

# Personality

What makes us who we are?

## Psych 305A: Lecture 10

### Self II: Self-Esteem

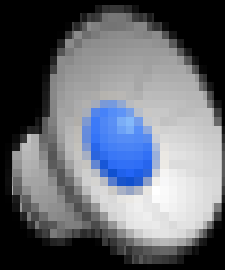
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## Development of Self Wrap-Up

- Cognitive-behavioral markers (18-24 months)
  - Imitation and role-taking
  - Mirror self-recognition
  - Rouge test

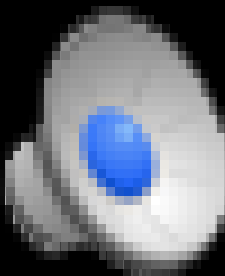
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## Early Self-Recognition



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## Monkey in the Mirror



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## Other animals with self

- **Mirror self-recognition**
  - Chimps, orangutans, gorillas
    - But not monkeys
  - Elephants
  - Dolphins
  - Humans
  - Recent discovery: magpies!



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## Do Dogs have a sense of self?



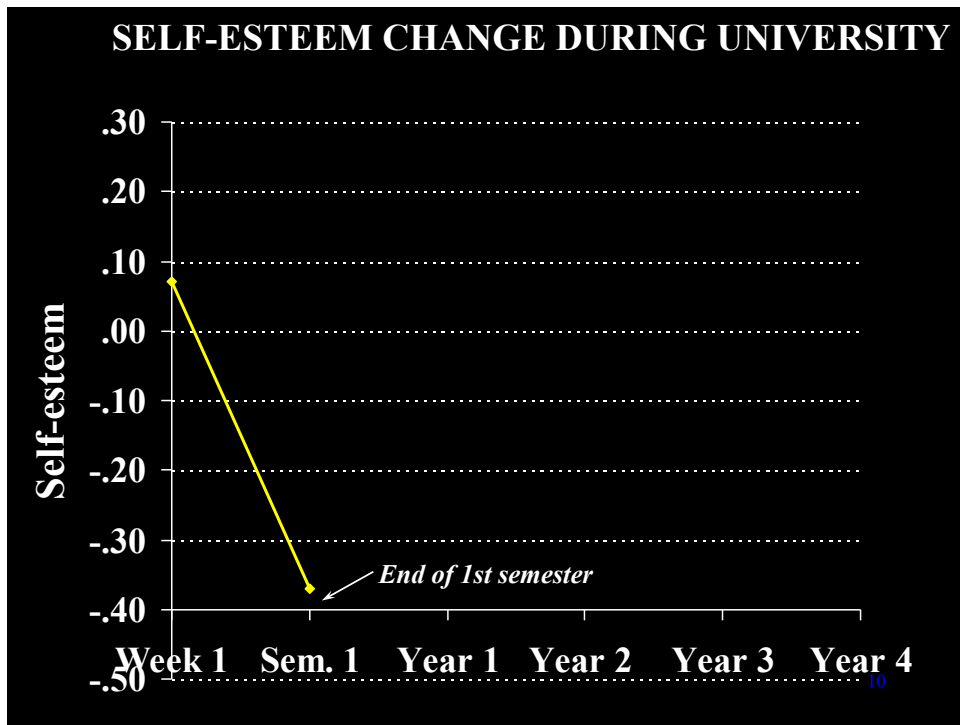
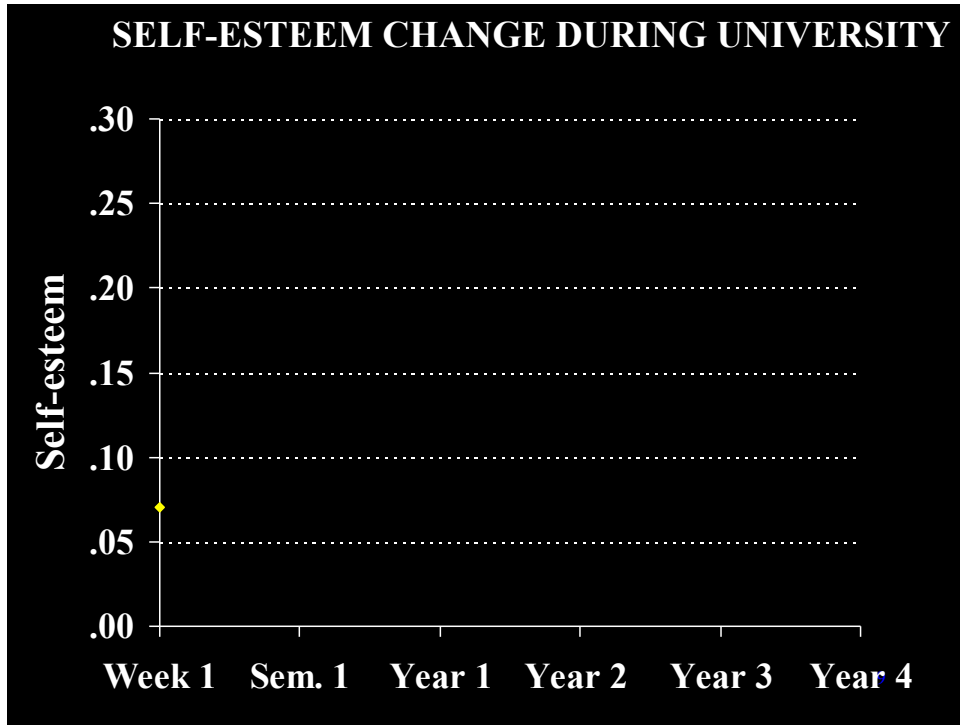
## Development of Self-Esteem

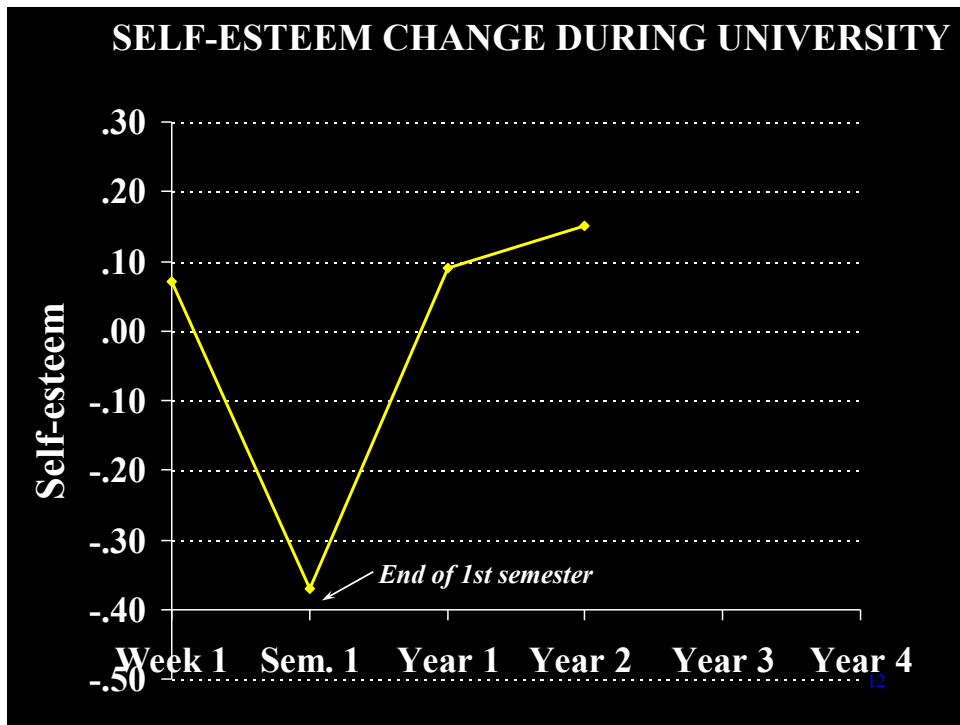
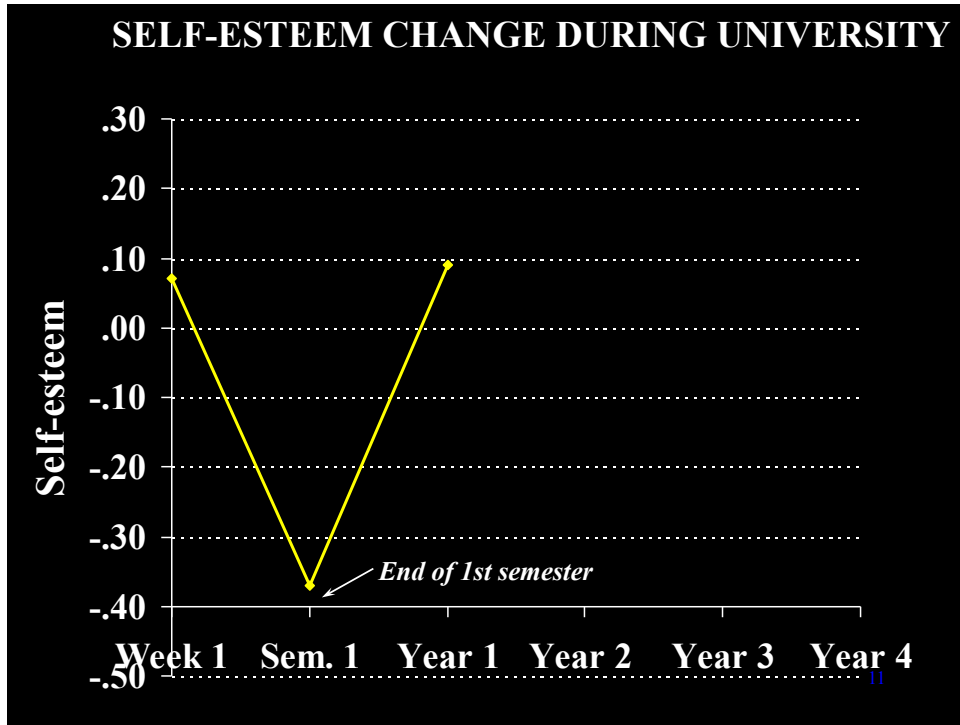
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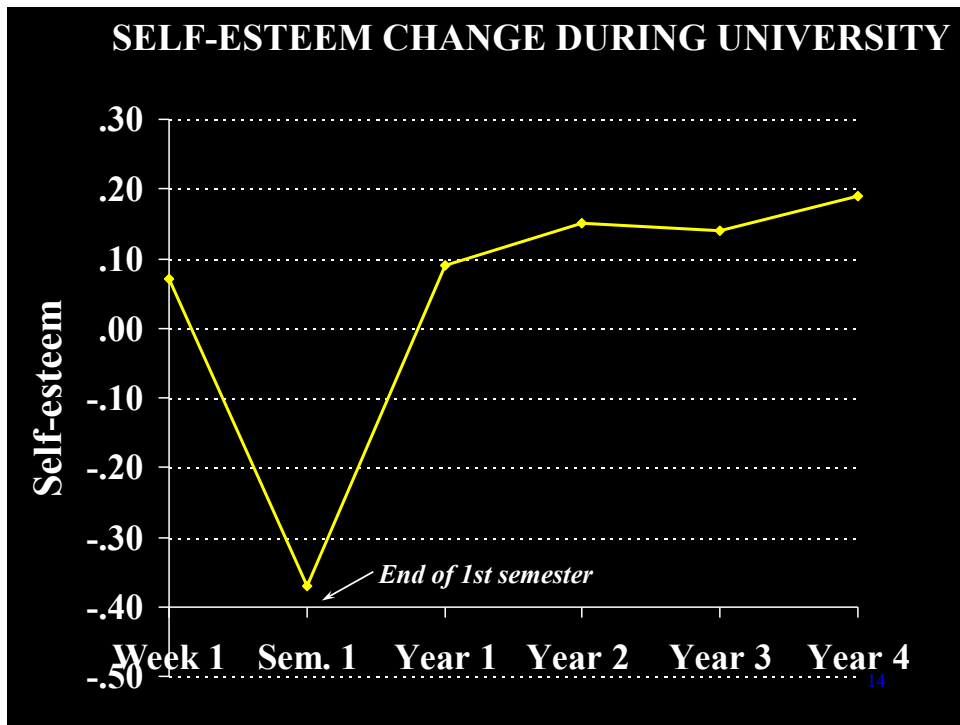
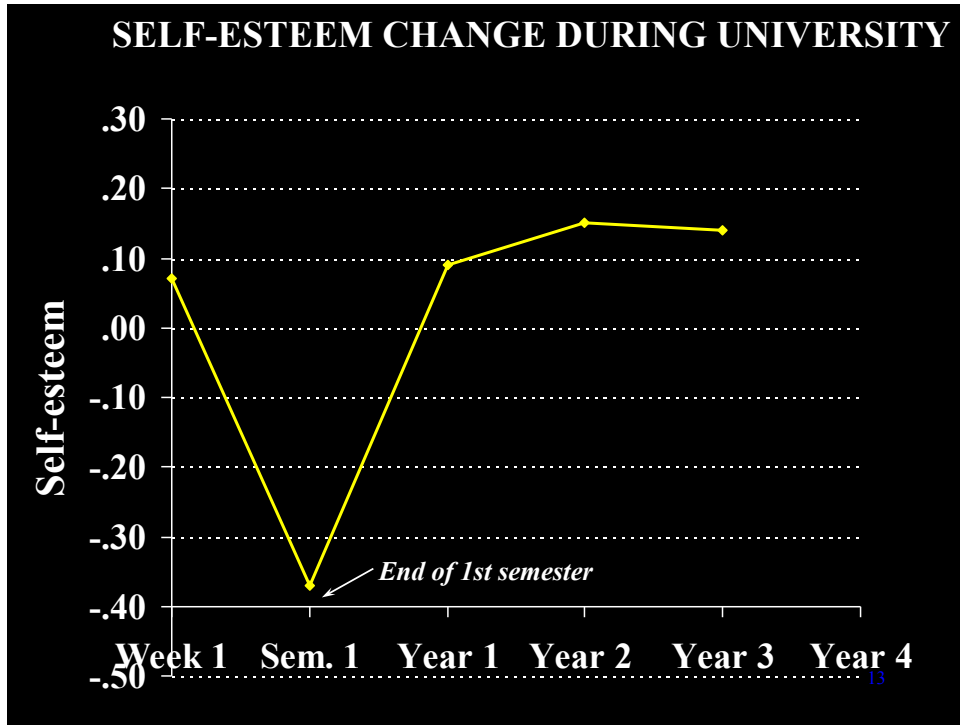
## Longitudinal Study

- **Assessed undergrads' self-esteem**
  - Used Rosenberg scale
  - (1) Beginning of Year 1**
  - (2) End of first semester**
  - (3) End of Year 1, Year 2, Year3, Year 4**

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### Quotes from Participants in Longitudinal Study

- **Self-Esteem Went Down**: “I used to think I was the best or one of the best students in school. College shattered that bubble which helped me get through things. There are so many people here who are much better than I am. I’m scared. I wish I were more confident in myself.”
- “I feel upset and ashamed at my failure, even a little depressed...Basically, I think my GPA sucks, ergo I suck. I value grades over education, which is wrong”
- **Self-Esteem Went Up**: “I am proud of my work and what I accomplish. My GPA is the only thing that is really mine here.
- I feel I can do better in school. It is hard for me to accept the fact that I have a C on my transcript. But I look at my grades and I am inspired to do well. And, despite my grades, I feel like I have learned a lot in college.

What happens to self-esteem  
across the lifespan?



## Cross-Sectional Internet Study

- On-line questionnaire
- Many links to other sites; ratings used to generate personality feedback to user
- Self-Esteem assessed with item:
  - Rate the extent to which you agree vs. disagree with this statement: “I have high self-esteem”

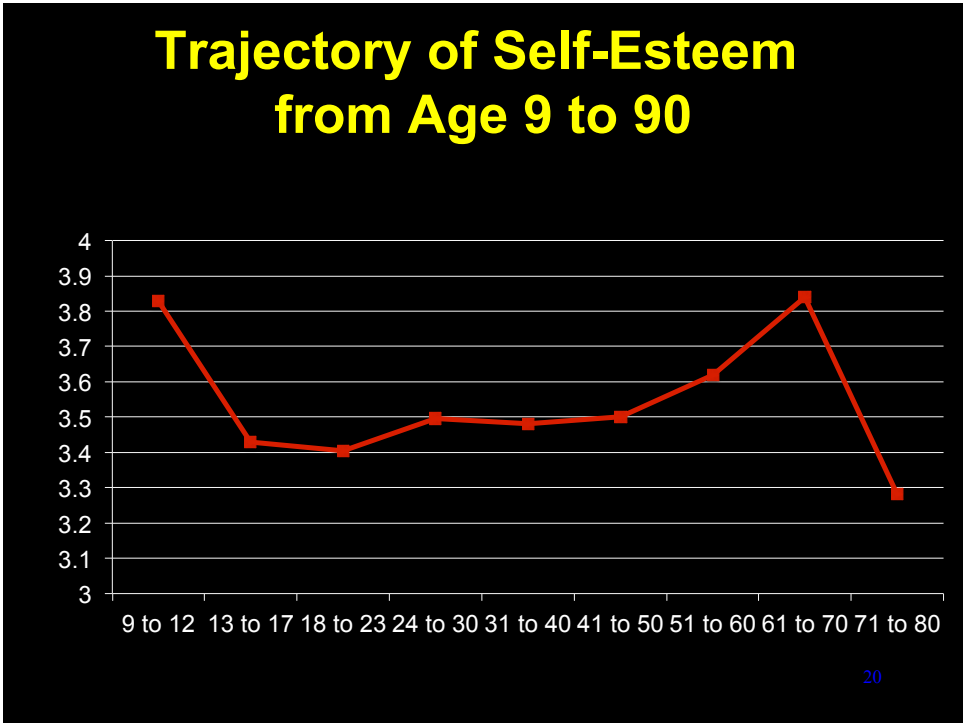
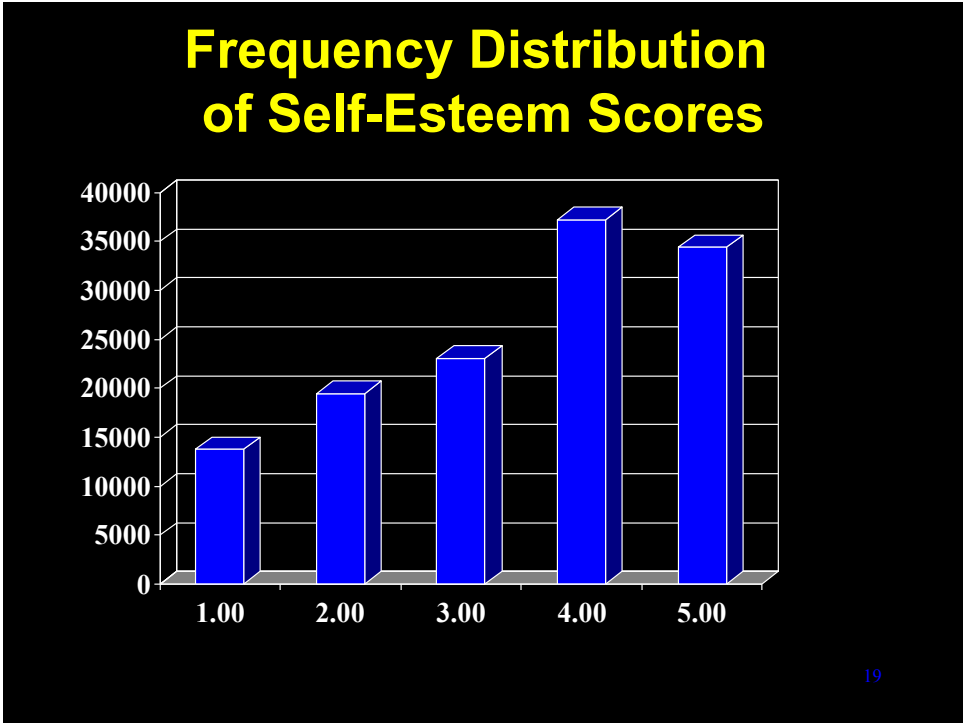
Strongly disagree 1-----2-----3-----4-----5 Strongly agree

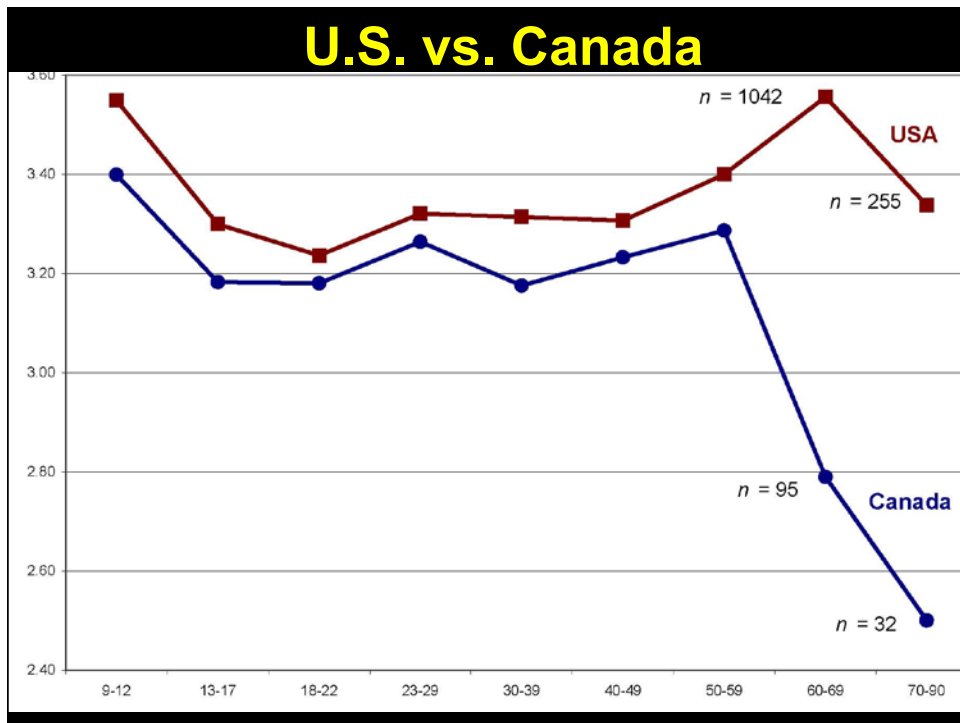
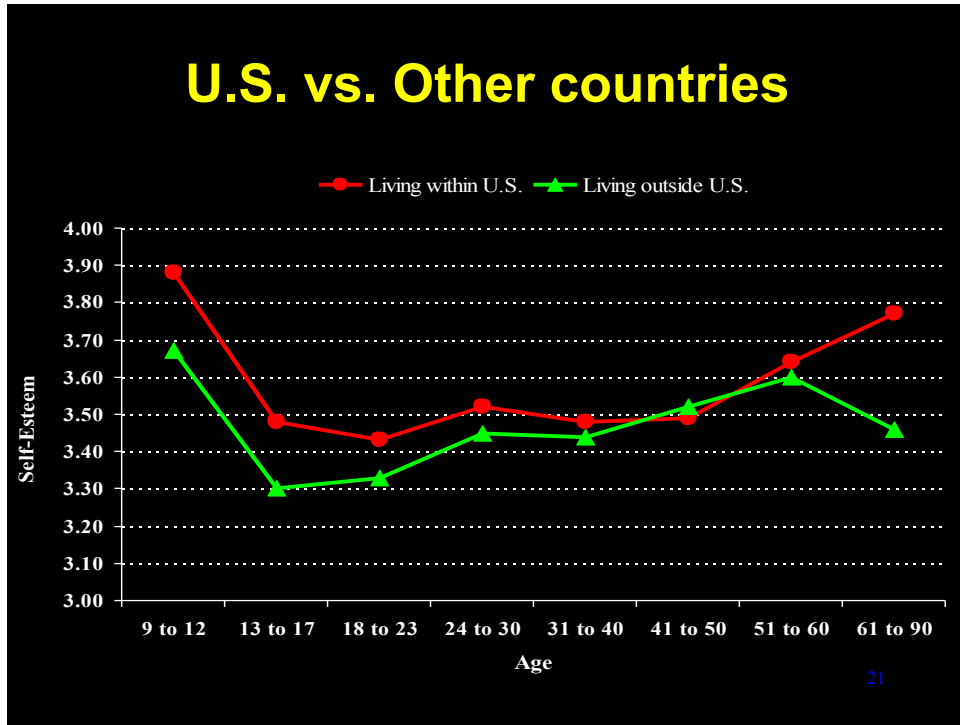
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## Cross-Sectional Study

<i>Age</i>	<i>Men</i>	<i>Women</i>	<i>Total (% of total)</i>
9 to 12	1,825	1,571	3,439 (2.7)
13 to 17	10,075	18,258	28,625 (22.4)
18 to 23	18,075	17,417	35,963 (28.1)
24 to 30	19,835	14,131	34,571 (27.0)
31 to 40	7,750	7,774	15,850 (12.4)
41 to 50	2,415	4,018	6,566 (5.1)
51 to 60	819	1,352	2,228 (1.7)
61 to 70	197	224	430 (.03)
71 to 90	94	69	166 (.01)
<b>Total</b>	<b>61,085</b>	<b>64,814</b>	<b>127,838</b>

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## Limitations with Internet Study

- Sample selectivity
  - Is it different on a computer?
  - Are internet users a select sample?
- Cross-sectional design
  - “Cohort” effects
  - Selective mortality

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## Next Class

- **Exam 2! This Friday, Jan. 30<sup>th</sup>**
  - Bring a No. 2 Pencil!
  - All multiple choice
- **Monday, Feb. 2: Begin Trait Approach**
  - Larsen & Buss, Ch. 3

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