Literature Review: Self-esteem and social correlations

Stephanie Bollman

South University Online

**Self-esteem and social correlations**

Literature Review

An investigation on the explored link between individual and self-esteem indicates on the self-esteem under a condition in which feature reciprocity is not expected or is expected based on the effect of reciprocating that helps. It seeks the impact of self-esteem in receiving the supposed related low esteem individual. As a result under this circumstance self-esteem, the individual would be more reluctant in seeking help than the high level of self-esteem who expressed commitment to the norms of reciprocity and measure the score and a specific design scale to the study of self-esteem individual (Nadler, A., Peri, N., & Chemerinski, 1985). According to DePaul Nadler and Fisher 1983, increased attention leads to devoted social psychology and study of helping in behavioral change based on the theoretical content. The research indicates that people failed to examine success that helps them open admission of inadequate related conditions based on the intensity and threat of self-esteem. This provides an opportunity of seeking weather person need help perceive an opportunity to receptor help in the future.

Hatfield & Sprecher 1983, Greenberg 1980 & Westcott 1983 indicate that receiving assistance without a perceived possibility will repay a psychological of a saved state that will later affect the given individual in finding more significant opportunities that are expected. Expected data will lead to the generous support of idea they have received a break in receptor relevant personality with viable regards that remain an extent focus on a similar affected perceived receptor. The experience most people will tend to entail individual receptors in exchange for different behaviors and to seek of received indicated a sensitive threat (Nadler, Peri, & Chemerinski, 1985). Furthermore, the effect of self-esteem has been termed as a consistent approach to the affected self-threatening event of self-esteem individuals to receive a consistent positive self-cognition. High self-esteem person holds in seeking or receiving real relative overseas psychological events with an. As a result, relative people will have low self-esteem are likely to face issues without the need to depend on others to get help or receive unexpectedly from individual help. Consequently, high self-esteem doesn't even know who will get affected with reciprocity in arranging a low esteem recipient to interpersonal relationship and cause high esteem individuals being reluctant to seek help and opportunity when there's an urge to interchange.

**Family Function Perceived Social Support, Academic Performance, and Self-Esteem.**

Family relationships in the function of social support in academic performance facilitate Self-esteem among young adults. According to a survey, most students aged between 18 years 26 years will need social help from the families to succeed academically. Families play a vital role in supporting students financially and provide social support, which consists of friend classmates that might play a role in developing self-esteem in a level of academic performance. Adolescence will experience unpleasant family interactions with thoughts of effective communication that associate with peers as a way of receiving social support negatively or positively (Lian, 2008). Families play a role in the development of individual life through self-esteem, and academic performance that is influenced by the family does not need social help to be able to perceive depression and stress encountered while at school. The family function will encourage a good relationship of problem-solving concerning academic matters and issues related to families. The social support will entail a floor of a motion concern on fundamental aid perceived support and a sense of people available and willing to satisfy the range of a hall in motion. The academic performance is likely to improve when learners are received total support from the family and friends that will enable them to succeed academically.

**Theories of Self-Esteem**

An individual with high self-esteem will consider themselves with the individual. In contrast, those with low self-esteem will see themself as lesser human's hands being succumbed with depression stress resulting in academic failure. This issue will affect the individual mentally and physically in daily activities and cause self-dissatisfaction. A study on self-esteem carried out on American families reveals that an overall GPA of math’s science results in a verbal performance to parents actively involved in assisting their children in succeeding academically (Lian, 2008). Scholars who receive assistance from the family members on how to handle different tasks at school are likely to perform the best among those who receive less support. Students require total support from friend's families and teachers to improve academically. The study indicates that family members have an essential role in an effective college-level as they provide social support and academic performance to discover weekly in the learning of a student. This investigation is meant to give the relationship between social support and grade point average. Teacher support and the GPA will provide students with better grades compare to those supports from social interaction. Similarly, the social-economic status will determine the academic performance of an individual due to the available resources that will make the students settle and focus on learning. It is evident that scholars who have issues with economic status due to poor backgrounds are likely to suffer emotionally as the families will not be able to provide the required financial support hence affecting the Academic performance

**Effect of Social Problems on Self-Esteem**

The links among social problems and self-image provide an arbitrator function to self-confidence and create a problem-solving character in return. Self-image will offer a positive expression on a notable link between problem-solving and social setting with new reasons that describe a negative relationship with self-esteem and positive meaning correlated to sociability (Gregory, B., &amp; Peters, 2017). This results in creating intervention on programs to establish the skill of social problem-solving ideas and impulse and change in personality and use of instruction. Self-image will gather arguments on a positive solving capacity and create a personal trait to influence social esteem builder; this self-link will provide a cognitive framework for both depression and social anxiety. The links will gather information on the relationship between variables and measures of depression self-criticism self-image and maladaptive. This relationship depicts a critical link between a meaningful, connected social nervousness with an expired self-variability (Koruklu, 2015). Distrust will provide a significant seam on self-concept and supply on manifested elements that connect our depression and social anxiety. Besides this issue will commence on the source of applied self-esteem on various subjects surrounding the related self-esteem in the readings and associated with the concept of self-esteem in solving depression and anxiety

**Social Hypersensitivity A Predictor to the Interpretation of Feedback and Self-Esteem**

According to Yang & Giargus 2018, hypersensitive social override and a related status of self-esteem to respond to visual dialogue and equivalent response on preserved and known and betrayed correlation with self-esteem. Social over sensitive people with different reactions with reduced Social hypersensitivity to personal traits. This will provide a substantive connection that reduces self-esteem and a guaranteed view of the refusal of unclear social criticism (Yang, &amp; Girgus, 2018). The majority relationship will encounter a person who suspects the ability to portray and direct and clear negative and positive feedback on expectation. Depicting beneficial negative impact on the social network will provide knowledge and effort on the social network in rising individuals to encounter psychology and depends on psychosis in evaluating and utilizing social media platform as a way of avoiding the effect of social media on self-esteem (Berry, Emsley, Lobban, &amp; Bucci, 2018). The relationship between self-esteem and social relationship influences our success of education and affects a passive relationship with the students and teachers and encourages learning perception based on the interest of the past.

References

Berry, N., Emsley, R., Lobban, F., &amp; Bucci, S. (2018). Social media and its relationship with mood, self‐esteem, and paranoia in psychosis. Acta Psychiatrica Scandinavica, 138(6), 558-570.

Gregory, B., &amp; Peters, L. (2017). Unique relationships between self-related constructs, social anxiety, and depression in a non-clinical sample. Behavior Change, 34(2), 117-133.

Koruklu, N. (2015). Personality and Social Problem-Solving: The Mediating Role of Self- Esteem. Educational Sciences: Theory and Practice, 15(2), 481-487.

Lian, C. T. (2008). Family functioning, perceived social support, academic performance, and self-esteem. Pertanika Journal Social, Science & Humaniora, 16(2), 285-299.

Nadler, A., Peri, N., & Chemerinski, A. (1985). Effects of opportunity to reciprocate and self-esteem on help-seeking behavior. Journal of Personality, 53(1), 23–35. <https://doi.org/10.1111/j.1467-6494.1985.tb00886.x>

Yang, K., &amp; Girgus, J. S. (2018). Individual differences in social hypersensitivity predict the interpretation of ambiguous feedback and self-esteem. Personality and Individual Differences, 135, 316-327.