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FEMALE SELF-ESTEEM AND RELATIONSHIP CHOICES

The Effects of Positive and Negative Self-Presentation on Female Self-Esteem and Relationship  
Choices

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2008

## Abstract

This study examines the relationship between female self-presentation, self-esteem and perception by peers. Past research has found that women are more likely to present themselves negatively in public situations than men. The present study examines whether these negative self-presentations are related to favorable responses in others. College-age female participants listen to an audio recording of four female confederates having a conversation; after one confederate makes a negative self comment, each of the remaining confederates responds in one of three different ways: 1) self-degrading, 2) self-accepting, and 3) neutrally. The participants then rate the likeability of each of the three reacting confederates. All participants also fill out the Rosenberg Self-Esteem Scale. We expect that participants will more likely be friends with those individuals who display more negative self-presentations rather than those who display positive self-presentations and find them as being more likeable. We also predict that those with a higher self-esteem prefer a person who has a positive self-presentation and those with a lower self-esteem prefer a person who has a negative self-presentation. The results show that there was a significant difference between the three respondents. Although there was no significant difference between Hannah (neutral) and Ashley (self-degrading) both were liked significantly more than Emily (self-accepting). There were no significant results found comparing the self-esteem of participants with the likeability and friendship ratings of the three respondents. The results of this study contribute to our understanding of the way women present themselves in public and what factors are related to their self-presentation.

## The Effects of Positive and Negative Self-Presentation on Female Self-Esteem and Relationship Choices

Female group behavior can be viewed, at its most basic level, as a complicated series of sticky situations and social interactions, where individuals try to say and do the right things so that they are viewed positively by their peers. This phenomenon can be observed in the reactions of individuals in a group setting when someone makes a statement about herself. This scenario presents a series of unique problems: How should one respond when a peer speaks very highly of herself? How should one respond when a peer speaks negatively about herself? The statements individuals make about themselves, known collectively as self-presentations, reflect upon their self-concept and level of self-esteem. These positive and negative statements say a lot about how that individual sees herself, and in turn affects how she is viewed by her peers.

Self-presentation, also known as impression management, is the impression made on others from the use of self-disclosures (Leary, Nezlek, & Downs, 1994). That is, these self-statements can be seen as a reflection of how an individual feels about herself in terms of specific events in the company of others. People are pervasively motivated to make good impressions on others because people's outcomes in life are greatly affected by the impressions others form of them (Leary, 2004 & Leary, et al., 1994). Also, previous research has indicated that people assume that there is some objective accuracy in their self-evaluations, so that they expect another to agree with their self-evaluations. If given enough information the person with high self-esteem expects respect and admiration (Baumeister, 1982). Baumeister (1982) adds that the self-presentation of the person with high self-esteem may be based in part on the confidence that others will like him or her, in general persons high in self-esteem presumably expect the audience to come to share their good opinion of themselves as the audience learns

more about them. However, audiences tend not to like the expectation of others to respect and admire the positive self-presenter, (Baumeister, 1982) implying that people who sometimes behave with extremely positive self-presentation are viewed in a negative light.

Therefore, one would think self-presentations should be motive-driven in order to make good impressions on listeners. However, women's self-presentation is comparable with their actual self-concept when talking with other females and they tend to disclose more about themselves (Leary et al., 1994) making women more open about sharing flaws, shortcomings or negative self-presentation than men. Britton, Martz, and Bazzini (2006) added, "females versus males tend to disclose more about themselves to others in group interactions, potentially providing women with more opportunities for body dissatisfaction to surface in their discussions". Britton et al. (2006) also completed a study in which participants were shown a vignette describing four women studying for a biology exam during which the conversation turns into a discussion about the dissatisfaction of their weight and body. Three of the four females speak negatively about themselves. Participants were then asked to choose what the fourth girl's response should be from these three responses: (1)Self-Accept: "Guys, I'm pretty happy with my weight, I don't think I should diet or anything." (2)No Information or control: "Plays with her pen and makes no comment." (3)Self-degrade: "Yeah, I'm pretty unhappy with my weight also, I should really go on a diet too." They found that both males and females significantly believed that a typical woman in that position would respond by self-degrading and also felt that the self-degrading answer would be the most likely response associated with other women liking her. The study implies that there is a suggested norm of self-degrading in these social contexts, but does not show whether or not this suggested norm actually affects others perceptions of them.

Self-esteem also plays an important role in human behavior, and specifically in female group behavior. Self-esteem is defined as a positive or negative attitude toward the self and can be viewed as a key indication of psychological well-being (Clay, Vignoles, & Dittmar, 2005). The appraisal of self-esteem is a complicated process, and is influenced by several factors. First, many people with high self-esteem exaggerate their successes and good traits (Baumeister, Campbell, Krueger, & Vohs, 2003). This makes attempts to objectively evaluate the actual abilities of the individual very difficult. Second, high self-esteem is a heterogeneous category, encompassing people who frankly accept their good qualities along with narcissistic, defensive, and conceited individuals (Baumeister, Campbell, Krueger, & Vohs, 2003). Women's self-esteem is moderately, but significantly lower than men's, with the average gender difference being greatest during middle adolescence (Clay, Vignoles, & Dittmar, 2005).

People high in self-esteem claim to be more likable and attractive, to have better relationships, and to make better impressions on others than people with low self-esteem, but objective measures have not supported most of these beliefs (Baumeister, Campbell, Krueger, & Vohs, 2003). However, what is important about these claims is the beliefs themselves, not necessarily whether or not they are completely true, because people with high self-esteem who believe these things behave accordingly, thus influencing their peers. However, self-esteem has been shown to have a strong relation to happiness; low self-esteem is more likely than high self-esteem to lead to depression (Baumeister, Campbell, Krueger, & Vohs, 2003). In general, the benefits of high self-esteem broadly fit into two categories: enhanced initiative and pleasant feelings (Baumeister, Campbell, Krueger, & Vohs, 2003).

Various studies have been undertaken in order to examine more closely the exact origins and manifestations of self-esteem. One study, conducted by Clay, Vignoles, and Dittmar (2005)

looked specifically at female adolescents and the relationship between body image and self-esteem. Body image is central to the self-definition of adolescent girls, partly because of their socialization, through which they have been told that appearance is an important basis for self-evaluation and for evaluation by others (Clay, Vignoles, & Dittmar, 2005). It has been demonstrated that girls' self-esteem declines substantially during middle adolescence, in part due to changes in body image. Body image develops in the context of sociocultural factors, such as unrealistic media images of female beauty (Clay, Vignoles, & Dittmar, 2005). Clay, Vignoles, and Dittmar (2005) looked at the self-esteem of 136 girls aged 11- 16 in the United Kingdom after being experimentally exposed to either ultra- thin or average- sized magazine models. These two images were of the same model, with their body size altered on the computer. This was done in order to eliminate the potentially confounding variable of model attractiveness. The results indicated that viewing both the ultra- thin and average- sized models lowered body satisfaction and self-esteem (Clay, Vignoles, & Dittmar, 2005). This study indicates that female self-esteem can be influenced by a variety of outside sources, including the presentations of other individuals.

Additional research has found that self-esteem levels affect friendship choices. In a study examining friendship choice and performance in various school- related activities, Tesser, Campbell, and Smith (1984) found that children's friendship choices were influenced by their own self-evaluation and their evaluation of others. Models of self-evaluation maintenance (SEM) were used in this study to evaluate the motivations and behaviors involved in friendship choices. The SEM model assumes that on a basic level, individuals are motivated to maintain a positive self-evaluation and one's relationships with others have a substantial impact on self-evaluation (Tesser, Campbell, & Smith, 1984).

This impact is described in two processes: reflection and comparison. Reflection processes are at work when people attempt to bask in the reflected glory of another's accomplishments, in that they will either point out their close association with another whose performance is outstanding, or magnify the accomplishments of others who are close (Tesser, Campbell, & Smith, 1984). Comparison processes indicate that being close to a high-performing other can threaten self-evaluation by making one's own performance look bad by comparison (Tesser, Campbell, & Smith, 1984). When a close other performs well, reflection is presumed to have a positive impact on self-evaluation, whereas comparison is presumed to have a negative impact on self-evaluation (Tesser, Campbell, & Smith, 1984). These two processes are not equally important; their relative importance is determined by the extent to which the other's performance is relevant to one's self-definition (Tesser, Campbell, & Smith, 1984).

The results of the study, which included fifth- and sixth-grade children, indicated that children named as friends those classmates who performed at a lower level than they themselves did on activities they considered important to them. When the activity is relevant to the child's self-definition, comparison processes are important; self-evaluation is threatened if another's performance is similar to one's own performance (Tesser, Campbell, & Smith, 1984). In these situations, reflection processes become less important than comparison processes, because of the relevance of the activity at hand to the child's self-definition. In order for their self-esteem to remain positive, a child should perceive him or herself as performing better than another individual on an activity that is central to his or her self-definition. Once this perception has been formed, the child can then present himself in positive ways that confirm his feelings about himself and his abilities. Thus, self-esteem and self-presentation are closely related. One's own self-esteem influenced his or her view of others and played an important role in friendship

choice. The fact that they are choosing to become friends with these individuals indicates that they find them to be likeable, which is an important aspect of this phenomenon.

We are interested in investigating how negative and positive self-presentations affect how an individual is viewed by others, in regards to potential friendships. We expect that participants would more likely want to be friends with those individuals who displayed more negative self-presentations rather than those who displayed positive self-presentation.

While much research has been conducted within the realm of self-presentation, little has specifically focused on the relationship between females' self-presentation, self-esteem, and how these individuals are perceived by their peers. Furthermore, we will test the self-esteem of our participants in order to better understand and predict if those with a higher self-esteem would prefer a person who has positive self-presentation and if those with a lower self-esteem would prefer a person who has a negative self-presentation.

## Method

### *Participants*

The subjects in this study were students from a small Midwestern Liberal Arts college with ages ranging from 18-22. There were 33 participants. Out of the 33 participants, 31 considered themselves to be Caucasian. The other two were Pacific Islander and multiracial. Participants were recruited through the school psychology department. Fliers were posted both describing the study and providing a place for individuals to sign up for participation. Additional participants were solicited via email.

### *Equipment*

The self-esteem of participants was measured using The Rosenberg Self-Esteem Scale (See Appendix A). The scale consists of a 10-item questionnaire about different aspects of self-esteem. The questions are rated by participants by using the following response format: SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree. One example of an item on the questionnaire is: I feel that I'm a person of worth, at least on an equal plane with others. The Rosenberg Self-Esteem Scale had a Cronbach's Alpha of .81.

Another questionnaire, which consisted of 10-items, will be used to measure the perceptions that the participants had towards each confederates' likeability in the study (See Appendix B). Many of the questions asked were adapted from the likeability self-assessment from Tim Sanders' book, *The Likeability Factor* (2006). The questions were altered from their original format of a self-assessment to be applicable for an assessment of others. The responses were rated by participants by using a Likert scale ranging from 1-5, with one being the least and 5 being the highest. One example of an item on this questionnaire is: Does this person appear to be proud of him/herself? The Likeability questionnaire for Hannah had a Cronbach's Alpha of .71; Emily, .70; Ashley, .78.

### *Procedure*

Participants started by signing an informed consent. They then listened to an audio recording of four confederates having a conversation. They also had a printed copy of the dialogue. The conversation starts with one girl putting herself down using negative self-presentation. Then, each of the other girls in the audio makes a response. Ashley responds with a negative comment about herself; Emily responds with a positive comment about herself; Hannah makes a neutral

comment that has no relevance to self-presentation or self-esteem. To avoid order effects, the order of respondents in the dialogue was changed for each group of participants.

*Dialogue*

*Abby: Ugh, I am so fat.*

*Ashley: Please, do you see how unattractive I am?*

*Hannah: Can we please get back to studying?*

*Emily: I am so lucky to have good genes to keep me pretty.*

After the conversation ended, each participant filled out a response sheet (three in total) that rates the likeability of each of the three responding confederates. Data from the likeability questionnaire was used to determine which of the three respondents was more likable: the one with a positive self-presentation, negative self-presentation or no self-presentation. Finally, the participants filled out a demographic questionnaire and The Rosenberg Self-Esteem Scale. Lastly, they were debriefed and given study description forms.

## Results

After listening to the dialogue, the participants were asked to fill out a 10- item Likeability Questionnaire about each of the three respondent women. From this data a mean likeability score was computed for each woman by calculating the average from the Likeability Questionnaire and a comparison of these means was conducted with a repeated measures ANOVA. There was a significant difference in the ways the participants responded to the three women,  $F(2,30) = 8.49, p = .001$ . Hannah, the woman whose self-presentation was neutral and gave no information about self-concept received the highest likeability ratings ( $M = 3.06$ ).

Ashley, the woman whose self-presentation was degrading received the second highest likeability ratings ( $M = 2.89$ ). Emily, the woman whose self-presentation was self-accepting received the lowest likeability ratings ( $M = 2.52$ ). The mean scores are presented in a graph in Figure 1.

A pairwise comparison of the means was conducted to look specifically at differences in likeability scores between the individual women. Participants made significant differentiations between how likeable they found Hannah (the neutral woman) and Emily (self-accepting),  $p < .01$ . Additionally, there was a significant difference in the ratings between Emily (self-accepting) and Ashley (self-degrading),  $p = .014$ . The difference between the likeability scores between Hannah and Ashley was not significant. This analysis indicates that participants were liking Emily significantly less than both of the other women, but were not making a distinction between Hannah and Ashley.

To examine what effect the participants' self-esteem levels had on their likeability ratings of the women, visual binning was done, which divided the participants according to high and low self-esteem groups from their mean score from the Rosenberg Self-Esteem Scale. The mean likeability scores were determined through an analysis of variance with repeated measures. There was a marginally significant difference in how the high and low self-esteem participants responded to Emily (self-accepting),  $F(1,31) = 1.65$ ,  $p = .208$ . Those participants who were in the high self-esteem group liked Emily more ( $M = 2.63$ ) than those in the low self-esteem group ( $M = 2.42$ ). There was no significant difference in how the high and low self-esteem participants responded to Hannah (neutral) or Ashley (self-degrading). The mean likeability scores divided into participant self-esteem categories are presented in a graph in Figure 2.

To further explore our results, we isolated the questionnaire item asking participants how likely they would be friends with Hannah (neutral), Emily (self-accepting), and Ashley (self-degrading). There was a significant difference in how the participants rated the likelihood of being friends with the three women. The participants indicated that they would most likely be friends with Hannah ( $M = 3.5$ ), followed by Ashley ( $M = 3.2$ ), followed by Emily ( $M = 1.9$ ),  $F(2,31) = 27.73, p < .001$ . These results are presented in Figure 3.

A 2 (self-esteem: low versus high) X 3 (girl: Hannah, Emily, Ashley) mixed ANOVA with repeated measures on the second factor was done to see if there was a difference in how likely high and low self-esteem participants would be friends with each of the girls. Ignoring self-esteem, there was a significant main effect for girl,  $F(2,30) = 29.7, p < .001$ . There was a difference in how likely participants would be friends with each of the three girls, which is consistent to what we found before. There was no significant main effect for self-esteem,  $p = .13$ . There was no significant interaction between the factors,  $p = .22$ .

A pairwise comparison was conducted to test whether participants' friendship choices of each girl varied by their self-esteem levels. For Ashley (self-degrading), there was a difference in the likelihood of low and high self-esteem participants being friends with her. The high self-esteem participants ( $M = 3.6$ ) were significantly more likely to be friends with Ashley than the low self-esteem participants ( $M = 2.9$ ),  $p = .05$ . There was no significant difference in how likely high and low self-esteem participants would be friends with Hannah or Emily. These results are presented in Figure 4.

## Discussion

We hypothesized that participants would prefer the woman making the self-degrading statement, Ashley, over the woman making the self-accepting statement, Emily. This was based upon previous research that suggested that individuals tend to form more negative opinions about speakers that present themselves in overtly positive ways (Baumeister, 1982). This could be due to the fact that they are often perceived as too self-confident, elitist, and conceited, which can be off-putting to those individuals interacting with them. Indeed, this seems to be the case with this particular study: participants rated Ashley as significantly more likeable than Emily.

The participants could have rated Ashley as more likeable than Emily because women may make self-degrading self-presentations in attempts to conform to a perceived social norm that would help them fit in with a group (Britton et al., 2006). According to this line of thought, Ashley could have made the self-degrading statement because she heard the initial statement (“Ugh, I am so fat.”) and wanted to fit in with the group, and said something to put herself down as well. Participants could have recognized her attempts to fit in and rated her as more likeable as a result, perhaps because that is similar to how they themselves might have responded in that situation.

Ashley’s likeability ratings could also indicate the fact that people want to be able to view themselves in a positive way, as capable, successful and attractive. In their study, Tesser, Campbell and Smith (1984) found that their participants named as friends those individuals who performed at a lower level than they themselves did on activities they considered important to them. Participants in our study could have used similar logic in their high ratings of Ashley: they saw her as feeling worse about herself than they did, and that gave their self-esteem a boost. Their responses could be indicative of wanting to be around such a person.

In results not consistent with our predictions, Hannah, the neutral woman whose statement said nothing about her self-presentation, was actually rated as most likeable. In fact, these results are contrary to past research, where they found that avoidance, or not making a strong statement about your self-concept, was not seen as an option in such conversations (Britton et al., 2006). In that study, avoidance was perceived as being conceited by the other females. This was certainly not the case with our study. Participants could have rated Hannah as most likeable for a variety of reasons. They could have viewed her statement in the dialogue as trying to redirect her friends to the task at hand, or to avoid talking about something personal or upsetting, both of which could have been viewed as admirable by participants.

Additionally, the preference for Hannah could be due to the participants not having enough information about her to make a strong character judgment. Her statement said very little about her personality, at least compared to the other two women. Her mean likeability rating was 3.06 on a five- point Likert scale, so participants are not really liking her all that well. They were able to draw more decisive conclusions about Emily and Ashley, whose self-presentation was either overtly positive or negative, and their lower likeability ratings illustrated that.

The results did not indicate any strong connection between the self-esteem levels of the participants and their likeability ratings of the three respondents. The likeability ratings were relatively stable among both levels of participant self-esteem. There was marginal significance in the relationship between those participants with high self-esteem and liking Emily, the self-accepting individual, which was interesting, because on the whole the participants did not rate her very highly. As a group, the participants' mean likeability score for Emily was 2.52, but the high self-esteem participants rated her as 2.63. There are many reasons why this may have occurred. These individuals could have simply seen themselves in Emily. Individuals with high

self-esteem tend to present themselves in more self-accepting ways (Baumeister, 1982). So, in order to preserve their self-esteem levels, they may have been more sympathetic to Emily than most other participants.

However, it is important to note that although participants with high self-esteem rated Emily as more likeable than participants with low self-esteem, even those ratings were lower than the mean ratings of the other two respondents. That Emily was still considered the least likeable woman is important. Our finding regarding the relationship between participant self-esteem levels and likeability ratings was interesting. Though it was not statistically significant, it certainly merits further consideration and research.

The results of isolating the friendship choice item on the likeability questionnaire, while not consistent with our hypothesis, were consistent with the results we found earlier with our mean likeability score. Participants rated Hannah (neutral) as the individual they would most likely be friends with, followed by Ashley (self-degrading), and then Emily (self-accepting). The reasons for this pattern of results are likely to be along the same lines as for overall likeability.

However, the results of the pairwise comparison of friendship choice varied by participant self-esteem levels were different from our previous results, but still consistent with our hypothesis. Participants with high self-esteem were significantly more likely to be friends with Ashley (self-degrading) than participants with low self-esteem. There was no significant difference in how likely high and low self-esteem participants would be friends with Hannah (neutral) or Emily (self-accepting).

These results can be at least partially explained by Tesser, Campbell, and Smith's (1984) discussion of comparison processes in friendship choice. In comparison processes, an individual is more likely to want to be friends with someone who is below their level on something that

they think is important (weight, for example), because they would look better in comparison. We made the assumption that weight and personal appearance were both important to individuals' self-definitions. The high self-esteem participants choosing Ashley as a friend follows this logic. Because they have high self-esteem, it follows that they might be drawn to Ashley, someone who made a self-degrading presentation and could potentially have low self-esteem and a negative self-definition. In comparison to Ashley, people with high self-esteem could feel even better about themselves and would choose her as a friend as a result.

In future research on this topic, some additional things should be taken into consideration. It will be beneficial to revise our methods somewhat and expand on our procedure. First and foremost, the small sample size was unfortunate. With only 33 participants, it was difficult to draw any concrete conclusions and make any generalizations to the population at large. We were able to find significance in certain areas, which allows us to contribute something to the existing literature on self-presentation, but it would have been a more powerful contribution had there been a larger sample size. The method with which we conducted the study likely resulted in the small sample. Because our procedure, which required participants to actually report to a location and physically fill out ratings forms, was not as convenient as filling out an online survey from their own computer, we did not get as many participants as we could have.

Additionally, our sample was homogenous. Virtually all of the participants were Caucasian, which was problematic. This was because the college campus where the study was conducted is not incredibly diverse, so the potential participants were largely Caucasian to begin with. It would have been interesting to have women of different ethnicities participate, because

we could have gotten more diversity in our responses. In the future, it will be essential to have a sample that encompasses more than just Caucasian women.

In the demographic section of the questionnaire, it would have been helpful to ask the participants their weight, and to try to assess how important it is to them and their self-definition. We thought that the participants would think that it was important, because of assumptions we made based upon societal values at large, so we did not check. However, in light of Tesser, Campbell, and Smith's (1984) discussion of comparison and reflection processes in friendship choices, it will be important for future studies to do so. There are important implications to such research. For example, if an individual considers weight to be important to her self-definition, and she is using reflection processes in friendship choices, she will likely choose as a friend someone who has a positive self-presentation regarding her weight, so that the individual will feel better about herself as a result.

There was a flaw in the design of the study itself that could have had an effect on the responses of the participants. Emily, the self-accepting individual, could have been seen by participants as narcissistic because of what she said and her tone of voice. This could have resulted in her low likeability scores. In determining the dialogue and the tone of voice of the speakers, we were trying to clearly communicate the self-presentation style of the three respondents. With Emily, the goal was to highlight the fact that she presents herself very positively, but not that she was snobby or conceited. It was difficult for us to anticipate exactly how the participants would react to her, and it is a possibility that they may have overreacted, which resulted in liking her much less than the others.

Because of the artificiality of the situation, it is possible that the participants could be responding differently than they would in actual situations. It was obviously not real, and so

there was nothing at stake and no consequences to the participants' responses. Participants weren't particularly invested in the situation; they weren't involved in the dialogue, they didn't know the individuals, and they would not ever have the chance to interact directly with them. In the future, more qualitative studies with small groups of friends could be beneficial.

This study, and research like it, is very important and can contribute in new ways to how people interact with each other, and how they form relationships. People's outcomes in life, and how they live and interact on a daily basis with others, are greatly affected by the impressions other people form of them. People generally want to be liked, because being thought of in a positive manner has better social and material consequences than being thought of in a negative manner (Leary et al., 1994). People generally want to be liked and well thought- of and should recognize how their presentation of themselves can affect that.

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Figure 1: Likeability means of the three respondents on a five- point Likert scale.

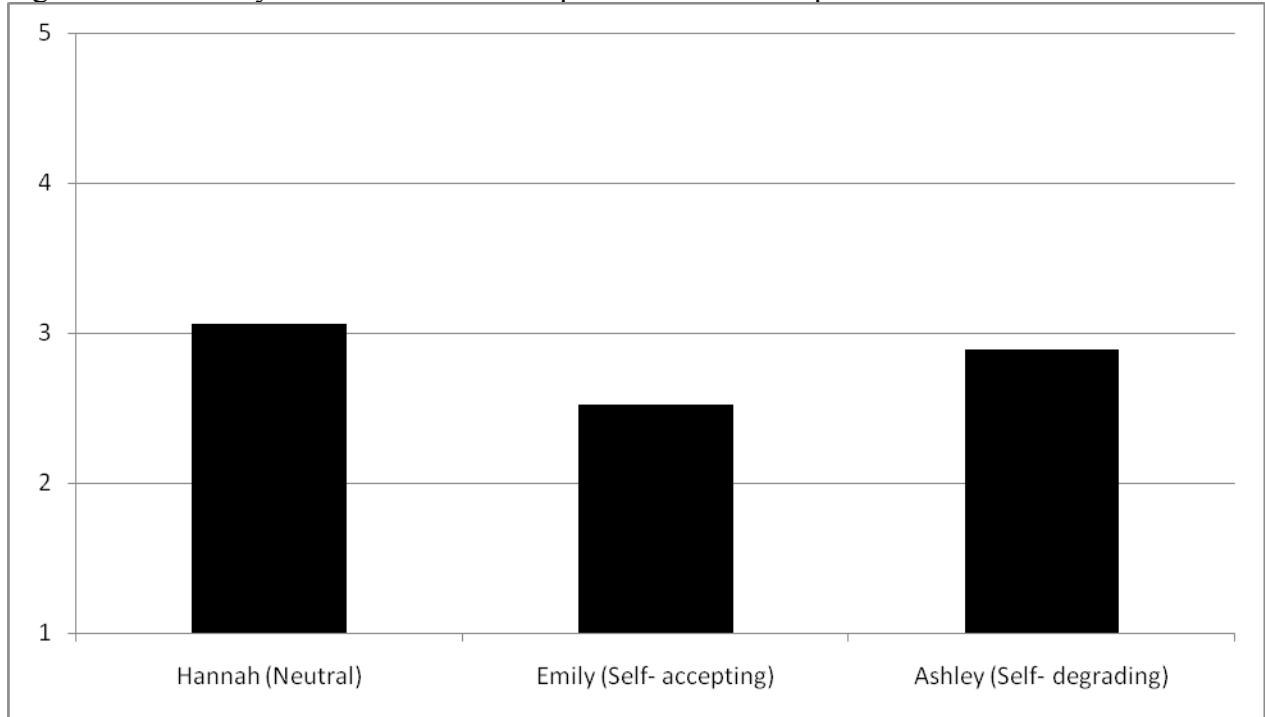


Figure 2: Mean likeability scores divided into participant self-esteem levels.

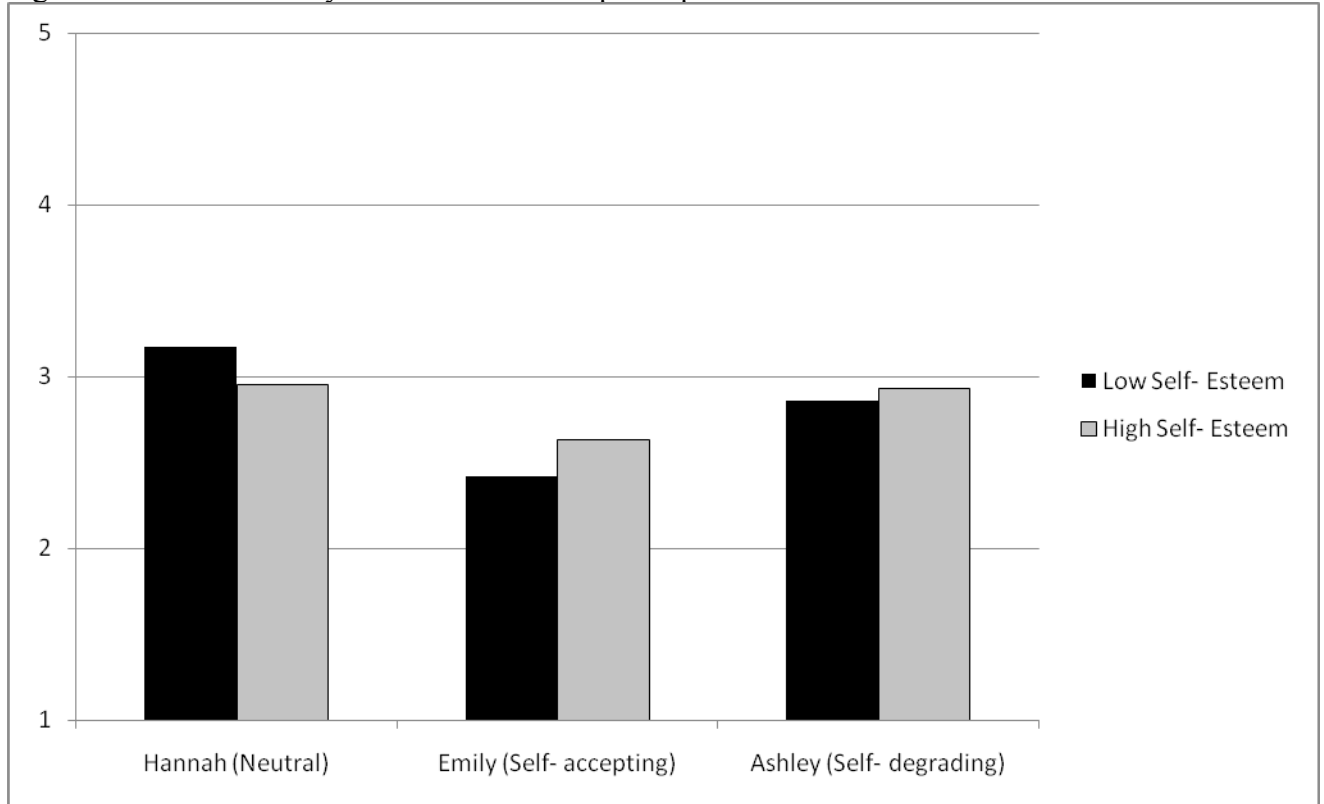


Figure 3. Ratings of how likely participants would be friends with respondents.

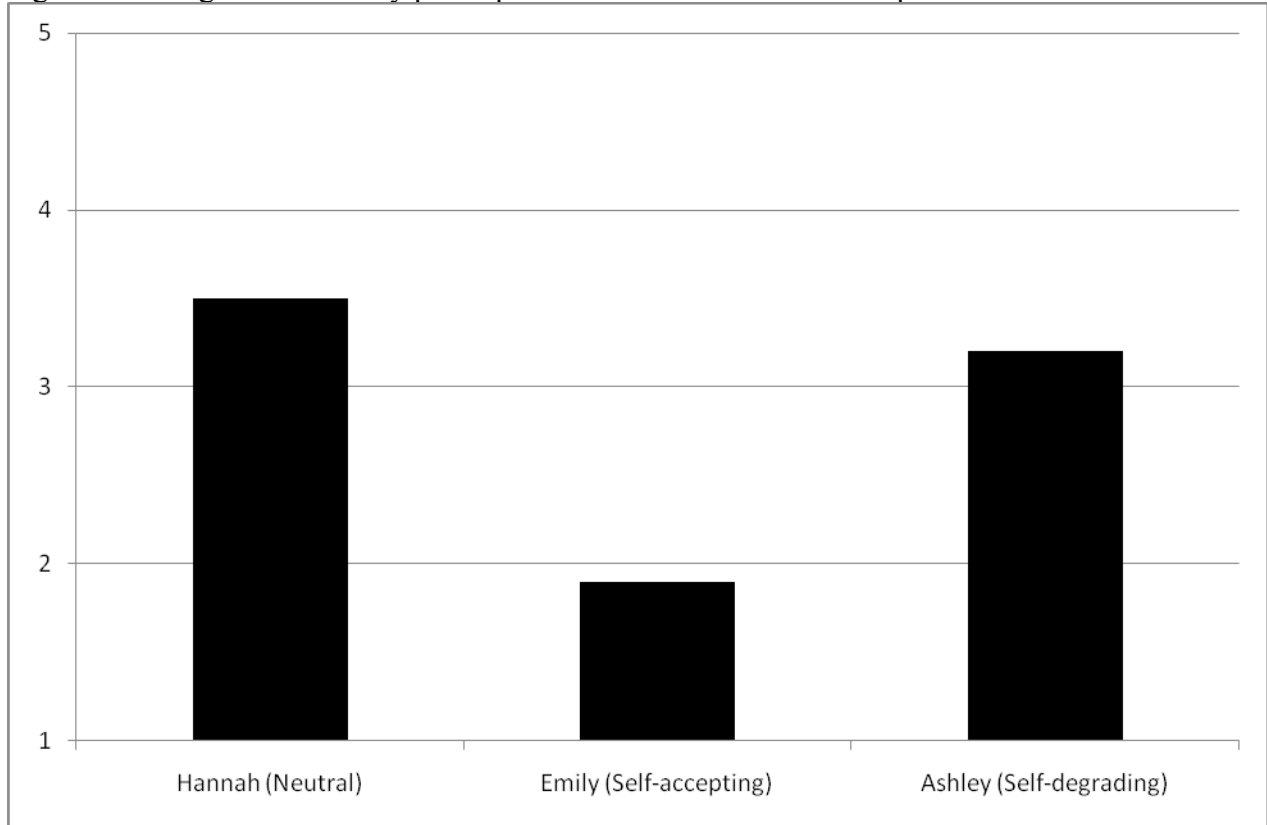
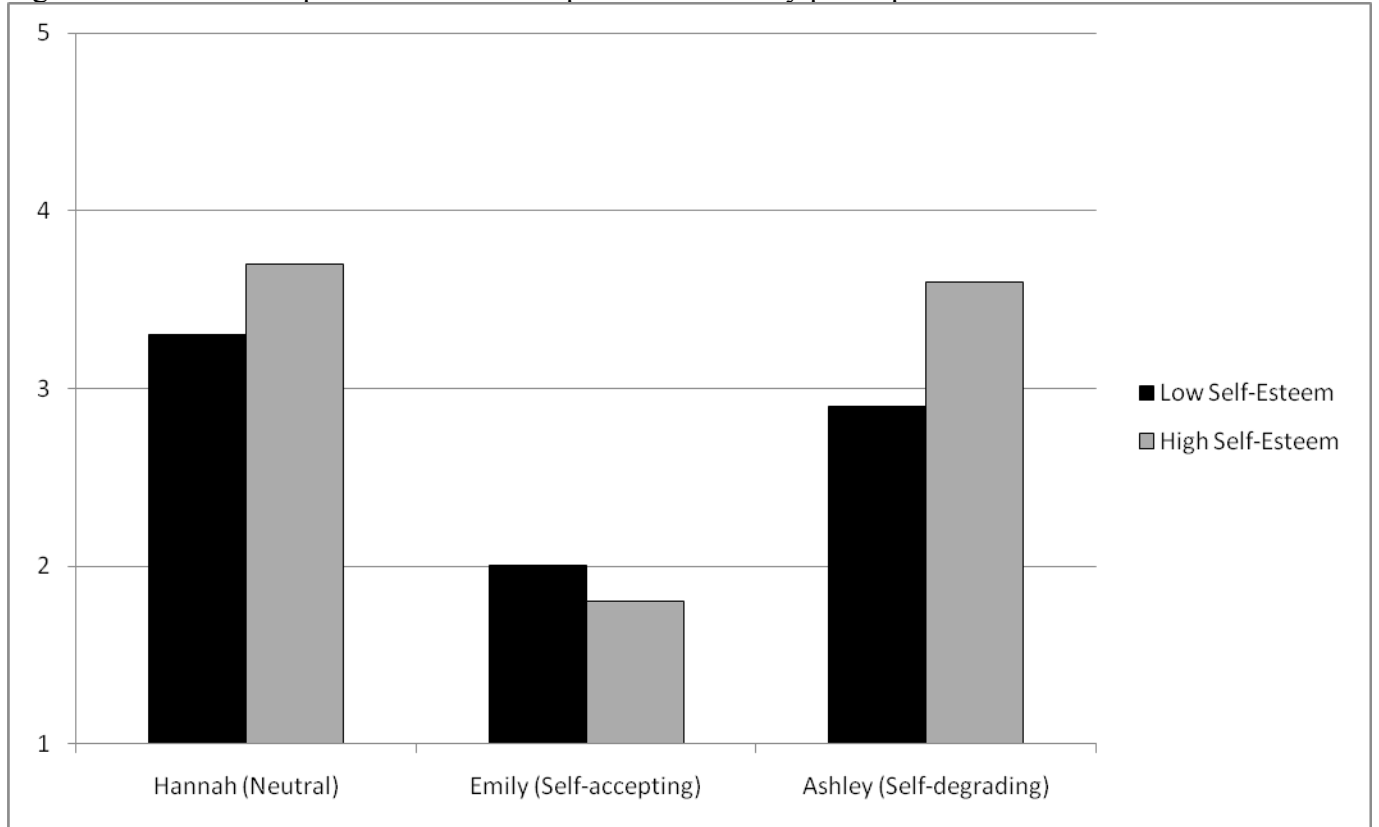


Figure 4. Pairwise comparisons of friendship choice varied by participant self-esteem levels.



Appendix A: Demographics and Rosenberg Self-Esteem Scale

Demographics

Your Age: \_\_\_\_\_

Class: Fr S J Sr

Your Ethnicity: Arab Asian/Pacific Islander Black Caucasian/White Hispanic Latino Multiracial

The Rosenberg Self-Esteem Scale

Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA ;If you Agree, circle A; etc.

**SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree**

1. On the whole, I am satisfied with myself.

SA.....A.....D.....SD

2. At times I think I am no good at all.

SA.....A.....D.....SD

3. I feel that I have a number of good qualities.

SA.....A.....D.....SD

4. I am able to do things as well as most other people.

SA.....A.....D.....SD

5. I feel I do not have much to be proud of.

SA.....A.....D.....SD

6. I certainly feel useless at times.

SA.....A.....D.....SD

7. I feel that I'm a person of worth, at least on an equal plane with others.

SA.....A.....D.....SD

8. I wish I could have more respect for myself.

SA.....A.....D.....SD

9. All in all, I am inclined to feel that I am a failure.

SA.....A.....D.....SD

10. I take a positive attitude toward myself.

SA.....A.....D.....SD

Appendix B: Likeability Questionnaire

This form is focusing on your response about Ashley. Below is a list of questions about Ashley. Respond to each of these questions to the best of your ability using the five point Likert scale, with 1 being the least and 5 being the highest, in regards to how likeable you find Ashley.

1. How likely is it that you would be friends with this person?

1.....2.....3.....4.....5

2. How proud do you think this person is?

1.....2.....3.....4.....5

3. Do you think this person has a number of good qualities?

1.....2.....3.....4.....5

4. Do you feel this person has a pleasant tone of voice?

1.....2.....3.....4.....5

5. Would you go to this person if you were having a bad day?

1.....2.....3.....4.....5

6. Do you feel this person is trustworthy?

1.....2.....3.....4.....5

7. Do you feel this person is genuine?

1.....2.....3.....4.....5

8. How peaceful do you feel this person is with herself?

1.....2.....3.....4.....5

9. Do you feel this person would be easy to get along with?

1.....2.....3.....4.....5

10. How critical of others do you feel this person is?

1.....2.....3.....4.....5