

Self-Esteem: Is University Life Affecting Yours?

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### **Abstract**

This study investigates factors that may influence the self-esteem of university students. One hundred and thirteen students (38 males and 75 females) from Grenfell Campus, Memorial University of Newfoundland with a mean age of 20.92 years (ranging from 18-39) voluntarily participated. A questionnaire containing four sections (demographics, academic information, personal information, and the Rosenberg Self-Esteem Scale) was distributed to students in select classrooms on campus. It was found that the three greatest predictors of self-esteem are gender (with males having higher self-esteem than females), semester average (the higher one's overall average, the higher his or her self-esteem), and social time (the more time spent in a social setting, the higher one's self-esteem). The implications of the current study are that factors of both academic and personal life can influence self-esteem, so individuals would benefit from finding a happy medium between both of these areas.

### **Self-Esteem: Is University Life Affecting Yours?**

Self-esteem is characterized as a positive or negative attitude toward the self (Rosenberg, 1965) and typically refers to a person's appraisal of his or her value (Leary & Baumeister, 2004). Baumeister, Campbell, Krueger, and Vohs (2003) found that self-esteem has a strong positive correlation with happiness and for this reason self-esteem is an important topic to study because happiness is an essential aspect of one's life. Furthermore, Baumeister et al (2003) found that people with low self-esteem do not just view themselves negatively, but they express a generally negative attitude toward many events, circumstances, people, and other realities. This is important because having negative views and outlooks toward everything has negative implications not only for the individual but also for the people around him or her as well.

Self-esteem is a topic that has been discussed in the psychological community for many years and there have been numerous studies spanning a variety of dimensions – gender (Kling, Hyde, Showers, & Buswell, 1999), year of study in post-secondary education (Chung et al., 2013), and academic achievement (Baumeister et al., 2003). Self-esteem is not a binary concept but instead levels vary on a wide spectrum. Baumeister (1996) evaluated individuals with highly

elevated levels of self-esteem and came to the conclusion that this is not a good quality to have because elevated self-esteem correlates with narcissistic tendencies. He further stated that America will soon be a land of conceited fools if individuals do not modulate their levels of self-esteem. Baumeister et al. (2003) found that on the opposite end of the spectrum, when individuals have extremely low self-esteem, they are more likely to have adverse mental health conditions such as extreme depression and anxiety related disorders.

As levels of self-esteem are most heavily impacted during adolescent and young adult years (Twenge & Campbell, 2001), it is important to understand the influence that various life characteristics may have on this population. The current study examines how the self-esteem of university students is influenced by a set of variables directly relevant to university students. The variables examined were: gender, age, year of study, university average, relationship status, and social time.

### **Gender Based Self-Esteem Differences**

Although older research suggested gender was not a significant contributor to an individual's self-esteem (Maccoby & Jacklin, 1974; Whlie, 1979) current research has consistently found that gender seems to have an influence on the self-esteem of individuals (Kling et al., 1999). Generally, self-esteem in males tends to increase over time whereas self-esteem in females tends to decrease over time (Block & Robins, 2008). The current study, consistent with previous research, proposes two reasons why gender may influence self-esteem: gender differences in stress levels and gender specific pressure from the media. The higher the students' perceived stress level, the lower their self-esteem typically is and this will be especially prominent in females since research has shown that females have higher levels of stress (Abouserie, 1994).

Pressure from the media will affect females more as well, because it has been found that females are affected more negatively by the media than males (Hobza, Walker, Yakushko, & Peugh, 2007). University students spend an average of 2.41 hours a day on Facebook alone (Valenzuela, Park, & Kee, 2009) and are privy to media outlets, such as commercials, advertisements, music videos, and magazines daily. It has been suggested that individuals who are subject to a number of media outlets could have lower self-esteem due to the exposure (Mischner et al., 2013).

Stress is a result of any circumstances that threaten or are perceived to threaten, or are perceived to threaten well-being and that thereby tax one's coping ability (Weiten & McCann, 2013). Hubbs, Doyle, Bowden, Doyle (2012) found that university students often have increased levels of perceived stress and Abouserie (1994) found that students who feel less stressed have a higher level of self-esteem. Further, females have been found to have higher stress levels than do their male counterparts (Abouserie, 1994; Hubbs et al., 2012).

Pressure from the media has become a worldwide issue in recent years and previous research has found that media such as music videos and magazines can have strong negative impacts on self-esteem (Mischner et al., 2013). Hobza et al. (2007) tested men who viewed images of an ideal male type from media outlets to see if they would have a lower self-esteem than those who were shown neutral images. The results suggested that seeing the ideal male body type portrayed in the media did not have a negative effect on men's self-esteem. However, Ata, Ludden, and Lally (2008) found that based on perceptions of media outlets, women want to change the overall size and look of their whole body. Furthermore, the body parts that individuals are most dissatisfied with are consistent with body parts emphasized through 'ideal' images by the media (Hoyt & Kogan, 2001). Further, Denton, Prus, and Walters (2004) found

that, compared to men, women are typically exposed to a higher percentage of social media, and as a result, it may be detrimental to their self-esteem. Fortunately, high self-esteem can protect women against the adverse effects of sexually objectifying media (Mischner et al., 2013).

Although largely under-researched, it is important to note that social media can also influence self-esteem due to the fact that individuals have the opportunity for social comparisons with other people (Vogel, Rose, Roberts, & Eckles, 2014).

### **University Year and Age on Self-Esteem**

It has previously been found that the year of study a student is in can have an influence on his or her self-esteem (Chung et al., 2013). It has been consistently found that first year students have lower self-esteem than do students in higher years (Chung et al., 2013; Hicks & Heastie, 2008). Markedly, 67% of students reported that their self-esteem increased during their university career whereas only 12% reported that it declines (Chung et al., 2013).

Friedlander, Reid, Shupak, & Cribbie (2007) did an analysis on first year students in their first semester of university and their second semester and found factors that could attribute to the increase in self-esteem as the year of study increases. In the second semester, as opposed to the first semester, students generally build up friendships and support systems with peers.

Friedlander et al. (2007) found that increased social support from friends may predict improved adjustment which in turn could increase self-esteem. Stress is considerably high throughout a student's experience but is especially apparent during the first year of transition from high school to college carrying over to the first semester and decreasing onward (Hicks & Heastie, 2008).

Furthermore, Friedlander et al. (2007) found that decreased stress predicted improved overall academic and social adjustment which increased in turn self-esteem. Furthermore, it was found that a students' subjective age (the age they felt in relation to other students) could have an effect

on his or her self-esteem (Fang & Galambos, 2015). Specifically, the younger the students felt in relation to other students, the higher his or her stress levels were, and the lower their self-esteem tended to be.

### **The Effects of University Average, Relationship Status, and Socializing on Self-Esteem**

Previous research has proposed that performance in school would have an influence on a student's self-esteem. Baumeister et al. (2003) and Chung et al. (2013) found that high self-esteem did not increase university grades, but high university grades did increase self-esteem.

The current study proposes two reasons why studies have consistently found a correlation between academic performance and self-esteem. High self-esteem enables a student to persevere after failure (Chung et al., 2013). Therefore, if an individual who typically does well in school fails at something, they will have more motivation to persist than would an individual with a lower average and lower self-esteem. Finally, victimization by peers could be a reason that these two factors are correlated. Raskauskas, Rubiano, Offen, & Wayland (2015) found that students who have lower academic performance are more often times victimized by their peers and that this victimization generally causes the student to have a lower self-esteem. Students with higher academic performance are less likely to be victimized based on their grades which in turn will cause them to have higher self-esteem.

Additionally, the kind of relationships an individual holds has been found to have an influence on self-esteem (Pettijohn, Naples, & McDermott, 2010). Perrijohn et al., (2010) specifically found that individuals who are in a relationship would have a higher self-esteem than those who are not in a relationship. Consistently, individuals who spend more time in a social setting tend to have a higher self-esteem than do those who spend less time in a social setting

(Garczynski & Brown, 2014). The proposed reason that these factors are correlated is that people who are socially excluded from groups tend to have a low self-esteem.

### **Current Study and Predictions**

Although extensive research on self-esteem does exist, there is a gap present regarding the factors influencing self-esteem in university students. Consistent with previous research, this study predicts that males will rate their self-esteem score higher than females. It is also predicted that older students, and students who have been in university for a longer period of time will have higher self-esteem than younger students who are starting university. Again in line with previous findings, the current study predicts that students who have a higher overall and semester average will have a higher self-esteem than those who have a lower average. It is hypothesized that those with a busier courseload will have a lower self-esteem and that individuals in romantic relationships will have a higher self-esteem than those who are single. Finally, it is hypothesized that those who spend more time with other people in a social setting will have higher self-esteem than those who spend less time in a social setting.

### **Methods**

#### **Participants**

One hundred and thirteen university students (38 males and 75 females) attending Grenfell Campus, Memorial University of Newfoundland were asked to participate in this study. The mean age of the participants was 20.92 years (ranging from 18 - 39). The mean age for male participants was 21.03 (ranging from 18 - 35) and the mean age for female participants was 20.92 (ranging from 18 - 39). Participants included 25 first years, 37 second years, 13 third years, and 25 fourth year students.

## Materials

The current study employed an informed consent form (see Appendix A). This informed consent form was constructed to ensure that the participants understood the nature of the study and their involvement in it. It allowed them the opportunity to decide if this was a study they wanted to participate in. The consent form included information regarding the identity of the researchers, the purpose of the study, the requirements and time constraints that were expected of them, their ethical rights (i.e. they have the right to withdraw from the study at any time and that their information would be anonymous and kept confidential), and the contact information of the researchers if they wish to know more about the study after April 1<sup>st</sup> 2015.

There was one questionnaire (see Appendix B) developed for this study with four sections assessing: (a) demographics, (b) academic information, (c) personal information, and (d) the Rosenberg Self-Esteem Scale. Each of the first three sections of the questionnaire contained factors that potentially contribute to self-esteem levels of university students. The demographics section asks students to state what gender they identify with, their age, their year of study, and their living situation

The academic information section asks questions concerning overall average this semester, cumulative average, and how many courses are you currently enrolled in. Further, participants answered a question about how important each aspect of academics was to them, and rated it on a seven point Likert scale (1 being stringly agree and 7 being strongly disagree). The personal information section includes two questions that are also paired with a question asking how important this aspect of their life is to them rated on a 7 point Likert scale (1 being strongly agree and 7 being strongly disagree). Participants are asked about their relationship status and how many hours a day they spend in a social setting.

The fourth and final section contains the Rosenberg Self-Esteem Scale (1965) against which each of the factors will be correlated. This is a 10 item test that includes questions regarding how the participants feel about themselves. For example, ‘On a whole, I am satisfied with myself’ and ‘I certainly feel useless at times’. All items are rated on a 4 point Likert type scale (1 being strongly agree and 4 being strongly disagree). The Rosenberg Self-Esteem scale has been shown to be highly valid and reliable (Martin-Albo, Nunez, Navarro, & Grijalvo, 2014).

### **Procedure**

Upon entering the selected classrooms, students were informed that the intention of this study was to determine which factors most significantly influence the self-esteem of university students. They were handed two consent forms, one to be signed, dated, and returned and one for their personal records. They were told that the questionnaire should take about 10 minutes to complete; that it was anonymous so there were to be no identifying markers on the page; that it was confidential and would only be used for the purposes of the current study; and that they had the right to withdraw at any time. After participants read and completed the consent forms, the questionnaires were distributed. They were asked to place their consent forms in a brown envelope and their questionnaires in a green folder placed at the front of the classroom.

### **Results**

Five participants were excluded from the analysis as they were currently enrolled in the fifth, sixth, or seventh year of study. Three participants were in fifth year, one participant was in sixth year, and one participant was in seventh year resulting in three sample sizes that were too small for analysis. Therefore, the data analyses were based on 108 participants and an alpha level of .05 was used for all analyses.

Table 1

*Descriptive Statistics for Factors Previously Shown to Influence Self-Esteem*

Variables	<i>M</i>	<i>SD</i>	<i>n</i>
Age	20.92	3.51	113
Overall Average	72.91	8.14	111
Semester Average	73.80	8.59	112
Course Enrolment	4.47	0.79	113
Social Time	3.89	3.19	112

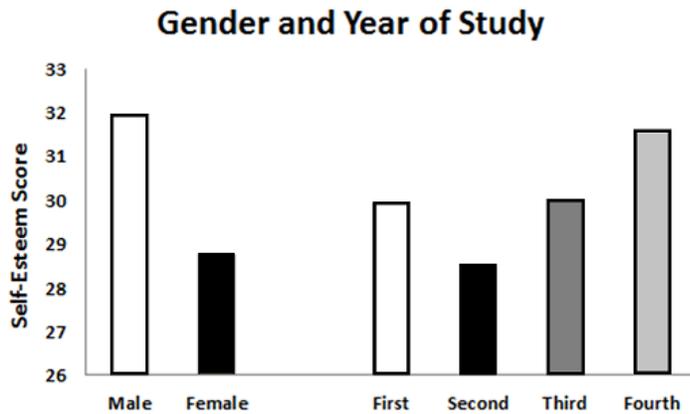
Table 1 depicts the descriptive statistics for factors that have been previously shown to influence self-esteem and Table 2 shows the descriptive statistics of the self-esteem scores for each factor that has been found to influence self-esteem. An independent samples t-test was used to determine if there were any significant differences between males and females in their self-esteem scores (see figure 1). Males were found to have significantly higher self-esteem ratings than were females,  $t(108) = 2.74, p = .007$ .

An independent measures ANOVA was used to determine if there was a significant difference between different years of study (first, second, third, and fourth) on self-esteem scores (see figure 1). There were no significant differences found between different years of study on self-esteem scores,  $F(3, 96) = 1.33, p = .27$ , suggesting that the year of study an individual is in makes no difference to his or her self-esteem.

Table 2

*Descriptive Statistics of Self-Esteem Scores for Factors Found to Influence Self-Esteem*

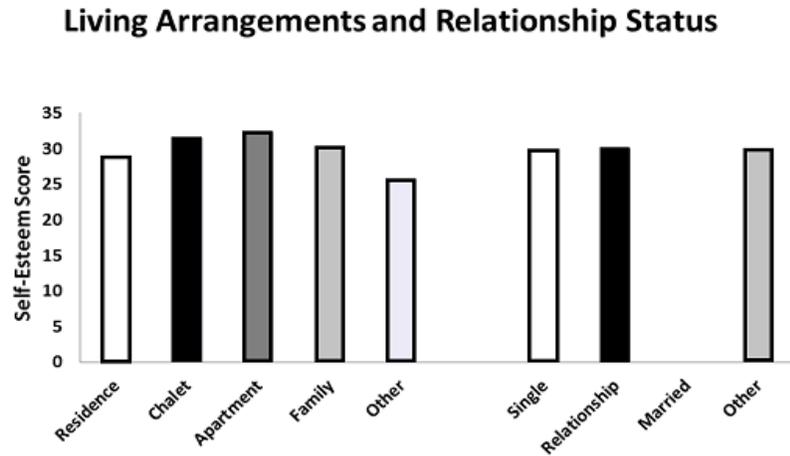
Variable	<i>M</i>	<i>SD</i>	<i>n</i>
<b>Gender</b>			
Male	31.92	4.88	38
Female	28.75	6.18	72
<b>Year of Study</b>			
First	29.92	5.68	25
Second	28.49	5.78	37
Third	30.00	5.66	13
Fourth	31.56	6.63	25
<b>Living Situation</b>			
Residence	28.85	5.94	52
Chalet	31.55	5.03	11
Apartment	32.28	4.82	18
Family	30.29	6.13	24
Other	25.60	7.89	5
<b>Relationship Status</b>			
Single	29.75	6.03	56
In a Relationship	29.96	5.68	47
Other	29.83	8.47	6



*Figure 1.* Self-esteem scores based on gender and year of study of the participants.

An independent measures ANOVA was used to determine if there was a significant difference between different living situations (i.e., residence, chalet, apartment, family, and other) on self-esteem scores (see figure 2). There was no significant difference between living situations on self-esteem score,  $F(4, 105) = 2.10, p = .09$ . In other words, the place an individual lives while attending university has no effect on their self-esteem.

An independent measures ANOVA was used to determine if there was a significant difference between individuals with different relationship statuses (i.e., single, in a relationship, and other) on self-esteem scores (seen in figure 2). No significant difference was found in the self-esteem scores of individuals with differing relationship statuses,  $F(2, 106) = .02, p = .99$ . again suggesting that relationship status has no effect on an individual's self-esteem.



*Figure 2.* Self-esteem scores based on the living situation and relationship status of the participants.

Table 3 depicts the correlations between each of the independent variables with each other as well as with self-esteem scores. As seen in table 3, many significant correlations appeared in the analysis of the factors compared to each other as well as with the self-esteem scores. Some of these correlations are interesting to note. There was a significant positive correlation found between year of study and semester average,  $r = .24$ ,  $n = 102$ ,  $p = .02$ . More specifically, as year of study increases, semester average increases. Another interesting find was that there was a significant negative correlation between social time and importance of social time to the individual,  $r = -.27$ ,  $n = 102$ ,  $p = .01$ . This implies that the more time an individual spends in a social setting, the less important it is to them to spend time in a social setting and vice versa. Finally, it was found that there was a significant positive correlation between overall average and self-esteem score,  $r = .23$ ,  $n = 98$ ,  $p = .02$ .

Table 3

*Correlations between Factors and Self-Esteem Scores*

Variables	Self-Esteem Score
Age	-.07
Year of Study	.13
Overall Average	.23*
Overall Average Importance	-.19
Semester Average	.24*
Semester Average Importance	-.13
Course Enrolment	.02
Course Enrolment Importance	-.24*
Relationship Importance	-.16
Social Time	.22*
Social Time Importance	-.23*
Self Esteem Total	–

*Correlation Matrix for Factors that Were Previously Found to Influence Self-Esteem*

Variables	A	YOS	OA	OI	SA	SI	CE	I	RI	ST	SI
A	–	.32*	.06	-.16	.15	-.17	-.24*	-.15	-.18	-.21*	.09
YOS		–	.17	.01	.24*	-.02	-.11	.04	.02	-.09	.06
OA			–	-.12	.78*	-.03	-.10	-.04	-.13	-.10	.93
OI				–	-.05	.92*	-.08	.77*	.63*	.08	.56*
SA					–	-.02	-.08	-.10	-.12	-.17	.17
SI						–	-.14	.82*	.66*	.06	.55*
CE							–	-.09	.10	.18	-.18
CI								–	.59*	.05	.50*
RI									–	.07	.40
ST										–	.27*
SI											–

*Note.* A (age), YOS (year of study), OA (overall average), OI (overall average importance), SA

(semester average), SI (semester importance), CE (course enrolment), CI (course importance), RI

(relationship importance), ST (social time), SI (social time importance).

\* $p < .05$ , two-tailed

### Discussion

The current study found results that both coincide with and contradict previous research.

**Hypothesis 1.** It was hypothesized that males will have higher self-esteem than females which is consistent with previous research. Analysis suggested that the current study supports this assumption as well as the results from previous studies. This indicates that programs should be implemented in universities, especially for female students, that enhance self-esteem.

**Hypothesis 2.** It was predicted that older students and those who have been in university for a longer period of time would have a higher self-esteem than those who are younger and have been in university for a shorter period of time. This hypothesis, although supported by previous research, was not supported by the current study. If anything, a trend opposite of the prediction was found. Although not significant, the correlation between age and self-esteem was negative suggesting that the younger the individual is, the higher their self-esteem. A possible explanation for these contradictory results is that the student body at Grenfell Campus is predominantly younger (i.e students who recently graduated high school) and although self-esteem tends to increase as age increases, the argument could be made that the older students have lower self-esteem because they are outnumbered and have a limited number of people to whom they can relate. Further, since correlations suggested that the older a student is, the less time they spend in a social setting could also be a contributing factor to this argument. Furthermore, there was also no significant difference found in self-esteem scores as a function of year of study which contradicts the current hypothesis as well as previous research. Interestingly although not significant, the current study found that self-esteem levels for first year students were higher than second year students, but showed a steady increase after that with third years being slightly higher than first years.

**Hypothesis 3.** It was predicted that students who have a higher overall and semester average would have a higher self-esteem. A significant relationship was found for semester average but not for overall average. Students who had a higher semester average had a higher self-esteem but their self-esteem was not related to their overall average. Perhaps students are more affected by what they are achieving or not achieving in the present moment than they are by their past achievements or lack thereof.

**Hypothesis 4.** It was proposed that individuals who are in a romantic relationship will have a higher self-esteem than those who are single. The analysis of this suggested that there was almost no difference between the relationship statuses on self-esteem scores which is contradictory to the current hypothesis as well as previous research in the area.

Also, it was proposed that individuals who spend more time in a social setting would have a higher self-esteem than those who spend less time in a social setting. There was in fact a significant positive correlation found between social time and self-esteem scores. Interestingly, a significant negative correlation was found between self-esteem and perceived social time importance. The more important an individual rated spending time in a social setting, the lower their self-esteem was and vice versa. The current study proposes the possible explanation for this result is that the individuals are placing more importance on external factors over which they have little to no control than on internal factors which they can control.

There are limitations of this study that may account for some or all of the contradictory findings. Grenfell Campus is relatively diverse and differences are embraced and accepted at relatively high levels. There are many opportunities for students to become involved in social activities and interact with others who have similar interests and aspirations. This may cause the

campus as a whole to have a higher self-esteem than bigger schools that are possibly less accepting of diversity and differences and have a less 'homey' feel.

Additionally, this study used a single cross-sectional sample of one hundred and thirteen students which may not be a good indication of how self-esteem changes within an individual over their university life. It may be more beneficial to use a sample of students and follow them from high-school throughout university to determine if these factors actually cause self-esteem levels to change.

Finally, the social time question may have been ambiguous which was evident due to the question asked about it during data collection. What one individual considers a social setting, another individual may not. Some students mentioned that they considered the Psychology Demonstration Room a social setting whereas some other students said that they considered social setting as being outside of school with friends not doing school work.

Future research in this area would be useful to increase student's levels of self-esteem. It would be useful to study students who are in their last year of high-school as well to see if there is a difference between high-school and university self-esteem. If research was done in this area, there could be programs implemented to make the transitions between high school and university easier for students and increase their self-esteem or keep it at a high level.

### **Conclusion**

As previously stated, self-esteem is important because it is positively correlated with happiness. Because factors from both academic and personal life influence self-esteem, individuals need to find a balance in their life between the two aspects. When this is achieved, the individual can be both happy and have a reasonably high self-esteem. Females in particular could benefit from things that have been shown to increase self-esteem, such as exercise (Strelan,

Mehaffey, & Tiggemann, 2003). Conclusively, it appears that after the first year of university, there is a steady increase in self-esteem. This has positive implications for students whose self-esteem may take a dip after their first year of university. Based on the current study as well previous research in this area, it is evident that self-esteem is an important area in one's life and should be extensively researched in the future.

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## Appendix A

### Self-Esteem: What Factors Affect Yours?

#### Informed Consent Form

**The purpose of this Informed Consent Form is to ensure you understand the nature of this study and your involvement in it. This consent form will provide information about the study, giving you the opportunity to decide if you want to participate.**

**Researchers:** This study is being conducted by Susanna Applin, under the supervision of Dr. Peter Stewart as part of the course requirements for Psychology 4950, Independent Project in Psychology.

**Purpose:** This study is designed to examine the influence of a number of variables on university students' self-esteem.

**Task Requirements:** You will be asked to complete a short survey. There are no right or wrong answers to the questions and you may omit any questions you do not wish to answer. Your data will never be singled out and instead all data will be examined on a group basis.

**Duration:** The questionnaire will take approximately 10 minutes to complete.

**Risks and Benefits:** There are no obvious risks or benefits involved with your participation in this study.

**Anonymity and Confidentiality:** Your responses are completely anonymous and confidential. To guarantee anonymity, please do not put any identifying marks on any of the pages. As stated above, all information will be analyzed and reported on a group basis. As a result, any future discussion of the data will not deal with individual responses.

**Right to Withdraw:** Your participation in this research is totally voluntary and you are free to stop participating at any time.

**Contact Information:** If you have any questions or concerns about the study, please feel free to contact me at my email address [sapplin@grenfell.mun.ca](mailto:sapplin@grenfell.mun.ca) or my supervisor, Dr. Peter Stewart at 639-2504 or [pstewart@grenfell.mun.ca](mailto:pstewart@grenfell.mun.ca). As well, if you are interested in knowing the results of the study, please attend

the Grenfell Campus Psychology Student Conference (April 1<sup>st</sup>, 2015) or contact me or Dr. Peter Stewart after this date. If this study raises any personal issues for you, please contact the counselling centre at Grenfell, specifically, Ms. Maureen Bradley at 637-6211 or mbradley@grenfell.mun.ca

## Appendix B

### Section 1: Demographics

What gender do you identify as? \_\_\_\_\_

What is your age? \_\_\_\_\_

Year of study? \_\_\_\_\_

What is your living situation?

- On campus (residence)
- On campus (chalet)
- Off campus (apartment)
- Off campus (family)
- Other (please specify) \_\_\_\_\_

**For sections 2 and 3, please answer all questions as accurately as possible. Circle the option on the scale that most accurately depicts how important each aspect is to your academic and person life (SA = Strongly Agree, N = neutral, SD = Strongly Disagree).**

### Section 2: Academic Information

Estimate your overall university average (ex, 73) \_\_\_\_\_

This aspect of my academic life is important to me.

1	2	3	4	5	6	7
<b>SA</b>			<b>N</b>			<b>SD</b>

Estimate your average this semester (ex, 73) \_\_\_\_\_

This aspect of my academic life is important to me.

1	2	3	4	5	6	7
<b>SA</b>			<b>N</b>			<b>SD</b>

How many courses are you currently enrolled in? \_\_\_\_\_

This aspect of my academic life is important to me.

1	2	3	4	5	6	7
<b>SA</b>			<b>N</b>			<b>SD</b>

**Section 3: Personal Information**

What is your relationship status?

- Single
- In a relationship
- Married
- Other (please specify) \_\_\_\_\_

This aspect of my personal life is important to me.

1	2	3	4	5	6	7
<b>SA</b>			<b>N</b>			<b>SD</b>

On average, how many hours per day do you spend with friends in a social setting? \_\_\_\_\_

This aspect of my personal life is important to me.

1	2	3	4	5	6	7
<b>SA</b>			<b>N</b>			<b>SD</b>

**Section 4: Rosenberg Self-Esteem Scale**

**For each question (1-10), place an X in one of the options that best describes how you typically feel.**

(**SA** = Strongly Agree, **A** = Agree, **D** = Disagree, **SD** = Strongly Disagree)

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1. On a whole, I am satisfied with myself.				
2. At times, I think I am no good at all.				
3. I feel that I have a number of good qualities.				
4. I am able to do things as well as most other people.				
5. I feel I do not have much to be proud of.				
6. I certainly feel useless at times.				
7. I feel that I'm a person of worth, at least on an equal plane with others.				
8. I wish I could have more respect for myself.				
9. All in all, I am inclined to feel that I am a failure.				
10. I take a positive attitude toward myself.				

**Thank You! ☺**