Ortaokul Öğrencilerinin Benlik Saygısının İncelenmesi: Türkiye ve İngiltere'de Karşılaştırmalı Ampirik Bir Araştırma

Explorıng Secondary School Students' Self-Esteem: A Comparatıve Empırıcal Study in Turkiye and England

Hümeyra GÜLERYÜZ ERKEN

Dr., Millî Eğitim Bakanlığı, Özel Kalem Müdürlüğü,
Ankara, Türkiye

Dr., Ministry of National Education,
Private Secretariat,
Ankara, Turkiye

E-mail: humeyraguleryuz@gmail.com

ORCID: 0000-0002-4207-9883

İntihal | الانتحال | Plagiarism

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Öz: Bu çalışma, Kısa Form Coopersmith Benlik Saygısı Envanteri'nin (SEI) psikometrik özelliklerini Türkiye ve İngiltere'deki ortaokul öğrencileri arasında araştırmaktadır. Yaygın olarak kullanılan bir benlik saygısı ölçeği olan SEI, yaşları 11 ila 14 arasında değişen toplam 2388 öğrenciye İngiltere'de, 3506 öğrenciye ise Türkiye'de uygulanmıştır. Çalışma, benlik saygısı puanlarındaki cinsiyet farklılıklarına odaklanarak SEI'nin her iki ülkedeki güvenilirliğini ve geçerliliğini incelemiştir. Çalışmanın bulguları, SEI'nin hem İngilizce hem de Türkçe versiyonlarının tatmin edici bir iç tutarlılık güvenilirliği gösterdiğini ortaya koymaktadır. İngiltere'de cinsiyetler arasında önemli bir farklılık gözlenirken, Türkiye'de böyle bir farklılık tespit edilmemiştir. Bulgular, SEI'nin farklı kültürel bağlamlarda benlik saygısını ölçmek için güvenilir bir araç olduğunu göstermekte ve benlik saygısı araştırmalarında kültürel faktörlerin dikkate alınmasının önemini vurgulamaktadır. Bu çalışma, ergenler arasında benlik saygısının anlaşılmasına önemli bir katkı sağlamakta ve cinsiyet ve kültürel farklılıkların benlik saygısı gelişimi üzerindeki etkisine dair içgörüler sunmaktadır.
Anahtar Kelimeler: Eğitim, Öz-saygı, Ortaokul, Karşılatırmalı Çalışma, İngiltere, Türkiye.

Explorıng Secondary School Students' Self-Esteem: A Comparatıve Empırıcal Study in Turkiye and England*

Abstract: This study investigates the psychometric properties of the Short Form Coopersmith Self-Esteem Inventory (SEI) among secondary school students in Turkey and England. The SEI, a widely utilised measure of self-esteem, was administered to a total of 2388 students in England and 3506 students in Turkey, with ages ranging from 11 to 14 years. The study examined the reliability and validity of the SEI in both countries, with a focus on gender differences in self-esteem scores. The findings of the study suggest that both the English and Turkish versions of the SEI demonstrate satisfactory internal consistency reliability. While a significant gender disparity was observed in England, no such disparities were identified in Turkey. The findings suggest that the SEI is a reliable tool for measuring self-esteem in diverse cultural contexts and highlight the importance of considering cultural factors in self-esteem research. This study makes a significant contribution to the understanding of self-esteem among adolescents and provides insights into the impact of gender and cultural differences on self-esteem development.
Keywords: Education, Self-esteem, Secondary Schools, Comparative Study, England, Turkiye.

Introduction

The aim of this research is to report on the psychometric properties of the Short Form Coopersmith Self-Esteem Inventory (SEI), which is one of the scales included in the 'You and Your Values' questionnaire. This questionnaire is used as a research instrument in the thesis titled 'Exploring Secondary School Students' Perceptions of Respectful Attitudes and Respectful Behaviours: A Comparative Empirical Study in Turkey and England'.

The paper first will focus on how the Short Form Coopersmith Self-esteem Inventory was designed and then will explore the psychometric properties of Short Form Coopersmith Self-esteem Inventory within the data collected among 2388 11-14 year-old students in England, and 3506 11-14 year-old students in Turkey.

The Coopersmith (1967) SEI is used widely to measure self-esteem. It was developed as a 58-item instrument for use among 8- to 10-year-old children. The instrument contained 50 items which are comprise subscales that measure attitudes toward the general self and self-esteem as derived from parents, peers, and school. In addition, it includes an 8-item lie scale (Roberson & Miller, 1986; Myhill & Lorr, 1978). Coopersmith (1981) developed the 25-item school short form for use among school pupils and 25-item short form for use among adults when the time for completion is limited (Hills, Francis, & Thomas, 2007).

From the time when the Coopersmith (1967) Self-esteem Inventory (SEI) was developed to the present time, a number of studies examined the psychometric properties of it. Johnson, Redfield, Miller, and Simpson (1983) examined the construct validity of Coopersmith SEI, by inventory 105 fifth-grade students to complete the SEI [2] together with the Piers-Harris Children's Self-Concept Scale (CSCS) [3], and the Behavioural Academic Self-esteem Scale (BASE) [4]. According to the results, the SEI, the CSCS, and the BASE were measuring the same construct. In addition, the Cronbach alpha coefficient was .86.

Roberson and Miller (1986) investigated the internal structure of the Coopersmith SEI (1967) by using the principal components factor analytic method. The data were collected among 1397 Year 6, Year 7, and Year 8 students. Results of the factor analyses showed the factorial complexity and ten factors emerged in the analysis. However, the most meaningful structure was provided by the eight-factor solution. Hence, this study confirmed that the SEI is a complex instrument in terms of factors.

Francis and Wilcox (1995) examined the relationship between Rosenberg (1965) Self-esteem Scale and Coopersmith (1967) SEI, which is the longest established and most used measures of self-esteem. The short-form 25-item Coopersmith SEI and the 10-item Rosenberg Self-esteem Scale were answered by 802 16-year-old students in England. The internal reliability coefficients α of the Coopersmith (1967) SEI were .73. In terms of the correlation between Rosenberg (1965) Self-esteem Scale and the Coopersmith (1967) SEI, similar correlation scores (-.47 among boys and -.54 among girls) were found to previous studies.

Robbins, Francis, and Williams (2007) investigated the relationship between the Coopersmith SEI and church attendance among 12- to-16-year-old students in Wales. The Coopersmith SEI (1981), the Lie Scale from the short-form Junior Eysenck Personality Questionnaire Revised (Corulla, 1990), and a four-point measure of the frequency of church attendance (never, sometimes, monthly, weekly) was completed by 279 young people (123 males and 156 females). The Cronbach alpha coefficient of the Coopersmith SEI (1981) was found as .80. According to the Pearson correlation coefficients, the data indicated no significant

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[2] Stanley Coopersmith, *The antecedents of self-esteem, San Francisco, 1967* (San Francisco: Freeman, Cooper & Co. therapy for severe head trauma. As so often happens …, 1967).

[3] Ellen V. Piers, *Piers-Harris children's self-concept scale* (Nashville: Counselor Recordings and Tests Nashville, TN, 1969).

[4] Stanley Coopersmith - Ragnar Gilberts, *Behavioral Academic Self-esteem: BASE.* (Consulting Psychologists Press, 1982).

correlation between self-esteem and age ($r = -.07$, *ns*), no significant correlation between self-esteem and social desirability ($r = -.01$, *ns*), a significant negative correlation between self-esteem and sex ($r = -.16$, $p < .01$), and a significant positive correlation between self-esteem and church attendance ($r = +.17$, $p < .01$).

Looking at the historical background, self-esteem has been widely investigated, employing the Coopersmith Self-esteem Inventories among students. A number of studies have investigated the correlation between self-esteem and aggression, reading ability and mental health (Boyes, Tebbutt, Preece, & Badcock, 2018), school attachment [5], social problem-solving skills and empathy [6], learning strategies, intellectual functioning and academic achievement [7], gender difference [8], body piercing, tattooing, and body investment [9], and thinking styles [10].

Besides these studies, Francis (1997) started to explore the different aspects of self-esteem by investigating the relationship between personality and self-esteem by using the Eysenck scales and the Coopersmith Self-esteem Inventories which had not been investigated before. His research was a significant starting point for looking at self-esteem from a new perspective. In that research, the 25-item short form of the Coppersmith Self-Esteem Inventory (Coopersmith, 1981) and the Junior Eysenck Personality Inventory [11], which measure Extraversion, Neuroticism, and Lie scales, were completed by 802 (314 male, 488 female) 16-year-old pupils in England. The Cronbach alpha coefficient of the Coopersmith SEI (1981) was found as .73. This study demonstrated that, according to the items selected by the five psychologists who constructed the measure, the profile of individuals scoring high on the Coopersmith Self-esteem Inventory, was associated with social conformity, extraversion, and emotional stability. Hence, the characterisation of self-esteem measured by the Coppersmith SEI may implicitly discriminate against introverts. I am inclined to think that Francis (1997) opened a significant discussion about personality and self-esteem with this paper.

Another issue discussed in relation to self-esteem was gender. Gender is one of the significant variables identified in the literature for the adolescent`s development of self-esteem. In the previous studies, there is no consensus about sex differences in self-esteem ratings [12].

Francis, James, and Jones (1998) investigated whether there is gender bias or not in the short form Coopersmith Self-Esteem Inventory. The 25-item short form of the school version of the Coopersmith Self-Esteem Inventory [13] was completed by 802 (314 boys, 488 girls) 16-year-old students in England. According to overall data, the boys recorded a mean score of 17.0

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[5] F.S. Çakar - Z. Karataş, "Adolescents' self-esteem, school anger and life satisfaction as predictors of their school attachment", *Egitim ve Bilim* 42/189 (2017), 121-136.

[6] E. Uzunkol - S. Yel, "Effect of value education program applied in life studies lesson on self-esteem, social problem-solving skills and empathy levels of students", *Egitim ve Bilim* 41/183 (2016), 267-292.

[7] A. Arbabisarjou vd., "The relationship between self-esteem and academic achievementmotivation in university students", *International Journal of Pharmacy and Technology* 8/2 (2016), 12353-12360; O.M.F. González vd., "Learning strategies and self-esteem. relationship between staying and dropping out secondary school [Estrategias de aprendizaje y autoestima. Su relacion con la permanencia y desercion universitaria]", *Estudios Pedagogicos* 35/1 (2009), 27-45; J. Seabi, "Relating learning strategies, self-esteem, intellectual functioning with academic achievement among first-year engineering students", *South African Journal of Psychology* 41/2 (2011), 239-249.

[8] V. Ponsoda vd., "Gender Differences in the Coopersmith Self-Esteem Inventory: The Incidence of Differential Item Functioning", *Journal of Individual Differences* 29/4 (2008), 217-222.

[9] L. Carroll - R. Anderson, "Body piercing, tattooing, self-esteem, and body investment in adolescent girls", *Adolescence* 37/147 (2002), 626-637.

[10] L.-F. Zhang, "Thinking styles, self-esteem, and extracurricular experiences", *International Journal of Psychology* 36/2 (2001), 100-107.

[11] S. B. G. Eysenck, "A new scale for personality measurements in children", *British Journal of Educational Psychology* 35/3 (1965), 362-367.

[12] P.L. Chapman - A.K. Mullis, "Readdressing gender bias in the cooperysmith self-esteem inventory-short form", *Journal of Genetic Psychology* 163/4 (2002), 403-409.

[13] S Coopersmith, *Self-Esteem Inventories* (Palo Alto: CA: Consulting Psychologists Press, 1981).

and girls recorded a mean score of 15.8. The boys recorded a significantly higher self-esteem than the girls (F= 12.1, p < .001). In addition, according to the individual item endorsement by males and females, while 11 of the 25-items distinguish between boys and girls, 14 of the items do not. In that point, [14] went beyond the previous researches and argued that some specific items may cause this difference. He argues that, while ten items discriminate in favour of males recording a higher self-esteem score, one item discriminates in favour of females recording a higher self-esteem score. He also advised for further research in different age groups and cultures to be confident about this generalisation.

Francis (1997) continued to explore the relationship between self-esteem and personality and the relationship between self-esteem and the gender to extend the findings of (Chapman & Mullis, 2002). In that research, 166 (82 boys, 84 girls) Year 5 and Year 6 students completed the 25-item short form of the Coopersmith Self-Esteem Inventory (Coopersmith, 1981) and 48-item short form of the Revised Junior Eysenck Personality Questionnaire (Corulla, 1990). The Cronbach alpha coefficient of the Coopersmith SEI (1981) was found as .74. According to the statistics, Coopersmith's model of self-esteem is associated with being male, and positively correlated with extraversion scores and lie scale scores and negatively correlated with scores on neuroticism and psychoticism.

Chapman and Mullis (2002) explored gender bias in the short form of the Coopersmith Self-Esteem Inventory by replicating the study by Francis, James, and Jones (1998). The Coppersmith SEI was completed by 361 (146 boys, 215 girls) Year 7 – Year 12 students residing in rural communities in a southern state where family socioeconomic status is generally categorised as lower to middle class. According to these data, the Cronbach alpha coefficient of the Coopersmith SEI was .76 for boys and .81 for girls. Moreover, there is no significant difference in the global self-esteem scores of male and female adolescents. However, the significant gender differences were found for 6 items out of the 25; 5 of the 6 items favoured male participants reporting higher global self-esteem and 1 item favoured female participants. When they compared these results with Francis, James, and Jones's (1998) results, they have similar results for just 4 items that favoured boys. They argue that these differences might be related to age differences in two studies or cultural contexts in the United States, England, and rural, etc.

Another significant study about Coopersmith (SEI-SSF) was the Welsh translation of it. Hills, Francis, and Thomas (2007) investigated the psychometric properties and factor structure of the Welsh translation of the school short form of the Coopersmith (SEI-SSF). Although SEI-SSF was used widely as a measure of global self-esteem, its internal structure was not examined in the previous studies. Hills, Francis, and Thomas (2007) have examined the internal structure of the Coopersmith SEI-SSF by exploratory and confirmatory factor analysis among 3000 adolescents in the UK. Three clear sub-scales were identified as personal SE, SE derived from parents, and SE derived from peers. For the present research, the Welsh version of the Coopersmith SEI-SSF, which consists of 25 items, was completed by 681 (329 boys, 352 girls) Year 4, Year 5, and Year 6 students in Wales. According to the analysis, 3 factors have been shown. However, 6 items had factor loadings less than the applied cut-off value 0.35 so these items were discarded. These three factors were identified as SE derived from parents (F1), SE derived from peers (F2), and SE derived from personal (F3). The Cronbach alpha coefficient of the Coopersmith SEI-SSF was .66. Moreover, after the removal of six redundant items the shortened the Welsh translation of the Coopersmith SEI-SSF, was closely correlated (r = .97, p < .001) with the 25 items full-length scale and was statistically robust. On the basis of this study, Hills, Francis, and Thomas (2007) commend the Welsh-language version of

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[14] Leslie J Francis, "Self-esteem as a function of personality and gender among 8–11 year olds: is cooperism's index fair?", *Personality and individual differences* 25/1 (1998), 159-165.

Coopersmith SEI-SSF for use by clinical psychologists, educational psychologists, among schoolchildren who are first-language Welsh speakers.

Hills, Francis, and Jennings (2011) investigated the internal structure of the school short form Coopersmith SEI-SSF, according to the literature survey that factor structure of the instrument appears not to have been analysed. Hence, this study aimed to establish whether the school short-form Coopersmith Self-Esteem Inventory has an internal structure that might extend the usefulness of the measure beyond its general application as a measure of global self-esteem. As a part of a larger questionnaire, the 25-item Coopersmith SEI-SSF was completed by 3506 (1531 boys, 1525 girls) 13- to 15-year-old secondary school students in Cornwall. According to the data, the mean score was greater for boys (M = 16.07, SD = 5.09) than for girls (M = 13.99, SD = 5.34) and independent *t* tests demonstrated that the differences were highly significant (t = 11.03, *p* < .001). Coopersmith SEI-SSF reached the threshold of .70 proposed by Kline (1993) for the internal consistency reliability (Cronbach's α = .83). However, according to the item-rest-of test correlations, some items correlated poorly with the sum of the remaining items. According to the Exploratory Factor Analyses, 6 items had factor loadings less than the applied cut-off value 0.35; all of these items appeared to be marginally associated with the first factor, had low communalities ranging from .03 to .15, and accordingly were discarded. The three factors emerged as personal self-esteem (F1), self-esteem derived from parents (F2), and self-esteem derived from peers (F3). After these analyses, 3 main conclusions were derived from this study. First, the correlation between the original 25-item Coopersmith SEI-SSF and the 19-item scale was high (*r* = .97). Hence, the present study did not call into question the findings of previous studies that used the 25-item Coopersmith SEI-SSF. Second, the original 25-item Coopersmith SEI-SSF was designed to provide a more economical instrument for research purposes and provide a shorter instrument when the time was limited for administration. However, this study and the previous research by Hills, Francis, and Thomas (2007) argues that there are redundant items in the 25-item Coopersmith SEI-SSF, and this situation does not support the main aim of the short form design. Third, according to present findings, the revised scale contains three clear factors as personal self-esteem, self-esteem derived from parents, and self-esteem derived from peers. This is an improvement on the 25-item short-form, which does not allow differentiation among the major sources of self-esteem (Coopersmith, 1981).

The Coopersmith SEI (Coopersmith, 1981) has been used widely to measure self-esteem in different countries such as England [15], Alabama [16], Florida [17], United States [18] and it also was used for the first time in Turkey by Onur (1981). Before using the inventory, all items of the SEI were translated to Turkish by some Bogazici University students and these items were investigated by three scholars. They grouped all items under high self-esteem and low self-esteem. In addition, one item was discharged because they could not agree on it. Finally, the Turkish version of Coopersmith SEI was shaped as 57 items. Güçray (1989) investigated "the effect of personal characteristics, variables related with the institution and how parental and substituting parental attitudes have been perceived by children; on the self-esteem development of 9- to 11-year-old children who stay with their parents or in institutions". He first tested the reliability with test-retest method and 51 (23 male, 28 female) students completed the SEI. Cronbach's α was .70. Subsequently, he conducted the Turkish version of Coopersmith SEI

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[15] Leslie J. Francis, "Coopersmith's Model of Self-Esteem: Bias Toward the Stable Extravert?", *The Journal of Social Psychology* 137/1 (1997), 139-142.

[16] Terry G. Roberson - Edith Miller, "The Coopersmith Self-esteem Inventory: A factor analytic study", *Educational and Psychological Measurement* 46/1 (1986), 269-273.

[17] Chapman - Mullis, "Readdressing gender bias in the coopersmith self-esteem inventory-short form".

[18] J. Myers vd., "Promoting self-esteem in adolescents: The influence of wellness factors", *Journal of Counseling and Development* 89/1 (2011), 28-36.

among 583 (242 stay in institutions, 341 stay with their parents) 9- to-11-year-old students in Ankara and Adana cities. Cronbach's α was .83, which is similar to the previous studies conducted using the English version of SEI [19].

The Turkish version of the Coopersmith Self-Esteem Inventory has been used in Turkey widely after this adaptation. It is really difficult to mention all of them here, hence I am going to mention some of them applied to different analysis or conducted among different ages.

Güloğlu and Aydın (2001) explored the factor structure of the Turkish version of the Coopersmith Self-Esteem Inventory. The main reason of this research was to test the factor structure of SEI because although there was some research about reliability and validity of the Turkish version of SEI, there was no study about the factor structure. Hence, investigation of this will be helpful for the following researchers. In that research, the Turkish version of SEI adopted by Gucray (1989) was completed by 440 Y5 students. The overall data showed that the SEI had a 21-factor highly complex factor structure. However, 10 factors out of 21 seemed theoretically meaningful. These results seemed consistent with the results found by Roberson and Miller (1986). Güloğlu and Aydın (2001) indicate that this study might be a good starting point for further research.

Çevik (2007) investigated the friendship characteristics of third grades secondary school students. In addition, self-esteem was explored regarding some of the friendship characteristics. The data were collected among 532 high school students in Adana city by conducting the Friendship Relation Questionnaire and the Coopersmith Self-Esteem Inventory, which is adapted to Turkish by Özoğul (1988). For the reliability, the SEI was conducted first among 125 (55 male, 70 female) students and Cronbach's α was found .82. For the validity, the Rosenberg self-esteem scale was used and the meaningful correlation was found between them (r=.71, $p < .001$). According to the main data, there is no significant difference between boys and girls.

Merter (2013) investigated the relationship between the social emotional learning and the self -esteem of secondary school students. The Social Emotional Learning Scale and the Coopersmith Self-Esteem Inventory were completed by 150 (60 male, 90 female) secondary school students in Istanbul city. According to the overall data, there is a significant difference between boys and girls and girls recorded high self-esteem score than boys (t = -2,87, $p < .01$). In addition, there was no significant difference between age groups 11- to 14-year-old.

Karabulut (2014) explored "the correlation between the self-perception for the played instrument for the students of fine arts high school and their self-esteem level in a descriptive pattern". For the study, the Self-Perception Scale for the Instrument Played and the Coopersmith SEI was adopted to Turkish language by Pişkin (1996) were completed by 1200 (415 male, 785 female) Y11 students. According to the overall data, the mean score was 16.32 and standard deviation score was 4.20. In addition, there was a significant correlation between the self-perception for the played instrument for the students of fine arts high school and their self-esteem level (r = .27, $p < .01$).

1. Method

Indices

The Short Form Coopersmith Self-esteem Inventory, developed by Coopersmith (1981), proposes a twenty-five-item index to measure self-esteem. Each item was scored on a two-point scale: Yes (1), No (0).

Procedure

The data were collected among 5894 11- to 14-year-old secondary school students (2388 from England, 3506 from Turkey), which is Year 7, Year 8, Year 9 in England and Year 6,

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[19] S. Sonay Güçray, *Çocuk yuvası ve ailesi yanında kalan 9, 10, 11 yaş çocuklarının öz-saygı gelişimini etkileyen bazı faktörler* (Ankara: Hacettepe Universitesi Sosyal Bilimler Enstitüsü, 1989).

Year 7, Year 8 in Turkey, for this study. The schools were chosen mainly from state-maintained / religious and non-religious schools in each country. Questionnaires were administered under class teachers` examination. All participants were assured of anonymity and confidentiality and given the opportunity not to participate or opt out in the survey.

The main survey was conducted in England (mainly from London, West Midlands, Gloucestershire, Greater Manchester, Lancashire, Nottinghamshire) and seven regions of Turkey (Aegean, Black Sea, Central Anatolia, Eastern Anatolia, Marmara, Mediterranean, South-eastern Anatolia).

The Short Form Coopersmith Self-Esteem Inventory was adapted to the Turkish language. All 25 items of The Short Form Coopersmith Self-esteem Inventory were translated into Turkish, and back translated into English for the data collection in Turkey. The first pilot study among 196 secondary school students was conducted in Turkey.

Participants

For the main data collection in England, 2388 students completed the Short Form Coopersmith Self-Esteem Inventory. In terms of sex, of the 2388 responses, 844 were male and 1531 were female and the remaining 13 did not disclose their sex. In terms of grade, of the 2388 responses, 926 were Year 7, 690 were Year 8, 767 were Year 9, and the remaining 5 did not disclose their grade.

For the main data collection in Turkey, 3506 students completed the Short Form Coopersmith Self-Esteem Inventory. In terms of sex, of the 3506 responses, 1505 were male, 1996 were female, and the remaining 5 did not disclose their sex. In terms of grade, of the 3506 responses, 1102 were Year 6, 1224 were Year 7, and 1178 were Year 9, and the remaining 2 did not disclose their grade.

Analysis

For the overall data, the internal consistency reliability of the Short Form Coopersmith Self-Esteem Inventory (SSI-SSF) was analysed by Cronbach's alpha coefficient (Cronbach, 1951) as two groups namely England and Turkey and males and females. The individual items' scores were summed to provide a measure of self-esteem inventory and the mean and standard deviation of the self-esteem scale were computed for the sex and the two countries.

2. Results

The Short Form Coopersmith Self-Esteem Inventory achieved a Cronbach alpha coefficient of .85 in England and .81 in Turkey and reached the threshold of .70 proposed by Kline (1993) for the acceptable internal consistency reliability (Table 1).

Table 1   *Short Form Coopersmith Self-Esteem scale: scale properties*

	N	Alpha	Mean	*SD*
Self-Esteem Scale				
England	2114	.85	16.18	5.35
Turkey	3395	.81	15.95	4.93

Table 2 represents the item rest-of-test correlations for England and Turkey. The item rest-of-test correlations in England ranged between .25 and .56, in Turkey .02 and .54.

Table 2 *Short Form Coopersmith Self-esteem Inventory item rest of test correlations – England / Turkey*

	England	Turkey
	r	r
I often wish I were someone else*	.53	.46
There are lots of things about myself I'd changes if I could*	.45	.40
I have a low opinion of myself*	.56	.54
I often feel upset in school*	.47	.38
I get easily upset at home*	.49	.35
Things are all mixed up in my life*	.52	.46
I often get discouraged in school*	.44	.47
It is pretty tough to be me*	.46	.52
I am not as nice looking as most people*	.50	.47
It takes me a long time to get used to anything new*	.28	.18
I give in very easily*	.37	.33
I find it hard to talk in front of the class*	.30	.34
I can make up my mind without too much trouble	.25	.24
Things usually do not bother me	.30	.02
I can't be depended on*	.25	.24
My parents expect too much of me*	.40	.08
I usually feel as if my parents are pushing me*	.26	.40
My parents understand me	.44	.46
My parents usually consider my feelings	.36	.38
There are many times when I would like to leave home*	.44	.46
I am popular with kids my own age	.37	.31
I am a lot of fun to be with	.31	.29
If I have something to say I usually say it	.28	.30
Kids usually follow my ideas	.27	.18
Most people are better liked than me*	.45	.41

Note * these items are reverse coded

Reported SSI-SSF scores ranged from a minimum of 1 to a maximum of 25 (theoretical range 0-25) in England for males (M=16.97, sd=4.92) and females (M=15.78, sd=5.51) and from a minimum of 2 to a maximum of 25 for males (M=15.90, sd=4.71) and from a minimum of 1 to a maximum of 25 for females (M=15.98, sd=5.09) in Turkey. The average scores were in excess of the theoretical mid-point of the scale, which might suggest that many respondents of boys and girls tended to take an over-favourable view of their level of SE. While the average scores for boys and girls in England were shown by an independent *t* **test** to be significantly different, the average scores for boys and girls in Turkey are not significantly different (Table 3).

Table 3   *Mean scale scores by sex among English and Turkish participants (T-test)*

	England			Turkey		
	N	Mean	*SD*	*N*	Mean	*SD*
Male	703	16.97	4.92	1427	15.90	4.71
Female	1403	15.78	5.51	1964	15.98	5.09
	t =4.85, p < .001			*t =.47, p < NS*		

According to the literature, some items of SSI-SSF have gender bias[20]. Table 4.4.4 proceeds to examine the individual item endorsement by males and females. These statistics indicate that 18 of the 25-items distinguish between the responses of boys and girls, while 8 of the items do not in England and 13 of the 25-items distinguish between the responses of boys and girls, while 12 of the items do not in Turkey.

Looking at the negative items for England, there is significant difference between males and females in the following items, and girls are more likely to agree with: `I often wish I were someone else`, `There are lots of things about myself I`d changes if I could`, `I have a low opinion of myself`, `I often feel upset in school`, `I get easily upset at home`, `Things are all mixed up in my life`, `It is pretty tough to be me`, `I am not as nice looking as most people`, `It takes me a long time to get used to anything new`, ` I give in very easily`, ` I find it hard to talk in front of the class`, ` There are many times when I would like to leave home`. Looking at the positive items, girls are less likely to agree with the following statements: ` I am a lot of fun to be with`, `Kids usually follow my ideas`, however, one-item discriminates in favour of girls. Girls are less likely to agree with the following negative statement: ` I usually feel as if my parents are pushing me` (Table 4).

Table 4   *Short Form Coopersmith Self-esteem Inventory item endorsement English Males-Females*

	England			
	Males	*Females*		
	%	%	x^2	$p <$
I often wish I were someone else[*]	27	43	51.36	.001
There are lots of things about myself I'd changes if I could[*]	57	66	16.96	.001
I have a low opinion of myself[*]	28	36	14.61	.001
I often feel upset in school[*]	19	26	11.24	.01
I get easily upset at home[*]	16	28	37.74	.001
Things are all mixed up in my life[*]	32	40	13.97	.001
I often get discouraged in school[*]	21	23	0.62	NS
It is pretty tough to be me[*]	28	38	21.42	.001
I am not as nice looking as most people[*]	33	46	31.04	.001
It takes me a long time to get used to anything new[*]	33	39	6.90	.01
I give in very easily[*]	24	31	14.00	.001
I find it hard to talk in front of the class[*]	38	45	11.54	.01
I can make up my mind without too much trouble	38	45	10.19	.01
Things usually do not bother me	42	53	22.19	.001
I can't be depended on[*]	25	24	0.12	NS
My parents expect too much of me[*]	35	34	0.13	NS
I usually feel as if my parents are pushing me[*]	40	34	9.46	.01
My parents understand me	18	23	7.59	.01
My parents usually consider my feelings	20	21	0.40	NS
There are many times when I would like to leave home[*]	25	29	4.05	.05
I am popular with kids my own age	42	43	0.40	NS
I am a lot of fun to be with	23	15	18.52	.001

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[20] Francis, "Coopersmith's Model of Self-Esteem"; Leslie J. Francis, "Self-esteem as a function of personality and gender among 8–11 year olds: is coopersmith's index fair?", *Personality and individual differences* 25/1 (1998), 159-165.

	England			
	Males	*Females*		
	%	%	x^2	$p <$
If I have something to say I usually say it	34	34	0.01	NS
Kids usually follow my ideas	54	49	4.94	.05
Most people are better liked than me*	54	56	0.73	NS

Note * these items are reverse coded

$p< .05$; $p<.01$; $p< .001$

Looking at Turkey, the results are considerably different from England. The boys recorded a mean score of 15.90 (sd, 4.7) and girls recorded a mean score of 15.98 (sd, 5.0) and there is no significant difference boys and girls. However, some individual items indicate that there are significant differences between boys and girls. Looking at the negative items, there is a significant difference between boys and girls in 9 items out of 17 items and just in 2 items girls are more likely to agree with the following statements: `I often feel upset in school` and ` It takes me a long time to get used to anything new`. Looking at the positive items, there is a significant difference between boys and girls in 4 items out of 8 items and just in 2 items girls are more likely to agree with the following statements: `I can make up my mind without too much trouble`, `Things usually do not bother me` (Table 5).

Table 5   *Short Form Coopersmith Self-esteem Inventory item endorsement Turkish Males-Females*

	Turkey			
	Males	*Females*		
	%	%	x^2	$p <$
I often wish I were someone else*	30	33	2.81	NS
There are lots of things about myself I'd changes if I could*	54	53	0.53	NS
I have a low opinion of myself*	23	25	1.75	NS
I often feel upset in school*	53	43	34.53	.001
I get easily upset at home*	36	40	6.61	.05
Things are all mixed up in my life*	35	35	0.01	NS
I often get discouraged in school*	33	35	0.60	NS
It is pretty tough to be me*	31	32	0.04	NS
I am not as nice looking as most people*	34	35	0.68	NS
It takes me a long time to get used to anything new*	36	39	4.16	.05
I give in very easily*	15	18	3.61	NS
I find it hard to talk in front of the class*	42	38	5.83	.05
I can make up my mind without too much trouble	35	50	74.93	.001
Things usually do not bother me	62	71	29.65	.001
I can't be depended on*	24	19	12.10	.01
My parents expect too much of me*	61	57	5.94	.05
I usually feel as if my parents are pushing me*	46	36	34.56	.001
My parents understand me	31	32	0.43	NS
My parents usually consider my feelings	27	26	0.31	NS
There are many times when I would like to leave home*	38	33	9.26	.01
I am popular with kids my own age	20	16	7.48	.01
I am a lot of fun to be with	17	12	15.89	.001

	Turkey			
	Males	Females		
	%	%	x^2	$p <$
If I have something to say I usually say it	43	43	0.00	NS
Kids usually follow my ideas	51	51	0.02	NS
Most people are better liked than me*	37	33	4.06	.05

Note * these items are reverse coded

$p < .05$; $p < .01$; $p < .001$

Conclusion

The present study aims to report the psychometric properties of the Short Form Coopersmith Self-esteem Inventory, a widely used measure of children`s global SE, which is one of the instruments in the 'You and Your Values' questionnaire.

For the present research, the data was collected from 5894 11- to 14-year-old secondary school students (2388 from England, 3506 from Turkey). In terms of sex, of the 5894 responses, 2349 is male (39,9%) and 3527 is female (59.8%), and the remaining 18 did not disclose their sex.

It has been shown that the present English version and the Turkish language adaptation of the Short Form Coopersmith Self-esteem Inventory provide satisfactory internal consistency reliability like the previous studies. According to *t* test results, while there is a significant difference between males and females in England, there is no significant difference between males and females in Turkey. In addition, this study explored that like previous studies (Chapman & Mullis, 2002; Francis, 1997, 1998; Francis, James, and Jones, 1998) 17 of 25-items in England, 13 of the 25-items in Turkey distinguished responses between boys and girls. On the basis of these new results, the school short form of the Coopersmith SEI has high confidence to use.

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