that peer social interactions impact the demonstrated habits. Aggressive friends or those who do not affect adolescent conduct or psyche will also be used as an indicator when interacting with the social environment. According to Mujiyati (2015), students with high self-esteem are not likely to experience bullying from their classmates who perceive themselves as more powerful and older. Since it shows a yearning for power, accomplishment, accuracy, competence, and self-belief in one's ability to succeed in the outside world, self-esteem is essential to peers; rather than only the perceptions of others, actual competence serves as the foundation of self-esteem (Adiputra, 2015). In their pursuit of identity, peer groups serve as a means and a goal (Erikson, 1956). It makes sense that this peer group negatively influences many examples of adolescent conduct. In general, joining a group includes requirements that not all teenagers are willing to meet. Therefore, it is difficult for them to attach themselves to it, resulting in low self-esteem (Wagner et al., 2018).

THEORETICAL BACKGROUND

The Socio-meter theory developed by Leary and colleagues in 1995 (Leary & Downs, 1995) and later modified by Kirkpatrick and Ellis (2001) serves as the foundation for this study. The idea contends that self-esteem is a barometer of relational connections from the standpoint of evolutionary psychology. In reaction to psychological phenomena like rejection-related reactions, self-serving biases, and interpersonal behaviors, this was created. According to this view, self-esteem is a gauge of social competence that tracks other people's acceptance or rejection of you (Leary, 2005). With this, relational value, or how highly someone values their relationships with others and how they impact their day-to-day lives, is emphasized. A person is more likely to have higher self-esteem if seen as having relationship value, which several studies and research have confirmed (Omojonle, 2023).

One might also contend that belonging is a basic human need and self-esteem results from this need. Because one's ability to survive throughout evolutionary history relies on being accepted by one social group, self-esteem developed as a sociometer, a device for gauging one's level of social acceptance. We can act correctly in encounters with other group members when we clearly understand how well-accepted we are. Furthermore, since having low self-esteem is unpleasant, it drives us to seek out a sense of belonging again, such as by trying to "fit in." Although general self-esteem tends to be somewhat constant over time, the sociometer theory argues that for feelings of self-worth to prove to be most adaptable, they must also be sensitive to the prevailing social situation. Social approbation signals raise self-esteem, and social rejection signals lower it. The impact of negative cues is powerful because, typically, being excluded from the group carries excellent risk and requires prompt action to regain acceptability.

Research question

The following research questions guided the study:

- What is the relationship pattern between the independent variables (socioeconomic status, body image, and peer influence) and self-esteem among in-school adolescents?
- What is the joint effect of independent variables (socioeconomic status, body image, and peer influence) on self-esteem among in-school adolescents?
- What is the relative effect of the independent variables (socioeconomic status, body image, and peer influence) on self-esteem among in-school adolescents?

METHODOLOGY

Design

This study used a survey research design as its methodology. It is a form of research study in which a group of people, things, or objects are investigated by gathering and evaluating data from just a number of those things, people, or objects that are thought to be precise examples of the entire group.

Population

The population of the study consists of all adolescent students in Oyo State's capital, Ibadan. Students in secondary school from both public and private universities make up the overall population.

Sample and sampling techniques

In this investigation, the multi-stage sampling technique was used. The Five Local Government Areas in Ibadan metropolis were purposively selected. The researcher considered this because of the different diversities and its cosmopolitan nature. The study used a random sampling technique to select 4 (public) and 2 (private) secondary schools in each of the Local Government Areas selected, from each school, 12 instruments were administered. Of the 360 responses gotten, 345 students across 30 secondary schools, including ten private and twenty public schools filled the questionnaire appropriately.

Instrumentation

Peer Influence Scale (PIS)

Peer Influence Scale by (Steinberg and Monahan, 2007) is a 10-item scale that measures peer relationships among students. The scale was measured along a 4- Likert scale with 1= "strongly disagree" to "strongly agree." Examples include "Some people go along with their friends just to keep their friends happy." The researcher revalidated the instrument, and a pilot study yielded a Cronbach alpha of 0.78.

Body Image Scale

The body image scale was developed by Cash (2011). This tool was used to evaluate adolescents' body image. This section consists of 35 items with five-point Likert response formats that range from Strongly Agree = 5 to Strongly Disagree = 1. Some samples of the items are: "I experience intense and pleasurable feelings with my body shape, and "I choose clothing that hides the shape of my body. (R)". The researcher revalidated the instrument, and a pilot study yielded a Cronbach alpha of $\alpha = .83$.

Parental Socioeconomic Status Scale

The Parental Socioeconomic Status Scale by Gaur (2013) assessed the students' socioeconomic condition. This scale measured the job, degree of education, place of residence, and types of household equipment of their parents. A self-report questionnaire with twelve (12) items is used to assess socioeconomic status. High, moderate, and low socioeconomic status were the categories into which the scale's points were further separated in the scoring process. During the pilot phase, the scale's test-retest reliability was shown to be 0.73. Scores below 15 denote poor socioeconomic status, 15–30 high socioeconomic status, and above 30 high socioeconomic status. The researcher revalidated the instrument, and a pilot study yielded a Cronbach alpha of .89.

Self-Esteem Inventory

The Williams (2000) Self-esteem Inventory was adopted. It examines children and adolescents' social, academic, family, and self-esteem. There are 58 items total on this scale, four core

subscales, and a lie detector subscale. Examples of things on the scale are "At times, I think I am of no good at all," "I take a positive view of myself," and other such statements. However, before the instrument was used, the instrument's reliability was determined through the test-retest approach in pilot research, and the scale's internal consistency resulted in $\alpha = .71$, demonstrating that the scale is dependable for use. Additionally, the Cronbach alpha shows the strong construct validity of the instrument.

RESULTS

The following results were obtained from the analysis of the study:

Demographic data

Table 1.

Respondents' distribution based on age range

Age	Frequency	Percentage
Below 12 Years	139	40.29
13–15 Years	172	49.86
Above 15 Years	34	9.85
Total	345	100.0

Table 1 indicates that 40.29% of the respondents were below 12 years old, 49.86% were between 13 and 15 years old, and 9.85% were above 15 years old.

Table 2.

Respondents' distribution by Gender

Gender	Frequency	Percent
Female	189	54.78
Male	156	45.22
Total	345	100.0

Table 2 shows the demographic profile of the participants in this study based on their gender. The table indicates that 345 secondary school students were used for this study. Of the total number, 189 (54.78%) were females, while 156 (45.22%) were males. The result from this table implies that more female secondary school students participated in the study.

Table 3.

Family structure distribution among respondents

Family structure	Frequency	Percentage
Nuclear	104	30.14
Extended	236	68.41
Others	5	1.45
Total	345	100.0

In Table 3, 30.14% of the respondents were from nuclear families, 68.41% were from extended families, and 1.45% were undecided.

RQ1:

What is the relationship pattern between the independent variables (socioeconomic status, body image, and peer influence) and self-esteem among in-school adolescents?

Table 4.

Descriptive statistics and inter-correlations among the variables

Variables	N	Mean	SD	1	2	3	4
Self-esteem	345	74.59	40.45	1.00			
Socio-economic status	345	95.32	27.07	.533**	1.00		
Body image	345	56.22	28.43	.577**	.607**	1.00	
Peer influence	345	68.29	38.33	.331**	.013	.054	1.00

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

The descriptive statistics and cross-correlations for the study variables are listed in Table 4. Table 3 shows that there is a strong correlation between the self-esteem of adolescents and Socioeconomic status ($r = .533$; $p < .05$), Body image ($r = .577$; $p < .05$), and peer influence ($r = .331$; $p < .05$). Significant correlations between the independent variables also exist.

RQ2:

What is the joint effect of the independent variables (socioeconomic status, body image, and peer influence) on self-esteem among in-school adolescents?

Table 5.

Summary of Multiple Regression Analysis on Composite Contribution of Independent Variables to Self-esteem

Analysis of variance				
	Sum of Square (SS)	DF	Mean Square	F
Regression	272970.264	3	90990.088	107.03331
Residual	289888.733	342	850.114	
Total	562858.997	344		

a) $R = .696$

b) $R^2 = .485$

c) Adjusted $R^2 = .480$

d) Standard error of estimate = 29.15671

Table 5 demonstrates that the independent variables (socioeconomic status, body image, and peer influence) significantly impact the self-esteem of in-school adolescents when combined. R^2 value was .485 while R^2 adjusted value was .480. With 48.0% of the independent factors accounting for the in-school adolescents' self-esteem, the analysis of variance conducted

on the multiple regressions produced an F-ratio value of 107.03331, which was significant at the 0.05 level.

RQ3:

What is the relative effect of each independent variable (socioeconomic status, body image, and peer influence) on self-esteem among in-school adolescents?

Table 6.

Relative Contribution of Independent Variables to the Prediction

Model	Unstandardized coefficients		Standardized coefficients		t	p
	B	Standard error	Standard	Beta		
Constant	-38.442	6.627			-5.801	.000
Socio-economic status	.466	.073	.073	.312	6.374	.000
Body image	1.622	.215	.215	.371	7.555	.000
Peer influence	.334	.041	.041	.316	8.112	.000

Table 6 demonstrates that the independent factors substantially impacted in-school adolescents' self-esteem prediction. The most significant contribution to the prediction in terms of magnitude was made by Body Image ($\beta = .371$; $t = 7.555$; $p < 0.05$). Peer influence ($\beta = .316$; $t = 8.112$; $p < 0.05$) and Socioeconomic status ($\beta = .312$; $t = 6.374$; $p < 0.05$) were the other significant variables, in that order.

DISCUSSION

From the results, the demographic analysis indicated that of those who participated in the study, 189 (54.78%) were females, while 156 (45.22%) were males, 40.29% of the respondents were below 12 years old, 49.86% were between 13 and 15 years old, and 9.85% were above 15 years old. This means that adolescents between the age bracket of 13-15 constitute the largest population of the study. Findings from research question one show the relationship that exists between independent factors (socioeconomic status, body image, and peer influence) and self-esteem among in-school adolescents. The study revealed a significant relationship between socioeconomic status, body image, peer influence, and self-esteem among in-school adolescents in Ibadan. Orth et al. (2016) found that self-esteem is a compelling basic human need that significantly contributes to the life journey necessary for good and healthy growth and having value for survival. Lack of self-esteem prevents people from developing psychologically because it influences the immune system of ideas (consciousness immune system), which can offer resistance, endurance, and the potential for rejuvenation. When a person has poor self-esteem, they lose the ability to be resilient in the face of hardship before being able to control their cherished emotions.

The findings of this study are consistent with those of Al-Mutairi (2011), who investigated the connection between adolescent females' self-esteem and body image in Riyadh schools. According to the study, there is a strong link between self-esteem and body image. According to Ristianti's (2010) research, peer social interactions impact the demonstrated self-esteem. Aggressive friends or those who do not affect adolescents' behavior or mental state will be rated by their peers, and this will serve as a social cue when interacting with the outside world. Adolescence involves frequent interactions with peers, so Stewart, Bond, Abdullah, and Ma (2001) found a substantial negative relationship between self-esteem and peer influence, indicating that if someone has a high sense of self-esteem, it is due to social interaction. They also demonstrate a strong connection between parental socioeconomic status and both self-esteem and social anxiety. Self-esteem is significantly predicted by parental status. While some studies found no association or adverse correlation between parental authority and self-esteem (Babic et al., 2014), other studies revealed a favorable relationship between parental socioeconomic level and self-esteem (Beets, Cardinal, and Alderman, 2010).

For the second research question, the findings indicated that the independent variables (socioeconomic status, body image, and peer influence) significantly impact the self-esteem of in-school adolescents when combined. This result found support in the study of Elia et al. (2020), where a favorable correlation was obtained between age, self-esteem, and body image. It was also demonstrated that media programming, weight, and body image had unfavorable correlations. According to a study by Al-Zaede (2006), both sexes had statistically significant differences in the associations between body image, anxiety, self-esteem, and depression. Males also reported being more content with their bodies than girls. According to Wardhani (2014), peer pressure has a negative impact on adolescents' self-esteem. The findings of this study, however, contrast with those of research by Kristiani (1994), which found a negative correlation between beliefs about the establishment of close peer relationships and self-esteem.

Further, the study's findings support the findings of De la Torre-Cruz et al. (2019), who found that strong social and relational networks are crucial co-relational elements for adolescents to have healthy self-esteem. Strong peer relationships and a sense of security and affection are protective factors against poor self-esteem. Strong family structures have been demonstrated to provide defensive advantages for a teen's self-esteem in research done among teenagers from upper and lower socioeconomic backgrounds (Kanmodi et al., 2022; Rhodes et al., 2003). According to some studies, there is a significant inverse relationship between negative body image and self-esteem, meaning that if someone has high self-esteem, they will also have low levels of negative body image (Hamaker et al. 2015; Keijsers 2016). Further research revealed a significant relationship between parental socioeconomic status and social anxiety as well as self-esteem. Self-esteem is significantly predicted by the socioeconomic position of parents (Ayanwale et al., 2023; Finger et al., 2014; Lytton & Romney, 1991). The study's findings support those of previous, related studies, such as Fradkin et al. (2017), which

looked at the association between parenting socioeconomic status and implicit self-esteem. According to the findings, persons who stated that their parents had a high socioeconomic status exhibited more caring behaviors and had better implicit self-esteem than those who said their parents had an inadequate socioeconomic status.

Additionally, self-esteem and family wealth, a gauge of socioeconomic status, continue to be strongly correlated. However, the inclusion of personality dimensions and mental health variables (social dysfunction and depression/anxiety) reduced its explanatory power (Bai et al., 2021). However, family wealth alone could account for 6% of the variation in self-esteem. This finding may be explained by the fact that the relationship between socioeconomic status and self-esteem is influenced by both the mental health subscale of anxiety and depression and the personality dimension of emotional stability. It implies that other significant elements affect socioeconomic status and self-esteem. Additionally, they found that the associations between parenting methods and implicit and explicit self-esteem varied. Hailemichael et al. (2019) also examined the link between parental behavior and children's self-esteem. They found a link between self-esteem and parenting that is encouraging. As a result, there is a significant connection between parenting status and style.

The response to the third research question revealed that the independent variables greatly influenced the prediction of the independent factors, which in turn had a considerable impact on predicting adolescents' self-esteem. The self-esteem of adolescents enrolled in school might be predicted significantly by the independent variables. Body image had the most significant magnitude-wise impact on the prediction of self-esteem, followed by peer influence and socioeconomic position. The study by Khalaf and Khalaf (2006), which examined the connection between body image, social anxiety, depression, and self-esteem, lends credence to this finding. 633 Syrian school adolescents made up the study's sample. The results revealed a favorable relationship between self-esteem and body image. In their investigation, Keshk et al. (2019) looked at how visually impaired adolescents perceive their bodies. A total of 207 students made up the study sample. The findings showed that self-esteem and body image are positively correlated. According to Chang and Suttikun's research from 2017, there is a connection between body dissatisfaction and low self-esteem, demonstrating how important it is for women to feel good about their bodies. Adolescents who are not satisfied with their body images have mental and social issues like shyness, insecurity, low self-esteem, sadness, violent behavior, and eating disorders.

The results are consistent with earlier studies, such as those by Mujiyati (2015); students with high self-esteem are less likely to experience bullying from classmates and peers who perceive themselves as more powerful and senior. Since self-esteem is crucial for pupils since it shows a yearning for power, accomplishment, accuracy, competence, self-belief, independence, and freedom. Natural competence, not only the judgments of others, is the foundation of self-esteem (Adiputra, 2015). In their search for identity, peer groups become both a means and an end (Chen, Wang, and Zhao, 2019). It makes sense that this peer group's negative impact

contributes to numerous instances of adolescent conduct. In essence, teens find it challenging to commit to a group because every adolescent wants to be a part of its demands.

Furthermore, the support that one receives from peers and influential people, like teachers, can have a positive or negative effect on the development of one's self-esteem. Self-esteem affects both mental and physical health, according to Mann et al. (2004). The research indicates a correlation between low self-esteem and low socioeconomic status. This link changed, but increasing social support did not affect personality traits and psychological wellness were considered. Such strong correlations have also been found in earlier research on the mediators between socioeconomic status, personality traits, and self-esteem, as well as between socioeconomic status, relationships with family members, and self-esteem (Mahadevan et al., 2021; Robins et al., 2001). The results demonstrate that the relationship between lower socioeconomic status and lower levels of self-worth is mitigated by adolescent personality and mental health.

Recommendations

To achieve improved self-esteem among adolescents, the following recommendations were highlighted:

- Orientation programs for adolescents in and out of school are recommended. Self-esteem, body image, and peer influence should form an integral component of the orientation program, which qualified counseling psychologists should anchor. This kind of training is critical as it would equip the adolescents with the skills needed to cope in and outside the school environment, particularly when issues of self-esteem and other self-concepts arise.
- Parents should have adequate supervision and should not allow other home environmental factors to affect their children's self-esteem.
- Adolescents should have adequate knowledge and skills to live a meaningful life. They should also strive to be socially acceptable.
- There is a need for school teachers to demonstrate more excellent supervision and regulations of students to enhance the monitoring of peer relationships as well as effectiveness in developing adolescent's self-esteem.
- Adolescents can be helped to improve self-esteem and body image representations by incorporating group or teamwork into a teaching strategy.

CONCLUSION

This study added to the current knowledge about the self-esteem of in-school adolescents. This study has contributed to understanding the socioeconomic status, body image, and peer influence as predictors of self-esteem in-school adolescents. This research work has established a positive joint correlation between these factors and the self-esteem of in-school adolescents. This study revealed that Body Image was the most potent contributor to the prediction of self-esteem in-school adolescents, followed by Peer influence and Socioeconomic status. The study

also underscores the need for counseling and orientation programs for adolescents in all ramifications, and this will help in the amelioration of psychological strain, which could hamper their self-esteem.

Study Limitations

- At the beginning of this work, the researcher finds it challenging to get the principals' and heads' attention in the schools.
- This study is also limited in terms of its methodology. It uses a descriptive survey of correlational type, in which other methods, such as qualitative research and experimental study, can be used.
- An additional factor in this research is the students' attitudes toward providing accurate and sufficient information about the items in the questionnaire.

Ethics Statement

All procedures used in this study involving human subjects adhered to the National Research Committee's ethical guidelines. To participate in this study, each participant provided written, informed permission.

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Availability of Data Statement

The article and supplementary materials contain the original contributions to the study; for further information, contact the corresponding author.

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Competing Interests

The study's author asserts that no financial or business connections might be seen as having a potential conflict of interest.

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