

RELATIONSHIP OF NEED ACHIEVEMENT TO SELF-ESTEEM:
EVIDENCE FOR VALIDITY OF FORM B OF COOPERSMITH'S
SELF-ESTEEM INVENTORY¹

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Summary.—Self-esteem scores, as measured by the recently developed short form of Coopersmith's Self-esteem Inventory (Self-esteem Institute, 1974), were correlated with need achievement scores, as measured by Gough and Heilbrun's (1965) Adjective Check List. Self-esteem and need achievement were significantly related for male ($N = 172$) and female ($N = 85$) university students ($p < .001$ and $p < .03$, respectively). This finding was interpreted as providing a measure of concurrent validity for the short form of Coopersmith's Inventory.

Originally designed for use with children, the Coopersmith (1967) Self-esteem Inventory has recently been made available in a shortened form (Form B) for use with all ages (Self-esteem Institute, 1974). The 25 items in Form B take approximately one-half the administration time (10 min.) normally allowed for completion of the original 58-item instrument (Form A). Correlation of the shorter with the original longer questionnaire is reported to be .86. Coopersmith cites research on the long form, indicating that scores on the Self-esteem Inventory are significantly related to creativity, resistance to group pressures, perceived popularity, willingness to express unpopular opinions, selection of difficult tasks, perceptual consistency, and academic achievement (Self-esteem Institute, 1974). Such findings support the validity of the inventory in that they are theoretically consistent with the nomological net constructed by Coopersmith (1967) to explain the development of positive self-esteem.

Citing the work of McClelland and his associates (1953), Coopersmith has further suggested the existence of positive relationship between self-esteem and achievement motivation. The present study assessed this relationship and provides information on the concurrent validity of the short form of the inventory.

The Self-esteem Inventory (Form B) and the Adjective Check List (Gough & Heilbrun, 1965) were administered as part of a larger project to 257 students (172 males and 85 females) enrolled in a large southeastern university. Scores on self-esteem and the need achievement scale of the Adjective Check List are given by sex in Table 1. Pearson product-moment correlations were computed separately for male and female respondents. The correlation between self-esteem and need achievement for males was .44 ($p < .001$) and for females .20 ($p <$

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TABLE 1
 MEANS, STANDARD DEVIATIONS, AND RANGES OF SELF-ESTEEM
 AND NEED ACHIEVEMENT SCORES BY SEX

Variable	Sex	<i>n</i>	Range	<i>M</i>	<i>SD</i>
Self-esteem	Male	172	32—96	73.81	12.94
	Female	85	20—92	71.91	13.24
	Total		20—96	73.18	13.04
Need Achievement	Male	172	29—78	52.73	9.49
	Female	85	22—71	48.94	8.68
	Total		22—78	51.48	9.38

.034). The suggested relationship between self-esteem and need achievement is moderate to small. Results seem to provide some evidence of concurrent validity for the short form of Coopersmith's Self-esteem Inventory.

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