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Test Presentation Paper  
Culture-Free Self-Esteem Inventory, 3<sup>rd</sup> Edition

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**Culture-Free Self-Esteem Inventory, 3<sup>rd</sup> Edition**

Our society is rapidly evolving. Before the middle of this century at current trends, the dominant White culture will not even represent a majority of the population. The society has gone through rapid changes as a result, in part, due to fast pace advances in technology. The advancement in technology has left some segments of the population behind as the economic foundation of the country has moved from agrarian and industrial to technological and service based. The growing divide between those families with a lot of money and those with little money is also growing. Families that have gone through divorce are extremely common and there does not appear to be a reversal of that trend. Struggling single parent households are very common as well. Families that are not part of the dominant culture are at more risk for the problems just described. What does this mean?

The changes described are going to dramatically affect the children in our society. Many children will come from homes that have gone through the turmoil of divorce, economic hardship, or limited caregiver attention. Many, if not most, of these children will also come from a culture that is different from the dominant White culture. These children will be vulnerable to deficits in self-esteem as they try to prepare to enter this rapidly evolving society. What would be needed to try to help this population is an assessment tool that is not culturally biased and which could help determine if a child might have self-esteem problems. The good news is that a reliable, valid, and simple to administer assessment tool like this already exists: the Culture-Free Self-Esteem Inventories, 3<sup>rd</sup> Edition (CFSEI-3).

The CFSEI-3 was developed by James Battle. This is the third version of this test since he introduced it in the 1980's. The CFSEI-3 is designed for individuals from age 6 through 18 and it includes a set of self-report inventories that are used to determine the level of self-esteem in these individuals. This new edition has three age-appropriate forms of the inventory: Primary, Intermediate, and Adolescent. (Pyscan Website, 2007) The Primary Form is designed for children ages 6-8, the Intermediate Form is designed for children ages 9-12, and the Adolescent Form is for those from ages 13-18 (Moore-Betasso, 2005, p. 59).

All three of the forms provided what was called a Global Self-Esteem Quotient (GSEQ) (Pyscan Website, 2007). "Global self-esteem can be described as one's overall evaluation of one's self-worth... (Wake Forest University Website, 2007). The manual for the CFSEI-3 says the Global Self-Esteem Quotient is the most useful value that comes from the CFSEI-3. The GSEQ is standardized with a mean of 100. A GSEQ below 90 is considered very low and would be an indication of a problem such as a deficit in self-esteem, unsatisfactory adjustment, or negative feelings. (Battle, 2003) The CFSEI-3 is used to identify children who might need some form of psychological assistance or to help plan appropriate academic or personal interventions that would benefit the child (Eastern Michigan Website, 2007).

The CFSEI-3 breaks down the self-esteem scores into different areas. "The Intermediate and Adolescent Forms provide self-esteem scores in 4 areas: Academic, General, Parental/Home, and Social. The Adolescent Form provides an additional self-

esteem score: Personal Self-Esteem. A defensive measure is also provided to assess the extent to which an examinee's responses are guarded.” (Pyscan Website, 2007)

All the information available indicates that the CFSEI-3 is easy to administer and score. Even reviews which were critical of the earlier versions of the test remarked about how easy it was to administer and score (Brooke, 1995). The inventory can be administered to individuals or to groups. The test takes about 15-20 minutes and it asks for yes or no answers which can be either written or spoken. (Psychological and Educational Publications Website, 2007)

The CFSEI-3 is a class B test and must be administered with someone with those qualifications. In a survey of 6 websites, the costs for the complete testing package ranged from \$184 to \$330. What is included in the complete package is the testing manual and a package of 50 scoring forms for each of the 5 different scoring forms (250 forms total). The five scoring forms are: Primary Examiner/Record Forms; Intermediate Profile/Scoring Forms; Intermediate Student Response Forms; Adolescent Profile/Scoring Forms; and the Adolescent Student Response Forms. The cost of the manual alone ranged from \$51 to \$89, and the cost of one package of 50 forms varied from \$28 to \$50.

#### How good is the CFSEI-3?

Some of the best news about the CFSEI-3 is that it appears to be a very reliable and valid test. The CFSEI-3 was “[s]tandardized on a sample of 1,727 individuals from 17 states; the normative group was stratified on the basis of geographic region, gender, race, rural or urban residence, ethnicity, family income, parent education, and disability.” (Psychological Assessment Resources Website, 2007) This diverse and extensive sample

has helped produce a very good testing instrument. This quote from Moore-Betasso

(2005) illustrates the strength of this test:

According to the normative group, internal consistency for the GSEQ [Global Self-Esteem Quotient] ranged from .77 to .93, with greater values correlating to higher ages of respondents. Test-retest reliability, based on a sample of 77 students from Austin, TX and an interval of two weeks between tests ranged from .72 to .98 (Battle, 2003). Concurrent Validity of the CFSEI-3 was demonstrated by comparing the normative sample's GSEQ scores to their scores on other valid and reliable measures. Coefficients of .61 and .72 ( $p < .01$ ), respectively, were found when comparing GSEQ scores to those on the Self Esteem-Inventory, Self-Esteem Quotient and the Piers-Harris Self-Esteem Inventory Total Score (Battle, 2003).

Another source touts the validity of the test and to its attention to the issue of cultural fairness (Pro-Ed. Website, 2007):

Validity of the CFSEI-3 was investigated using content, criterion-prediction, and construct-identification validity. The CFSEI-3 correlates strongly with other measures of self-esteem and self-concept. Many new studies demonstrating the cultural fairness of the CFSEI-3 have been added, including Differential Item Functioning analyses and separate reliability and validity information for seven subgroups (male, female, European American, African American, Hispanic American, gifted and talented, and learning disabled). In addition, a full chapter in the Examiner's Manual is devoted to the test's bias.

A primary criticism of earlier versions was that there was not sufficient documented support for the claim that it was free from cultural bias (Brooke, 1995; and National Center for Biotechnology Information, 1996). Battle evidently was aware of this limitation and has tried to correct this deficit in this third version. This version made a concerted effort to demonstrate why it deserves the words "Culture Free" in its name. No recent criticism of the test's cultural fairness was discovered despite that it has been on the market for several years.

Although it could be expected that websites which are trying to sell the CFSEI-3 would talk up its reliability and validity, they are not the only source for this information. Moore-Betasso (2005) demonstrated that the CFSEI-3 was reliable and valid and also indicated there was minimal bias detected for gender and ethnicity. The Oregon Resiliency Project (2003) also spoke of the inventory's reliability and validity.

#### Resources to assist in administration

The creator of the CFSEI-3, James Battle, has a very interesting and informative website: jamesbattle.com. Many resources are available on this website including information about self-esteem issues. This website includes a couple resources which might help an administrator of the CFSEI-3 make full use of its potential. One resource is a guide listed at \$9.95 which is entitled: "Explanations for Response Choice: A Guide for the Culture-Free Self-Esteem Inventories, Second Edition." This guide is for the former edition but may have some useful suggestions and is likely due for a revision itself. The other resource of note was a book listed at \$35 and entitled: "Interpretation and Treatment: A Reference Book For The Culture-Free Self-Esteem Inventories."

#### Summary

I was very excited to discover the CFSEI-3. I am interested in working with children and this inventory will only become more valuable in the coming years. It would be difficult to come up with a test topic that was more relevant to the needs of today's school population. The demographics in the schools are in the forefront of what the demographics of this nation will be. It is through the school where the diversity of the population and the needs of coping with this changing society are first felt. In my counseling studies this past year I have seen many reminders that you must consider

whether the test is biased or inappropriate for the population you are administering it to.

Although I have seen those reminders, I have not seen much demonstrated or documented proof of unbiased tests. The CFSEI-3 appears to be an exception as it tries to take the cultural bias out of its inventory.

I look forward to being able to use this inventory and test its real life effectiveness. So many of the problems surrounding today's youth involve issues of self-esteem. A quick, easy to use, and efficient tool to identify and describe deficits of self-esteem would be an important step in bringing needed relief to this population.

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