

AN ABSTRACT OF THE THESIS OF

Methinin Pinyuchon for the degree of Doctor of Philosophy in Counseling
presented on November 23, 1992.

Title: Construction of a Self-Esteem Inventory for Thai College Women

Abstract approved: _____ *Redacted for Privacy* _____

CAROL SISSON

The purpose of this study was to develop and validate a self-esteem inventory for Thai college women. Research questions included whether or not the developed inventory proved to be unidimensional or multidimensional and, if the latter proved to be the case, how many dimensions underlie the construct. The item pool consisted of 70 self-esteem statements derived from the Rosenberg Self-Esteem Inventory, the Coopersmith Self-Esteem Inventory (Adult Form), and items developed for this investigation. Responses to each item were based upon a four point, Likert-type scale. The Delphi technique was applied as the content validation method. As a result of the Delphi process, 68 items were retained and used as a pilot study instrument. The pilot study was conducted among 70 college-age women in Bangkok, Thailand. Based upon item discrimination criteria, 52 items were selected for the final test instrument. The reliability of the pilot study instrument was determined to be +.91, based upon the Hoyt-Stunkard method.

The 52-item instrument was then administered to 531 college-age female students in Bangkok, Thailand. Internal consistency reliability was +.94. Factor

analysis was utilized to establish construct validity, to determine the dimensionality of the self-esteem instrument, and to identify the number of latent factors related to self-esteem. The concept of self-esteem was found to be multidimensional. The final 36-item instrument which resulted from this study was assessed by Hoyt-Stunkard analysis of variance to assure its reliability. Internal consistency reliability for the final instrument was $+0.91$.

Findings revealed that seven factors which reflected characteristics of self-esteem among Thai women were clustered significantly. These factors consisted of: 1) sense of family relations, 2) sense of self-worth, 3) sense of adequacy, 4) sense of competence, 5) sense of efficacy, 6) sense of confidence, and 7) sense of social and peer relations. Conclusions and implications derived from the study will provide a contribution to educational and psychological fields and to related women studies.

Construction of a Self-Esteem Inventory for
Thai College Women

by

Methinin Pinyuchon

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Doctor of Philosophy

Completed November 23, 1992

Commencement June 1993

4

**© Copyright by Methinin Pinyuchon
November 23, 1992**

All Rights Reserved

APPROVED:

Redacted for Privacy

Associate Professor of Counselor Education in charge of major

Redacted for Privacy

Director of School of Education

Redacted for Privacy

Dean of Graduate School

Date thesis is presented November 23, 1992

Typed by B. McMechan for Methinin Pinyuchon

ACKNOWLEDGEMENTS

With belief in myself and with determination, my goal to pursue a doctoral degree in counseling was set. However, without help from many people, this accomplishment could not have been attained. I would like to express my deepest gratitude to those who have helped me throughout all of my efforts.

I would like to express special gratitude to my major advisor, Dr. Carol Sisson. Her kindness, support, and patience were invaluable during my five-year period of study. The encouragement she always provided and her confidence in my abilities have enhanced my self-esteem. As I leave school, this will help me to enter the professional world with pride and confidence.

My special thanks are also extended to my committee members, Drs. Alan Sugawara, Marjorie McBride, Brooke Collison, and Michael Beachley, for their gentle support and helpful advice. My experience working with them has always been pleasant.

I would like to thank Dr. Wayne Courtney for helping me with the statistical procedures. His concern, support, encouragement, and willingness to answer questions when I was in need of helpful direction have been highly appreciated. Thanks to Shirley Courtney for her time, patience, and support.

A special note of thanks goes to Dr. Wayne Haverson, who provided me with a grant to purchase a research instrument. Also, I would like to thank Dr. Reese House for providing me with a graduate teaching assistantship which has provided me with necessary financial support during the preparation of this study. In addition, I would like to give special thanks to my counseling professors, Drs. James Firth, Lizbeth Gray, Mary Lou Triperinas, and Judith Osborne, for their acceptance, support, and encouragement.

My sincere thanks also go to all of the Thai Delphi panelists for their valuable time and effort required to complete the instrument prepared in the course of this study. My appreciation is also extended to the Thai college women of Bangkok who participated in the study. Special thanks are offered to the volunteer M.S. students of the Department of Guidance and Educational Psychology, Srinakharinwirot University, who helped me collect the data for

this study. I would also like to acknowledge the cooperation of the administrators of the ten universities and colleges in Bangkok which allowed me to collect data from within their institutions.

I would like to express my thankful feelings toward my good friends, especially Richard H. Wong, Qismullah Yusuf, Mawardi Hasan, Hiroshi Takahashi, Naruepon Vongjaturapat (Kak), and Oralie Cordoza. Their friendship, assistance, care, patience, and support have been immeasurably helpful.

A sincere thank you is extended to Dr. Nat Indarapana, who encouraged me to go abroad and who believed in my potential to succeed. Also, my appreciation is extended to Dr. Donna Bruyere at Illinois State University, Normal, Illinois, for her assistance and encouragement.

My sincere gratitude is extended to my good friends in Thailand, who are always there and who have made themselves available at any time I needed their help. This list includes Dr. Lertluck Klinhom, Dr. Thada Wimonwatwatee, Wanpen Sujiputto, Kalaya Worasantatipong, Paisal Unpraset, and Sirinapa Jamornmarn.

My appreciation also goes to my sisters and brother, Suntorn, Montha, Sritong, and Kwanchai, who have taken good care of my mother in Thailand. This has helped to reduce my concern for my mother's well-being while I have studied so far from home. I would also like to thank them for their moral support.

To my beloved father, the late Krai Pinyuchon, who would be very pleased and proud of my accomplishment. My deepest gratitude and love to him wherever he exists.

To my other father, Dr. Edward Mockford, for his belief in my abilities, his love, and encouragement. Thank you very much, Papa.

Lastly, my heartfelt gratitude to my two mothers. My dearest Auntie, Joan Schaab, my other mother, has been consistently confident in my abilities. Her love, kindness, moral and financial support, and encouragement have made a significant difference in my life. Thanks to my beloved mother, Charoen Pinyuchon, whose unconditional love is endless. Her moral support, caring nature, encouragement, and trust are essential and invaluable to me.

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
1 INTRODUCTION.....	1
Statement of the Problem	3
Objectives of the Study	4
Significance of the Study.....	5
Definitions	6
Summary	9
2 REVIEW OF RELATED LITERATURE.....	10
Self-Esteem	10
Theoretical Background of Self-Esteem.....	13
Significance of Self-Esteem.....	16
Self-Esteem and Late Adolescence	17
Self-Esteem and Sex Differences.....	18
Self-Esteem and Its Dimensionality	19
Self-Esteem and Family Relations	20
Self-Esteem and Depression	21
Self-Esteem and Peers	22
Self-Esteem and Anxiety	23
Measures of Self-Esteem.....	23
Coopersmith Self-Esteem Inventory	24
Rosenberg Self-Esteem Scale	26
Use of the SEI and RSE in Cross-Cultural Studies.....	27
Research Designs or Statistical Methods Comparable to the	
Approach Adopted for the Current Study.....	28
Delphi Technique	29
Factor Analysis.....	31
Summary	32

TABLE OF CONTENTS (continued)

<u>Chapter</u>	<u>Page</u>
3	METHODOLOGY AND STATISTICAL DESIGN 33
	Preparation of the Instrument 33
	Application of the Delphi Technique..... 35
	Pilot Test 38
	Reliability of the Instrument..... 39
	Factor Analysis and Construct Validity 39
	Selection of the Sample 40
	Dependent and Independent Variables..... 41
	Collection of the Data 42
4	RESULTS AND DISCUSSION 43
	Reliability of the Instrument..... 43
	Results of the Factor Analysis..... 45
	Factor 1, Sense of Family Relations..... 49
	Factor 2, Sense of Self-Worth..... 51
	Factor 3, Sense of Adequacy 52
	Factor 4, Sense of Competence..... 53
	Factor 5, Sense of Efficacy 54
	Factor 6, Sense of Confidence 55
	Factor 7, Sense of Social and Peer Relations 56
	Common Factor Variance..... 58
	Summary 60
5	SUMMARY AND DISCUSSION 61
	Summary..... 61
	Conclusions and Implications..... 62
	Recommendations 65
	REFERENCES 68

TABLE OF CONTENTS (continued)

<u>Chapter</u>	<u>Page</u>
APPENDICES	77
A: Rosenberg Self-Esteem Inventory (English & Thai Language Versions).....	77
B: Coopersmith Self-Esteem Inventory (English & Thai Language Versions).....	80
C: Thirty-Five Self-Esteem Statements Developed by the Researcher (English & Thai Language Versions)	85
D: List of Delphi Panel Members.....	90
E: Delphi Questionnaire: Round One (English & Thai Language Versions).....	91
F: Delphi Questionnaire: Round Two (English & Thai Language Versions).....	114
G: Result of Delphi Process used as Instrument (68-Item) for Pilot Study (English & Thai Language Versions)	124
H: Self-Esteem Instrument (52-Item) Resulting from Administration of the Pilot Study, Used as Proposed Instrument (English & Thai Language Versions).....	139
I: List of Universities and Colleges in Bangkok, Thailand, Participating in the Study	152
J: Twelve Initial Factors.....	153
K: Rotated Factor Matrix	154
L: Final Self-Esteem Inventory (36-Item) Developed from the Study (English & Thai Language Versions).....	156

LIST OF FIGURES

<u>Chapter</u>	<u>Page</u>
4.1 Scree test for factor extraction from the results.....	46
4.2 Common factor variance	59

LIST OF TABLES

<u>Chapter</u>	<u>Page</u>
4.1 Reliability coefficient for the instrument	44
4.2 Factor 1, sense of family relations	49
4.3 Factor 2, sense of self-worth	51
4.4 Factor 3, sense of adequacy	52
4.5 Factor 4, sense of competence	53
4.6 Fact 5, sense of efficacy	54
4.7 Factor 6, sense of confidence	55
4.8 Factor 7, sense of social and peer relations	57
4.9 Percentage of common factor variance (R-mode analysis)	58

Construction of a Self-Esteem Inventory for

Thai College Women

CHAPTER 1

INTRODUCTION

Prior to the modern period, Thai girls were not allowed to go to schools, while Thai boys were generally sent to study at Buddhist temples, the primary educational form in the past. Girls were generally educated at home. Parents taught them all types of housekeeping skills in order to prepare them to be good wives. In Thai society, the most desirable qualities in girls were considered to be purity, gentleness, obedience and good housekeeping skills (Kanchanaga, 1979). These social values have continued to impact the lives of contemporary Thai girls and women. One example, derived from Thai literature, “*Supasit Sorn Ying*,” or “Maxims for Teaching Women,” reveals how much Thai society expects from its women. Sunthorn Phu, a 19th century Thai poet, advised that (Segaller, 1987):

if your husband is in the Royal service and must go in and out of the Royal Palace, then you must prepare his carrying-case with betel and tobacco. Always try to wait on him, serve him, as a friend would do. If you thus serve your husband without fail, then you will prosper and rise in others’ esteem. A true-born lady always shows her nurture, [so] don’t throw your good behavior to the winds. It is not good to be half-man, half-women, and no one will admire you for that. (p. 194)

The concepts stated in this translated poem still retain a subtle influence upon parenting practices for young girls in Thai society. This is the present case for life in Thailand, despite the fact that since the legislation of King Rama V in 1921, Thai girls have been allowed to enter formal education outside of their homes (Sacrobanet, 1983).

At present, Thai girls and women have the opportunity to attend schools, colleges, and universities as the equals of Thai boys and men, and they may pursue an education and professional life to the degree that they wish. However, insofar as they remain women they do not perceive themselves as the equals of men. In Aneckvanich's (1979) study on the status of women in Thailand, it was reported that Thai women are taught that they are "inferior" and are expected to accept the dominant status of men. In addition, Thai women are denied access to power and are prevented by tradition and custom from pursuing an entire range of activities considered to be "unfeminine" or for which women are alleged to be "biologically unfit." It has been 13 years since the Aneckvanich study was completed, and these expectations about the roles of women continue to exist throughout Thai society.

Since the publication of the Aneckvanich (1979) study, no more recent investigations have been undertaken to examine how Thai women value themselves differently as Thai society changes. One related study has examined the status of women, compared to that of men, on the faculties of education at state-funded universities in Thailand (Boonnui, 1981). The conclusions support the case presented by Aneckvanich as follows:

1. Men and women are equally represented.
2. Most faculties (both men and women) earn master's degrees in nearly the same numbers.

3. More men receive multiple salary promotions than women.
4. More women than men had feelings of powerlessness with regard to policy making.
5. More men than women were responsible for supervising dissertation work and teaching graduate level courses.

Although these two studies were not directly concerned with how Thai women felt about themselves, their conclusions implied that there were issues with regard to self-esteem. These indications, including feelings of inferiority, powerlessness, and incapability on the part of women, add up to feelings of low self-esteem. Since no studies of self-esteem among Thai women have been conducted, it is of current interest to examine groups of Thai women who are enrolled in colleges or universities from this point of view. At this stage of life, self-esteem is significant in relation to academic success, relationships with others, and to concerns for the family, careers, and the future (Chen & Tollefson, 1989; Crook, Healy and O'Shea, 1984; Harter, 1990; Weiss, 1987). Given the absence of prior studies, an instrument related to the measurement of self-esteem among Thai women has not been developed. The first step in conducting self-esteem research among Thai women is to construct a self-esteem inventory for the population of interest, in this case college-age females.

Statement of the Problem

The primary goal of this study was to develop and validate an instrument which could be used for the assessment of self-esteem among Thai college-age women. The primary question at issue was whether the instrument should consist of a unidimensional or multidimensional scale. According to Gordon

(McIver & Carmines, 1981), unidimensional scale theory and techniques are “aimed at selecting a set of data items that can be empirically demonstrated to correspond to a single social-psychological dimension,” whereas “multidimensional scale models explicitly allow for the possibility--indeed, the great likelihood--that there is more than a single dimension which underlies a set of observations” (p. 13). (Note that additional description and/or definitions of unidimensionality vs. multidimensionality are considered in Chapter 2.) Once this issue is determined, then if the developed scale is proved to be multidimensional, the question becomes what and how many dimensions will be extracted in the construct of self-esteem. These are the basic research problems considered in the current investigation.

Objectives of the Study

The major research objectives of this study include the following:

1. To develop a reliable instrument for the assessment of self-esteem among Thai college women.
2. To validate the instrument by administering it to a sample population of Thai women who are college-age students.
3. To conduct factor analysis to determine whether the developed questionnaire reflects unidimensional or multidimensional characteristics of self-esteem among Thai college women.
4. If self-esteem among Thai college-age women is found to be multidimensional, identify the factors that are related to self-esteem among these groups of women.

Significance of the Study

Individual self-esteem is one of the most important considerations in modern education and social psychology. Most professionals agree that self-esteem has a crucial relationship to personal productivity as well as to a healthy sense of well-being: that is, the higher the level of an individual's self-esteem, the higher the goals this individual will set for him or herself and the more motivating the challenges he or she will tend to seek (Branden, 1987). Accordingly, to help people fulfill and accomplish their highest goals, it is necessary to enhance their opportunities to build their self-esteem. For this reason, since college women represent an age group in transition between late adolescence and young adulthood, a college-age female population was selected for the current study. In accordance with Erikson's developmental stages (Corey, 1986), at the transition stage between late adolescence and young adulthood, developmental tasks consist in establishing a new identity, setting life goals, and in forming intimate relationships in which self-esteem becomes a significant ingredient for accomplishing such tasks. To help individuals improve or maintain their self-esteem, it is necessary to know how they value themselves. A valid instrument is required to measure individual or collective degrees of self-esteem, from high to low.

In Thailand, no instrument has been developed for the measurement of self-esteem among Thai college women. The Coopersmith Self-Esteem Inventory (School Form) has been translated into the Thai language, but this form of the instrument is directed at school-age children (Pumpuxk, 1986). Despite this accomplishment, to borrow a western instrument and translate it into another language without consideration for cultural differences would be to

prohibit its acceptance upon the basis of cross-cultural validity. Therefore, the instrument developed for this study will provide a significant contribution to concerns for issues of self-esteem and women among interested Thai researchers. Since it was intended that the proposed instrument developed for the current investigation would constitute a preliminary construct for the assessment of self-esteem among Thai college women, this is a necessary first step for subsequent research and one which will ultimately contribute to the formulation of a standardized instrument that may be used across the nation among Thai women.

Definitions

To provide a clear understanding of the terms used in this study, the following definitions are provided:

Common factor: A statistical representation of some traits which two or more items in the questionnaire have in common (Cattell, 1952).

Common variance: The sharing of variance by two or more elements with common traits which are highly correlated.

Expert: An individual who demonstrates skills, knowledge, and experience in a specific area and who is recognized by others for his/her expertise and knowledge. In the sense used for the current study, Delphi panelist, Delphi member, judge, and expert are used interchangeably.

Factor/Dimension/Clusters: A factor is a matrix of self-esteem items whose intercorrelations are high with factor loadings of +0.50 and higher (Fruchter, 1954).

Factor Analysis: A statistical method which encompasses the following characteristics (Gunderson, 1971):

- a) a large number of test scores which measure some aspects of a general trait, and which represent a wide range of elements that may enter into the trait;
- b) the evaluation of intercorrelations among test scores to determine those which tend to measure the same element or factor; and
- c) the deduction of what the trait measures in common, providing it with a name.

Factor loading: The correlation of any particular self-esteem item with other self-esteem items in the questionnaire which are extracted for the same factor. Factor loading values range from +1.00 to -1.00; generally, factor loadings are set at ± 0.50 .

Internal consistency reliability: Reliability that reflects the homogeneity of the items comprising a scale. A scale with high internal consistency reliability indicates high intercorrelation (i.e., inter-item correlation), suggesting that all items are measuring the same thing.

Multidimensionality: In contrast to unidimensionality, multidimensionality is concerned with more than a single latent dimension underlying a set of obtained observations (McIver & Carmines, 1981).

Reliability: Internal consistency; although several methods are used for assessing reliability, the two which are recommended for Likert-type scales are Cronbach's alpha coefficient and the Hoyt-Stunkard (1952) analysis of variance (ANOVA). For this study, Cronbach's alpha coefficient, for which a reliability coefficient of

.80 or higher would be desirable for a valid instrument, has been selected as the initial method of measurement, with the option of using the Hoyt-Stunkard ANOVA should the scale prove to be multidimensional.

R-mode: Also referred to as the R-technique, a factor analytic method which examines relationships for every self-esteem item with respect to every other self-esteem item, seeking clusters of common items. In the R-technique, items are intercorrelated and factored according to respondents (Harman, 1967).

Scree method: Developed by Cattell (1966), a widely used method for determining factor extraction criterion. "A scree plot consists of a vertical axis corresponding eigenvalues, a horizontal axis corresponding to successive factors and numerical markers, plotted on this axis" (DeVellis, 1991, p.97). This criterion is to retain factors above the elbow and to reject those below.

Self-Esteem: How an individual evaluates or values him/herself.

Spurious items: A self-esteem item with factor loading of less than ± 0.50 .

Unidimensionality: Reflecting the character of internal homogeneity; situations in which all items of an instrument scale in accordance with a single dimension (or factor).

Validity: Whether an instrument measures what it purports to measure. Factor analysis is the technique selected for the determination of the construct validity of the developed instrument.

Summary

Chapter 1 provides an overview of the proposed study, including a statement of the problem and the objectives of the study. The importance of the study is described and the purpose of developing a preliminary instrument for the measurement of self-esteem among Thai college women is identified. A definition of terms is provided to facilitate clarification of the terms used in this study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter includes a review of the literature relevant to the study of self-esteem and its measurement. The material considered is presented in three sections, as follows:

1. Literature on self-esteem;
2. Measurement of self-esteem; and
3. Literature related to studies based upon similar design and/or statistical methodology.

Self-Esteem

In the literature related to self-esteem, the concept of self-esteem is referred to as a major component contributing to our behaviors. Definitions of the term “self-esteem,” though evidently self-defining in general usage, reflect a considerable variety of technical considerations, as follows:

1. From *Mosby's Medical and Nursing Dictionary* (1986), “the degree of worth and competence one attributes to oneself” (p. 1066).
2. According to Coopersmith (1986),

the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which the individual be-

believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt experience behavior. (pp. 4-5)

3. According to Rosenberg (1986), "self-esteem is a positive and negative attitude toward a particular object, namely, toward the self" (p. 30).
4. From Calhoun and Morse (1977), self-esteem is an additional evaluative component of self-concept and "satisfaction" is the key-word to be acknowledged.
5. From Germain (1978), self-esteem is labeled as one of three constructs of self-concept. This construct involves feelings and values about concepts and beliefs about the "self."

This is the valuation component of the evaluation process; that is, attributing a value to the self-related information. This construct could be called "self-esteem," the esteem attached to the "self" as it is known by the individual. It is meaningful to talk about positive and negative "self-esteem," or satisfaction and dissatisfaction with the self as one knows it. (p. 388)

6. And from Wells and Marwell (1976), self-esteem refers to the evaluative and affective components of self-concept.

Review of the literature of self-esteem is often confusing because of the inconsistent use of the terms self-esteem, self-concept and other self-terms. Coopersmith (1959) stated that studies of self-esteem are difficult to evaluate since the term is sufficiently vague to cause various interpretations. Wells and Marwell (1976) stated that there is an assortment of names placed under the construct of self-esteem. They observed that the same word may be used to convey widely different meanings by different theorists, who may refer to the same

phenomenon but with different names. A sample of terms related to self-esteem that Wells and Marwell considered include self-regard, self-love, self-confidence, self-respect, self-acceptance or self-rejection, self-satisfaction, self-evaluation, self-appraisal, self-worth, sense of adequacy or personal efficacy, sense of competence, self-ideal congruence, and ego or ego strength. In summary, Wells and Marwell noted that all of these terms may be attributed to some basic process or psychological function which can be referred to as either self-evaluation or self-affection.

Self-esteem also has other synonyms, including self-confidence, self-assurance, and self-efficacy (Brockner, 1988). Brockner noted that even though these terms are highly related to self-esteem, they do differ slightly. Wylie (1974) and Hamachek (1978) stated that the self-terms overlap and are thus intertwined in the literature. Shavelson, Hubner, and Stanton (1976) also noted that the terms self-concept and self-esteem have been used interchangeably. Therefore, establishing clarification and distinction among these self-terms is essential. In the literature, clarifications between self-concept and self-esteem are presented as follows:

1. From Hamachek (1978), “the self is part of each of which we are consciously aware, self-concept is a cognitive part of the self and self-esteem is an affective portion of the self” (p. 3).
2. According to Calhoun and Morse (1977), “the self is established when an individual is aware of being a separate entity, existing completely detached from objects within his environment. Self concept refers to the way an individual perceives himself and his behavior and his opinion of how others view him. Self-esteem is the individual’s satisfaction with the self-concept” (pp. 319, 321).

3. And from Lindberg (1989), self-concept refers to descriptive perceptions of the self, while self-esteem refers to the valiative assessment of those descriptions.

Other self constructs have been defined as follows (Brockner, 1988):

Self-acceptance refers to individual's attitudes toward their self-esteem.

.....

Self-worth refers to individual's perceptions of their value in their own and other's eyes.

.....

Self-confidence and self-assurance seem identical to the construct of self-efficacy, which refers to individual's beliefs that they can execute successfully the behavior(s) to produce (presumably desired) outcomes in given situations. (pp. 13-14)

Theoretical Background of Self-Esteem

A description of the major theories of self-esteem is reviewed to provide a useful foundation for understanding the development of the self-esteem construct, highlighting the historical perspectives about the self, self-concept and self-esteem which psychologists have attributed to this construct. The theories considered are presented in the chronological order of their introduction. They do not cover concepts of self-esteem in a comprehensive sense, but summarize the basic theories most often provided when considering issues of the self. A more extensive historical background can be found in Wells and Marwell (1976) and in Hattie (1992).

Since 1890, William James, one of the earliest psychologists of the "self," has been identified as a standard point of reference for the consideration of self-esteem (Wells & Marwell, 1976). James related the concepts of self-esteem and achievement, stating that those who seek to accomplish their aspir-

ations will be individuals with high self-esteem. According to Hattie (1992), James expressed the view that

the feelings and emotions that self-concept raise are primarily those of self-complacency and self-dissatisfaction. These two opposite feelings include pride, conceit, vanity, and self-esteem, and arrogance on the one hand, and on the other hand, modesty, humility, compassion, difference and shame. (p. 16)

In 1902, C. H. Cooley (Hattie, 1992) viewed the self from a more sociological perspective. His theory, the "looking glass self," emphasized the important role of social interaction within the development of the self. A person's self is a reflection of others, "each to each a looking glass reflect the other that doth pass" (p. 17). Cooley's concept involved three important elements, including (a) the imagination of our appearance to others, (b) the imagination of the individual judgments about their appearance, and (c) some sort of self-feeling. Cooley explained that "children actively formulate their own sense of self-worth by associating a self-evaluation with the judgment they think others ascribe to their behavior" (Weiss, 1987, p. 89).

In 1934, G. H. Mead expressed a concept of self in which many of the elements pertained to descriptions of self-esteem (Wells & Marwell, 1976). In the area of the essence of the self and the I-Me distinction process that people become objects to themselves, Mead's concept of the self was in agreement with that of James. Like Cooley, Mead perceived the importance of social interactions as an important contribution to the individual self (Hattie, 1992; Wells & Marwell, 1976). During the period which overlapped with Mead and his contemporaries, a number of psychoanalytic theorists also began to deal more directly with self-conception and self-esteem, including Adler, Horney,

Fromm, and Sullivan (Coopersmith, 1981; Hattie, 1992; Wells & Marwell, 1976).

During the period of the late 1950s until the present day, the literature of self-esteem begins in 1979 with the studies of Rosenberg (1986) and then Coopersmith (1965). Coopersmith's studies were principally concerned with the early development of self-esteem (Wells & Marwell, 1976). Coopersmith stated that self-esteem is an evaluative attitude in which the individual judges him or herself in terms of worthiness, in this sense comprised of four components: (a) feelings of significance, (b) feelings of competence, (c) feelings of power, and (d) feelings of virtue. These are considered as four sources of self-esteem. Since Coopersmith's research was directed at the school-age population, he concluded that there were three conditions which served to enhance the development of high self-esteem, including: "(a) acceptance of children by the parents, (b) enforcement of clearly defined limits for the children by the parents, and (c) respect for individual initiative and latitude within these limits by parents" (p. 32).

Rosenberg (1986) viewed self-esteem as a type of evaluative attitude in which an individual rated him/herself with respect to particular characteristics. His approach, the "self-estimate," emphasized the dynamics of the development of a positive self-image during adolescence, tending toward an explanation of group differences with respect to self-esteem. Rosenberg's work was considered by Coopersmith (1981) to be a major empirical study of the antecedents of self-esteem. His investigation of 5,024 high school students in New York represents an important step in providing explanation of many of the social variables associated with enhanced or diminished self-esteem (Coopersmith, 1981;

Wylie, 1989). The social variables that were correlated with self-esteem were parental attention and concern and other social environments.

Significance of Self-Esteem

Self-esteem is believed to be significant in the determination of how individuals perceive and value themselves personally, socially, and psychologically. The value individuals place upon themselves has an impact upon how those individuals will think, feel, and act. Several studies in the literature of the self have stressed the importance of self-esteem in relation to achievement, career paths, and productive work. Chen and Tollefson (1989) found that in addition to perceived control, ability, and effort, self-esteem was one of the most important contributors to achievement outcomes. Crook et al. (1984) examined whether academic and work achievement were related to self-esteem, career maturity, and college achievement. The results of this study suggested that self-esteem directly influenced career attitudes and subsequent work achievements. The implication was that high self-esteem students would be able to achieve at higher levels, at least in part because they would more fully adopt adult mores at earlier ages.

As observed by Branden (1969), "the higher [the] level of a man's self-esteem, the higher the goals he sets for himself and the more demanding the challenges he tends to seek" (p. 123). This postulate affirms that self-esteem plays a major role in determining the level of an individual's productive work capacities, desirable performances, and subsequent achievement. More recently, Christensen (1989) has stated that healthy self-esteem fosters and nurtures people in paths where their lives are directed toward increasingly enriched and productive ends.

Self-esteem continues to be a primary focus in educational contexts because it is considered to be a major factor influencing such processes as motivation, persistence, standard of success, and causal attributions for success and failure outcomes. (Weiss, 1987, p. 88)

In summary, individuals with high self-esteem respect themselves, consider themselves worthy and competent, and recognize their limitations and expect to grow and improve. On the other hand, low self-esteem individuals experience self-rejection, self-dissatisfaction and self-discontent; they lack respect for themselves (Rosenberg & Schooler, 1989).

Self-Esteem and Late Adolescence

The adolescents considered in the following discussion are college-aged youths. Their stages of development overlap between late adolescence and young adulthood (i.e., ages 18-35 years). According to Erikson's theories of the stages of development, this stage of life is a period of transition between youth and adulthood, requiring completion of the task of establishing a new identity, as well as concepts of intimacy, life goals, and a sense of life's meanings (Corey, 1986). Rosenberg (1986) stated that youths in the adolescent stage of development tend to be concerned with their self-image. Moreover, the late adolescent faces major decisions, including educational and occupational choices, as well as the necessity of confronting the ambiguities of a lack of clarity in social expectations, roles, and responsibilities. Other studies related to identity and self-esteem in late adolescent subjects have demonstrated an association between identity formation and self-esteem (Hauser, 1976; Romano, 1975). Bernard (1981) has noted that Romano discerned a strong inverse relationship between identity confusion and self-esteem among freshman female

subjects. Hauser (1976) found a positive correlation between the increasing stability of self-image and progress toward identity.

Self-Esteem and Sex Differences

Sex differences are an interesting consideration in the measurement of self-esteem. For example, Stake and Orlofsky (1981) explained that the problem of the predictive validity of self-esteem scales was particularly troublesome for female subjects, noting that sex differences in relationships between self-esteem measures and other behaviors may be based on differences in the organization of self-esteem factors between males and females. Berger (1968) examined sex differences as related to self-esteem factor structures. The results of his investigation were consistent with the interpretation provided earlier by Guertin and Jourard (1962). Sex differences could not be ignored when dealing with issues of self-esteem. Guertin and Jourard had speculated that “perhaps a woman's self-esteem should be evaluated in [the] narrower area of warmth in social settings, rather than in the gross general area required for men” (p. 244).

In comparisons between men and women for self-esteem, no one has concluded that all men had higher levels of self-esteem than all women. Sanford and Donovan (1985) observed that “the average man has a decided advantage over the average woman in developing and maintaining self-esteem.” A man, it was stated, “can always find a measure of self-worth in remembering and asserting that he is, after all, a man,” while “women have no similar defense against self-devaluation” (pp. xv-xvi). In contrast, Mackie (1983) studied gender comparisons of the self-conceptions of 797 adult Canadians and found no sex differences in the gender salience of self-esteem. Although Kuhn and McPartland (1954) and then Kuhn (1960) also found no differences in the gen-

der salience of self-esteem in grade school children, it was stated that gender was more salient for female high school and college students with regard to their self-descriptions.

Self-Esteem and Its Dimensionality

In the literature of self-esteem, inconsistencies exist regarding verification of the unidimensionality and multidimensionality of measures. When a construct is unidimensional, it reflects a single component (factor) within its composition. Thus, a unidimensional scale means that all instrument scale items will measure the same things. On the other hand, multidimensionality is directed toward those constructs that reflect more than a single component in their composition. Therefore, a multidimensional scale means that all instrument scale items measure more than a single hidden component underlying the single construct. Rosenberg (1965) verified that his self-esteem scale was unidimensional, stating that

an instrument was required which would enable us to rank people along a single continuum ranging from those who had high to those who had very low self-esteem. The Guttman scale insures a unidimensional continuum by establishing a pattern which must be satisfied before the scale can be accepted. The adequacy of each item is not determined primarily by its relationship with all other items on the scale. (pp. 16-17)

Wells and Marwell (1979) addressed several studies, including contributions from Smith, Kubiniec, and Farr and Kubiniec, which reported on results obtained from the use of this scale. In contrast, Openshaw, Thomas and Rollins (1981), citing Wylie (1974) as their authority, stated that “the extant literature indicates that no measure of global self-esteem, which has the desired unidimensionality, has yet been constructed” (p. 280). Stake (1985) provided an inter-

esting comment, when he observed that “until recently, most self-esteem researchers have considered self-esteem to be a unidimensional, global self-attitude, and they have attempted to find a correspondence between measures of general feelings of self-worth and measures specific to a content domain (e.g. reactions to achievement success and failure)” (p. 531). Nonetheless, Openshaw et al. concluded that those who conducted self-esteem research had developed instruments which demonstrated multidimensional rather than unidimensional scales. More recent empirical research appears to be in agreement that self-esteem is basically a multidimensional construct (Marsh & Shavelson, 1985; Weiss, 1987). In a recent edition of his inventory manual, Coopersmith (1990) has added his agreement to the extent that his instrument is multidimensional. The factor analytic studies that have supported the multidimensionality of the Coopersmith Self-Esteem Inventory (SEI) include Crandall (1973) and Ketcham and Morse (1965).

Self-Esteem and Family Relations

Those researchers concerned with the self often consider family relations as an important element in the formation of an individual's self-concept and self-esteem (Coopersmith, 1981; Harter, 1986, 1987; Rosenberg, 1989). Gecas and Schwalbe (1986) examined parental behaviors and adolescent self-esteem with a sample of 128 families, each composed of a father, a mother and a late adolescent child. The results revealed that perceptions of paternal behavior were more consequential for adolescent self-esteem than were perceptions of maternal behavior, and that parent-child interaction variables were more strongly related to boys' than to girls' self-esteem. The latter result had not been anticipated by the researchers.

In the United States, the evidence has been consistent that parent behaviors exercise a significant influence upon adolescent self-esteem. Recently, Barber, Chadwick and Oerter (1992) conducted a cross-cultural comparison study of parental behaviors and adolescent self-esteem based upon subjects from the United States and Germany. For the U.S. sample, general support and physical affection and companionship were strongly related to self-esteem, which was not the case for the German sample. In the discussion of their results, the investigators demonstrated that they were culturally aware, placing emphasis upon the need to consider differences in the socialization practices between diverse cultures.

Self-Esteem and Depression

Studies of self-esteem and depression have been conducted for a range of populations, from children through groups of adult age. For the National Institute of Health, Rosenberg (1989) examined 50 normal young adult volunteers and ward nurses within an institutional setting, using the Leary scale and a self-esteem questionnaire as the instruments for the study. A significant relationship between individual self-esteem and the likelihood that individuals would appear to be depressed was found. For both female and male college-aged students, Battle (1978) also determined there was a link between self-esteem and depression.

A second study conducted by Rosenberg (Rosenberg & Schooler, 1989) found that self-esteem and depression were bidirectionally causal-related. Findings indicated that low self-esteem fostered delinquency, and vice versa. Low self-esteem and depression among adolescents has been found to often enhance problematic behaviors, ranging from poor intrapersonal adjustments to such ma-

jor problems as suicide and substance abuse (Sturkie & Flanzer, 1987). In studying sex differences in adolescent depression, Allgood-Merten, Lewinsohn, and Hops (1990) found in comparison to male counterparts that female adolescents had experienced more depressive symptoms, self-consciousness, stressful recent events, and feminine attributes and negative body image in relation to self-esteem.

Self-Esteem and Peers

Among sources of social support, peer relationships appear to exercise significant influences upon adolescent self-esteem, and it has consistently been found among adolescents that peer acceptance is essential for the maintenance of positive self-esteem (Eskilson, Wiley, Muehlbauer, and Dodder, 1986). Harter (1990) stated that “self-esteem undergoes change during adolescence” (p. 228). This observation was in agreement with an initial finding by Rosenberg (1986) that parental attitudes toward the self were important to young children, and that peer judgment and acceptance had become increasingly significant for older children and adolescents. Fischer (1981) noted that between adolescent boys and girls, the latter developed the ability to form intimate relationships at earlier ages. Another comparison study demonstrated among girls, feelings toward friends were more strongly associated with self-esteem than it was among boys (O'Donnell, 1976). As a general conclusion, Harter (1990) observed that although peer support was more relevant among young adolescents, the influences of classmate support and parental supports were not significantly different. For older adolescents, self-worth was influenced to a greater degree by peer support than by parental support.

Self-Esteem and Anxiety

In his initial study, Rosenberg (1965) devoted one chapter to self-esteem and anxiety, and summarized his findings as follows:

Four factors associated with self-esteem which might be expected to contribute to anxiety have been suggested: the instability of the self-image, the presenting self, vulnerability, and feeling of isolation. Self-esteem was found to be related to each of these factors; each of these factors was related to psychosomatic symptoms of anxiety; and when each of these factors was controlled the relationship of self-esteem to anxiety decreased to some degree. This would suggest that these four factors contributed in some measure to the relationship between self-esteem and anxiety. (p. 167)

Among child populations, Dorr and Pozner (1985) stated that their study supported the assumption, as previously posited by Spielberger (1966) and Coopersmith (1981), that self-esteem and anxiety were strongly related psychological constructs. Much earlier, Bledsoe (1964) had reported, for both sexes in the fourth grade and for sixth grade boys, that there was a significant negative correlation between anxiety and self-esteem.

Measures of Self-Esteem

For the purposes of the present study, two measures of self-esteem, the Coopersmith Self-Esteem Inventory (SEI) and the Rosenberg Self-Esteem Scale (RSE), are reviewed.

Coopersmith Self-Esteem Inventory

In accordance with his definition of self-esteem as a “personal judgment of worthiness expressed in the attitudes a person holds towards the self,” Coopersmith (1959, p. 2) designed an instrument to measure evaluative attitudes toward the self (Coopersmith, 1986). This instrument was constructed originally for use among children, but has recently been revised for use among all age groups (Robinson & Shaver, 1973). The SEI manual has been reprinted eight times, reflecting the broad extent to which this test is used (Coopersmith, 1981, 1986, 1990).

Analysis of the SEI reveals that the original pool of items was selected from the Rogers and Dymond Scale (1954), and then, with the addition of appropriate items, reworded for use with children (Coopersmith, 1959). Five qualified psychologists were invited to sort the items to classify those indicative of either high or low self-esteem. Ultimately, 50 items, in addition to eight items from the Lie scale, were selected to measure four dimensions: (a) the general self, (b) social self-peers, (c) home parents, and (d) school-academic (Coopersmith, 1990; Hattie, 1992). To allow researchers alternatives, for reasons of time limitations or different language levels, two additional forms were subsequently added and are described below:

1. School Form (Form A): Used for students age 8 through 15 years, the form consists of 58 self-esteem items and the eight items of the Lie Scale (i.e., a measure of the subject’s defensiveness or test-wiseness). Inventory items cover the four areas of peers, parents, school, and personal interests. The reliability of this form has been established at .70 ($n=56$).

2. School Short Form (Form B): An inventory of 25 items drawn from Form A, but with no Lie Scale nor provision for subscale scores. The correlation between Forms A and B is .86 ($n=121$). Form B may be used for the same age groups as Form A.
3. Adult Form: Used for persons age 16 years and older, this form consists of 25 items adapted from Form B. The correlation of total scores from Form B and the Adult Form were in excess of .80 for three samples of high school and college students ($n=644$).

Studies which have supported the validity of the SEI include those conducted by Kokenes (1974, 1978), which used factor analysis to confirm the construct validity of the SEI subscales. The strengths and weaknesses of the SEI have been considered by Hattie (1992), and initially by Robinson and Shaver (1973), who addressed, respectively, positive and negative judgments as follows:

The scale has the potential to measure discrete sub-areas (such as family or social) of esteem. Coopersmith provides more validation than exists for many scales. Many of the individual items could probably prove valuable in future refinements. With slight wording changes the scale can be used with all ages.

.....
 No systematic validation work has been undertaken on the scale. The high correlations with social desirability must be considered a problem. No collection point of information for users exists (p. 85).

In a subsequent evaluation, Hattie (1992) noted the initial comment by Wylie (1974), who had observed that “the state of development of this inventory and the amount of available information about it do not make it an instrument of choice for self concept research on child[ren]” (p. 154). Hattie concluded that

one of the problems of the SEI is that three versions exist, and recommended that researchers must clearly state which version had been used.

Rosenberg Self-Esteem Scale

Rosenberg (1965) began from the premise that self-esteem consists of global positive and negative self-attitudes. The RSE, subsequently developed for the purpose of measuring global self-esteem, consists of a 10-item Guttman scale based upon the following practical and theoretical considerations: (a) ease of administration, (b) economy of time, (c) unidimensionality, and (d) face validity. The RSE was first used for a random selection of 5,024 high school students from New York (Wylie, 1989). The Cronbach alpha for this sample was .77. Thus, the RSE, employing a four-point scale, has become one of the most well-respected instruments for the measurement of self-esteem. Wylie observed that the RSE has been widely used in numerous research studies conducted for ranges of nationalities, ages, socioeconomic levels, ethnic groups, and psychiatric populations.

As noted by Wylie (1989), Rosenberg (1965) established the validity of the unidimensional RSE scale subject to the following caveat:

Unfortunately, there are no “known group” or “criterion groups” which can be used to validate the scale. The adequacy of the measure must thus be defended on the following grounds: if this scale actually did measure self-esteem, then we would expect the scores on this scale to be associated with other data in a theoretically meaningful way. (p. 18)

Robinson and Shaver’s (1973) judgments of the positive and negative aspects of the RSE were given, respectively, as follows:

The scale is brief and thorough in measuring the self-acceptance factor of self-esteem. It has high reliability for such a short scale and can be used without grouping of items necessary for the Guttman format.

.....
 Not much recent work has been done with the scale and there is no central repository for information for potential users. The Guttman format for scales has been strongly criticized by Nunnally (1967, p. 61-66) who argues that the small number of items and forced rectangular distribution of items in Guttman scales are artificial and likely to produce only gross, ordinal distinctions among people. (p. 82)

It is certain that any empirical advantage derived from the use of a Guttman scale to measure self-esteem remains to be demonstrated. Wylie (1989) observed that there were no explanations given for the development of the original item pool or as criteria for item selection. Despite both the advantages and disadvantages demonstrated for the SEI and the RSE, both are used across the nation. Not only are these two instruments consistently documented in self-esteem and self-concept studies in the United States, they have also been implemented for the conduct of cross-cultural investigations.

Use of the SEI and RSE in Cross-Cultural Studies

Studies based upon use of the SEI in a Spanish version for Puerto Rican populations were conducted by Gonzalez-Penalver (1982) and by Prewitt-Diaz (1984), from which it was determined that the instrument was cross-culturally valid. For an Asian population, Watkins and Astilla (1980) used the SEI for a group of Filipino girls, resulting in a test-retest coefficient of 0.61 ($n=193$). Calhoun and Sethi (1987) compared self-esteem for pupils from India, the United States, and the Philippines. Findings indicated that the students from the U.S. scored higher in self-esteem, as measured by the SEI, than did the Indian or Filipino students. These results also supported findings established by Wat-

kins and Astilla that indicated that Filipino girls tended to have moderately stable self-esteem.

In addition, Sethi and Calhoun (1986) used the SEI to compare total self-esteem scores between students from India and the United States. The results indicated that the American students appeared to have higher total scores on the SEI than students from India. The SEI has also been translated into the Thai language. Pumpuxk (1986) used a translation of Form A to measure self-esteem for 100 Thai students, obtaining a reliability score of .88 (44 items). However, the SEI Adult Form has not been developed for Thai subjects or translated into the Thai language. Three studies which have included the RSE as a selected instrument among Asian student populations include those by Srivastava (1981), Verkuyten (1988), and Nirantawee (1989), the latter of which used the developed version translated into the Thai language. However, the validation results for this study were not included in the report.

Research Designs or Statistical Methods Comparable to the Approach Adopted for the Current Study

To construct a self-attitude test, an item pool is initially developed in accordance with the theoretical foundation of the issue concerned. For the most part, items are selected by face validity, just as for the first step. In this sense, face validity means that the items are presumed to be logical, but their validity has not been empirically demonstrated. This procedure is less rigorous than the establishment of content validity, which merely involves the researcher's judgment of test content (Rosenberg, 1965; Wells & Marwell, 1976). Golden, Sawicki, and Franzen (1984) recommended that item selection be based upon

“professional nomination,” as suggested by experts. The technique for reliance upon expert judgment, a nonempirical approach, is called the Delphi technique.

Delphi Technique

The Delphi technique is a nonempirical method for measuring content validity which has been found to be appropriate for application in social science research (Courtney, 1982; Linstone & Turoff, 1975). The Delphi concept was developed through an Air Force-Rand Corporation project in the early 1950s. The concept suggests a systematic process of the collection of expert opinions to establish a reliable consensus based upon the input of panel members. It has been suggested that the size of a Delphi panel should be from 5 to 10 members and, according to Samahito (1984) is based upon the following considerations:

1. The problem does not lend itself to precise analytical techniques but can benefit from subjective judgments on a collective basis.
2. The individuals needed to contribute to the examination of a broad or complex problem have no history of adequate communication and may represent diverse backgrounds with respect to experience or expertise.
3. More individuals are needed than can effectively interact in a face to face exchange.
4. Time costs make frequent group meetings infeasible.
5. The efficiency of face to face meetings can be increased by a supplemental group communication process.
6. Disagreements among individuals are so severe or politically unpalatable that the communication process must be referred and/or anonymity assured.
7. The heterogeneity of the participants must be preserved to assure the validity of the results, i.e., avoidance of domination by quantity or by strength or personality. (pp. 46-47)

The Delphi process involves a group response in written format without face-to-face meetings. Courtney (Samahito, 1984) states that within this process, four steps are undertaken, as follows:

1. The first questionnaire calls for a judgment about the possible contents of a data gathering device. Usually, the question asked by the researcher is whether or not items should be rejected for inclusion in the instrument, accepted for use as a part of the data-gathering tool, or modified for use in the device.
2. On the second round, each panel member, who is isolated from other members, receives a copy of the proposed list of items to be considered for the instrument and is asked to rate or evaluate each item by some criteria, such as importance level, probability of success, or others.
3. The third questionnaire includes the list and the ratings from the second step. In effect, this step asks the individual panel members to either revise their opinions or else to specify their reasons for remaining outside of the consensus of the other panel members.
4. The fourth questionnaire, if one is needed before consensus is met, includes the list of items, the previous ratings, and consensus and minority views from panel members. This step provides the final chance for revision of the items to be included on the research instrument. If more steps are needed before a consensus can be reached, the process is continued. (pp. 48-49)

This process is repeated until the final judgments of the members are reached. As a result, the minimum time required for the Delphi process is about 45 days (Chuaratanaphong, 1984).

Bruyer (1987) developed a Food Fantasies Questionnaire, a self-reporting therapeutic and research instrument. The 42-item questionnaire (of 110 items initially considered) was finalized through application of the Delphi techniques. The instrument was administered to 52 young women in out-patient individual and/or group therapy for anorexia nervosa, bulimia, compulsive overeating or bulimia nervosa. The computed reliability coefficient for this study was +0.94, which is considered to be substantial. At Oregon State Uni-

versity, other studies which have applied the Delphi technique and similar methodologies include those conducted by Starmach (1988), Gunderson (1971), and Wesley (1989).

Factor Analysis

Factor analysis represents a statistical formula which is intended to account for interrelationships among a number of items with respect to some underlying factors (Mehrens & Lehmann, 1973). Cattell (1952) stated that “factor analysis shows us how some variables can be grouped together because they behave in the same way, and it proceeds to delineate new independent, underlying factors which may be responsible for these groupings” (pp. 14-15). In the test construction process, the developer usually starts with a construct, creates a number of items, and then administers these items to a subject group. Factor analysis is then used to assure whether the items selected really measure the underlying traits that the developer has specified.

For the purpose of examining construct validity, factor analysis is frequently applied to studies of self-esteem and may be referred to as “structural analysis” (Rosenberg, 1965; Rosenberg & Simmons, 1972; Wylie, 1989). Wells and Marwell (1976) noted that “factor analysis has seemed to many a promising technique for dealing empirically with the multidimensionality of self-esteem and for developing and refining measures” (p. 181). Whether self-esteem is presumed to be unidimensional or multidimensional, factor analysis can be used for the purpose of assessing construct validity (Coopersmith, 1990; Rosenberg, 1989). A number of studies, structurally and analytically similar to the current study, have used factor analysis for test construction research (Bruyer, 1987; Hensley & Roberts, 1976; Kokenes, 1973).

Summary

Chapter 2 has encompassed a review of the literature related to the present study in three areas: (a) literature related to self-esteem, (b) literature related to the measurement of self-esteem, and (c) literature related to studies based upon similar design and/or statistical methodology.

CHAPTER 3

METHODOLOGY AND STATISTICAL DESIGN

This chapter, presenting a discussion of the methodology and statistical design used for the present study, encompasses six major sections as follows:

1. Preparation of the instrument and item pool/reliability of the pilot instrument;
2. Application of the Delphi technique;
3. Pilot testing;
4. Reliability of the instrument;
5. Factor analysis and construct validity;
6. Selection of the sample;
7. Dependent and independent variables; and
8. Collection of the data.

Preparation of the Instrument

To understand the construct of self-esteem, the first step in the development of the questionnaire was to review the literature of self-esteem as well as its methods of measurement. An item pool of 70 statements, presented in the Thai language, was developed from several sources. Ten items from the Ros-

enberg Self-Esteem inventory (RSE)¹ were translated into the Thai language. In turn, 25 items from the Coopersmith Self-Esteem Inventory (SEI, Adult Form)² were translated into Thai by the researcher. Moreover, the researcher developed 35 items in the Thai language. Within the initial item pool of 70 statements, 35 items were worded positively and the remaining 35 items were worded negatively. These attitudinal statements met the following criteria recommended by Edwards (1957):

- 1) Avoid statements that refer to the past rather than to the present.
- 2) Avoid statements that are factual or capable of being interpreted as factual.
- 3) Avoid statements that may be interpreted in more than one way.
- 4) Avoid statements that are irrelevant to the psychological object under consideration.
- 5) Avoid statements that are likely to be endorsed by almost everyone or by almost no one.
- 6) Select statements that are believed to cover the entire range of the effective scale of interest.
- 7) Keep the language of the statements simple, clear and direct.
- 8) Statements should be short, rarely exceeding 20 words.
- 9) Each statement should contain only one complete thought.
- 10) Statements containing universals such as *all*, *always*, *none*, and *never* often introduce ambiguity and should be avoided.
- 11) Words such as *only*, *just*, *merely*, and others of similar nature should be used with care and moderation in writing statements.
- 12) Whenever possible, statements should be in the form of simple sentences rather than in the form of compound or complex sentences.

¹Permission for the use of the Rosenberg Self-Esteem inventory was granted by Princeton University Press, September 17, 1992.

²Permission for the use of the Coopersmith Self-Esteem Inventory (Adult Form) was granted by Consulting Psychologist Press, Inc., October 8, 1992.

- 13) Avoid the use of words that may not be understood by those who are to be given the completed scale.
- 14) Avoid the use of double negatives. (pp.13-14)

Each item was developed in a Likert scale format, based upon a four-point scale ranging from 4 to 1, as follows:

- 4 = strongly agree,
- 3 = agree,
- 2 = disagree, or
- 1 = strongly disagree.

The use of a four-point scale was selected as a means to restrict the respondent from rating a middle and possibly noncommittal position on the scale (Courtney, 1990). The selection of the Likert scale approach for this study was based upon its advantages, including simplicity and the efficiency of producing the same reliability with fewer items (Likert, 1932). Accordingly, an initial 70-item questionnaire requiring verification for content validity was constructed (Appendices A, B, & C).

Application of the Delphi Technique

The second step for the current investigation was to determine how well each of the test items reflected the content that it was intended to measure. This process for the determination of the validity of the instrument has been recommended by Courtney (1991). Content validity is thus determined by application of the Delphi technique, whereas construct validity can be verified through factor analysis (see below, this chapter). "Content validity is most often determined on the basis of *expert judgment* " (Lindeman, 1967, p. 37). A panel of six Thai experts, each with more than six years of appropriate research and pro-

fessional experience in education and psychology, was selected for the establishment of content validity. This panel was composed of the following members:

1. Two panel members were professors at Silapakorn University, Nakorn Pathom (vicinity of Bangkok), Thailand, one a professor of social psychology and the other a professor of psychology.
2. The remainder of the members were professors at Srinakharinwirot University, Bangkok, Thailand. Two were professors in psychology and psychological measurement of the Psychology Department, whereas the other two were professors of counseling and educational psychology in the Department of Guidance and Educational Psychology.

Among them, three were male and three were female; five had been awarded Ph.D. degrees from American universities; and one member received a Ph.D. from Chulalongkorn University, Bangkok, Thailand. Their names and addresses are shown in Appendix D.

The Delphi procedure adopted for this study consisted of the following steps:

1. The researcher met with each panel member to discuss the purpose and the anticipated contributions of the study. One week later, the potential instrument was personally delivered to each panel member for his/her judgment. In this first round, panel members were asked to screen all self-esteem inventory statements, and either accept, delete, or revise the statements. Space was provided on the form for statements which required revisions or for those which should be added. Space was also included for

comments on unacceptable, ambiguous, or redundant wording which might have been included in the statements. After the questionnaire was examined and returned to the researcher, the comments, revisions, and/or added statements were compiled and revised.

2. In the second round, the Delphi members received the adjusted draft instrument delivered by the researcher. The panel members were then asked to rate the importance of each item on a four-point scale in the following range:

- 4 = extremely important,
- 3 = important,
- 2 = of little importance, or
- 1 = unimportant.

After the questionnaire was rated in response to its importance and returned, the items receiving ratings of three or higher were adopted for the final questionnaire. Panel member consensus was considered met when 80 percent of the members agreed that any item should be retained (E. W. Courtney, personal communication, April 24, 1991). Based upon the consensus of agreement among the six experts, 68 items, including 33 positive and 35 negatives items, were selected. Copies of the results of Delphi rounds one and two are included, respectively, as Appendices E and F. This final adjusted questionnaire resulting from application of the Delphi procedure (Appendix G), was then determined to be ready for application in a pilot field study.

Pilot Test

The third step in preparing the instrument was to field test the final adjusted questionnaire. For field testing, Courtney (1990) has suggested that the general method for the determination of content validity after the item pool has been processed for use is as follows:

1. From 30 to 50 pilot subjects were selected at random from the population of interest and were asked to indicate agreement-disagreement with statements in the instrument on a four-point response scale, with scale values for negative items being reversed.
2. The pilot responses were summed and statistically evaluated, using the percentage of respondents marking each scale value, means, standard deviations, and item discrimination data. In addition, validity and reliability attributes were analyzed.

Seventy college women in Bangkok were randomly selected from a general population of young college women. They were asked to complete the questionnaire. Following field testing, a final revision was required. Based on the item-total statistics, a final set of 52 items was selected. Following this selection procedure, the item discrimination and item selection processes were employed. According to Courtney (1990), "item discrimination indices with this method range from -1.00 to +1.00. A zero or near zero correlation indicates that the item is not discriminating among the respondents. Such an item is not contributing to the measurement which is accomplished by the other test items. Such items should be eliminated from the test"(pp.10-11).

Therefore, from the pilot study items which had correlation values smaller than 0.265 or near to zero values were eliminated. The reliability of the

pilot study instrument (68 items), as assessed by the Hoyt-Stunkard method, was determined to be +0.91. With the final set of 52 items, including 23 positive statements and 29 negative statements, the preparation of the instrument was completed. These fifty two items served as the final instrument for the collection of data for this study. The instrument used in the study, presented in both Thai and English versions, is provided in Appendix H.

Reliability of the Instrument

The instrument used for the pilot study was found to be multidimensional. Therefore, the Hoyt- Stunkard (1952) ANOVA method was selected as an appropriate statistical procedure for the assessment of the internal reliability of the pilot study instrument. It was thus determined that if the final instrument adopted proved to be mutidimensional, the Hoyt-Stunkard ANOVA would also be applied to the responses to the instrument. The Hoyt-Stunkard method was developed for use in determining internal consistency for unrestricted scoring items. Thus, it is appropriate to use this method for nonsummed Likert scale scores (Courtney, 1990). The estimate of internal reliability in the present study was obtained from application of the following formula:

$$r = \frac{\text{Mean Square Respondents} - \text{Mean Square Residuals}}{\text{Mean Square Respondents}}$$

Factor Analysis and Construct Validity

Lindeman (1967) has summarized construct validity as the “extent to which a test tells us something about a meaningful characteristic of the individ-

ual” (p. 35). Accordingly, factor analysis was selected as the technique for the assessment of construct validity in the test construction for the present study. Nunnally (1970) suggested that factor analysis is a fundamental technique for the identification of clusters of related variables or factors.

Factor analysis was thus used to assure the validity of the factors about which self-esteem traits were actually clustered, serving to identify those items which measured identical or related factors (Courtney, 1982). The mathematical model for factor analysis is as follows:

$$V_t = V_{co} + V_{sp} + V_e ,$$

where

V_t = total variance,

V_{co} = variance that two or more measures share in common,

V_{sp} = variance which is specific to each individual measure, and

V_e = variance attributed to error.

Those items found to have factor loadings of +0.50 or higher were considered to be clustered within a factor, and the results of factor analysis were used to indicate if the developed scale is considered unidimensional or multidimensional in character.

Selection of the Sample

The population for this study consisted of undergraduate Thai college women selected from all of the universities in Bangkok, Thailand. The total sample of 531 subjects was selected at random from the field population. Due to the use of the factor analysis assumption to assure valid data interpretation, the sample size required approximately 10 respondents for each of the instru-

ment items (Courtney, 1990). This standard reduced (or washed-out) error variance in the factor analysis process (Courtney, 1991). Comrey (1973) classified a sample of 50 as very poor; 100 as poor; 200 as fair; 300 as good; 500 as very good and 1,000 as excellent. Gorsuch (1974) agreed that

psychometrically oriented factor analysts prefer to have a large number of subjects in order to assume statistical significance of the resulting factors. A “large number” is usually defined as five or ten times the number of variables, but not less than several hundred. (p.136)

According to the sample size criterion for this type of factor analytic study, the sample for this study (531 respondents) was considered to be adequate and met the criterion of more than 10 times of the number of instrument items.

Dependent and Independent Variables

The dependent variables for this study consisted of a scale value judgmentally assigned by the respondents who participated in the study. The scale values were based on the following four (4) point Likert scale:

- 4 = strongly agree,
- 3 = agree,
- 2 = disagree, or
- 1 = strongly disagree.

There were 52 dependent variables (items) included in this study, each of which was scored independently.

The demographic data gathered as a part of this study included age and grade point average (GPA). Fifty-five percent of the subjects participating this study were under the age of 20 years, and 45 percent were between the ages of 21 to 25 years. The remainder were more than 25 years of age. By a substan-

tial majority, the subjects were either freshman or sophomore students, the overall GPA for whom was in a range from 2.51 to 3.00.

Collection of the Data

Several procedural steps were necessary to collect the data for this study. The first step was to submit a research proposal to the Human Subjects Committee, Oregon State University, for approval prior to the collection of the data. Second, official contact was established between the researcher and the vice presidents for research and evaluation and the deans of colleges at each university attended by potential subjects prior to the collection of data at those universities.

The instrument was administered by six M.S. counseling students at Srinakarinwirot University, each of whom volunteered as a research assistant to deliver and collect data at the 10 universities selected as a sample for the present study (Appendix I). The student volunteers were provided with an explanation of the purpose and proposed contributions of the study, as prepared in a cover letter. Preparation was completed when the volunteers indicated that they understood the directions for responding to the test items and felt comfortable and ready to collect data.

Finally, all questionnaires were collected within an eight-week period. Each questionnaire was examined for completeness and for clarity of markings so that the coding could be clarified prior to data entry into computer scan sheets in preparation for final statistical analysis.

CHAPTER 4

RESULTS AND DISCUSSION

The statistical analysis of data collected for the present study is presented in two sections. The first section demonstrates the internal consistency reliability of the developed instrument as examined by analysis of variance. The second section provides factor analytic results for the establishment of clusters of self-esteem items from the instrument.

Reliability of the Instrument

The reliability of the instrument was assessed using the Hoyt-Stunkard (1952) method, based upon consideration of a four-point Likert scale ANOVA for the establishment of internal consistency. "The reliability coefficient for Hoyt-Stunkard is calculated using the mean square values for error and respondents" (Courtney, 1990, p.18). The ANOVA mathematical model and its description was provided in Chapter 3. The computed reliability coefficient for the instrument is shown in Table 4.1.

The reliability coefficient (r) was obtained by

$$r = \frac{\text{MS Respondents} - \text{MS Residuals}}{\text{MS Respondents}},$$

therefore:

$$r = \frac{5.5558 - 0.3543}{5.5558} = +0.9362.$$

Table 4.1. Reliability coefficient for the instrument.			
Source of variation	Degrees of freedom (df)	Mean square (MS)	r
Respondents	530	5.5558	.94
Residuals	27030	0.3543	
Total	27560		

Harris (Bruyer, 1987) provides the following guidelines for the assessment of the obtained degree of reliability:

.95 to .99	very high, rarely found;
.90 to .94	high;
.80 to .89	fairly high, adequate for individual measurement;
.70 to .79	rather low, adequate for group measurement but not very satisfactory for individual measures;
below .70	low, entirely inadequate for individual measurement, although useful for group averages and school survey.

As shown in Table 4.1, the reliability coefficient of +0.94 falls in a satisfactory high range. This result indicated a consistent response across the 52 items developed for the instrument. Therefore, it was determined that:

- 1) the instrument was homogeneous and
- 2) the 531 respondents were consistent in their responses to the 52 items included in the instrument.

Results of the Factor Analysis

Factor analysis was used to determine the statistical relationships (i.e., clusters) for the developed self-esteem items presented in the administration of the instrument. The R-technique, a factor analytic method for the examination of the relationships of each self-esteem item for the clustering of common items, was utilized to determine clusters resulting from respondent ratings on a four-point scale for 52 items.

A principal component (PC) analysis is an extraction method commonly used for factor analysis procedures. For analysis of the results of the present study, the PC analysis extracted 12 initial factors (or clusters). The number of factors was determined by the criterion “that only factors that account for variances greater than 1 (eigenvalue us greater than 1) should be included” (Norusis, 1985, p. 131). In accordance with this criterion, the 12 factors with eigenvalues greater than 1 were then retained at this stage. See Appendix J. In addition, to effect decisions regarding the number of factors, it is recommended that the factor solution should be simple and interpretable. DeVellis (1991) and Norusis (1985) are in agreement that to obtain useful factors among groups of variables, the parsimonious use of factors is suggested. Therefore, the Cattell (1966) scree test was employed as the second factor extraction criterion for the determination of the number of factors at subsequent stages of the analysis.

The scree test consists of a plot based upon a vertical axis shown in correspondence to eigenvalues (total variances), in conjunction with a horizontal axis corresponding to successive factors. The cut-off point is located at an elbow in the plot, above which all factors are rejected. In accordance with the

scree test shown in, Figure 4.1, 7 of 12 factors were retained from the results of the present study.

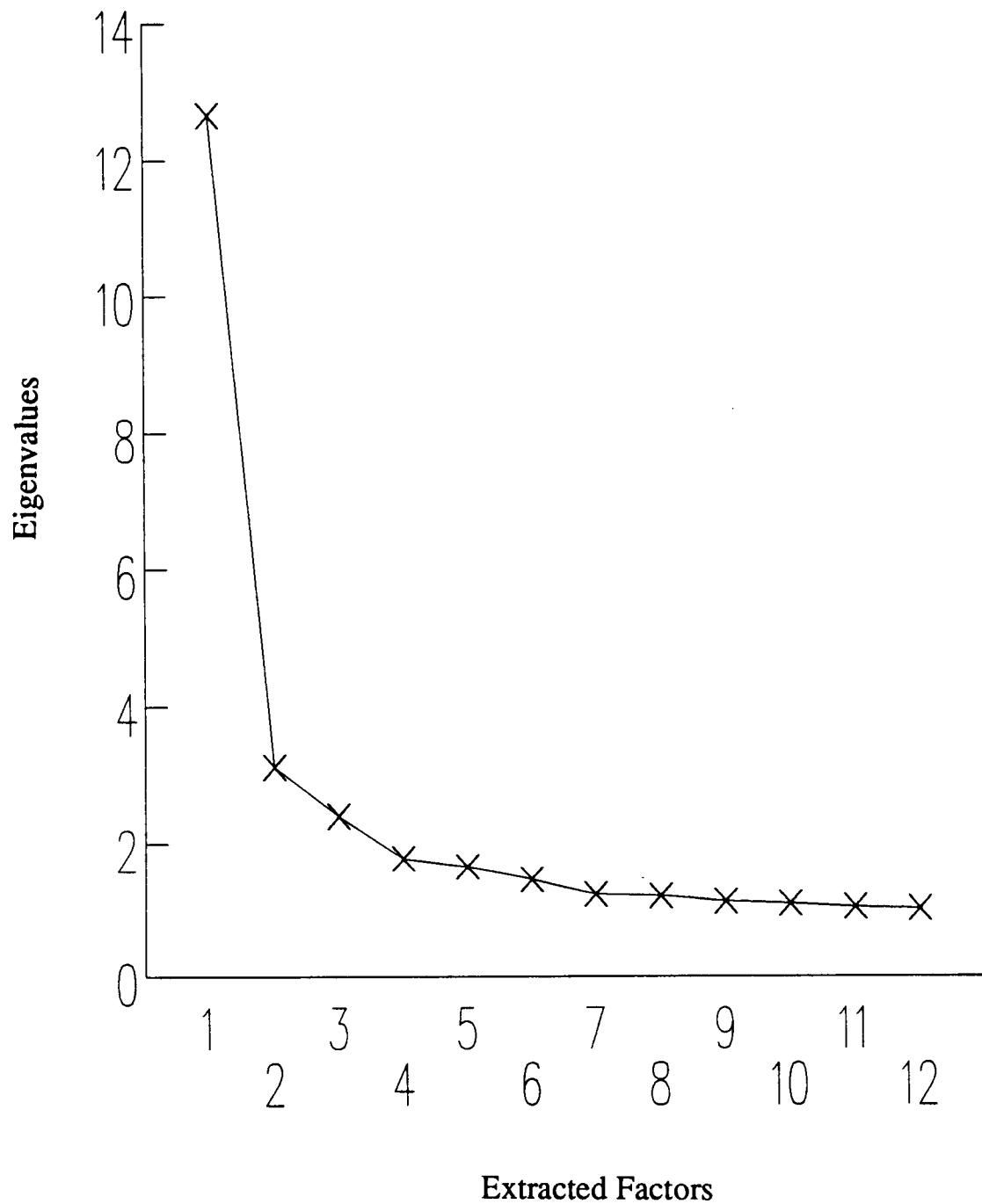


Figure 4.1. Scree test for factor extraction from the results.

As shown in Figure 4.1, the plot did not indicate a sharp cut-off point between factors 6 and 7. Therefore, factor 7 was retained because it had a relatively high factor loading and appeared to provide an interpretable and meaningful cluster related to adolescent self-esteem. In this respect, the exercise of a subjective decision by the researcher is acceptable. According to Harman (1967), the arbitrariness of making decisions for the selection of the number of factors (clusters) has been justified by F. R. Moulton as follows: “every set of phenomenon can be interpreted consistently in various ways. It is our privilege to chose among the possible interpretations the ones that appear to be most satisfactory, whatever may be the reasons for our choice” (p. 21).

Based upon the PC analysis, it was apparent that each cluster reflected a self-esteem construct. Accordingly, the 7 factors identified as self-esteem components were identified and named arbitrarily as follows:

- Factor 1: Sense of Family Relations,
- Factor 2: Sense of Self-Worth,
- Factor 3: Sense of Adequacy,
- Factor 4: Sense of Competence,
- Factor 5: Sense of Efficacy,
- Factor 6: Sense of Confidence, and
- Factor 7: Sense of Social & Peer Relations.

From the statistical analysis matrix, it was apparent that when factor loadings were high for one factor, they were not equally high for others (i.e., there was no overlap, Appendix K). This indicated that the seven factors each had significant and distinctive factor loadings. These seven factors were generated through application of the R-technique, for which the minimum factor loading was set at 0.50. At the loading cut-off point, 18 negative items and 12

positive items with loadings higher than 0.50 were determined. Therefore, these 30 positive and negative self-esteem statements were considered to be highly significant, based upon the criteria considered by Fruchter (1954) and by Courtney (1990).

In ideal terms, according to Courtney (personal communication, September 20, 1992), the scale developer should expect an equal number of negative and positive statements. Accordingly, the inclusion of spurious self-esteem statements with loadings of less than 0.50 was necessary to improve the balance between the number of positive and negative statements. Therefore, for the present study, a minimum factor loading of 0.37 was used to identify spurious items to include an additional six positive items. Although the 0.37 factor loading was apparently very low, Comrey (1973) has stated that a 0.30 cut-off level is fairly common for orthogonal factor loading. It was suggested that rough values for orthogonal factor loading criteria for purposes of factor interpretation would be as follows: 0.71 = excellent, 0.63 = very good, 0.55 = good, 0.45 = fair, and 0.32 = poor.

Loadings of +0.30 and above have commonly been used to provide some interpretive value. Rosenberg (1965) used a minimum factor loading of +0.35 and Samahito (1984) set the cut-off level at +0.40. For the purposes of the present study, it was assumed that spurious items with factor loadings at +0.38 and higher were statistically acceptable. Thus, the final set of self-esteem inventory items determined for this study was composed of the retained 36 items (18 positive and 18 negative items) taken from the original 52-item instrument (Appendix L). The Hoyt-Stunkard (1952) method was again utilized to assess the internal consistency of the final set of self-esteem inventory items

resulting from the present study. The reliability coefficient of +0.91 for the 36 retained items was determined to be highly satisfactory.

The results for the seven generated factors are presented in the following sections.

Factor 1. Sense of Family Relations

The first factor extracted nine self-esteem statements with factor loadings ranging from a low of +.560 (item 34) to a high of +.805 (item 38). Item 10, with a loading of +.459, was considered and then included as spurious to the factor. The self-esteem statements and factor loadings for the items drawn in Factor 1 are shown in Table 4.2. Factor 1 accounted for 24.3 percent of the common factor variance in the analysis.

Table 4.2. Factor 1, sense of family relations.		
Item	Self-Esteem Statements	Factor Loading
38	My family and I talk and do things together	.805
37	My family understands me	.790
30	My siblings and I are agreeable	.698
48	I am lucky to be a member of my family	.649
31	There are many times when I would like to leave home	.622
21	My family usually considers my feelings	.582
49	No one understands me at home	.568
34	I am unhappy that my parents do not love me	.560
Spurious Item		
10	My family is proud of me	.459

Factor 1 contained more items than any single other factor, including all of those which pertained to family relations and acceptance. This finding affirms that parents and family are essential to the development of self-esteem (Coopersmith, 1981; Rosenberg, 1989; Growe, 1980). Rosenberg (1965), in his study of a sample of American adolescents, stated that

whether one belongs to the upper, upper-middle, lower-middle, or lower social classes; whether one is Protestant, Catholic or Jew; whether one is male or female; whether one lives in a large city, a medium size community, or a small town, whichever of these conditions, the result is essentially the same: if the parents manifest indifference to the child, that child is less likely to have a high level of self-regard. (p.145)

A cross-cultural study completed by Thomas, Gecas, Weigert, and Rooney (Growe, 1980) also provided results which indicated that parental support was strongly and consistently related to adolescent self-esteem.

Factor 1 demonstrates the strong association and significance of family relations and acceptance to self-esteem among young Thai college-age women. This finding is also in agreement with those conducted with respect to women and self-esteem, particularly in the areas of family relation and acceptance (Berger, 1968; Sanford & Donovan, 1985). These studies suggested that the self-esteem of women should be considered for specific social settings. Moreover, Sanford and Donovan stated that a female child would be most certain of her own significance if she believed she was loved unconditionally. It is worthwhile to note that the strong relationship between self-esteem and family relations and acceptance is apparently equally true for Thai culture, and thus it is possible to assume that this is also valid for other cultures. Therefore, factor 1 items were placed under the title, "sense of family relations."

Factor 2, Sense of Self-Worth

The second factor included five self-esteem statements, all of which had factor loadings of +0.50 and higher. Factor loadings ranged from +.503 (item 9) to +.721 (item 25). From the results of the analysis for factor presented in Table 4.3, note that factor 2 accounted for 6.0 percent of the common factor variance.

Table 4.3. Factor 2, sense of self-worth.		
Item	Self-Esteem Statements	Factor Loading
25	It is pretty tough to be me	.721
43	I often wish I were someone else	.658
51	I am a failure	.631
12	My life is so boring	.577
9	At times, I think I am no good at all	.503

Items included in factor 2 were all negative statements with high factor loadings. This result would appear to indicate that the Thai college women considered for this study rated themselves very high with respect to the negative items. Sanford and Donovan (1985) stated that

it is inevitable that many women have come to have low self-esteem. Many of women we have spoken to have worked hard to live up to our culture's expectations of them. Yet in the process many of these women have learned to devalue the very traits the have aspired to and consequently have come to look down upon themselves, painting even their positive attributes in a negative light. (p.14)

Thus, it was anticipated that Thai college women tended to respond in this manner to negative statements on feelings of self-worth scale.

Factor 3. Sense of Adequacy

The third factor generated five self-esteem statements. Factor loadings ranged from +.539 (item 7) to +.673 (item 41), all of which were well above +0.53. No spurious items were included within this factor, which accounted for 4.7 percent of the common factor variance. See the results of the analysis in Table 4.4.

Table 4.4. Factor 3, sense of adequacy.		
Item	Self-Esteem Statements	Factor Loading
41	I often get discouraged with what I am doing	.673
33	I often feel upset with my work	.581
29	I have a low opinion of myself	.570
13	There are lots of things about myself I would like to change if I could	.539
7	I feel I do not have much to be proud of	.539

Of the seven factors, factor 3 provided the most ambiguous results. Two items (41 and 33) seemed to reflect anxiety related performance. The last three items (29, 13, and 7) suggested that those who did not understand themselves tended to be discontented or depressed. The findings for this factor were in agreement with those provided by Battle (1987), who found a negative relationship between depression and self-esteem, and by Damon (1983), who found that depression, anxiety, and maladjustment were correlated with low self-esteem. This finding provides support for those of the present investigation, to the extent that children with low self-esteem tended to feel inadequate, incompetent, and feared rejection. From these results, it may be assumed that individuals at

different ages, either as children or adolescents and early adults, experience such feelings when their self-esteem is low.

Factor 4, Sense of Competence

The fourth factor extracted three items of self-esteem. Factor loading ranged from $=.541$ (item 20) to $+.618$ (item 42). Item 28, with a loading of $+.468$ and item 40 with loading of $+.459$, were included as spurious to the factor. Factor 4 accounted for 3.4 percent of the common factor variance. The results of the analysis are shown in Table 4.5

Table 4.5. Factor 4, sense of competence.		
Item	Self-Esteem Statements	Factor Loading
42	I am rejected when participating in group activities	.618
45	I cannot be depended on	.617
20	People do not trust me to be responsible for doing things	.541
Spurious Items		
28	I am reliable	.467
40	I am determined to accomplish my goals	.459

Being competent seems to underlie the content for self-esteem in the fourth factor. The items in this factor may reflect that a person will feel good about herself if others perceive that she is competent, and will feel bad about herself others place no trust in her abilities. Competency feelings were reflected by five items of those factors for related work, activities, and goals. It is helpful to consider Erikson's "identity versus role confusion" (Kroger, 1989,

p. 26), which would be the appropriate developmental stage of subjects included in the present investigation. Kroger found that

the stage of identity versus role confusion is one of life's critical cross-roads in the transition to adult life; not only must this stage incorporate a "trustworthy" who has evolved as an autonomous capable of initiating and completing satisfying individual tasks modeled by significant others, but it must also transcend such identifications to produce an "I" sensitive to its own needs and talents and capable of chipping its own niche in the surrounding social landscape. (p.27)

Factor 5, Sense of Efficacy

The fifth factor produced five statements of self-esteem. Four items were found to have factor loadings of + 0.50 and higher, ranging from +.503 (item 47) to +.639 (item 46). Item 44, with a loading of +.380, was included and treated as a spurious item to this factor. See the results of analysis in Table 4.6. Note that factor 5 accounted for 3.2 percent of the common factor variance.

Table 4.6. Fact 5, sense of efficacy.		
Item	Self-Esteem Statements	Factor Loading
46	I am good at handling unanticipated problems	.639
15	I can make up my mind without too much trouble	.605
14	I am successful	.578
47	I am satisfied with my ability	.503
Spurious Item		
44	I am capable in doing things for myself and for society	.380

Factor 5 includes items that identify the significance of feelings of efficacy and success (items 46, 15, 14, and 47). Although item 44 had a very low loading, its presence confirms that individuals can have positive attitudes and the feelings that they are capable of doing things for themselves and for society. This item was included as spurious to the factor. Studies found that feeling competent is one of essential sources of self-esteem (Coopersmith, 1981; Sanford & Donovan, 1985). Sanford and Donovan stated that “having a sense of competence simply means believing we can make things happen for ourselves in the world, that we can master our environment. But acquiring a sense of competence is not a simple task when one happens to be born female” (p.41).

Factor 6, Sense of Confidence

The sixth factor generated two self-esteem statements, each of which had factor loadings higher than +0.50 (+.609 and +.544, respectively, for items 11 and 8). Item 6, with a factor loading of +.471, was considered and then included as a spurious item to this factor. Factor 6 accounted for 2.8 percent of the common factor variance. The results of the analysis are provided in Table 4.7

Table 4.7. Factor 6, sense of confidence.		
Item	Self-Esteem Statements	Factor Loading
11	I find it very hard to talk in front of a group	.609
8	I allow others to make decisions for me	.544
Spurious Item		
6	I am self-confident	.471

The results for the three items provided a clear indication that feelings of confidence were an ingredient of self-esteem. "A sense of efficacy is confidence in one's mind in its reliability as a tool of cognition" (Branden, 1987, p.113). Rosenberg (1986) determined that self-confidence and self-esteem were closely connected, and were sometimes even used interchangeably. However, they do differ in that self-esteem can be either a positive or negative self-evaluation. Self-confidence contributes to self-esteem as an anticipation or belief that one can successfully master challenges, overcome problems, and make things happen according to one's inner wishes. For the present study, self-confidence was considered to be a contributing component to self-esteem. Item 11, which had the highest factor loading, was in agreement with findings from Simmons and Rosenberg (1975), which indicated that adolescent girls showed high self-consciousness and feelings of nervousness when speaking before others. Items 8 and 6 reflected a sense of personal efficacy, a requirement for individuals to survive and to make choices of their own. A person with self-esteem is competent to think, to judge, and to know what is right and appropriate to reality (Branden, 1987).

Factor 7, Sense of Social and Peer Relations

The seventh factor extracted four self-esteem items. Three items had factor loadings at +0.50 and higher, ranging from +.508 (item 52) to +.711 (item 22). Item 5, with a loading of +.422, was included as a spurious item to the factor. Factor 7 accounted for 2.4 percent of common variance. The results of the analysis are shown in Table 4.8.

Table 4.8. Factor 7, sense of social and peer relations.		
Item	Self-Esteem Statements	Factor Loading
22	My friends understand me	.711
4	People at my age like and accept me	.542
52	I get along well with my female friends '	.508
Spurious Item		
5	I take a positive attitude toward myself	.422

Factor 7 seems to have provided fairly straightforward results with regard to peer acceptance. All four items were in agreement with Sanford and Donavan (1985), who stated that “to have self-esteem, we need to feel connected to other individuals, and part of the larger community as well A sense that, while connected to others, each of us in many ways unique being is essential to self-esteem” (p.47). The findings also were in agreement with findings from Rosenberg (1986), Coopersmith (1981), and Wells and Marwell (1976). Rosenberg (1965) found that though both male and female adolescents were highly concerned with being well-liked by others, females attributed this value a more consistent top priority. “Girls tended to emphasize kindness and consideration, sympathy, understanding and other moral virtue” (p. 254). Coopersmith (1981) related popularity to self-esteem, whereas Well and Marwell (1976) stated that high self-esteem was associated with “good adjustment” (p.70).

Common Factor Variance

Common variance involves the sharing of variance by two or more self-esteem statements which may be correlated. Therefore, the statements at issue have traits in common with one another, indicating that all self-esteem statements which cluster within a factor have some trait in common. The seven factor solution accounted for 46.8 percent of the common factor variance and the percentages for the common factor variance considered in this study are presented in Table 4.9.

Table 4.9. Percentage of common factor variance (R-mode analysis).	
Factor Solution	Percentage
1	24.3
2	6.0
3	4.7
4	3.4
5	3.2
6	2.8
7	2.4

The pattern of common variance for the self-esteem statements structured itself in accordance with the factor analysis model, which supported the theoretical contention that the first factor should account for the largest percentage of common variance. Subsequent factors should account for lesser percentages of the common factor variance (Courtney, 1984). The pattern of the seven-factor common variance is shown in Figure 4.2. It would appear that the common variance extraction for this analysis satisfied the assumption associated with the interpretation of factor analytic results.

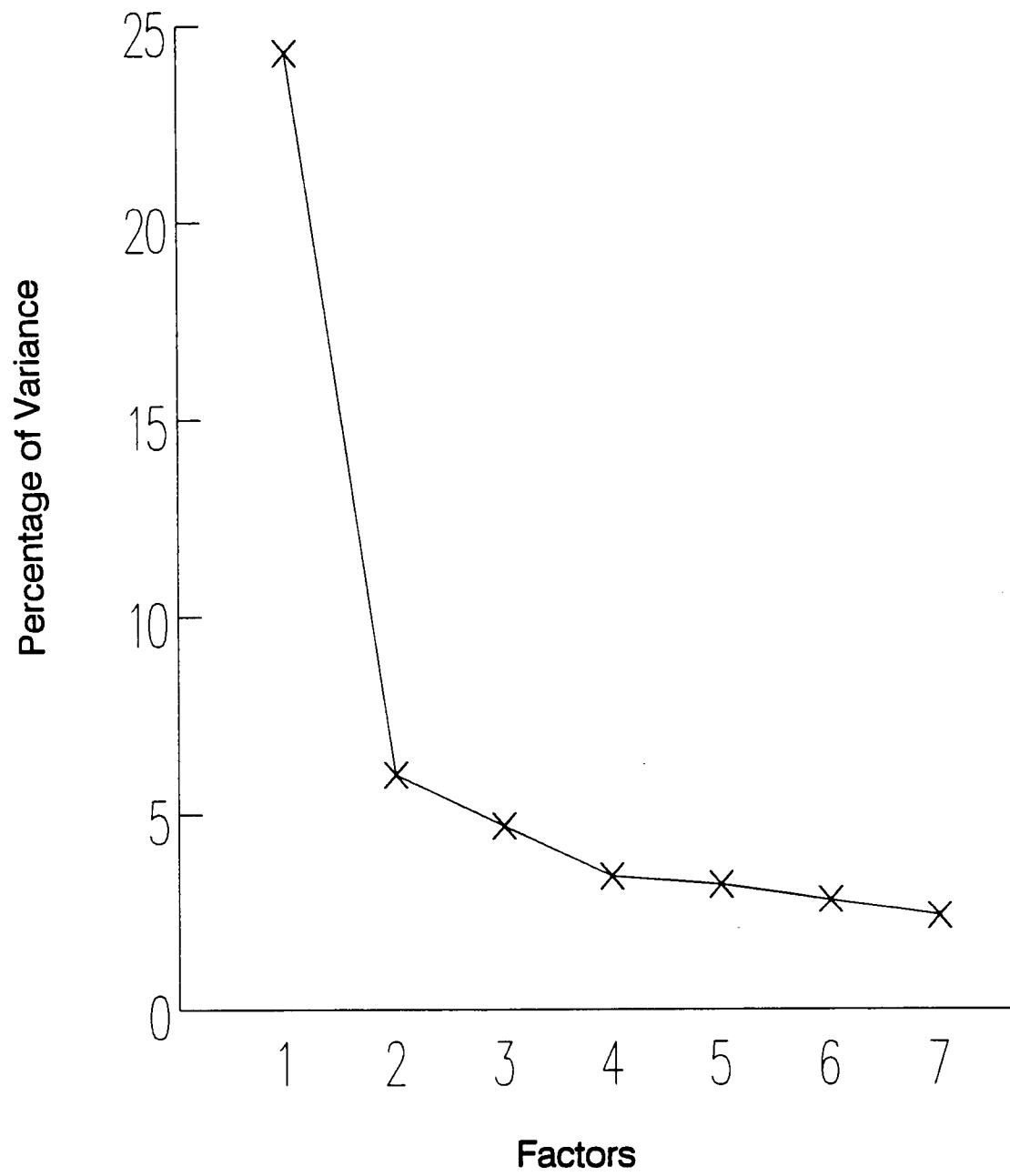


Figure 4.2. Common factor variance.

Summary

The Hoyt-Stunkard (1952) ANOVA was utilized to determine the internal consistency reliability of the developed instrument. For purposes of interpretation, the attained reliability of $+ .94$ falls within the high range. Factor analysis was utilized to determine the relationships (clusters) of developed self-esteem statements. Seven factors were generated through application of the R-technique, for which the minimum factor loading was set at $+0.50$. However, spurious items, with factor loadings smaller than 0.50 , were included to assure that the developed instrument had equal numbers of positive and negative items. As a result, 36 items (including 18 positive and 18 negative) were retained as self-esteem item statements for inclusion in the proposed instrument.

CHAPTER 5

SUMMARY AND DISCUSSION

The three sections presented in this chapter include: 1) summary of the study, 2) conclusions and implications, and 3) recommendations.

Summary

The primary goal of this study was to develop and validate an instrument for use in the assessment of self-esteem among Thai college-age women. The review of the literature discussed studies of self-esteem, methods of the measurement of self-esteem, and related studies based upon the use of similar design and statistical methodology. The methodology and statistical design for the present study included the following steps:

1. An item pool of 70 self-esteem statements was prepared in the Thai language, using a four-point Likert-type scale.
2. A Delphi panel was invited to determine the degree to which the test items reflected the content, and to examine content validity. Through the Delphi process, 68 items were retained for use in the pilot study.
3. Sixty-eight items were tested in a pilot study based upon a sample of 70 college-age female students in Bangkok (Thailand).

Through the pilot test, 52 items were retained for the final administration of the instrument.

4. The subjects of the study consisted of 531 Thai college-age women, each of whom was administered the 52-item self-esteem instrument.
5. The Hoyt-Stunkard (1952) ANOVA method was employed to assess the internal consistency of the instrument. The obtained internal consistency reliability was determined to be $+ .94$, which was considered to be very satisfactory.
6. Factor analysis was performed to establish construct validity for the instrument items.

Through factor analysis (R-mode), a total of seven factors was generated for a minimum factor loading set at $+0.50$. Each of the loadings were positive, six spurious self-esteem items were included to maintain a balance between positive and negative item, and 36 items were thus finalized for inclusion in the proposed instrument. The self-esteem pattern among Thai college-age women was found to be multidimensional. The reliability of the finalized 36-item self-esteem questionnaire was recalculated, the alpha coefficient for which was $+0.91$.

Conclusions and Implications

The finalized self-esteem inventory developed for Thai college-age women consisted of 36 items. This instrument has been subject to the statistical process of validation. Thus, it is reasonable to believe that the self-esteem inventory developed for this study is both reliable and valid. However, this study

served only to provide the preliminary validation of the instrument and further investigation is thus recommended.

From the objectives of the study, as stated in Chapter 1, when the self-esteem construct is found to be multidimensional, then the factors must be identified. The results of factor analysis revealed that seven factors were clustered significantly to reflect a measure of self-esteem among Thai college-age women. The clustered factors included senses of:

1. family relations,
2. self-worth,
3. adequacy,
4. competence,
5. efficacy,
6. confidence, and
7. social and peer relations

Five factors that were not included in consideration of the results since they failed to meet the criteria, as established by application of the scree method, for determination of the number of factors. One factor that was anticipated to be clustered, for reason of its significant relation to self-esteem among women of college age, was the feeling of attractiveness or of physical-self. This assumption was based upon patterns of development among adolescent girls, a majority of whom have been found to be concerned with their physical appearance. Thus, it was of interest to note that physical attractiveness was apparently less important than any of the seven factors included as clusters. This finding was in agreement with Coopersmith (1981), who observed that children's physical attractiveness was unrelated to self-esteem. However, Coopersmith further explained that in American society, physical attractiveness was

more salient for females when compared to males. Thus, it would be premature to conclude that Thai women of college age are not interested in their physical appearance. Overall, the results of factor analysis provided initial and tentative support for the content and construct validity of the self-esteem components included in the developed self-esteem inventory.

From these findings, the following implications are submitted.

1. Parent education classes addressing self-esteem in children should be implemented at all levels of education. Parents of children in all age groups should be encouraged to participate in such classes and workshops in order to understand the importance of self-esteem and to acquire skills and tools to enhance self-esteem in their children.
2. In therapeutic sessions, a counselor should be aware that Thai women seemingly reflect negative self-evaluations. This is common since children are taught to be humble in the Thai culture. By selecting humble self-statements, Thai women can form perceptions of self that are lower than their real perceptions of self. The technique that the counselor should use is to teach or to model clients in the use self-affirmation, gradually reducing the number of negative self-statements.
3. In every university counseling center, workshops to teach skills in the enhancement of self-esteem among women should be offered. In addition, group counseling sessions should be conducted on campus to help college-age Thai women increase their self-esteem. This will assist them in coping with feelings that reflect incompetence, inadequacy or lack of confidence. As a result of

participation in such programs, it may be presumed that they will experience greater senses of worthiness. Counselors should be patient while helping college students develop their self-esteem.

4. In educational settings, self-esteem programs should be considered and implemented. The literature related to self-esteem is in repeated agreement that children with feelings of significance, competence, and confidence are likely to succeed in schools and in other performances. Therefore, teachers should be the target groups to extend understanding of the significance of self-esteem and its subsidiary issues; these are members of a profession that can either enhance or hinder the academic, social, and personal growth of children. The teachers should themselves need to know how to help their students establish and increase their self-esteem.

Recommendations

On the basis of the review of the literature, and from the results and conclusions of this study, the following recommendations for further study are provided:

1. The present study should be replicated for Thai college-age women in universities and colleges outside of Bangkok. In addition, the replicating study could be conducted among students from Bangkok in comparison to students from universities outside of Bangkok. This comparison study would provide information in relation to the differences and commonalties of self-esteem factors between college-age women from the the two areas. Results could

then be used to normalize the self-esteem inventory for Thai college women.

2. To use the final self-esteem inventory constructed for this study extensively with Thai female populations, replications should include a sample of literate women from all walks of life, regardless of socioeconomic differences. However, the replicate study should be based upon awareness that the instrument is used for various groups of women. To accommodate female subjects from a general population with different reading ability levels, and to cause them to feel comfortable participating in such a study due, the development of alternative forms of the self-esteem instrument is recommended.
3. Qualitative methods would provide a useful methodology for the investigation of self-esteem among Thai women, thus providing appropriate evaluations by both quantitative and qualitative means. Weiss (Lindberg, 1989) has noted that women's lives are very complex and largely unexplored and he states that quantitative research has not captured, nor conceptualized the situation adequately.
4. Future studies of this nature should consider using women judges to examine and establish content validity for self-esteem statements among women. These experts should be asked to categorize the item pool into groups that they consider within the same categories and then name them, in addition to providing corrections for wordings and content.

5. Though the sample size of this study was adequate for purposes of factor analysis, the sample size could be usefully expanded. A size of 1,000 or more subjects would be both excellent and desirable for further factor analytic study.
6. Future studies should modify or replace the items included in this study which were spurious self-esteem statements, thus making each more indicative of the factors to which they were more appropriately related. Furthermore, the development of additional item statements would serve to clarify distinctions among the factors, in particular, factors 3, 4, 5, and 6. This procedure would reduce ambiguity among these factors.

REFERENCES

- Allgood-Merten, B., Lewinsohn, P. M., & Hops, H. (1990). Sex differences and adolescent depression. *Journal of Abnormal Psychology, 99*, 1, 55-63.
- Aneckvanich, P. (1979). Status of Thai women in Thailand. Unpublished master's thesis, *Master's Abstract 18-02*, . p. 59 (University Microfilms No. 1312966, 163 pp.).
- Barber, B. K., Chadwick, B. A., & Oerter, R. (1992). Parental behaviors and adolescent self-esteem in the United States and Germany. *Journal of Marriage and the Family, 54* (Feb), 128-141.
- Battle, J. (1978). Relationship between self-esteem and depression. *Psychological Reports, 42*, 745-746.
- Battle, J. (1987). Relationship between self- esteem and depression among children. *Psychological Reports, 60*, 1187-1190.
- Bernard, H. S. (1981). Identity formation during late adolescence: A review of some empirical findings. *Adolescence, 16*, 349-358.
- Berger, C. R. (1968). Sex differences related to self-esteem factor structure. *Journal of Consulting and Clinical Psychology, 32*, 442-446.
- Bledsoe, J. C. (1964). Self-concepts of children and their intelligence, achievement, interests and anxiety. *Journal of Individual Psychology, 20*, 55-58.
- Boonnuj, T. (1981). The status of women as compared to that of men on faculties of education at state-funded universities in Thailand. Doctoral dissertation, Indiana University. *Dissertation Abstracts International 42/08A*, p. 3454.
- Branden, N. (1969). *The psychology of self-esteem*. Los Angeles, CA: Nash Publishing Cooperative.

- Branden, N. (1987). *The psychology of self-esteem*. New York: Bantam Books.
- Brockner, J. (1988). *Self-esteem at work*. Lexington, MA: Lexington Books.
- Bruyer, A. (1987). *The construction and preliminary validation of an instrument to assess the food fantasies of individuals with eating disorders*. Unpublished doctoral dissertation, Oregon State University, Corvallis, OR.
- Calhoun, G., Jr., & Morse, W. C. (1977). Self-concept and self-esteem: Another perspective. *Psychology in the Schools*, 14, 318-322.
- Calhoun, G., Jr., & Sethi, R. (1987). The self-esteem of pupils from India, the United States, and the Philippines. *The Journal of Psychology*, 121, 199-202.
- Cattell, R. B. (1952). *Factor analysis*. New York: Harper & Brothers.
- Cattell, R. B. (1966). The scree test for the number of factors. *Multivariate Behavioral Research*, 1, 245-275.
- Chen, J.-S., & Tollefson, N. (1989). College students' causal attributions for their achievement. *College Student Journal*, 23(Sum), 169-177.
- Christensen, A. L. (1989). *The older adult and self-esteem: Exploring psychotherapeutic intervention*. Unpublished master's thesis, California State University, Long Beach, CA.
- Chuaratanaphong, S. (1984). *Elementary education competencies necessary for a master's degree curriculum in Thailand*. Unpublished doctoral dissertation, Oregon State University, Corvallis, OR.
- Comrey, A. L. (1973). *A first course in factor analysis*. New York: Academic Press.
- Coopersmith, S. (1959). A method for determining types of self-esteem. *Journal of Abnormal Social Psychology*, 59, 84-94.
- Coopersmith, S. (1965). *The antecedents of self-esteem*. San Francisco, CA: Freeman.
- Coopersmith, S. (1981). *Self-esteem inventories*. Palo Alto, CA: Consulting Psychologists Press, Inc.

- Coopersmith, S. (1981). *The antecedents of self-esteem*. Palo Alto, CA: Consulting Psychologists Press, Inc.
- Coopersmith, S. (1986). *SEI: Self-esteem inventories (manual)*. Palo Alto, CA: Consulting Psychologists Press, Inc.
- Coopersmith, S. (1990). *Self-esteem inventories (manual)*. Palo Alto, CA: Consulting Psychologists Press, Inc.
- Corey, G. F. (1986). *Theory and practice of counseling and psychotherapy*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Courtney, E. W. (1982). *Techniques of research*. Oregon State University, Corvallis, OR : Division of Continuing Education.
- Courtney, E. W. (1984). *Analysis*. Oregon State University, Corvallis, OR : Division of Continuing Education.
- Courtney, E. W. (1990). *Scaling*. Corvallis, OR: Sanderling Press.
- Courtney, E. W. (1991). *Sampling*. Corvallis, OR: Sanderling Press.
- Crandall, R. (1973). The measurement of self-esteem and related constructs. In J. P. Robinson & P. R. Shaver (Eds.), *Measures of Social Psychological Attitudes* (pp.45-167), Ann Arbor, MI: Survey Research Center, Institute for Social Research, The University of Michigan.
- Crook, R., Healy, C. C., & O'Shea, D. W. (1984). The linkage of work achievement to self-esteem, career maturity, and college achievement. *Journal of Vocational Behavior*, 25(1), 70-79.
- Damon, W. (1983). *Social and personality development*. New York: Norton.
- DeVellis, R. F. (1991). *Scale development: Theory and applications*. Newbury Park, CA: Sage Publications Inc.
- Dorr, D., & Pozner, R. (1985). Relationship of trait anxiety and self-esteem of children in Grades 4, 5, and 6. *Psychological Reports*, 57, 467-473.
- Edwards, A. L. (1957). *Techniques of attitude scale construction*. New York: Appleton-Century Crofts.

- Eskilson, A., Wiley, M. G., Muehlbauer, G., & Dodder, L. (1986). Parental pressure, self-esteem and adolescent reported deviance: Bending the twig too far. *Adolescence*, 21, 501-515.
- Fischer, J. L. (1981). Transitions in relationship style from adolescence to young adulthood. *Journal of Youth and Adolescence*, 10, 11-23.
- Fruchter, B. (1954). *Introduction to factor analysis*. New York: Van Nostrand- Reinhold.
- Gecas, V., & Schwalbe, M. L. (1986). Parent behavior and adolescent self-esteem. *Journal of Marriage and Family*, 48, 37-46.
- Germain, R. B. (1978). Self-concept and self-esteem reexamined. *Psychology in Schools*, 15, 386-390.
- Golden, C. J., Sawicki, R. F., & Franzen, M. D. (1984). Test Construction. In G. Goldstein & M. Herson (Eds.), *Handbook of Psychological Assessment*. New York: Elmsford Pergamon Press Inc.
- Gonzalez-Penalver, J. L. (1982). *Self-concept: A cross-cultural study of Puerto Ricans*. Unpublished doctoral dissertation, University of Connecticut, Storrs, CT.
- Gorsuch, R. L. (1974). *Factor analysis*. Philadelphia, PA: W.B. Saunders Company.
- Grove, G. A. (1980). Parental behavior and self-esteem in children. *Psychological Reports*, 47, 499-502.
- Guertin, W. H., & Jouard, S. M. (1962). Characteristics of real self-deal self-discrepancy scores revealed by factor analysis. *Journal of Consulting Psychology*, 26, 241-265.
- Gunderson, O. D. (1971). *A factor analysis of professional education competencies and community college instructors of trade and industrial education*. Unpublished doctoral dissertation, Oregon State University, Corvallis, OR.
- Hamachek, D. E. (1978). *Encounters with the self*. New York: Holt, Rinehart and Winston.

- Harman, H. H. (1967). *Modern factor analysis*. Chicago: University of Chicago Press.
- Harter, S. (1986). Processes underlying the construction, maintenance and enhancement of self- concept in children. In J. Suls & A. Greenwald (Eds.), *Psychological Perspective on the Self*, Vol. 3. Hillsdale, NJ: Lawrence Erlbaum.
- Harter, S. (1987). The determinants and mediational role of global self-worth in children. In N. Eisenberg (Ed.), *Contemporary Issues in Developmental Psychology*. New York: John Wiley.
- Harter, S. (1990). Processes underlying adolescent self-concept formation. In R. Montemayor, G. R. Adama, & T. P. Gullotta. (Eds.), *From Childhood to Adolescence: A Transition Period?*, Vol 2. Newbury Park, CA: Sage Publication Inc.
- Hattie, J. (1992). *Self-concept*. Hillsdale, NJ: Lawrence Erlbaum Associates Inc. Publishers.
- Hauser, S. T. (1976). Self-image complexity and identity formation in adolescence: Longitudinal study. *Journal of Youth and Adolescence*, 5, 161-177.
- Hensley, W. E., & Roberts, M. K. (1976). Dimensions of Rosenberg's Scale of Self-Esteem. *Psychological Reports*, 38, 583-584.
- Hoyt, G., & Stunkard, S. C. (1952). Estimation of test reliability for unrestricted item scoring methods. *Educational and Psychological Measurement*, 12, 756-758.
- Kanchanaga, S. (1979). *Thai culture, social customs and manners and Thai sports*. Bangkok, Thailand: Siamerican Distributing Co (Thai language).
- Ketcham, W. & Morse, W. C. (1965). *Dimensions of children's social and psychological development related to school achievement*. Cooperative Research Project No. 1286, Office of Education, Department of Health, Education and Welfare. Ann Arbor, MI: University of Michigan.
- Kokenes, B. (1973). *A factor analytic study of the Coopersmith Self-Esteem Inventory*. Unpublished doctoral dissertation, Northern Illinois University, DeKalb, IL.

- Kokenes, B. (1974). Grade level differences in factors of self-esteem. *Developmental Psychology*, 10, 954-958.
- Kokenes, B. (1978). A factor analytic study of the Coopersmith Self-Esteem Inventory. *Adolescence*, 13, 149-155.
- Kroger, J. (1989). *Identity in adolescence*. New York: Routledge.
- Kuhn, M. H. (1960). Self-attitudes by age, sex and professional training. *Sociological Quarterly*, 9, 39-55.
- Kuhn, M. H., & McPartland, T.S. (1954). An empirical investigation of self-attitudes. *American Sociological Review*, 19, 68-76.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140.
- Lindberg, P. (1989). An investigation of female identity and self-esteem (Doctoral dissertation, The University of Minnesota). *Dissertation Abstracts International*, 50, 1990-A.
- Lindeman, R. H. (1967). *Educational measurement*. Glenview, IL: Scott, Foresman, Keystone of Education Series.
- Linstone, H. A., & Turoff, M. (1975). *The Delphi method: Techniques and applications*. Reading, MA: Addison-Wesley Publishing Company.
- Mackie, M. (1983). The domestication of self: Gender comparisons of self-imagery and self-esteem. *Social Psychology Quarterly*, 46, 343-350.
- Marsh, H. W., & Shavelson, R.J. (1985). Self-concept: Its multifaceted and hierarchical structure. *Educational Psychologists*, 20, 107-125.
- McIver, J. P., & Carmines, E. G. (1981). *Unidimensional scaling*. CA: Sage Publications Inc.
- Mehrens, W. A., & Lehmann, I. J. (1973). *Measurement and evaluation in education and psychology*. New York: Holt, Rinehart and Winston, Inc.
- Mosby's Medical and Nursing Dictionary* (2nd ed.). (1986). The C. V. Mosby Company.

- Nirantawee, S. (1989). *An alienation and teachers' behavior in Bangkok*. Unpublished doctoral dissertation, Srinakharinwirot University, Thailand (Thai language).
- Norusis, M. J. (1985). *SPSS-X advance statistics guide*. New York: McGraw-Hill Book Company.
- Nunnally, J. C. (1967). *Psychometric theory*. New York: McGraw-Hill.
- Nunnally, J. C. (1970). *Introduction to psychological measurement*. New York: McGraw-Hill.
- O'Donnell, W. J. (1976). Adolescent self-esteem related to feelings toward parents and friends. *Journal of Youth and Adolescence*, 5, 179-185.
- Openshaw, D. K., Thomas, D.L., & Rollins, B. C. (1981). Adolescent self-esteem: A multidimensional perspective. *Journal of Early Adolescence*, 1, 273-282.
- Prewitt-Diaz, J. O. (1984). A cross-cultural study of the reliability of the Coopersmith Self-Esteem Inventory. *Educational and Psychological Measurement*, 44, 575-581.
- Pumpuxk, N. (1986). *The effect of group work on developing self-esteem of Matayomsuksa 3 students at Panavai School in Lopburi*. Unpublished master's thesis, Srinakharinwirot University, Thailand.
- Robinson, J. P., & Shaver, P. R. (1973). *Measures of social psychological attitudes*. Ann Arbor, MI: Survey Research Center, Institute for Social Research, The University of Michigan.
- Rogers, C., & Dymond, R. (1954). *Psychotherapy and personality change*. Chicago, IL: University of Chicago Press.
- Romano, N. (1975). Relationships among identity confusion and resolution, self-esteem, and sex role perceptions in freshman women at Rutgers University. *Dissertation Abstracts International*, 36(10-A), 6487.
- Rosenberg, M. (1965). *Society and adolescent self-image*. Princeton, NJ: Princeton University Press.
- Rosenberg, M. (1986). *Conceiving of the self*. Malabar, FL: Robert E. Krieger Publishing Company.

- Rosenberg, M. (1989). *Society and adolescent self-image*. Middleton, CT: Wesleyan University Press.
- Rosenberg, M., & Simmons, R. G. (1972). *Black and white self-esteem: The urban school child*. Washington, D.C.: American Sociological Association.
- Rosenberg, M., & Schooler, C. (1989). Self-esteem and adolescent problems: Modeling reciprocal effects. *American Sociological Review*, 54, 1004-1018.
- Sacrobanet, S. (1983). Thai womens movement. *Sa-tree-tasana*, 3, August-September, 28-35 (Thai language).
- Samahito, S. (1984). Competency needs for physical education master's degree programs in Thailand (Doctoral dissertation, Oregon State University). *Dissertation Abstracts International*, A4/12A, P3631.
- Sanford, L. T., & Donovan, M. E. (1985). *Women and self-esteem*. New York: The Penguin Group, Viking Penguin Inc.
- Segaller, D. (1987). *More Thai ways*. Bangkok, Thailand: Post Publishing Company, Ltd.
- Sethi, R. R., & Calhoun, G. JR. (1986). Comparison of total self-esteem scores on Coopersmith's inventory for pupils from India and the United States. *Psychological Reports*, 59, 523-526.
- Shavelson, R. J., Hubner, J. J., & Stanton, G. C. (1976). Self-concept: Validation of construction interpretation. *Review of Educational Research*, 3, 407-441.
- Simmons, R. G., & Rosenberg, F. (1975). Sex, sex roles and self-image. *Journal of Youth and Adolescence*, 4, 229-258.
- Spielberger, C. D. (1966). *Anxiety and behavior*. New York: Academic Press.
- Srivastava, B. N. (1981). The effects of self-esteem and academic performance on alienation among students in an Indian educational environment. *The Journal of Social Psychology*, 115, 9-14.

- Stake, J. E. (1985). Predicting reactions to everyday events from measures of self-esteem. *Journal of Personality*, 53, 531-542.
- Stake, J. E., & Orlofsky, J. L. (1981). On the use of global and specific measures in assessing the self-esteem of males and females. *Sex Roles*, 7, 653-662.
- Starmach, E. M. (1988). *A task analysis of the statistically related computer application needs of doctoral level university graduates with majors in education*. Unpublished doctoral dissertation, Oregon State University, Corvallis, OR.
- Sturkie, K., & Flanzer, J. P. (1987, Nov-Dec.). Depression and self-esteem in the families of maltreated adolescents. *Social Work*, pp. 491-496.
- Verkuyten, M. (1988). General self-esteem of adolescents from ethnic minorities in the Netherlands and the reflected appraisal process. *Adolescence*, 23, 862-870.
- Watkins, D., & Astilla, E. (1980). The reliability and validity of the Cooper-smith Self-Esteem Inventory for a sample of Filipino high school girls. *Educational and Psychological Measurement*, 40, 251-254.
- Weiss, M. R. (1987). Self-esteem and achievement in children's sport and physical activity. In D. Gould & M. R. Weiss (Eds.), *Advances in Pediatric Sport Science*, Vol 2, *Behavioral Issues*. Champaign, IL: Human Kinetics.
- Wells, L. E., & Marwell, G. (1976). *Self-esteem: Its conceptualization and measurement*. Beverly Hills, CA: SAGE Publications.
- Wesley, C. (1989). *A task analysis of correctional counselor needs of university graduates with majors in counseling*. Unpublished doctoral dissertation, Oregon State University, Corvallis, OR.
- Wylie, R.C. (1974). *The self-concept*, Vol.1. Lincoln, NE: University of Nebraska Press.
- Wylie, R. C. (1989). *Measures of self-concept*. Lincoln, NE: University of Nebraska Press.

APPENDICES

Appendix A

Rosenberg Self-Esteem Inventory (English & Thai Language Versions)

Rosenberg Self-Esteem Inventory (English Version)

Item No.	Self-Esteem Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel that I am a person of worth, at least on an equal plane with others.	4	3	2	1
2.	I feel that I have a number of good qualities.	4	3	2	1
3.	All in all, I am inclined to feel that I am a failure.	4	3	2	1
4.	I am able to do things as well as most other people.	4	3	2	1
5.	On the whole, I am satisfied with myself.	4	3	2	1
6.	I take a positive attitude toward myself.	4	3	2	1
7.	I feel I do not have much to be proud of.	4	3	2	1
8.	I wish I could have more respect for myself.	4	3	2	1
9.	I certainly feel useless at times.	4	3	2	1
10.	At times I think I am no good at all.	4	3	2	1

Permission for use of Rosenberg Self-Esteem Inventory in this study is granted by Princeton University Press (September 17, 1992).

แบบสำรวจความภูมิใจในตนเอง
ของโรเซ็นเบิร์ก
ฉบับภาษาไทย

ข้อ	ข้อความ	เห็นด้วยอย่าง ยิ่ง 4	เห็นด้วย 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
1.	ฉันรู้สึกว่าตัวเองมีคุณค่าไม่น้อยกว่าคนอื่น ๆ	4	3	2	1
2.	ฉันรู้สึกว่าฉันมีคุณสมบัติที่ดีหลายอย่าง	4	3	2	1
3.	ฉันมีความรู้สึกว่าเป็นคนล้มเหลว	4	3	2	1
4.	ฉันสามารถทำอะไรได้เหมือนคนอื่นเขา	4	3	2	1
5.	โดยทั่วไปแล้ว ฉันพอใจในตัวเอง	4	3	2	1
6.	ฉันมีความรู้สึกที่ดีต่อตนเอง	4	3	2	1
7.	ฉันรู้สึกว่าฉันไม่มีอะไรที่น่าภูมิใจ	4	3	2	1
8.	ฉันปรารถนาที่จะมีความรู้สึกที่ตนเองมีคุณค่า มากกว่าที่เป็นอยู่	4	3	2	1
9.	บ่อยครั้งฉันรู้สึกว่าตนเองเป็นคนไม่มีประโยชน์	4	3	2	1
10.	มีหลายครั้ง ที่ฉันคิดว่าตัวฉันไม่ดีเลย	4	3	2	1

Appendix B

Coopersmith Self-Esteem Inventory (English & Thai Language Versions)

Sample Items
for
The Coopersmith Self-Esteem Inventory (Adult Form)
(English Version)

81

Item No.	Self-Esteem Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	It is pretty tough to be me.	4	3	2	1
2.	I often feel upset with my work.	4	3	2	1
3.	People usually follow my ideas.	4	3	2	1
4.	Most people are better liked than I am.	4	3	2	1

From Coopersmith Self-Esteem Inventory-Adult Form by Stanley Coopersmith. Copyright 1975 by Stanley Coopersmith. Published in 1981 by Consulting Psychologists Press, Inc. All rights reserved. Further reproduction is prohibited without the Publisher's written consent.

Permission for use of the Coopersmith Self-Esteem Inventory (Adult Form) in this study is granted by Consulting Psychologists Press, Inc. (October 8, 1992).

This page is intentionally left blank.

ตัวอย่างแบบสำรวจความภูมิใจในตนเอง
ของคูเปอร์สมิธ
ฉบับภาษาไทย

ข้อ	ข้อความ	เห็นด้วยอย่าง ยิ่ง 4	เห็นด้วย 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
1.	เกิดมาเป็นฉันนี่ ขำโชคร้ายเสียจริงๆ	4	3	2	1
2.	ฉันผิดหวังเกี่ยวกับการทำงานอยู่บ่อยๆ	4	3	2	1
3.	โดยปกติ บุคคลอื่นๆชอบล้อตามความผิด ของฉัน	4	3	2	1
4.	คนอื่นๆ เขามีคนชอบมากกว่าฉัน	4	3	2	1

This page is intentionally left blank.

Appendix C

Thirty-Five Self-Esteem Statements Developed by the Researcher (English & Thai Language Versions)

**The Thirty-five Self-Esteem Statements Developed by
The Researcher
(English Version)**

Item No.	Self-Esteem Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I am satisfied with my abilities.	4	3	2	1
2.	No one understands me at home.	4	3	2	1
3.	I am a failure.	4	3	2	1
4.	I am satisfied with my physical appearance.	4	3	2	1
5.	People at my age like and accept me.	4	3	2	1
6.	I am self- confident.	4	3	2	1
7.	I allow others to make decisionsfor me.	4	3	2	1
8.	My family is proud of me.	4	3	2	1
9.	My life is so boring.	4	3	2	1
10.	My parents allow me be apart of their decision making.	4	3	2	1
11.	I am successful.	4	3	2	1
12.	Among friends, I am the last person to be included.	4	3	2	1
13.	I am satisfied to be a female.	4	3	2	1
14.	My friends do not want to talk with me.	4	3	2	1
15.	People do not trust me to be responsible for doing things.	4	3	2	1
16.	My friends understand me.	4	3	2	1
17.	I am worried about my physical appearance.	4	3	2	1
18.	I am proud to be independent.	4	3	2	1
19.	I am reliable.	4	3	2	1
20.	My siblings and I are agreeable.	4	3	2	1

Item No.	Self-Esteem Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
21.	My friends trust my abilities.	4	3	2	1
22.	I am unhappy that my parents do not love me.	4	3	2	1
23.	I am not confident that I can do things as well as others.	4	3	2	1
24.	My family and I talk and do things together.	4	3	2	1
25.	I am determined to accomplish my goals.	4	3	2	1
26.	I am rejected when participating in group activities.	4	3	2	1
27.	I am capable in doing things for myself and for society.	4	3	2	1
28.	I am good at solving problems.	4	3	2	1
29.	I wish I were smart and competent.	4	3	2	1
30.	I am treated by relatives and older people as kindly as they would treat their children.	4	3	2	1
31.	I am proud to be a member of my family.	4	3	2	1
32.	I get along well with my male friends.	4	3	2	1
33.	I get along well with my female friends.	4	3	2	1
34.	I think I am morally good.	4	3	2	1
35.	I wish I had a close friend who is always there for me.	4	3	2	1

แบบสำรวจกึ่งวิจัยสร้างจำนวน 35 ข้อ

ข้อ	ข้อความ	เห็นด้วยอย่างยิ่ง 4	เห็นด้วย 3	ไม่เห็นด้วย 2	ไม่เห็นด้วยอย่างยิ่ง 1
1.	ฉันพอใจในความสามารถของตัวเอง	4	3	2	1
2.	ฉันเหมือนอยู่ตัวคนเดียวในบ้าน	4	3	2	1
3.	ฉันเป็นคนล้มเหลว	4	3	2	1
4.	ฉันพอใจในรูปร่างของฉัน	4	3	2	1
5.	คนในวัยเดียวกับฉัน ชอบและยอมรับฉัน	4	3	2	1
6.	ฉันเป็นคนที่มีความเชื่อมั่นในตนเอง	4	3	2	1
7.	ฉันให้คนอื่นตัดสินใจแทนฉันเสมอ	4	3	2	1
8.	ครอบครัวของฉันภูมิใจในตัวฉัน	4	3	2	1
9.	ชีวิตของฉันมีความน่าเบื่อหน่าย	4	3	2	1
10.	พ่อแม่ของฉันให้ฉันมีส่วนร่วมในการตัดสินใจเสมอ	4	3	2	1
11.	ฉันมักทำอะไรได้สำเร็จและสมหวังเสมอ	4	3	2	1
12.	หากเพื่อน ๆ เขาจะไปไหนกัน เขามักชวนฉันเป็นคนสุดท้าย	4	3	2	1
13.	ฉันพอใจที่เข้ามาเป็นผู้หญิง	4	3	2	1
14.	เพื่อน ๆ ไม่ค่อยชอบพูดคุยกับฉัน	4	3	2	1
15.	ฉันไม่ค่อยได้ให้ความสนใจให้ใครกับคนอื่นในเรื่องใดๆ	4	3	2	1
16.	เพื่อน ๆ เข้าใจฉัน	4	3	2	1
17.	ฉันกังวลเรื่องรูปร่างหน้าตาของฉัน	4	3	2	1
18.	ฉันภูมิใจที่เป็นคนที่พึ่งตนเองได้	4	3	2	1
19.	ฉันเป็นคนที่ไม่เชื่อใจใครได้คนหนึ่ง	4	3	2	1
20.	พี่น้องของฉัน และฉันปรองดองกันดี	4	3	2	1
21.	เพื่อน ๆ ไว้วางใจในความสามารถของฉัน	4	3	2	1
22.	ฉันรู้สึกน้อยใจอยู่บ่อยๆ ที่พ่อแม่ไม่รักฉัน	4	3	2	1
23.	มีหลายสิ่งหลายอย่าง ที่ฉันไม่มีความมั่นใจที่จะทำได้เหมือนอย่างคนอื่น	4	3	2	1

24.	ฉันและครอบครัว มีเรื่องพูดคุยและมีกิจกรรมร่วมกันอย่างอบอุ่นเสมอ	4	3	2	1
25.	เมื่อตัดสินใจทำอะไรแล้วฉันจะพยายามทำจนสำเร็จ	4	3	2	1
26.	ฉันมักถูกปฏิเสธ ในการเข้าร่วมกลุ่มทำงานหรือทำกิจกรรมต่างๆ	4	3	2	1
27.	ฉันมีความสามารถหลายอย่าง ที่เป็นประโยชน์ต่อตัวเองและส่วนรวม	4	3	2	1
28.	ฉันรู้สึกว่าฉันแก้ปัญหาได้ดี	4	3	2	1
29.	ฉันอยากเก่งและมีความสามารถเหมือนคนอื่น ๆ	4	3	2	1
30.	ญาติ และ ผู้ใหญ่อื่นๆเมตตา และปฏิบัติต่อฉันเหมือนลูกหลานของเขา	4	3	2	1
31.	ฉันภูมิใจที่เกิดมาเป็นสมาชิกคนหนึ่งในกลุ่มครอบครัวของฉัน	4	3	2	1
32.	ฉันเข้ากับเพื่อนเพศชายได้ดี	4	3	2	1
33.	ฉันปรับตัวเข้ากับเพื่อนเพศหญิงได้ดี	4	3	2	1
34.	ฉันคิดว่าฉันเป็นคนดีมีคุณธรรมคนหนึ่ง	4	3	2	1
35.	ฉันปรารถนาที่จะมีเพื่อนสนิท ที่คอยรับฟังฉัน	4	3	2	1

Appendix D

List of Delphi Panel Members

Dr. Surapon Payomyam
Department of Psychology
College of Education
Silapakorn University
Nakorn Prathom, Thailand

Dr. Preecha Thamma
Department of Psychology
College of Humanity
Srinakharinwirot University
Bangkok, Thailand

Dr. Pongpan Kertpitak
Department of Guidance
and Educational Psychology
Srinakharinwirot University
Bangkok, Thailand

Dr. Tosaporn Prasertsuk
Department of Psychology
College of Education
Silapakorn University
Nakorn Prathom, Thailand

Dr. Niyada Chitcharas
Department of Psychology
College of Humanity
Srinakharinwirot University
Bangkok, Thailand

Dr. Vajiraya Buasri
Department of Guidance
and Educational Psychology
Srinakharinwirot University
Bangkok, Thailand

Appendix E

Delphi Questionnaire: Round One (English & Thai Language Versions)

CONSTRUCTION OF A SELF-ESTEEM INVENTORY FOR THAI COLLEGE WOMEN

Research Project by:

Methinin Pinyuchon
Department of Counselor Education
School of Education
Oregon State University
Corvallis, Oregon, USA
Home: (503) 757- 2761

Department of Guidance and Educational
Psychology
College of Education
Sukhumvit 23
Bangkok 10110, Thailand
Home: (02) 377-9314

Purpose of the Study:

To develop a valid and reliable instrument to
measure self-esteem for Thai college women

Dear Delphi Panelists:

Thank you very much for agreeing to serve as a Delphi panelist for my study. The major purpose of the Delphi process is to determine the content, language and format of the instrument. The consideration of the differences between western and eastern cultures regarding self-esteem should be included. Your input will serve as a major contribution to the construction of self-esteem inventory for Thai college women and the future studies on self-esteem related.

The Delphi technique advises that you react individually and independently from other panelists. For the first round, your job is to consider, evaluate and decide if you agree or disagree with the self-esteem statements developed in the set of seventy (70) item pool.

See Attached Round I instrument. If you want to change, please feel free to suggest or comment in the spaces provided at the end of each item. After the Round I questionnaire is revised based upon your suggestions, the Round II questionnaire will be forwarded to you at a later date.

Thank you for your time and assistance.

Delphi Questionnaire : Round One
(English Version)

The Delphi Questionnaire: Round One composes of seventy self-esteem statements. Please make a mark in front of the word "Agree" or "Disagree" on the appropriate alternatives base on your judgment regarding to the self-esteem construct. If you want to change, please feel free to write your suggestions or comments in the spaces provided at the end of each item.

1. I feel that I am a person of worth, at least on an equal plane with others.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

2. I feel that I have a number of good qualities.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

3. All in all, I am inclined to feel that I am a failure.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

4. I am able to do things as well as most other people.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

5. On the whole, I am satisfied with myself.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

6. I take a positive attitude toward myself.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

7. I feel I do not have much to be proud of.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

8. I wish I could have more respect for myself.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

9. I certainly feel useless at times.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

10. At times I think I am no good at all.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

11. Things usually do not bother me.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

12. I find it very hard to talk in front of a group.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

13. There are lots of things about myself I'd change if I could.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

14. I can make up my mind without too much trouble.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

15. I am a lot of fun to be with.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

16. I get upset easily at home.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

17. It takes me a long time to get used to anything new.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

18. I am popular with persons of my own age.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

19. My family usually considers my feelings.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

20. I give in very easily.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

21. My family expects too much of me.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

22. It is pretty tough to be me.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

23. Things are all mixed up in my life.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

24. People usually follow my ideas.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

25. I have a low opinion of myself.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

26. There are many times when I would like to leave home.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

27. I often feel upset with my work.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

28. I am not as nice looking as most people.

- ☐ Agree
- ☐ Disagree

☐ Delete
 Comment.....

29. If I have something to say, I usually say it.

- ☐ Agree
☐ Disagree
☐ Delete

Comment.....

30. My family understands me.

- ☐ Agree
☐ Disagree
☐ Delete

Comment.....

31. Most people are better liked than I am.

- ☐ Agree
☐ Disagree
☐ Delete

Comment.....

32. I usually feel as if my family is pushing me.

- ☐ Agree
☐ Disagree
☐ Delete

Comment.....

33. I often get discouraged with what I am doing.

- ☐ Agree
☐ Disagree
☐ Delete

Comment.....

34. I often wish I were someone else.

- ☐ Agree
☐ Disagree
☐ Delete

Comment.....

35. I cannot be depended on.

- ☐ Agree
☐ Disagree
☐ Delete

Comment.....

36. I am satisfied with my abilities.

- ☐ Agree
☐ Disagree
☐ Delete

Comment.....

37. No one understands me at home.

- ☐ Agree
☐ Disagree
☐ Delete

Comment.....

38. I am a failure.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

39. I am satisfied with my physical appearance.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

40. People at my age like and accept me.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

41. I am self- confident.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

42. I allow others to make decisions for me.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

43. My family is proud of me.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

44. My life is so boring.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

45. My parents allow me be apart of their decision making.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

46. I am successful.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

47. Among friends, I am the last person to be included.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

48. I am satisfied to be a female.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

49. My friends do not want to talk with me.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

50. People do not trust me to be responsible for doing things.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

51. My friends understand me.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

52. I am worried about my physical appearance.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

53. I am proud to be independent.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

54. I am reliable.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

55. My siblings and I are agreeable.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

56. My friends trust my abilities.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

57. I am unhappy that my parents do not love me.

- ☐ Agree
- ☐ Disagree

☐ Delete

Comment.....

58. I am not confident that I can do things as well as others.

☐ Agree
☐ Disagree
☐ Delete

Comment.....

59. My family and I talk and do things together.

☐ Agree
☐ Disagree
☐ Delete

Comment.....

60. I am determined to accomplish my goals.

☐ Agree
☐ Disagree
☐ Delete

Comment.....

61. I am rejected when participating in group activities.

☐ Agree
☐ Disagree
☐ Delete

Comment.....

62. I am capable in doing things for myself and for society.

☐ Agree
☐ Disagree
☐ Delete

Comment.....

63. I am good at solving problems.

☐ Agree
☐ Disagree
☐ Delete

Comment.....

64. I wish I were smart and competent.

☐ Agree
☐ Disagree
☐ Delete

Comment.....

65. I am treated by relatives and older people as kindly as they would treat their children.

☐ Agree
☐ Disagree
☐ Delete

Comment.....

66. I am proud to be a member of my family.

☐ Agree
☐ Disagree
☐ Delete

Comment.....

67. I get along well with my male friends.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

68. I get along well with my female friends.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

69. I think I am morally good.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

70. I wish I had a close friend who is always there for me.

- ☐ Agree
- ☐ Disagree
- ☐ Delete

Comment.....

ภาควิชาการแนะแนวและจิตวิทยาการศึกษา
คณะศึกษาศาสตร์
มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร
สุขุมวิท 23 กรุงเทพฯ 10110

วันที่ เดือน พ.ศ.

เรื่อง ขอเรียนเชิญเป็น Panel Member ในขบวนการ Delphi
เรียน

ด้วยข้าพเจ้านางสาวเมธิรัตน์ ภิณฑุชน ผู้ช่วยศาสตราจารย์ ภาควิชาการแนะแนว
และจิตวิทยาการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร กำลังศึกษา
ปริญญาเอกสาขาการให้คำปรึกษา ณ มหาวิทยาลัยแห่งรัฐโอเรกอน ประเทศสหรัฐอเมริกา และ
กำลังทำวิจัยเรื่อง การสร้างแบบสำรวจความภูมิใจในตนเองของนักศึกษาหญิงไทย

ข้าพเจ้าใคร่ขอเรียนเชิญท่าน เป็น Panel Member ในขบวนการ Delphi
โดยจะขอให้ท่านได้โปรดพิจารณาเสนอแนะเพิ่มเติม และดัดแปลงแบบสำรวจความภูมิใจในตนเอง
ของนักศึกษาหญิงไทย รวม 2 ครั้ง โดยครั้งที่ 1 จะขอความกรุณาให้ท่านพิจารณาแบบสำรวจ
ความภูมิใจในตนเองที่แนบมาพร้อมจดหมายนี้ และครั้งที่ 2 จะขอให้ท่านพิจารณาแบบสำรวจ ที่ได้
รับการแก้ไขปรับปรุงจาก Panel Member ในครั้งที่ 1 ทั้งนี้เพื่อให้ได้มาซึ่งแบบสำรวจ ความภูมิใจ
ในตนเองของนักศึกษาหญิงไทย ที่มีความแม่นยำ และเหมาะสมที่จะใช้ในสังคมไทย

ข้าพเจ้าใคร่ขอขอบพระคุณในความกรุณาของท่านเป็นอย่างสูงมากในโอกาสนี้ด้วย

ขอแสดงความนับถืออย่างสูง

นางสาวเมธิรัตน์ ภิณฑุชน

ชื่อ _____ ตำแหน่ง _____
 สถานที่ทำงาน _____ โทรศัพท์ _____

Delphi Questionnaire

ครั้งที่ 1

การเสนอแบบสำรวจความภูมิใจในตนเองของนักศึกษาหญิงไทย ครั้งที่ 1 ต่อ Panel Member มีจุดประสงค์เพื่อขอให้ Panel Member ตรวจสอบความในแบบสำรวจจำนวน 70 ข้อ โดยให้ ผู้เชี่ยวชาญพิจารณาตัดสินเสนอแนะ แก้ไข และปรับปรุง ความถูกต้อง เหมาะสม ทั้งในแง่เนื้อหา รูปแบบและภาษาที่สละสลวย รวมทั้งคำนึงถึงความแตกต่างทางวัฒนธรรม ที่มีผลต่อความภูมิใจในตนเองระหว่างคนในสังคมตะวันตกและสังคมไทย ทั้งนี้เพื่อการศึกษาค้นคว้าและจิตวิทยาของประเทศไทยจะได้มีแบบสำรวจความภูมิใจในตนเองฉบับภาษาไทยที่เป็นมาตรฐานของเราเอง

คำแนะนำ โปรดกาเครื่องหมาย ✓ ลงข้างหน้าคำว่า เห็นด้วย กับข้อความใดในแบบสำรวจที่ท่านเห็นด้วย หากท่านไม่เห็นด้วยกับข้อความใด โปรดกาเครื่องหมาย ✓ ลงข้างหน้า คำว่า ไม่เห็นด้วย แล้วขอความกรุณาได้

บันทึกข้อเสนอแนะ ความคิดเห็นและการดัดแปลงข้อความ ไม่ว่าจะเป็นการ ตัด เพิ่มเติม หรือแก้ไขข้อความต่างๆ เสียใหม่ ลงในช่องว่างที่เตรียมไว้ให้ และหากว่าข้อความใดที่ท่านเห็นว่าสมควรจะตัดทิ้งโปรดกาเครื่องหมาย ✓ ลงข้างหน้าคำว่า ควรตัดออก พร้อมทั้งให้เหตุผลประกอบด้วย

1. ฉันรู้สึกตัวเอง มีคุณค่าไม่น้อยกว่าคนอื่น ๆ

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

2. ฉันมีคุณสมบัติที่ดีหลายอย่าง

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

3. ฉันมีความรู้สึกว่าเป็นคนล้มเหลว

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

4. ฉันสามารถทำอะไรได้เหมือนคนอื่นเขา

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

5. โดยทั่วไปแล้ว ฉันพอใจในตัวเอง

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

6. ฉันมีความรู้สึกที่ดีต่อตนเอง

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

7. ฉันรู้สึกว่าฉันไม่มีอะไรที่น่าภูมิใจ

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

8. ฉันปรารถนาที่จะมีความรู้สึกที่ "ตนเองมีคุณค่า" กว่าที่เป็นอยู่

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

9. บ่อยครั้ง ฉันรู้สึกว่าตนเองเป็นคนไม่มีประโยชน์

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

10. มีหลายครั้ง ที่ฉันคิดว่าตัวฉันไม่ดีเลย

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

11. ฉันไม่ใช่เป็นคนที่น่าอายอะไรง่าย ๆ

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

12. การพูดต่อหน้าคนกลุ่มใหญ่ นั้น เป็นสิ่งยากมากสำหรับฉัน

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

13. หากเปลี่ยนได้ มีหลายอย่างในตัวฉันที่ฉันอยากเปลี่ยน

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

14. ฉันสามารถตัดสินใจในเรื่องต่างๆ ได้โดยไม่ต้องมีปัญหามากนัก

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

15. ฉันเป็นคนร่าเริงเป็นกันหาคบหาสมาคมด้วย

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

16. ฉันรู้สึกหงุดหงิดง่ายเวลาอยู่ที่บ้าน

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

17. ฉันใช้เวลาunan ที่จะปรับตัวเข้ากับสิ่งใหม่ๆ

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรตัดข้อนี้ออก เพราะว่า_____

18. ฉันเป็นผู้รู้จักชอบพอบของเพื่อนๆ ในวัยเดียวกัน

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรตัดข้อนี้ออก เพราะว่า_____

19. ครอบครัวของฉัน ดำเนินถึงความรู้สึกของฉัน

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรตัดข้อนี้ออก เพราะว่า_____

20. ฉันมักยอมแพ้อะไรต่างๆ

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรตัดข้อนี้ออก เพราะว่า_____

21. ครอบครัวของฉัน คัดหลังจากตัวฉันมากเกินไป

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรตัดข้อนี้ออก เพราะว่า_____

22. เกิดมาเป็นฉันนี้ ช่างโชคร้ายเสียจริงๆ

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรตัดข้อนี้ออก เพราะว่า_____

23. สิ่งต่าง ๆ ในชีวิตของฉันมันช่างสับสนวุ่นวาย

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น_____

ควรตัดข้อนี้ออก เพราะว่า_____

24. โดยปกติ บุคคลอื่นๆ ชอบคล้อยตามความคิดของฉัน

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

25. ฉันรู้สึกว่าฉันมีปมด้อย

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

26. มีหลายครั้ง ที่ฉันคิดจะหนีออกจากบ้าน

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

27. ฉันผิดหวังเกี่ยวกับการทำงานอยู่บ่อยๆ

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

28. ฉันรู้สึกว่าบุคลิกภาพของฉันไม่ดีเหมือนคนอื่นเขา

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

29. หากฉันมีอะไรในใจที่ควรจะต้องพูด ฉันจะพูดออกมาโดยไม่เก็บไว้

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า

30. ครอบครัวของฉันเข้าใจฉันดี

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น

ควรจัดข้อนี้ออก เพราะว่า _____

31. คนอื่นๆ เขามีคนชอบมากกว่าฉัน

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น _____

ควรจัดข้อนี้ออก เพราะว่า _____

32. ฉันรู้สึกเหมือนกับว่า ครอบครัวของฉันเดียวดายและบังคับฉันเสมอ

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น _____

ควรจัดข้อนี้ออก เพราะว่า _____

33. มีอยู่บ่อยๆที่ ฉันรู้สึกท้อถอยต่อสิ่งที่กำลังทำอยู่

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น _____

ควรจัดข้อนี้ออก เพราะว่า _____

34. ฉันคิดอยู่เสมอที่จะเป็นคนอื่นที่ไม่ใช่ตัวของฉันขณะนี้

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น _____

ควรจัดข้อนี้ออก เพราะว่า _____

35. ฉันไม่สามารถเป็นที่พึ่งของใครได้

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น _____

ควรจัดข้อนี้ออก เพราะว่า _____

36. ฉันพอใจในความสามารถของตัวเอง

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น _____

ควรจัดข้อนี้ออก เพราะว่า _____

37. ฉันเหมือนอยู่ตัวคนเดียวในบ้าน

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น_____

ควรดัดข้อนี้ออก เพราะว่า_____

38. ฉันเป็นคนล้มเหลว

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น_____

ควรดัดข้อนี้ออก เพราะว่า_____

39. ฉันพอใจในรูปร่างของฉัน

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น_____

ควรดัดข้อนี้ออก เพราะว่า_____

40. คนในวัยเดียวกับฉัน ชอบและยอมรับฉัน

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น_____

ควรดัดข้อนี้ออก เพราะว่า_____

41. ฉันเป็นคนที่มีความเชื่อมั่นในตนเอง

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น_____

ควรดัดข้อนี้ออก เพราะว่า_____

42. ฉันให้คนอื่นตัดสินใจแทนฉันเสมอ

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น_____

ควรดัดข้อนี้ออก เพราะว่า_____

43. ครอบครัวของฉันภูมิใจในตัวฉัน

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น_____

ควรตัดข้อนี้ออก เพราะว่า _____

44. ชีวิตของฉันมีความน่าเบื่อหน่าย

เห็นด้วย

ไม่เห็นด้วย

ควรตัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

45. พ่อแม่ของฉันให้ฉันมีส่วนร่วมในการตัดสินใจเสมอ

เห็นด้วย

ไม่เห็นด้วย

ควรตัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

46. ฉันมักทำอะไรได้สำเร็จและสมหวังเสมอ

เห็นด้วย

ไม่เห็นด้วย

ควรตัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

47. หากเพื่อนๆ เราจะไปไหนกัน เขามักชวนฉันเป็นคนสุดท้าย

เห็นด้วย

ไม่เห็นด้วย

ควรตัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

48. ฉันพอใจที่เกิดมาเป็นผู้หญิง

เห็นด้วย

ไม่เห็นด้วย

ควรตัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

49. เพื่อนๆ ไม่ค่อยชอบพูดคุยกับฉัน

เห็นด้วย

ไม่เห็นด้วย

ควรตัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

50. ฉันไม่ค่อยได้รับความไว้วางใจให้รับผิดชอบในเรื่องใดๆ

เห็นด้วย

ไม่เห็นด้วย
ควรดัดแปลงเป็น

ควรตัดข้อนี้ออก เพราะว่า

51. เพื่อนๆ เข้าใจฉัน

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น

ควรตัดข้อนี้ออก เพราะว่า

52. ฉันกังวลเรื่องรูปร่างหน้าตาของฉัน

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น

ควรตัดข้อนี้ออก เพราะว่า

53. ฉันภูมิใจที่เป็นคนที่พึ่งตนเองได้

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น

ควรตัดข้อนี้ออก เพราะว่า

54. ฉันเป็นคนที่เชื่อใจได้คนหนึ่ง

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น

ควรตัดข้อนี้ออก เพราะว่า

55. พี่น้องของฉัน และฉันปรองดองกันดี

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น

ควรตัดข้อนี้ออก เพราะว่า

56. เพื่อนๆ ไว้วางใจในความสามารถของฉัน

เห็นด้วย
ไม่เห็นด้วย
ควรดัดแปลงเป็น

ควรตัดข้อนี้ออก เพราะว่า

57. ฉันรู้สึกน้อยใจอยู่บ่อยๆ ที่พ่อแม่ไม่รักฉัน

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

58. มีหลายสิ่งหลายอย่าง ที่ฉันไม่มีความมั่นใจที่จะทำได้ดีเหมือนอย่างคนอื่น

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

59. ฉันและครอบครัวมีเรื่องพูดคุยและมีกิจกรรมร่วมกันอย่างอบอุ่นเสมอ

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

60. เมื่อตัดสินใจทำอะไรแล้ว ฉันจะพยายามทำงานสำเร็จ

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

61. ฉันมักถูกปฏิเสธในการเข้าร่วมกลุ่มทำงาน หรือ ทำกิจกรรมต่างๆ

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

62. ฉันมีความสามารถหลายอย่าง ที่เป็นประโยชน์ต่อตัวเองและส่วนรวม

เห็นด้วย

ไม่เห็นด้วย

ควรดัดแปลงเป็น _____

ควรตัดข้อนี้ออก เพราะว่า _____

63. ฉันรู้สึกว่า ฉันแก้ปัญหาได้ดี

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

64. ฉันอยากเก่งและมีความสามารถเหมือนคนอื่น ๆ

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

65. ญาติ และ ผู้ใหญ่อื่นๆ เมตตาและปฏิบัติต่อฉันเหมือนลูกหลานของเขา

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

66. ฉันภูมิใจที่เกิดมาเป็นสมาชิกคนหนึ่งในครอบครัวของฉัน

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

67. ฉันเข้ากับเพื่อนเพศชายได้ดี

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

68. ฉันปรับตัวเข้ากับเพื่อนเพศหญิงได้ดี

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

69. ฉันคิดว่าฉันเป็นคนดีมีคุณธรรมคนหนึ่ง

เห็นด้วย

ไม่เห็นด้วย

ควรจัดแปลงเป็น_____

ควรจัดข้อนี้ออก เพราะว่า_____

7d. ฉันปรารถนาที่จะมีเพื่อนสนิทที่คอยรับฟังฉัน

เห็นด้วย

ไม่เห็นด้วย

ควรปรับเปลี่ยนเป็น

ควรตัดข้อนี้ออก เพราะว่า

Appendix F

Delphi Questionnaire: Round Two (English & Thai Language Versions)

CONSTRUCTION OF A SELF-ESTEEM INVENTORY FOR THAI COLLEGE WOMEN

Research Project by:

Methinin Pinyuchon
Department of Counselor Education
School of Education
Oregon State University
Corvallis, Oregon, USA
Home: (503) 757- 2761

Department of Guidance and Educational
Psychology
College of Education
Sukhumvit 23
Bangkok 10110, Thailand
Home: (02) 377-9314

Purpose of the Study:

To develop a valid and reliable instrument to
measure self-esteem for Thai college women

Dear Delphi Panelists:

Thank you very much for your suggestions and comments for the Delphi Questionnaire: Round One. Attached is the Delphi Questionnaire: Round Two that I revised from the Delphi Questionnaire: Round One (according to panel members's suggestions). In round two, you are asked to rate the importance of the content of each item if it is extremely important, important, less important, or unimportant. Please circle the numbers using 4, 3, 2, 1 in the column of each item which represents your evaluation. The meaning of these figures is as follows:

4	=	Extremely important
3	=	Important
2	=	Of little important
1	=	Unimportant

Again, your assistance is greatly appreciated.

**Delphi Questionnaire: Round Two
(English Version)**

Item No.	Self-Esteem Statement	Extremely Important	Important	Of Little Important	Un-important
1.	I feel that I am a person of worth, at least on an equal plane with others.	4	3	2	1
2.	I feel that I have a number of good qualities.	4	3	2	1
3.	All in all, I am inclined to feel that I am a failure.	4	3	2	1
4.	I am able to do things as well as most other people.	4	3	2	1
5.	On the whole, I am satisfied with myself.	4	3	2	1
6.	I take a positive attitude toward myself.	4	3	2	1
7.	I feel I do not have much to be proud of.	4	3	2	1
8.	I wish I could have more respect for myself.	4	3	2	1
9.	I certainly feel useless at times.	4	3	2	1
10.	At times I think I am no good at all.	4	3	2	1
11.	Things usually do not bother me.	4	3	2	1
12.	I find it very hard to talk in front of a group.	4	3	2	1
13.	There are lots of things about myself I'd change if I could.	4	3	2	1
14.	I can make up my mind without too much trouble.	4	3	2	1
15.	I am a lot of fun to be with.	4	3	2	1
16.	I get upset easily at home.	4	3	2	1
17.	It takes me a long time to get used to anything new.	4	3	2	1

Item No.	Self-Esteem Statement	Extremely Important	Important	Of Little Important	Un-important
18.	I am popular with persons of my own age.	4	3	2	1
19.	My family ususally considers my feelings.	4	3	2	1
20.	I give in very easily.	4	3	2	1
21.	My family expects too much of me.	4	3	2	1
22.	It is pretty tough to be me.	4	3	2	1
23.	Things are all mixed up in my life.	4	3	2	1
24.	People usually follow my ideas.	4	3	2	1
25.	I have a low opinion of myself.	4	3	2	1
26.	There are many times when I would like to leave home.	4	3	2	1
27.	I often feel upset with my work.	4	3	2	1
28.	I am not as nice looking as most people.	4	3	2	1
29.	If I have something to say, I usually say it.	4	3	2	1
30.	My family understands me.	4	3	2	1
31.	Most people are better liked than I am.	4	3	2	1
32.	I usually feel as if my family is pushing me.	4	3	2	1
33.	I often get discouraged with what I am doing.	4	3	2	1
34.	I often wish I were someone else.	4	3	2	1
35.	I cannot be depended on.	4	3	2	1
36.	I am satisfied with my abilities.	4	3	2	1
37.	No one understands me at home.	4	3	2	1
38.	I am a failure.	4	3	2	1

Item No.	Self-Esteem Statement	Extremely Important	Important	Of Little Important	Un-important
39.	I am satisfied with my physical appearance.	4	3	2	1
40.	People at my age like and accept me.	4	3	2	1
41.	I am self- confident.	4	3	2	1
42.	I allow others to make decisionsfor me.	4	3	2	1
43.	My family is proud of me.	4	3	2	1
44.	My life is so boring.	4	3	2	1
45.	My parents allow me be apart of their decision making.	4	3	2	1
46.	I am successful.	4	3	2	1
47.	Among friends, I am the last person to be included.	4	3	2	1
48.	I am satisfied to be a female.	4	3	2	1
49.	My friends do not want to talk with me.	4	3	2	1
50.	People do not trust me to be responsible for doing things.	4	3	2	1
51.	My friends understand me.	4	3	2	1
52.	I am worried about my physical appearance.	4	3	2	1
53.	I am proud to be independent.	4	3	2	1
54.	I am reliable.	4	3	2	1
55.	My siblings and I are agreeable.	4	3	2	1
56.	My friends trust my abilities.	4	3	2	1
57.	I am unhappy that my parents do not love me.	4	3	2	1
58.	I am not confident that I can do things as well as others.	4	3	2	1

Item No.	Self-Esteem Statement	Extremely Important	Important	Of Little Important	Un-important
59.	My family and I talk and do things together.	4	3	2	1
60.	I am determined to accomplish my goals.	4	3	2	1
61.	I am rejected when participating in group activities.	4	3	2	1
62.	I am capable in doing things for myself and for society.	4	3	2	1
63.	I am good at handling unanticipated problems.	4	3	2	1
64.	I wish I were smart and competent.	4	3	2	1
65.	I am treated by relatives and older people as kindly as they would treat their children.	4	3	2	1
66.	I am lucky to be a member of my family.	4	3	2	1
67.	I get along well with my male friends.	4	3	2	1
68.	I get along well with my female friends.	4	3	2	1
69.	I think I am a good person.	4	3	2	1
70.	I wish I had a close friend who is always there for me.	4	3	2	1

ภาควิชาการแนะแนวและจิตวิทยาการศึกษา
คณะศึกษาศาสตร์
มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร
สุขุมวิท 23 กรุงเทพฯ 10110

วันที่ เดือน พ.ศ.

เรื่อง การพิจารณาข้อความที่เรียบเรียงขึ้น และประเมินความสำคัญของเนื้อหา ของแบบสำรวจ
ความภูมิใจในตนเอง ตามขบวนการ Delphi

เรียน

ตามที่ท่านได้กรุณาตรวจแก้ไขต้นฉบับ เนื้อหา และความเหมาะสมในการใช้ภาษา ตลอดจนได้ให้ข้อเสนอแนะ ในการปรับปรุงแบบสำรวจความภูมิใจในตนเอง ในรอบที่ 1 แล้วนั้น บัดนี้ผู้วิจัยได้แก้ไข และเรียบเรียง แบบสำรวจเสียใหม่ ตามที่คณะของท่านได้เสนอแนะไป ดังเอกสารที่แนบมาพร้อมนี้ ในรอบที่ 2 นี้ ข้าพเจ้าใคร่ขอความกรุณาท่านได้โปรดพิจารณาข้อความ ที่เรียบเรียงใหม่นี้ โดยประเมินความสำคัญ ของเนื้อหาในแบบสำรวจ จากสำคัญมากที่สุด (4), สำคัญ (3), สำคัญน้อย (2), ไม่สำคัญ 1, เพื่อที่ข้าพเจ้าจะได้นำไปปรับปรุงต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านอีกครั้งหนึ่ง และขอขอบพระคุณ
ในความกรุณา ของท่านเป็นอย่างสูงมากในโอกาสนี้ด้วย

ขอแสดงความนับถืออย่างสูง

(นางสาวเมธิรินทร์ ภิญโญชน)

DELPHI QUESTIONNAIRE : ROUND TWO

แบบสำรวจความภูมิใจในตนเองของนักศึกษาหญิงไทย
สำหรับวัฏจักรข้อมูล รอบ 2

ข้อ	ข้อความ	สำคัญมากที่สุด 4	สำคัญ 3	ไม่สำคัญ 2	ไม่สำคัญ มากที่สุด 1
1.	ฉันคิดว่าตัวฉันเองมีคุณค่าไม่น้อยกว่าคนอื่น ๆ	4	3	2	1
2.	ฉันรู้สึกว่าคุณมีคุณสมบัติที่ดีหลายอย่าง	4	3	2	1
3.	ฉันมีความรู้สึกว่าคุณเป็นคนล้มเหลว	4	3	2	1
4.	ฉันสามารถทำอะไรได้เหมือนคนอื่นเขา	4	3	2	1
5.	โดยทั่วไปแล้ว ฉันพอใจในตัวเอง	4	3	2	1
6.	ฉันมีความรู้สึกที่ดีต่อตนเอง	4	3	2	1
7.	ฉันรู้สึกว่าคุณไม่มีอะไรที่น่าสนใจเลย	4	3	2	1
8.	ฉันปรารถนาที่จะมีความรู้สึกว่าคุณมีคุณค่า กว่าที่เป็นอยู่	4	3		
9.	ขอครั้งที่ฉันรู้สึกว่าคุณเป็นคนไม่มีประโยชน์	4	3	2	1
10.	มีหลายครั้ง ที่ฉันคิดว่าตัวฉัน ไม่ดีเลย	4	3	2	1
11.	ฉัน ไม่ใช่เป็นคนที่น่ารำคาญอะไรๆ	4	3	2	1
12.	การพูดต่อหน้ากลุ่มคนนั้น เป็นสิ่งที่ยากมากสำหรับฉัน	4	3	2	1
13.	หากเปลี่ยนได้ มีหลายสิ่งในตัวฉัน ที่ฉันอยากเปลี่ยน	4	3	2	1
14.	ฉันสามารถตัดสินใจในเรื่องต่างๆ ได้ โดยไม่มีปัญหามากนัก	4	3	2	1
15.	ฉันเป็นคนร่าเริงเป็นที่น่าคบหาสมาคมด้วย	4	3	2	1
16.	ฉันรู้สึกหงุดหงิดง่ายเวลาอยู่ที่บ้าน	4	3	2	1
17.	ฉันใช้เวลาตอนที่ปรับตัวเข้ากับสิ่งใหม่ๆ	4	3	2	1
18.	ฉันเป็นที่รู้จักชอบพอบของเพื่อนๆ ในวัยเดียวกัน	4	3	2	1
19.	ครอบครัวของฉันดำเนินถึงความรู้สึกของฉัน	4	3	2	1
20.	ฉันมักยอมแพ้อะไรๆ	4	3	2	1
21.	ครอบครัวของฉันคาดหวังจากฉันมากเกินไป	4	3	2	1
22.	เกิดมาเป็นฉันนี้ ช่างโชคร้ายเสียจริงๆ	4	3	2	1

23.	สิ่งต่างๆในชีวิตของฉันมันช่างสับสนวุ่นวาย	4	3	2	1
24.	โดยปกติ บุคคลอื่นๆชอบล้อเลียนความคิด ของฉัน	4	3	2	1
25.	ฉันรู้สึกวางฉันไม่ลงด้วย	4	3	2	1
26.	มีหลายครั้ง ที่ฉันคิดจะหนีออกจากบ้าน	4	3	2	1
27.	ฉันผิดหวังเกี่ยวกับการทำงานอยู่บ่อยๆ	4	3	2	1
28.	ฉันรู้สึกว่าคุณลักษณะของฉัน ไม่ดีเหมือนของ คนอื่น	4	3	2	1
29.	หากฉันมีอะไรที่ ควรจะต้องพูด ฉันจะพูดออกมาโดยไม่เก็บไว้	4	3	2	1
30.	ครอบครัวของฉันเข้าใจฉันดี	4	3	2	1
31.	คนอื่นๆ เขามีคนชอบมากกว่าฉัน	4	3	2	1
32.	ฉันรู้สึกเหมือนกับว่า ครอบครัว ของฉันเคียดแค้นและรังเกียจฉันเสมอ	4	3	2	1
33.	มีอยู่บ่อยๆ ที่ฉันรู้สึกท้อถอยต่อสิ่งที่กำลังทำอยู่	4	3	2	1
34.	ฉันคิดอยู่เสมอที่จะเป็นคนอื่นที่ไม่ใช่ตัวฉัน ขณะนี้	4	3	2	1
35.	ฉันไม่สามารถเป็นที่พึ่งของใครได้	4	3	2	1
36.	ฉันพอใจในความสามารถของตัวเอง	4	3	2	1
37.	ไม่มีใครในบ้านเข้าใจฉันเลย	4	3	2	1
38.	ฉันเป็นคนล้มเหลว	4	3	2	1
39.	ฉันพอใจในรูปร่างของฉัน	4	3	2	1
40.	คนในวัยเดียวกับฉัน ชอบและยอมรับฉัน	4	3	2	1
41.	ฉันเป็นคนที่มีความเชื่อมั่นในตนเอง	4	3	2	1
42.	ฉันให้คนอื่นคิดลึนใจแทนฉันเสมอ	4	3	2	1
43.	ครอบครัวของฉันภูมิใจในตัวฉัน	4	3	2	1
44.	ชีวิตของฉันมีความน่าเบื่อหน่าย	4	3	2	1
45.	พ่อแม่ของฉันให้ฉันมีส่วนร่วม ในการตัดสินใจเสมอ	4	3	2	1
46.	ฉันมักทำอะไรได้สำเร็จและสมหวัง	4	3	2	1
47.	ในระหว่างเพื่อนๆ ฉันมักเป็นคนสุดท้าย ที่ได้รับเชิญให้เข้าร่วมกลุ่ม	4	3	2	1
48.	ฉันพอใจที่เกิดมาเป็นผู้หญิง	4	3	2	1
49.	เพื่อนๆ ไม่ชอบพูดคุยกับฉัน	4	3	2	1

50.	ฉันไม่ค่อยได้รับความไว้วางใจให้รับผิดชอบในเรื่องใดๆ	4	3	2	1
51.	เพื่อนๆ เข้าใจฉัน	4	3	2	1
52.	ฉันกังวลเรื่องรูปร่างหน้าตาของฉัน	4	3	2	1
53.	ฉันภูมิใจที่เป็นคนที่พึ่งตนเองได้	4	3	2	1
54.	ฉันเป็นคนก็เชื่อถือได้คนหนึ่ง	4	3	2	1
55.	พี่น้องของฉัน และ ฉันปรองดองกันดี	4	3	2	1
56.	เพื่อนๆ ไว้วางใจในความสามารถของฉัน	4	3	2	1
57.	ฉันรู้สึกพอใจบ่อยๆ ที่พ่อแม่ไม่รักฉัน	4	3	2	1
58.	มีหลายสิ่งหลายอย่าง ที่ฉันไม่มีความมั่นใจที่จะทำได้เหมือนอย่างคนอื่น	4	3	2	1
59.	ฉันและครอบครัว มีเรื่องพูดคุยและมีกิจกรรมร่วมกันอย่างอบอุ่นเสมอ	4	3	2	1
60.	ฉันเป็นคนมีความเพียรพยายามจนถึงที่ฉันทำบรรลุเป้าหมาย	4	3	2	1
61.	ฉันมักถูกปฏิเสธ ในการเข้าร่วมกลุ่มทำงานหรือทำกิจกรรมต่างๆ	4	3	2	1
62.	ฉันมีความสามารถหลายอย่าง ที่เป็นประโยชน์ต่อตัวเองและส่วนรวม	4	3	2	1
63.	ฉันรู้ดีกว่าฉันแก้ปัญหาเฉพาะหน้าได้ดี	4	3	2	1
64.	ฉันอยากเก่งและมีความสามารถเหมือนคนอื่น ๆ	4	3	2	1
65.	ญาติ และ ผู้ใหญ่อื่นๆเมตตา และปฏิบัติต่อฉันเหมือนลูกหลานของเขา	4	3	2	1
66.	ฉันโชคดีที่เจตนาเป็นสมาชิกคนหนึ่งในครอบครัวของฉัน	4	3	2	1
67.	ฉันเข้ากับเพื่อนเพศชายได้ดี	4	3	2	1
68.	ฉันปรับตัวเข้ากับเพื่อนผู้หญิงได้ดี	4	3	2	1
69.	ฉันคิดว่าฉันเป็นคนดีคนหนึ่ง	4	3	2	1
70.	ฉันปรารถนาที่จะมีเพื่อนสนิทที่คอยรับฟังฉัน	4	3	2	1

Appendix G

**Result of Delphi Process used as Instrument (68-Item) for
Pilot Study (English & Thai Language Versions)**

**CONSTRUCTION OF A SELF-ESTEEM INVENTORY
FOR THAI COLLEGE WOMEN**

Research Project by:

**Methinin Pinyuchon
Department of Counselor Education
School of Education
Oregon State University
Corvallis, Oregon, USA**

**Department of Guidance and Educational
Psychology
College of Education
Sukhumvit 23
Bangkok 1011, Thailand**

Purpose of Questionnaire:

**To develop a valid and reliable instrument to
measure self-esteem for Thai college women**

Dear College Students:

Currently, I am a doctoral student in Counseling Department at Oregon State University, Corvallis, Oregon, USA. I am developing a Self-Esteem Inventory for Thai college women and would like to invite you to participate in this study. Your participation is voluntary. You can refuse or discontinue to participate at any time without penalty. It will take you only 5-10 minutes and will not cause any risks or discomfort to fill out the questionnaire. In order to insure confidentiality and protect your privacy, your name will not be required to fill out the form; only a code number will be used. All data provided will be kept in a locked file and will be destroyed at the end of study. Your participation will be of benefit to future in developing and standardizing a Self-Esteem Inventory which will be used in educational and psychological fields.

If you have any questions regarding my study, please feel free to contact me at the address above in USA., Dr. Lertluck Klinhom at 373-9274 or Paisal Unprasert at 258-0310-3 ext. 169 in Bangkok, Thailand. Thank you very much for your participation.

The directions for completing the questionnaire is as follows:

Instruction:

The questionnaire includes two parts as follows:

Part 1: Personal data for demographic information only

Please fill out the spaces provided and make a circle around the appropriate alternative regarding your personal information.

1. What time did you start filling out this questionnaire?
2. What group of age are you in ?
 1. under 20
 2. between 21-25
 3. between 26-30
 4. above 30
3. What is your major study field ?
4. What level are you in school ?
 1. freshman
 2. sophomore
 3. junior
 4. senior
5. Which group of G. P. A. is yours ?
 1. 1.50 - 2.00
 2. 2.01- 2.50
 3. 2.51 - 3.00
 4. 3.01 - 3.50
 5. 3.51 - 4.00
6. What are your source of income for your education ?
 1. scholarships, fellowships, grants etc.
 2. self-support by working part-time job
 3. parents or relatives support

7. Have you had experience participating in student union or student activities ?
 1. Yes
 2. No
8. What role do you usually take when you join the student activities ?
 1. a leader
 2. a member
 3. others -----(please specify)
9. In choosing the major you are studying, who is the most influent person on your decision?
 1. your parents
 2. yourself
 3. instructors
 4. others -----(please specify)
10. What type of university are you attending ?
 1. state university
 2. private university
11. What time did you finish the questionnaire?

Part 2:

The questionnaire asks you how you feel about yourself. There are no right or wrong answers. You will probably agree with some items and disagree with others. I am most interested in the extent to which you agree or disagree with the items. First impressions are usually best in responding to such statements. Decide if you agree or disagree and the intent of your reaction. Then circle the appropriate alternative to the right. Please do not take too much time and please do not leave out any items. If an alternative does not adequately represent your feeling, please choose the one which is closest to the way you feel. Please make sure that you circle only one alternative for each item and that all items are completed.

For each item, please circle the rating (4, 3, 2, 1) in the column which closely represents your feelings that you have toward yourself. The meaning of these figures are as follows:

- | | | |
|---|---|-------------------|
| 4 | = | Strongly agree |
| 3 | = | Agree |
| 2 | = | Disagree |
| 1 | = | Strongly disagree |

PILOT STUDY QUESTIONNAIRE
(English Version)

Item No.	Self-Esteem Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel that I am a person of worth, at least on an equal plane with others.	4	3	2	1
2.	I feel that I have a number of good qualities.	4	3	2	1
3.	All in all, I am inclined to feel that I am a failure.	4	3	2	1
4.	I am able to do things as well as most other people.	4	3	2	1
5.	On the whole, I am satisfied with myself.	4	3	2	1
6.	I take a positive attitude toward myself.	4	3	2	1
7.	I feel I do not have much to be proud of.	4	3	2	1
8.	I wish I could have more respect for myself.	4	3	2	1
9.	I certainly feel useless at times.	4	3	2	1
10.	At times I think I am no good at all.	4	3	2	1
11.	I find it very hard to talk in front of a group.	4	3	2	1
12.	There are lots of things about myself I'd change if I could.	4	3	2	1
13.	I can make up my mind without too much trouble.	4	3	2	1
14.	I am a lot of fun to be with.	4	3	2	1
15.	I get upset easily at home.	4	3	2	1
16.	It takes me a long time to get used to anything new.	4	3	2	1
17.	I am popular with persons of my own age.	4	3	2	1

Item No.	Self-Esteem Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
18.	My family usually considers my feelings.	4	3	2	1
19.	I give in very easily.	4	3	2	1
20.	My family expects too much of me.	4	3	2	1
21.	It is pretty tough to be me.	4	3	2	1
22.	Things are all mixed up in my life.	4	3	2	1
23.	People usually follow my ideas.	4	3	2	1
24.	I have a low opinion of myself.	4	3	2	1
25.	There are many times when I would like to leave home.	4	3	2	1
26.	I often feel upset with my work.	4	3	2	1
27.	I am not as nice looking as most people.	4	3	2	1
28.	If I have something to say, I usually say it.	4	3	2	1
29.	My family understands me.	4	3	2	1
30.	Most people are better liked than I am.	4	3	2	1
31.	I usually feel as if my family is pushing me.	4	3	2	1
32.	I often get discouraged with what I am doing.	4	3	2	1
33.	I often wish I were someone else.	4	3	2	1
34.	I cannot be depended on.	4	3	2	1
35.	I am satisfied with my abilities.	4	3	2	1
36.	No one understands me at home.	4	3	2	1
37.	I am a failure.	4	3	2	1
38.	I am satisfied with my physical appearance.	4	3	2	1

Item No.	Self-Esteem Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
39.	People at my age like and accept me.	4	3	2	1
40.	I am self- confident.	4	3	2	1
41.	I allow others to make decisionsfor me.	4	3	2	1
42.	My family is proud of me.	4	3	2	1
43.	My life is so boring.	4	3	2	1
44.	My parents allow me be apart of their decision making.	4	3	2	1
45.	I am successful.	4	3	2	1
46.	Among friends, I am the last person to be included.	4	3	2	1
47.	I am satisfied to be a female.	4	3	2	1
48.	My friends do not want to talk with me.	4	3	2	1
49.	People do not trust me to be responsible for doing things.	4	3	2	1
50.	My friends understand me.	4	3	2	1
51.	I am worried about my physical appearance.	4	3	2	1
52.	I am proud to be independent.	4	3	2	1
53.	I am reliable.	4	3	2	1
54.	My siblings and I are agreeable.	4	3	2	1
55.	My friends trust my abilities.	4	3	2	1
56.	I am unhappy that my parents do not love me.	4	3	2	1
57.	I am not confident that I can do things as well as others.	4	3	2	1

Item No.	Self-Esteem Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
58.	My family and I talk and do things together.	4	3	2	1
59.	I am determined to accomplish my goals.	4	3	2	1
60.	I am rejected when participating in group activities.	4	3	2	1
61.	I am capable in doing things for myself and for society.	4	3	2	1
62.	I am good at handling unanticipated problems.	4	3	2	1
63.	I wish I were smart and competent.	4	3	2	1
64.	I am lucky to be a member of my family.	4	3	2	1
65.	I get along well with my male friends.	4	3	2	1
66.	I get along well with my female friends.	4	3	2	1
67.	I think I am a good person.	4	3	2	1
68.	I wish I had a close friend who is always there for me.	4	3	2	1

ภาควิชาการแนะแนวและจิตวิทยาการศึกษา
คณะศึกษาศาสตร์
มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร
สุขุมวิท 23 กรุงเทพฯ 10110

วันที่ เดือน พ.ศ.

เรื่อง ขอดำเนินการขอความเห็นชอบแบบสำรวจเพื่องานวิจัย

เรียน นิสิต นักศึกษาหญิง

ด้วยข้าพเจ้านางสาวเมธิรินทร์ ภิญโญชน ผู้ช่วยศาสตราจารย์
ภาควิชาการแนะแนว และจิตวิทยาการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
ประสานมิตร กำลังศึกษา ปริญญาเอกสาขาการให้คำปรึกษา ณ มหาวิทยาลัยแห่งรัฐโอเรกอน
ประเทศสหรัฐอเมริกา และ กำลังทำวิจัยเรื่อง การสร้างแบบสำรวจความภูมิใจในตนเอง
ของนักศึกษาหญิงไทย

ในการนี้ ข้าพเจ้าได้ขอลงความอนุเคราะห์เวลาจากท่านประมาณ 10 - 15 นาที
เพื่อกรอกแบบสำรวจประเมินความรู้สึกลึกๆที่ท่านมีต่อตนเอง ข้าพเจ้าขอรับรองว่า ข้อมูลที่ท่านกรอก
จะถูกเก็บไว้เป็นความลับ และจะไม่ให้เกิดความเสียหายต่อตัวท่านแต่อย่างใด ความร่วมมือ ในการ
กรอกแบบสอบถามของท่าน จะเป็นประโยชน์โดยตรงในการพัฒนาแบบสำรวจความภูมิใจในตนเอง
ซึ่งจะเป็นประโยชน์ในวงการการศึกษาและจิตวิทยาต่อไป

การตอบแบบสำรวจนี้ ถือตามความสมัครใจ ท่านมีสิทธิที่จะไม่ทำหรือหยุดทำแบบ
สำรวจเมื่อใดก็ได้ โดยไม่มีความผิด อย่างไรก็ตาม ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือ
จากท่านเป็นอย่างดี และการศึกษาดังนี้ก็จะสำเร็จได้ด้วยความอนุเคราะห์ในการตอบแบบสำรวจ
ของท่าน จึงขอขอบคุณมาในโอกาสนี้ด้วย หากท่านมีข้อสงสัยใดเกี่ยวกับงานวิจัยนี้ โปรดติดต่อที่
ดร.เลิศลักษณ์ กลิ่นหอม โทร. 373 - 9274 หรือ อาจารย์ไพศาล อันประเสริฐ โทร.

258 - 0310 -3 ต่อ 169

ขอแสดงความนับถือ

(นางสาวเมธิรินทร์ ภิญโญชน)

แบบสำรวจ ความภูมิใจในตนเองของนักศึกษาหญิงไทย

คำชี้แจง แบบสำรวจนี้มี 2 ตอน ในแต่ละตอนมีคำชี้แจงเฉพาะเพื่อให้เกิดความเข้าใจที่ถูกต้องในการกรอกแบบสำรวจ

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสำรวจ

คำชี้แจง โปรดทำเครื่องหมาย X บนตัวเลขที่อยู่หน้าข้อความที่ถูกต้องตามความเป็นจริงเกี่ยวกับตัวท่าน

1. ท่านเริ่มทำแบบสำรวจเวลาใด?

2. ท่านอายุเท่าไร?

1. น้อยกว่า 20 ปี
2. 21 - 25 ปี
3. 26 - 30 ปี
4. มากกว่า 30 ปี

3. ท่านเรียนวิชาเอกอะไร?

4. ท่านเรียนอยู่ชั้นปีใด?

1. ชั้นปีที่ 1
2. ชั้นปีที่ 2
3. ชั้นปีที่ 3
4. ชั้นปีที่ 4

5. คะแนนเฉลี่ยสะสมของท่านอยู่ในระดับใด?

1. 1.50 - 2.00
2. 2.01 - 2.50
3. 2.51 - 3.00
4. 3.01 - 3.50
5. 3.51 - 4.00

6. ค่าใช้จ่ายที่ท่านใช้ในการศึกษามาจากข้อใดในต่อไปนี้

1. ทุนอุดหนุนการศึกษาจากรัฐบาล มูลนิธิ หรือเอกชน
2. ทำงานเพื่อหาเงินเรียนหนังสือเอง
3. บิдамารดา หรือ ผู้อุปการะ

7. ท่านมีประสบการณ์ในการร่วมกิจกรรมนักศึกษาหรือไม่?

1. มี
2. ไม่มี

8. ท่านเข้าร่วมกิจกรรมพิเศษต่างๆ ในฐานะใด?

1. ผู้นำ
2. สมาชิก
3. ผู้สนใจทั่วไป

9. ในการตัดสินใจเลือกวิชาเอก ท่านได้รับอิทธิพลจากใครต่อไปนี้มากที่สุด?

1. บิдамารดา
2. ตัวท่านเอง
3. ครูและอาจารย์
4. อื่นๆ (โปรดระบุ)

10. มหาวิทยาลัยประเภทใดที่ท่านกำลังศึกษาอยู่?

1. รัฐบาล
2. เอกชน

11. ท่านทำแบบสำรวจเสร็จเวลาใด?

ตอนที่ 2 แบบสำรวจ 68 ข้อนี้ เป็นการประเมินความรู้สึกที่ท่านมีต่อตนเอง แต่ละข้อไม่มีคำตอบที่ ถูก หรือ ผิด คำตอบที่ดีที่สุดคือ คำตอบที่ตรงกับความรู้สึกของท่านที่สุดที่เกิดขึ้นครั้งแรก เมื่อท่านอ่านข้อความจบในแต่ละข้อ

คำชี้แจง ในการตอบแบบสำรวจนี้ ขอให้ท่านอ่านข้อความแต่ละข้อ แล้วพิจารณาว่าข้อความนั้นตรงกับความรู้สึกของท่านในระดับมากน้อยเพียงใด แล้วทำเครื่องหมาย ○ วงกลมล้อมรอบตัวเลขในช่องที่ตรงกับความรู้สึกของท่านมากที่สุดและโปรดตรวจสอบเพื่อให้ท่านมั่นใจว่า ท่านตอบแบบสำรวจทุกข้อ และแต่ละข้อให้ท่าน

วงกลม รอบตัวเลขที่ท่านเลือกตัวเดียวเท่านั้น ตัวเลข 4, 3, 2, 1
แสดงถึงระดับความรู้สึกที่ท่านประเมินตัวเอง มีความหมายดังนี้

4	หมายถึง	เห็นด้วยอย่างยิ่ง
3	หมายถึง	เห็นด้วย
2	หมายถึง	ไม่เห็นด้วย
1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ตัวอย่าง

ข้อ	ข้อความ	เห็นด้วยอย่าง ยิ่ง 4	เห็นด้วย 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
๐	ฉันเป็นคนอารมณ์อ่อนไหว	4	3	2	1
๐	ฉันรู้สึกลำบากในการเข้าสังคม	4	3	2	1

ต่อไปนี้เป็นแบบสำรวจ จำนวน 68 ข้อที่วัดวัดความรู้สึกโดยรวมเมื่อจากท่านในการตอบ

แบบสำรวจความภูมิใจในตนเองของนักศึกษาหญิงไทย
สำหรับ PILOT STUDY
ฉบับภาษาไทย

ข้อ	ข้อความ	เห็นด้วย อย่างยิ่ง 4	เห็นด้วย 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
1.	ฉันคิดว่าฉันเองมีคุณค่าไม่น้อยกว่าคนอื่น ๆ	4	3	2	1
2.	ฉันรู้สึกว่าฉันมีคุณสมบัติที่ดีหลายอย่าง	4	3	2	1
3.	ฉันมีความรู้สึกว่าเป็นคนล้มเหลว	4	3	2	1
4.	ฉันสามารถทำอะไรได้เหมือนคนอื่นเขา	4	3	2	1
5.	โดยทั่วไปแล้ว ฉันพอใจในตัวเอง	4	3	2	1
6.	ฉันมีความรู้สึกที่ดีต่อตนเอง	4	3	2	1
7.	ฉันรู้สึกว่าฉันไม่มีอะไรที่น่าภูมิใจเลย	4	3	2	1
8.	ฉันปรารถนาที่จะมีความรู้สึกว่าคุณค่าของตัวเองมีคุณค่ากว่าที่เป็นอยู่	4	3	2	1
9.	บ่อยครั้งฉันรู้สึกว่าตนเองเป็นคนไม่มีประโยชน์	4	3	2	1
10.	มีหลายครั้ง ที่ฉันคิดว่าตัวฉันไม่ดีเลย	4	3	2	1
11.	การพูดต่อหน้ากลุ่มคนนั้น เป็นสิ่งที่ยากมากสำหรับฉัน	4	3	2	1
12.	หากเปลี่ยนได้ มีหลายสิ่งในตัวฉันที่ฉันอยากเปลี่ยน	4	3	2	1
13.	ฉันสามารถตัดสินใจในเรื่องต่างๆ ได้โดยไม่มีปัญหามากนัก	4	3	2	1
14.	ฉันเป็นคนราเริง เป็นที่นาคบหาสมาคมด้วย	4	3	2	1
15.	ฉันรู้สึกหงุดหงิดง่ายเวลาอยู่ที่บ้าน	4	3	2	1
16.	ฉันใช้เวลาวันที่จะปรับตัวเข้ากับสิ่งใหม่ๆ	4	3	2	1
17.	ฉันเป็นที่รักของพ่อของแม่น้อยกว่าคนอื่น	4	3	2	1
18.	ครอบครัวของฉันดำเนินถึงความรู้สึกของฉัน	4	3	2	1
19.	ฉันมักยอมแพ้อะไรหลายๆ	4	3	2	1
20.	ครอบครัวของฉัน คาดหวังจากฉันมากเกินไป	4	3	2	1
21.	เกิดมาเป็นฉันนี้ ขำโชคร้ายเสียจริงๆ	4	3	2	1
22.	สิ่งต่างๆในชีวิตของฉันมันช่างสับสนวุ่นวาย	4	3	2	1
23.	โดยปกติ บุคคลอื่นๆชอบล้อตามความผิดของฉัน	4	3	2	1
24.	ฉันรู้สึกว่าฉันมีผมด้อย	4	3	2	1
25.	มีหลายครั้ง ที่ฉันคิดจะหนีออกจากบ้าน	4	3	2	1
26.	ฉันผิดหวังเกี่ยวกับการทำงานอยู่บ่อยๆ	4	3	2	1

27.	ฉันรู้สึกว่าคุณลักษณะของฉันไม่ดีเหมือนของคนอื่น	4	3	2	1
28.	หากฉันมีอะไรที่ควรจะต้องพูด ฉันจะพูดออกมาโดยไม่เก็บไว้	4	3	2	1
29.	ครอบครัวของฉันเข้าใจฉันดี	4	3	2	1
30.	คนอื่นๆ เขามีคนชอบมากกว่าฉัน	4	3	2	1
31.	ฉันรู้สึกเหมือนกับว่า ครอบครัวของฉันแค่เอาเปรียบและบังคับฉันเสมอ	4	3	2	1
32.	มีอยู่บ่อยๆ ที่ฉันรู้สึกท้อถอยต่อสิ่งที่กำลังทำอยู่	4	3	2	1
33.	ฉันคิดอยู่เสมอที่จะเป็นคนอื่นที่ไม่ใช่ตัวฉันขณะนี้	4	3	2	1
34.	ฉันไม่สามารถเป็นที่พึ่งของใครได้	4	3	2	1
35.	ฉันพอใจในความสามารถของตัวเอง	4	3	2	1
36.	ไม่มีใครในบ้านเข้าใจฉันเลย	4	3	2	1
37.	ฉันเป็นคนล้มเหลว	4	3	2	1
38.	ฉันพอใจในรูปร่างของฉัน	4	3	2	1
39.	คนในวัยเดียวกับฉัน ชอบและยอมรับฉัน	4	3	2	1
40.	ฉันเป็นคนที่มีความเชื่อมั่นในตนเอง	4	3	2	1
41.	ฉันให้คนอื่นตัดสินใจแทนฉันเสมอ	4	3	2	1
42.	ครอบครัวของฉันภูมิใจในตัวฉัน	4	3	2	1
43.	ชีวิตของฉันมีความน่าเบื่อหน่าย	4	3	2	1
44.	พ่อแม่ของฉันให้ฉันมีส่วนร่วม ในการตัดสินใจเสมอ	4	3	2	1
45.	ฉันมักทำอะไรได้สำเร็จและสมหวัง	4	3	2	1
46.	ในระหว่างเพื่อนๆ ฉันมักเป็นคนสุดท้ายที่ได้รับเชิญให้เข้าร่วมกลุ่ม	4	3	2	1
47.	ฉันพอใจที่เกิดมาเป็นผู้หญิง	4	3	2	1
48.	เพื่อนๆ ไม่ชอบพูดคุยกับฉัน	4	3	2	1
49.	ฉันไม่ค่อยได้กับความไว้วางใจให้รับผิดชอบในเรื่องใดๆ	4	3	2	1
50.	เพื่อนๆ เข้าใจฉัน	4	3	2	1
51.	ฉันกังวลเรื่องรูปร่างหน้าตาของฉัน	4	3	2	1
52.	ฉันภูมิใจที่เป็นคนที่พึ่งพาตัวเองได้	4	3	2	1
53.	ฉันเป็นคนที่ไม่เชื่อใจใครคนหนึ่ง	4	3	2	1
54.	พี่น้องของฉัน และฉันปรองดองกันดี	4	3	2	1
55.	เพื่อนๆ ไว้วางใจในความสามารถของฉัน	4	3	2	1
56.	ฉันรู้สึกน้อยใจอยู่บ่อยๆ ที่พ่อแม่ไม่รักฉัน	4	3	2	1
57.	มีหลายสิ่งหลายอย่าง ที่ฉันไม่มีความมั่นใจที่จะทำได้ดีเหมือนอย่างคนอื่น	4	3	2	1
58.	ฉันและครอบครัว มีเรื่องพูดคุยและมีกิจกรรมร่วมกันอย่างอบอุ่นเสมอ	4	3	2	1
59.	ฉันเป็นคนมีความพยายามจนสิ่งที่ฉันทำบรรลุเป้าหมาย	4	3	2	1

60.	ฉันมักถูกปฏิเสธ ในการเข้าร่วมกลุ่มทำงาน หรือทำกิจกรรมต่างๆ	4	3	2	1
61.	ฉันมีความสามารถหลายอย่าง ที่เป็น ประโยชน์ต่อตัวเองและส่วนรวม	4	3	2	1
62.	ฉันรู้สึกมั่นใจกับปัญหาเฉพาะหน้าได้ดี	4	3	2	1
63.	ฉันอยากเก่งและมีความสามารถเหมือนคนอื่น ๆ	4	3	2	1
64.	ฉันโชคดีที่เกิดมาเป็นสมาชิกคนหนึ่งในครอบครัวของฉัน	4	3	2	1
65.	ฉันเข้ากับเพื่อนเพศชายได้ดี	4	3	2	1
66.	ฉันปรับตัวเข้ากับเพื่อนหญิงได้ดี	4	3	2	1
67.	ฉันคิดว่าฉันเป็นคนดีคนหนึ่ง	4	3	2	1
68.	ฉันปรารถนาที่จะมีเพื่อนสนิทที่คอยรับฟังฉัน	4	3	2	1

Appendix H

**Self-Esteem Instrument (52-Item) Resulting from Administration
of the Pilot Study, Used as Proposed Instrument
(English & Thai Language Versions)**

**CONSTRUCTION OF A SELF-ESTEEM INVENTORY
FOR THAI COLLEGE WOMEN**

Research Project by:

**Methinin Pinyuchon
Department of Counselor Education
School of Education
Oregon State University
Corvallis, Oregon, USA**

**Department of Guidance and Educational
Psychology
College of Education
Sukhumvit 23
Bangkok 1011, Thailand**

Purpose of Questionnaire:

**To develop a valid and reliable instrument to
measure self-esteem for Thai college women**

Dear College Students:

Currently, I am a doctoral student in Counseling Department at Oregon State University, Corvallis, Oregon, USA. I am developing a Self-Esteem Inventory for Thai college women and would like to invite you to participate in this study. Your participation is voluntary. You can refuse or discontinue to participate at any time without penalty. It will take you only 5-10 minutes and will not cause any risks or discomfort to fill out the questionnaire. In order to insure confidentiality and protect your privacy, your name will not be required to fill out the form; only a code number will be used. All data provided will be kept in a locked file and will be destroyed at the end of study. Your participation will be of benefit to future in developing and standardizing a Self-Esteem Inventory which will be used in educational and psychological fields.

If you have any questions regarding my study, please feel free to contact me at the address above in USA., Dr. Lertluck Klinhom at 373-9274 or Paisal Unprasert at 258-0310-3 ext. 169 in Bangkok, Thailand. Thank you very much for your participation.

The directions for completing the questionnaire is as follows:

Instruction:

The questionnaire includes two parts as follows:

Part 1: Personal data for demographic information only

Please fill out the spaces provided and make a circle around the appropriate alternative regarding your personal information.

1. What time did you start filling out this questionnaire?
2. What group of age are you in ?
 1. under 20
 2. between 21-25
 3. between 26-30
 4. above 30
3. What is your major study field ?
4. What level are you in school ?
 1. freshman
 2. sophomore
 3. junior
 4. senior
5. Which group of G. P. A. is yours ?
 1. 1.50 - 2.00
 2. 2.01- 2.50
 3. 2.51 - 3.00
 4. 3.01 - 3.50
 5. 3.51 - 4.00
6. What are your source of income for your education ?
 1. scholarships, fellowships, grants etc.
 2. self-support by working part-time job
 3. parents or relatives support

7. Have you had experience participating in student union or student activities ?
 1. Yes
 2. No
8. What role do you usually take when you join the student activities ?
 1. a leader
 2. a member
 3. others -----(please specify)
9. In choosing the major you are studying, who is the most influent person on your decision?
 1. your parents
 2. yourself
 3. instructors
 4. others -----(please specify)
10. What type of university are you attending ?
 1. state university
 2. private university
11. What time did you finish the questionnaire?

Part 2:

The questionnaire asks you how you feel about yourself. There are no right or wrong answers. You will probably agree with some items and disagree with others. I am most interested in the extent to which you agree or disagree with the items. First impressions are usually best in responding to such statements. Decide if you agree or disagree and the intent of your reaction. Then circle the appropriate alternative to the right. Please do not take too much time and please do not leave out any items. If an alternative does not adequately represent your feeling, please choose the one which is closest to the way you feel. Please make sure that you circle only one alternative for each item and that all items are completed.

For each item, please circle the rating (4, 3, 2, 1) in the column which closely represents your feelings that you have toward yourself. The meaning of these figures are as follows:

- | | | |
|---|---|-------------------|
| 4 | = | Strongly agree |
| 3 | = | Agree |
| 2 | = | Disagree |
| 1 | = | Strongly disagree |

THE FIFTY-TWO SELF-ESTEEM STATEMENTS
resulted from the Pilot Study
and used as proposed instrument for the study

Item No.	Self-Esteem Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I am able to do things as well as most other people.	4	3	2	1
2.	I am satisfied with my physical appearance.	4	3	2	1
3.	On the whole, I am satisfied with myself.	4	3	2	1
4.	People at my age like and accept me.	4	3	2	1
5.	I take a positive attitude toward myself.	4	3	2	1
6.	I am self- confident.	4	3	2	1
7.	I feel I do not have much to be proud of.	4	3	2	1
8.	I allow others to make decisionsfor me.	4	3	2	1
9.	At times I think I am no good at all.	4	3	2	1
10.	My family is proud of me.	4	3	2	1
11.	I find it very hard to talk in front of a group.	4	3	2	1
12.	My life is so boring.	4	3	2	1
13.	There are lots of things about myself I'd change if I could.	4	3	2	1
14.	I am successful.	4	3	2	1
15.	I can make up my mind without too much trouble.	4	3	2	1
16.	Among friends, I am the last person to be included.	4	3	2	1
17.	I am a lot of fun to be with.	4	3	2	1
18.	My friends do not want to talk with me.	4	3	2	1

Item No.	Self-Esteem Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
19.	It takes me a long time to get used to anything new.	4	3	2	1
20.	People do not trust me to be responsible for doing things.	4	3	2	1
21.	My family usually considers my feelings.	4	3	2	1
22.	My friends understand me.	4	3	2	1
23.	I give in very easily.	4	3	2	1
24.	I am worried about my physical appearance.	4	3	2	1
25.	It is pretty tough to be me.	4	3	2	1
26.	I am proud to be independent.	4	3	2	1
27.	Things are all mixed up in my life.	4	3	2	1
28.	I am reliable.	4	3	2	1
29.	I have a low opinion of myself.	4	3	2	1
30.	My siblings and I are agreeable.	4	3	2	1
31.	There are many times when I would like to leave home.	4	3	2	1
32.	My friends trust my abilities.	4	3	2	1
33.	I often feel upset with my work.	4	3	2	1
34.	I am unhappy that my parents do not love me.	4	3	2	1
35.	I am not as nice looking as most people.	4	3	2	1
36.	I am not confident that I can do things as well as others.	4	3	2	1
37.	My family understands me.	4	3	2	1
38.	My family and I talk and do things together.	4	3	2	1

Item No.	Self-Esteem Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
39.	Most people are better liked than I am.	4	3	2	1
40.	I am determined to accomplish my goals.	4	3	2	1
41.	I often get discouraged with what I am doing.	4	3	2	1
42.	I am rejected when participating in group activities.	4	3	2	1
43.	I often wish I were someone else.	4	3	2	1
44.	I am capable in doing things for myself and for society.	4	3	2	1
45.	I cannot be depended on.	4	3	2	1
46.	I am good at handling unanticipated problems.	4	3	2	1
47.	I am satisfied with my abilities.	4	3	2	1
48.	I am lucky to be a member of my family.	4	3	2	1
49.	No one understands me at home.	4	3	2	1
50.	I get along well with my male friends.	4	3	2	1
51.	I am a failure.	4	3	2	1
52.	I get along well with my female friends.	4	3	2	1

ภาควิชาการแนะแนวและจิตวิทยาการศึกษา
คณะศึกษาศาสตร์
มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร
สุขุมวิท 23 กรุงเทพฯ 10110

วันที่ เดือน พ.ศ.

เรื่อง ขอดำเนินการขอแบบสำรวจเพื่อนำไปวิจัย

เรียน นิสิต นักศึกษาหญิง

ด้วยข้าพเจ้านางสาวเมธินีพร ภิญโญชน ผู้ช่วยศาสตราจารย์ ภาควิชาการแนะแนว และจิตวิทยาการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร กำลังศึกษาปริญญาเอกสาขาการให้คำปรึกษา ณ มหาวิทยาลัยแห่งรัฐโอเรกอน ประเทศสหรัฐอเมริกา และกำลังทำวิจัยเรื่อง การสร้างแบบสำรวจความภูมิใจในตนเองของนักศึกษาหญิงไทย

ในการนี้ ข้าพเจ้าใคร่ขอดำเนินการขอแบบสำรวจเป็นเวลาจากท่านประมาณ 10 - 15 นาที เพื่อกำหนดแบบสำรวจประเมินความรู้สึกที่ท่านมีต่อตนเอง ข้าพเจ้าขอรับรองว่า ข้อมูลที่ท่านกรอกจะถูกเก็บไว้เป็นความลับ และจะไม่ให้เกิดความเสียหายต่อตัวท่านแต่อย่างใด ความร่วมมือ ในการกรอกแบบสอบถามของท่าน จะเป็นประโยชน์โดยตรงในการพัฒนาแบบสำรวจความภูมิใจในตนเอง ซึ่งจะเป็นประโยชน์ในวงการศึกษาศาสตร์และจิตวิทยาต่อไป

การตอบแบบสำรวจนี้ ถือตามความสมัครใจ ท่านมีสิทธิ์ที่จะไม่ทำหรือหยุดทำแบบสำรวจเมื่อใดก็ได้ โดยไม่มีความผิด อย่างไรก็ตาม ผู้วิจัยหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่านเป็นอย่างดี และการศึกษาค้นคว้าครั้งนี้จะสำเร็จได้ด้วยความอนุเคราะห์ในการตอบแบบสำรวจของท่าน จึงขอขอบคุณมาในโอกาสนี้ด้วย หากท่านมีข้อสงสัยใดเกี่ยวกับงานวิจัยนี้ โปรดติดต่อที่ ดร.เลิศลักษณ์ กลิ่นหอม โทร. 373 - 9274 หรือ อาจารย์ไพศาล อันประเสริฐ โทร.

258 - 0310 -3 ต่อ 169

ขอแสดงความนับถือ

นางสาวเมธินีพร ภิญโญชน

แบบสำรวจ ความภูมิใจในตนเองของนักศึกษาหญิงไทย

คำชี้แจง แบบสำรวจนี้มี 2 ตอน ในแต่ละตอนมีคำชี้แจงเฉพาะเพื่อให้เกิดความเข้าใจที่ถูกต้องในการกรอกแบบสำรวจ

ตอนที่ 1 ข้อมูลส่วนตัวของผู้ตอบแบบสำรวจ

คำชี้แจง โปรดทำเครื่องหมาย x บนตัวเลขที่อยู่หน้าข้อความที่ถูกต้องตามความเป็นจริงเกี่ยวกับตัวท่าน

1. ท่านเริ่มทำแบบสำรวจเวลาใด?

2. ท่านอายุเท่าไร?

1. น้อยกว่า 20 ปี
2. 21 - 25 ปี
3. 26 - 30 ปี
4. มากกว่า 30 ปี

3. ท่านเรียนวิชาเอกอะไร?

4. ท่านเรียนอยู่ชั้นปีใด?

1. ชั้นปีที่ 1
2. ชั้นปีที่ 2
3. ชั้นปีที่ 3
4. ชั้นปีที่ 4

5. คะแนนเฉลี่ยสะสมของท่านอยู่ในระดับใด?

1. 1.50 - 2.00
2. 2.01 - 2.50
3. 2.51 - 3.00
4. 3.01 - 3.50
5. 3.51 - 4.00

6. ค่าใช้จ่ายที่ท่านใช้ในการศึกษามาจากข้อใดในต่อไปนี้

1. ทุนอุดหนุนการศึกษาจากรัฐบาล, มูลนิธิ หรือเอกชน
2. ทำงานเพื่อหาเงินเรียนหนังสือเอง
3. บิดามารดา หรือ ผู้อุปการะ

7. ท่านมีประสบการณ์ในการร่วมกิจกรรมนักศึกษาหรือไม่?

1. มี
2. ไม่มี

8. ท่านเข้าร่วมกิจกรรมพิเศษต่างๆ ในฐานใด?

1. ผู้นำ
2. สมาชิก
3. ผู้สนใจทั่วไป

9. ในการตัดสินใจเลือกวิชาเอก ท่านได้รับอิทธิพลจากใครต่อไปมากที่สุด?

1. บิดามารดา
2. ตัวท่านเอง
3. ครูและอาจารย์
4. อื่นๆ (โปรดระบุ)

10. มหาวิทยาลัยประเภทใดที่ท่านกำลังศึกษาอยู่?

1. รัฐบาล
2. เอกชน

11. ท่านทำแบบสำรวจเสร็จเวลาใด?

ตอนที่ 2 แบบสำรวจ 52 ข้อนี้ เป็นการประเมินความรู้สึกที่ท่านมีต่อตนเอง แต่ละข้อไม่ได้คำตอบที่ ถูก หรือ ผิด คำตอบที่ดีที่สุดคือ คำตอบที่ตรงกับความรู้สึกของท่านที่สุดที่เกิดขึ้นครั้งแรก เมื่อท่านอ่านข้อความจบในแต่ละข้อ

คำชี้แจง ในการตอบแบบสำรวจนี้ ขอให้ท่านอ่านข้อความแต่ละข้อ แล้วพิจารณาว่าข้อความนั้นตรงกับความรู้สึกของท่านในระดับมากน้อยเพียงใด แล้วทำเครื่องหมาย ○ วงกลมล้อมรอบตัวเลขในช่องที่ตรงกับความรู้สึกของท่านมากที่สุดและโปรดตรวจสอบเพื่อให้ท่านมั่นใจว่า ท่านตอบแบบสำรวจทุกข้อ และแต่ละข้อให้ท่าน

วงกลม รอบตัวเลขที่ท่านเลือกตัวเดียวเท่านั้น ตัวเลข 4, 3, 2, 1
แสดงถึงระดับความรู้สึกที่ท่านประเมินตัวเอง มีความหมายดังนี้

4	หมายถึง	เห็นด้วยอย่างยิ่ง
3	หมายถึง	เห็นด้วย
2	หมายถึง	ไม่เห็นด้วย
1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ตัวอย่าง

ข้อ	ข้อความ	เห็นด้วยอย่าง ยิ่ง 4	เห็นด้วย 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
0	ฉันเป็นคนอารมณ์อ่อนไหว	4	3	2	1
0	ฉันรู้สึกลำบากในการเข้าสังคม	4	3	2	1

ต่อไปนี้เป็นแบบสำรวจฉบับที่ผู้วิจัยขอให้ท่านช่วยตอบ จำนวน 52 ข้อ

แบบสำรวจความภูมิใจในตนเองของนักศึกษาหญิงไทย

จำนวน 52 ข้อ

ฉบับภาษาไทย

ข้อ	ข้อความ	เห็นด้วย อย่างยิ่ง 4	เห็นด้วย 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
1	ฉันสามารถทำอะไรได้เหมือนคนอื่นเขา	4	3	2	1
2	ฉันพอใจในรูปร่างของฉัน	4	3	2	1
3	โดยทั่วไปแล้ว ฉันพอใจในตัวเอง	4	3	2	1
4	คนในวัยเดียวกับฉัน ชอบและยอมรับฉัน	4	3	2	1
5	ฉันมีความรู้สึกที่ดีต่อตนเอง	4	3	2	1
6	ฉันเป็นคนที่มีความเชื่อมั่นในตนเอง	4	3	2	1
7	ฉันรู้สึกภูมิใจในสิ่งที่ฉันภูมิใจเลย	4	3	2	1
8	ฉันให้คนอื่นตัดสินใจแทนฉันเสมอ	4	3	2	1
9	มีหลายครั้ง ที่ฉันคิดว่าฉันไม่ดีเลย	4	3	2	1
10	ครอบครัวของฉันภูมิใจในตัวฉัน	4	3	2	1
11	การพูดต่อหน้ากลุ่มคนนั้น เป็นสิ่งที่ยากมากสำหรับฉัน	4	3	2	1
12	ชีวิตของฉันมีความน่าเบื่อหน่าย	4	3	2	1
13	หากเปลี่ยนได้ มีหลายสิ่งในตัวฉันที่ ฉันอยากเปลี่ยน	4	3	2	1
14	ฉันมักทำอะไรได้สำเร็จและสมหวัง	4	3	2	1
15	ฉันสามารถตัดสินใจในเรื่องต่างๆ ได้โดยไม่มีปัญหาหนัก	4	3	2	1
16	ในระหว่างเพื่อนๆ ฉันมักเป็นคนสุดท้าย ที่ได้รับเชิญให้เข้าร่วมกลุ่ม	4	3	2	1
17	ฉันเป็นคนร่าเริง เป็นที่นำคบหาสมาคมด้วย	4	3	2	1
18	เพื่อนๆ ไม่ชอบคบค้ากับฉัน	4	3	2	1
19	ฉันใช้เวลาว่างที่จะปรับตัวเข้ากับสิ่งใหม่ๆ	4	3	2	1
20	ฉันไม่ค่อยได้รับความไว้วางใจให้รับผิดชอบ ในเรื่องใดๆ	4	3	2	1
21	ครอบครัวของฉันดำเนินถึงความรู้สึกของฉัน	4	3	2	1
22	เพื่อนๆ เข้าใจฉัน	4	3	2	1
23	ฉันมักยอมแพ้อะไรหลายๆ	4	3	2	1
24	ฉันกังวลเรื่องรูปร่างหน้าตาของฉัน	4	3	2	1
25	เกิดมาเป็นฉันนี้ ขำขันได้แยๆ เสียจริงๆ	4	3	2	1
26	ฉันภูมิใจที่ฉันเป็นคนที่มีตนเองได้	4	3	2	1
27	สิ่งต่างๆ ในชีวิตของฉันมันช่างสับสนวุ่นวาย	4	3	2	1

28	ฉันเป็นคนที่เชื่อถือใครคนหนึ่ง	4	3	2	1
29	ฉันรู้สึกว่าฉันมีพลังน้อย	4	3	2	1
30	ฉันมองของฉัน และฉันปรารถนาที่จะได้	4	3	2	1
31	มีหลายครั้ง ที่ฉันคิดจะหนีออกจากบ้าน	4	3	2	1
32	เหมือนๆ ว่างๆ ในใจในความสามารถของฉัน	4	3	2	1
33	ฉันคิดหวังเกี่ยวกับการทำงานอยู่บ่อยๆ	4	3	2	1
34	ฉันรู้สึกน้อยใจอยู่บ่อยๆ ที่พ่อแม่ไม่รักฉัน	4	3	2	1
35	ฉันรู้สึกว่า บุคลิกลักษณะของฉันไม่ดีเหมือนของคนอื่น	4	3	2	1
36	มีหลายสิ่งหลายอย่าง ที่ฉันไม่มีความมั่นใจที่จะทำได้เหมือนอย่างคนอื่น	4	3	2	1
37	ครอบครัวของฉันเข้าใจฉันได้	4	3	2	1
38	ฉันและครอบครัว มีเรื่องพูดคุยและมีกิจกรรมร่วมกันอย่างอบอุ่นเสมอ	4	3	2	1
39	คนอื่น ๆ เขามีคนชอบมากกว่าฉัน	4	3	2	1
40	ฉันเป็นคนมีความเพียรพยายามจนสิ่งที่ดีๆ ที่ทำบรรลุเป้าหมาย	4	3	2	1
41	มีอยู่บ่อยๆ ที่ฉันรู้สึกท้อถอยต่อสิ่งที่กำลังทำอยู่	4	3	2	1
42	ฉันมักถูกปฏิเสธ ในการเข้าร่วมกลุ่มทำงานหรือทำกิจกรรมต่างๆ	4	3	2	1
43	ฉันคิดว่าอยู่คนเดียวก็จะเป็นคนอื่นที่ไม่ใช่ตัวฉันขณะนี้	4	3	2	1
44	ฉันมีความสามารถหลายอย่าง ที่เป็นประโยชน์ต่อตัวเองและส่วนรวม	4	3	2	1
45	ฉันไม่สามารถเป็นที่พึ่งของใครได้	4	3	2	1
46	ฉันรู้สึกว่าฉันมักมีปัญหาเฉพาะหน้าได้	4	3	2	1
47	ฉันพอใจในความสามารถของตัวเอง	4	3	2	1
48	ฉันโชคดีที่เกิดมาเป็นสมาชิกคนหนึ่งในครอบครัวของฉัน	4	3	2	1
49	ไม่มีใครในบ้านเข้าใจฉันเลย	4	3	2	1
50	ฉันเข้ากับเพื่อนเพศชายได้ดี	4	3	2	1
51	ฉันเป็นคนล้มเหลว	4	3	2	1
52	ฉันปรับตัวเข้ากับเพื่อนผู้หญิงได้ดี	4	3	2	1

Appendix I

List of Universities and Colleges in Bangkok, Thailand, Participating in the Study

1. Chulalongkorn University
Phayathai Road,
Bangkok 10330
2. Srinakharinwirot University
Soi 23 , Sukhumvit Road
Bangkok 10110
3. Kasetsart University
50 Phahonyothin Road,
Bangkhen, Bangkok 10900
4. Thammasat University
2 Prachan Road
Bangkok 10200
5. Ramkhamhang University
Ramkhamhang Road
Huamark, Bangkok 10240
6. The University of Thai Chambere of Commerce
126/1 Vibhavadi Rangsit Road
Bangkok 10400
7. Siam University
235 Petchkasem Road
Prasicharoen, Bangkok 10160
8. Saint Louis Nursing College
215/4 South Sathorn Road
Bangkok 10120
9. Bangkok University
40/4 Rama IV Road
Pra Khanong, Bangkok 10110
10. Dhurakijpundit University
73 Rama VI Road
Bangkok 10400

Appendix J

Twelve Initial Factors

Eigenvalues greater than 1

Factors	Eigenvalues
1	12.65017
2	3.11577
3	2.42707
4	1.77444
5	1.65005
6	1.45586
7	1.23380
8	1.20471
9	1.12164
10	1.08048
11	1.03111
12	1.01234

Appendix K
Rotated Factor Matrix

ROTATED FACTOR MATRIX

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7
V38	.80499	.05118	.08720	.05828	.00650	.10837	.12614
V37	.78956	.06353	.13740	.03831	.11083	.12544	.18477
V30	.69834	.01990	.11354	.09745	.01096	.00601	.06093
V48	.64864	.24629	.02863	.15549	.04893	.11812	.11422
V31	.62152	.17641	.23070	.17774	.01459	.02411	.16518
V21	.58223	.08212	.01591	.14154	.16701	.24853	.32558
V49	.56826	.38089	.09811	.22946	.08211	.05717	.01944
V34	.55906	.21775	.15917	.13194	.05982	.11106	.16914
V10	.45881	.16306	.02241	.02398	.37563	.06528	.15765
V25	.15572	.72083	.15388	.09455	.11584	.14230	.09094
V43	.23124	.65730	.20322	.19003	.10968	.10747	.04916
V51	.25204	.63062	.10936	.27806	.08404	.11251	.07739
V12	.17043	.57704	.14983	.21592	.11452	.17769	.05604
V9	.13418	.50293	.14393	.01267	.00427	.22489	.17287
V41	.13641	.07026	.67322	.02700	.06951	.09211	.01251
V33	.04607	.17221	.58070	.14426	.05101	.10957	.01029
V29	.19299	.27542	.56977	.12289	.19167	.07882	.04043
V13	.09901	.21369	.53919	.05112	.14169	.08942	.07117
V7	.06556	.02492	.53891	.19786	.00893	.14383	.21676
V36	.16021	.00599	.48303	.07182	.06888	.36719	.08549
V27	.35076	.37890	.47526	.07135	.15063	.08967	.07244
V35	.20089	.29158	.30246	.15089	.17639	.23168	.09126
V42	.06485	.28185	.02483	.61834	.06461	.01964	.14458
V45	.10445	.25259	.10753	.61694	.18947	.12678	.00500
V20	.06959	.17818	.11084	.54191	.02675	.29355	.12130
V28	.06397	.12211	.07069	.46819	.16460	.00853	.06196
V40	.08566	.04664	.05329	.45887	.29407	.16556	.12519
V18	.03520	.29413	.05087	.40609	.07296	.08134	.37377
V16	.12944	.19760	.17208	.36833	.05546	.36684	.18484
V46	.10725	.05455	.08223	.19932	.63948	.17674	.02942
V15	.05612	.12646	.32964	.00283	.60490	.15596	.10973
V14	.03271	.07957	.37522	.08285	.57820	.06023	.09959
V47	.08670	.31027	.02314	.26999	.50346	.07490	.07785
V44	.20083	.14688	.03652	.31914	.37959	.00175	.09429
V11	.02875	.21574	.18600	.08630	.17205	.60894	.06247
V8	.01855	.11649	.10113	.27392	.13366	.54445	.07972
V6	.11195	.14232	.05659	.11117	.37446	.47134	.02199
V19	.05585	.17616	.22089	.15397	.01546	.46379	.16456
V23	.05197	.30815	.16609	.37084	.04563	.46255	.08760
V22	.11852	.12940	.11163	.03379	.18491	.09910	.71072
V4	.16398	.02824	.00201	.09938	.07448	.01291	.54163
V52	.13303	.13884	.04894	.41342	.02697	.09078	.50830
V5	.07994	.02523	.04377	.18912	.04585	.16772	.42191
V2	.03657	.00866	.20483	.06466	.12611	.05575	.05981
V24	.09178	.28864	.23376	.11872	.02195	.20193	.07367
V39	.06494	.02784	.23052	.36877	.07250	.18559	.15173
V1	.06207	.25260	.29005	.19580	.05596	.09060	.02601
V3	.11518	.40643	.29026	.03941	.15099	.15060	.00712
V17	.03347	.10478	.11793	.10007	.07484	.00147	.30943
V50	.06563	.08781	.00136	.04571	.13504	.10771	.07405
V32	.00611	.03753	.02093	.22025	.36746	.04496	.19776
V26	.04540	.14153	.09389	.14366	.12284	.17989	.06552

Appendix L

Final Self-Esteem Inventory (36-Item) Developed from the Study (English & Thai Language Versions)

THE FINAL INSTRUMENT
resulted from the study of
CONSTRUCTION OF A SELF-ESTEEM INVENTORY FOR THAI COLLEGE
WOMEN

Item No.	Self-Esteem Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	My family and I talk and do things together	4	3	2	1
2.	I feel I do not have much to be proud of.	4	3	2	1
3	My family understands me.	4	3	2	1
4.	I am rejected when participating in group activities.	4	3	2	1
5.	My siblings and I are agreeable.	4	3	2	1
6.	I cannot be depended on.	4	3	2	1
7.	I am lucky to be a member of my family.	4	3	2	1
8.	People do not trust me to be responsible for doing things.	4	3	2	1
9.	There are many times when I would like to leave home.	4	3	2	1
10.	I am reliable.	4	3	2	1
11.	My family usually considers my feelings.	4	3	2	1
12.	I am determined to accomplish my goals.	4	3	2	1
13.	No one understands me at home.	4	3	2	1
14.	I am good at handling unanticipated problems.	4	3	2	1
15.	I am unhappy that my parents do not love me.	4	3	2	1
16.	I can make up my mind without too much trouble..	4	3	2	1
17.	My family is proud of me.	4	3	2	1

Item No.	Self-Esteem Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
18.	I am successful.	4	3	2	1
19.	It is pretty tough to be me.	4	3	2	1
20.	I am satisfied with my abilities.	4	3	2	1
21.	I often wish I were someone else.	4	3	2	1
22.	I am capable in doing things for myself and for society.	4	3	2	1
23.	I am a failure.	4	3	2	1
24.	I find it very hard to talk in front of a group.	4	3	2	1
25.	My life is so boring.	4	3	2	1
26.	I allow others to make decisions for me.	4	3	2	1
27.	At times, I think I am no good at all.	4	3	2	1
28.	I am self- confident.	4	3	2	1
29.	I often get discouraged with what I am doing.	4	3	2	1
30.	My friends understand me.	4	3	2	1
31.	I often feel upset with my work.	4	3	2	1
32.	People at my age like and accept me.	4	3	2	1
33.	I have a low opinion of myself.	4	3	2	1
34.	I get along well with my female friends.	4	3	2	1
35.	There are lots of things about myself I'd change if I could.	4	3	2	1
36.	I take a positive attitude toward myself.	4	3	2	1

แบบสำรวจความภูมิใจในตนเอง
ของนักศึกษาหญิงไทยที่ได้จากการวิจัย

ข้อ	ข้อความ	เห็นด้วย อย่างยิ่ง 4	เห็นด้วย 3	ไม่เห็นด้วย 2	ไม่เห็นด้วย อย่างยิ่ง 1
1.	ฉันและครอบครัว มีเรื่องพูดคุยและมีกิจกรรมร่วมกันอย่างอบอุ่นเสมอ	4	3	2	1
2.	ฉันรู้สึกวางฉัน ไม่มีอะไรที่ภูมิใจเลย	4	3	2	1
3.	ครอบครัวของฉันเข้าใจฉันดี	4	3	2	1
4.	ฉันมักถูกปฏิเสธ ในการเข้าร่วมกลุ่มทำงานหรือทำกิจกรรมต่างๆ	4	3	2	1
5.	พี่น้องของฉันและฉันปรองดองกันดี	4	3	2	1
6.	ฉันไม่สามารถเป็นที่พึ่งของใครได้	4	3	2	1
7.	ฉันโชคดีที่เกิดมาเป็นสมาชิกคนหนึ่งในครอบครัวของฉัน	4	3	2	1
8.	ฉันไม่ค่อยได้รักความไว้วางใจให้รับผิดชอบในเรื่องใดๆ	4	3	2	1
9.	มีหลายครั้ง ที่ฉันคิดจะหนีออกจากบ้าน	4	3	2	1
10.	ฉันเป็นคนที่ไม่เชื่อใจใครคนหนึ่ง	4	3	2	1
11.	ครอบครัวของฉันดำเนินถึงความรู้สึกของฉัน	4	3	2	1
12.	ฉันเป็นคนมีความเพียรพยายามจนสิ่งที่ฉันทำบรรลุเป้าหมาย	4	3	2	1
13.	ไม่มีใครในบ้านเข้าใจฉันเลย	4	3	2	1
14.	ฉันรู้สึกวางฉันแก้ปัญหาเฉพาะหน้าได้ดี	4	3	2	1
15.	ฉันรู้สึกน้อยใจอยู่บ่อยๆ ที่พ่อแม่ไม่รักฉัน	4	3	2	1
16.	ฉันสามารถตัดสินใจในเรื่องต่างๆ ได้โดยไม่มีปัญหามากนัก	4	3	2	1
17.	ครอบครัวของฉันภูมิใจในตัวฉัน	4	3	2	1
18.	ฉันมักทำอะไรได้สำเร็จและสมหวัง	4	3	2	1
19.	เกิดมาเป็นฉันนี้ช่างโชคร้ายเสียจริงๆ	4	3	2	1
20.	ฉันพอใจในความสามารถของตัวเอง	4	3	2	1
21.	ฉันคิดว่าเสมอทีจะเป็นคนอื่นที่ไม่ใช่ตัวฉันขณะนี้	4	3	2	1
22.	ฉันมีความสามารถหลายอย่าง ที่เป็นประโยชน์ต่อตัวเองและส่วนรวม	4	3	2	1
23.	ฉันเป็นคนล้มเหลว	4	3	2	1
24.	การบดขยี้หน้ากลุ่มคนนั้น เป็นสิ่งที่ยากมากสำหรับฉัน	4	3	2	1
25.	ชีวิตของฉันมีความน่าเบื่อหน่าย	4	3	2	1

26.	ฉันให้คนอื่นตัดสินในงานฉันเสมอ	4	3	2	1
27.	มีหลายครั้ง ที่ฉันคิดว่าตัวฉันไม่ดีเลย	4	3	2	1
28.	ฉันเป็นคนที่มีความเชื่อมั่นในตนเอง	4	3	2	1
29.	มีอยู่บ่อยๆ ที่ฉันรู้สึกท้อถอยต่อสิ่งที่กำลังทำอยู่	4	3	2	1
30.	เพื่อนๆ เข้าใจฉัน	4	3	2	1
31.	ฉันผิดหวังเกี่ยวกับการทำงานอยู่บ่อยๆ	4	3	2	1
32.	คนในวัยเดียวกับฉัน ชอบและยอมรับฉัน	4	3	2	1
33.	ฉันรู้สึกว่าฉันมีปัญหามาก	4	3	2	1
34.	ฉันปรับตัวเข้ากับเพื่อนใหม่ๆ ได้ดี	4	3	2	1
35.	หากเปลี่ยนได้ มีหลายสิ่งในตัวฉันที่ฉันอยากเปลี่ยน	4	3	2	1
36.	ฉันมีความรู้สึกที่ผิดต่อตนเอง	4	3	2	1