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An examination of the present and future selves of adolescents: Investigating possible selves and self-esteem in relation to gender and attachment

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SELF-ESTEEM INVENTORY

Suitable for pupils aged 8 and upwards

This inventory can be used by SEN Co-ordinators and teachers responsible for pastoral support to look at the child's perspective on themselves. It should be used sensitively and teachers need to be cautious about following it up with questions which might upset the child. If you have any concerns about the implications of the child's responses, discuss them with your educational psychologist.

SELF ESTEEM INVENTORY - LONG FORM

Please mark each statement in the following way:

If the statement describes how you usually feel, put a tick (✓) in the column "Like Me".

If the statement does not describe how you usually feel, put a tick (✓) in the column "Unlike Me".

There are no right or wrong answers.

	Like Me	Unlike Me
1. I spend a lot of time daydreaming		
2. I am pretty sure of myself		
3. I often wish I were someone else		
4. I am easy to like		
5. My parents and I have a lot of fun together		
6. I never worry about anything		
7. I find it very hard to talk in front of the class		
8. I wish I were younger		
9. There are a lot of things about myself I would change if I could		
10. I can make up my mind without too much trouble		
11. I am a lot of fun to be with		
12. I get upset easily at home		
13. I always do the right thing		
14. I am proud of my school work		
15. Someone always has to tell me what to do		
16. It takes me a long time to get used to anything new		
17. I am often sorry for the things I do		
18. I am popular with children my own age		
19. My parents usually consider my feelings		
20. I am never unhappy		
21. I am doing the best work that I can		
22. I give in very easily		
23. I can usually take care of myself		
24. I am pretty happy		
25. I would rather play with children younger than me		

Self-Esteem Inventory (SEI) Administration and Scoring Instructions

Administration: See head of record form for instructions

Scoring: There are five subscales which cycle in sequence the length of the SEI. These subscales are:

General Self Items 1, 2, 3, 8, 9, 10, 15, 16, 17, 22, 23, 24, 29, 30, 31, 36, 37, 38, 43, 44, 49, 50, 51, 56, 57

Social self peers Items 4, 11, 18, 25, 32, 39, 45, 52

Home parents Items 5, 12, 19, 26, 33, 40, 46, 53

Lie Scale Items 6, 13, 20, 27, 34, 41, 47, 54

School Academic Items 7, 14, 21, 28, 35, 42, 48, 55

As noted above the subscales do not have to be scored separately **with the exception of the Lie Scale**. The scores are reported as:

- I. Total number correct of all scales excluding Lie (a maximum of 50).
- II. A **separate** score total number of responses indicative of defensive, Lie reaction (a maximum of 8).

In the event that separate subscales for a given purpose are desired the responses are scored and noted separately in the same manner as the Lie Scale, and can be plotted on the attached profile. Note that if the Lie Scale is high (5-8) the child may be presenting a rosier picture than the reality being experienced.

For convenience sake the total SEI score is multiplied by two so that maximum score is 100.

Thus SEI score $50 \times 2 = 100$

In pupils aged 10-12 years, the average for Boys was 70.1 (SD 13.8)

In pupils aged 10-12 years, the average for Girls was 72.2 (SD 12.8)

Comment

This test was developed by Coopersmith (1987). It is described in the book **Antecedents of Self-Esteem** San Francisco: Freeman.

The full SEI consisting of 58 items has had considerable use by researchers. Test retest reliabilities obtained with the full SEI range from .88 (over a five week period) to .70 (over a three year period).

Examples of Use

1. Rosenberg's (1964) study of some 5,024 American adolescent boys and girls sought to tease out the relationships between self-esteem and a variety of psychological and sociological variables including the subjects' anxiety, degrees of parental interest perceived, birth order and occupational orientation.
2. In a study of 203 college of education students Cohen (1972) found that those scoring low on self-esteem preferred passive as opposed to active relationships with their college tutors. That is to say, they wanted tutors (and tutors alone) to make decisions about the course structure and the methods of examinations, etc. They saw the student role, moreover, as involving listening rather than discussing and participating.

SELF ESTEEM INVENTORY - SCORING KEY

Score 1 for each item wherever the tick is on the same side as the letters given below.

You can either add up each individual scale separately, eg. G = General, S = Social, P = Parents, A = Academic, L = Lie. Alternatively you can add the G, S, P, and A together to give a total score. The Lie Scale is scored separately. If it is high 5 - 8, the child is likely to be presenting a rosier picture than the reality being experienced.

	Like Me	Unlike Me
1. I spend a lot of time daydreaming		G
2. I am pretty sure of myself	G	
3. I often wish I were someone else		G
4. I am easy to like	S	
5. My parents and I have a lot of fun together	P	
6. I never worry about anything	L	
7. I find it very hard to talk in front of the class		A
8. I wish I were younger		G
9. There are a lot of things about myself I would change if I could		G
10. I can make up my mind without too much trouble	G	
11. I am a lot of fun to be with	S	
12. I get upset easily at home		P
13. I always do the right thing	L	
14. I am proud of my school work	A	
15. Someone always has to tell me what to do		G
16. It takes me a long time to get used to anything new		G
17. I am often sorry for the things I do		G
18. I am popular with children my own age	S	
19. My parents usually consider my feelings	P	
20. I am never unhappy	L	
21. I am doing the best work that I can	A	
22. I give in very easily		G
23. I can usually take care of myself	G	
24. I am pretty happy	G	
25. I would rather play with children younger than me		S

26. My parents expect too much of me
27. I like everyone I know
28. I like to be called on in class
29. I understand myself
30. It is pretty tough to be me
31. Things are all mixed up in my life
32. Children usually follow my ideas
33. No one pays much attention to me at home
34. I never get scolded
35. I am not doing as well in school as I would like to
36. I can make up my mind and stick to it
37. I really do not like being a boy (girl)
38. I have a low opinion of myself
39. I do not like to be with other people
40. There are many times when I would like to leave home
41. I am never shy
42. I often feel upset in school
43. I am not as nice looking as most people
44. If I have something to say, I usually say it
45. Children pick on me very often
46. My parents understand me
47. I always tell the truth
48. My teacher makes me feel I am not good enough
49. I do not care what happens to me
50. I am a failure
51. I get upset easily when I am scolded
52. Most people are better liked than I am
53. I usually feel as if my parents are pushing me
54. I always know what to say to people
55. I often get discouraged in school
56. Things usually do not bother me
57. I cannot be depended on
58. I like most things about myself

Like Me	Unlike Me
	P
L	
A	
G	
	G
	G
S	
	P
L	
	A
G	
	G
	G
	G
	P
L	
	A
	G
G	
	S
P	
L	
	A
	G
	G
	G
	S
	P
L	
	A
G	
	G
G	

SELF ESTEEM INVENTORY: PROFILE

Name: D.O.B.:

Date of testing: Age:

To obtain total SEI Score:

Raw score = x 2 = (maximum = 100)

(Total of all scales excluding lie)

Profile: (plot raw scores below)

26					
25					
24					
23					
22					
21					
20					
19					
18					
17					
16					
15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
0	GENERAL	SOCIAL	HOME	SCHOOL	LIE