

ROSENBERG SELF-ESTEEM SCALE

Reference:

Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, NJ: Princeton University Press.

Description of Measure:

A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Abstracts of Selected Related Articles:

Gray-Little, B., Williams, V.S.L., & Hancock, T. D. (1997). An item response theory analysis of the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin*, 23, 443-451.

The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem, was investigated using item response theory. Factor analysis identified a single common factor, contrary to some previous studies that extracted separate Self-Confidence and Self-Depreciation factors. A unidimensional model for graded item responses was fit to the data. A model that constrained the 10 items to equal discrimination was contrasted with a model allowing the discriminations to be estimated freely. The test of significance indicated that the unconstrained model better fit the data—that is, the 10 items of the Rosenberg Self-Esteem Scale are not equally discriminating and are differentially related to self-esteem. The pattern of functioning of the items was examined with respect to their content, and observations are offered with implications for validating and developing future personality instruments.

Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest*, 4, 1-44.

Summary – Self-esteem has become a household word. Teachers, parents, therapists, and others have focused efforts on boosting self-esteem, on the assumption that high self-esteem will cause many positive outcomes and benefits—an assumption that is critically evaluated in this review.

Appraisal of the effects of self-esteem is complicated by several factors. Because many people with high self-esteem exaggerate their successes and good traits, we emphasize objective measures of outcomes. High self-esteem is also a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals.

The modest correlations between self-esteem and school performance do not indicate that high self-esteem leads to good performance. Instead, high self-esteem is partly the result of good school performance. Efforts to boost the self-esteem of pupils have not been shown to improve academic performance and may sometimes be counterproductive. Job performance in adults is sometimes related to self-esteem, although the correlations vary widely, and the direction of causality has not been established. Occupational success may boost self-esteem rather than the reverse. Alternatively, self-esteem may be helpful only in some job contexts. Laboratory studies have generally failed to find that self-esteem causes good task performance, with the important exception that high self-esteem facilitates persistence after failure.

People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures disconfirm most of these beliefs. Narcissists are charming at first but tend to alienate others eventually. Self-esteem has not been shown to predict the quality or duration of relationships.

High self-esteem makes people more willing to speak up in groups and to criticize the group's approach. Leadership does not stem directly from self-esteem, but self-esteem may have indirect effects. Relative to people with low self-esteem, those with high self-esteem show stronger in-group favoritism, which may increase prejudice and discrimination.

Neither high nor low self-esteem is a direct cause of violence. Narcissism leads to increased aggression in retaliation for wounded pride. Low self-esteem may contribute to externalizing behavior and delinquency, although some studies have found that there are no effects or that the effect of self-esteem vanishes when other variables are controlled. The highest and lowest rates of cheating and bullying are found in different subcategories of high self-esteem.

Self-esteem has a strong relation to happiness. Although the research has not clearly established causation, we are persuaded that high self-esteem does lead to greater happiness. Low self-esteem is more likely than high to lead to depression under some circumstances. Some studies support the buffer hypothesis, which is that high self-esteem mitigates the effects of stress, but other studies come to the opposite conclusion, indicating that the negative effects of low self-esteem are mainly felt in good times. Still others find that high self-esteem leads to happier outcomes regardless of stress or other circumstances.

High self-esteem does not prevent children from smoking, drinking, taking drugs, or engaging in early sex. If anything, high self-esteem fosters experimentation, which may increase early sexual activity or drinking, but in general effects of self-esteem are negligible. One important exception is that high self-esteem reduces the chances of bulimia in females.

Overall, the benefits of high self-esteem fall into two categories: enhanced initiative and pleasant feelings. We have not found evidence that boosting self-esteem (by

therapeutic interventions or school programs) causes benefits. Our findings do not support continued widespread efforts to boost self-esteem in the hope that it will by itself foster improved outcomes. In view of the heterogeneity of high self-esteem, indiscriminate praise might just as easily promote narcissism, with its less desirable consequences. Instead, we recommend using praise to boost self-esteem as a reward for socially desirable behavior and self-improvement.

Ciarrochi, J., Heaven, P. C. L., & Fiona, D. (2007). The impact of hope, self-esteem, and attributional style on adolescents' school grades and emotional well-being: A longitudinal study.

We examined the distinctiveness of three "positive thinking" variables (self-esteem, trait hope, and positive attributional style) in predicting future high school grades, teacher-rated adjustment, and students' reports of their affective states. Seven hundred eighty-four high school students (382 males and 394 females; 8 did not indicate their gender) completed Time 1 measures of verbal and numerical ability, positive thinking, and indices of emotional well-being (positive affect, sadness, fear, and hostility), and Time 2 measures of hope, self-esteem, and emotional well-being. Multi-level random coefficient modelling revealed that each positive thinking variable was distinctive in some contexts but not others. Hope was a predictor of positive affect and the best predictor of grades, negative attributional style was the best predictor of increases in hostility and fear, and low self-esteem was the best predictor of increases in sadness. We also found that sadness at Time 1 predicted decreases in self-esteem at Time 2. The results are discussed with reference to the importance of positive thinking for building resilience.

Scale:

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree	Agree	Disagree	Strongly Disagree
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2. At times I think I am no good at all.

Strongly Agree	Agree	Disagree	Strongly Disagree
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3. I feel that I have a number of good qualities.

Strongly Agree	Agree	Disagree	Strongly Disagree
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4. I am able to do things as well as most other people.

Strongly Agree	Agree	Disagree	Strongly Disagree
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5. I feel I do not have much to be proud of.

Strongly Agree	Agree	Disagree	Strongly Disagree
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6. I certainly feel useless at times.

Strongly Agree	Agree	Disagree	Strongly Disagree
7. I feel that I'm a person of worth, at least on an equal plane with others.			
Strongly Agree	Agree	Disagree	Strongly Disagree
8. I wish I could have more respect for myself.			
Strongly Agree	Agree	Disagree	Strongly Disagree
9. All in all, I am inclined to feel that I am a failure.			
Strongly Agree	Agree	Disagree	Strongly Disagree
10. I take a positive attitude toward myself.			
Strongly Agree	Agree	Disagree	Strongly Disagree

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.



SINGLE-ITEM SELF-ESTEEM SCALE

Reference:

Robins, R. W., Hendin, H. M., & Trzesniewski, K. H. (2001). Measuring Global Self-Esteem: Construct Validation of a Single-Item Measure and the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin*, 27, 151-161.

Description of Measure:

The Single-Item Self-Esteem Scale was designed as an alternative to using the Rosenberg Self-Esteem Scale. The Single-Item Self-Esteem Scale is, as its name suggests, a one-item measure of global self-esteem. Participants answer the single item on a 5-point Likert scale, ranging from 1 (*not very true of me*) to 5 (*very true of me*). Though shortened, the scale has strong convergent validity with the Rosenberg Self-Esteem Scale and had similar predictive validity as the Rosenberg Self-Esteem Scale.

Abstracts of Selected Related Articles:

Robins, R. W., Trzesniewski, K. H., Tracy, J. L., Gosling, S. D., & Potter, J. (2002). Global self-esteem across the life-span. *Psychology and Aging*, 17, 423-434.

This study provides a comprehensive picture of age differences in self-esteem from age 9 to 90 years using cross-sectional data collected from 326,641 individuals over the Internet. Self-esteem levels were high in childhood, dropped during adolescence, rose gradually throughout adulthood, and declined sharply in old age. This trajectory generally held across gender, socioeconomic status, ethnicity, and nationality (U.S. citizens vs. non-U.S. citizens). Overall, these findings support previous research, help clarify inconsistencies in the literature, and document new trends that require further investigation.

Robins, R. W., Tracy, J. L., Trzesniewski, K. H., Potter, J., & Gosling, S. D. (2001). Personality Correlates of Self-Esteem. *Journal of Research in Personality*, 35, 463-482.

The current study examined the relation between self-esteem and the Big Five personality dimensions. Data were collected over the Internet from a large heterogeneous sample of individuals who ranged in age from 9 to 90 years ($N = 326,641$). Collectively, the Big Five accounted for 34% of the variance in self-esteem. High self-esteem individuals were emotionally stable, extraverted, and conscientious and were somewhat agreeable and open to experience. Despite an extensive search for potential mediators and moderators of this general pattern, the relations between self-esteem and the Big Five largely cut across age, sex, social class, ethnicity, and nationality (United States vs non-United States). High self-esteem individuals tended to ascribe socially desirable traits to themselves, and this tendency partially mediated relations between the Big Five and self-esteem. Discussion focuses on interpreting the social desirability effects, limitations of the study, and directions for future research.

De Cremer, D., van Knippenberg, B., van Knippenberg, D., Mullenders, D., & Stinglhamber, F. (2005). Rewarding leadership and fair procedures as determinants of self-esteem. *Journal of Applied Psychology*, 90, 3-12.

In the present research, the authors examined the effect of procedural fairness and rewarding leadership style on an important variable for employees: self-esteem. The authors predicted that procedural fairness would positively influence people's reported self-esteem if

the leader adopted a style of rewarding behavior for a job well done. Results from a scenario experiment, a laboratory experiment, and an organizational survey indeed show that procedural fairness and rewarding leadership style interacted to influence followers' self-esteem, such that the positive relationship between procedural fairness and self-esteem was more pronounced when the leadership style was high in rewarding behavior. Implications in terms of integrating the leadership and procedural fairness literature are discussed.

Scale:

I have high self-esteem.

Not very true of me 1 ----2 ----3 ----4 ----5 ----6 ----7 Very true of me.

STATE SELF-ESTEEM SCALE

Reference:

Heatherton, T. F. & Polivy, J. (1991). Development and validation of a scale for measuring state self-esteem. *Journal of Personality and Social Psychology*, 60, 895-910.

Description of Measure:

A 20-item scale that measures a participant's self-esteem at a given point in time. The 20 items are subdivided into 3 components of self-esteem: (1) performance self-esteem, social self-esteem, and appearance self-esteem. All items are answered using a 5-point scale (1= not at all, 2= a little bit, 3= somewhat, 4= very much, 5= extremely).

Abstracts of Selected Related Articles:

Lyubomirsky, S. & Ross, L. (1997). Hedonic consequences of social comparison: A contrast of happy and unhappy people. *Journal of Personality and Social Psychology*, 73, 1141-1157.

Two studies tested the hypothesis that self-rated unhappy individuals would be more sensitive to social comparison information than would happy ones. Study 1 showed that whereas unhappy students' affect and self-assessments were heavily affected by a peer who solved anagrams either faster or slower, happy students' responses were affected by the presence of a slower peer only. These between-group differences proved to be largely independent of 2 factors associated with happiness, i.e., self-esteem and optimism. Study 2 showed that whereas the unhappy group's responses to feedback about their own teaching performance were heavily influenced by a peer who performed even better or even worse, happy students' responses again were moderated only by information about inferior peer performance. Implications for our appreciation of the link between cognitive processes and "hedonic" consequences are discussed.

Ikegami, T. (2002). The role of state self-esteem in positive mood effects on person impression: When does a positive mood lead to a favorable view of others? *Japanese Psychological Research*, 44, 20-33.

Subjects in a positive or a neutral mood were engaged in an impression formation task (Experiment 1), and in a word fragment completion task (Experiment 2). A self-referent versus other-referent sentence completion task was used to induce a positive mood state. As a result, the subjects exhibited mood congruent effects on impression ratings in the self-referent but not in the other-referent mood induction condition. Word completion data, however, indicated that relevant traits (i.e., friendly traits) had been equally activated across the two mood induction conditions. It was also demonstrated that the self-referent induction procedure was effective in enhancing the level of self-esteem, whereas the other-referent one was not. The results converged to suggest that the enhancement in state self-esteem accompanying the self-referent procedure might be relevant to positive mood effects on person impression. This indicates the limitation of the mood priming model.

Harter, S., Waters, P., & Whitesell, N. R. (1998). Relational self-worth: Difference in perceived worth as a person across interpersonal contexts among adolescents. *Child Development*, 69, 756-766.

The present study investigated the hypothesis that in addition to perceptions of one's global self-worth as a person, individuals evaluate their self-worth differently across relational contexts. Perceptions of self-worth among adolescents were examined in 4 such contexts: with parents, teachers, male classmates, and female classmates. The factor pattern revealed a clear, 4-factor solution with negligible cross-loadings. Approximately three-fourths of the participants reported differences in self-worth, ranging from small to large, across contexts. To examine the basis for differences and similarities across relationships, self-worth in each context was predicted by the validation support reported by adolescents in that context. Support in a given context was significantly more highly correlated with relational self-worth in the corresponding context than in any of the other contexts. Adolescents could be divided into subgroups based upon the high correlation between self-worth in one particular context and global self-worth. These findings suggest that how an individual evaluates the self in certain relationships is critical to his or her overall sense of worth as a person.

Scale (taken from

<http://www.psychbytes.com/Quizzes/Heatherton%20and%20Polivy%20State%20Self-Esteem%20Scale/Heatherton%20and%20Polivy.htm>):

This is a questionnaire designed to measure what you are thinking at this moment. There is of course, no right answer for any statement. The best answer is what you feel is true of yourself at the moment. Be sure to answer all of the items, even if you are not certain of the best answer. Again, answer these questions as they are true for you **RIGHT NOW**.

1. I feel confident about my abilities.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

2. I am worried about whether I am regarded as a success or failure.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

3. I feel satisfied with the way my body looks right now.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

4. I feel frustrated or rattled about my performance .

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

5. I feel that I am having trouble understanding things that I read.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

6. I feel that others respect and admire me.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

7. I am dissatisfied with my weight.

1	2	3	4	5
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	Not At All	A Little Bit	Somewhat	Very Much	Extremely
8. I feel self-conscious.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
9. I feel as smart as others.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
10. I feel displeased with myself.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
11. I feel good about myself.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
12. I am pleased with my appearance right now.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
13. I am worried about what other people think of me.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
14. I feel confident that I understand things.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
15. I feel inferior to others at this moment.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
16. I feel unattractive.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
17. I feel concerned about the impression I am making.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
18. I feel that I have less scholastic ability right now than others.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
19. I feel like I'm not doing well.	1	2	3	4	5
	Not At All	A Little Bit	Somewhat	Very Much	Extremely
20. I am worried about looking foolish.					

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

Scoring:

Items 2, 4, 5, 7, 8, 10, 13, 15, 16, 17, 18, 19, 20 are reverse-scored.

Sum scores from all items and keep scale as a continuous measure of state self esteem.

The subcomponents are scored as follows:

Performance Self-esteem items: 1, 4, 5, 9, 14, 18, 19.

Social Self-esteem items: 2, 8, 10, 13, 15, 17, 20.

Appearance Self-esteem items: 3, 6, 7, 11, 12, 16.



COOPERSMITH SELF-ESTEEM INVENTORY

Reference:

Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco: W. H. Freeman & Co.

Description of Measure:

A 50-item measure of attitudes toward oneself. The inventory was originally designed to measure children's self-esteem. However, it was modified by Ryden (1978) for use on adults. For each item, participants answer whether the statement provided is "like me" or "not like me".

Abstracts of Selected Related Articles:

Ryden, M. B. 1978. An adult version of the Coopersmith Self-Esteem Inventory: Test-retest reliability and social desirability. *Psychological Reports* 43:1189–1190

A version of S. Coopersmith's (1967) Self-Esteem Inventory, modified for use with adults, was found to have a test-retest reliability of approximately .80 for 32 adult women over periods of 6-58 wks. Correlation of the scores with the Marlowe-Crowne Social Desirability Scale for 51 college students was .47. Use of the Lie scale on the Self-Esteem scale to identify Ss whose self-reports were markedly influenced by a social desirability factor reduced this correlation to .32.

Kokenes, B. (1978). A factor analytic study of the Coopersmith Self-Esteem Inventory. *Adolescence*, 13, 149-155.

Assesses the construct validity of the Coopersmith Self-Esteem Inventory using a variation of Thurstone's Orthogonal Rotation technique. Also attempted to obtain data on the sources of self-esteem which contribute to global self-esteem. It was hoped that data would reflect the comparative importance of the home, peers, and the school to the global self-esteem of pre-adolescents and adolescents.

Fling, S., Smith, L., Rodriguez, T., Thorton, D., Atkins, E., & Nixon, K. (1992). Videogames, aggression, and self-esteem: A survey. *Social Behavior and Personality: An International Journal*, 20, 39-46.

A survey was administered to 153 sixth through twelfth graders. It included items on videogame play plus self-esteem and aggression scales. Teachers also rated the children on self-esteem and aggression. Amount of videogame play correlated with aggression and not with self-esteem. About 47% of the sample said some videogames might foster anger or aggression. Among other results was evidence that boys play videogames more than girls and are more aggressive than girls. Self-esteem and aggression were positively correlated on teacher ratings but negatively on self-ratings.

Scale (taken from

<http://www.umich.edu/~exphysio/mvs.240/AdditonalLabs/Lab10.6.selfEsteem.pdf>):

Read each of the following statements; check the "like me" column if it describes how you usually feel and the "unlike me" column if it does not describe how you usually feel.

Like me Unlike me

- | | | |
|-------|-------|-----------------------------------------------------------------|
| _____ | _____ | 1. I spend a lot of time daydreaming. |
| _____ | _____ | 2. I'm pretty sure of myself. |
| _____ | _____ | 3. I often wish I were someone else. |
| _____ | _____ | 4. I'm easy to like. |
| _____ | _____ | 5. My family and I have a lot of fun together. |
| _____ | _____ | 6. I never worry about anything. |
| _____ | _____ | 7. I find it very hard to talk in front of a group. |
| _____ | _____ | 8. I wish I were younger. |
| _____ | _____ | 9. There are lots of things about myself I'd change if I could. |
| _____ | _____ | 10. I can make up my mind without too much trouble. |
| _____ | _____ | 11. I'm a lot of fun to be with. |
| _____ | _____ | 12. I get upset easily at home. |
| _____ | _____ | 13. I always do the right thing. |
| _____ | _____ | 14. I'm proud of my work. |
| _____ | _____ | 15. Someone always has to tell me what to do. |
| _____ | _____ | 16. It takes me a long time to get used to anything new. |
| _____ | _____ | 17. I'm often sorry for the things I do. |
| _____ | _____ | 18. I'm popular with people my own age. |
| _____ | _____ | 19. My family usually considers my feelings. |
| _____ | _____ | 20. I'm never happy. |
| _____ | _____ | 21. I'm doing the best work that I can. |
| _____ | _____ | 22. I give in very easily. |
| _____ | _____ | 23. I can usually take care of myself. |
| _____ | _____ | 24. I'm pretty happy. |
| _____ | _____ | 25. I would rather associate with people younger than me. |
| _____ | _____ | 26. My family expects too much of me. |
| _____ | _____ | 27. I like everyone I know. |
| _____ | _____ | 28. I like to be called on when I am in a group. |
| _____ | _____ | 29. I understand myself. |
| _____ | _____ | 30. It's pretty tough to be me. |
| _____ | _____ | 31. Things are all mixed up in my life. |
| _____ | _____ | 32. People usually follow my ideas. |
| _____ | _____ | 33. No one pays much attention to me at home. |
| _____ | _____ | 34. I never get scolded. |
| _____ | _____ | 35. I'm not doing as well at work as I'd like to. |
| _____ | _____ | 36. I can make up my mind and stick to it. |
| _____ | _____ | 37. I really don't like being a man/woman. |
| _____ | _____ | 38. I have a low opinion of myself. |
| _____ | _____ | 39. I don't like to be with other people. |
| _____ | _____ | 40. There are many times when I'd like to leave home. |
| _____ | _____ | 41. I'm never shy. |
| _____ | _____ | 42. I often feel upset. |
| _____ | _____ | 43. I often feel ashamed of myself. |
| _____ | _____ | 44. I'm not as nice-looking as most people. |
| _____ | _____ | 45. If I have something to say, I usually say it. |
| _____ | _____ | 46. People pick on me very often. |
| _____ | _____ | 47. My family understands me. |
| _____ | _____ | 48. I always tell the truth. |



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|-------|------------------------------------------------------------------------|
| _____ | _____ 49. My employer or supervisor makes me feel I'm not good enough. |
| _____ | _____ 50. I don't care what happens to me. |
| _____ | _____ 51. I'm a failure. |
| _____ | _____ 52. I get upset easily when I am scolded. |
| _____ | _____ 53. Most people are better liked than I am. |
| _____ | _____ 54. I usually feel as if my family is pushing me. |
| _____ | _____ 55. I always know what to say to people. |
| _____ | _____ 56. I often get discouraged. |
| _____ | _____ 57. Things usually don't bother me. |
| _____ | _____ 58. I can't be depended on. |

Scoring:

Lie Scale items: 1, 6, 13, 20, 27, 34, 41, 48. If a participant answered "like me" for 3 or more of these items, it suggests that he or she is trying too hard to present him or herself in a positive light. These participants should not be included in the analyses.

High Self Esteem Items were:

"Like Me" on 2, 4, 5, 10, 11, 14, 18, 19, 21, 23, 24, 28, 29, 32, 36, 45, 47, 55, 57

"Unlike Me" on 3, 7, 8, 9, 12, 15, 16, 17, 22, 25, 26, 30, 31, 33, 35, 37, 38, 39, 40, 42, 43, 44, 46, 49, 50, 51, 52, 53, 54, 56, 58

Sum up all the times a participant answered in this fashion. There are no cut-off points – keep the scale continuous.