

# Implicit Self-esteem Project

Hong Rui Yang Cheng<sup>1</sup>

<sup>1</sup>Meten Preparatory Academic, Si Chuan, Chengdu, China, 3558612664@qq.com

## ABSTRACT

One of the essential stages in life for the development of identity is early adulthood. Do gender and socioeconomic status affect the development of implicit self-esteem in adolescents? It is necessary to perform this study among teenagers because positive self-esteem becomes essential during this stage in life. It also makes it possible for teens to try out new ventures, take healthy risks, and attempt to understand their problems and solve them. This research paper will also analyze the effect of unspoken self-esteem during the initial adulthood stage at personal and cluster levels. By doing this, their development and learning processes become productive and prepare them for a healthy and positive future. Additionally, the discoveries from this study will enhance the understanding of contained self-esteem and how to develop it or encourage its self-construction among young adults. This survey involves assessing the degree of implicit self-esteem among 300 students from each year in university by carrying out a longitudinal study. It also involves implicit self-esteem association tests; the index is the improved D score. The first-order autoregressive structural modeling equation implies that implicit self-esteem is constant through the years, while latent growth modeling shows that self-confidence somewhat reduces. Females tend to manifest a higher level. This indicates that in young adults, implicit self-esteem portrays a declining trend as age increases, so it is sensitive to the developmental changes that occur during that time.

**Keywords:** Development, Association, Adolescence, Longitudinal Study, Implicit Self-Esteem

## 1. INTRODUCTION —IMPLICIT SELF-ESTEEM PROJECT

Self-esteem is a type of assessment of oneself, which has captured the attention of scholars over time. Rudman, Dohn, and Fairchild (2007) have shown dedication towards studying self-esteem development and the potential consequences. However, the primary aim in current studies has been explicit self-esteem, yet very little is known about implicit self-esteem. According to Jordan and Zeigler-Hill (2018), we may use implicit self-esteem in predicting many behaviors, so it serves as a buffer against threats and moderate effective response from individuals. Unspoken self-confidence is more flexible than outward self-confidence, and this stresses the need to examine the variations in implicit self-esteem through different phases in life ([1]). It is important to carry out this study because during emerging adulthood, also referred to as adolescence, where most self-esteem shifts arise. Therefore, this paper will utilize a longitudinal analysis to determine the effect of gender and socioeconomic status on the development of implicit self-esteem among young adults.

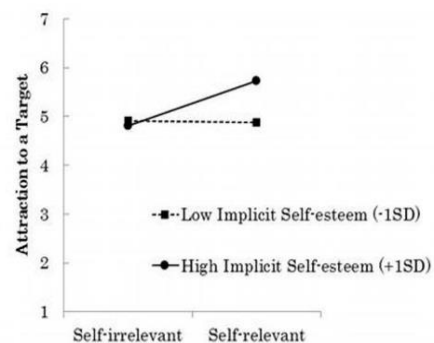


Figure 1: example of the self irrelevant chart

## 2. PRESENT WORK

Young adults' age ranges between 18 to 25 years, and it is a crucial stage because it involves the transition to adulthood. This period is essential, and many people move away from their homes. They discover likelihoods in future growth in relationships or work as they struggle to become solid and independent adults ([2]). This period is unique, and it is majorly characterized by instability, focus on oneself, exploration of identity, possibilities, and feeling confused. Such uncertainties

cause the shift in self-esteem throughout this time since self-esteem is self-motivated and reactive in nature ([3]). This work aims to use a longitudinal study to analyze development, stabilities, and implicit self-esteem changes during this stage in life.

**2.1. Method**

This study was approved and recommended by the Institutional Review Board for human participants, with written informed consent from all participants. We carried out a longitudinal study across students of different years in university to determine the average level variation and rank-order constancy of implicit self-esteem through adolescence. We utilized the Implicit Association Test (IAT) in measuring self-confidence ([4] Wang et al., 2018). The sample of 300 university students was closely tracked across different years of their studies. Using a first-order autoregressive model (AR [1]), the rank order stability was evaluated, and the measurement errors were considered. Also, we employed the Latent Growth Model (LGM) to observe the average level shift in implicit self-confidence in adolescence ([4] Wang et al., 2018). According to earlier research, males showed better outward self-esteem than ladies, and individuals with higher socioeconomic status had higher precise self-esteem. Being independent of direct self-esteem, the development of unspoken self-esteem might not bring out the same implications by being affected similarly by gender and socioeconomic status ([5]). Therefore, our hypothesis in this study was to determine whether individuals' gender and socioeconomic status affect their self-esteem.

**2.2. Participants**

The study involved five groups of data, and participants were apprentices who took preliminary psychology in a Chinese university. They completed a one-hour survey each in exchange for 25 Chinese yuan. Initially, the sample size was 300 (170 men and 130 ladies), with an average age of 20.12 years (SD=.75). The remaining samples had 270 (second sample, 190 males), 250 (third sample, 130 males), 226 (fourth sample, 185 males), and 105 (fifth sample, 176 males), respectively. The decrease in the sample size was caused by attrition that was primarily because of the unavailability of some students during data collection periods. Some students also dropped out of the study for various reasons. We investigated the potential effect of the attrition by comparing the participants who did not complete the concluding evaluation with those who did in the first wave and concluded that they were similar. Therefore, we determined that the attrition would not present unfairness in the final examination, as it was random.

**2.3. Experimental design**

**Procedure.** We asked the participants to report their gender and socioeconomic status.

**Measure 1.** Gender was either male or female.

**Measure 2.** We measured socioeconomic status on a 5-point Likert scale (1=very poor, 5= very rich)

**Data Analysis Approach**

**2.4.Results**

**Table 1**The reliabilities across the diagonal

Variables	1	2
1.ISE_1	(0.80)	
2.ISE_2	0.31***	(0.59)
3.ISE_3	0.24*	0.35***
4.ISE_4	0.26*	0.33***
5.ISE_5	0.32***	0.32***
Mean	0.79	0.66
S.D	0.50/0.38	

**Table 2:** Analysis of Implicit Self Esteem in the Groups.

Implicit Self-Confidence	Implicit Association Test
ISE_1	0.45
ISE_2	1.04
ISE_3	0.77
ISE_4	1.11
ISE_5	0.65

### 2.5. Descriptive statistics

**Aim 1.** According to the table 2, the fit was good, as the chi-square estimate (4, N= 300) = 1.821, the root means a square error of estimation <.001, F (300) = 10.35, 95% confidence interval (CI) [.000, .022],  $p < .001$ , D = .20; M = 1.10. The residual discrepancy for the latent variation in the last group was -.003, so we fixed it to zero. Only the impact of gender was statistically substantial, as its beta intercept was .08,  $p < .05$ .

**Aim 2.** According to Figure 2, there was high split-half consistency in the five groups, as shown by IAT. There were also significant correlations between the waves, indicating average stability of implicit self-esteem through adolescence ([6]). An AR [1] analysis was performed to examine the rank order steadiness further, and the corresponding IAT score indicated the constantly contained self-esteem for each group. The AR [1] model also divided every component into contention because of residuals and instantly prior assessments. Therefore, the model allowed the correction of stability estimates for measurement error.

### 2.6. General Discussion

Female students showed better implicit self-esteem averagely after admission to the university. Latent growth modeling showed that average and there was a decrease in implicit self-esteem significantly. These results have enhanced our understanding of the development process to adulthood ([5]). The trend towards change is constant for both males and females, despite their socioeconomic status. Previous studies have explored explicit self-esteem more, so this work is a milestone towards exploring implicit self-esteem. Some of our findings contrast those of earlier researches because some indicate a gradual increase in implicit self-esteem across university years and its dependence on individuals' socioeconomic status ([7]). However, the findings of this study may be limited by the fact that our participants may develop higher self-esteem when they

move to different environments and interact with others because culture may also influence self-esteem. Therefore, in future studies, the areas of origin and current residence of participants should be considered.

### 3. CONCLUSION

In conclusion, despite the limitations accompanying this study, longitudinal analyses in research offer the first delineated unspoken self-esteem towards the maturity of an individual. It similarly advances our knowledge of the growth of self-esteem and contained social perception. Also, we have become well conversant with the psychological changes associated with young adults.

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