



SELF-ESTEEM AS A PREDICTOR OF PSYCHOLOGICAL WELLBEING

Sandhya Choudhary^{1*}, Dr. Mohammad Amin Wani²

Abstract

The present study aims to determine the impact of self-esteem on psychological wellbeing. Further the study also investigates the level of self-esteem and psychological wellbeing among Indian school going students, it also examines the gender differences related with these variables. This study further assessed the relationship between self-esteem and psychological well-being and explored whether self-esteem can be a significant predictor of psychological well-being. Data were collected from 120 Indian High School going students living in Delhi-NCR region belonging to age group of 14-18 years and purposive sampling technique is used for the same. Rosenberg Self-esteem Scale (RSES) and Ryff's Psychological Well-Being Scale was used as measurements. The type of research would be Basic research that is driven by curiosity and the desire to expand the knowledge and it will not have any immediate applications in a practical level however it will be a specific contribution to the academic body of knowledge in research. Quantitative approach is used as data is collected through questionnaire and then analyzed with proper scoring procedure and Qualitative approach is used as thorough review of literature was done for this paper.

Key Words: Self-esteem, Psychological wellbeing, health, emotions, self-confidence, self-worth

^{1*}M.A Clinical Psychology, Lovely Professional University

²Assistant Professor Psychology, Lovely Professional University

***Corresponding Author:** Sandhya Choudhary

*M.A Clinical Psychology, Lovely Professional University

DOI: - 10.48047/ecb/2023.12.si5a.0108

Introduction

Self-esteem is a commonly used term in psychology nowadays but what exactly it is so it's a subjective perception of overall personal value or worth. Identical to self-respect, it tells how confident an individual is about his/her attributes and abilities. In other terms it refers to a person's global feeling of his/her value or worth. It can also be considered a kind of measure of how significantly a person "approves of, values, appreciates, praises, or likes himself or herself" (Adler & Stewart, 2004). According to Morris Rosenberg, who is an expert in self-esteem and has conducted various research on the same, self-esteem is simply one's attitude toward oneself (1965).

Sense of self-worth can affect an Individual's mental health, motivation and general quality of life. Nonetheless, a self-esteem that is either excessively high or excessively low might cause issues. An Individual can find the exact balance for himself/herself by having a competent grasp of their individual level of self-esteem. Decision-making, relationships, emotional health, and general psychological well-being are all impacted by self-esteem directly or indirectly. Also, it affects motivation since those who have a healthy, positive self-view are aware of their potential and are more motivated to take on new challenges.

Low self-esteem makes people feel less confident in their skills and can make them question their judgement. Because they don't think they can succeed, they could lack the motivation to try innovative things. People with poor self-esteem could struggle in social relationships and with communicating their needs. Also, they may possibly lack the confidence and might feel unlovable and undeserving. Teenage guys with high self-esteem are nearly 2.5 times more likely to start a sexual relationship than boys with low self-esteem, while teenage girls with high self-esteem are 3 times more likely to put off having a relationship than teenage girls with low self-esteem (Spencer, Zimet, Aalsma, & Orr, 2002). Violence, school dropout rates, teenage pregnancies, suicide, and poor academic performance are all associated with low self-esteem (Misetich & Delis-Abrams, 2003).

Exceedingly confident people might overrate their abilities and believe they are entitled to success even if they lack the tools to support their convictions. Because they are so concentrated on viewing themselves as ideal, they may struggle with interpersonal problems and prevent themselves from improving.

Healthy self-esteem has four main elements. They are:

- a solid grasp of one's abilities.
- a strong relationship with oneself is a prerequisite for being able to preserve meaningful relationships with others.
- reasonable and realistic expectations for yourself.
- an awareness of one's needs and the capacity to communicate those demands.

Psychological Wellbeing

The term "psychological well-being" is used to refer to a person's general functioning and emotional stability. Psychological well-being is defined by the author of a study that was published in *Applied Psychology: Health and Well-Being* as "the combination of feeling well and working efficiently." Studies have also discovered that a person's psychological well-being is not always indicated by the absence of suffering. Good psychological well-being is characterized by contentment and success. High psychologically functioning individuals describe feeling capable, content, supported, and satisfied with their lives. There are two key aspects to psychological well-being. The first of these is how much happiness and pleasant sentiments are felt by individuals. This component of psychological health is sometimes referred to as subjective health (Diener, 2000).

Psychological wellbeing consists of Hedonic well-being, or simply happiness, is the phrase typically used to describe such feelings. It has two parts: a cognitive part and an affective part with high positive affect and low negative affect (satisfaction with life). According to some theories, happiness is a state of high positive affect and life satisfaction (Carruthers & Hood, 2004). The more obscure term "Eudaimonic" wellbeing is used to describe the Psychological wellbeing's intentional component. The psychologist Carol Ryff has created a fairly precise model that categorizes psychological wellness into six main categories that is self-acceptance, environmental mastery, Personal growth, positive relationships, Purpose in life and autonomy.

Literature Review

Self-Esteem and Relationship Satisfaction Over Time A large body of literature demonstrates the importance of self-esteem and relationships with success in many areas of life (eg, Orth & Robins, 2014; Orth, Robins, & Widaman, 2012; Kohen, 2004). The connection between self-esteem and social relations has received special attention by social scientists (Marshall, Parker, Ciarrochi, & Heaven, 2014; Sturaro, Denissen, Van Aken, & Asendorpf, 2008; Van Scheppingen et al., 2018). Specifically, high self-esteem was

associated with positive relationships as well as relationship happiness; this suggests that seeing oneself as a worthwhile person is related to people's satisfaction in their relationships with others. Self-esteem is defined as a person's assessment of their abilities and self-worth (eg, Coopersmith, 1967; Rosenberg, 1979). Understanding social relationships includes many social aspects such as relationships, support, and social acceptance (see Harris & Orth, 2019 for details recently). These differences are integrated with a person's general perception of their relationships (Reis, 2007). Here, we focus on the relationship indicator, which is a person's overall satisfaction with their relationship with others (Fletcher et al., 2000; Karney and Bradbury, 1995). Despite interest in the link between self-esteem and social satisfaction, at least two important questions about their relationships remain unanswered. The first question concerns the direction of the organisation; that is, whether self-esteem affects interpersonal relationships, whether interpersonal relationships affect self-esteem, or whether there is a relationship between the two. The organizational ethics literature will provide valuable information about the validity of different theories and organizational processes. The second question considers the timescales (eg, months, years, decades) over which the existence of these variables spans. Specifically, how do changes in self-esteem over time affect changes in relationships and changes in interest? Little is known about the time required for psychological analysis in general and the relationship between people's self-esteem and satisfaction with their relationships with others in particular. The aim of this study is to examine how the long-term relationship between self-esteem and satisfaction with relationships changes over time. Specifically, we examined how the direction and strength of the relationship between these two models changed as a function of different time periods (for example, from 1 month to 10 years). To answer this question, we used data from a nationally representative sample of Dutch adults who submitted annual self-esteem and social satisfaction reports over 10 years. We modeled the data using the continuum model (CTM; Voelkle, Oud, Davidov, & Schmidt, 2012) to examine the length of time scales associated with the strength of the relationship between the personal and the social. After considering this, we hope to provide an understanding of when connections are at their best, which may support future research into the process of linking relationships between satisfaction and self-esteem. Self-Esteem and Social Relationship Theory Social Relationships

Predict Self-Esteem. Interpersonal Relations theory (Sullivan, 1953), sociometric theory (Leary & Baumeister, 2000; Leary, Tambor, Terdal, & Downs, 1995), and fear management theory (TMT; Greenberg, Pyszczynski, & Solomon, 1986; Solomon, Greenberg & Pyszczynski, 1991), argued that people's knowledge of social relationships influences their own. Interpersonal Relationship theory and sociometric theory suggest that self-esteem is shaped by a person's assessment of how others perceive them. On the other hand, IST does not see self-esteem as an indicator of socialization, it is in order to reduce the anxiety that comes with the knowledge of death.

According to TMT, social relationships can also reduce pain and fear, suggesting that good relationships have a positive effect on people's self-esteem. Taken together, all three theories suggest that self-esteem is influenced by people's relationships with others, although they arrive at this conclusion in different ways. Self-esteem predicts relationships. An additional, not mutually exclusive view is that self-esteem is important to people's success in many areas, including social satisfaction (Orth & Robins, 2014), which is often used as a proxy for relationships (Fletcher et al., 2000; Carney & Bradbury, 1995). For example, Self-Portrait (SBP) suggests that people express themselves through behaviors seen and perceived by others (Swann, Chang-Schneider, & McClarty, 2007; Zeigler-Hill, Besser, Meyer S, Southard, & Malkin, 2013). From this perspective, people with high self-esteem should have better relationships with others. Self-esteem can also predict social behavior, and people with high self-esteem are more likely to engage in relationship-enhancing behaviors, while people with low self-esteem will include social behaviors. For example, individuals with low self-esteem may feel rejected by their peers and withdraw from relationships, which lowers the quality of relationships and relationships, ultimately good (e.g. Murray, Rose, Bellavia, Holmes, & Kusche, 2002). Empirical Studies on Self-Esteem and Social Relationship Satisfaction Although many theoretical explanations for the connection between self-esteem and social relationships have developed different views, researchers should always conduct two cross-sectional studies. The directionality of this relationship is difficult to understand (eg., Shackelford, 2001; Voss, Markiewicz and Doyle, 1999). Fortunately, there has been an increase in longitudinal research on interpersonal and social relationships. A recent meta-analysis of data from 42 longitudinal studies on self-esteem and various social variables (e.g., social security, fitness, fame,

time spent with spouse, feelings of intimacy) concluded Yes, even if the associations were weak (Harris & Orth)., 2019). We identified nine recent papers that included 11 different studies focusing on one- or two-way longitudinal relationships between self-esteem and different interpersonal relationships (eg, relationships, relationships, and support), including nonsocial youth and adult samples (see Table Details of research and training). for S1). The overall pattern of the findings shows that the relationship between self-esteem and social relationships is often, if not always, important. A few studies have found evidence of bidirectional relationships (eg, eg, Mund et al., 2015; Mund and Nestler, 2019), while other studies have shown negative effects of self-esteem on relationships (Orth et al., 2012; Marshall et al., 2014), and some studies have shown that it is one-way through interpersonal relationships (Denissen, Penke)., Schmitt and Van Aken, 2008; Erol and Orth, 2014; Schaffhuser, Wagner, Lütke and Allemand, 2014; Sturaro et al., 2008., relationships with romantic friends and relationships in relationships). An important point where previous studies differ is the length of the measurement periods (for example, from 1 day to 6 years). The choices made in these studies are often determined by resources, meetings, and availability because there is no clear reason for the timing of the impact analysis. In another study, researchers found a bidirectional relationship between self-esteem and social relationships over a 2-year period (Schaffhuser et al., 2014). While current research has many links between personal connections and social relationships, it does not have a good understanding of how effects increase or decrease (or even change direction) as a function of the short time the effect is observed. . Consider the role of timekeeping Self-esteem literature sees self-esteem as a condition and a quality (eg., Conley, 1984; Wagner, Lütke and Trautwein, 2016). While theoretical explanations of self-esteem (eg, mental health theory, TMT) focus on processes or states of self-esteem, empirical research has also tested thoughts of the good. Like other constructs, general self-esteem differs between individuals throughout life (Kuster & Orth, 2013; Trzesniewski, Donnellan, & Robins, 2003), but there are also many changes in human time (eg.g., Donnellan, Kenny, Trzesniewski, Lucas and Conger, 2012). Since relationships depend not only on the individual but also on the surrounding environment, relationship satisfaction is generally considered to be superior to self-esteem (eg, Neyer & Asendorpf, 2001). For example,

Relationship satisfaction may decrease because the other person in the relationship is no longer connected, regardless of that person's personality or behavior. However, the evidence for the stability of social relationships is mixed (eg, Harris & Orth, 2019; Orth et al., 2012). This may be because, in addition to the flexibility influenced by the environment, the perception of relationship partially reflects stability (Branje, Van Aken, & Van Lieshout, 2002; Sarason, Pierce, & Sarason, 1990). In this study, we examine the role of time in the regulation of self-esteem and social satisfaction. In particular, we examine how organizations change over time scales change. Depending on the level of analysis (eg., different characteristics of people and changing situation in people) and different measurement times. The importance of choosing an appropriate time frame to evaluate the effect of one variable on another is not new (Gollob & Reichardt, 1987). However, few studies have examined the timing of mental illness in longitudinal studies (eg, Dormann & Griffin, 2015). This small but growing literature focuses on the development of theoretical work on the importance of time in personal development following important life events (Luhmann, Orth, Specht, Kandler, & Lucas, 2014) and how short-term behavioral processes influence long-term effects. term ones. -personal time (Baumert et al., 2017; Wrzus & Roberts, 2017). In addition, there is a systematic review of the best way to use long-term data (Wagner, Lütke, & Voelke, 2019). Further development of this research is needed to better understand the role of time and time in mental disorders.

Purpose of the study

- 1) To determine the level of self-esteem and psychological wellbeing in school going students.
- 2) To understand the relation of self-esteem and psychological well-being.
- 3) To find the impact of self-esteem on psychological wellbeing

Methodology

Participants: The study population consisted of both lower secondary students and senior secondary students from the different schools including both private and government institutions of Delhi NCR. 120 participants were taken as a sample for the study which consisted of 60 males and 60 females. The age group of participants is between 14 – 18 years old.

Materials

1. Rosenberg self-esteem scale was used for the assessment of self-esteem

2. Ryff's Psychological Well-Being Scales (PWB), 42 Item version was used for the assessment of psychological well-being.

Data Collection and Analysis: The current study was conducted during the academic year of 2022-23 and the data was collected from the school students of Delhi NCR. Purposive sample technique was used for the collection of data. The participants were requested to complete the

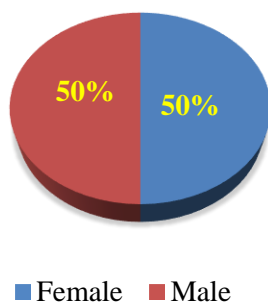
demographic information in the questionnaire before proceeding to give their responses to items in the self-esteem and psychological wellbeing scale. Data collection was completed with the help of school authorities who gave permission to collect the data from the students. Procedure for statistical analysis was done on the basis of the aim of the research which was to determine the level of self-esteem in students.

Result

Table 1: - Description of respondents with respect to Gender

Gender	Frequency	Percent
Female	60	50.0
Male	60	50.0
Total	120	100.0

Fig. 1 Description of respondents with respect to Gender

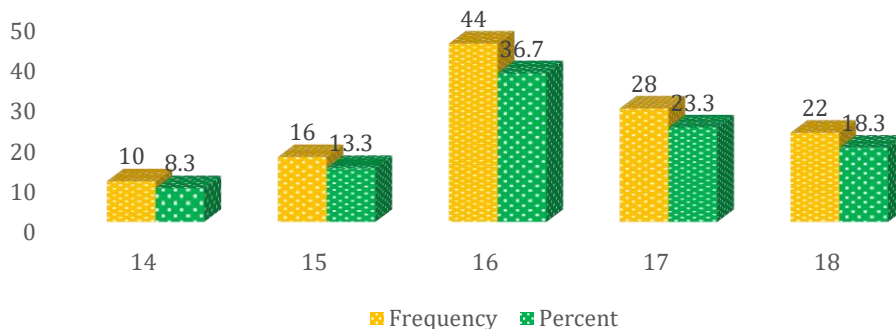


It is found from the above table that out of 120 respondents 60 (50%) was male and 60 (50%) of respondents was female respectively.

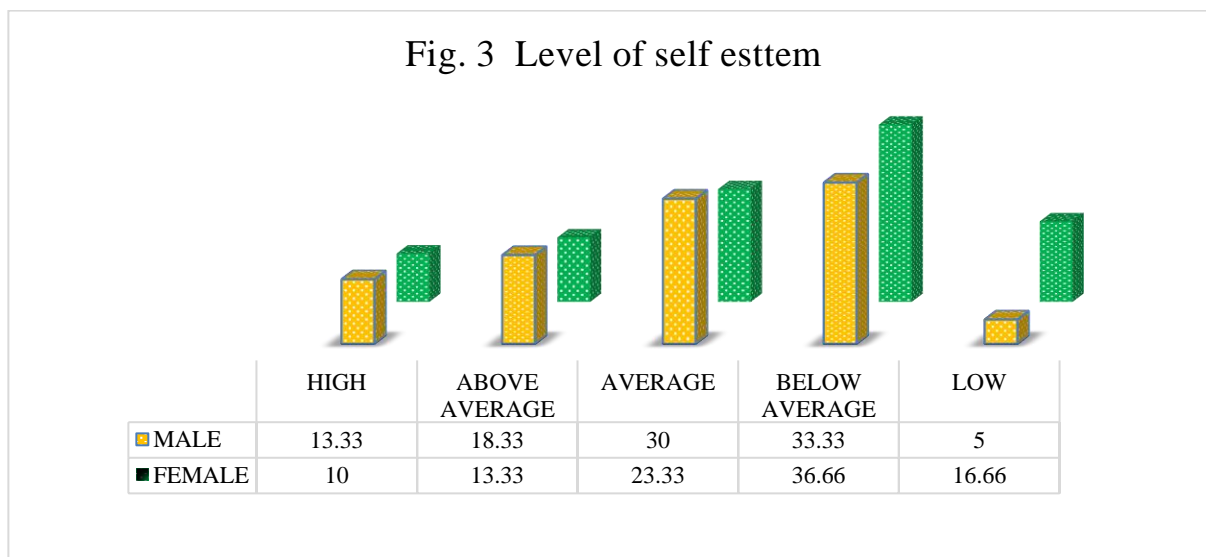
Table 2: - Description of respondents with respect to Age

Age (In Year)	Frequency	Percent
14.0	10	8.3
15.0	16	13.3
16.0	44	36.7
17.0	28	23.3
18.0	22	18.3
Total	120	100.0

Fig. 2 Description of respondents with respect to Age

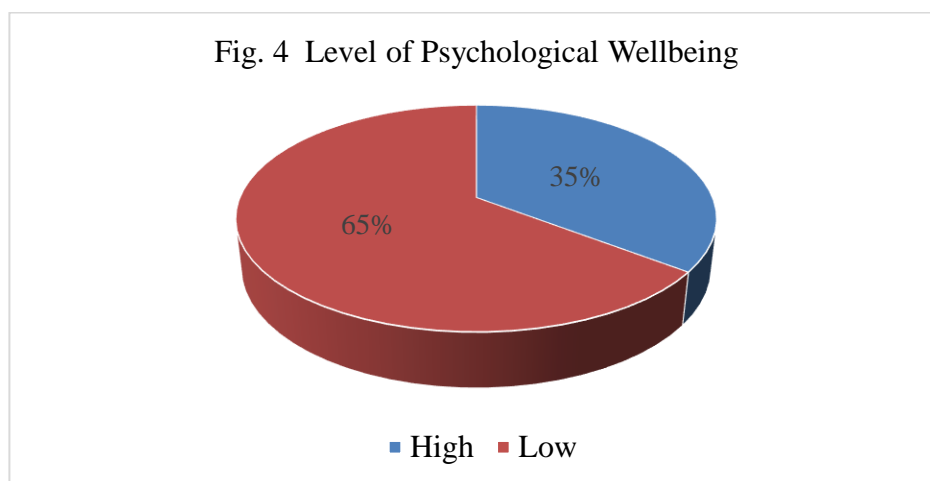


Findings shows that out of 120 respondents' majority 44(36.7%) of respondents are 16 years old, followed by 28 (23.3%) 17 years, 22 (18.3%) 18 years, 16 (13.3%) 15 years and 10 (8.3%) was 14 years of age respectively.



The findings shows that majority of male respondents (33.33%) are having above average level of self-esteem followed by (30%) average, (18.33%) above average, (13.33%) High level of self-esteem. However only (5%) of male respondents are having low level of self-esteem respectively.

Further it is also reported that majority of female respondents (36.66%) are having above average level of self-esteem followed by (23%) average, (13.33%) above average level of self-esteem. It is also unveiled that only (10%) female respondents are having high level of self-esteem and (16.66%) are having low level of self-esteem respectively.



The findings shows that majority of (65%) are having low level of psychological well-being

followed by (35%) with High level of psychological well-being respectively.

Table3: Relationship between self-esteem and psychological well-being

		Self-Esteem	Psychological Well-Being
Self-Esteem	Pearson Correlation	1	.879**
	Sig. (2-tailed)		.000
	N	120	120
Psychological Well-Being	Pearson Correlation	.879**	1
	Sig. (2-tailed)	.000	
	N	120	120

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

Table 3 illustrated that self-esteem is positive correlation with psychological well-being ($r = .879$ $p < 0.01$) that represents there is significant positive relationships between Self-Esteem and Psychological Well-Being.

Table 4: Influence of Self-Esteem on Psychological Well-Being

Independent Variables	Dependent Variable	R	R ²	Adjusted R ²	Std. Error of the Estimate
Self-Esteem	Psychological Well-Being	.879 ^a	.772	.770	27.48
B	5.650				
Std.Error	.283				
Beta	.879				
t-value	19.979				
p-value	<0.001				

The findings shows that correlation (R) was found to be .879 for self-esteem. Further R² was found to be .772, That indicates that self-esteem contributes 77% of variance to psychological wellbeing. Therefore, it is found that self-esteem significantly predicts and have significant influences on psychological well-being.

Discussion

The Purpose of the study was to identify the level of Self-esteem and psychological wellbeing in school going students. The study also aimed to find the impact of self-esteem on psychological wellbeing. Therefore, the sample consisted of total 120 school going students in which 60 participants were female students and 60 participants were male students. The school students which were selected for study were from different schools of Capital of India that is Delhi and NCR which included both government and private schools. The results of the current study designated that out of 120 respondents 60 (50%) was male and 60 (50%) of respondents was female respectively. Findings also shows that (36.7%) of respondents are 16 years old, followed by (23.3%) 17 years, (18.3%) 18 years, (13.3%) 15 years and (8.3%) was 14 years of age respectively.

The findings shows that majority of male and female respondents are having above average level of self-esteem whereas, very a smaller number of respondents are having low level of self-esteem respectively. Therefore all this data indicated is that in today's scenario most of the students have below average level of self-esteem meaning that they lack the self-confidence and do not have good representation themselves, they lack the self-worth values and self-beliefs which also somehow impacts their academic performance as well and due to all this they also lack the psychological wellbeing because self-esteem is a predictor of psychological wellbeing so it indicated that most of the students lacks the general mental wellbeing and emotional stability also which in result impacts their self-control, self-esteem and overall psychological wellbeing too. When it comes to the male students the study revealed that male students although lack the self-esteem but most of them still comes under average category and coming to females scores it showed that most of the women have low self-esteem. In comparison with females'

males have high self-esteem with ratio of 13% and where only 13% female have above average level of self-esteem males have 18% above average level of self-esteem. 30% of the male students have average level of self-esteem however only 23% female students fall under this above average level category of self-esteem. Talking about below average level category of self-esteem where 33% male students fall under the below average level 36% female students also falls in the same category although there is not a huge difference between males and females' students of this category but still it depicts that a greater number of females have below average level of self-esteem. Moreover only 5% male students have the low level of self-esteem whereas more than 16% female students have low level of self-esteem. So overall the study depicted that no. of females having low level of self-esteem outreaches the no. of males having the low level of self-esteem. There could be various reasons for these outputs of the study like women are more likely than men to be sensitive to unfavorable information, and this tendency indicates weaker self-esteem. It makes natural that a predisposition to focus on negative information in general would also apply to self-evaluations. Women seem to be more critical of themselves than males.

Self-esteem and psychological well-being are closely related. Results infers significant positive relationships between Self-Esteem and Psychological Well-Being. Research has shown that individuals with high self-esteem tend to have better psychological well-being. They are better able to cope with stress, have a more positive outlook on life, and experience less anxiety and depression. Conversely, individuals with low self-esteem are more likely to experience negative emotions, such as anxiety, depression, and low self-worth, which can impact their overall psychological well-being. Moreover, self-esteem can affect various dimensions of psychological well-being, such as autonomy, personal growth, positive relationships, self-acceptance, and purpose in life. Individuals with high self-esteem are more likely to have positive self-images, feel in control of their lives, and experience a sense of purpose and meaning. In contrast, individuals with low self-esteem may struggle with feelings of helplessness, worthlessness, and a lack of direction or purpose. Overall, self-esteem and psychological

well-being are interconnected, with high self-esteem being a key component of overall psychological health and well-being. It's important to cultivate a positive sense of self-worth and self-esteem to promote optimal psychological well-being.

Study also indicates that self-esteem contributes 77% of variance to psychological wellbeing. Research has shown that there is a strong link between self-esteem and psychological well-being. People with high self-esteem tend to be more confident, resilient, and better equipped to cope with stress and difficult situations. On the other hand, people with low self-esteem may struggle with feelings of worthlessness, anxiety, and depression. Self-esteem can be influenced by a variety of factors, including childhood experiences, relationships, and personal achievements. It's important to note that self-esteem isn't fixed and can change over time. Working on developing positive self-talk, setting achievable goals, and surrounding yourself with supportive people can all help boost self-esteem and improve overall psychological well-being.

Self-esteem can have both positive and negative effects on our psychological well-being. People with high self-esteem tend to have a more positive outlook on life, are more resilient in the face of adversity, and are better equipped to cope with stress. They may also have an easier time forming and maintaining positive relationships with others. On the other hand, people with low self-esteem may struggle with feelings of worthlessness, anxiety, and depression. This can lead to a negative cycle where low self-esteem leads to negative thoughts and behaviors, which in turn can further damage self-esteem. One interesting area of research in this field is the relationship between self-esteem and social media. While social media can provide a platform for people to showcase their achievements and connect with others, it can also be a source of comparison and negative self-talk, especially if someone perceives that they are not living up to the standards of others. Overall, it's important to remember that self-esteem is not fixed and can be improved with effort and practice. Developing positive self-talk, setting achievable goals, and surrounding yourself with supportive people can all help boost self-esteem and improve psychological well-being.

According to the vulnerability model, people who have low self-esteem are more likely to experience depression because of their negative, self-deprecating beliefs about themselves and their lack of coping mechanisms (Beck, 1967, Orth et al., 2009a, Orth et al., 2009b, Roberts and Monroe, 1992, Zeigler-Hill, 2011). In particular, self-

critical individuals are more likely to experience depression after having negative success events, whereas dependent ones are more likely to experience depression after having interpersonal disruptions, therefore impacting their overall psychological wellbeing. As self-esteem is considered as a predictor of psychological wellbeing in various studies so the current study based on that also indicated that female students have lower level of psychological wellbeing comparatively to male students.

Implications

The findings of the current study highlight the level of self-esteem in context with psychological wellbeing among the school going students. Students' self-worth and self-confidence plays the major role in the self-esteem of the students and hence this study can help teachers as well as parents in better understanding their wards/students self-esteem and motivate them to overcome this low self-image and make them see themselves as someone with high level of self-worth and confident with a positive image of themselves. Thus, in order to help susceptible students to overcome this low level of self-esteem, making and implementing a plan of intervention like regular counselling for school going students could be productive. A plan should be structured on strategy of both group as well as individual counselling, focusing on multidimensional approach of psychological wellbeing of the students. Future research on this could investigate the effects or consequences of this low level of self-esteem on students wellbeing both physically as well as mentally.

Conclusion

To conclude it can be said that findings of the current study proposes that the most of the students these days have low self-esteem and the way a student feels about himself/herself has a big impact on practically everything they does, including how they participates in activities, overcomes obstacles, and engages with others. Self-esteem can also have a significant impact on academic success as well . A student's drive to learn, capacity to concentrate, and willingness to take chances can all be affected by low self-esteem. On the other hand, having high self-esteem is one of the fundamentals of academic achievement since it creates a solid framework for learning also it depicts good psychological wellbeing too however the current study shows that students lack the self-confidence which impacts them not only personally or emotionally but also academically and which impacts their overall psychological well-being.

References

1. Abel, E. (1998) Sexual risk behaviors among ship and shore based Navy women. *Military Medicine*, 163, 250–256.
2. Adams, M.J. (1996) Youth in crisis: an examination of adverse risk factors effecting children's cognitive and behavioral– emotional development, children ages 10–16. *Dissertation Abstracts International A: Humanities and Social Sciences*, 56(8-A), 3313
3. Ajzen, I. (1991) The theory of planned behavior. *Organizational and Human Decision Processes*, 50, 179–211.
4. Albee, G.W. (1985) The argument for primary prevention. *Journal of primary prevention*, 5, 213–219.
5. Alice, E. (1993) Mediating at risk factors among seventh and eighth grade students with specific learning disabilities using a holistically based model. *Dissertation, Nove University*.
6. Andrews, E.J. (1999) The effects of a self-improvement program on the self-esteem of single college mothers. *Dissertation Abstracts International A: Humanities and Social Sciences*, 60(2-A), 0345.
7. Bandura, A. (1977) *Social Learning Theory*. Prentice-Hall, Englewood Cliffs, NJ.
8. Bandura, A. (1986) *Social Foundations of Thought And Action: A Social Cognitive Theory*. Prentice-Hall, Englewood Cliffs, NJ.
9. Baumeister, R.F. (1990) Suicide as escape from self. *Psycho- logical Review*, 97, 90–113.
10. Baumeister, R.F., Bushman, B.J. and Campbell, W.K. (2000) Self-esteem, narcissism and aggression: does violence result from low self-esteem or from threatened egotism? *Current Directions in Psychological Science*, 9, 26–29.
11. Campbell, J.D., Chew, B. and Scrathley, L. (1991) Cognitive and emotional reactions to daily events: the effects of self-esteem and self complexity. *Journal of Personality and Social Psychology*, 59, 473–505.
12. Canadian Journal of Public Health, 79(Suppl. 2), s3–s5.
13. Scarano, G.M., Gina, M., Kaodner, M. and Cynthia, R. (1994) A Description of the continuum of eating disorders: implications for intervention and research. *Journal of Counseling and Development*, 72, 356–361.
14. Caplan, N. (1974) Who's to blame? *Psychology Today*, 8, 99–104.
15. Carvajal, S.C., Clair, S.D., Nash, S.G. and Evans, R.I. (1998) Relating optimism, hope and self-esteem to social influences in deterring substance use in adolescents. *Journal of Social and Clinical Psychology*, 17, 443–465.
16. Chang, A.M. and Mackenzie, A.E. (1998) State self-esteem following stroke. *Stroke*, 29, 2325–2328.
17. Cheng, H., & Furnham, A. (2003). Attributional style and self-esteem as predictors of psychological well being. *Counselling Psychology Quarterly*, 16(2), 121–130.
18. Ciarrochi, J., Heaven, P. C., & Davies, F. (2007). The impact of hope, self-esteem, and attributional style on adolescents' school grades and emotional well-being: A longitudinal study. *Journal of Research in Personality*, 41(6), 1161–1178.
19. Greenberg, M.T., Domitrovich, C. and Bumbarger, B. (2000) Preventing Mental Disorders in School-age Children: A Review of the Effectiveness of Prevention Programs. Prevention Research Center for the Promotion of Human Development, College of Health and Human Development, Pennsylvania State University, University Park, PA.
20. Hammen, C. and Goodman-Brown, T. (1990) Self schemes and vulnerability in specific life stress in children at risk for depression. *Cognitive Theory and Research*, 14, 215–227.
21. Haney, P. and Durlak, J.A. (1998) Changing self-esteem in children and adolescents. A meta analytic review. *Journal of Clinical Child Psychology*, 27, 423–433.
22. Lazarus, R.S. and Folkman, S. (1984) Coping and adaptation. In Gentry, W.D. (ed.), *The Handbook of Behavioral Medicine*. Guilford, New York, pp. 282–325.
23. Macdonald, G. (1994) Self-esteem and the promotion of mental health. In Trent, D. and Reed, C. (eds), *Promotion of Mental Health*. Avebury, Aldershot, vol. 3, pp. 19–20.
24. Press, Cambridge. Rouse, K.A. (1998) Longitudinal health endangering behavior among resilient and nonresilient early adolescents. *Journal of Adolescent Health*, 23, 297–302.
25. Rutter, M. (1992) Psychosocial resilience and protective mechanisms. In Rolf, J., Masten, A.S., Cicchetti, D., Nuechterlein, K.H. and Weintraub, S. (eds), *Risk and Protective Factors in the Development of Psychopathology*. Cambridge University Press, Cambridge, pp. 181–214.
26. Sartorius, N. (1988) Health Promotion strategies: Keynote Address.
27. Schoen. (1999) The etiology of violence and the voice of the perpetrator. *Dissertation Abstracts International B: Science and Engineering*, 60(2-B), 0875.

25. Seligman, M.E.P. (1975) Helplessness. Freeman, San Francisco, CA.
26. Seligman, M.E.P. (1995) What You Can Change and What You Can't. Knopf, New York.
27. Seligman, M.E.P. and Csikszentmihalyi, M. (2000) Positive psychology: an introduction. *American Psychologist*, 55, 5-14. Seligman, M.E.P., Reivich, K., Jaycox, L. and Gillham, J. (1995)
28. Taylor, S. and Brown, J. (1988) Illusions and well-being: a social psychological perspective on mental health. *Psychological Bulletin*, 103, 193-210.
29. Teri, L. (1982) Depression in adolescence: its relationship to assertion and various aspects of self image. *Journal of Clinical Child Psychology*, 11, 101-106.
30. The Optimistic Child. Houghton Mifflin, Boston, MA. Shadmon, O. (1998) Family and non-family supports as contributors to adjustment in school-aged children with employed mothers. *Dissertation Abstracts International B: Science and Engineering*, 59(2-B), 0898.
31. van der Ham, T., van der Strien, D.C. and van Engelan, H. (1998) Personality characteristics predict outcomes of eating disorders in adolescents: a 4-year prospective study. *European Child and Adolescent Psychiatry*, 7, 79-84.
32. Vickers, M.J. (1993) Understanding obesity in woman. *Journal of Obesity and Gynecology*, 22, 17-23.
33. Vohs, K.D., Voelz, Z.R., Pettit, J.W., Bardone, A.M., Katz, J. and Abramson, L.Y. (2001) Perfectionism, body dissatisfaction and self-esteem: an interactive model of bulimic symptom development. *Journal of Social and Clinical Psychology*, 20, 476-497.
34. Wang, C. C. D., & Castañeda-Sound, C. (2008). The role of generational status, self-esteem, academic self-efficacy, and perceived social support in college students' psychological well-being. *Journal of college counseling*, 11(2), 101-118.
35. Weare, K. (2000) Promoting Mental and Social Health: A Whole School Approach. Routledge, London.
36. WHO (1986) Discussion document on the concept and principles of health promotion. *Health Promotion*, 1, 73-76.
37. Wilhelm, K., Parker, G., Dewhurst-Savellis, J. and Asghari, A. (1999) Psychological predictors of single and recurrent major depressive episodes. *Journal of Affective Disorders*, 54, 139-147.
38. Zimmerman, S.L. (2000) Self-esteem, personal control, optimism, extraversion and the subjective well-being of Midwestern university faculty. *Dissertation Abstracts International B: Sciences and Engineering*, 60(7-B), 3608.