Rosenberg self-esteem scale validation in students at the Adventist University of Bolivia

Validación de la escala de autoestima de Rosenberg en estudiantes de la Universidad Adventista de Bolivia

Pablo Molina Calle
pablo.molina@uab.edu.bo
https://orcid.org/0009-0003-4541-6608
Adventist University of Bolivia, Cochabamba, Bolivia

ABSTRACT

The present study aimed to determine the degree of validity of the Rosenberg Self-Esteem Scale in students at the Bolivian Adventist University in the 2023 academic year. This is an instrumental study, with a quantitative approach, a non-experimental, cross-sectional design, and a descriptive approach. The primary intention is to describe the characteristics of the scale, indicating its particularities and manifestations. Likewise, the normative values of the scale are established in the context of the study population, based on previously conducted international studies. The data collection procedure was through a questionnaire technique of the Rosenberg Self-Esteem Scale instrument with ten items with a positive dimension and a negative dimension. The study population consisted of a non-probability convenience sample of 316 participants (N = 1476). According to the results obtained, the distribution and magnitude of the degree of self-esteem level in university students is evident, that is, it is determined that the Rosenberg Self-Esteem Scale reached the degree of validity through the Cronbach 's Alpha coefficient with the value of 0.881, this means in conclusion, that the Rosenberg Self-Esteem Scale is valid for its administration in the context of the study population.

Keywords:
"Validation"; " Rosenberg Self-Esteem Scale "; "Self-esteem"; "University students"; "Test"; "Psychometrics"

RESUMEN

El presente estudio tuvo como objetivo determinar el grado de validez de la Escala de Autoestima de Rosenberg en estudiantes de la Universidad Adventista de Bolivia en la gestión 2023. Este estudio es instrumental, con un enfoque cuantitativo, diseño no experimental transversal y de tipo descriptivo. La intención primordial es describir las características de la escala, indicando sus particularidades y manifestaciones. Asimismo, se establecen los valores normativos de la escala en el contexto de la población de estudio, se basa en estudios realizados anteriormente a nivel internacional. El procedimiento de recolección de datos fue a través de la técnica de un cuestionario del instrumento de la Escala de Autoestima de Rosenberg con diez ítems con una dimensión positiva y una dimensión negativa. La población de estudio estuvo conformada por una muestra por conveniencia de tipo no probabilística de 316 participantes (N=1476). De acuerdo con los resultados obtenidos, se evidencia la distribución y la magnitud del grado de nivel de autoestima en los estudiantes universitarios, es decir, se determina que la Escala de Autoestima de Rosenberg alcanzó el grado de validez mediante el coeficiente de Alfa de Cronbach con el valor de 0.881, esto quiere decir como conclusión, que la Escala de Autoestima de Rosenberg es válido para su administración en el contexto de la población de estudio.

Palabras clave:
"Validación"; "Escala de Autoestima de Rosenberg"; "Autoestima"; "Estudiantes universitarios"; "Test"; "Psicometría"

INTRODUCTION

Self-esteem remains a relevant and constantly evolving topic today. Indeed, this is due to the wealth of research conducted on its importance and its deep influence on people's lives, whether in their learning process and/or personal development.

Although there are various sources on self-esteem, they all converge on one fundamental idea: it's about knowing oneself, looking out for oneself, defending oneself, valuing oneself, esteeming oneself, and observing oneself. Likewise, self-esteem involves learning to love, respect, and care for oneself. Its development is linked to education in the family, school, and environment, and represents an attitude toward oneself (Acosta & Hernández, 2004).

From a psychological perspective, (Yagosesky, 1998) defines self-esteem as the result of the deep evaluation, both internal and external, that each individual makes of themselves at all times, whether consciously or unconsciously. As a result, it is evident and related to perceptions of worth, abilities, and merit, in turn influencing all of our behaviors.

For their part, (Rogers and Kinget , 1971, p. 34) define self-esteem as "an organized and changing set of perceptions that refers to the subject, what the subject recognizes as descriptive of himself and what he perceives as identity data."

Self-esteem is closely linked to mental health in individuals and could serve as a relevant factor and indicator, since it presents a direct relationship with quality of life. For this reason, various investigations on instruments to measure self-esteem are being added in the field of psychology. The validation and reliability of these instruments, such as the Rosenberg Self-Esteem Scale, have been explored in different contexts internationally. (Rosenberg, 1965, p. 16) stated that "self-esteem is vital for every human being because it establishes comparisons between individuals and understands what the human being really is." Therefore, self-esteem is widely researched and debated in the field of academic education.

There are several studies on the validity and reliability of instruments that measure self-esteem, specifically the Rosenberg Self-Esteem Scale. Among these studies, the following are mentioned.

In Bolivia, Martínez & Alfaro (2019) conducted research to determine the validity and reliability of the Rosenberg Self-Esteem Scale. The importance of measuring self-esteem in adolescents focused on secondary school students from two educational units in the city of La Paz, with a sample of 983 students. The results showed satisfactory psychometric properties, with a Cronbach 's Alpha coefficient of 0.966. Scales were developed according to sex and age, and the validity index was analyzed to be at satisfactory levels.

In Chile, Rojas et al. (2009) conducted research to evaluate the validity and reliability of the Rosenberg Self-Esteem Scale. It was administered to a sample of 473 adults residing in the Metropolitan Region of Santiago. The results showed a Cronbach 's alpha coefficient of 0.754, which evaluated the internal consistency of the scale. In conclusion, based on the results, they stated that the Rosenberg Self-Esteem Scale met the validity and reliability requirements necessary to be considered a high-quality instrument for measuring self-esteem in the Chilean context.

In Argentina, Góngora & Casullo (2009) conducted a study to analyze the psychometric characteristics of the scale, using a sample of people from both the clinical area and the general population of the city of Buenos Aires. The sample consisted of 313 adults, both men and women, and the clinical sample included 60 patients, men and women, diagnosed with depression and anxiety disorders. The results showed satisfactory internal reliability ($\alpha = .70$ and $.78$), indicating that the scale fit a single unidimensional model in both groups used. In conclusion, the Rosenberg Self-Esteem Scale demonstrated solid divergent validity by showing positive correlations with measures of depression and anxiety, while also exhibiting convergent validity when related to subscales of emotional intelligence.

In Colombia, Ceballos et al. (2017) examined the internal consistency and dimensionality of the Rosenberg Self-Esteem Scale to assess self-esteem in university students from Santa Marta. In their method, they selected a sample of 1,341 students, between 18 and 30 years old, from various

academic programs. The results showed Cronbach 's alpha coefficients of 0.72, a McDonald's omega of 0.65 for reliability, and a Mosier coefficient of 0.75 to measure unidimensionality . In addition, they conducted factor analyses to evaluate the dimensionality of the Rosenberg Self-Esteem Scale. It is concluded that the scale has two dimensions, positive and negative, which show a low correlation between them and behave as different scales. In summary, the Rosenberg Self-Esteem Scale is two-dimensional and reliable in the studied context.

In Peru, Sánchez-Villena et al. (2021) examined the internal structure and reliability of the Rosenberg Self-Esteem Scale in Peruvian adolescents. They applied the questionnaire to a group of 715 adolescents with an average age of 12.20 years and evaluated six different models using confirmatory factor analysis. The results indicated that the unidimensional model with control for method effects on reversed items, excluding item 8 due to its ambiguity, showed the best fit. In conclusion, when evaluating the omega coefficient, they found it to be adequate. This means that the Rosenberg Self-Esteem Scale, in its adapted form, provides evidence of validity, internal consistency, and is appropriate for use in the Peruvian context.

In México, Cárdenas et al. (2015) carried out the psychometric process necessary to adapt the Rosenberg Self-Esteem Scale. They administered the questionnaire to 1,033 university students from a private institution in Mexico City. The sample consisted of 587 women and 446 men, ranging in age from 14 to 49 years, with an average age of 18.28 years and a standard deviation of 3.04. Regarding the results, they verified that all items in the scale had the ability to discriminate between participants, which they confirmed using the Student t-test. Furthermore, they found that the scale had adequate reliability, with a Cronbach 's alpha index of 0.70. In conclusion, they determined that the adapted version of the Rosenberg Self-Esteem Scale in this research is valid and reliable for use with university students in the context of Mexico.

The studies presented were based on factor structures reported in previous studies, the materials, methodologies, and the application of other instruments for the respective correlations, and are considered suitable. This is because the most relevant contribution of the Rosenberg Self-Esteem Scale's consistency was demonstrated: the quality of dimensionality for the proper management of self-esteem in individuals.

Consequently, the Rosenberg Self-Esteem Scale, which is being studied and discussed, has adequate psychometric properties for further validation research in different contexts (cultures). It is also suitable for implementation in various lines of work, both theoretical and in administration and application across different disciplines.

Self-esteem has been and will continue to be studied in academic literature. Therefore, its close connection with people's mental health is evident, which implies that it constitutes a valuable factor and/or indicator of quality of life for people from different cultures around the world.

However, the learning curve for university students is present in various contexts in the Plurinational State of Bolivia. This problem is noticeably evident and is due to a variety of causes. Among the most common reasons contributing to this problem are university students' lifestyles, family situations, socioeconomic conditions, family disintegration, and the students' own self-esteem, among others.

In other words, from a theoretical perspective, we believe this research will be of great importance, as it will provide valuable information on the validation of the Rosenberg Self-Esteem Scale in the context of Cochabamba. The data were collected from the Adventist University of Bolivia using a rigorous scientific approach. Furthermore, the validation results will be of significant value to the scientific research community. In short, they will be extremely useful for other validation studies in similar contexts conducted in different settings and at different times.

In light of this, the need for a valid instrument in the context of university students belonging to the study population has been observed, in this case, students from the Adventist University of Bolivia. These previous observations focus on the importance of measuring self-esteem in the natural

behavior of the students in question, influenced by a series of factors that arise from both the negative and positive self-esteem perspectives. Therefore, there is a need to conduct a theoretically grounded study on the importance of having a valid instrument in the context of the student population at the Adventist University of Bolivia.

In brief, having healthy self-esteem benefits a person by providing greater self-satisfaction and increasing motivation. Furthermore, positive self-esteem can help in the following ways: a) self-knowledge, allowing for deeper self-awareness, understanding strengths and weaknesses, as well as personal goals and values; b) self-acceptance, fostering acceptance and appreciation of oneself as a person. Indeed, interest in measuring self-esteem in individuals has increased, where research such as this will provide information and highlight its importance as it relates to mental health and quality of life. Therefore, one of the professional duties of psychologists and all health specialists is to ensure the comprehensive mental health of university students and higher education students as a right.

Due to this worrying problematic situation regarding mental health, taking into account the great deficiency on the part of the Plurinational State of Bolivia, in this country there is a great need to validate the scale as a tool that provides greater precision in the evaluation and/or diagnosis of low self-esteem in students of the Adventist University of Bolivia in the municipality of Vinto , in the department of Cochabamba, Bolivia.

Therefore, self-esteem has been and will continue to be extensively explored in academic literature. Its close connection with a person's overall well-being is evident, implying that it constitutes a valuable factor and/or indicator of mental health in different cultures around the world.

For all the aforementioned and after having presented the background about the importance of self-esteem on mental health in university students and considering its relevance to their well-being, the following research question is posed: What is the degree of validity of the Rosenberg Self-Esteem Scale in students of the Adventist University of Bolivia in the 2023 management?

Self-esteem is a topic of great interest today.

The following definitions are proposed:

Each student's self-perception and sense of worth and self-esteem play a fundamental role in their academic performance. According to the Royal Spanish Academy, self-esteem is defined as a generally positive evaluation of oneself (Royal Spanish Academy, 2014).

According to Martínez & Alfaro (2019), self-esteem is related to a sense of dignity and the awareness that each person has their own worth. Indeed, a positive self-image can be a driving force for achieving self-realization and exert a significant influence on our lives.

Self-esteem is revealed as a crucial aspect in a person's life, as it plays several essential roles. According to Alcántara (2007), it is essential for overcoming personal obstacles, supports individual responsibility, fosters creativity, establishes the basis for personal autonomy, facilitates healthy social relationships, ensures a person's future projection, constitutes the core of personality, and has an impact on the learning process (Alcántara, 2007).

The self-esteem scale was developed by Rosenberg in 1965, specifically to assess the adolescent population, but has now been applied to different ages and cultures. The Spanish version has been independently translated by two research psychologists to achieve linguistic equivalence (Góngora & Casullo, 2009). This scale is structured on a Likert scale from 1 (strongly disagree) to 4 (strongly agree). Its administration is simple and consists of ten items: the first five are positive self-esteem, and the other five are negative self-esteem.

Rosenberg Self-Esteem Scale was designed by Rosenberg as a psychometric instrument for measuring self-esteem unidimensionally. However, several studies have analyzed and demonstrated that the psychometric qualities of the scale exhibit "dimensionality, "that is, the self-esteem scale has two dimensions: positive self-esteem and negative self-esteem. Other studies also report a single dimension (Ayyash-abdo & Alamuddin, 2007).

Likewise, this instrument is the most widely used worldwide in more than 50 countries such as the United States, Czech Republic, China, Japan,

Hungary, Slovakia, Colombia, among others (Schmit & Allik, 2005), the Rosenberg Self-Esteem Scale, according to the contexts of the studies mentioned, was shown to have the same factorial structure as the original version and adequate levels of internal consistency. In the studies presented, men showed higher scores of high self-esteem on the Rosenberg Self-Esteem Scale; however, women exhibited low levels of self-esteem.

This study arose from the need to research and develops validated instruments in different contexts to assess self-esteem in university students. Indeed, it is important to have valid and reliable instruments, as measuring self-esteem can be essential to better understanding and addressing the emotional and psychological needs of the study population.

Validation in the context of measurement is a crucial aspect that refers to the instrument's ability to measure what it is intended to measure. Here, it is mentioned that validity involves verifying and studying the meaning of the scores obtained from the instrument.

It is noted that, after administering an instrument, inferences are made, but not all of these inferences are valid. The validation process involves obtaining data that allow determining which of these inferences are valid in a specific context of instrument use. This is a fundamental process for scientifically supporting the interpretation of test scores in a particular situation.

Validity evidence can come from a variety of sources, but it is essential that these sources would be aligned with the test's objectives. In other words, validity is based on the consistency and relevance of the evidence in relation to what the instrument is intended to measure and assess (Oliden , 2003).

Rosenberg Self-Esteem Scale for specific use with university students at the Bolivian Adventist University is very important because the topic of self-esteem is relevant to mental health. This study also provides a contribution to researchers interested in the topic of self-esteem in university students.

Rosenberg Self-Esteem Scale in students at the Adventist University of Bolivia in the 2023 academic year.

Aiken V method based on expert judgment. Construct validity was also described, normative values for the scale were established, and the final specific objective was to identify differences between the local and international scales.

METHOD

The study's approach, design, and type are detailed below, along with the population and sample, inclusion and exclusion criteria, data collection techniques and instruments, analysis and interpretation processes, and ethical criteria.

Rosenberg Self-Esteem Scale, which allows the measurement of the psychological phenomenon (self-esteem). Thus, the choice to determine the psychometric properties of the Rosenberg Self-Esteem Scale, as argued by Ato et al. (2013), is justified because this allows the evaluation of the quality of the validity of the Rosenberg Self-Esteem Scale used to measure the phenomenon of reality in question.

The approach or paradigm of this study is quantitative, since it is susceptible to measurement, analysis and non-experimental control through the Rosenberg Self-Esteem Scale, with the purpose of predicting and managing self-esteem in university students (Choque, 2014).

The design of this study is non-experimental because individuals already belong to a specific group or level of the independent variable through self-selection, as Hernández (2014, p. 153) mentions: "Non-experimental research is systematic and empirical in which the independent variables are not manipulated because they have already happened." It is also cross-sectional, since data will be collected at a single point in time.

The study is descriptive, as the primary objective is to describe the characteristics of the Rosenberg Self-Esteem Scale, highlighting its specific features and manifestations. Furthermore, the study does not seek to alter it, but rather to impartially present the characteristics highlighted in the analysis (Choque, 2014).

For data collection, a Google Drive questionnaire was used, and the instrument was the Rosenberg Self-Esteem Scale (1965), which was sent online to the WhatsApp groups of university students.

The student population of the Bolivian Adventist University in the municipality of Vinto, in the department of Cochabamba, Bolivia, is composed of (N = 1476) university students. Consequently, the sample was non-probabilistic and convenience type, since it was selected based on the criteria of the participants who were part of the study. The sample consisted of 316 university students from the total population, 183 women and 133 men between the ages of 18 and 59, from the Bolivian Adventist University.

Regarding the inclusion criteria, UAB students, both male and female, were considered voluntarily participating. Exclusion criteria included non-UAB students and faculty members.

Rosenberg Self-Esteem Scale was content validated and verified using the Aiken V method. Five experts were consulted for this content validation. To assess validity through expert judgment, it was necessary to determine the degree of agreement among experts. Furthermore, their recommendations were followed, and the wording of the items in the original English translation was adjusted.

Aiken 's V (1985) is a coefficient used to evaluate the relevance of items in a specific content domain, calculated from the ratings made by a panel of judges. This coefficient is useful in determining how adequate or appropriate the items of the Rosenberg Self-Esteem Scale are in relation to the construct being measured. Accordingly, calculating Aiken 's V requires a panel of judges to examine the scale items and evaluate their relevance to the content domain in question. Each item is scored according to its degree of relevance, and then the ratings given by the judges are averaged. In summary, a high Aiken 's V value is considered highly relevant to the content domain.

Rosenberg Self-Esteem Scale achieved high consistency in the judges' ratings. This suggests that the scale items are clear and relevant for measuring self-esteem, thus strengthening the scale's content validity. Furthermore, Aiken 's V is a useful tool for assessing the relevance of the measurement instrument's items and determining whether they are aligned with the construct being measured. A high Aiken 's V indicates greater relevance and consistency of the items in relation

to the content domain (Escurra, 1988).

Therefore, the coefficient was analyzed using Excel and the corresponding data table was created. The Aiken 's V value was found using the following formula.

S = sum of 0/1

0/1 = value assigned by the expert

n = number of experts

c = number of values on the rating scale

Aiken V coefficient is 0.90, which means that the data collection instrument has excellent validity.

As a second step, the instrument was implemented through Google Forms, and the link was distributed to the student body at the Bolivian Adventist University. Subsequently, a statistical analysis of the results was conducted using SPSS version 25 to obtain preliminary conclusions. In addition, statistical reliability was assessed using Cronbach's alpha coefficient.

The research will use SPSS v. 25 statistical software and Excel to determine the degree of validity, normative values, and differences between the local and international scales. In addition, the construct validity of the Rosenberg Self-Esteem Scale will be evaluated.

This research adheres to the Code of Ethics of the Bolivian College of Psychologists, specifically Chapter V, Article 40, paragraph b), which highlights the importance of informed consent from each participant evaluated. Furthermore, the obligation to maintain the data and results obtained during the research are emphasized.

Similarly, Chapter VI, Article 46, establishes that the researcher will conduct the investigation responsibly, avoiding complications in the results obtained.

Regarding the use of media in Chapter VII, Article 63; the author of this research will demonstrate a respectful scientific attitude toward the statements and information provided by the public, avoiding violations of Articles 12, 13, and 14 of the clinical practice in Chapter II. Furthermore, participants' well-being will be prioritized, demonstrating respect and seriousness in the research. Therefore, the respective instructions on the use of the material will be

provided, their position will be acknowledged, and they will be allowed to make their own decision whether or not to participate in this research.

The code of ethics arose from the need to have a document justifying ethical standards for psychologists in the department of Cochabamba and throughout the Plurinational State of Bolivia (College of Psychologists of Bolivia, 2002).

RESULTS

The results obtained in this study from the sample survey on the validation study of the Rosenberg Self-Esteem Scale.

Content validity of the Rosenberg Self-Esteem Scale

Table 1. *Content validity by expert criteria: clarity, relevance and coherence*

Number of items	Total	% of agreements	Aiken's V
1	5	100	1
2	5	100	1
3	5	80	0.8
4	5	100	1
5	5	100	1
6	5	100	1
7	5	80	0.8
8	5	100	1
9	5	80	0.8
10	5	80	0.8
X	5	90	0.9

Source: Prepared by the authors

The content validation process for the Rosenberg Self-Esteem Scale using the Aiken V method of expert judgment was conducted by five experts, as evidenced in Table 1. This stage was essential to ensure the instrument was valid and suitable for use in this study. Furthermore, the content validation showed that all items met 90% of the criteria for clarity and relevance. This is a positive indicator, meaning that the judges considered each item easy to understand and related to the self-esteem construct the scale aims to measure. In other words, the items are clear and relevant for assessing self-esteem.

Aiken's V has a value of 90%, which suggests that there was no significant disagreement among the judges regarding the quality and relevance of the evidence.

Therefore, the results of the content validation indicate that the Rosenberg Self-Esteem Scale has proven to be a valid and consistent tool for measuring self-esteem in the context of this study. The high clarity and relevance of the items, along with the unanimous agreement of the experts, support the usefulness of this scale in research.

Construct validity of the Rosenberg Self-Esteem Scale

Table 2. *Construct validity using Cronbach's Alpha*

		Normative Values of the Rosenberg Self-Esteem Scale		
		Positive Self-Esteem	Negative Self-Esteem	TOTAL, OVERALL
N	Valid	316	316	316
Percentiles	Missing	0	0	0
	1	6.17	5.00	14.00
	5	9.85	7.00	19.00
	10	11.00	8.00	21.00
	15	12.00	9.00	22.00
	20	13.00	9.00	23.00
	25	14.00	10.00	24.00
	30	14.00	10.00	25.00
	35	15.00	11.00	25.00
	40	15.00	11.00	26.00
	45	16.00	11.65	27.00
	50	16.00	12.00	28.00

Cronbach's alpha	Number of items
0.881	10

Source: Prepared by the authors

Cronbach's alpha value of 0.881 confirms the construct validity of the Rosenberg Self-Esteem Scale, since there is consistency across the assessments and the items correlate significantly with both the positive and negative self-esteem dimensions and with other related data or measurements. Additionally, in this context, the high evaluation suggests that the scale is effective in assessing self-esteem and that the scores obtained are consistent with other indicators of self-esteem (Cronbach, 1951). Therefore, the results support the usefulness of the Rosenberg Self-Esteem Scale as a valid measure of self-esteem in the context of this study.

Table 3. *Normative values of the Rosenberg Self-Esteem Scale (percentiles)*

		Normative values of the Rosenberg Self-Esteem Scale		
		Positive Self-Esteem	Negative Self-Esteem	TOTAL, GLOBAL
Percentiles	55	16.35	13.00	29.00
	60	17.00	13.00	30.00
	65	17.00	14.00	31.00
	70	18.00	14.90	32.00
	75	18.00	15.00	33.00
	80	19.00	16.00	34.00
	85	19.00	17.00	35.00
	90	20.00	18.00	36.30
	95	20.00	19.00	38.00
	100	20.00	20.00	40.00

Source: Prepared by the authors

Positive Self-Esteem	Negative Self-Esteem	TOTAL, GLOBAL
Very Low Self-Esteem	1 - 15	10 - 22
Low Self-Esteem	16 - 29	23 - 24
Average Self-Esteem	30 - 70	25 - 32
High Self-Esteem	71 - 85	33 - 35
Very High Self-Esteem	86 - 99	36 - 40

Source: Prepared by the authors

Rosenberg Self-Esteem Scale is used to interpret the assessments obtained on the scale and categorize a person's self-esteem into different levels. These scores are useful for understanding an individual's self-concept based on their total score on the scale.

On the original or international scale, high self-esteem is considered to be within the range of 30-40 and average self-esteem within the range of 26-29. In this context, it indicates that the person being evaluated does not have serious self-esteem problems, but intervention to improve it would be advisable. On the other hand, low self-esteem is classified within the range of 10-25, indicating that the person being evaluated has significant self-esteem problems that require intervention.

Therefore, it is important to remember that self-esteem is a complex construct and can vary at different times in a person's life. Assessments on the Rosenberg Self-Esteem Scale should be interpreted considering each person's individual context, as factors such as culture, environment, and personal experiences can influence self-esteem.

Table 4. *Differences between the local scale and the international scale*

Percentiles	10	20	30	50	70	80	90	100
Direct score, local scale	10	21	25	28	32	36	38	40
Direct score, international scale	10	20	26	27	30	34	36	40

Source: Prepared by the authors

Looking at Table 4 and comparing the local and international (original) direct scores based on the survey results, there are no differences greater than 2 points between the normal range limits. Consequently, the percentile scale is not affected. For example, if a student scores 32 points on their local direct score, their percentile, according to the norms for the international scale's direct score, would be 30, indicating that the student would have an average level of self-esteem for both the international and local scores.

DISCUSSION

The definition of self-esteem is conceptualized by Rosenberg (1996) as a positive and negative perspective of the individual himself, with affective and cognitive factors that intervene, since human beings form feelings from the opinion they have of themselves, based on two dimensions: positive self-esteem perspective and negative self-esteem perspective with indicators of personal satisfaction and personal devaluation that influence the moods of university students; thus forming feelings from the opinion they have of themselves. In this study, the general objective was to determine the validity of the Rosenberg Self-Esteem Scale in students at the Adventist University of Bolivia, establishing percentile norms according to the study population.

There is a difficulty in the subject still under debate about the relationship with the dimensions of positive self-esteem and negative self-esteem in the unidimensional or dimensional evaluation of the Rosenberg Self-Esteem Scale construct. This is because it has two dimensions, positive and negative, which have a low correlation between them and behave as different scales, according to the background of international research. This study shows similarities and/or comparisons with research in Bolivia (Martínez & Alfaro, 2019) in their study "Validation of the Rosenberg self-esteem scale in students from La Paz" and in Colombia (Ceballos et al., 2017) in their research on "validity and dimensionality of the Rosenberg Self-Esteem Scale in university students." These investigations evidence a relationship and agreement in the dimensionality regarding the validity of the Rosenberg Self-Esteem Scale.

However, compared to studies from Argentina (Góngora & Casullo, 2009) in their research "Validation of the Rosenberg self-esteem scale in the general population and in the clinical population of the City of Buenos Aires" and from

Peru (Sánchez et al., 2021) in their research "Factorial models of the Rosenberg Self-Esteem Scale in Peruvian adolescents", studies carried out on the scale originally developed by Rosenberg (1965) for the evaluation of self-esteem show that the Rosenberg Self-Esteem Scale has a unidimensional dimension.

Regarding the limitations of this study, it is noteworthy that participants were selected using non-probability convenience sampling, based on subjective judgment, which could affect the results. Future research suggests using probability random selection methods for greater validity and representativeness.

Another limitation is that the sample of participants did not include all programs at the Bolivian Adventist University, and there was a disproportionate number of participants across programs. Furthermore, the sample was taken in a specific area of Bolivia, so we suggest future research encompass more diverse populations, including adults and across different regions, considering multiculturalism in cultural territories by ethnic group. Despite these limitations, this study provides valuable information on assessing self-esteem in Bolivian university students.

CONCLUSIONS

The validity of the Rosenberg Self-Esteem Scale was highlighted by the Cronbach's alpha coefficient. Indeed, the scale is acceptable and valid with a value of 0.881.

Content validity, assessed using the Aiken V method, obtained a value of 90%, demonstrating that the scale is a valid tool for measuring the perception of self-esteem in university students.

Construct validity, analyzed using the SPSS version 25 statistical programs, revealed a Cronbach's alpha value of 0.881, indicating consistency between the positive and negative self-esteem dimensions.

Normative values were established for the Bolivian context, categorizing self-esteem into five levels (very low, low, average, high, and very high).

It was identified that there were no differences greater than two points between the local scores and the international scores.

Through the statistical program SPSS version 25, the reliability of the Rosenberg Self-Esteem Scale was analyzed in students at Adventist University of Bolivia in the municipality of Vinto, proving to be acceptable and valid with a value of 0.881 in Cronbach 's Alpha.

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