

Self-Esteem and its Relationship with the Age, Gender and academic Achievement among the students of the south Iraq Colleges of Nursing

تقدير الذات وعلاقته مع العمر والجنس والتحصيل الأكاديمي لطلبة كليات التمريض
في جنوب العراق

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المستخلص:

أهداف البحث: تهدف هذه الدراسة إلى: (1). تقييم مستوى تقدير الذات والتحصيل الأكاديمي لطلبة كليات التمريض في جنوب العراق. (2). تحديد العلاقة بين مستويات تقدير الذات والتحصيل الأكاديمي للطلاب في الفصل الدراسي الأول. (3). تحديد الاختلافات في مستويات تقدير الذات مع الجنس والفئات العمرية المختلفة.

منهجية البحث: تم اختيار عينة من (٤٢٦ طالباً وطالبة) بشكل مقصود ، بعد انتهاء بعض الترتيبات الإدارية وبالإضافة إلى إجراء الدراسة التجريبية ، تم جمع البيانات واستخدام استبيان تم التأكد من صلاحيته بشكل جيد من قبل الخبراء والتحليل الإحصائي وكان مؤلف من ثلاثة أقسام رئيسية: أولاً: الخصائص الاجتماعية-الديمغرافية لتقييم بعض الجوانب الهامة للطلاب ، ثانياً: مقياس تقدير الذات للعالم روزنبرغ (RSES) ، وثالثاً: نظام تصنيف الدرجات في العراق لتقييم مستوى التحصيل الأكاديمي للطلبة. وبعد ذلك ، تم إجراء التحليل الإحصائي (SPSS) لمعالجة البيانات.

نتائج البحث: أظهرت النتائج أن هناك علاقة إيجابية قوية للغاية بين مستوى تقدير الذات والإنجاز الأكاديمي ، في حين لم تكن هناك اختلافات باختلاف الجنس ولا باختلاف الفئات العمرية.

التوصيات: يوصى البحث المدرسين بتعزيز مستوى تقدير الذات لدى الطلبة من خلال التغذية الرجعية والمكافآت الإيجابية ، ليشعرو بمزيد من الثقة وتعزيز الإحساس بالقدرات الذاتية. وإيضاً، يوصى بتكرار هذه الدراسة – في المستقبل – لتشمل جميع كليات التمريض في العراق لنتائج أكثر شمولية وتعميم.

الكلمات المفتاحية: أكاديمي، التحصيل الأكاديمي، تقدير الذات.

Abstract

Objectives: this study aims to: (1). Assess self-esteem level and academic achievement for students of nursing colleges in southern Iraq. (2). Determine the relationship between levels of self-esteem and academic achievement of the student in the first semester. (3). Identify differences of self-esteem with gender and different age groups.

Methodology: a sample of (426 students) was purposively selected then collected by using a questionnaire which consisted of: I- Sociodemographic characteristics for assessing some important aspects of students, II- Rosenberg's Self-Esteem Scale (RSES) III- Iraq Grading Scale for assessing student achievement. Finally statistical analysis (SPSS) for data processing.

Results: study results showed that there was a very strong positive relationship between self-esteem and academic achievement. While there were no associations to neither gender differences nor different age groups.

Recommendations: It is recommended for teachers to promote students' self-esteem level through feeding-them-back and positive rewards, to feel more confident and promote the sense of self-competence Also, it is recommended to repeat this study –in future– including the whole nursing colleges in Iraq, for more comprehensive and generalized results.

Keywords: Academic, Academic Achievement, Self-Esteem.

Introduction

Students with high self-esteem are being active, motivated, and more confident, perform better in the tasks and/or examinations, and being much participating during the course learning. While, Students with low self-esteem are being absolutely different, as they usually not take challenges, not get rewards, not motivated, have no plans to set for a good performing, and less presence and/or less participating during the course of learning (1).

The most basic task for one's mental, emotional and social health, which continues until his/her death, is the construction of his/her positive self-esteem (2). On the other hand, poor self-esteem can play a serious role in developing a range of social problems that directly affect personality traits (attitudes, behaviors, and actions), resulting in other mental issues such as anxiety, depression, and high-risk behaviors (3).

Also, student's academic achievement is the ultimate goal for colleges and there are so many factors that are affecting the process of approaching this goal. On the other hand, Self-esteem considered the central construct in clinical, developmental, personality, and social psychology and being the sensitive component under this umbrella term- will also be affected (4).

Furthermore, this factor –Self-Esteem– also refers to perception and internal appraisal of individual's his/her own self, feelings of confidence of respect and how thought are held positively or negatively to view th self. Self-esteem can also in relation to personal abilities, limitations, believes, and skills (5). The importance of self-esteem view extremely to the extent of good as high self-esteem and evil as low self-esteem (6).

Finally, many researches had shown that people with high self-esteem

are much more confident, thus easily achieve many different goals behind different needs (7).

Objectives of the study

This study aims to (1). Assess self-esteem level and academic achievement for students of nursing colleges in southern Iraq. (2). Determine the relationship between levels of self-esteem and academic achievement of the student in the first semester. (3). Identify differences of self-esteem with gender and different age groups.

Methodology

Design of Study: A descriptive research was conducted in Nursing Colleges in the south of Iraq.

Sample of the Study: A purposive (non-probability) sample of (totally 426 student) were intentionally targeted: 3rd and 4th classes only of the total four classes, of the all four Nursing Colleges of the South of Iraq; participants distributed according to their colleges.

The actual sample (408 participated student) was selected according to the following criteria:

Inclusion Criteria: (1). Unspecific Gender (Both of Male and Female), (2). Unspecific Age (Any Age), and (3). Classes of (3rd and 4th) morning.

Exclusion Criteria: (1). Evening Classes, and (2). Reloaded students

Setting of the Study: Four nursing colleges already distributed in the south of Iraq, located in: Thi-Qar Province, Al-Muthanna Province, Maysan Province, and al-Basrah Province.

Study Instrument

The Instrument was already validated as revised by experts, and reliable as Cronbach alpha calculated as .820). Also, it was consisting of: three axes: I- Rosenberg's Self-Esteem Scale (RSES), II- a list of common items for

assessing demographical data of the participated students, III- academic achievement scale [Iraqi Grading System].

Axis I: Socio-Demographic Data

Axis II: Rosenberg's Self-Esteem Scale (RSES)

The worldwide Self-Esteem scale (English version; this Likert scale considered the most commonly used scale in assessing and evaluating self-esteem levels worldwide, also it had been used in evaluating self-esteem levels "with almost 17,000 people in 53 countries" ⁽⁸⁾. However, it is "a 10-item Likert scale, with items answered on a four point scale: from strongly agree to strongly disagree; grading as (0 – 1 – 2 – 3) as the range for all 10-items is (0 – 30)" ⁽⁹⁾.

Scale Scoring Criteria:

The scale range is (0-30). Score evaluating as following: (15 and 25) were the average Self-Esteem Level, (below the 15) considered Low Self-Esteem Level, while the higher score the higher Self-Esteem Level. ⁽⁹⁾.

Axis II: Iraq's Grading System:

Across different countries, grading system is calculated on a scale of 4-level, 7-level and 10-level. And Iraq's grading system Iraq's Grading System is consisted of (6 levels) namely: [Failed-1, Accepted-2, Adequate-3, Good-4, Verygood-5, and Excellent-6].

The lowest percentage range being below 49.99 termed as Failed and the highest percentage range being above 90.00 termed as Excellent ⁽¹⁰⁾.

Methods of Data Collection:

The data were collected for the present study through the use of the questionnaires after arranging a periods of interviews with students in their different classes of the different nursing colleges in the south of Iraq. Each class was

interviewed, and students there being asked if they were willing to participate in the study as a step in scientific research ethics. The vastest variety of them are being cooperative and so excited to fill-out the questionnaire.

The use of the questionnaire takes approximately one full class time for each class of the total 8 classes, it mean approximately 30 minutes/ particular class, and some classes needed a revisiting again to get ensure of evaluating the full number of each class of the total 8 classes and the data was completely collected, assumed the period of (December 24th, 2017 – Jan 4th, 2018).

Validity of the Questionnaires:

Content validity "is the extent to which the items of a test or procedure are in fact a representative sample of that which is to be measured; for example, items relating to ability in arithmetic and defining words are appropriate content for an intelligence test" ⁽¹¹⁾.

In order to test validity of questionnaire, research instrument was forwarded to eleven experts, on a period of: [26th November, – 14th December, 2017]. Expert's suggestions were considered and the instrument was modified accordingly.

Pilot Study: Before collecting study data, (10) participants were asked to complete the study questionnaire as a pilot for the period of (17th – 21th December, 2017); attempting to achieve the following objectives:

- (1). Confirming of instrument clarity,
- (2). Estimating the average time required for data collection,
- (3). Identifying the best approach for sampling process to find out the nature of potential future difficulties, and
- (4). Cronbach's alpha Correlation Coefficient was calculated for internal consistency (reliability).

Reliability of the Questionnaire:

"Reliability is the major criterion for assessing the instrument quality and adequacy, also it is the degree of consistency with the instrument measures of distribution that are supported to be measured, and the most common and useful measure for internal consistency is Cronbach's alpha" ⁽¹²⁾.

Reliability coefficients are normally ranged from (-1.00) through (0.00) to (+1.00), and the reliability coefficient above (0.70) is considered satisfactory" ⁽¹³⁾.

Also, ⁽¹⁴⁾ had provided the measuring scores of alpha: [>0.9 Excellent, >0.8 Good, >0.7 Acceptable, >0.6 Questionable, >0.5 Poor, and <0.5 Unacceptable]". However, Rosenberg Self-Esteem Scale original reliability (Internal Consistency Cronbach's alpha) range (0.77 to 0.88) was the allowed ⁽¹⁵⁾ ^{(16) & (17)}.

Conclusion: This Arabic version of Rosenberg Self-Esteem scale is [>0.8 Good], thus it considered valid and reliable in assessing self-esteem level of students

Results of the Study**Table (1): Levels of Self-Esteem among Undergraduate Nursing Students**

Self-Esteem	F	%	M	SD
Low	22	5.4	2.16	0.491
<u>Normal</u>	300	73.5		
High	86	21.1		
Total	408	100		

F: Frequency, %: Percentage, M: Mean, SD: Standard Deviation, Low= 1-15, Normal= 16-25, High= 26-30

This table indicates that the majority of undergraduate nursing students are showing normal self-esteem (73.5%), 21.1% of them are showing high self-esteem, and only 5.4% of the students are showing low self-esteem level.

Table (2): Academic Achievement of Undergraduate Nursing Students

Academic achievement	F	%	M	SD
Excellent (90-100)	4	1	4.05	0.987
Very good (80-89.99)	15	3.7		
Good (70-79.99)	98	24		
<u>Adequate (60-69.99)</u>	154	37.7		
Accepted (50-59.99)	115	28.2		
Failed (0-49.99)	22	5.4		
Total	408	100		

F: Frequency, %: Percentage, M: Mean, SD: Standard Deviation

studying in the nursing colleges of the south of Iraq.

Statistical Data Analysis: data of the present study are analyzed through the use of Statistical Package of Social Sciences (SPSS) version (24). The following statistical data analysis approaches are used in order to analyze and evaluate the results of the study:

1- Descriptive Data Analysis:**2- Inferential Data Analysis:**

Ethical Considerations: (1). Particular meeting had been adjusted with the dean of each college separately on his position for the sake of explaining the study and for getting permission, (2). All participants there were informed about the mission through a direct face-interview, also for the sake of explaining what this study was for, (4). The notification that everyone here is as autonomous individual in participating in the study, also being have the right to refuse participation, (5). Names were not asked-for (anonymity), and (6). They informed that the results of study will be only for the purposes of scientific research issues.

This table presents the score of the students which indicates that their academic achievement is distributed within adequate and accepted level; the more frequently reported that adequate achievement (37.7%) followed by accepted level (28.2%).

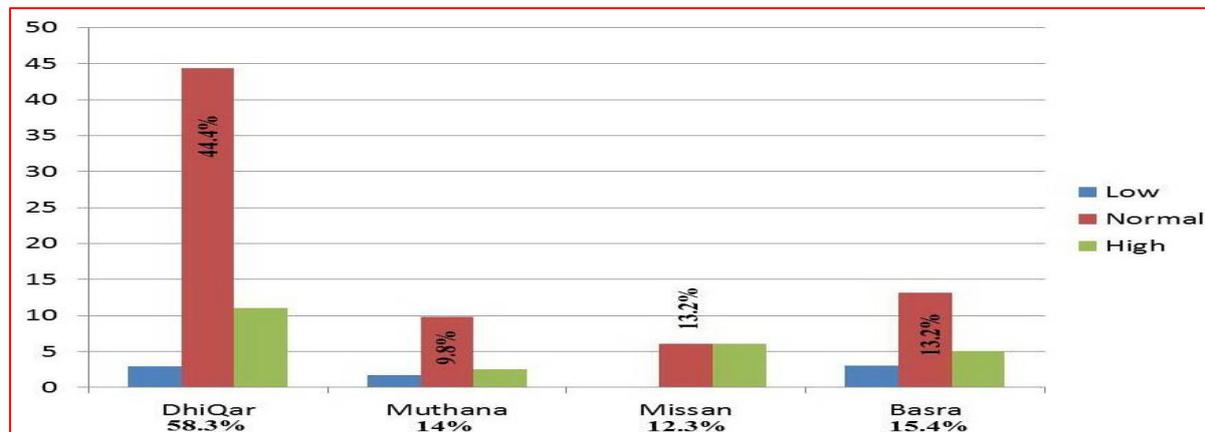


Figure (1): Distribution of Students' Self-esteem level according to their Universities

This figure indicates that undergraduate nursing students in Dhi-Qar University present the higher percentage that they showing normal self-esteem level (44.4% out of 58.3%).

Table (3): Distribution of Students' Self-esteem level according to their Socio-demographic Characteristics

No.	Characteristics		Self-Esteem						
								Total	
			Low F (%)	Normal F (%)	High F (%)	F (%)			
1	Gender:	Female	19 (4.7)	243 (59.6)	67 (16.4)	329 (80.6)			
		Male	3 (0.7)	57 (14)	19 (4.7)	79 (19.4)			
		Total	22 (5.4)	300 (73.5)	86 (21.1)	408 (100)			
2	Age group:	20 – 21 years	11 (2.7)	117 (28.7)	35 (8.6)	136 (40)			
		22 – 23 years	10 (2.5)	157 (38.5)	43 (10.5)	210 (51.5)			
		24 ≤ years	1 (0.2)	26 (6.4)	8 (2)	35 (8.6)			
		Total	22 (5.4)	300 (73.5)	86 (21.1)	408 (100)			
3	Marital status:	Unmarried	20 (4.9)	245 (60)	73 (17.9)	338 (82.8)			
		Married	2 (0.5)	54 (13.2)	13 (3.2)	69 (16.9)			
		Divorced	0 (0)	1 (0.2)	0 (0)	1 (0.2)			
		Total	22 (5.4)	300 (73.5)	86 (21.1)	408 (100)			
4	Residence:	Urban	9 (2.2)	97 (23.7)	37 (9.1)	143 (35.1)			
		Rural	13 (3.1)	203 (49.7)	49 (12.0)	265 (64.9)			
		Total	22 (5.4)	300 (73.5)	86 (21.1)	408 (100)			
5	House ownership:	Owned	21 (5.1)	293 (71.8)	86 (21.1)	400 (98)			
		Rented	1 (0.2)	7 (1.7)	0 (0)	8 (2)			
		Total	22 (5.4)	300 (73.5)	86 (21.1)	408 (100)			

6	Income: (Iraqi Dinar)	Insufficient	4	(1)	84	(15.6)	16	(4)	104	(25.5)
		Fairly Sufficient	4	(1)	88	(21.5)	28	(6.9)	120	(29.4)
		<u>Sufficient</u>	14	(3.4)	128	(31.4)	42	(10.3)	184	(45.1)
		Total	22	(5.4)	300	(73.5)	86	(21.1)	408	(100)

No: Number, F: Frequency, %: Percentage.

This table presents the distribution of the students' self-esteem levels according to their sociodemographic characteristics; the findings indicate that normal self-esteem is showed by female students (59.6%). The students with age 22-23 years old are showing normal self-esteem more than other (38.5%).

Unmarried students are showing normal self-esteem more than those married (60%). Resident in rural areas (63%). The major frequently seen self-esteem level, was within the normal and it was in students who lived in owned house (71.8%). The major frequently seen self-esteem level, was within the normal and it was in students came with sufficient monthly family income (31.4%).

Table (4): Significant Differences in Students' Self-Esteem Levels Considering Age.

Age / Self-esteem	Sources of Variance	Sum of Square	df	Mean Square	F	P ≤ 0.05	Sig.
Total score	Between Group	23.671	2	11.83	.813	.444	N.S
	Within Group	5893.53	405	14.55			
	Total	5917.20	407				

Df: Degree of freedom, F: F-statistic, P: Probability value, Sig.: Significant, N.S.: Not Significant

This table depicts that there is no significant difference in students' self-esteem levels considering the different Age groups. (P-value = 0.444) at the (P ≤ 0.05) level of significance.

Table (5): Significant Differences in Students' Self-Esteem Levels Considering Gender

Self-esteem / Gender	No.	M	SD	Independent Test		
				t-value	P ≤ 0.05	Sig.
Total	Female	329	21.85	-2.27	0.258	N.S
	Male	79	22.39			

No: Number, M: Mean, SD: Standard deviation, t: t-test, Sig: Significance, p: Probability value, N.S: Not significant

This table reveals that there is no significant difference in students' self-esteem levels considering gender. (P-value = 0.258) at the (P ≤ 0.05) level of significance.

Table (6): Correlation between Self-Esteem and Academic Achievement among Students

Pearson Correlation	Academic Achievement	Self-esteem
Academic Achievement	1.00	0.391** p-value= 0.001
Self-esteem	0.391** p-value= 0.001	1.00

** Correlation is significant at the 0.01 level (2-tailed) P: Probability value

This table presents the relationship between self-esteem and academic achievement among undergraduate nursing students; the finding in this table indicates that there is strong positive relationship evidenced by high significant between them. (P-value = 0.00) at the (P ≤ 0.05) level of significance.

Discussion

Self-Esteem assessment among students:

Study results in (Table: 1), showed that the majority of percentage of self-esteem levels was (73.5% Normal Level). While, The Lowest percentage Self-Esteem was (5.4% low Self-Esteem Level). It might be related to that a few families know exactly how to improve self-esteem level in the student from the childhood stage of development, to know something about child psychology to build self-esteem higher than normal .

Achievement assessment among students:

The study results in (Table: 2) showed that the lowest percentage was within the Excellent level as it was only (1%), this level ranges the achievement scores of (90.00-100). The results here could be reflecting the accuracy of education system in the colleges, in addition to, the factor of competition among the different students.

Students' distribution according to their universities :

The results of the study in (Figure: 1), showed that the majority of percentage of the distribution was in Thi-Qar university Nursing College, where it was (58.5%). While, the smallest portion was in Maysan

University Nursing College where it was (12.3%).

It seems that was related to the geographical distributions of students already joining nursing college, in addition to that, some of students in Thi-Qar University Nursing College are come from other provinces like (some of them from Kut, Babylon, Basrah, Karbala's, Diwaniyah and from the different destinations of Thi-Qar's itself).

Likewise, al-Muthanna University came as the smallest portion because of that this Nursing College is recently constructed, also they were from al-Muthanna province only .

Students' distribution according to their socio-demographic characteristics:

The study results in (Table: 3), showed that the majority of percentage of the distribution according to: the *age group* was (51.4%) and for the age group of 22-23 years old, this percent distribution it either because of that the aging level of engagement in primary school was (7-8) years old, or it perhaps a little students put at least one class back. And *gender differences* was (80.6% female). So, because of that

nursing colleges accept female with lower average than male.

Considering, the *marital status* was (82.9% unmarried), it related to one reason that the marriage in Iraqi cultures is usually planned after finishing the college. Also, *residence* was (84.8% living in rural area), it related to that the geographical distribution of the south of Iraq were seemed rural. In addition to, *house ownership* was (98% living in owned house), it related to that the highest percent came with *sufficient monthly income* (45.1%).

Discussion of differences in Self-esteem levels considering both of Age & Gender:

The study results in (table: 4 & table: 5) showed that there was no significant differences in self-esteem levels considering both of Age and Gender differences. It yields that self-esteem is neither depend on, nor affected by age or gender of students.

Discussion of the Relationship Self-Esteem and Academic Achievement:

The study results in (table: 6) showed that there was a very strong relationship between self-esteem and academic achievement of student. Evidenced by (P-value = 0.00) at the ($P \leq 0.05$) level of significance. Furthermore, it means students success depending on their self-esteem whether it was high or low. In other word, the higher self-esteem the higher success rate.

Recommendations:

It yields the following recommendations:

A. Recommendations for Implication:

(1). It is recommended to educators or Ministry of Education to recognize that the students' self-esteem has an effect on students' outcomes in the colleges, and self-esteem or the positive feedback is an integral part in the process of education.
(2). It is recommended to help student improve their self-esteem level – through initiating lessons providing well-referenced lectures regarding self-esteem improvement.
(3). It is recommended for teachers to promote students' self-esteem level through

feeding-them-back and positive rewards, also, encouraging them to participate in discussions also aid making personal opinions or decisions to feel more confident and promote the sense of self-competence.
(4). It is recommended to include the parent's role in improving self-esteem level and sense of self-confidence from the most sensitive academic stages, such primary school level to enhance doing well academically, this will aid in building a positive attitude toward the self-belong their life.

B. Recommendations for Future:

(1). It is recommended to repeat this study – in future– including the whole nursing colleges in Iraq for comprehensive discovering such a relationship and potential factors, this recommendation is based on limitations of the study.

(2). It is recommended to make such a research to include both of morning and evening classes in the sample, also to make a comparison between them considering the level of self-esteem for both of them to find if there is a significant.

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