

Research Papers On Self Esteem

Young children can surprise us with tough questions. Tominey's essential guide teaches us how to answer them and foster compassion along the way. If you had to choose one word to describe the world you want children to grow up in, what would it be? Safe? Understanding? Resilient? Compassionate? As parents and caregivers of young children, we know what we want for our children, but not always how to get there. Many children today are stressed by academic demands, anxious about relationships at school, confused by messages they hear in the media, and overwhelmed by challenges at home. Young children look to the adults in their lives for everything. Sometimes we're prepared... sometimes we're not. In this book, Shauna Tominey guides parents and caregivers through how to have conversations with young children about a range of topics-from what makes us who we are (e.g., race, gender) to tackling challenges (e.g., peer pressure, divorce, stress) to showing compassion (e.g., making friends, recognizing privilege, being a helper). Talking through these topics in an age-appropriate manner—rather than telling children they are too young to understand—helps children recognize how they feel and how they fit in with the world around them. This book provides sample conversations, discussion prompts, storybook recommendations, and family activities. Dr. Tominey's research-based strategies and practical advice creates dialogues that teach self-esteem, resilience, and empathy: the building blocks for a more compassionate world.

Dr. Mruk has produced a highly readable new edition of his original work on an often misunderstood psychological construct--self-esteem. Mruk's view that self-esteem is a critically important influence on psychological adjustment and quality of life is now an accepted tenet in personality theory. Lack of self-esteem is frequently a precursor to depression, suicidal behavior, and other personality disorders. Nonetheless, the clinical diagnosis of self-esteem problems has lacked the basis of an overarching theory. Dr. Mruk's comprehensive analysis distills the literature on self-esteem into practical and reliable treatment methods for both clinicians and researchers. The new edition contains updated research and current terms, and addresses the self-esteem "backlash." He concludes with worksheets and detailed guidelines for conducting self-esteem building workshops. Added features include: Major theories of self-esteem Chapter on the new positive psychology 150 new references Dr. Mruk has developed a writing style that is successfully oriented toward both academic and clinical audiences in the areas of counseling, education, nursing, psychology, and social work, thus providing much-needed information for teachers, students, and practicing clinicians in a clear, concise way.

Weaving practical, hands-on ideas with theory and research about child development, child treatment, and the therapeutic relationship, this book describes an innovative approach to treatment of children and adolescents who won't or can't respond to traditional, conversation-based therapy. For these children, therapists need an entirely new clinical language, one that doesn't depend on words. Within an interpersonal and developmental framework, Straus spells out the deceptively simple goals of no-talk therapy: someone to be close to, and something to be proud of. Through empathy and respect, games, activities, community involvement, a circle of adults, and little pleasures, this approach begins to provide these anxious, sullen, enraged, and confused kids with the self-confidence, self-esteem, and self-awareness to develop a voice of their own.

As technology continues to rapidly advance, individuals and society are profoundly changed. So too are the tools used to measure this universe and, therefore, our understanding of reality improves. Boundaries of Self and Reality Online examines the idea that technological advances associated with the Internet are moving us in multiple domains toward various "edges." These edges range from self, to society, to relationships, and even to the very nature of reality. Boundaries are dissolving and we are redefining the elements of identity. The book begins with explorations of the digitally constructed self and the relationship between the individual and technological reality. Then, the focus shifts to society at large and includes a contribution from Chinese researchers about the isolated Chinese Internet. The later chapters of the book explore digital reality at large, including discussions on virtual reality, Web consciousness, and digital physics. Cyberpsychology architecture Video games as a tool for self-understanding Avatars and the meaning behind them Game transfer phenomena A Jungian perspective on technology Politics of social media The history and science of video game play Transcendent virtual reality experiences The theophoric quality of video games

European Perspectives on its Development, Aspects, and Applications

The Self-Concept

Society and the Adolescent Self-Image

Self-Esteem Research, Theory, and Practice

Encyclopedia of Personality and Individual Differences

Boundaries of Self and Reality Online

Athletes participating at all levels of endurance performance can relate to the impact of psychological factors. Whether it is motivation, self-belief, feeling nervous before a race, exercise-induced pain, sticking to a pacing strategy, or thoughts around what to focus on, there are a vast number of psychological factors which can affect endurance performance. Bringing together experts in the field from around the world, this is the first text to provide a detailed overview of the psychology of endurance performance where there is a research and an applied focus looking at both main theoretical models as well as how interventions can support an athlete's efficacy and well-being. The authors look at regulatory processes around performance, decision-making, self-belief, emotions, and meta-cognition, before examining a range of cognitive strategies, including the use of imagery, goals, self-talk, and mindfulness techniques. With a final section of the book outlining issues related to mental health that are relevant to endurance performance, the book shows that the future of research and application of psychological theory in endurance performance in sport is bright and thriving. Aimed at researchers, students, coaches, and athletes themselves, this is essential reading for anyone wishing to better understand how our minds experience endurance in performance arenas, and what psychological techniques can be used to make us more efficient.

Over 5,000 high-school students of different social, religious, and national backgrounds were studied to show the effects of family experience, neighborhoods, minority groups, etc. on their self-image and response to society. Originally published in 1965. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

Is the well-being of a society dependent on the well-being of its citizenry? Does individual self-esteem play a causal role in chronic social problems such as child abuse, school drop-out rates, teenage pregnancy, alcohol and drug abuse, welfare dependency? In an attempt to answer these questions, the State of California established a task force on self-esteem and social responsibility in 1987. The aim of this body was to determine what connections might exist between these two factors and to suggest policy guidelines relating to the welfare of Californians and to the expenditure of public resources. The ten essays in this volume, prepared by faculty members of the University of California, draw on research in the social and behavioral sciences to explore these issues. They assess the substantive assertions and research findings in the field and make careful evaluations of their reliability and validity. In many cases strong connections between self-esteem and problematic behavior are established, in others the connections are weak, and in some the causal relationship is, as yet, imperfectly understood. One of the conclusions of the book is that research on these issues needs to be improved, particularly in the areas of comparative and longitudinal studies. Guidelines for future research are suggested, and some points of policy direction are elaborated. These essays may indeed promote additional research, for the premise that social stability and welfare are largely dependent on the psychological state of a people poses a challenging and provocative counter-emphasis to the assumption that social institutions are the primary determinants of individual welfare.

In this edited collection a distinguished set of contributors present a broad overview of psychological research on self-esteem. Each chapter is written by leading experts in the field, and surveys current research on a particular issue concerning self-esteem. Together, the chapters provide a comprehensive overview of one of the most popular topics in psychology. Each chapter presents an in-depth review of particular issues concerning self-esteem, such as the connection that self-esteem has with the self-concept and psychological adjustment. A number of further topics are covered in the book, including: How individuals pursue self-esteem The developmental changes in feelings of self-worth over the life span. The existence of multiple forms of high self-esteem The role that self-esteem plays as an interpersonal signal The protective properties associated with the possession of high self-esteem This collection of state-of-the-art reviews of key areas of the psychological literature on self-esteem will be of great interest to researchers, and academics, and also to graduate and advanced undergraduate students of social psychology.

Helping Kids Meet the Challenge of Becoming Authentic Adults

Efficacy, Agency, and Self-Esteem

Feelings

Self-Regulated Learning and Academic Achievement

Self-esteem at Work

The landmark work on the social significance of childhood. The original and vastly influential ideas of Erik H. Erikson underlie much of our understanding of human development. His insights into the interdependence of the individuals' growth and historical change, his now-famous concepts of identity, growth, and the life cycle, have changed the way we perceive ourselves and society. Widely read and cited, his works have won numerous awards including the Pulitzer Prize and the National Book Award. Combining the insights of clinical psychoanalysis with a new approach to cultural anthropology, *Childhood and Society* deals with the relationships between childhood training and cultural accomplishment, analyzing the infantile and the mature, the modern and the archaic elements in human motivation. It was hailed upon its first publication as "a rare and living combination of European and American thought in the human sciences" (Margaret Mead, *The American Scholar*). Translated into numerous foreign languages, it has gone on to become a classic in the study of the social significance of childhood.

Challenging current notions in self-esteem literature, this volume offers new insights into efficacy, agency, and self-esteem as well as the influence of these constructs on psychological well-being. The contributions by prominent researchers contain substantial new theoretical and empirical research that focuses on a wide range of personality and motivational phenomena.

Do some of your pupils suffer from low or fragile self-esteem? Perhaps you want to help, but don't know how? If so, this book is for you. Using insights from theory, research and classroom practice, it provides strategies and techniques that will enhance the confidence of primary school children through authentic learning experiences. This book includes: -discussions on a range of issues surrounding self-esteem enhancement in school -studies of recent work in this area -links between self-esteem and the development of competence (fitting in with the Raising Attainment agenda) -research evidence from real primary classrooms -a clear articulation of strategies and techniques to use in classrooms -a summary and analysis of the key theoretical and empirical work in the area The book's clear practical focus will be of interest to all teachers and managers keen to enhance self-esteem in their schools. It will prove equally useful for teachers in training and more experienced teachers undertaking further study. This book will empower you to develop your practice with a clear sense of direction - and with increased confidence. David Miller is Professor of Education at the University of Dundee. Teresa Moran is the Associate Dean (Education and Professional Development) at the University of Dundee.

This book provides an overview of current theory, research and practice in the field of language anxiety and brings together a range of perspectives on this psychological construct in a single volume. Chapters show that language anxiety can be viewed as a complex and dynamic construct and can be researched using different methods and frameworks.

Enhancing Self-esteem in the Classroom

Self-Compassion

The Social Importance of Self-Esteem

The Self Confidence Workbook

A Guide for Teachers

A Sourcebook of Current Perspectives

This Encyclopedia provides a comprehensive overview of individual differences within the domain of personality, with major sub-topics including assessment and research design, taxonomy, biological factors, evolutionary evidence, motivation, cognition and emotion, as well as gender differences, cultural considerations, and personality disorders. It is an up-to-date reference for this increasingly important area and a key resource for those who study intelligence, personality, motivation, aptitude and their variations within members of a group.

The self has emerged as a central construct in many domains of behavioral and social science. This state-of-the-science volume brings together an array of leading authorities to comprehensively review theory and research in this burgeoning area. Coverage includes the content, structure, and organization of the self; processes related to agency, regulation, and self-control; self-evaluation and self-related motivation and emotion; interpersonal and cultural issues; and self-development across evolutionary time and the lifespan. Also examined are ways that the development of the self can go awry, resulting in emotional and behavioral problems.

This work serves as a comprehensive statement on self-esteem theory and research.

This volume brings together internationally known researchers representing different theoretical perspectives on students' self-regulation of learning. Diverse theories on how students become self-regulated learners are compared in terms of their conceptual origins, scientific form, research productivity, and pedagogical effectiveness. This is the only comprehensive comparison of diverse classical theories of self-regulated learning in print. The first edition of this text, published in 1989, presented descriptions of such differing perspectives as operant, phenomenological, social learning, volitional, Vygotskian, and constructivist theories. In this new edition, the same prominent editors and authors reassess these classic models in light of a decade of very productive research. In addition, an information processing perspective is included, reflecting its growing prominence. Self-regulation models have proven especially appealing to teachers, coaches, and tutors looking for specific recommendations regarding how students activate, alter, and sustain their learning practices. Techniques for enhancing these processes have been studied with considerable success in tutoring sessions, computer learning programs, coaching sessions, and self-directed practice sessions. The results of these applications are discussed in this new edition. The introductory chapter presents a historical overview of research and a theoretical framework for comparing and contrasting the theories described in the following chapters, all of which follow a common organizational format. This parallel format enables the book to function like an authored textbook rather than a typical edited volume. The final chapter offers an historical assessment of changes in theory and trends for future research. This volume is especially relevant for students and professionals in educational psychology, school psychology, guidance and counseling, developmental psychology, child and family development, as well as for students in general teacher education.

Creating Compassionate Kids: Essential Conversations to Have with Young Children

Sport and Exercise Psychology Research

Psychology of Self-Esteem

Self-Esteem Issues and Answers

Boost Your Confidence

Extending Self-Esteem Theory and Research

Actively build self confidence in your everyday life with effective tools and strategies from The Self Confidence Workbook. Self confidence begins with knowing yourself. From facing fears to practicing acceptance and self-compassion, The Self Confidence Workbook offers practical, accessible strategies to get to know your best self and see real-world results. Barbara Markway, PhD, a licensed psychologist with nearly 30 years of experience, and writer Celia Ampel help you vanquish the demons of self-doubt and guide you through real-life, self confidence landmines like relationships, work, and health. With a goal-oriented approach, these proven strategies silence the self-critic within and guide you toward living your best life with confidence. Walk out on stage, ask for a raise, write a blog post, or ask someone out on a date. This self confidence workbook helps you achieve whatever you set your mind to, with: A 5-step program that begins with setting goals and uses evidence-based strategies to foster acceptance, mindfulness, self-compassion, etc. Interactive exercises that include reflections, checklists, and quizzes to foster self-confidence A guide to understanding self-confidence that defines what it means to be confident, and determines your level of self confidence as a starting reference Remember who you are, what you value, and gain self confidence in all areas of your life with The Self Confidence Workbook.

Sport and Exercise Psychology Research: From Theory to Practice provides a comprehensive summary of new research in sport and exercise psychology from worldwide researchers. Encompassing theory, research, and applications, the book is split into several themed sections. Section 1 discusses basic antecedents to performance including fitness, practice, emotion, team dynamics, and more. Section 2 identifies factors influencing individual performance. Section 3 discusses applied sport psychology for athletes and coaches, and section 4 includes approaches from exercise psychology on motivation and well-being. The book includes a mix of award winning researchers from the European Sport Psychology Association, along with top researchers from the U.S. to bring an international overview to sport psychology. Includes international contributions from Europe and the U.S. Encompasses theory, research, and applications Includes sport psychology and exercise research Features applied information for use with coaches, teams, and elite athletes Identifies performance enhancers and inhibitors

"Dr. Mruk has produced a highly readable new edition of his original scholarship on an often-misunderstood psychological construct - self-esteem. Mruk's view that self-esteem is a critically important influence on psychological adjustment and quality of life is now an accepted tenet in personality theory. Lack of self-esteem is frequently a precursor to depression, suicidal behavior, and other personality disorders. Nonetheless, the clinical diagnosis of self-esteem problems has lacked the basis of an overarching theory. Dr. Mruk's comprehensive analysis distills the literature on self-esteem into practical and reliable treatment methods for both clinicians and researchers."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

It is a useful and practical resource which, even if not used for the purposes of staff development, contains helpful insights into something we often talk about but rarely stop to examine' - Adult Learners Self-esteem is a major factor in learning outcomes, with research consistently showing a positive relationship between how a person values themselves and their level of academic attainment. This book shows tutors how to build self-esteem in adult learners, especially those engaged on courses to improve literacy skills. The author presents a structured programme designed to raise self-esteem and also presents a theoretical basis for the development of self-esteem. Practical activities and

No-talk Therapy for Children and Adolescents

Yoga Therapy for Children with Autism and Special Needs

Endurance Performance in Sport

Theoretical Perspectives

Theory, Research and Educational Implications

New Insights Into Language Anxiety

Personality Development across the Lifespan examines the development of personality characteristics from childhood, adolescence, emerging adulthood, adulthood, and old age. It provides a comprehensive overview of theoretical perspectives, methods, and empirical findings of personality and developmental psychology, also detailing insights on how individuals differ from each other, how they change during life, and how these changes relate to biological and environmental factors, including major life events, social relationships, and health. The book begins with chapters on personality development in different life phases before moving on to theoretical perspectives, the development of specific personality characteristics, and personality development in relation to different contexts, like close others, health, and culture. Final sections cover methods in research on the topic and the future directions of research in personality development. Introduces and reviews the most important personality characteristics Examines personality in relation to different contexts and how it is related to important life outcomes Discusses patterns and sources of personality development

From the Preface: "The purpose of this book is to present the state-of-the-art of the study of the self-concept in Eastern and Western Europe. It offers an overview of the type of questions, points of emphasis, employed methodologies, and major findings in the various European countries... while some of the issues treated in this book relate to well researched areas in the study of the self-concept, others present new ideas, approaches, and methodologies."

Adolescents, much like the adult population in the 21st century, use and perhaps overuse technology. Beyond required access for classwork and homework, adolescents spend an average of nine hours a day online (American Academy of Child and Adolescent Psychiatry, 2018; Common Sense Media, 2015; Rosen et al., 2014). In conjunction with digital advancements and time spent engaging with technology, an expanding body of research on the mental health of adolescents in the United States continues to emerge. Creating a firm sense of identity is a crucial component of adolescent development. This research sought to explore the relationship between social media usage and high school students' positive and negative feelings of self-worth to gain an understanding about how students' online participation with social media drove their self-esteem. Through the conceptual framework of pragmatism, this study explored the experiences of female high school adolescents at two high schools to understand the relationship between their social media usage and perceptions of their self-esteem. This study focused on the following research questions: 1. How do high school female adolescents describe their use of social media (frequency, content, communication, etc.)? 2. How do high school female adolescents connect what they see and hear on social media to their feelings of self-worth? As a qualitative study, this researcher utilized a descriptive survey, semi-structured student interviews, and focus group interviews. Data were analyzed and triangulated for emergent themes and findings. The study's results identified three findings: (a) user participation depended on the social relevance of the social media platform; (b) female adolescents shared what they wanted others to see about them; (c) peer response and peers' posts on social media affected self-esteem.

Kristin Neff, Ph.D., says that it's time to "stop beating yourself up and leave insecurity behind." Self-Compassion: Stop Beating Yourself Up and Leave Insecurity Behind offers expert advice on how to limit self-criticism and offset its negative effects, enabling you to achieve your highest potential and a more contented, fulfilled life. More and more, psychologists are turning away from an emphasis on self-esteem and moving toward self-compassion in the treatment of their patients—and Dr. Neff's extraordinary book offers exercises and action plans for dealing with every emotionally debilitating struggle, be it parenting, weight loss, or any of the numerous trials of everyday living.

Handbook of Self and Identity

The Garden of Last Days: A Novel

The Perception of Self

Improving Self-Esteem Step-By-Step

Self-Esteem in Time and Place

Self-Esteem and Positive Psychology, 4th Edition

Self-Esteem Research, Theory, and PracticeToward a Positive Psychology of Self-Esteem, Third EditionSpringer Publishing Company

"So good, so damn compulsively readable, that I can hardly believe it." —Stephen King, Entertainment Weekly In his stunning follow-up to the #1 best-selling House of Sand and Fog, Andre Dubus draws us into the lives of three deeply flawed, driven people whose paths intersect on a September night in Florida. April, a stripper, has brought her daughter to work at the Puma Club for Men. There she encounters Bassam, a foreign client both remote and too personal, and free with his money. Meanwhile, another man, AJ, has been thrown out of the club, and he's drunk and angry and lonely. From these explosive elements comes a relentless, raw, and page-turning narrative that seizes the reader by the throat with psychological tension, depth, and realism.

Print+CourseSmart

How to raise kids who can handle the real world Today's Generation iY (teens brought up with the Internet) and Homelanders (children born after 9/11) are overexposed to information at an earlier age than ever and paradoxically are underexposed to meaningful relationships and real-life experiences. Artificial Maturity addresses the problem of what to do when parents and teachers mistake children's superficial knowledge for real maturity. The book is filled with practical steps that adults can take to furnish the experiences kids need to balance their abilities with authentic maturity. Shows how to identify the problem of artificial maturity in Generation iY and Homelanders Reveals what to do to help children balance autonomy, responsibility, and information Includes a down-to-earth model for coaching and guiding youth to true maturity Artificial Maturity gives parents, teachers, and others who work with youth a manual for understanding and practicing the leadership kids so desperately need to mature in a healthy fashion.

Personality Development Across the Lifespan

Artificial Maturity

How American Families Imagine, Enact, and Personalize a Cultural Ideal

Toward a Positive Psychology of Self-Esteem, Third Edition

Childhood and Society

Self-Esteem

A how-to manual for yoga with kids in classrooms and therapeutic settings. If you are a parent of a child with special needs or a professional who works with one, you know how challenging it can be for them to sit still, to cope with change, to focus on self-soothing strategies, and to interact successfully with others. For these kids, yoga therapy can provide crucial support. Behavior and focus, strength, flexibility, balance, and self-regulation are all improved through yoga, making it an ideal practice for children on the autism spectrum, with ADHD, sensory processing and emotional/behavioral disorders, and other exceptionalities. For use in school, at home, or in therapeutic settings, Yoga Therapy for Children with Autism and Special Needs is a how-to manual that meets children where they are, providing a yoga therapy "lesson plan" that will engage them; promote play, social interaction, speech, language, and motor development; and enhance their self-esteem. It teaches an array of CreativeRelaxation techniques using posture, breathing, and mindfulness designed specifically for children with autism and special needs. Drawing on her 30 years of yoga therapy experience with children and those who work with them, the author walks readers through yoga strategies that both calm and energize, emphasizing sensory and bodily awareness and the "sacred space" that is so important for these children. Learn the best ways to use your voice and body effectively when working with children; how to minimize distractions and ease transitions; and how to create personalized yoga breaks to enhance independence and avert meltdowns. Featuring 60 illustrated poses, 89 photos, and 65 lessons, songs, and games, child-friendly instructions are provided for posture, breathing, and mindfulness exercises. All poses and routines include suggested adaptations and precautions for use, and are organized to address specific sensory skills. Current research on the benefits of yoga for health and learning is summarized, and readers learn how, through yoga practice, the brain's response to stress can be effectively mitigated. With this book, parents, therapists, and educators alike have the tools to successfully develop a therapeutic yoga program for the very children who can benefit most from it.

The concept of self-esteem is a fixture in the psychological and moral landscape of American society. This is especially true in the arena of childrearing: images and references to self-esteem are ubiquitous in academic, educational, and popular media. Yet, until now, little has been known about what self-esteem means to parents or how self-esteem infiltrates everyday practices. Self-Esteem in Time and Place reveals how self-esteem became a touchstone of American childrearing in the early years of the 21st century. At the heart of this book is the Millennial study, an empirical investigation of diverse families in one Midwestern town. European American, African American, middle-class, and working-class parents of young children embraced self-esteem as a childrearing goal and believed that fostering children's self-esteem was critical to their psychological health and future success. To achieve this goal, they enacted a high maintenance style of childrearing comprised of assiduous monitoring, copious praise, and gentle discipline. These practices differed dramatically from most cultural cases in the ethnographic record. Together, parents and children created an early moment in a child-affirming developmental trajectory. Three-year-olds developed a precocious ability to praise themselves and solicit praise from others. As active participants and inventive agents, children and parents alike engaged in a process of personalization, nuancing their views in light of their social positioning and infusing normative ideas and practices with personal significance. The result is an account of unparalleled depth and nuance that situates childrearing and self-esteem in time and place, traces its roots to 19th century visionaries, and identifies the complex, multi-layered contexts from which this enduring cultural ideal derives its meanings.

Praise for the first edition: "The underlying philosophy of this practical book is that raising self-esteem in pupils (including dyslexics) will lead to achievement of higher academic results and fewer behaviour problems. This book is primarily for primary and secondary teachers but would provide much material for discussion among SpLD teachers, given the unexpected and controversial results of Denis Lawrence's research' - Dyslexia Contact "Many useful suggestions offered in this book about learning activities are likely to help pupils to feel better about themselves, to learn to respect others and to experience how feelings can be expressed safely' - British Journal of Special Education Raising self-esteem in pupils can lead to the achievement of higher academic results and fewer behavioural problems. Outlining in simple terms what self-esteem is and providing strategies to support it in the classroom, this book includes clear explanations of the terminology and theory behind self-esteem, and lots of practical examples and useful activities for use with children. The book also covers the main issues surrounding the self-esteem of practitioners. It sets out tried-and-tested strategies that teachers can use to recognise and reduce stress and maintain their self-esteem. This new edition has been fully updated and now includes new case study material and activities.

Overcoming app now available. Low self-confidence affects many of us from time to time and at its worst it can have a devastating impact on your life, preventing you from pursuing your dreams and leading the life you want to lead. Even in milder forms, it can impact on your relationships, studies, career, social life and home-life. By recognising what has caused your own low self-esteem and then starting to address negative thoughts and habits that have kept it low, you can gradually build your confidence. Improving your self-confidence will have an enormously positive effect on your life, allowing you to flourish and grow, and taking you a step closer to fulfilling your dreams and ambitions.

Implications of Digitally Constructed Realities

The Puzzle of Low Self-Regard

Building Self-Esteem with Adult Learners

Social Media Usage and Its Relationship to Self-Esteem Among Female Adolescents

The Proven Power of Being Kind to Yourself

From Theory to Practice

Feelings argues for the counter-intuitive idea that feelings do not cause behavior, but rather follow from behavior, and are, in fact, the way that we know about our own bodily states and behaviors. This point of view, often associated with William James, is called self-perception theory. Self-perception theory can be empirically tested by manipulating bodily states and behaviors in order to see if the corresponding feelings are produced. In this volume, James D. Laird presents hundreds of studies, all demonstrating that feelings do indeed follow from behavior. Behaviors that have been manipulated include facial expressions of emotion, autonomic arousal, actions, gaze, and postures. The feelings that have been induced include happiness, anger, fear, romantic love, liking, disliking, hunger, and feelings of familiarity. These feelings do not feel like knowledge because they are knowledge-by-acquaintance, such as the knowledge we have of how an apple tastes, rather than verbal, knowledge-by-description, such as the knowledge that apples are red, round, and edible. Many professional theories of human behavior, as well as common sense, explain actions by an appeal to feelings as causes. Laird argues to the contrary that if feelings are information about behaviors that are already ongoing, feelings cannot be causes and that the whole mechanistic model of human behavior as "caused" in this sense seems mistaken. He proposes an alternative, cybernetic model, involving hierarchically stacked control systems. In this model, feelings provide feedback to the control systems, and in a further elaboration, this model suggests that the stack of control systems matches a similar stack of levels of organization of the world. An original contribution to the study of the relationship between feelings and behavior, the volume will be of interest to social, emotional, and cognitive psychologists.

Research and theory on self-esteem have flourished in recent years. This resurgence has produced multiple perspectives on fundamental issues surrounding the nature of self-esteem and its role in psychological functioning and interpersonal processes. Self-Esteem Issues and Answers brings together these various perspectives in a unique format. The book is divided into five sections. Section I focuses on core issues pertaining to the conceptualization and assesment of self-esteem, and when self-esteem is optimal. Section II concentrates on the determinants, development, and modifiability of self-esteem. Section III examines the evolutionary significance of self-esteem and its role in psychological processes and therapeutic settings. Section IV explores the social, relational, and cultural significance of self-esteem. Finally, Section V considers future directions for self-esteem researchers, practitioners, parents and teachers. This volume offers a wealth of perspectives from prominent researchers from different areas of psychology. Each expert contributor was asked to focus his or her chapter on a central self-esteem issue. Three or four experts addressed each question. The result is that Self-Esteem Issues and Answers provides a comprehensive sourcebook of current perspectives on a wide range of central self-esteem issues.

Measures of Personality and Social Psychological Constructs assists researchers and practitioners by identifying and reviewing the best scales/measures for a variety of constructs. Each chapter discusses test validity, reliability, and utility. Authors have focused on the most often used and cited scales/measures, with a particular emphasis on those published in recent years. Each scale is identified and described, the sample on which it was developed is summarized, and reliability and validity data are presented, followed by presentation of the scale, in full or in part, where such permission has been obtained. Measures fall into five broad groups. The emotional disposition section reviews measures of general affective tendencies, and/or cognitive dispositions closely linked to emotion. These measures include hope and optimism, anger and hostility, life satisfaction, self-esteem, confidence, and affect dimensions. Emotion regulation scales go beyond general dispositions to measure factors that may contribute to understanding and managing emotions. These measures include alexithymia, empathy, resiliency, coping, sensation seeking, and ability and trait emotional intelligence. The interpersonal styles section introduces some traditional social-psychological themes in the context of personality assessment. These measures include adult attachment, concerns with public image and social evaluation, and forgiveness. The vices and virtues section reflects adherence to moral standards as an individual characteristic shaped by sociocultural influences and personality. These measures include values and moral personality, religiosity, dark personalities (Machiavellianism,narcissism, and subclinical psychopathy), and perfectionism. The sociocultural interaction and conflict section addresses relationships between different groups and associated attitudes. These measures include cross-cultural values, personality and beliefs, intergroup contact, stereotyping and prejudice, attitudes towards sexual orientation, and personality across cultures. Encompasses 25 different areas of psychology research Each scale has validity, reliability info, info on test bias, etc Multiple scales discussed for each construct Discussion of which scales are appropriate in which circumstances and to what populations Examples of scales included

Summarizing and integrating the major empirical research of the past twenty years, this volume presents a thorough review of the subject, with a special focus on what sets people with low self-esteem apart from others. As the subject is central to the understanding of personality, mental health, and social adjustment, this work will be appreciated by professionals and advanced students in the fields of personality, social, clinical, and organizational psychology.

Self-esteem

Self-Determination Theory

Psychological Theory and Interventions

Basic Psychological Needs in Motivation, Development, and Wellness

Sociological and Psychological Currents

8 Keys to Mental Health Through Exercise (8 Keys to Mental Health)

Self-determination theory (SDT) provides a framework for understanding the factors that promote motivation and healthy psychological and behavioral functioning. In this authoritative work, the codevelopers of the theory comprehensively examine SDT's conceptual underpinnings (including its six mini-theories), empirical evidence base, and practical applications across the lifespan. The volume synthesizes a vast body of research on how supporting--or thwarting--people's basic needs for competence, relatedness, and autonomy affects their development and well-being. Chapters cover implications for practice and policy in education, health care, psychotherapy, sport, and the workplace.

Inspiring strategies from a wellness expert for keeping fit, relieving stress, and strengthening emotional well-being. We all know that exercise is good for physical health, but recently, a wealth of data has proven that exercise also contributes to overall mental well-being. Routine exercise alleviates stress and anxiety, moderates depression, relieves chronic pain, and improves self-esteem. In this inspiring book, Christina Hibbert, a clinical psychologist and expert on women's mental health, grief, and self-esteem, explains the connections between exercise and mental well-being and offers readers step-by-step strategies for sticking to fitness goals, overcoming motivation challenges and roadblocks to working out, and maintaining a physically and emotionally healthy exercise regimen. This book will help readers to get moving, stay moving, and maintain the inspiration they need to reap the mental health benefits of regular exercise. The 8 keys include improving self-esteem with exercise, exercising as a family, getting motivated, changing how you think about exercise, and the FITT principle for establishing an effective exercise routine.

Measures of Personality and Social Psychological Constructs

Research, Theory, and Practice