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Development of the Russian version of the Contingencies of Self-Worth scale

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DEVELOPMENT OF THE RUSSIAN VERSION OF THE CONTINGENCIES OF SELF-WORTH SCALE³

This article describes the creation of a Russian-language version of the Contingencies of Self-Worth Scale (CSWS). We report the process and the three stages of adapting the questionnaire and report the results of the stage three version (N = 422); an internal consistency test (Cronbach's Alpha – from 0.67 to 0.84); item discrimination (0.55 to 0.86); retest reliability (0.54 to 0.79, $p < 0.001$); and construct validity. The analysis of the psychometric characteristics of the questionnaire confirmed the possibility of its appropriateness as a research tool to elicit the basis of self-esteem.

Keywords: self-esteem, basic contingencies of self-worth, external and internal contingencies of self-esteem, self-worth, self-efficacy.

JEL Classification: Z

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Introduction

Self-esteem has received considerable attention in recent decades. Judging by the number of studies published the interest in this phenomenon is still high. Many studies of the topic led researchers to think about self-esteem as being an important psychological resource, affecting the efficiency of learning and professional success: interpersonal status and communication style; the formation of personality traits; and the choice of behavior in a particular situation. The level and the type of self-esteem, as well as the peculiarities of its functioning are reflected in the individual being of a person, which has been confirmed in. At the same time the methodological inventory for studying self-esteem in Russian psychology is limited. The most recent updates to test questionnaires were carried out in the 1980s [3, 12] and, in addition, they are mainly focused on measuring only the level of self-esteem and its individual components. This situation does not correspond to the current state of the self-esteem theory. The level of self-esteem per se does not reflect its essence, which is understood as the value, importance or significance of the "self" judgment expressing "my relatedness to exactly my personality" [1, p. 44]. Self-esteem is always the process and the result of the correlation between certain ideas about us and internal criteria, personal standards, and an idealized model. However, a comparison is not enough to put the vision of ourselves on a good–bad scale, that is ascribing values to the personality or its particular aspects. In this case, we can only speak about rational self-esteem, describing self-esteem only in terms of its level, often ignoring its significance for a person. Self-esteem as a judgment about the value, the importance or significance of the whole "self" and its individual aspects is an axiological assessment including such clines as good–bad and positive–negative. The formation of axiological self-esteem happens, in our view, through evaluating the relevance of a person's particular vision of themselves, that is, the assessment of the significance of the assessed area, determining its relation to personal interests, meanings and values, and assessing congruency, that is, assessing the correspondence between the conception of the self, and personal standards and goals [10]. This dependence of self-esteem upon personal motives, goals, and meanings means that self-esteem is "an assessment from the viewpoint of a certain system of values" [5, p. 99], and for that very reason, it is determined by the relations in life and the real life activity of the subject.

The grounds on which a person's self-esteem is based, its relationship with personal interests, meanings and values, may be more important than self-esteem itself. They represent a system of personal significance and determine the features of self-adjustment, often specifying the type of self-esteem and providing a significant impact on the functioning of the individual and a

sense of well-being. Crocker came to this conclusion, exploring basic contingencies of self-esteem and developing a questionnaire designed to study them [8].

Although self-esteem occupies a privileged position in psychological discourse, there is not perfect agreement about the meaning and nature of self-esteem. Self-esteem is a term that has many meanings: self-worth, self-respect, self-acceptance, self-appraisal, domain-specific evaluations of aspects of the self [15]. Furthermore, it can be manifest either as trait self-esteem or as state self-esteem. According to [9], the most significant division is between the view that self-esteem is a generalized feeling about the self, and the view that it is the sum of a set of judgments about one's value, worthiness, and competence in various domains.

Crocker uses the term self-esteem to refer to global judgments of self-worth [8]. According to her, the model of global self-esteem is conceived as both a trait and a state: "people have a typical, average, or trait level of self-esteem, but their momentary or state judgments of self-esteem can fluctuate around this typical level" [8, p. 594]. Crocker proposes that both a person's trait self-esteem, and fluctuations of state self-esteem around this typical level, can be understood in terms of contingencies of self-worth. It proceeds from James's idea that self-esteem rises and falls in response to successes and failures in domains on which one has staked self-worth. Crocker describes these domains as "contingencies of self-esteem". Central to her model is the contention that the impact of events and circumstances on self-esteem depends on the perceived relevance of those events to one's contingencies of self-worth [7, 8]. Crocker proposes that contingencies of self-worth may be more important aspects for understanding the link between self-esteem and behavior. People differ in the contingencies of self-worth: for some people, self-esteem may depend on being attractive, loved, or competent, for others being virtuous, powerful, or in a romantic relationship [7, 8].

Crocker and her colleagues hypothesize that distinct contingencies of self-worth have distinct correlates and distinct consequences. They have argued that people are likely to function better and have higher levels of psychological well-being, when their self-esteem is based on more internal contingencies of self-worth than when self-esteem is based on more external and unstable contingencies such as academic achievements or conditional approval from others [7]. Self-esteem based on external domains has been found to be significantly more fragile and unstable. Crocker hypothesized seven important internal and external domains as sources of self-esteem in college students: others' approval, competition, academic competence, family support, being a virtuous or moral person, and God's love. Crocker developed a scale measuring contingencies of self-worth in college students.

During the creation of the questionnaire, the theoretical understanding of the self-worth phenomenon was expanded, a factor analysis and construct validity analysis was conducted, and the test-retest reliability and internal consistency of the questionnaire were defined. Crocker's study involved 1418 students. In 2001, she published an article devoted to the development and theoretical basis of the original version of the questionnaire [8], and in 2003 an article describing the psychometric characteristics of Contingencies of Self-Worth Scale (CSWS) was published [7].

The original English version of the questionnaire contains 35 statements. Responses to each item were made on a scale from 1 (Strongly disagree) to 7 (Strongly agree). The questionnaire contains seven scales, each of which consists of five statements and reflects the basis of self-worth:

Academic competence:

“My self-esteem is influenced by my academic performance”;

“I feel better about myself when I know I'm doing well academically”;

Other's approval:

“My self-esteem depends on the opinions others hold of me”

“I can't respect myself if others don't respect me”;

Competition:

“Knowing that I am better than others on a task raises my self-esteem”

“My self-worth is affected by how well I do when I am competing with others”;

Family support:

“It is important to my self-respect that I have a family that cares about me”

“Knowing that my family members love me makes me feel good about myself”;

Appearance:

“My self-esteem does not depend on whether I look attractive or not”

“When I think I look attractive, I feel good about myself”;

God's love:

“My self-esteem goes up when I feel that God loves me”

“My self-worth is based on God's love”;

Virtue:

“My self-esteem depends on whether or not I follow my moral/ethical principles”

“My self-esteem would suffer if I did something unethical”.

The questionnaire has acceptable internal consistency (Cronbach's Alpha from 0.82 to 0.96), high levels of test-retest reliability (correlation coefficients between the first and re-testing conducted after 3 months, from 0.68 to 0.92), and construct validity.

The original version of the technique has been tested in a number of studies which revealed the relationship between the basis of self-worth and a variety of personal characteristics. In particular, they show that such sources of self-esteem as God, family and virtue are associated with greater independence of self-worth, while relying on other people's assessments, approval or disapproval, social acceptance or rejection, leads to dependent self-worth. In addition, these studies showed that the intrinsic value of the external conditions, such as physical attractiveness and academic performance, correlated with a sense of well-being negatively, contributed to the development of depression, and led to eating disorders. Those respondents who base their own value on these specific domains are more vulnerable when their self-esteem is threatened by negative events or assessments affecting such basis. For example, Crocker found that students whose sense of self-worth was based on academic success had lower levels of self-worth, experienced more negative emotions when getting bad grades, or suffered some other failures in the academic field, than students with other basis of self-worth [6]. The study by Crocker and her colleagues also shows connection between the contingency of self-worth and kinds of leisure activity. For example, those students, whose self-worth is based on visual appeal, spent more time on partying, shopping, and establishing new contacts in the first semester. Students whose underlying basis of self-worth was God's love devoted more time to their studies, participated in religious and sports activities [7]. Thus, Crocker's method, revealing a variety of basis of self-worth, has been successfully used in psychological research, opening new perspectives for the study of self-worth.

The original English version of the questionnaire has been adapted for the Japanese, German, French, Turkish and Spanish languages. However, questionnaire versions have different number of the contingencies of self-worth, for example, the French version did not have the God's love scale, and the Japanese version had the Harmonious relations scale, which were more in line with social and cultural characteristics of these countries. Since 2011 with the permission of Crocker, we have working on the development of a Russian-language version of the CSWS.

We adapt Crocker's scale to identify the underlying basis of self-worth in the Russian-speaking population. The following objectives were formulated: to translate the original version of the Crocker's questionnaire into Russian, to conduct item discrimination, internal consistency, test-retest reliability, and the validity of the questionnaire, and to ensure its re-factorization. These tasks were implemented in three stages. Studies 1 and 2 developed the Russian version of CSWS [7, 8]. Study 3 adapted the final version and analyzed its psychometric characteristics. Students completed the measures voluntarily during class.

Method

Participants

In the adaptation of the Russian-language version of the CSWS 791 students took part, including 309 men and 482 women; with a mean age of 20.5. included 172 students (58 men, 114 women, mean age of 20.2). Study 2 included 197 students, who took part in testing of the new CSWS version (75 men, 122 women, mean age of 20.6 years). Study 3 included 422 people, 176 men and 246 women, mean age of 20.5 years. Participants of the study were students from different faculties of the following schools in Moscow: The National Research University Higher School of Economics (HSE), Kosygin Moscow State Textile University (MSTU), Sholokhov Moscow State University for the Humanities (SMSUH).

Procedure

Study 1 was carried out using a translation of the original questionnaire into Russian (direct and reverse translation of the questionnaire items from the Spanish and French versions of the questionnaire), and a test version of the questionnaire was created which was evaluated by a Ph.D. in psychology, an associate professor at The National Research University Higher School of Economics (HSE) and a Ph.D. in philological sciences, professor of Chernyshevsky Saratov State University (SSU). This version of the questionnaire contains the same 35 statements (7 scales, each of which consist of five statements) as the original English version. Responses to each item were made on a scale from 1 (Strongly Disagree) to 7 (Strongly Agree).

During Study 2, after a theoretical analysis of youth values and interviews with respondents, the God's love scale was excluded from the original CSWS, and the three following additional subscales were added: Prestige/Status, Friend support, and Relationship with my partner. This version contains 45 statements (9 scales, each of which consist of five statements).

During Study 3 participants (N = 422) completed the final Russian-language version of the questionnaire, which was called "Basic foundations of Self-Esteem" (Appendix 2). The final version of the questionnaire consists of 35 statements which represent 7 subscales:

Approval of others: "I don't care what other people think of me";

Appearance: "I feel confidence and good about myself when I look attractive";

Defeating others in competition: "My self-esteem rises when I surpass others in competition";

Academic competence: "My self-esteem is influenced by my academic performance";

Family love and support: "Family support is very important to my self-respect";

Virtue: “My self-esteem would suffer if I did something unethical”;

Relationship with my partner: “Support of my partner is very important for my self-worth”.

As in the original questionnaire, our version of CSWS included three types of items: (a) “up” items indicating that self-esteem increases in response to positive outcomes; (b) “down” items indicating that self-esteem decreases in response to negative outcomes; and (c) “depends” items indicating that self-esteem depends on outcomes in the domain without specifying whether the outcomes are positive or negative [7].

Instruments

The construct validity check was particularly difficult because Russian psychology has no adequate diagnostic tools for the identification of the contingencies of self-worth. For this purpose we used the following techniques which distinguish people with different self-worth basis, according to the results of Western psychologists: The Rosenberg Self-Esteem Scale [13] was used to measure global self-esteem with 10 items. Self-efficacy was measured using the Generalized Self-Efficacy Scale [14]: participants reported their agreement with 10 statements such as: “If I try hard, I will always find the solution even to complex problems”; “I am usually able to keep a situation under control” (from 1 – strongly disagree to 4 – strongly agree). The techniques of Dembo-Rubinstein [4] were used for studying the level of self-esteem in various domains. The subject put two marks on each of the scales which were vertical lines of 10 cm length, one mark reflecting: a) the actual position, b) the desired position. For this research the following scales were used: “intelligence”, “self-confidence”, “overall assessment of oneself”, “competence in learning activities”, “self-worth”, “self-love”, “appearance”.

For an assessment of construct validity we also asked respondents to rate the importance of the following areas of life on a scale from 1 to 7: Family support, Success in competition with others (in a competitive environment), My appearance, Academic competence, My respect for moral and ethical norms, Obtaining approval from others, and Relationship with my partner.

The following were used as data processing and statistical analysis methods, descriptive statistics, correlation analysis, comparing means, exploratory factor analysis using the principal component method and Oblimin with Kaiser Normalization rotation. Data processing was done in SPSS for Windows v. 19.

Results and discussion

Development of the Russian-language version

For Study 1 our results show low scale consistency: Cronbach's Alpha between 0.47 and 0.63. The lowest consistency results were shown by the God's love scale. Item discrimination also showed low results at this scale.

For Study 2 Cronbach's Alpha was between 0.68 and 0.84. Most of the questions have good item discrimination (from 0.52 to 0.83; $p < 0.01$), except for the three that are attributed to the Prestige/Status and Friend support subscales. Factor analysis followed by Varimax rotation identified seven factors. Qualitative analysis of the factor solution identifies the following factors: Academic competence; Other's approval; Competition; Family support; Appearance; Virtue and Relationship with my partner. Questions of the Prestige/Status scale are included in the Academic competence factor, and the questions of the Friend support scale are included in the Others' approval factor. Thus, of the three scales introduced by us: Prestige/Status, Friend support, Relationship with my partner, only the latter forms an independent factor and, therefore, can serve as an independent basis of self-worth.

Analysis of the final version of the questionnaire

The final version was presented to respondents at the third stage of the study.

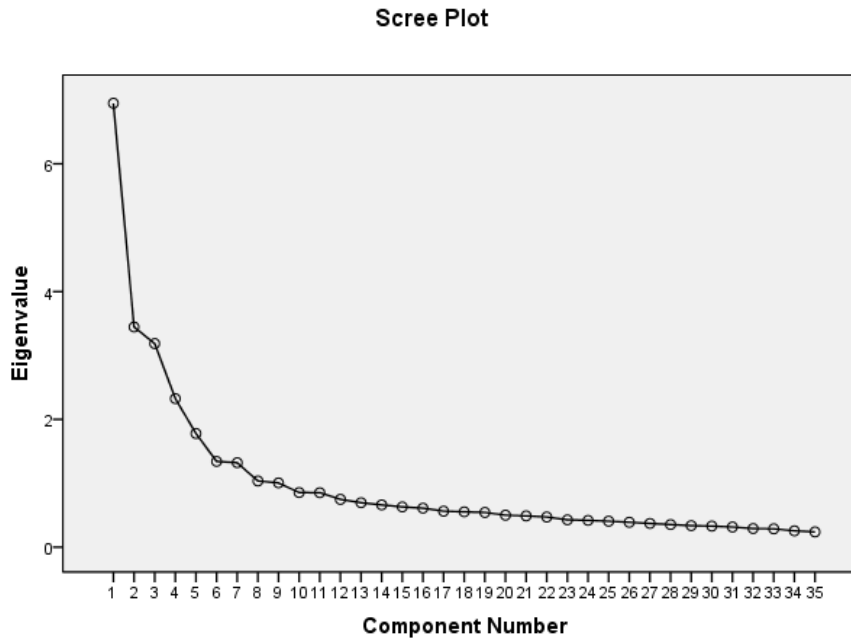
In order to estimate the test's internal structure, an exploratory factor analysis using the principal component method and Oblimin with Kaiser Normalization rotation was used (that the data are submitted in ordinal scale and the possibility of scale correlation is theoretically supported). The possibility of factor analysis application was checked using Bartlett's test and the Kaiser-Meyer-Olkin Measure (KMO) (see Table 1).

Table 1. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.859
Bartlett's Test of Sphericity	Approx. Chi-Square	8,180.816
	df	595
	Sig.	0.000

Based on theoretical assumptions (the original version of the questionnaire contains 7 factors), Thurstoun and Kaiser criteria 7 factors were revealed, two of which are small which shows the need of further questionnaire completion (Figure 1).

Figure 1. Scree Plot



Seven factors explaining 58% of the variance were identified in the factor analysis. Three factors (1st, 2nd and 3rd) contain all the five items, one factor (6th) contains three of the five items of the Family support (Appendix 1). The two factors (5th and 7th) contain one of the other scales, and one factor (4th) contains two of the other scales. These items describe the interpersonal relations which could explain the differences between theoretical expectations and factor analyses results. Factor structure indicates a similarity between selected factors and contingencies of self-worth recovered by theoretical analyses. In general, the factor structure of the Russian-language version of the technique corresponds to the original version of CSWS scale [7].

Checking the item discrimination of questions showed good results. The item discrimination index (the correlation coefficient of the response to a question from the adjusted total score on the scale) for the Academic competence scale was from 0.63 to 0.83 ($p < 0.01$); Others' approval 0.60 to 0.81 ($p < 0.01$); Competition 0.79 to 0.86 ($p < 0.01$); Family support 0.60 to 0.79 ($p < 0.01$); Appearance 0.53 to 0.81 ($p < 0.01$); Virtue 0.59 to 0.82 ($p < 0.01$); The relationship with partner 0.55 to 0.78 ($p < 0.01$). These figures indicate good differentiating ability of the questionnaire scales. Internal consistency, estimated by Cronbach's Alpha, was 0.67 to 0.84 (see Table 2) in different scales.

96 people from the testing sample (43 men, 53 women) filled out the questionnaire again three weeks later, in order to check the retest reliability. Retest reliability indicators, determined by Spearman's correlation coefficient, ranged from 0.54 to 0.79 (Table 2). In our sample the highest stability is shown in the Appearance scale, and the least stability in the Academic competence and Family support scales. Thus, the psychometric reliability indicators of the Russian version of CSWC show sufficient stability over time and internal consistency of its scales.

Table 2. Spearman's correlation matrix of the Russian version of CSWS subscales

Subscale	1	2	3	4	5	6	7
1.Academic competence	-						
2.Others' approval	0.33**	-					
3.Competition	0.50**	0.15**	-				
4.Family support	0.30**	0.29**	0.14**	-			
5.Appearance	0.34**	0.44**	0.26**	0.16**	-		
6.Virtue	0.23**	0.12**	0.55	0.25**	0.90**	-	
7.Relationship with my partner	0.26**	0.34**	0.23**	0.42**	0.30**	0.14**	-
M	5.06	4.18	5.55	5.13	5.20	4.91	5.03
SD	1.01	0.94	1.02	0.86	0.99	1.08	0.97
Cronbach's Alpha	0.77	0.79	0.87	0.69	0.78	0.81	0.67
Test-retest reliabilities (N = 96)	0.54	0.74	0.67	0.55	0.79	0.71	0.74

Note. For all test-retest reliabilities $p < 0.001$, ** $p < 0.01$, $N = 422$

Construct validity was tested in three ways. First, by comparing scales score with the assessments of significance spheres of life (Family support, Success in competition with others, My appearance, Academic competence, My respect for moral and ethical norms, Obtaining approval from others, and Relationship with my partner). All scales show significant correlation (Spearman's correlation, $p < 0.01$) with assessments of the significance of the respective spheres of life by the respondents, the correlation coefficients for the respective scales (Table 3).

Second, construct validity was tested by identifying the relationship (Spearman's correlation coefficient) of self-worth contingency with the level of general self-worth determined by the Rosenberg self-worth scale, with the level of self-worth in various specific fields (the Dembo – Rubinstein method) and with the parameters of Generalized Self-Efficacy scale [14]. Results show that self-worth (Rosenberg scale) positively correlate with all kinds of self-worth sources, and significant correlate with Academic competence, Approval from others and Appearance (Table 3). The results may be explained by academic competence and appearance being areas which are

primarily valued by others in the student sample. Therefore the evaluation of these areas and, approval received from others accordingly, has become an important basis of self-worth. We assume that those who receive positive feedback, and are successful in learning activities, attractive and receive approval from others, base their self-esteem on these grounds as these sources give them the opportunity to assess themselves highly.

Comparing this data with ongoing research in the United States, such sources as appearance, approval from others and competition showed significant negative correlations with Rosenberg self-esteem scale in U.S. students (it should be noted that unlike our sample the academic competence scale was not related to the level of self-worth). In general, the problem of different interpretations of the links between the level of self-worth and its sources in the Russian and U.S. samples can be explained by cross-cultural differences. Should we come to conclusion that student self-esteem in our sample, despite its high level, is more dependent compared to a sample of U.S. students? According to Crocker, those who base their own value according to appearance and others approval, are more vulnerable because these sources are unstable, and therefore self-worth is more likely to be threatened with daily successes and failures, positive or negative evaluations [8]. However, the conclusion on more fragile self-worth of Russian respondents seems somewhat premature due to the fact that the studies, conducted under the direction of Crocker [7], showed a certain inconsistency in terms of linking the level of self-esteem and its sources. For example, in one of her studies there was no positive correlation between the level of self-worth (Rosenberg scale) and inner sources such as God's love and Virtue , and negative with the Academic competence scale; in another study there was no significant correlation with the Family support scale [8]. In addition, the relationship between levels of self-worth and their sources showed dependence on the ethnicity of the respondents. In any case, further studies examining the ratio of different parameters of self-worth are needed.

There is a widely held view that self-worth is not a standalone, one-dimensional variable but a certain kind of relationship of private self-worth indicators [12, 2], and the level of self-worth may be quite different in different areas of life. In addition, the complex structure of emotional and value relationships to themselves can lead to different combinations of level, characteristics of self-worth, and self sympathy [3]. Therefore, in the present study we used Dembo-Rubinstein's method to establish the links between sources of self-worth and its height in a variety of important areas. To determine the actual the desired level of quality improvement and the difference between them the following scales were used: intelligence, self-confidence, overall assessment of oneself, competence in learning activities, self-worth, self-love, and appearance.

A significant correlation between the sources of self-worth and the assessment of the actual/desired level of expression of a certain quality, and the difference between these levels was found (Table 3). Appearance is positively associated with the desired and the actual levels of appearance assessment. Academic competence, has a positive correlation with the desired level of confidence and academic competence, as well as with the actual level of competence in learning. This data can be interpreted as the result of the bilateral cooperation of the size of self-worth and the basis for self-assessment: the more important visual appearance or academic performance for self-worth, the higher a person estimates the desired and the actual level in these areas, and, conversely, the higher a person evaluates their quality in some particular area (in our case appearance and/or academic achievements), the more often they use them as self-worth sources.

Evidence of success in competition with others has positive correlations with the actual level of competence, and self-love, with the desired level of confidence, visual appearance and academic competence, and is negatively correlated with the difference between the desired and the actual levels of self-love. Thus, social comparison would be used by such people who expect that they can win competitions and are ready to take a risk by entering them, because of a high level of self satisfaction and self sympathy.

The more important Family support is for self-worth, the higher the assessment of the actual level of Academic competence and the smaller the gap between the actual and the desired level of competence. This data is largely explained by the fact that all of the respondents are students. Focusing on family support creates a desire to meet family expectations that are often associated with educational achievement, a measure of which is Academic competence.

The importance of getting approval from others is negatively correlated with the actual level of confidence and self-worth and positively with the desired level of visual appearance, as well as with the difference between the actual and desired levels of confidence, the overall assessment of themselves, self-worth, self-love and visual appearance. Orientation to external reinforcement and approval from others are connected with the desire to be more in line with social norms and standards in the various spheres of life and this is associated with a large gap between the actual and desired levels and a number of personal characteristics which may create a certain inner discomfort and dissatisfaction. On the other hand, low self-confidence and low self-worth for those with very high standards lead to the fact that people will be looking for support and approval from others, trying to strengthen their fragile self-worth. This result is consistent with the theoretical position that external contingency forms dependent self-worth, and generally contributes to lower psychological well-being. Generalized self-efficacy [14], according to our data, shows significant correlations with

the following scales: Competition with others and the Approval obtained from others (Table 3). The positive correlation of perceived self-efficacy and the importance of being successful in a competitive environment do not contradict the theoretical ideas about the necessity of faith in themselves, in their potential, their ability to achieve the best result in competitive environment. If a person evaluates themselves in terms of the possibility of winning in comparison with others, if they want to excel, to be more successful, be able to cope with a certain kinds of problems better, etc., then it is natural that such a view of their abilities will be associated with high self-efficacy. The negative correlation of subjective assessment of the importance of the approval of others and the general self-efficacy is also quite understandable. If during self-assessment a person does not rely on their internal sources, skills, or personality, but on others' approval or disapproval, then such a sensitive position makes them less confident in their own abilities, reducing the perception of self-efficacy.

Table 3. Current Spearman's correlations between Russian version of CSWS subscales and Other Measures

Measure		Academic competence	Others' Approval	Competition	Family support	Appearance	Virtue	Relationship with my partner
1.Assessment of significance spheres of life		0.47**	0.40**	0.51**	0.49**	0.41**	0.55**	0.53**
2.Rosenberg Self-Esteem		0.23**	0.29**	0.10	0.10	0.15*	0.11	0.53
3.Generalize self-efficacy		0.05	-0.26**	0.14*	0.01	-0.09	0.11	0.04
4.Dembo-Rubinstein method								
Intelligence	Actual	0.11	-0.01	0.15	0.02	0.00	-0.11	0.01
	Desired	0.19*	-0.01	0.16*	0.04	-0.01	-0.07	-0.01
	Difference	0.05	-0.02	0.00	-0.01	-0.01	0.02	0.01
Self-confidence	Actual	0.06	-0.33**	0.13	0.19	-0.15	0.05	-0.11
	Desired	0.18*	-0.07	0.23**	0.03	-0.05	0.04	-0.04
	Difference	0.07	0.27**	0.02	-0.14	0.13	-0.06	0.09
Overall assessment of oneself	Actual	0.01	-0.15	0.07	0.05	0.02	0.05	-0.06
	Desired	0.15	0.04	0.09	0.08	0.05	0.00	-0.08
	Difference	0.11	0.20*	-0.03	0.23	0.02	-0.02	0.03
Competence in learning activities	Actual	0.28**	-0.01	0.18*	0.24**	0.03	0.03	0.02
	Desired	0.39**	0.04	0.20*	0.09	0.03	-0.04	0.10
	Difference	-0.30	0.05	-0.04	-0.18*	-0.04	-0.04	0.02
Self-worth	Actual	0.06	-0.20*	0.06	0.11	-0.11	0.05	-0.08
	Desired	0.09	0.04	0.11	0.06	0.03	-0.04	0.03
	Difference	0.05	0.22**	0.03	-0.10	0.14	-0.08	0.12
Self-love	Actual	0.12	-0.13	0.18*	0.10	-0.20	-0.10	-0.03
	Desired	0.05	0.07	0.08	0.50	0.00	-0.09	0.02
	Difference	-0.12	0.16*	-0.18*	-0.51	0.02	-0.03	0.03
Appearance	Actual	0.12	-0.14	0.13	0.09	-0.03	-0.02	-0.02
	Desired	0.21**	0.19*	0.20*	0.13	0.22**	-0.09	0.04
	Difference	0.03	0.30**	0.01	-0.01	0.23**	-0.10	0.08

* $p < 0.05$, ** $p < 0.01$

In general, the Russian version of the CSWS differentiates college-age people with different contingencies of self-worth in terms of self-worth and in terms of self-efficacy. With the exception of two scales: Virtue and Relationship with my partner, which show no correlation with any of the studied parameters. It seems that further studies are needed, in particular of the predictive validity of the questionnaire. As pointed out above, for example, Crocker and her colleagues checked whether contingencies of self-worth serve as predictors of first-year student activity: predicting whether they participate in any student organizations, clubs or societies, the focus of these organizations, as well as the amount of time they spend on different activities [7].

The standardization results are shown in Table 2. Since the original version of the questionnaire and the version that we develop aim to study the basis of self-assessment in students, the age differences have not been studied. With probability of error less than 1% there is no significant differences for all scales according gender (Mann-Whitney U-test).

Conclusion

This paper describes the results of the development and testing of a Russian-language version of Crocker's CSWS questionnaire. The results of its psychometric characteristics indicate that the questions regarding the scales are compatible with each other; have good item discrimination; and measure the constructive results which are stable over time. Factor structure of the technique confirms the seven sources of self-esteem.

The Russian version of the questionnaire can be used in personality psychology as a research method. We believe that this version of Crocker's questionnaire holds promise for studies aimed at understanding the basic self-esteem sources.

Further steps in the development of the questionnaire are checking the social appropriacy of the questionnaire; finding the dependence on gender, education and region of residence; the creation of a version suitable for other age groups; a more detailed study of the relationships between self-assessment sources identified through the questionnaire and other self-esteem parameters (level, independence, stability, etc.), and personal qualities.

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Appendix 1. Pattern Matrix (factor loadings and communalities of the Russian version of CSWS)

Number of question/ Subscale	Component							Communalities
	(1)Academic Competence	(2)Competition	(3)Virtue	(4)Relationship with the loved one	(5)Appearance	(6)Family support	(7)Others' approval	
1 (5)					.655			.531
2 (2)		-.767						.632
3 (4)				-.484				.404
4 (5)					.576			.485
5 (3)			.620					.530
6 (7)							.732	.552
7 (6)						-.849		.706
8 (4)				-.562				.400
9 (2)		-.822						.686
10 (7)				-.425				.664
11 (6)						-.730		.547
12 (3)			.716					.485
13 (1)	.528							.667
14 (3)			.804					.707
15 (5)					.778			.653
16 (7)							.826	.564
17 (6)							.458	.727
18 (1)	.723							.568
19 (2)		-.802						.672
20 (4)					.440			.709
21 (6)				-.444				.575
22 (5)					.685			.685
23 (1)	.605							.612
24 (7)							.814	.573
25 (2)		-.738						.633
26 (1)	.701							.675
27 (3)			.762					.636
28 (4)				-.736				.579
29 (6)						-.623		.682
30 (5)					.771			.456
31 (2)		-.784						.655
32 (1)	.554							.470
33 (3)			.825					.393
34 (7)							.573	.443
35 (4)				-.769				.394

Note. Factor loadings of points from its own scales are marked with bold font.

Appendix 2. Russian version of the Contingencies of Self-Worth Scale

Инструкция: Пожалуйста, ответьте на каждое из следующих утверждений (обведите ответ кружком), используя шкалу от «1 – абсолютно не согласен» до «7 – полностью согласен». Если Вы никогда не сталкивались с какой-либо из описанных в утверждениях ситуаций, пожалуйста, ответьте, как Вам кажется, Вы бы чувствовали себя в подобной ситуации.

		Абсолютн о не согласен	Не согласен	Скорее не согласен	Не могу сказать, согласен или нет	Скорее согласен	Согласен	Полность ю согласен
1.	Я чувствую себя хорошо и уверенно, когда выгляжу привлекательно	1	2	3	4	5	6	7
2.	Я начинаю больше уважать себя, когда лучше других справляюсь с заданием или проявляю больше способностей	1	2	3	4	5	6	7
3.	Когда мой любимый человек гордится мной, мое самоуважение повышается	1	2	3	4	5	6	7
4.	Мое представление о собственной внешности не влияет на мою самооценку	1	2	3	4	5	6	7
5.	Я уважаю себя больше, когда поступаю в соответствии со своими моральными принципами	1	2	3	4	5	6	7
6.	Когда у других складывается обо мне негативное мнение, меня это не трогает	1	2	3	4	5	6	7
7.	Когда я знаю, что моя семья меня любит, я ощущаю внутреннее спокойствие	1	2	3	4	5	6	7
8.	Я больше ценю себя, когда у меня есть любимый человек	1	2	3	4	5	6	7
9.	Осознание того, что я лучше других справляюсь с какой-либо работой, повышает мою самооценку	1	2	3	4	5	6	7
10.	Я перестаю себя уважать, если меня не уважают другие	1	2	3	4	5	6	7
11.	Когда моя семья мной гордится, я	1	2	3	4	5	6	7

	чувствую себя достойным человеком							
12.	Я перестаю себя уважать, если делаю то, что считаю неправильным	1	2	3	4	5	6	7
13.	Мое мнение о себе не связано с успехами в учебе	1	2	3	4	5	6	7
14.	Я не могу себя уважать, если нарушаю собственные моральные и нравственные принципы	1	2	3	4	5	6	7
15.	Уверенность в своей внешней привлекательности влияет на мою самооценку	1	2	3	4	5	6	7
16.	Меня не волнует, что думают обо мне другие люди	1	2	3	4	5	6	7
17.	Внутрисемейные отношения не влияют на мою самооценку	1	2	3	4	5	6	7
18.	Я недоволен собой всякий раз, когда не достигаю достаточно высоких успехов в учебе	1	2	3	4	5	6	7
19.	Я начинаю больше ценить себя, если справляюсь с заданиями лучше остальных	1	2	3	4	5	6	7
20.	Характер моих отношений с лицами противоположного пола не влияет на мою самооценку	1	2	3	4	5	6	7
21.	Я перестаю к себе хорошо относиться, когда не чувствую любви своей семьи	1	2	3	4	5	6	7
22.	Когда мне кажется, что я выгляжу недостаточно хорошо, моя самооценка снижается	1	2	3	4	5	6	7
23.	Мое представление о себе улучшается, когда я добиваюсь успехов в учебе	1	2	3	4	5	6	7
24.	То, что думают обо мне другие, никак не влияет на мое мнение о себе	1	2	3	4	5	6	7
25.	Моя самооценка растет, когда я превосхожу других в ситуациях соперничества	1	2	3	4	5	6	7

26.	На мою самооценку влияет успешность в учебе	1	2	3	4	5	6	7
27.	Я стал бы меньше ценить себя, если бы я сделал что-либо безнравственное	1	2	3	4	5	6	7
28.	Моя самооценка снижается, когда я не чувствую, что мой любимый человек любит и ценит меня	1	2	3	4	5	6	7
29.	Для моего самоуважения очень значима забота семьи	1	2	3	4	5	6	7
30.	Моя самооценка не зависит от того, выгляжу я привлекательным или нет	1	2	3	4	5	6	7
31.	Я уважаю себя больше, если делаю что-то лучше других	1	2	3	4	5	6	7
32.	Хорошая успеваемость повышает мое самоуважение	1	2	3	4	5	6	7
33.	Я неприятен сам себе, когда не следую своим моральным и этическим принципам	1	2	3	4	5	6	7
34.	Мнение других обо мне влияет на мое мнение о себе	1	2	3	4	5	6	7
35.	Для ощущения собственной ценности мне очень важна поддержка моего любимого человека	1	2	3	4	5	6	7

Note. The point numbers of “Relationship with my partner” scale of the Russian version of CSWS are marked in bold.

Обработка результатов:

Поддержка семьи: вопросы 7, 11, 17*, 21, 29.

Соревнование с другими: 2, 9, 19, 25, 31.

Внешность: 1, 4*, 15, 22, 30*.

Академическая успеваемость: 13*, 18, 23, 26, 32.

Нравственность: 5, 12, 14, 27, 33*.

Одобрение других: 6*, 10, 16*, 24*, 34.

Любовь: 3, 8, 20*, 28, 35.

Баллы за вопросы, отмеченные * необходимо считать по следующей схеме: 7=1, 6=2, 5=3, 4=4, 3=5, 2=6, 1=7.

Баллы по каждой шкале суммируются и делятся на 5.

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