



Impact of Perceived Social Support and Social Skills on Adolescent's Self-Esteem: The Social Support Theory Perspective

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ABSTRACT

Adolescents place more emphasis on social relationships which help them to develop a positive self-view. Based upon social support theory, this study aimed to examine the impact of perceived social support, measured from three trajectories (perceived family support, perceived friends support, and perceived significant other support) on adolescent's self-esteem and the moderating effect of social skills. To attain this objective, we developed a conceptual model and collected data from 253 bachelor students in a state University, Sri Lanka. Data were analyzed with the aid of SmartPLS 3.3. The results of this study showed that perceived support from family, friends, and significant others significantly influences adolescents' self-esteem development. Moreover, the results of moderation analysis showed that social skills moderate only the association between perceived friend support and self-esteem. The study's data collection was limited to one point in time, and we could not capture how self-esteem develops over time. Thus, future researchers need to examine our research model over different time points. Theoretical and practical implications are discussed.

Keywords: Adolescents, Perceived Family Support, Perceived Friends Support, Perceived Significant Others Support, Self-Esteem, Social Support, Social Support Theory, Social Skills.

INTRODUCTION

Self-esteem, which is derived from positive self-appraisals, is one of the most researched areas in social psychology (Cast & Bukker, 2002). Self-esteem is defined as "an individual's subjective evaluation of her or his worth as a person" (Trzesniewski, Donnellan, & Robins, 2013, p.60). Based on the foregoing definition of self-esteem, it is important to note that self-esteem is a subjective evaluation of self instead of how others see the person. Prior research on self-esteem mainly examined the antecedents and consequences of self-esteem. In particular, research has shown that social connectedness plays a vital role in developing an individual's self-esteem

(Harris & Orth, 2020; Hoffman, Ushpiz, Levy-Shiff, 1988; Li, Liang, Xu, Gu, Wang, Zeng, 2021; Lie, Fang, Liu, Jiang, & Yang, 2021), and these studies mainly focused on children's self-esteem development.

Individuals received informational, emotional, and instrumental support from distinct sources. During the childhood, children receive more support from their parents, which will eventually help to shape an individual's self-esteem (Brummelman, Thomaes, Nelemans, Castro, Overbeek, & Bushman, 2015). However, when children grow up (adolescents), they interact with different people, and thus, adolescents receive

support from different sources in society. Extant literature on social support and individual development discussed three main sources of support; family support, friends support, and significant others support. However, the existing literature on the association between different support sources and adolescent's self-esteem is inconsistent. For example, in their study, Hoffman et al. (1988) found that parent support significantly influences the increased self-esteem of adolescents. However, based on a sample of undergraduate students, Friedlander, Reid, Shupak, and Cribbie (2007) found that increased support from friends predicted adolescents' high self-esteem, but not family support. Furthermore, Harris and Orth (2020) reported that the association between self-esteem and romantic relationship is mixed. Extant research has also shown that individual differences in shaping self-esteem. Nevertheless, existing scholars mainly focused on personality differences in shaping self-esteem, and the findings are not constant (Oldmeadow, Quinn, & Kowert, 2013). Defined as "the ability . . . to act wisely in human relations" (Thorndike, 1920, p. 228), social skilled individuals are found to be more effective in social interactions (Roggio, Throckmorton, & DePaola, 1990). However, research examining how high/low socially skilled individuals are different in developing self-esteem is limited. Hence, based upon social support theory (Cohen, 1992; House, 1981) and by considering perceived social support as a proxy of social support, this study aims to examine the effect of support from three distinct sources, measured from perceived support from family, perceived support from friends, and perceived support from significant others on self-esteem. This study further aims to examine the boundary conditions of self-esteem by examining the moderating effect of social skills on the association of social support and self-esteem.

This study contributes to the existing literature in two ways. First, this study contributes to the social support theory by examining the effect of social support from three distinct sources on adolescent's self-esteem. We measured support from family, friends, and significant others, which can have a significant impact on individual self-esteem. Social support theory is mainly used to explain the importance of social interactions in increased mental and physical health. However, the theory has not explained well how the support received from different sources helps to develop once self-worth. Thus, this study helps to contribute to social support theory by empirically examining the association between social support and self-esteem. Second, we contribute to the social psychology literature, more specifically, self-esteem literature, by examining the boundary conditions of social support and self-esteem. Although from its inception, the theory has received much theoretical and empirical support to explain its boundary conditions, most of these studies examined the stress as a boundary condition of social support and health (House, Umberson, & Landis, 1988). In this study, we examine the moderating role of social skills on the association between social support and self-esteem. Accordingly, in this study, we contribute to the social support theory in two ways.

THE THEORY AND DEVELOPMENT OF HYPOTHESES

Social Support Theory

Drawing from social support theory and extant literature, we developed a conceptual model which helps to explain the influence of social support on adolescent's self-esteem. Although there is no consensus definition of social support, the theory of social support (Cohen, 1992; House, 1981) explained that individuals' mental and physical

health increase with the availability of support from different sources. House's (1981) conceptualization of social support emphasized that the transactions with others provide the individuals with the emotional affirmation of the self, appraisal, instrumental, and informational support. Moreover, he explained that social support includes emotional, informational support, instrumental support, and appraisal support. One of the prominent studies of social support by Cohen and Wills (1985) distinguished four main categories of social support, i.e., informational support, instrumental support, esteem support, and social companionship. However, in the existing literature, scholars mainly referred to three main trajectories of social support; emotional, instrumental, and information. Although in our study, we have not distinguished between dimensions of social support, we considered three main sources of social support received by adolescents, support from family, friends, and significant others.

Social Support

Extant research on social support defined social support in different ways. However, all these definitions focused on support received and perceived support available from different sources and how these sources of support would help to reduce individual's stress. According to the American Psychology Association, social support can be defined as "the provision of assistance or comfort to others, typically to help them cope with biological, psychological, and social stressors". Research on social support mainly discussed sources of support that individuals received (structural support) and functions of social support. Structural social support includes interconnection between parties in the social network (Canhilal et al., 2020). Functional support includes support includes different trajectories of support, such as

informational support, emotional support, and instrumental support.

Social Skills

Although there is no universally accepted definition of social skills, the common theorization of social skills refers to "individual's ability, or group of abilities, that facilitate the initiation, development, and maintenance of human relationships" (Riggio, Throckmorton, & DePaola, 1990, p.799). Thus, socially skilled individuals are confident in building social interaction. Prior research on social skills mainly focused on how social skills influence on social anxiety and locus of control. Moreover, scholars developed different scales to measure social skills, and the scale developed by Riggio (1986), which captures six dimensions, is the most cited scale in the literature.

Self-Esteem

Self-esteem is one of the most influencing factors of human behavior (Harris & Orth, 2020). The concept of self-esteem was first defined by James (1890), and his conceptualization of self-esteem focused on the process of developing individual self-worth (for a review, see Brown, 1998). Later, cognitive psychologists such as Cooley (1902) established another theoretical argument which explained self-esteem as the interaction with others in a social network likely to be a focal point that determines once self-esteem. Overall, all these scholars emphasized the importance of interaction with others in shaping an individual's self-esteem. Prior research on self-esteem classified self-esteem as low self-esteem (negative feeling about self) and high self-esteem (positive feeling about self) (Zeigler-Hill, Besser, Myers, Southard, & Malkin, 2013). Moreover, scholars examined the antecedents and outcomes of self-esteem. For instance, scholars found social relationships (Erol & Orth, 2013; Harris & Orth, 2020; Murray, Holmes, & Griffin,

2000), work environment (Bowling, Eschleman, Wang, Kirkendall, & Alarcon, 2010), traits (Fleeson, 2004), and personality traits (Harris, Donnellan, Beer, & Trzeniewski, 2019) as antecedents of self-esteem. In addition, depression (Roberts, Gotlib, & Kassel, 1996), body dissatisfaction (Moffit, Neumann, & Williamson, 2018), and life satisfaction (Coffey, Warren, & Warren, 2020) are examples of outcomes of self-esteem.

In this study, the independent variables are perceived support from family, friends, and the significant other, and the moderating variable is social skills. The model is depicted in figure 1.

parties, that will significantly increase the well-being of the individuals. Further, the theory has emphasized that supportive social relationships benefit in increased coping, mental and physical health (Ikiz & Cakar, 2010).

Adolescents receive support from different sources such as family, friends, and significant others in their lives. The family is mainly providing emotional and instrumental (financial and other) support for the children. For example, when children are under stress, parents are available to support them emotionally. In contrast, friends are mainly providing informational and emotional support. In addition, adolescents receive emotional

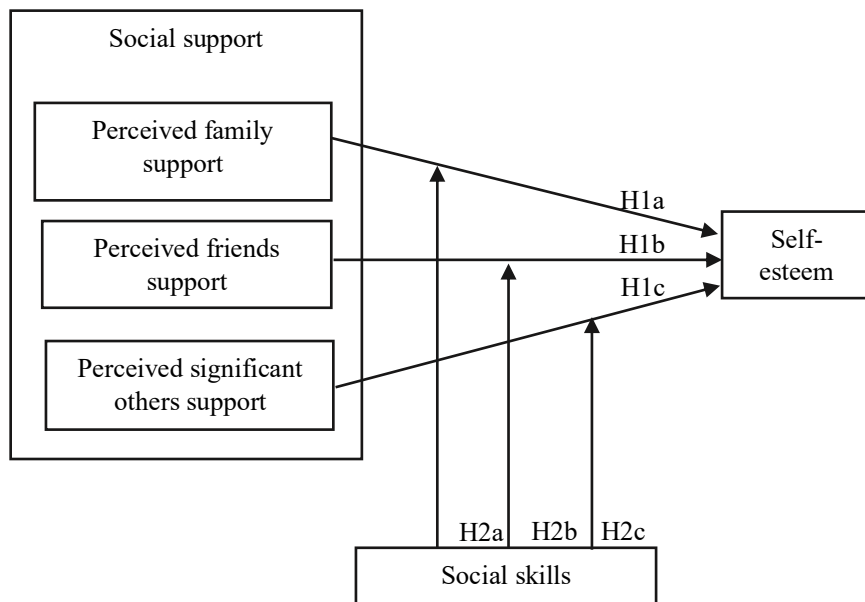


Figure 1: Conceptual Framework

Hypotheses

Impact Of Social Support on Self-Esteem

Based upon social support theory, we proposed that there is a significant impact of social support on adolescent's self-esteem. Social support theory (Cohen, 1992; House, 1981) explained that when people receive support from the relational

and informational support from the significant others in their lives (Karunaratne, Froese, & Bader, 2019). Thus, we believe that when individuals feel these supportive resources are available in need and accepted as a worthy person, they feel safe and pride. In support, prior scholars such as Hoffman, Ushpiz, and Levy-ShifP (1988); Ikiz and Cakar (2010); Li, Liang, Xu, Gu, Wang, Zeng, (2021); Poudel, Gurung, & Khanal,

(2020) found social acceptance determines the self-worth of a person. Therefore, we assume that social support significantly increases adolescent's self-esteem. Thus, we hypothesize that;

H1: There is an impact of (a) family support, (b) friends support, and (c) significant other support on self-esteem.

Moderating Effect of Social Skills

Although we proposed that social support increases adolescent's self-esteem, we believe that the association between social support and self-esteem vary across individual's social skills. Successful social interactions are inferred from individual differences (Riggio, Riggio, Salinas, & Cole, 2003). The skills and abilities of development of human relationships (social skills) lead to building strong bonds with relational parties, and that will eventually lead to building a very positive self-image (Riggio, Throckmorton, & DePaola, 1990). Therefore, we assume that people with high social skills are good at relationship building, and thus, they possess high self-esteem. In contrast, adolescents who are poor in social skills sense less connection with others and show low self-esteem. Hence, we assume that the association between social support and self-esteem is moderated by social skills. We hypothesize:

H2: The association between (a) family support, (b) friends support, and (c) significant other support and self-esteem is moderated by social skills, where the relationship is stronger for adolescents who possess high social skills.

METHODOLOGY

Sample and Data Collection

To test the hypotheses, data were collected using an online survey (google form). As this study mainly focuses on the impact of social support and social skills on

adolescents' self-esteem, we collected data from 253 bachelor students from a state University in Sri Lanka. We selected undergraduate students as we focused on the self-esteem of adolescents. We sent out 450 survey invitations along with the cover letter. We explained the purpose of the study and ensured the confidentiality of the data. We launched the survey during the month of May 2021 and invited all the students who were following the Bachelor of Human Resource Management degree program to be participated with the survey. However, 11 survey invitations returned back due to incorrect e-mail addresses. Furthermore, we sent two reminder e-mails, one after a week from the first survey invitation and another after a week from the first reminder. After all these, we received 256 surveys, and we deleted three surveys due to incompleteness. Moreover, we included a screening question at the very beginning of the survey to assess whether they are in a close relationship (do you have a boyfriend/girlfriend or in a permanent relationship?) as we measured social support received from significant others. Thus, we ensure that all the respondents of our study meet this requirement. The final sample of this study is $N = 253$. The demographics of the sample show that the majority of survey participants are female (62%), and all the participants were in the age range of 20-25. All the participants are following Bachelor of Business Management (Human Resource) degree program. The respondents are belonging to all four years of the degree program (first year to fourth year).

Measures

Unless otherwise mentioned, the participants' responses ranging from one to seven scale (1= strongly disagree, seven = strongly agree, and reverse coded items one = strongly agree, seven = strongly disagree).

Independent Variable - Social Support

To assess the social support, we used a multidimensional scale of perceived social support, which was developed by Zimet, Dahlem, Zimet, and Farley (1988). This scale measured support from family (four items), friends (four items), and significant others (four items). The example item for perceived support from family includes “my family really tries to help me”. Cronbach alpha for this scale is .919. An example of perceived friends support is “I can count on my friends when things go wrong,” and for perceived support from significant others is “There is a special person who is around when I am in need.” The Cronbach alpha for perceived friend support and perceived significant others support are .922 and .881 respectively. Moreover, Cronbach's Alpha for the composite variable is .938.

Moderating Variable - Social Skills

Social skills are measured using the social skills inventory (SSI; Riggio, 1986), which comprises with six dimensions: emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity, and social control. By considering the length of the original scale, we used a short-scale from Oldmeadow, Quinn, & Kower (2013). Accordingly, we measured emotional expressivity using the four items to capture one's ability to communicate. Examples are “I usually feel uncomfortable touching other people” and “sometimes I have trouble making my friends and family realize how angry or upset I am with them.” Cronbach's Alpha for emotional expressivity is .955. Emotional sensitivity was measured using four items to examine one's ability to interpret verbal and non-verbal communication (Riggio, 1989). The example items include “I can easily tell what a person's character is by watching his or her interactions with others” and “I

always seem to know what peoples' true feelings no matter are how hard they try to conceal them.” Cronbach's Alpha for emotional sensitivity is 0.918. We assessed one's ability to control and regulate verbal and non-verbal displays, i.e., emotional control, using four items. The example items include “I am not very skilled in controlling my emotions” and “It is very hard for me to control my emotions”. Cronbach's Alpha for emotional sensitivity is 0.902. Social expressivity refers to “once general speaking skills and ability to engage in other social interactions” (Riggio, 1986, p.651). The example item is “I love to socialize” and the Cronbach alpha for this dimension is 0.898. Social sensitivity is defined as once ability to decode and understand the message (Riggio, 1986). We measured social sensitivity using four items, and example items include “I am very sensitive of criticism.” Cronbach alpha is 0.887 for this scale. Finally, we measured social control to understand once general skills for social representation, social control (Riggio, 1986) using four items. The example item is “When I am with a group of friends, I am often the spokesperson for the group” and the Cronbach alpha is 0.902. To test our hypotheses, we created a composite variable, i.e., social skills, and the Cronbach's Alpha for the composite is .878. The measurement items are given under the appendix.

Dependent Variable - Self-Esteem

Self-esteem was assessed using the global self-esteem scale developed by Rosenberg (1965). The scale consisted of ten items, and out of these ten, five items were reverse coded. The example items include “on the whole, I am satisfied with myself” and “At times I think I am not good at all.” The Cronbach alpha for the scale is .954.

Analytic Procedure

Table 1 : Mean, standard deviation, skewness, kurtosis and inter-item correlation coefficients

	<i>Variable</i>	Mean	S.D	Skewness	Kurtosis	1	2	3	4	5
1	<i>Family support</i>	4.59	0.98	-.217	.203					
2	<i>Friends support</i>	4.75	0.76	-.458	.741	.174**				
3	<i>SO support</i>	4.36	0.71	-.256	-.119	.102	.477**			
4	<i>Social support</i>	4.63	0.83	-.676	.480	.279**	.351**	.273**		
5	<i>Social skills</i>	4.56	0.80	-.553	.054	.277**	.317**	.261**	.443**	
6	<i>Self-esteem</i>	4.86	0.93	-.896	.609	.340**	.293**	.232**	.461**	.377**

Note: **. Correlation is significant at the 0.01 level (2-tailed), *. Correlation is significant at the 0.05 level (2-tailed). SO = Significant Others, S.D. = Standard Deviation

To test the model fit to the data and the hypotheses, we used variance-based structural equation modeling (Smart-PLS). We used PLS-SEM because the aim of this study is to confirm existing theory instead developing a new theory, and PLS-based SEM helps to handle higher-order reflective-formative constructs (Hair, Risher, Sarstedt, & Ringle, 2019). Family support, friends support, significant others support, social skills and self-esteem were measured as reflective constructs as the direction of causality from the latent constructs to their associated indicators. Due to the multi-dimensionality nature of social support, we measured this construct with a composite (formative) measure to better capture the theoretical richness of the dimensions and the direction of causality is from dimension to latent construct (for instance, from family support, friend support, and significant others support to social support). The PLS-SEM is simultaneously estimated as the measurement model (outer model) as well as the structural model (inner model) (Henseler, Ringle, & Sarstedt, 2015). The measurement model helps to estimate the reliability and validity of the constructs. The model provides a reasonably good fit to the data if composite reliabilities are $\geq$

0.7; average variance extracted (AVE) is $\geq$ 0.5; and significant loadings of factors in a respective latent variable ($\geq$ 0.7) (Chin, 1998; Hair, Hult, Ringle, & Sarstedt, 2014; Hock, Ringle, & Sarstedt, 2010). The structural model estimates the strengths and the significance of the paths of the conceptual model. Mean, standard deviation, and inter-item correlations coefficients are presented in Table 1.

RESULTS

The Measurement Model

The results of reflective measurement model assessment showed that average variance extracted (AVE) is above the threshold of 0.5. Moreover, the composite reliability values are well-above the threshold of 0.7. The results are reported in Table 2. Discriminant validity was measured using heterotrait-monotrait ratio of correlations (HTMT) (Henseler et al., 2015). The discriminant validity scores are below 0.85 and zero does not lie upper and lower confidence intervals. The results of HTMT are shown in the table 3.

The Structural Model

The structural model assessed collinearity, path coefficients, effect size, predictive

Table 2: Composite reliability and Average Variance Extracted

	Composite Reliability	Average Variance Extracted (AVE)
Support_Family	0.94	0.81
Support_Friends	0.94	0.81
Support_SO	0.92	0.74
Social Support	0.95	0.61
Social Skills	0.90	0.53
Self-esteem	0.96	0.72

relevance, and the coefficient of determinants. To test the hypotheses, we ran consistent bootstrapping with a 5000 sample. In hypothesis 1, we proposed that there is a significant impact of social support on adolescent's self-esteem. In particular, in H1a, we proposed that

association between perceived family support and self-esteem is not significant ($\beta = 0.11$, $t = 1.34$, $p = 0.09$). Thus, H2a is rejected. However, as we proposed, the association between perceived friend support and self-esteem is moderated by social skills ($\beta = 0.19$, $t = 2.43$, $p = 0.03$).

Table 3: Discriminant validity

	1	2	3	4	5
1 Self-esteem					
2 Social Skills	0.66				
3 Social Support	0.61	0.81			
4 Support_Family	0.68	0.71	0.81		
5 Support_SO	0.72	0.72	0.79	0.61	
6 Support_friends	0.63	0.76	0.79	0.63	0.64

perceived support from family has a significant impact on self-esteem. By supporting our H1a, the results show that self-esteem significantly increases when family support is available ($\beta = 0.47$, $t = 9.09$, $p < 0.00$). In hypothesis 1b, we postulated that perceived support from friends has a significant influence on adolescent's self-esteem. The results confirm our hypothesis ($\beta = 0.36$, $t = 3.75$, $p = 0.01$). Moreover, as we assumed, the results show that there is a significant impact of perceived support from significant others on adolescent's self-esteem ($\beta = 0.29$, $t = 2.86$, $p = 0.03$). Thus, H1 is supported.

In Hypothesis 2, we suggested that the association between social support and self-esteem is moderated by social skills. Accordingly, the results show that moderating effect of social skills on the

Thus, H2a is accepted. Moreover, the results show that there is no significant moderation effect of social skills on the relationship of perceived significant other support and self-esteem ($\beta = 0.1$, $t = 1.23$, $p = 0.12$). Thus, H2c is rejected.

DISCUSSION

Based upon social support theory, this study aimed to examine the effect of social support on self-esteem and the moderating effect of social skills. The results showed that adolescents' self-esteem increase when social support is high. In particular, the results show that perceived support from family is more vital than the other two sources of support, i.e., perceived support from friends and perceived support from significant others in shaping adolescent's self-esteem. These findings are consistent with prior research, which

found that family support is more significant in adolescent's self-esteem development (Ikiz & Cakar, 2010; Hoffman, Ushpiz, Levy-Shiff, 1988; Poudel, Gurung, & Khanal, 2020). Moreover, the results of moderation analysis show that social skills moderate the association between perceived friends support and self-esteem, but not perceived family support and perceived support of significant others. A possible reason for the absence of significant moderation effect of social support on the association between perceived family attachment and perceived significant others support is that the bond with these two parties does not require much social skills, and the relationship bond with family and significant other depends on other factors such as proximity (e.g., Bowlby, 1969).

THEORETICAL AND PRACTICAL IMPLICATIONS

This study provides a couple of implications to the theory and practice. Build on the social support theory, this study mainly contributes to increase our understanding of social support and self-esteem. Prior research on self-esteem emphasized the importance of human interaction in shaping one's self-esteem. However, most of these studies have not provided a clear picture of how social interaction helps adolescents' self-esteem development. In this study, we examined the three main sources of support received by adolescents and its impact on self-esteem. The results of our study show that all three sources of support, i.e., family, friends, and significant others are significantly increased adolescent's self-esteem; however, family support is more significant. Then, we examined the boundary conditions of social support and self-esteem, and the results were inconstant. As limited researchers examined the effect of social skills in building human interactions and self-esteem, this study helps to fill the existing vacuum in the literature. The results of this

study inform the policymakers of the importance of social support in adolescents' self-esteem development, in particular, family support. In addition, it is important to introduce training and coaching to develop the social skills of adolescents as social skills strengthen the association between friend support and self-esteem. Thus, we believe the developed social skills through training and coaching will help adolescents to develop their self-esteem. Overall, the results of this study inform the policymakers of the importance of social virtues in developing adolescent's self-esteem.

LIMITATIONS

Although there are some strengths of this study, the results of this study need to be interpreted in light of its limitations. The main limitation of this study is the design of the study. The data collection of this study was limited to one-time points, and we collected data only from the adolescents. Thus, this study is not free from common method bias, and we encourage multi-source, multi-wave studies to reduce the potential common method bias. Second, researchers have found that an individual's self-esteem develops across the life span (Orth, Erol, & Luciano, 2018). Even though our sample represents bachelor students from all four years, we have not distinguished among them. There might be differences among adolescents who need support from each source at different ages. For instance, the fresh students might be looking for more support from their family while final year students seek more support from their friends or significant others. Thus, future research needs to be addressed this concern. Next, we tested the perceived support received from different sources; however, the theory of social support explained that people received different types of support, for example, emotional support and informational support. Adolescents may

seek different types of support from different sources. For instance, adolescents receive emotional support from the family while receiving informational support from friends. Thus, we recommend that future researchers extend our research model to examine the specific support from different sources and its impact on self-esteem.

CONCLUSION

In light of social support theory, this study aimed to examine the effect of social support on adolescent's self-esteem and its boundary conditions measured as social skills. The results of this study showed the importance of social support in developing adolescent's self-esteem. Moreover, the results of moderating analysis emphasized the social skills strengthen the association of friends support and self-esteem. Overall, the findings of this study provide contribution to the literature of adolescents' self-esteem.

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APPENDIX: MEASUREMENT ITEMS

Social Support

- (a) Family support; 1. My family really tries to help me, 2. I get the emotional help and support I need from my family, 3. I can talk about my problems with my family, 4. My family is willing to help me make decisions.
- (b) Friends support; 1. My friends really try to help me, 2. I can count on my friends when things go wrong, 3. I have friends with whom I can share my joys and sorrows, 4. I can talk about my problems with my friends.
- (c) Significant others support; 1. There is a special person who is around when I am in need, 2. There is a special person with whom I can share my joys and sorrows, 3. I have a special person who is a real source of comfort to me, 4. There is a special

person in my life who cares about my feelings.

Social Skills

- (a) Emotional Expressivity (EE); 1. I usually feel uncomfortable touching other people, 2. Sometimes I have trouble making my friends and family realize how angry or upset I am with them, 3. I often touch my friends when talking to them, 4. I rarely show my feelings or emotions.
- (b) Emotional Sensitivity (ES), 1. I can easily tell what a person's character is by watching his or her interactions with others, 2. I always seem to know what people's true feelings are no matter how they try to conceal them, 3. I can accurately tell what a person's character is upon first meeting him or her, 4. I can instantly spot a "phony" the minute I meet him or her.
- (c) Emotional Control (EC): 1. I am not very skilled in controlling my emotions, 2.

It is very hard for me to control my emotions, 3. I am very good at maintaining a calm exterior even if I am upset, 4. I am rarely able to hide a strong emotion.

(d) Social Expressivity (SE): 1. I love to socialize. 2. I always mingle at parties. 3. At parties I enjoy talking to a lot of different people. 4. I enjoy going to large parties and meeting new people. (e) Social Sensitivity (SS): 1. I am very sensitive of criticism. 2. It is very important that other people like me. 3. I am generally concerned about the impression I am making on others. 4. I am often concerned what others are thinking of me. (d) Social Control (SC): 1. When I am with a group of friends I am often the spokesperson for the group. 2. I find it very difficult to speak in front of a large group of people 3. I am

usually very good at leading group discussions. 4. I am often chosen to be the leader of a group.

Self-Esteem

1. On the whole, I am satisfied with my life, 2. At times I think I am not good at all, 3. I feel I have a number of good qualities, 4. I feel I do not have much to be proud of, 5. I am able to do things we as well as most people, 6. I certainly feel useless at times, 7. I feel that I am a person of worth, at least as good as others, 8. I wish I could have more respect for myself, 9. All in all I am inclined to think I am a failure, 10. I take a positive attitude to myself