

**The Impact of Negative Work Events on Daily Self-Esteem of Employees: Examining
the Role of Openness to Experience as a Moderator**

Meret Onna Ellerbeck

S3941221

Department of Psychology, University of Groningen

PSB3E-BT15: Bachelor Thesis

Group number: 7

Supervisor: Dr. Antje Schmitt

Second evaluator: Michelle Lohmeyer (MSc)

In collaboration with: Lorenz Cremer, Lotte de Jong, Ishika Mitra, Hannah Müllers, Lina

Oster-Daum

July 3, 2023

A thesis is an aptitude test for students. The approval of the thesis is proof that the student has sufficient research and reporting skills to graduate, but does not guarantee the quality of the research and the results of the research as such, and the thesis is therefore not necessarily suitable to be used as an academic source to refer to. If you would like to know more about the research discussed in this thesis and any publications based on it, to which you could refer, please contact the supervisor mentioned.

Abstract

In today's work environments, employees encounter negative work events which significantly affect their well-being and performance. Negative work events can have a variety of effects on employees' self-esteem. This study aimed to examine if negative work events account for a decrease in employees' daily self-esteem. It was also investigated whether openness to experience influences the relationship between negative work events and daily self-esteem. The conservation of resources theory by Hobfoll (1989) provided the theoretical framework for this study. The study consisted of a baseline survey and a 10-day diary survey. Convenient and snowball sampling methods were applied, resulting in a sample of 96 employees from various industries, with 62.5% female and 36.5% male participants. The hypotheses were tested using hierarchical multiple regression analysis. The results indicate that negative work events do not significantly predict a decrease in employees' daily self-esteem and that openness to experience does not significantly influence the strength of the relationship between negative work events and daily self-esteem. Future studies could apply different measures and other research designs to explore different predictors accounting for a decrease in self-esteem. This study is a contribution to the literature on occupational well-being and self-esteem in the work context.

Keywords: negative work events, daily self-esteem, openness to experience, daily diary survey

The Impact of Negative Work Events on Daily Self-Esteem of Employees: Examining the Role of Openness to Experience as a Moderator

Imagine Anne is your colleague from work who reports that she feels worthy and values herself even after a particularly stressful day at work at which she faced a heated discussion with her manager. You may think: how can she handle all the yelling by the manager in this dysfunctional work environment so well? Meanwhile, you are facing the same discussion with the manager since Anne and you work in the same department. You come home, feel discouraged and text Anne. She says that she is still motivated and sees the discussion as feedback rather than criticism. Maybe it is her character, you reason. After all, you consider her a very open-minded person.

In this study, I will investigate how daily negative work events, such as a heated discussion, predict self-esteem in employees and how personality traits help to explain interindividual differences. More precisely, I will examine whether a relationship exists between negative work events and daily self-esteem and, whether personal characteristics influence the response to negative work events in terms of employee's self-esteem. Are personality traits an indicator of how you feel about yourself? It will be studied whether openness to experience plays a role in determining the decrease or increase of daily self-esteem after experiencing a negative work event.

The impact of the work environment plays a significant role in both the overall success of individuals and how they feel about themselves. Most people take pride in their work, but may also experience stress at work (Reitz et al., 2022). The study by Reitz et al. (2022) is particularly interesting because it focuses on the effects work events have on well-being, in this case self-esteem. The present study will investigate the question whether negative work events influence self-esteem in more detail. In recent years, there has been an increasing

amount of literature on how overall work experiences influence self-esteem (Krauss & Orth, 2022; Pindek, 2020; Reitz, 2022; Semmer et al., 2019; Tharenou, 1979).

Not everyone feels a decrease in self-esteem when experiencing negative work events. Openness to experience, one of the Big Five personality characteristics (Costa & McCrae, 1992), may be a relevant personality characteristic because individuals who score high on this trait tend to be more tolerant of different situations and perspectives, including negative ones (Shi et al., 2016). Someone scoring higher on this trait, Anne for example, may even benefit from negative work events and therefore protect their self-esteem. Consequently, I argue that openness to experience is a useful personality trait to study. Most studies in the field of (negative) work events have not yet focused on how personality traits can explain differences in how people react to negative work events. It is an area of interest within the field of organizational and industrial psychology to examine openness to experience as a moderator in order to be able to find potential buffering factors against negative work events.

The study aims to support and contribute to the existing literature on daily self-esteem and negative work events by investigating the impact of openness to experience. Moreover, the study provides an important opportunity to advance the understanding of how negative work events influence daily self-esteem.

Daily Self-Esteem

Self-esteem refers to a person's overall sense of worth and value based on self-evaluation (Semmer et al., 2019). It encompasses a person's beliefs and feelings about themselves, as well as their judgments of their abilities, qualities, and achievements (Gardner & Pierce, 1998). Self-esteem is closely related to a person's sense of identity and is influenced by a range of factors, including social factors and environmental influences, such as sociocultural norms and life transitions (Reitz, 2022). Social factors, like interpersonal relationships, have a strong influence on self-esteem, for instance when there is a break-up or

divorce involved (Bleidorn et al., 2021; Luciano & Orth, 2017). Sociocultural norms, like gender roles, also cause changes in self-esteem over the course of a life time (Reitz & Staudinger, 2017). Life transitions influence self-esteem through childhood experiences and other life course adjustments, like “education-to-work” (Reitz, 2022). Those factors can increase or decrease self-esteem. Self-esteem can be distinguished into trait self-esteem and state self-esteem. Self-esteem has mostly been investigated from a trait perspective, but it can also be conceptualized as a state (Gardner & Pierce, 1998; Leary, 1999; Nezlek & Plesko, 2001; Reitz et al., 2022). State self-esteem refers to the temporary and situational fluctuations in self-esteem, whereas trait self-esteem represents the more enduring and stable overall evaluation of oneself (Ninot et al., 2006; Reitz et al., 2022). In this study I will focus on state self-esteem, namely on a day-to-day basis, which I term daily self-esteem.

Negative Work Events as Predictors of Daily Self-Esteem

In the workplace, the experience of negative work events leads to decreased self-esteem (DeHart & Pelham, 2007). Negative work events refer to experiences or incidents that have a harmful or adverse impact on an individual’s job performance, job satisfaction, and overall well-being at work (Weiss & Cropanzano, 1996). A study by Eisenberger and Stinglhamber (2011) found that negative feedback from a supervisor can lead to decreased self-esteem and feelings of incompetence.

Negative work events can be divided into social negative work events and task-related negative work events (Weiss & Cropanzano, 1996). Social negative work events refer to events in the workplace that involve social interactions with other people, such as bullying, harassment, discrimination and conflicts with fellow employees or the supervisor. Task-related negative work events involve situations that deal with the actual work that is done, such as a difficult project, excessive workload or a strict deadline. Negative work events, whether they are task- or social-related, can have severe consequences for the individual

employee, leading to stress, low motivation, and potentially even mental health issues or burnout (Ohly & Schmitt, 2015; Volmer & Fritsche, 2016).

The relationship between negative work events and self-esteem will be investigated based on the conservation of resources (COR) theory by Hobfoll (1989). The COR theory states that people strive to maintain and protect their resources, including emotional and social resources. According to this theory, when people experience negative events, they are more likely to experience a loss of resources.

Resources are internal and external assets that individuals possess or access when they have to cope with stressful experiences to maintain their well-being (Bakker & Demerouti, 2008; Hobfoll et al., 2018; Lee et al., 2020). Hobfoll's COR theory provides a definition of resources within the context of psychological well-being and stress. According to Hobfoll (1989), resources refer to objects, personal characteristics, or conditions that are valued and can be beneficial for individuals in achieving their goals and addressing stressful situations. Hobfoll's definition of resources highlights their significance in buffering against the negative impact of stress and promoting adaptation. For example, if an employee experiences a negative work event such as being criticized by a supervisor or failing to meet a deadline, they may feel that they have lost resources such as their sense of competence (e.g., self-esteem) and control over their work (Schmitt & Weigelt, 2023).

A loss of resources, decreased self-esteem for example, may make individuals feel less confident in their abilities and less valued as an employee. The COR theory also suggests that individuals who have already experienced a loss of resources may be more vulnerable to further losses (Hobfoll et al., 2018). Therefore, if an individual is already experiencing low self-esteem, negative work events may have an even stronger negative effect on their self-esteem. Drawing on these theoretical arguments, I postulate that experiencing negative events at work, such as criticism, conflict, or failure, can lead to a decrease in an individual's self-

esteem. When individuals experience negative work events, they may begin to doubt their abilities and feel less confident in themselves. This, in turn, can impact their daily self-esteem.

Hypothesis 1: Negative work events have a negative effect on daily self-esteem.

Openness to Experience as a Protective and Buffering Factor

Openness to experience is a personality trait that refers to an individual's tendency to be receptive to new and diverse experiences as well as to engage in creative and imaginative thinking (Costa & McCrae, 1992). This trait has been studied extensively in psychology and is considered one of the five major dimensions of personality, often referred to as the Big Five personality traits (Feist, 2019; Roccas et al., 2002). Research has consistently shown that individuals who score high on openness to experience are more likely to engage in creative thinking, have a broader range of interests, and are more tolerant of diverse viewpoints and cultures (Shi et al., 2016; Tidikis & Dunbar, 2019). Furthermore, individuals scoring high on this trait may be more likely to have diverse resources to draw upon, for example mental strength, which can help them cope better with negative work events (Robins et al., 2001). Individuals who score high on openness to experience seem to appreciate all kinds of happenings, changes and situations – even the negative ones (Costa & McCrae, 1992; DeYoung et al., 2014).

In contrast, individuals who score low on openness to experience tend to be more conservative and conformist in their thinking and behavior (Nekljudova, 2019). People low in openness to experience are more rigid in their beliefs and less willing to consider other perspectives, making it more difficult for them to adapt to changes or setbacks at work, leading, in turn, to lower self-esteem (Williams et al., 2013). They also prefer familiar environments, people, and experiences (Carrillo et al., 2001; Chiappelli et al., 2021; Nekljudova, 2019; Williams et al., 2009). Individuals less open to experience may feel uncomfortable or anxious in a new environment and may have a harder time adapting to

negative situations or learning from them. Therefore, individuals who score low on openness to experience are more vulnerable to the impact of negative work events on their self-esteem. This raises the question whether someone with low openness to experience has lower daily self-esteem and fewer available resources when confronted with negative work events.

Applying the COR theory, I can infer that individuals who score high on openness to experience may have more resources to draw upon when experiencing negative work events (Bono et al., 2013; Hobfoll et al., 2018). The first corollary of the COR theory states that those with greater resources are less vulnerable to resource loss and more capable of resource gain. Conversely, individuals who lack resources are more vulnerable to resource loss and less capable of resource gain (Hobfoll et al., 2018).

Based on this corollary, it appears that individuals who score high on openness to experience may have more resources to draw upon when experiencing negative work events, which can help them cope and maintain their self-esteem. Those resources can be seen as a buffering factor for daily self-esteem and a protective factor against the negative impact of negative work events. Individuals scoring high on openness to experience may have a more adaptive coping style that allows them to reframe negative events in a more positive light or to engage in activities that restore their sense of self-worth. In contrast, individuals with lower scores on openness to experience may potentially face a decline in their daily self-esteem when confronted with negative work events. This could be attributed to their tendency to possess a fixed sense of self, which can make the experience of such events more challenging for them.

Hypothesis 2: Openness to experience moderates the relationship between negative work events and daily self-esteem, such that individuals higher in openness to experience will experience a weaker negative impact of negative work events on their daily self-esteem compared to individuals lower in openness to experience.

Method

Procedure and Participants

Data for the study were collected in 2022 and 2023 by bachelor and master students of psychology from the University of Groningen. The study consisted of a baseline survey and a daily diary survey. Inclusion criteria for the study required participants to be fluent in English and work for a minimum of 20 hours per week. A custom-made flyer was created, featuring both a link and a QR-code to access the baseline survey. The study employed convenient and snowball sampling, asking participants to invite additional individuals to participate in the study. As an incentive for participation, the study participants received a feedback report on the study results and could win one of three vouchers of €50. The 10-day diary survey was conducted by the students via email inviting participants to use the Qualtrics link forwarding them to the daily diary survey.

The baseline survey was a screening of about 10 minutes assessing demographic variables like age, gender, and education as well as general health, sensory processing sensitivity, and Big Five facets. In the end, the participants had to fill in their email address to get a daily invitation to the diary survey. The daily diary survey was conducted in the afternoon or evening after the employees finished their workday, which also took about 10 minutes to fill in. It consisted of questionnaires as well as statements of work events, emotions of the moment, and state self-esteem. This study was given ethical approval by the Ethical Committee Psychology (ECP) connected to the University of Groningen, the Netherlands.

In total, 141 people participated in the baseline survey. Of those, nine failed the attention check, therefore they were removed and one participant was removed due to the lack of a valid email address. The final baseline sample consisted of 131 participants, of which 63 filled in the survey in 2022 and 68 who completed it in 2023.

In the second part of the study, the daily diary survey, a total of 553 observations were gathered from 98 individuals during a span of 10 work days. The diary surveys were aggregated to the person level. A scale mean for each study variable was created. Because participants were not working or had a day off, 21 observations were removed.

Finally, the aggregated daily data were matched with the baseline data and a few participants were removed who only participated at baseline and not in at least one of the daily studies and two participants were removed because they participated in the diary surveys, but not in the baseline survey. As a consequence, the final sample consists of 96 participants, with baseline data and aggregated daily data ($n = 54$ from 2022 and $n = 42$ from 2023).

Participants formed a heterogeneous sample and were from various industries. The participants worked as teachers, nurses, consultants, and engineers, among other professions. The participants' age ranged from 19 to 62 years, with a mean age of 35.76 ($SD = 13.30$). Of these, 36.5% indicated to be male, 62.5% were female and one (1%) indicated gender as otherwise defined or undefined, or preferred not to say. In terms of education, 60.4% ($n = 58$) of the participants have achieved a university degree, 15.6% ($n = 15$) have completed secondary school, 11 participants (11.5%) have a (technical) secondary school diploma, and 3 individuals (3%) possess a doctorate degree. Out of all the participants, about half of the sample ($n = 52$, 54.2%) indicated that they were born in the Netherlands, 16.7% ($n = 16$) originated from Germany, and the remaining 29.2% ($n = 28$) reported being born in other countries. There were no significant differences in key demographics: age ($t(93) = .384$, $p = .702$), gender ($t(94) = .869$, $p = .387$), and highest achieved level of education ($t(94) = .827$, $p = .410$). And no significant differences were found in the key study variables: negative work events ($t(91) = -1.434$, $p = .155$), daily self-esteem ($t(94) = 1.784$, $p = .078$), and openness to experience ($t(94) = .137$, $p = .892$) between participants who participated in 2022 and 2023.

Measures

Survey items were presented in English. Although the survey comprised several scales to measure different variables, only scales relevant to the hypotheses investigated in this thesis will be described.

Baseline Survey

Openness to Experience. To measure how high participants score on openness to experience, the baseline survey adapted items from the Mini-IPIP developed by Donnellan et al. (2006). The Mini-IPIP assesses each of the Big Five personality factors (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience) using four items per factor (Donnellan et al., 2006), comprising a total scale of 20 items. Openness to experience makes use of one positively keyed item (“I have a vivid imagination.”). The three negatively keyed items are: “I have difficulty understanding abstract ideas.”; “I am not interested in abstract ideas.”; “I do not have a good imagination.”. I recoded the negatively keyed items. Participants rated how well the statement described them on a 5-point Likert scale ranging from 1 (*very inaccurate*) to 5 (*very accurate*). Cronbach’s alpha was .589.

Diary Survey

Negative Work Events. Negative work events were assessed in the daily diary survey using the 32 work events taxonomy by Schmitt and Scheibe (2022). The events are divided into positive (13 items) and negative (19 items) events, further subdivided into categories: task, social-self, social-others, and personal events. Participants were asked about situations that might have occurred at work that day. Participants rated the events on a 5-point Likert scale ranging from 1 (*did not experience this situation; no impact*) to 5 (*situation experienced; very significant impact*). The initial response option 1 was treated as negative work event did not occur, and subsequently, the scale was recoded into a 1 to 4 answer scale

to measure the level of impact caused by negative events. A sample item is: “You received negative feedback about your own or your team’s or organization’s work.”

Self-Esteem. State self-esteem was measured with three modified items from the Rosenberg self-esteem scale (Rosenberg, 1989) adapted from the study by Eatough et al. (2016). A sample item is: “Today, I felt that I have a number of good qualities.” The three items are on a 5-point Likert scale ranging from 1 (*not at all*) to 5 (*extremely*). Cronbach’s alpha was .894.

Control Variable

Multiple studies indicate the importance of age in the workplace (Hsu, 2018; Mauno et al., 2013; Scheibe, 2021). Older workers were found to have more experience in dealing with negative work events and reported a greater ability to preserve their self-esteem than their younger coworkers (Scheibe, 2021). Accordingly, I controlled for age in the analysis. Age was measured in years.

Data Analysis

All data were analyzed with IBM SPSS statistics (version 28). The following steps were taken to study the data. Descriptive statistics were conducted to examine the mean, standard deviation, and minimum as well as maximum of each variable. Data were checked for outliers. The assumptions for conducting a hierarchical multiple regression analysis were checked. This included examining the linearity and homoscedasticity of the relationship between the predictor and outcome variables, as well as checking for multicollinearity among the predictor variables. Skewness and kurtosis were examined to assess the normality of the data. Correlations between study variables were examined using Pearson’s correlation coefficient to assess the strength and direction of the relationships.

The hypotheses were tested using hierarchical multiple regression analysis to test the effect of negative work events on daily self-esteem and the moderating role of openness to

experience on the relationship between negative work events and daily self-esteem. The regression coefficients and their corresponding p-values were examined to determine the significance of the relationships between the negative work events, daily self-esteem, and openness to experience. The overall fit of the model was assessed using relevant goodness-of-fit statistics, like R-squared, to determine how well the model explained the variation in daily self-esteem.

Results

Descriptive Statistics and Correlations

Table 1 displays the means and standard deviations of the study variables. Daily self-esteem had a mean of 3.23 ($SD = .64$), indicating moderately high levels among participants. Negative work events had a mean of 1.70 ($SD = .50$), suggesting a low occurrence of such events. Openness to experience had a mean of 3.73 ($SD = .66$), suggesting moderately high levels among participants.

Table 1 also presents the correlations between the study variables. Negative work events and daily self-esteem showed a statistically non-significant relationship ($r = -.07, p = .503$). The relationship between openness to experience and daily self-esteem was also non-significant ($r = -.05, p = .646$). Openness to experience and negative work events had a non-significant relationship as well ($r = -.17, p = .10$). The control variable age had no significant influence on the dependent variable daily self-esteem ($r = .09, p = .388$) and on the independent variables (negative work events: $r = -.15, p = .164$; openness to experience: $r = -.14, p = .188$). Therefore, it was not further considered in the analyses. Assumptions were assessed using appropriate tests and no assumption violations were found, see Appendix.

Hypotheses Testing

The results of the hierarchical multiple regression analysis are presented in Table 2. Hypothesis 1 stated that negative work events have a negative effect on daily self-esteem. To

test this main effect, a hierarchical multiple regression analysis was conducted. The results indicate that negative work events do not have a significant effect on daily self-esteem ($B = -.088$, $SE = .130$, $t = -.070$, $p = .503$). Hypothesis 1 was therefore not supported.

Hypothesis 2 proposed that openness to experience moderates the relationship between negative work events and daily self-esteem. Specifically, for individuals high in openness to experience, negative work events are hypothesized to have a lower impact on daily self-esteem compared to individuals with low openness to experience. I centered the independent and moderator variable to compute the interaction effect. To test the moderation, the interaction effect was added to the regression model in the step-wise regression analysis. The results indicate that the moderation of openness to experience on the relationship between negative work events and daily self-esteem was weak ($B = -.098$, $SE = .102$, $t = -.964$, $p = .338$). Hypothesis 2 was therefore also not supported. The complete model including predictor variables and the interaction accounted for 2.2% of variance ($R^2 = .022$), see Table 2.

Discussion

Summary of Findings

The present study aimed to investigate whether the experience of negative work events would decrease daily self-esteem and examine the role of openness to experience as a moderator. This was done within the theoretical framework of the COR theory (Hobfoll, 1989). However, the findings indicate that there is no evidence to support the hypothesized relationships. Negative work events do not significantly decrease daily self-esteem and openness to experience does not significantly moderate the relationship between negative work events and daily self-esteem. The results did not show any significant correlation or association.

These results suggest, however, that there may be other, independent variables or moderators, not considered in this study, which might play a more substantial role in

influencing daily self-esteem. Those predictors (independent variables, moderator) could be, for example, individual or social support, physical health, or even positive work events.

Theoretical Implications

Given the results, I was unable to find support for the COR theory's first corollary with this specific sample. My hypothesis development was based on the reasoning that openness to experience holds resources which protect against negative work events. That would suggest that negative work events would account for resource losses, that is, a decreased self-esteem on the day a negative work event was experienced. Although the broad theory does not apply to the proposed relationships it is crucial to note that the absence of support for the COR theory in this study does not discredit the theory at all.

One conceptual explanation as to why the results did not support the COR theory could be that I only focused on the moderator openness to experience, a personality trait holding greater resources. If I had taken other personality traits, neuroticism for example, which, conversely would hold fewer resources, the relationship might have been significant (Wrzus et al., 2021). This lack of support suggests that other personality traits or mechanisms may be at play in influencing resource loss (Reitz et al., 2022).

Another conceptual explanation could be that the dynamics of resources were not taken into account. Based on the COR theory resources are not fixed concepts, but can change and interact with other resources over time. For example, the experience of a resource gain (e.g., promotion) can influence the experience of a resource loss (e.g., self-confidence), and vice versa (Hobfoll et al., 2018). Moreover, individuals will treat resources differently and have less or more to draw upon when compared to other individuals. Future studies could implement this in different research models.

Based on the findings, the Effort-Reward Imbalance concept (ERI; Siegrist and Wahrendorf, 2016) could have formed the theoretical framework of this study as well

(Semmer et al., 2019). The ERI concept, proposed by Siegrist and Wahrendorf (2016), refers to a theory that examines the relationship between the effort individuals put into their work and the rewards they receive in return. The ERI concept uses self-esteem as an outcome variable. Results by van Vegchel et al. (2002) suggest that when self-esteem functions as a reward it may have a positive effect on employee's health. The ERI concept could be applied on this research model using negative work events as demands and testing whether daily self-esteem is a reward worthy of further investigation.

The results guide future research by narrowing down potential areas of focus. For example, future research could use different personality traits as moderators and reconsider negative work events as predictor for decreased self-esteem. Researchers can now explore alternative explanations, or re-evaluate existing theories. The findings emphasize the need for further research in order to refine and expand the understanding of resource dynamics and their implications for the workplace.

Strengths, Limitations, and Future Research Implications

Although the study did not yield significant results, the null findings can contribute to scientific knowledge. It is important to acknowledge the limitations of this study to create implications for future studies.

To begin with, the findings of this study might not be generalizable to other populations or contexts due to the specific characteristics of the sample and the study setting. The majority of this sample consists of women (62.5%) and higher educated employees (university degree: 60.4%). This could mean that motivation to participate in this study was higher because of scientific curiosity, possibly better coping strategies for negative work events, and therefore higher self-esteem. Replication studies with a different sampling method and more diverse samples would be valuable to validate these results and establish the generalizability of the findings.

A second limitation is that Cronbach's alpha for the items of openness to experience was moderately low. This reliability issue could indicate that future studies should use a different openness to experience measure. On top of that, the number of items (four) maybe could not capture the true essence and variability of the construct. The measurement precision of the moderator could be a factor that might have influenced the results. Future studies could consider using a more comprehensive measure to increase the accuracy and reliability of the data collected. The Big Five Inventory (John & Srivastava, 1999) measures the Big Five personality factors. Openness to Experience has 10 items in that questionnaire and a stronger internal consistency (Han & Pistole, 2017). Future research could implement that questionnaire to assess personality traits.

Thirdly, future research should make use of more objective measures to operationalize employee (mental) health (e.g., physiological and psychological health indicators; Danna & Griffin, 1999; Rönnblad et al., 2019). Also, peer measures should be taken into consideration (e.g., ratings by colleagues or supervisors), because self-reports, used in this study, in itself hold limitations, a biased memory for example, which could also address the non-significant results (Betts Razavi, 2001).

Another future research implication could be applying a longitudinal design to study changes in self-esteem over longer periods of time. This would make a difference in time consumption and could yield different results because participants could be more committed to participate in the study (Taris & Kompier, 2014).

Furthermore, in this study I made use of aggregated data. This could mean that the accumulated data took away the dynamics of daily self-esteem (Ninot et al., 2006). By that I mean that the aggregated data may fail to account for interindividual differences, leading to a less comprehensive and accurate representation of self-esteem. Since I focused primarily on

state self-esteem in response to various events, my focus was on the dynamic nature of self-esteem.

In relation to the above-mentioned limitation, the aggregated data also mask the interindividual differences in the samples' score of openness to experience. Because openness to experiences is a personality trait different in all people. Personality traits, like the Big Five, are stable factors (Costa & McCrae, 1992). This makes it difficult to apply them to such dynamic variables as daily self-esteem.

According to the findings, negative work events do not have a significant effect on daily self-esteem. However, negative work events may have a more powerful impact on perceived stress (levels) (Semmer et al., 2019). Especially with the events the present study covers, no distinction between social and task-related negative work events were made, this is a limitation to be aware of. The study has a limited perspective on work events. The taxonomy of Schmitt and Scheibe (2022) focuses on work events which take place exclusively in the workplace. Events happening outside of work, for example divorce or sickness, also have an impact on work (Bleidorn et al., 2021; Luciano & Orth, 2017; Wanberg et al., 2022). Future studies could make a distinction between social- and task-related events and events happening outside of work.

Moreover, future research could consider using different personality traits and focusing on positive work events to gain a more comprehensive understanding of the influence on state self-esteem. Given the negative correlation between neuroticism and self-esteem (Amirazodi & Amirazodi, 2011), future studies could prioritize investigating neuroticism within the Big Five framework as well as Eysenck's (1967) neuroticism. Positive work events are associated with self-esteem and could be studied further as an independent variable (Pierce and Gardner, 2004).

Overall, given the data from this study, it is not possible to draw any strong conclusions concerning the specific research model. The results call for further investigation using a different sample, more precise measurement techniques, and an alternative research design to better understand the relationship between negative work events, daily self-esteem and openness to experience and shed more light on the underlying mechanisms at play.

Practical Implications

Because the present study did not yield significant results, I can only make a few general observations with regard to practical implications.

Employers and organizations should take steps to address negative work events, it is clear that they occur, to ensure a safe and healthy work environment. Managers should be aware about the impact negative work events have on psychological well-being (Ohly & Schmitt, 2015; Volmer & Fritsche, 2016). Negative work events could have more influence on self-esteem and overall mental well-being than we know at this moment. It is important for organizations and managers to provide adequate support and offer resources to employees who experience negative work events. This support can take the form of counseling services, employee assistance programs, or supervisor support to ensure employees feel valued and supported (Hämmig, 2017).

Having said that, positive work events should also be considered in the work environment because they could equally have an influence on daily self-esteem (Wang et al., 2020). Applying the COR theory, one could see positive work events as an objective resource gain increasing daily self-esteem.

The present study sheds light on the importance of individual traits in understanding the impact of negative work events on self-esteem (Reitz et al., 2022). Organizations can consider incorporating assessments of individual traits, such as the Big Five, during hiring or

employee development processes to better understand how individuals may respond to negative events in the workplace (Cui et al., 2022; Leutner & Chamorro-Premuzic, 2018).

Conclusion

In conclusion, this study found no significant relationship between negative work events and employees' daily self-esteem. The findings suggest that other factors may have a stronger influence on employees' self-esteem. In addition, there were no significant results indicating openness to experience has a moderating effect on the relationship between negative work events and daily self-esteem. It highlights the need for further research to explore other moderator variables that may have an influence on the relationship between negative work events and daily self-esteem. The study contributes to the literature on occupational well-being and self-esteem in the work context by emphasizing the complex interplay between work events, individual characteristics, and employees' daily self-esteem.

References

- Amirazodi, F., & Amirazodi, M. (2011). Personality traits and Self-esteem. *Procedia - Social and Behavioral Sciences*, 29, 713-716. <https://doi.org/10.1016/j.sbspro.2011.11.296>
- Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *The Career Development International*, 13(3), 209–223. <https://doi-org.proxy-ub.rug.nl/10.1108/13620430810870476>
- Betts Razavi, T. (2001). Self-Report Measures: An Overview of Concerns and Limitations of Questionnaire Use in Occupational Stress Research. *University of Southampton - Department of Accounting and Management Science, Papers*.
- Bleidorn, W., Schwaba, T., Denissen, J. J. A., & Hopwood, C. J. (2021). Charting self-esteem during marital dissolution. *Journal of Personality*, 89(1), 9–22. <https://doi-org.proxy-ub.rug.nl/10.1111/jopy.12525>
- Bono, J. E., Glomb, T. M., Shen, W., Kim, E., & Koch, A. J. (2013). Building positive resources: Effects of positive events and positive reflection on work stress and health. *Academy of Management Journal*, 56(6), 1601–1627. <https://doi-org.proxy-ub.rug.nl/10.5465/amj.2011.0272>
- Carrillo, J. M., Rojo, N., Sánchez-Bernardos, M. L., & Avia, M. D. (2001). Openness to experience and depression. *European Journal of Psychological Assessment*, 17(2), 130–136. <https://doi-org.proxy-ub.rug.nl/10.1027//1015-5759.17.2.130>
- Chiappelli, J., Kvarata, M., Bruce, H., Chen, S., Kochunov, P., & Hong, L. E. (2021). Stressful life events and openness to experience: Relevance to depression. *Journal of Affective Disorders*, 295, 711–716. <https://doi-org.proxy-ub.rug.nl/10.1016/j.jad.2021.08.112>

- Costa, P. T., & McCrae, R. R. (1992). The five-factor model of personality and its relevance to personality disorders. *Journal of Personality Disorders*, 6(4), 343–359. <https://doi-org.proxy-ub.rug.nl/10.1521/pedi.1992.6.4.343>
- Cui, G., Wang, F., & Zhang, Y. (2022). Buffer or boost? The role of openness to experience and knowledge sharing in the relationship between team cognitive diversity and members' innovative work behavior. *Current Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*. <https://doi-org.proxy-ub.rug.nl/10.1007/s12144-022-03633-7>
- Danna, K., & Griffin, R. W. (1999). Health and well-being in the workplace: A review and synthesis of the literature. *Journal of Management*, 25(3), 357–384. <https://doi-org.proxy-ub.rug.nl/10.1177/014920639902500305>
- DeHart, T., & Pelham, B. W. (2007). Fluctuations in state implicit self-esteem in response to daily negative events. *Journal of Experimental Social Psychology*, 43(1), 157–165. <https://doi.org/10.1016/j.jesp.2006.01.002>
- DeYoung, C. G., Quilty, L. C., Peterson, J. B., & Gray, J. R. (2014). Openness to experience, intellect, and cognitive ability. *Journal of Personality Assessment*, 96(1), 46–52. <https://doi-org.proxy-ub.rug.nl/10.1080/00223891.2013.806327>
- Donnellan, M. B., Oswald, F. L., Baird, B. M., & Lucas, R. E. (2006). The Mini-IPIP scales: Tiny-yet-effective measures of the Big Five factors of personality. *Psychological Assessment*, 18, 192–203
- Eatough, E. M., Meier, L. L., Igit, I., Elfering, A., Spector, P. E., & Semmer, N. K. (2016). You want me to do what? Two daily diary studies of illegitimate tasks and employee

- well-being. *Journal of Organizational Behavior*, 37(1), 108–127. <https://doi-org.proxy-ub.rug.nl/10.1002/job.2032>
- Eisenberger, R., & Stinglhamber, F. (2011). Employees' subjective well-being. In *Perceived organizational support: Fostering enthusiastic and productive employees*. (pp. 141–159). American Psychological Association. <https://doi-org.proxy-ub.rug.nl/10.1037/12318-005>
- Eysenck, H. J. (1967). *The biological basis of personality*. Thomas: Springfield, Ill.
- Feist, G. J. (2019). The function of personality in creativity: Updates on the creative personality. In J. C. Kaufman & R. J. Sternberg (Eds.), *The Cambridge handbook of creativity*, 2nd ed. (pp. 353–373). Cambridge University Press. <https://doi-org.proxy-ub.rug.nl/10.1017/9781316979839.019>
- Gardner, D. G., & Pierce, J. L. (1998). Self-esteem and self-efficacy within the organizational context. *Group & Organization Management*, 23(1), 48–70. <https://doi.org/10.1177/1059601198231004>
- Hämmig O. (2017). Health and well-being at work: The key role of supervisor support. *SSM - population health*, 3, 393–402. <https://doi.org/10.1016/j.ssmph.2017.04.002>
- Han, S., & Pistole, M. (2017). Big Five Personality Factors and Facets as Predictors of Openness to Diversity. *The Journal of Psychology*, 151, 752-766. <https://doi.org/10.1080/00223980.2017.1393377>
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513–524. <https://doi-org.proxy-ub.rug.nl/10.1037/0003-066X.44.3.513>

- Hobfoll, S. E., Halbesleben, J., Neveu, J.-P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, 5(1), 103–128. <https://doi.org/10.1146/annurev-orgpsych-032117-104640>
- Hsu, H. P. (2018). Age Differences in Work Stress, Exhaustion, Well-Being, and Related Factors From an Ecological Perspective. *International Journal of Environmental Research and Public Health*, 16(1), 50. <https://doi.org/10.3390/ijerph16010050>
- John, O. P., & Srivastava, S. (1999). The Big Five Trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (pp. 102–138). Guilford Press.
- Krauss, S., & Orth, U. (2022). Work Experiences and Self-Esteem Development: A Meta-Analysis of Longitudinal Studies. *European Journal of Personality*, 36(6), 849–869. <https://doi.org/10.1177/08902070211027142>
- Leary, M. R. (1999). Making sense of self-esteem. *Current Directions in Psychological Science*, 8(1), 32–35. <https://doi-org.proxy-ub.rug.nl/10.1111/1467-8721.00008>
- Lee, J. Y., Rocco, T. S., & Shuck, B. (2020). What Is a Resource: Toward a Taxonomy of Resources for Employee Engagement. *Human Resource Development Review*, 19(1), 5–38. <https://doi.org/10.1177/1534484319853100>
- Leutner, F., & Chamorro-Premuzic, T. (2018). Stronger Together: Personality, Intelligence and the Assessment of Career Potential. *Journal of Intelligence*, 6(4), 49. <https://doi.org/10.3390/jintelligence6040049>

- Luciano, E. C., & Orth, U. (2017). Transitions in romantic relationships and development of self-esteem. *Journal of personality and social psychology*, *112*(2), 307–328.
<https://doi.org/10.1037/pspp0000109>
- Mauno, S., Ruokolainen, M., & Kinnunen, U. (2013). Does aging make employees more resilient to job stress? Age as a moderator in the job stressor–well-being relationship in three Finnish occupational samples. *Aging & Mental Health*, *17*(4), 411–422.
<https://doi-org.proxy-ub.rug.nl/10.1080/13607863.2012.747077>
- Nekljudova, S.V. (2019). Six aspects of openness to experience. *Journal of Psychology & Clinical Psychiatry*, *10*(2), 78–81. <https://doi.org/10.15406/jpcpy.2019.10.00632>
- Nezlek, J. B., & Plesko, R. M. (2001). Day-to-day relationships among self-concept clarity, self-esteem, daily events, and mood. *Personality and Social Psychology Bulletin*, *27*(2), 201–211. <https://doi-org.proxy-ub.rug.nl/10.1177/0146167201272006>
- Ninot, G., Delignieres, D., & Fortes, M. (2006). The Dynamics of Self-Esteem. In A. P. Prescott *The concept of Self in Education, Family, and Sports*, 115-152. Nova Science Publishers.
- Ohly, S., & Schmitt, A. (2015). What Makes Us Enthusiastic, Angry, Feeling at Rest or Worried? Development and Validation of an Affective Work Events Taxonomy Using Concept Mapping Methodology. *Journal of Business and Psychology*, *30*(1), 15-35.
<https://doi.org/10.1007/s10869-013-9328-3>
- Pierce, J., & Gardner, D. (2004). Self-Esteem Within the Work and Organizational Context: A Review of the Organization-Based Self-Esteem Literature. *Journal of Management*, *30*, 591-622. <https://doi.org/10.1016/j.jm.2003.10.001>

- Pindek, S. (2020). Failing is derailing: The underperformance as a stressor model. *Frontiers in Psychology, 11*. <https://doi.org/10.3389/fpsyg.2020.01617>
- Reitz, A., & Staudinger, U. (2017). Getting older, getting better? Toward understanding positive personality development across adulthood. In (pp. 219-241). <https://doi.org/10.1016/B978-0-12-804674-6.00014-4>
- Reitz, A. K. (2022). Self-esteem development and life events: A review and integrative process framework. *Social and Personality Psychology Compass, 16*(11). <https://doi-org.proxy-ub.rug.nl/10.1111/spc3.12709>
- Reitz, A. K., Luhmann, M., Bleidorn, W., & Denissen, J. J. A. (2022). Unraveling the complex relationship between work transitions and self-esteem and life satisfaction. *Journal of Personality and Social Psychology, 123*(3), 597–620. <https://doi-org.proxy-ub.rug.nl/10.1037/pspp0000423>
- Robins, R. W., Tracy, J. L., Trzesniewski, K., Potter, J., & Gosling, S. D. (2001). Personality correlates of self-esteem. *Journal of Research in Personality, 35*(4), 463–482. <https://doi.org/10.1006/jrpe.2001.2324>
- Roccas, S., Sagiv, L., Schwartz, S. H., & Knafo, A. (2002). The Big Five personality factors and personal values. *Personality and Social Psychology Bulletin, 28*(6), 789–801. <https://doi-org.proxy-ub.rug.nl/10.1177/0146167202289008>
- Rosenberg, M., Schooler, C., & Schoenbach, C. (1989). Self-esteem and adolescent problems: Modeling reciprocal effects. *American Sociological Review, 54*(6), 1004–1018. <https://doi.org/10.2307/2095720>

- Rönblad, T., Grönholm, E., Jonsson, J., Koranyi, I., Orellana, C., Kreshpaj, B., Chen, L., Stockfelt, L., & Bodin, T. (2019). Precarious employment and mental health: a systematic review and meta-analysis of longitudinal studies. *Scandinavian Journal of Work, Environment & Health*, 45(5), 429–443. <https://www.jstor.org/stable/26787319>
- Scheibe, S. (2021). Employee age moderates within-person associations of daily negative work events with emotion regulation, attention, and well-being. *European Journal of Work and Organizational Psychology*, 30(6), 872–886. <https://doi-org.proxy-ub.rug.nl/10.1080/1359432X.2021.1873772>
- Schmitt, A. & Scheibe, S. (2022). *Development of a cross-cultural taxonomy on the frequency and impact of affective work events*. Presentation at the 15th Congress of European Academy of Occupational Health Psychology, Bordeaux, France.
- Schmitt, A., & Weigelt, O. (2023). Negative work events impede daily self-efficacy through decreased goal attainment: Are action orientation and job autonomy moderators of the indirect effect? *European Journal of Work and Organizational Psychology*. <https://doi-org.proxy-ub.rug.nl/10.1080/1359432X.2023.2166832>
- Semmer, N. K., Tschan, F., Jacobshagen, N., Beehr, T. A., Elfering, A., Kälin, W., & Meier, L. L. (2019). Stress as Offense to Self: a Promising Approach Comes of Age. *Occupational health science*, 3(3), 205–238. <https://doi.org/10.1007/s41542-019-00041-5>
- Shi, B., Dai, D. Y., & Lu, Y. (2016). Openness to experience as a moderator of the relationship between intelligence and creative thinking: A study of Chinese children in urban and rural areas. *Frontiers in Psychology*, 7. <https://doi-org.proxy-ub.rug.nl/10.3389/fpsyg.2016.00641>

- Siegrist, J., & Wahrendorf, M. (Eds.). (2016). *Work stress and health in a globalized economy: The model of effort-reward imbalance*. Springer International Publishing/Springer Nature.
- Taris, T. W., & Kompier, M. A. J. (2014). Cause and effect: Optimizing the designs of longitudinal studies in occupational health psychology. *Work & Stress*, 28(1), 1-8. <https://doi.org/10.1080/02678373.2014.878494>
- Tharenou, P. (1979). Employee self-esteem: A review of the literature. *Journal of Vocational Behavior*, 15(3), 316–346. [https://doi-org.proxy-ub.rug.nl/10.1016/0001-8791\(79\)90028-9](https://doi-org.proxy-ub.rug.nl/10.1016/0001-8791(79)90028-9)
- Tidikis, V., & Dunbar, N. D. (2019). Openness to experience and creativity: When does global citizenship matter? *International Journal of Psychology*, 54(2), 264–268. <https://doi-org.proxy-ub.rug.nl/10.1002/ijop.12463>
- van Vegchel, N., de Jonge, J., Bakker, A., & Schaufeli, W. (2002). Testing global and specific indicators of rewards in the Effort-Reward Imbalance Model: Does it make any difference? *European Journal of Work and Organizational Psychology*, 11(4), 403-421. <https://doi.org/10.1080/13594320244000265>
- Volmer, J., & Fritsche, A. (2016). Daily negative work events and employees' physiological and psychological reactions. *Frontiers in Psychology*, 7. <https://doi-org.proxy-ub.rug.nl/10.3389/fpsyg.2016.01711>
- Wanberg, C. R., Csillag, B., & Duffy, M. K. (2022). After the break-up: How divorcing affects individuals at work. *Personnel Psychology*, 76(1), 77–112. <https://doi-org.proxy-ub.rug.nl/10.1111/peps.12547>

- Wang, N., Zhu, J., Dormann, C., Song, Z., & Bakker, A. B. (2020). The daily motivators: Positive work events, psychological needs satisfaction, and work engagement. *Applied Psychology: An International Review*, 69(2), 508–537. <https://doi-org.proxy-ub.rug.nl/10.1111/apps.12182>
- Weiss, H. M., & Cropanzano, R. (1996). Affective Events Theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior: An annual series of analytical essays and critical reviews*, Vol. 18. (pp. 1–74). Elsevier Science/JAI Press.
- Williams, P. G., Rau, H. K., Cribbet, M. R., & Gunn, H. E. (2009). Openness to experience and stress regulation. *Journal of Research in Personality*, 43(5), 777–784. <https://doi.org/10.1016/j.jrp.2009.06.003>
- Williams, P. G., Suchy, Y., & Kraybill, M. L. (2013). Preliminary evidence for low openness to experience as a pre-clinical marker of incipient cognitive decline in older adults. *Journal of Research in Personality*, 47(6), 945–951. <https://doi-org.proxy-ub.rug.nl/10.1016/j.jrp.2013.09.006>
- Wrzus, C., Luong, G., Wagner, G. G., & Riediger, M. (2021). Longitudinal coupling of momentary stress reactivity and trait neuroticism: Specificity of states, traits, and age period. *Journal of personality and social psychology*, 121(3), 691–706. <https://doi.org/10.1037/pspp0000308>

Tables**Table 1***Means, Standard Deviations and Correlations for Study Variables*

Variable	M	SD	1.	2.	3.
1. Age	35.76	13.31			
2. Daily self-esteem	3.23	.63	.09		
3. Negative work events	1.70	.50	-.15	-.07	
4. Openness to experience	3.73	.65	-.14	-.05	-.17

Note. $N_1 = 95$; $N_2 = 96$; $N_3 = 93$; $N_4 = 96$

Table 2*Regression Analysis*

Model		Unstandardized Coefficients		Standardized Coefficients		P - value	R ²
		B	Std. Error	Beta	t		
1	(Constant)	3.232	.065		49.479	<.001	.015
	Negative work events	-.109	.132	-.088	-.829	.410	
	Openness to experience	-.098	.102	-.102	-.964	.338	
2	(Constant)	3.224	.066		48.761	<.001	.022
	Negative work events	.377	.625	.303	.603	.548	
	Openness to experience	-.098	.102	-.103	-.963	.338	
	Interaction effect	-.133	.167	-.400	-.796	.428	

Note. Dependent variable: daily self-esteem

Appendix

Graphs

Figure 1

Histogram: Assumption Check Normal Distribution

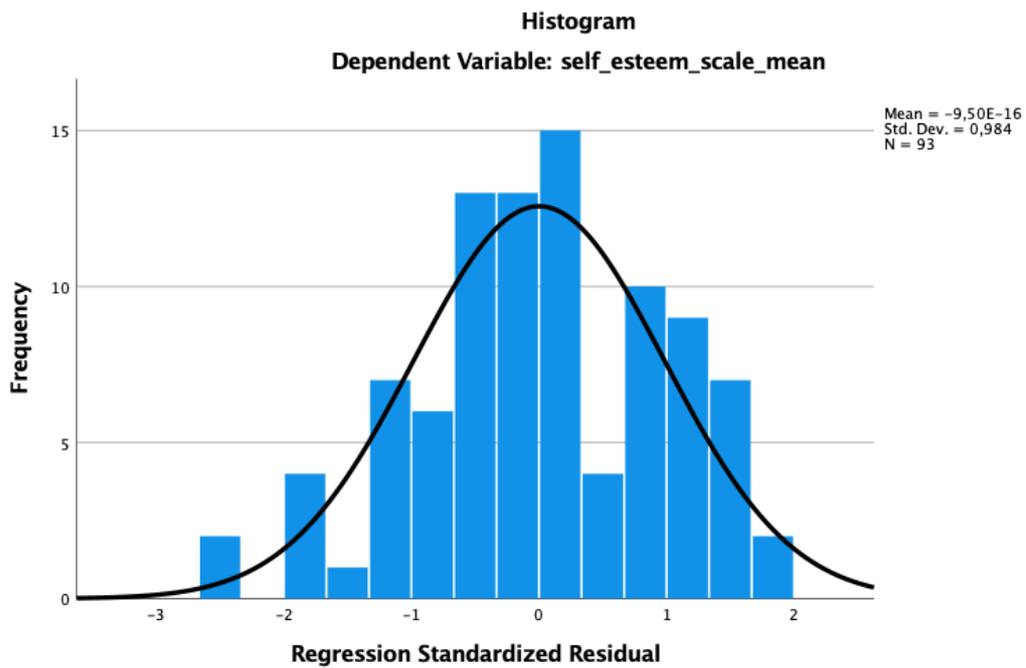


Figure 2

P-P plot: Assumption Check Normality

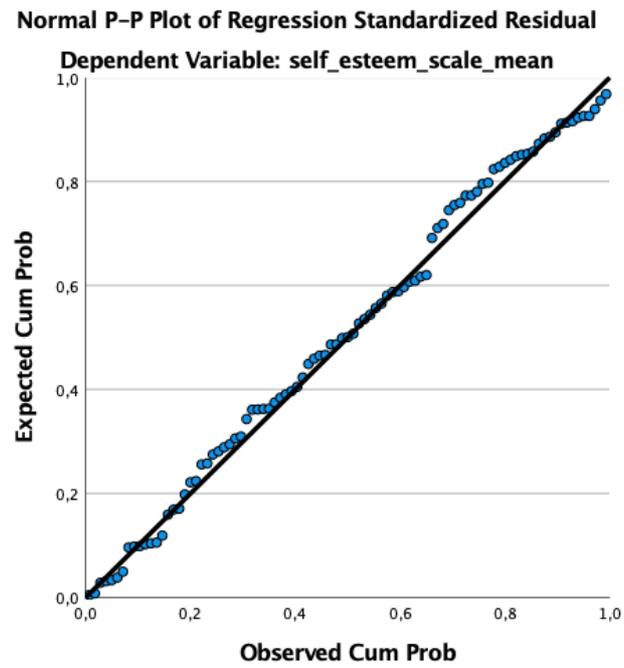


Figure 3

Scatterplot: Assumption Check Homoscedasticity

