

Global Self-Esteem in Adolescents: Mixed Method Research

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Abstract

The aim of the research is to determine the level of global self-esteem of adolescents in Turkey. The study was carried out using a mixed model. In the quantitative part of the research the scale was applied to 361 adolescents. Mixed method was used in the research. The uni-dimensional model consisting of six items was found to be compatible in confirmatory factor analysis. To examine the psychometric properties of the scale, internal consistency, item and factor analysis studies were carried out. As a result of the reliability analysis, the Cronbach Alpha coefficient for the whole scale was found to be .78. According to the confirmatory factor analysis results, the uni-dimensional model of the scale was found to be suitable for the Turkish sample (Fit indices obtained as a result of confirmatory factor analysis of the scale; $\chi^2=29.89$, $df=9$, $p=0.000$, $RMSEA=.08$, $NFI=.96$, $NNFI=.96$, $CFI=.97$, $IFI=.97$, $RFI=.94$, $AGFI=.94$, $GFI=.97$, and $SRMR=.37$). As a result of the study, the scale was found to be reliable and valid as a tool used to measure the internalization of Global Self-Esteem of adolescents in their education processes in Turkey. In the qualitative part of the study, five questions prepared by the researchers. As a result of the qualitative part of the research, the participants were intensely helpful and were happier when they helped others in any way. The results of the research were discussed within the scope of the literature.

Keywords: Self-esteem, global self-esteem, adolescents.

Introduction

Personality is shaped by the combination of the features brought by heredity and the features which the environment brings to a person (Mevlüt, 1997). Personality encompasses all the physical, mental and spiritual characteristics of a person. The concept of personality includes the concepts of character, temperament and self. The self, which constitutes the subjective side and essence of personality, is the sum of a person's opinion about his/her own personality, the way people know and evaluate themselves. The self consists of personality traits, goals and expectations, abilities, value judgments and beliefs. Although the concept of respect is handled in different ways, in general terms it comprises factors such as value, superiority, utility and sanctity, and includes the attitude which leads to careful and measured behavior towards anyone or anything and the realization of the need to refrain from disturbing others (Kiral, 2018).

Korkmaz (1996) described self-esteem as a judgment which shows how a person evaluates her/himself. Self-esteem is a need that every individual wants to have at a universal level and is affected by the culture in which the individual lives (Özdemir, 2014). Measuring self-esteem is possible with different

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psychiatric and psychological tests such as the Rosenberg Self-Esteem Scale and the Schiraldi Self-Esteem Scale. However, as Rajlic, Kwon, Roded and Hubley (2018) stated in their study of the Global Self-Esteem Scale, these scales are insufficient in terms of measuring some concepts in the light of the long period of studies and new findings. Global Self-Esteem (GSE) was proposed as a new concept in the pilot study by Rajlic et al. (2018). The concept is described as a “general positive attitude towards self” and a “general positive evaluation of self”. Many psychologists distinguish this type of self-esteem from specific self-esteem due to its relative continuity over time and conditions (Özmenteş, 2014). Although Rosenberg created a uni-dimensional construct with the concept of GSE, a two-dimensional structure has been put forward in recent studies as self-efficacy and self-love (Özdemir, 2015). In a different conceptualization, GSE is depicted as a structure which cannot be measured on a single dimension due to its multiple components. However, since GSE is seen as a component of more general self-evaluation structures, it is considered as a dimension in multi-dimensional measures such as the Self-Evaluation Scale. Because GSE is seen as a component of more general self-constructs, the concept needs a new field outside specific self-esteem.

Many authors who use the concepts have stated that global and specific self-esteem cannot be used interchangeably. Unlike the concepts of specific self-esteem, self-efficacy and self-qualification, GSE is shaped around the concepts of self-acceptance, self-esteem and self-worth. In general, the scale developed by Rosenberg (1995) which is used to measure specific self-esteem, is also used to measure GSE. Rajlic et al. (2018) stated that GSE is most related to psychological well-being and psychological adjustment. On the other hand, specific self-esteem is more related to specific behaviors and behavioral outcomes. This does not mean that GSE has nothing to do with behavior or performance in any way. Although it does not have a strong direct effect on performance, it is possible to comment on an individual's competencies by looking at the level of GSE. However, they are not interchangeable concepts, especially in terms of how they are measured, and a different measurement tool is needed for GSE. In a relational study conducted by Çetinkaya et al. (2006) in Sivas city center, the situation between socio-economic level differences and the self-esteem levels of individuals was examined and it was found that self-esteem was affected independently of students' age, number of siblings and socio-economic status. Neff and Vonk (2009) suggested that self-esteem is positively related to narcissism and reported that GSE and self-compassion were positively related to positive mood, and these concepts were statistically equivalent in terms of being predictors of optimism and positive affect. Such relational studies also support that view that GSE is related to individual values, not behaviors. Rosenberg's self-esteem scale was used to measure GSE and the concepts related to GSE were found to be positively or negatively related. Because there are no tools for measuring GSE in the literature, it was necessary to undertake the study by examining both the qualitative and quantitative dimensions. The aim of the research is to adapt the Global Self-Esteem Scale to Turkish culture and to get the opinions of adolescents on global self-esteem within the scope of qualitative questions prepared based on the scale items.

Method

Study 1

Study group

The scale study was applied on 361 adolescents. Within the scope of the research, 177 (49%) of the sample is female and 184 (51%) is male. Students in the sample; 110 (31%) of them are in high school; 251 (69%) of them are studying in secondary school. The mean age of the sample is 13.1 (STD = 1.1). Research data were collected in 2019.

Global Self -Esteem Scale (Adolescent Form)

Global Self-Esteem Scale (Rajlic, Kwon, Roded & Hubley, 2018) consisting of 6 items and 6 Likert type. A single factor was calculated, constituting 78% of the variance in the scale, and the size of the factor loads varied between .81 and .91. The internal consistency reliability of the scale was found to be high ($\alpha = .95$). The correlation coefficients between the scale items were positive and significant (between .62 and .82), and the corrected item-total correlations varied between .78 and .88. There are no reverse items in the scale items. The scale total score ranges from 6 (lowest) to 36 (highest); high scores mean high global self-esteem. The total mean score of the GSE scale was determined as 27.9 (SD = 5.7). The distribution of GSE total scores deviated from the normal distribution (skewness = -1.3, SE = .16, and kurtosis = 2.0); that is, participants tend to report high rather than low self-esteem, as indicated by the negative skewness in scores. In terms of response distributions, the average range is between 4.53 and 4.76 and the standard deviation range is between 1.06 and 1.20. The total GSE score does not differ significantly by gender: $t(242) = .56$, $p = .58$. The mean total score of the scale for the two genders is as follows: $M = 27.6$, $SD = 6.0$ for men and $M = 28.0$, $SD = 5.5$ for women.

Findings

Item analysis and reliability

It was found that the corrected correlation coefficients ranged from .38 to .60. Cronbach's (α) coefficient for the entire scale was found to be .78. Table 1 shows the results of the analysis.

Table 1

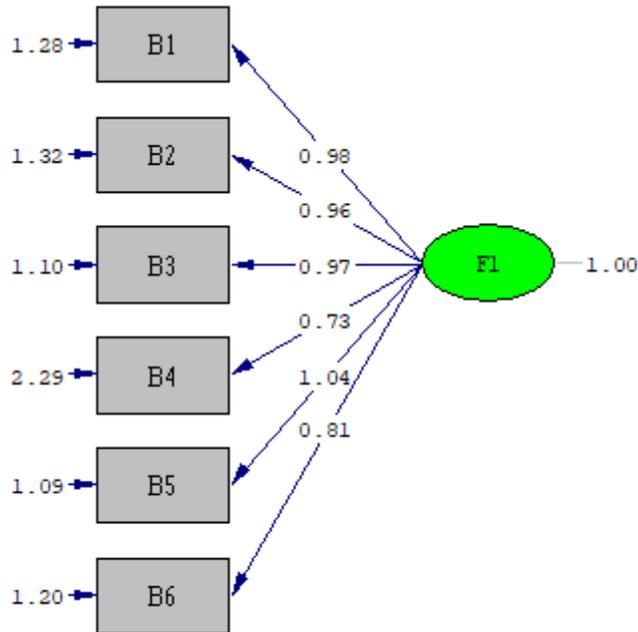
Correlation Scores of GSE Items	
Item No.	r_{jx}
1	.56
2	.55
3	.59
4	.38
5	.60
6	.51

Construct Validity

The fit indices obtained as a result of the confirmatory factor analysis of the scale ($\chi^2 = 29.89$, $df = 9$, $p = 0.000$, $RMSEA = 0.08$, $NFI = 0.96$, $NNFI = 0.96$, $CFI = 0.97$, $IFI = 0.97$, $RFI = 0.94$, $AGFI = 0.94$, $GFI = 0.97$, and $SRMR = 0.37$) show that the uni-dimensional model fits well. Standardized regression weights for confirmatory factor analysis are given in Figure 1.

Figure 1

Confirmatory Factor Analysis



Chi-Square=29.89, df=9, P-value=0.00046, RMSEA=0.080

Study 2

Opinions were received from 25 high school students regarding the global self-esteem of adolescents. Tables show the themes obtained from the students' answers. Participants are included in the tables coded from G 1 to G 25. The answers of the participants about how they describe their general mood are shown in Table 2.

Table 2

Descriptions of General Moods

Theme (Categories)	Codes	n	%
	Variable (G1, G4, G5,G6, G15, G16, G22, G24)	8	32
	Reluctant/ Unenthusiastic (G8, G9, G10, G12, G19, G20)	6	24
	Calm (G7, G13, G21, G25)	4	16
General descriptions of moods	Stressed (G10, G12, G18, G23)	4	16
	Happy (G2, G14)	2	8
	Anxious (G12, G19)	2	8
	Exciting (G19, G23)	2	8

When Table 2 is examined, the general mood of the students is defined as 32% volatile, 24% reluctant/enthusiastic, 16% calm and 16% stressed. The definitions of fun, happy, energetic, aggressive, anxious, hopeless, indifferent, excited, peaceful are seen at less conspicuous rates.

'It changes according to the weather.' G4

' I am tired. I am reluctant to life.' G8

'Under normal circumstances, I feel positive and happy. G10

The opinions of the students about the features that they are satisfied with and that they do not feel are given in Table 3.

Table 3

Opinions of the Students about the Features They Are Satisfied

Theme (Categories)	Codes	N	%
	Benevolence (G9, G12, G13, G14, G20, G24)	6	24
Characteristics	Perseverance/ Ambition (G2, G5, G11, G12)	4	16
that a person	Being tolerant (G3, G9, G14)	3	12
likes	Being positive (G12, G22, G23)	3	12
	Emphatic ability (G3, G14)	2	8
	Being respectful G15, G16)	2	8

When Table 3 is examined, the students stated that they are pleased to help others at the rate of 24%. They stated that being ambitious at the rate of 16% and being tolerant and positive at the rate of 12% are the features they are pleased with. 8% of participants are satisfied with their ability to empathize and be respectful, and 4% are satisfied with their physical structure, not being able to tolerate injustice, being

compassionate, conscientious, being mature, being witty, reliable, being solution-oriented, and having different perspectives. 4% of the participants stated that they did not have a feature that they were satisfied with. The opinions of the students about the positive aspects of themselves are presented in Table 4.

Table 4

Opinions of the Students about the Positive Aspects of Themselves

Theme (Categories)	Codes	N	%
	Joy of life (G2, G15, G16, G17, G19, G22, G23)	7	28
	Being positive (G4, G10, G11, G14, G18, G19, G24)	7	28
	Being helpful (G6, G12, G15, G16, G17, G20)	6	24
	Being tolerant (G2, G3, G6, G9, G11)	5	20
Positive aspects	Communication capability (G1, G8, G10, G19)	4	16
	Humored (G6, G21, G22, G25)	4	16
	Sensitivity (G3, G10, G13)	3	12
	Stability (G4, G5, G13)	3	12
	Being an animal lover (G12, G18, G20)	3	12
	Being sympathetic (G17, G22)	2	8

When Table 4 is examined, 28% of the students stated that they have the joy of living and being positive as a positive aspect. 24% answered to be helpful. It is seen that 20% of the students express being tolerant as a positive aspect. 16% described their communication skills and smiling face as positive aspects. 12% were given the answers to be sensitive, be determined, and be an animal lover.

'I am good at communicating with people. I like to listen. I like to learn new things.' G8

'I never have a negative mindset no matter what the subject is. I think positively about everything and believe in it. Not behaving that will disturb my friends and getting along well with them are among my positive aspects.' G10

'I am a wonderful Polyanna .' G24

The opinions of the students about when and how often they see themselves as helpful/positive are given in Table 5 in two parts.

Table 5

The Students' Answers regarding the Situations in Which They Felt Useful/Positive and Their Frequencies

Theme (Categories)	Codes	n	%
Situations in which students feel helpful/positive	When it helps (G1, G3, G4, G5, G9, G10, G11, G16, G17, G18, G21, G23, G24)	13	52
	When working towards the goal (G6, G7, G12, G19, G20)	5	20
	When you have knowledge (G3, G4, G22)	3	12
	When you make someone happy (G5, G14)	2	8
	When taking responsibility (G12, G23)	2	8
	When sharing information (G22, G24)	2	8
	Unanswered (G13, G15, G25)	3	12
The frequencies of these conditions	Often (G1, G2, G3, G5, G6, G9, G11, G13, G14, G16, G22)	11	44
	Sometimes (G4, G21)		
	Always (G15)	2	8
	Never (G25)	1	4

In Table 5, , 52% of the participants answered that they felt positive when they helped someone in any way. 20% “when I work towards a goal (such as studying)”, 12% “when I have knowledge” they have answered. When the participants make someone happy at the rate of 8%, when they take responsibility and share information; 4% stated that they feel useful/positive when they encourage someone, meet family expectations, spare time for themselves, chat with someone, and think freely. 12% of the questions were left unanswered.

'It makes me feel positive/helpful to encourage people to do what they want or cannot do. Most of the time.' G2

'I feel positive when I do things for the university.' G7

'This is how I usually feel when I make my family, those around me and myself happy.' G14

The answers given by the students about the activities in which they felt happy/positive are given in Table 6.

Table 6*Activities in which Students Feel Happy/Positive*

Theme (Categories)	Codes	n	%
Activities in which students feel happy/positive	Being with the people they love (G3, G4, G10, G11, G12, G13, G15, G16, G20)	9	36
	Engaging in group activities (G1, G2, G3, G7, G8, G11, G15, G16)	8	32
	Taking time for yourself (G5, G10, G12, G14, G17, G20, G21)	7	28
	Individual activities (G4, G10, G14, G17, G18, G19)	6	24
	Chatting (G4, G7, G11)	3	12
	Listening to music (G5, G6, G21)	3	12
	Engaged in arts (G3, G22)	2	8
	Activities deemed beneficial (G9, G24)	2	8

In Table 6, the students stated that they were happy to be with their loved ones at a rate of 36% and to be involved in group activities (such as playing a team game, going on a school trip) at a rate of 32%. The students gave the answers of 12% to chat and listen to music, 8% to be interested in art (such as doing music studies, dancing) and to engage in activities that they believe will be beneficial for them. 4% gave the answers to engage in nature activities (camping, etc.), to share information, to fulfill their responsibilities. In addition, the answer "nothing makes me happy", which is seen at a rate of 4%.

'I am more focused on peace, which for me is a conversation with my family or friends in a small village house with a stove. Apart from that, activities that take place in nature away from technology make me happy.' G4

'Playing football, traveling with my beloved.' G15

'Run, swim, stalk.' G18

Discussion

In this study, it was aimed to adapt the Global Self-Esteem Scale to Turkish culture and to get the opinions of adolescents on global self-esteem within the scope of qualitative questions prepared on the basis of the scale items. In the research, it is aimed to use the Global Self-Esteem Scale developed by Rajlic, Kwon, Roded and Hubley (2018) in field studies by adapting it to Turkish culture. CFA was used to test the construct validity of the comments to be made from the "Global Self-Esteem" measurements. The findings obtained in the CFA showed that the fit indices of the single factor structure of the scale were sufficient.

When the studies on the concept of GSE are examined in the literature, national and international studies which support the findings of the current research attract attention. In the study in which the scale was developed, Rajlic et al. (2018) sent an invitation containing the research and the scale form to 245 potential participants (individuals aged 18 and over) through Fluid Surveys, the online platform of the University of British Columbia. From the responses to a six-item scale, it was concluded that the internal consistency and factor loads were similarly high values.

Rosenberg et al. (1995) studied the differences between the two concepts. Researchers have argued and proved that the concepts are related to different outcomes and therefore are different structures which can affect each other. Rosenberg's self-esteem scale was used to measure GSE. The findings showed that concepts related to psychological well-being such as life satisfaction, anxiety, guilt and happiness are related to GSE, whilst behavioral outcomes such as school success are related to specific (academic) self-esteem. This is also clearly seen in the tables of the research.

Robins et al. (2002) stated the term 'Lifetime Global Self-Esteem' and focused on measuring GSE in individuals at different life stages. In that study, the Single Factor Self-Esteem Scale which Robins et al. (2001) had proposed was applied to 326,641 people in childhood, adolescence, adulthood and old age. Small gradual increases were found in the adulthood studies. The most significant findings of the study were found in old age: it was reported that individuals in late adulthood (aged 61-81) had higher GSE perceptions than individuals in mid-adulthood (aged 40-60).

Neff and Vonk (2009) used the Global Self-Esteem Scale (2008), which was Rosenberg's scale developed by Vonk et al. (2009), and the Conditional Self-Esteem Scale (1999), translated from English by Paradise and Kernis, and Raskin and Hall (1979) used many scales, such as the scale which they developed to determine the level of narcissism. In terms of usefulness, only the need-based questions of some very long scales were taken into account. The scale was developed because Rosenberg's scale was adapted many times to the participants at the beginning of the study. The Cronbach Alpha value of the scale consisting of ten questions was found to be .92. The correlation value of the two scales used was .86, and the factor structures were found to be above .93, that is, one-way. In the research, a two-step study was carried out: concepts were first calculated in terms of their relationship with self-esteem, and then self-compassion was added to the calculations.

Tafarodi and Swann (1995) examined self-liking and self-efficacy, which are dimensions of self-esteem. Scale adaptations in the three elements of that study were carried out in large groups. The Self-liking/Self-efficacy Scale, Rosenberg's Self-Esteem Scale and some other related scales were used in the research. In the first study, the desired two-dimensional structure of the Self-Like/Self-Efficacy Scale, which was designed as two-dimensional, was used. The results of the second study supported a new interpretation of the Self-Esteem Scale. As a result, the dimensionality of Rosenberg's Self-Esteem Scale was found to be in accordance with the proposed duality. The results of the third and final study related to these show us the differential independent relations of self-liking and self-efficacy with two theoretically antecedent structures. Researchers have defined these two theoretically antecedent constructs as parental consent and domain-specific self-evaluation.

The second aim of the research is to get the opinions of adolescents on global self-esteem within the scope of qualitative questions prepared on the basis of the scale items. The qualitative analysis results of

the data obtained from the teachers are presented below. Opinions were received from 25 high school students regarding the global self-esteem of adolescents.

The results of qualitative study:

- 1) The students defined their general moods as volatile by 36%, reluctant/enthusiastic by 24%, calm by 16%, and stressed by 16%.
- 2) The characteristics that students are satisfied with in themselves are expressed as helping others by 24%, being ambitious by 16%, and being tolerant and positive by 12%. The features that they are not satisfied with are their sudden anger at a rate of 32% and being overly emotional at a rate of 16%.
- 3) Participants defined positive aspects of themselves as having joy of life and being positive at the rate of 28%, being helpful at the rate of 24%, being tolerant at the rate of 20%, having communication skills at the rate of 16% and being cheerful.
- 4) 52% (more than half) of the participants stated that they feel positive/helpful when they help someone in any way, 20% when they work towards a goal (such as studying), and 12% when they have information.

As a result of the qualitative part of the research, it was seen that the participants were intensely helpful and were happier when they helped others in any way.

Suggestions

Inclusion of only adolescents in the study constitutes the limitation of the study. It can be ensured that the research is applied to different student groups or teachers. In the quantitative dimension of the study, interviews were conducted with only two schools and a limited number of students. The results can be compared by conducting quantitative and qualitative studies on internalizing the problem with students in different school types and at different levels. Also, the scale can be applied to different age groups.

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Küresel Benlik Saygısı Ölçeği

Lütfen aşağıdaki ifadeleri okuduktan sonra kendinizi değerlendirip sizin için en uygun seçeneğin karşısına çarpı (X) işareti koyunuz. Seçenekler 1'den (Kesinlikle katılmıyorum) 6'ya (Benim için tamamen geçerli) doğru sıralanmaktadır.

1	Kendimi olumlu şartlar içinde düşünürüm.	1	2	3	4	5	6
2	Değerli katkılarda bulunduğuma inanırım.	1	2	3	4	5	6
3	Sahip olduğum niteliklerden memnunum.	1	2	3	4	5	6
4	Başarılarımdan genel olarak memnunum.	1	2	3	4	5	6
5	Kendime inanırım.	1	2	3	4	5	6
6	Olduğum kişiden memnunum.	1	2	3	4	5	6