

EXPLODING THE SELF- ESTEEM MYTH

BOOSTING PEOPLE'S SENSE OF SELF-WORTH HAS BECOME A NATIONAL PREOCCUPATION. YET SURPRISINGLY, RESEARCH SHOWS THAT SUCH EFFORTS DO LITTLE TO IMPROVE ACADEMIC PERFORMANCE OR PREVENT TROUBLESOME BEHAVIOR BY ROY F. BAUMEISTER, JENNIFER D. CAMPBELL, JOACHIM I. KRUEGER AND KATHLEEN D. VOHS

People intuitively recognize the importance of self-esteem to their psychological health, so it isn't particularly remarkable that most of us try to protect and enhance it in ourselves whenever possible. What *is* remarkable is that attention to self-esteem has become a communal concern, at least for Americans, who see a favorable opinion of oneself as the central psychological source from which all manner of positive outcomes spring. The corollary, that low self-esteem lies at the root of individual and thus societal problems, has sustained an ambitious social agenda for decades. Indeed, campaigns to raise people's sense of self-worth abound.

Consider what transpired in California in the late 1980s. Prodded by State Assemblyman John Vasconcellos, Governor George Deukmejian set up a task force on self-esteem and personal and social responsibility. Vasconcellos argued that raising self-esteem in young people would reduce crime, teen pregnancy, drug abuse, school underachievement and pollution, and even help to balance the state budget, a prospect predicated on the observation that people with high self-regard earn more than others and thus pay more in taxes. Along with its other activities, the task force as-



sembled a team of scholars to survey the relevant literature. The results appeared in *The Social Importance of Self-Esteem* (University of California Press, 1989), which stated that “many, if not most, of the major problems plaguing society have roots in the low self-esteem of many of the people who make up society.” In reality, the report contained little to support that assertion.

In 1995 Edward F. Diener and Brian Wolsic of the University of Illinois and Frank Fujita of Indiana University South Bend examined this possibility. They obtained self-esteem scores from a broad sample of the population and then photographed everybody, presenting these pictures to a panel of judges, who evaluated the subjects for attractiveness. Ratings based on full-length photographs

Findings even suggest that artificially boosting self-esteem may lower performance.

The California task force disbanded in 1995, but a nonprofit organization called the National Association for Self-Esteem (NASE) has picked up its mantle. Vasconcellos, until recently a California state senator, is on the advisory board.

Was it reasonable for leaders in California to start fashioning therapies and social policies without supportive data? Perhaps, given that they had problems to address. But one can draw on many more studies now than was the case 15 years ago, enough to assess the value of self-esteem in several spheres. Regrettably, those who have been pursuing self-esteem-boosting programs, including the leaders of NASE, have not shown a desire to examine the new work, which is why the four of us recently came together under the aegis of the American Psychological Society to review the scientific literature.

In the Eye of the Beholder

Gauging the value of self-esteem requires, first of all, a sensible way to measure it. Most investigators just ask people what they think of themselves. Naturally enough, the answers are often colored by the common tendency to want to make oneself look good. Unfortunately, psychologists lack good methods to judge self-esteem.

Consider, for instance, research on the relation between self-esteem and physical attractiveness. Several studies have generally found clear positive links when people rate themselves on both properties. It seems plausible that physically attractive people would end up with high self-esteem because they are treated more favorably than unattractive ones—being more popular, more sought after, more valued by lovers and friends, and so forth. But it could just as well be that those who score highly on self-esteem scales by claiming to be wonderful people all around also boast of being physically attractive.

showed no significant correlation with self-esteem. When the judges were shown pictures of just the participants’ unadorned faces, the correlation between attractiveness and self-esteem was once again zero. In that same investigation, however, self-reported physical attractiveness was found to have a strong correlation with self-esteem. Clearly, those with high self-esteem are gorgeous in their own eyes but not necessarily to others.

This discrepancy should be sobering. What seemed at first to be a strong link between physical good looks and high self-esteem turned out to be nothing more than a pattern of consistency in how favorably people rate themselves. A parallel phenomenon affects those with low self-esteem, who are prone to floccinaucinihilipilification, a highfalutin word (among the longest in the Oxford English Dictionary) but one that we can’t resist using here, it being defined as “the action or habit of estimating as worthless.” That is, people with low self-esteem are not merely down on themselves; they are negative about everything.

This tendency has certainly distorted some assessments. For example, psychologists once thought that people with low self-esteem were especially prejudiced. But thoughtful scholars, such as Jennifer Crocker of the University of Michigan at Ann Arbor, questioned this conclusion. After all, if people rate themselves negatively, it is hard to label them as prejudiced for rating people not like themselves similarly. When one uses the difference between the subjects’ assessments of their own group and their ratings of other groups as the yardstick for bias, the findings are reversed: people with *high* self-esteem appear to be more prejudiced. Floccinaucinihilipilification also raises the danger that those who describe themselves disparagingly may describe their lives similarly, thus furnishing the appearance that low self-esteem has unpleasant outcomes.

Given the often misleading nature of self-reports, we set up our review to emphasize objective measures wherever possible—a requirement that greatly reduced the number of relevant studies (from more than 15,000 to about 200). We were also mindful to avoid another fallacy: the assumption that a correlation between self-esteem and some desired behavior establishes causality. Indeed, the question of causality goes to the heart of the debate. If high self-esteem brings about certain positive outcomes, it may well be worth the effort and expense of trying to instill this feeling. But if the correlations mean simply that a positive self-image is a result of success or good behavior—which is certainly plausible—there is little to be gained by raising self-esteem alone. We began our two-year effort by reviewing studies relating self-esteem to academic performance.

School Daze

At the outset, we had every reason to hope that boosting self-esteem would be a potent tool for helping students. Logic suggests that having a good dollop of self-esteem would enhance striving and persistence in school, while making a student less likely to succumb to paralyzing feelings of incompetence or self-doubt. Modern studies have, however, cast doubt on the idea that higher self-esteem actually induces students to do better.

Such inferences about causality are possible when the subjects are examined at two different

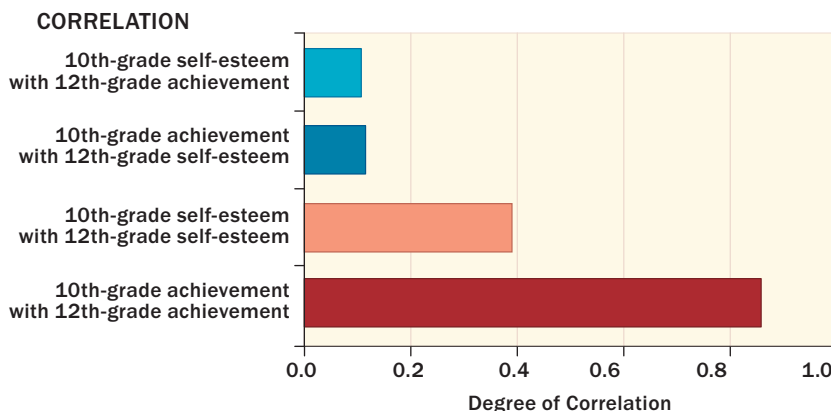
times, as was the case in 1986 when Sheila M. Pottebaum and her colleagues at the University of Iowa tested more than 23,000 high school students, first in the 10th and again in the 12th grade. They found that self-esteem in 10th grade is only weakly predictive of academic achievement in 12th grade. Academic achievement in 10th grade correlates with self-esteem in 12th grade only trivially better. Such results, which are now available from multiple studies, certainly do not indicate that raising self-esteem offers students much benefit. Some findings even suggest that artificially boosting self-esteem may lower subsequent performance.

Even if raising self-esteem does not foster academic progress, might it serve some purpose later, say, on the job? Apparently not. Studies of possible links between workers' self-regard and job performance echo what has been found with schoolwork: the simple search for correlations yields some suggestive results, but these do not show whether a good self-image leads to occupational success, or vice versa. In any case, the link is not particularly strong.

The failure to contribute significantly at school or at the office would be easily offset if a heightened sense of self-worth helped someone to get along better with others. Having a good self-image might make someone more likable insofar as people prefer to associate with confident, positive individuals and generally avoid those who suffer from self-doubts and insecurities.

Good Feelings, Good Grades?

In an attempt to gauge whether high self-esteem leads to good academic performance, researchers surveyed thousands of high school students in their sophomore and senior years. The correlation between self-esteem sophomore year and academic performance senior year proved to be about the same as the correlation between academic performance sophomore year and self-esteem senior year. Thus, it is hard to say that either trait helps the other or whether some third factor gives rise to both high self-esteem and superior achievement.



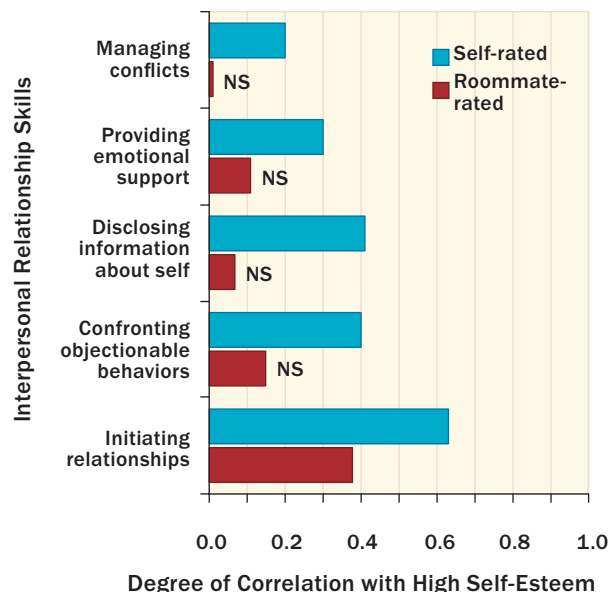
SOURCE: S. M. Pottebaum, T. Z. Keith and S. W. Ehly in *Educational Research*, Vol. 79, pages 140–144; 1986



Initiating Relationships



A study of college students revealed strong links between self-esteem and various interpersonal skills—when the subjects rated themselves. Ratings by their roommates provided a different picture: for four of the five skills surveyed, the correlations with self-esteem fell to levels that were not significant (NS) statistically. Nevertheless, the connection between self-esteem and prowess in initiating relationships stayed reasonably robust, as one might expect.



SOURCE: D. Buhrmester, W. Furman, M. T. Wittenberg and H. T. Reis in *Journal of Personality and Social Psychology*, Vol. 55, pages 991-1008; 1988

People who regard themselves highly generally state that they are popular and rate their friendships as being of superior quality to those described by people with low self-esteem, who report more negative interactions and less social support. But as Julia Bishop and Heidi M. Inderbitzen-Nolan of the University of Nebraska–Lincoln showed in 1995, these assertions do not reflect reality. The investigators asked 542 ninth-grade students to nominate their most-liked and least-liked peers, and the resulting rankings displayed no correlation whatsoever with self-esteem scores.

A few other sound studies have found that the same is true for adults. In one of these investigations, conducted in the late 1980s, Duane P. Buhrmester, now at the University of Texas at Dallas, reported that college students with high levels of self-regard claimed to be substantially better at initiating relationships, disclosing things about themselves, asserting themselves in response to objectionable behaviors by others, providing emo-

tional support and even managing interpersonal conflicts. Their roommates' ratings, however, told a different story. For four of the five interpersonal skills surveyed, the correlation with self-esteem dropped to near zero. The only one that remained statistically significant was with the subjects' ability to initiate new social contacts and friendships. This does seem to be one sphere in which confidence indeed matters: people who think that they are desirable and attractive should be adept at striking up conversations with strangers, whereas those with low self-esteem presumably shy away, fearing rejection.

One can imagine that such differences might influence a person's love life, too. In 2002 Sandra L. Murray of the University at Buffalo found that people low in self-esteem tend to distrust their partners' expressions of love and support, acting as though they are constantly expecting rejection. Thus far, however, investigators have not produced evidence that such relationships are especially prone to dissolve. In fact, high self-esteem may be the bigger threat: as Caryl E. Rusbult of the University of Kentucky showed back in 1987, those who think highly of themselves are more likely than others to respond to problems by severing relations and seeking other partners.

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Sex, Drugs and Rock 'n' Roll

How about teenagers? How does self-esteem, or the lack thereof, influence their love life, in particular their sexual activity? Investigators have

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examined this subject extensively. All in all, the results do not support the idea that low self-esteem predisposes young people to more or earlier sexual activity. If anything, those with high self-esteem are less inhibited, more willing to disregard risks and more prone to engage in sex. At the same time, bad sexual experiences and unwanted pregnancies appear to lower self-esteem.

If not sex, then how about alcohol or illicit drugs? Abuse of these substances is one of the most worrisome behaviors among young people, and many psychologists once believed that boosting self-esteem would prevent such problems. The thought was that people with low self-esteem turn

to drinking or drugs for solace. The data, however, do not consistently show that low adolescent self-esteem causes or even correlates with the abuse of alcohol or other drugs. In particular, in a large-scale study in 2000, Rob McGee and Sheila M. Williams of the Dunedin School of Medicine at the University of Otago in New Zealand found no correlation between self-esteem measured between ages nine and 13 and drinking or drug use at age 15. Even when findings do show links between alcohol use and self-esteem, they are mixed and inconclusive. We did find, however, some evidence that low self-esteem contributes to illicit drug use. In particular, Judy A. Andrews and Su-

Mixed Messages

A 1999 study by Donelson R. Forsyth and Natalie A. Kerr, both then at Virginia Commonwealth University, suggests that attempts to boost self-esteem among struggling students may backfire. College students getting grades of D or F in a psychology course were divided into two groups, arranged initially to have the same grade-point average. Each week students in the first group received an e-mail message designed to boost

their self-esteem (*example at left*). Those in the second group received a message intended to instill a sense of personal responsibility for their academic performance (*right*).

By the end of the course, the average grade in the first group dropped below 50 percent—a failing grade. The average for students in the second group was 62 percent—a D minus, which is poor but still passing.

Group 1

WHAT CAUSES GOOD AND BAD GRADES?

Research suggests that when students get back their tests, they tend to lose confidence: they say things like “I can’t do this,” or “I’m worthless,” or “I’m not as good as other people in college.”

Other studies suggest, though, that students who have high self-esteem not only get better grades, but they remain self-confident and assured.

In fact, in one study researchers had students write down what “went through their minds” when they were trying to get better grades. Students who improved with each test were thinking:

- “I can be proud of myself.”
- “I can do this.”
- “I am better than most of the other people in this school.”
- “I am satisfied with myself.”

Students who did not improve were thinking:

- “I’m ashamed of myself.”
- “I don’t deserve to be in college.”
- “I’m worthless.”

BOTTOM LINE: Hold your head—and your self-esteem—high.

Group 2

WHAT CAUSES GOOD AND BAD GRADES?

Research suggests that when students get back their tests, they tend to blame poor scores on external factors: they say things like “the test was too hard,” or “the prof didn’t explain that,” or “the questions are too picky.”

Other studies suggest, though, that students who take responsibility for their grades not only get better grades, but they also learn that they, personally, can control the grades they get.

In fact, in one study researchers had students write down what “went through their minds” when they were trying to get better grades. Students who improved with each test were thinking:

- “I need to work harder.”
- “I can learn this material if I apply myself.”
- “I can control what happens to me in this class.”
- “I have what it takes to do this.”

Students who did not improve were thinking:

- “It’s not my fault.”
- “This test was too hard.”
- “I’m not good at this.”

BOTTOM LINE: Take personal control of your performance.

san C. Duncan of the Oregon Research Institute found in 1997 that declining levels of academic motivation (the main focus of their study) caused self-esteem to drop, which in turn led to marijuana use, although the connection was weak.

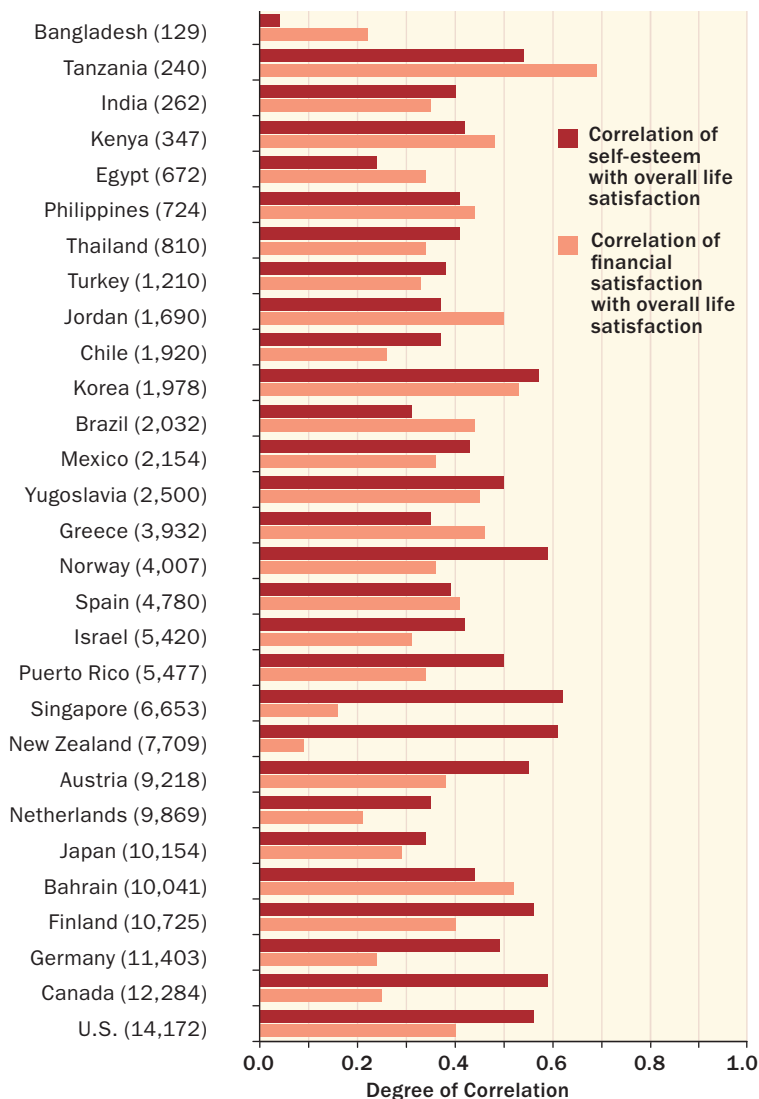
Interpretation of the findings on drinking and drug abuse is probably complicated by the fact that some people approach the experience out of curiosity or thrill seeking, whereas others may use it to cope with or escape from chronic unhappiness. The overall result is that no categorical statements can be made. The same is true for tobacco use, where our study-by-study review uncovered a preponderance of results that show no influence. The few positive findings we unearthed could conceivably reflect nothing more than self-report bias.

Another complication that also clouds these studies is that the category of people with high self-esteem contains individuals whose self-opinions differ in important ways. Yet in most analyses, people with a healthy sense of self-respect are, for example, lumped with those feigning higher self-esteem than they really feel or who are narcissistic. Not surprisingly, the results of such investigations may produce weak or contradictory findings.

Bully for You

For decades, psychologists believed that low self-esteem was an important cause of aggression. One of us (Baumeister) challenged that notion in 1996, when he reviewed assorted studies and concluded that perpetrators of aggression

Self-Esteem and Happiness



SOURCE: E. Diener and M. Diener in *Journal of Personality and Social Psychology*, Vol. 68, pages 653-663; 1995

A person's overall satisfaction with life tends to go hand in hand with his or her level of self-esteem, as shown by the high degree of correlation between the two. In most countries overall life satisfaction correlates better with self-esteem than with financial satisfaction. Exceptions tend to be countries with low per capita GDP (*bracketed values, U.S. dollars*).



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generally hold favorable and perhaps even inflated views of themselves.

Take the bullying that goes on among children, a common form of aggression. Dan Olweus of the University of Bergen was one of the first to dispute the notion that under their tough exteriors, bullies suffer from insecurities and self-doubts. Although Olweus did not measure self-esteem directly, he showed that bullies reported less anxiety and were more sure of themselves than other children. Ap-

(and its opposite, depression) has been studied mainly by means of self-report, and the tendency of some people toward negativity may produce both their low opinions of themselves and unfavorable evaluations of other aspects of life. Yet it is not clear what could replace such assessments. An investigator would indeed be hard-pressed to demonstrate convincingly that a person was less (or more) happy than he or she supposed. Clearly, objective measures of happiness and depression

Young people with high self-esteem are more prone to disregard risks and engage in sex.

parently the same applies to violent adults [see “Further Reading,” below].

After coming to the conclusion that high self-esteem does not lessen a tendency toward violence, that it does not deter adolescents from turning to alcohol, tobacco, drugs and sex, and that it fails to improve academic or job performance, we got a boost when we looked into how self-esteem relates to happiness. The consistent finding is that people with high self-esteem are significantly happier than others. They are also less likely to be depressed.

One especially compelling study was published in 1995, after Diener and his daughter Marissa, now a psychologist at the University of Utah, surveyed more than 13,000 college students, and high self-esteem emerged as the strongest factor in overall life satisfaction. In 2004 Sonja Lyubomirsky, Christopher Tkach and M. Robin DiMatteo of the University of California, Riverside, reported data from more than 600 adults ranging in age from 51 to 95. Once again, happiness and self-esteem proved to be closely tied. Before it is safe to conclude that high self-esteem leads to happiness, however, further research must address the shortcomings of the work that has been done so far.

First, causation needs to be established. It seems possible that high self-esteem brings about happiness, but no research has shown this outcome. The strong correlation between self-esteem and happiness is just that—a correlation. It is plausible that occupational, academic or interpersonal successes cause both happiness and high self-esteem and that corresponding failures cause both unhappiness and low self-esteem. It is even possible that happiness, in the sense of a temperament or disposition to feel good, induces high self-esteem.

Second, it must be recognized that happiness

are going to be difficult if not impossible to obtain, but that does not mean self-reports should be accepted uncritically.

What then should we do? Should parents, teachers and therapists seek to boost self-esteem wherever possible? In the course of our literature review, we found some indications that self-esteem is a helpful attribute. It improves persistence in the face of failure. And individuals with high self-esteem sometimes perform better in groups than do those with low self-esteem. Also, a poor self-image is a risk factor for certain eating disorders, especially bulimia—a connection one of us (Vohs) and her colleagues documented in 1999. Other effects are harder to demonstrate with objective evidence, although we are inclined to accept the subjective evidence that self-esteem goes hand in hand with happiness.

So we can certainly understand how an injection of self-esteem might be valuable to the individual. But imagine if a heightened sense of self-worth prompted some people to demand preferential treatment or to exploit their fellows. Such tendencies would entail considerable social costs. And we have found little to indicate that indiscriminately promoting self-esteem in today’s children or adults, just for being themselves, offers society any compensatory benefits beyond the seductive pleasure it brings to those engaged in the exercise. **M**

(Further Reading)

- ♦ **Violent Pride.** Roy F. Baumeister in *Scientific American*, Vol. 284, No. 4, pages 96–101; April 2001.
- ♦ **Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles?** Roy F. Baumeister, Jennifer D. Campbell, Joachim I. Krueger and Kathleen D. Vohs in *Psychological Science in the Public Interest*, Vol. 4, No. 1, pages 1–44; May 2003.