

Title: Exploring Self-esteem and Subjective well-being among young adults between the ages of 18 and 25 based in Mumbai.

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M.A. Psychology-Part 1

Introduction of variable

1.1 Self-Esteem

Education, parenting, therapists, and other professionals who aim to enhance self-esteem are paying increasing attention to it. A person with high self-esteem is more pleasant, attractive, has better relationships, and leaves a better first impression than someone with low self-esteem. Despite a substantial correlation between happiness and self-esteem, causality has not been conclusively proven by the study. Despite the buffering hypothesis that high self-esteem leads to happier outcomes regardless of stress or other factors, low self-esteem is more likely to lead to depression than high self-esteem.

Enhancing initiative and pleasant sensations are the two broad areas of advantages of strong self-esteem. Adulation without restraint could just as easily encourage narcissism, which has fewer desirable outcomes. The use of positive reinforcement is recommended to enhance self-esteem as a reward for socially acceptable behaviour and self-improvement.

A comparison of three factors associated with positive thinking is made in terms of predicting future high school grades, teachers' ratings of adjustment, and students' reports of their affective states.

1.2 Subjective Well-being

Psychological well-being includes subjective well-being, which Diener (2000) considers to be the most important component. Subjective well-being (SWB) refers to how individuals perceive and assess their life, as well as certain domains and activities. Research, politicians, national statistical offices, media, and the public have become increasingly interested in SWB ("self-reported wellbeing"). As a result, this information has the potential to contribute to monitoring the economic, social, and health conditions of populations and informing policy

decisions in these areas. In positive psychology, the long-term success, well-being, and flourishing of individuals are examined. And one approach to comprehending what this means to different people is the concept of subjective well-being (SWB).

Subjective well-being is a pleasant attitude towards life. A person is said to have high subjective well-being if they are satisfied with their lives and rarely feel unpleasant emotions. Subjective well-being is defined as an overall assessment of a person's life and emotional experience, which encompasses broad assessments like as life satisfaction, health satisfaction, and feelings that reflect how people respond with what happens in life. As a subjective judgement of a person, subjective well-being incorporates notions such as global life satisfaction, contentment in domains of life, high positive emotions, and low levels of negative emotions. According to Veenhoven (2012), subjective well-being is the degree at which people judge the quality of their lives as if it were an experience of pleasant feelings.

Review of Literature

Zhang et al. conducted research in 2019 on the "relationship between explicit self-esteem and subjective well-being: the moderating effect of implicit self-esteem." The effect of explicit self-esteem rather than implicit self-esteem on subjective well-being was found to be substantial in this study. 134 undergraduate students from two universities in Wuhan, China, took part. Furthermore, the disparity between implicit and explicit self-esteem had a significant effect on the cognitive component of Subjective Well Being, as measured by the Satisfaction With Life Scale, but not on the affective component of Subjective Well Being, as measured by the Happiness Index Scale or Affect Balance Scale. These data support the concept that the consistency between implicit and explicit self-esteem is a type of cognitive self-integration. To the best of our knowledge, this is the first study to investigate the relationship between self-esteem and subjective well-being in light of the various components of Subjective Well Being.

Padhy, Rana & Mishra (2011) conducted a study on "Self Esteem and Subjective Well-being: Correlates of Academic Achievement of Students". According to the study, the intercorrelation between self-esteem, subjective well-being and academic achievement of University students was explored. The gender difference was also examined in self-esteem and subjective well-being. With 120 participants, a simple two-group survey was used with a between-subjects design. The results revealed that there was a significantly positive relation between self-esteem, subjective well-being and academic achievement. The independent t-test revealed that female students possessed significantly higher self-esteem and subjective well-being than their male

counterparts. Out of the eleven domains of subjective well-being, female students were significantly higher in transcendence, social support and deficiency in social contact than male students.

Yao, Chen, Yu, et al. (2017) investigated these subjects in their work "Interpersonal Forgiveness and Self-Forgiveness: Mediator Roles between Self-Esteem and Subjective Well-Being." The study examined link 4 between self-esteem and subjective well-being and focused on the validation of the mediator roles of self-forgiveness and interpersonal forgiveness in a sample of 475 college students. The subjects completed the Subjective Well-Being Scale, the Heartland 1 Forgiveness Scale, and Rosenberg's Self-Esteem Scale. Subjective well-being was found to be strongly associated with self-esteem, interpersonal forgiveness, and self-forgiveness. According to the bootstrap results, both interpersonal forgiveness and self-forgiveness partially related self-esteem to subjective well-being. A structural equation modelling study found strong pathways from self-esteem to subjective well-being through both interpersonal forgiveness and self-forgiveness.

Barnum and Perrone-McGovern (2017) conducted a study on "Attachment, self-esteem, and subjective well-being among survivors of childhood sexual trauma" to investigate the links between attachment security, childhood sexual trauma, sexual self-esteem, and subjective well-being. It was hypothesised that higher levels of sexual self-esteem, lower levels of early sexual trauma, and more secure relationships would all contribute to better levels of subjective well-being. The study included 213 undergraduate students from a Midwestern university. Attachment and well-being theories provided a foundation for the current study's hypotheses. It was hypothesised that participants who scored higher on a scale indicating childhood sexual trauma would have lower sexual self-esteem and subjective well-being, whereas persons who scored higher on the attachment security scale would have greater sexual self-esteem and subjective well-being. According to the findings, having a high level of attachment security and sexual self-esteem predicted having a high level of subjective well-being, but having a high degree of childhood sexual trauma predicted having a low level of sexual self-esteem.

Method

3.1 Population

The study was intended for 30 young individuals, ranging in age from 18 to 25. The population was based in Mumbai.

3.2 Tests

3.2.1 Self-Esteem

Item response theory was used to investigate the Rosenberg Self-Esteem Scale, a well-known self-report instrument for gauging individual self-esteem. Factor analysis indicated a single shared factor, in contrast to earlier studies that distinguished separate factors for self-confidence and self-depreciation. The data were fitted to a unidimensional model for graded item answers. A model where the discriminations of the 10 items had to be equal was contrasted with a model where the discriminations may be determined at whim. The significance test revealed that the unconstrained model, which took into account the fact that the 10 items on the Rosenberg Self-Esteem Scale do not all discriminate identically and are related to self-esteem in different ways, better fit the data.

A 10-item scale is used to measure overall self-worth that measures both positive and negative thoughts about oneself. The alternatives for each question's responses range from strongly agree to strongly disagree on a 4-point Likert scale.

The Rosenberg Self-Esteem Scale had a minimum coefficient of repeatability of 0.90 and an internal consistency of 0.77, both excellent reliability ratings.

3.2.2 Subjective well-being scale (SWBS)

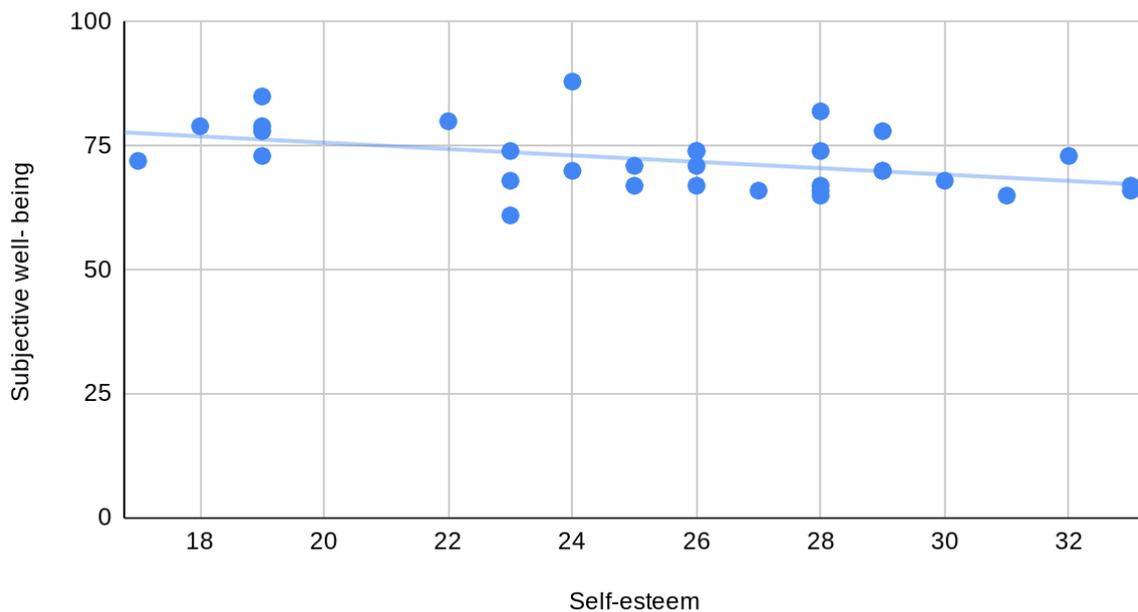
The subjective well-being scale, which was developed based on Diener's (2009) two aspects of subjective well-being—cognitive (life satisfaction) and affective—was used in this study to measure subjective well-being (positive affect and negative affect). This scale, which comprises 40 items in total, with 20 items for each component, was developed by researchers as a Likert scale to collect empirical data on subjective well-being. This scale has a rating scale of 0 to 4, with a higher number signifying a higher level of subjective well-being. A lower level of subjective well-being, on the other hand, will be reflected by a lower number.

This exam is validated with a composite reliability score of 0.971 and a Cronbach Alpha score of 0.968. Items that are both valid and reliable. Construct validity and reliability testing generate results that can reflect the subjective well-being component.

Results and analysis

After collecting the data, the Pearson correlation coefficient (r) was found using the tool Data Analysis in Excel. The obtained value of r is -0.42 which indicates that there is a negative low correlation between self-esteem and subjective well-being. It was observed that when one variable increases the other variable decreases.

Subjective well- being vs Self-esteem



In Fig 1.1 it is seen that the linear line is deviating towards low which depicts a negative low correlation between the scores of the Self-Esteem and Subjective Well-being scales.

Conclusion

The study is conducted to find a correlation between the scores of 2 tests: The Rosenberg Self-Esteem Scale and the Subjective well-being scale (SWBS). Therefore, based on the correlation coefficient, we can see in the population studied that there is a negative low correlation between self-esteem and subjective well-being.

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