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THE EFFECTS OF SELF-ESTEEM ON
ADOLESCENT DAYDREAMING

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
KAREN L. CLUTE
1969

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ABSTRACT

THE EFFECTS OF SELF-ESTEEM ON ADOLESCENT DAYDREAMING

By

Karen L. Clute

According to Fenichel,

. . . There are two types of fantasy; creative fantasy, which prepares some later action, and daydreaming fantasy, the refuge for wishes that cannot be fulfilled. . . . (Fenichel, 1945, p. 50)

Whenever reality becomes unpleasant, more pictorial daydream substitutes are sought. (Fenichel, 1945, p. 51)

This implies that the person with lowered self-esteem, for whom reality is unpleasant, is likely to have non-reality oriented daydreams while the person with high self-esteem is likely to experience reality oriented daydreams.

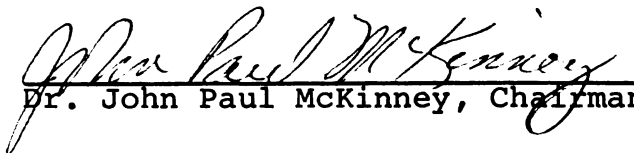
The purpose of this study was to demonstrate that differences in adolescents' self-esteem are correlated with daydream fantasies, i.e. that low self-esteem leads to reality distorted daydreams while high self-esteem maintains reality oriented daydreams. The testing instruments were Coopersmith's test of self-esteem, and two measures developed by the author: a daydream questionnaire, and a sentence completion test of self-esteem. The last

Karen L. Clute

two of these are comprised of four subscales: physical appearance, school life, relations with boys, and relations with friends. The Daydream Questionnaire ascertained what aspects of life a teenager changes in her daydreams and hence provides a measure of reality orientation of the individual's daydreams. The Sentence Completion Test, Daydream Questionnaire, and the Coopersmith test were administered to seventh and eighth grade girls in DeWitt, Michigan, and seventh grade girls in Williamsport, Pennsylvania.

The hypothesized relationships between self-esteem and reality orientation of daydreams were confirmed for the DeWitt sample but not the Williamsport. The results were significant for the Coopersmith esteem test, but not the Sentence Completion Test. The thesis explores possible explanations for differences between the two samples.

Submitted to:


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Dr. James Uleman

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THE EFFECTS OF SELF-ESTEEM ON
ADOLESCENT DAYDREAMING

By

Karen L. Clute

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To Richard

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A hearty thank-you goes to all the teachers and students who made this research effort possible. Mr. Enderle, the Principal of DeWitt Intermediate School, and the Principal of Curtin Junior High School in Williamsport graciously offered their students' and teachers' time and cooperation. The teachers, especially Miss Curtis, deserve a special thank-you for donating their classes and helping with the data collection. I sincerely want to thank all the girls who cheerfully filled out the questionnaires and made my job very pleasant. I hope they enjoyed reading the inventory even if they did not enjoy filling in question after question.

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To my friends, who faithfully bore my gripes and tantrums, I offer my gratitude and congratulations for a job well done.

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INTRODUCTION

The purpose of this study is to demonstrate that differences in adolescents' self-esteem are correlated with daydream fantasies. The daydream serves a different function depending on whether the dreamer has high or low self-esteem. For the adolescent with high self-esteem, daydreams function as problem solving techniques. For the adolescent with low self-esteem, daydreams function to idealize the self, or as wishfulfilling fantasies, or as a method for gaining self-knowledge or acceptance by fancied role playing and depicting oneself in a variety of physical and/or personality transformations.

According to Fenichel, "There are two types of fantasy: creative fantasy, which prepares some later action, and daydreaming fantasy, the refuge for wishes that cannot be fulfilled. . . ." (Fenichel, 1945, p. 50.) "If the ego is weak or tired or asleep or without confidence in its own ability and desirous of a receptive type of mastery, then the pictorial type of thinking becomes more attractive than objective intelligence. . . . Whenever reality becomes unpleasant, more pictorial daydream substitutes are sought." (Fenichel, 1945, p. 51) This implies that the person with lowered self-concept or

self-esteem is likely to daydream. What about the individual with high self-esteem? Does he not daydream? It is hypothesized that the person with lowered self-esteem is likely to experience fanciful, wishfulfilling daydreams in which reality is distorted or changed. This is in keeping with Fenichel's ideas. However, it is also possible that the high-esteem person does daydream and his daydreams are reality oriented and problem solving, which involves little reality distortion or change. [Singer found that 96% of his sample of college students daydream (Singer, 1966). Therefore, it is assumed that all adolescents daydream to a considerable extent.] Using high school students, Rosenberg (1965) found of low self-esteem adolescents 59% were high in daydreaming frequency and only 13% were high in daydream frequency who were also high in self-esteem. Hence, the evolution of the general hypotheses of this study: low self-esteem leads to reality distorted daydreams while high self-esteem maintains reality oriented daydreams.

The term daydreaming encompasses varied mental activities. Visual imagery, wishing, exploration of the future via trial runs (Singer, 1966), problem-solving meditation, and aesthetic or poetic imaginings (Singer and McCraven, 1961) are some of these mental activities. An operational definition is presented by J. L. Singer and J. S. Antrobus, i.e. daydreaming is a "reported train of

thought that may occur as a shift of attention away from an ongoing task of the external perceptual situation."

(Singer and Antrobus, 1963, p. 188)

In 1961, Jerome L. Singer published the first of a series of articles on daydreaming which utilize his General Daydream Questionnaire (GDQ). Singer and Schonbar (1961) administered a battery of tests to graduate students to test the hypothesis that closer identification with a mother figure is related to introspective tendencies, because mothers represent inhibition of impulses into action more than overt active fathers. Hence, more women than men daydream. General support for the hypothesis was found through significant correlations in the predicted directions (Singer and Schonbar, 1961). Daydreaming has been related to eye movements (Singer, Antrobus, Antrobus, 1964); anxiety and repression scores (Wagman, 1965); and information processing (Singer, Antrobus, and Greenberg, 1966). Singer and McCraven (1961) reported no differences in daydreaming frequency due to sex, marital status, or number of siblings. They found that daydreaming frequency was higher for people reared in the city than in the suburb; daydreaming was more common in Negroes and Jews than in Anglo-Saxons; and daydreaming decreases with age in adulthood, the maximum frequency between eighteen and twenty-nine years (Singer and McCraven, 1961).

Singer (1966) lists seven variables that may precipitate a high frequency of adolescent daydreaming. These are: the continuation of the child's self-made fantasy play, multiple adult role possibilities which are assimilated into the new-found capacity for internalized play, differentiation in interests and activities, skill in shifting from external to internal channels of perception, differentiated external stimuli, unlimited free time, contact with reality making possible complex associative combinations and fantasy aspirations, and degree to which reality contact or actual performance is sufficiently related to the daydream to sustain its recurrence without arousing pain (Singer, 1966).

Using the interview technique, Douvan and Adelson (1966) extracted some information about daydreaming from a sample of adolescents. Reluctance to indulge in fantasy required to envision characteristics they would like to change in themselves was interpreted as avoidance of fantasy by the boys (Douvan and Adelson, 1966). "To all questions that require fantasy production, girls give more responses than boys. They seem more familiar with the fantasy world and apparently find the path from reality to fantasy a well-worn, easy route." (Douvan and Adelson, 1966, p. 45) Boys dream about future, goal, job-oriented plans in line with reality planning while girls daydream about marriage and physical attractiveness, but not

expressing any realistic desires to work toward these goals (Douvan and Adelson, 1966).

To conclude that girls daydream more than boys is perhaps premature. However, it does seem safe to conclude that adolescent girls are more willing to relate their fantasy experiences to a female experimenter than boys are. (Douvan and Adelson's interviewer was a middle-aged woman.) Coupled with Singer's findings concerning identification with the mother figure and daydreaming, it was decided to simplify this experimental design by using only female subjects.

The research in self-concept or self-esteem has been quite extensive, adolescent self-esteem being one phase of that research. Stanley Coopersmith (1967) developed a fifty-eight item test of self-esteem, the Self-Esteem Inventory (SEI), (Appendix D) designed for fifth and sixth grade youngsters. It was found that self-confidence and trust in one's convictions are related to self-esteem (Coopersmith, 1967). After analysis of social and religious status, Coopersmith (1967, p. 86) concluded that the "psychological bases of esteem are more dependent on close, personal relationships and the immediate environment than upon material benefits or prestige rankings in the community at large." Areas such as school work are related to self-esteem. Perkins and Shanon (1965) also related the SEI to intellectual and achievement measures. Rosen

and Ross (1968) found a positive relation between satisfaction with body image and satisfaction with self-concept. Self-esteem is related to neat, attractive appearance, friendly, demur manner, and quiet good humor if these attributes of popular girls can be said to denote high self-esteem (Frazier and Lisonbee, 1960). Frazier and Lisonbee (1960) found that adolescents are concerned with their body and facial appearance. Taking all of these findings into consideration, a sentence completion test of self-esteem was developed utilizing sentence stems dealing with areas of social importance to adolescents, i.e. school life, physical appearance, relationships with boys, and relationships with friends. This self-esteem test then becomes the independent variable in an effort to quantify the relationship between self-esteem and daydreaming, i.e. that low self-esteem leads to reality distorted daydreams while high self-esteem maintains reality oriented daydreams.

Hypotheses to be Tested

The testing instruments are Coopersmith's test of self-esteem, a daydream questionnaire, and a sentence completion test of self-esteem. The last two of these consist of four subscales: physical appearance, school life, relations with boys, and relations with friends. These tests were designed to test the following hypotheses.

1. Subjects scoring low in self-esteem on the Coopersmith test and sentence completion test will change the characteristics of their personal life more often in their daydreams than subjects scoring high in self-esteem.
 - a. Subjects scoring low in self-esteem in school life via the subtest on the sentence completion test (Appendix B) will change the characteristics of their school situation more often in their daydreams than subjects scoring high in school life self-esteem.
 - b. Subjects scoring low in self-esteem in physical appearance via the appropriate subtest of the sentence completion test will change their physical characteristics more often in their daydreams than subjects scoring high in physical appearance self-esteem.
 - c. Subjects scoring low in self-esteem in relations with boys via the appropriate subtest of the sentence completion test will picture their relations with boys as changed in their daydreams more often than subjects scoring high in self-esteem in relation with boys.
 - d. Subjects scoring low in self-esteem in relations with friends via the appropriate subtest of the

sentence completion test will picture their relations with friends as changed in their daydreams more often than subjects scoring high in self-esteem in relations with friends.

2. The scores of the self-esteem subtest and matching daydream subtest will correlate more often than the score of the self-esteem subtest with any other daydream situation.
3. The DeWitt and Williamsport samples will not differ significantly on the scores of the sentence completion test of self-esteem, the self-esteem inventory, or the daydream questionnaire.

METHOD

Subjects

The subjects were early adolescent girls, 43 in the seventh grade and 24 in the eighth grade, ranging in age from 11 to 14 years. Thirty-nine girls were tested in DeWitt, Michigan, on December 12, 1968 and January 16, 1969. (Test-retest reliability was done only on the DeWitt sample.) Thirty-five girls were tested in Williamsport, Pennsylvania, on December 19, 1968. Ten Williamsport inventories were incomplete and hence discarded. Due to absences, and the incomplete inventory, test-retest reliability was calculated for 33 DeWitt girls. However, nine girls took the test only once and these inventories were added to the group of 33. Hence the final data analysis used 42 DeWitt and 25 Williamsport girls.

Independent Variable

As previously listed, the hypotheses to be tested depend on four subscales of a twenty-one item sentence completion test of self-esteem, the SCT. Originally, ninety-one sentence completion stems were developed using topics relevant to adolescent girls (Appendix A). The ninety-one items were reduced to twenty-one by a criteria

of .37 or greater point biserial correlation with the total score on the test (Appendix B). A correlation of .367 is significant at the .05 level (Guilford, 1954).

The four subscales were devised by inspection of the SCT. In order to verify the experimenter's division of the twenty-one items, a questionnaire was given to seven women graduate students in psychology to obtain their division of the SCT into the same four categories (Appendix C). The results are: school life (Item No. 2, 3, 4, 8, 11, 14, 16) chosen by six out of seven students; physical appearance (Item No. 1, 12, 17, 21) chosen by all seven students; relations with boys (Items No. 5, 7, 15, 20) chosen by five out of seven students; and relations with friends (Items No. 6, 9, 10, 13, 18, 19) chosen by six out of seven students. The SCT is scored for each subscale and the total test by assigning a positive answer three points, a neutral answer two points, a negative answer one point, and a blank no points and then summing over all items in the particular subscale. An interrater reliability coefficient of .91 was determined on the Sentence Completion Test on the first administration to the Michigan sample. The test-retest reliability coefficient is .559.

In the battery of tests given to the subjects was included S. Coopersmith's self-esteem inventory, SEI (Appendix D). This test contains fifty-eight items. The

subject checks "Like me" or "Unlike me" for each sentence which comprises the test. The SEI was included to provide a measure of concurrent validity for the Sentence Completion Test. The score is the number of items checked "Like Me" which are considered indicative of low self-esteem. High self-esteem items were No. 2, 4, 10, 11, 14, 18, 21, 23, 24, 28, 29, 32, 36, 45, 57. Low self-esteem items are No. 1, 3, 7, 8, 9, 15, 16, 17, 22, 25, 30, 31, 35, 37, 38, 39, 42, 43, 44, 46, 49, 50, 51, 52, 53, 58. Items No. 5, 6, 12, 13, 19, 20, 33, 34, 40, 41, 47, 48, 54, 55 were excluded because they make up the parent and lie subscales of the SEI. The test-retest reliability coefficient for the SEI is .78 (for the Michigan sample).

Dependent Variable

The last test in the battery, the DDQ, was a daydream questionnaire (Appendix E). The questionnaire is fifteen items in length, the first three are concerned with amount of time spent daydreaming and whether the subject is pictured in her daydreams. The other twelve items are a measure of which aspects of the adolescent's life she pictures as the same or changed in her daydreams. These items also divide into the same four subscale categories of the Sentence Completion Test. Hence, a correspondence can be drawn between a particular self-esteem subscale and daydream subscale. There are thirteen adjective dimensions (Items No. 10, 13, 15) for school life; ten adjective

dimensions (Items No. 4, 5, 6, 7, 8, 9) for physical appearance; twelve adjective dimensions (Item No. 12) for relations with boys; and twelve adjective dimensions (Items No. 11, 14) for relations with friends. The score is the number of dimensions checked as the same for each subscale and for the full scale. The test-retest reliability coefficient is .643.

Procedure

1. To develop the Sentence Completion Test, ninety-one subject stems of sentences were created while keeping in mind the activities and ideas considered important to a seventh grade girl.
2. The ninety-one items were administered, scored, and submitted to the MSU Scoring Office for an item analysis. A point biserial correlation coefficient of .37 or greater was the selection criteria for final items of the Sentence Completion Test.
3. In order to ascertain the validity of dividing the Sentence Completion Test into four subscales, graduate students were given a short questionnaire, in which they divided the Sentence Completion Test items into four subscales.
4. The Daydream Questionnaire was developed to ascertain in an easily comprehensible fashion what aspects of life are seen as changed in the adolescent's daydreams.

5. The Sentence Completion Test, Daydream Questionnaire, and the Self-Esteem Inventory were administered to thirty-nine seventh and eighth grade girls in DeWitt, Michigan, and thirty-five seventh grade girls in Williamsport, Pennsylvania. The battery was administered twice within five weeks to the DeWitt girls as a measure of test reliability.
6. Statistical tests were run to determine differences between the DeWitt and Williamsport groups. Data analysis consisted of a series of correlational tests, relating high and low self-esteem subscale scores with their corresponding daydream subscale scores.

RESULTS

The hypothesized relationships between self-esteem and reality orientation of daydreams is confirmed for the DeWitt sample but not the Williamsport sample if the Coopersmith esteem test, not the sentence completion esteem test, served as the independent variable. As shown in Table 1, the correlation between the Coopersmith esteem test and the Daydream Questionnaire is significant for the DeWitt group.

Table 1.--Correlations between the Self-Esteem Inventory and the total Daydream Questionnaire score for Williamsport and DeWitt samples.

Group	Correlation Coefficient
DeWitt	0.34*
Williamsport	-0.05

* $p < .05$

Although the Coopersmith test is more reliable than the Sentence Completion Test, the two self-esteem tests are correlated at 0.49. Hence, results similar to those of Table 1 are expected using the Sentence Completion

Test. However as shown in Table 2, there is little correlation between the Sentence Completion Test and the Daydream Questionnaire. (The correlation for the combined sample was not computed due to the insignificance of the individual sample correlations.)

Table 2.--Correlations between the Sentence Completion Test and the total Daydream Questionnaire score for Williamsport and DeWitt samples.

Group	Correlation Coefficient
DeWitt	-0.02
Williamsport	-0.09

Because the DeWitt Coopersmith self-esteem and total daydream correlation is significant, correlations for the Coopersmith test with the four subscales of the Daydream Questionnaire were calculated for the DeWitt sample. Table 3 contains these coefficients.

The research design, as originally planned, stated that the DeWitt and Williamsport samples would be analyzed as one group since the two groups were expected to have similar scores on the Sentence Completion Test, Self-Esteem Inventory, and the Daydream Questionnaire. As a check, tests of significance were run between the DeWitt and Williamsport samples on all full scale and subscale scores.

Table 3.--Correlation coefficients for the DeWitt daydream subscales and the Coopersmith Self-Esteem Inventory.

Scale	Group	Correlation Coefficient
SEI x PDDQ	DeWitt	0.24
	Wmpt	-0.10
SEI x BDDQ	DeWitt	0.37*
	Wmpt	-0.01
SEI x FDDQ	DeWitt	0.41**
	Wmpt	0.00
SEI x SDDQ	DeWitt	0.05
	Wmpt	-0.08

* p < .05

** p < .01

Table 4 summarizes these findings. (Appendix F contains a list of abbreviations.)

For all daydream scales, the DeWitt mean is higher than the Williamsport mean. Since the two groups differed significantly on the total Daydream Questionnaire, friend subscale of the Daydream Questionnaire, and the school life subscale of the Daydream Questionnaire, the data was not pooled. Consequently, correlations between measures of self-esteem (sentence completion) and daydream change were calculated separately for each group. Analysis was done with 42 subjects in the DeWitt sample and 25 in the Williamsport sample. Table 5 lists the correlation (product-moment) coefficients between the Sentence Completion Test

Table 4.--T-tests between DeWitt and Williamsport samples on the Sentence Completion Test, Self-Esteem Inventory, and Daydream Questionnaire full scale and subscale scores.

Scale	Group	Mean	SD	t
TSCT	DeWitt	49.19	7.24	0.31
	Wmpt	48.60	7.79	
PSCT	DeWitt	9.90	1.66	1.01
	Wmpt	9.44	0.21	
BSCT	DeWitt	8.16	2.15	-0.19
	Wmpt	8.28	2.63	
FSCT	DeWitt	16.11	2.76	-0.46
	Wmpt	16.48	3.48	
SSCT	DeWitt	15.00	3.00	0.85
	Wmpt	14.40	2.29	
SEI	DeWitt	28.02	5.65	2.31*
	Wmpt	24.56	5.93	
TDDQ	DeWitt	22.47	11.01	2.28*
	Wmpt	15.68	11.89	
PDDQ	DeWitt	5.30	2.85	1.34
	Wmpt	4.32	2.86	
BDDQ	DeWitt	4.76	3.60	1.40
	Wmpt	3.40	3.75	
FDDQ	DeWitt	5.54	3.60	2.37*
	Wmpt	3.36	3.56	
SDDQ	DeWitt	6.85	3.74	2.42*
	Wmpt	4.60	3.55	

* p < .05, 2-tailed

and the Daydream Questionnaire subscale scores for both groups, the DeWitt coefficient above the Williamsport.

(Appendix G contains the raw data.)

Table 5.--Correlation coefficients for DeWitt and Williamsport samples between measures of daydreaming and self-esteem.

	TDDQ	PDDQ	BDDQ	FDDQ	SDDQ
TSCT	-0.02 -0.09	0.03 0.02	0.04 -0.13	0.00 -0.09	-0.12 -0.10
PSCT	-0.02 -0.05	0.05 -0.03	-0.04 0.03	-0.05 -0.11	-0.02 -0.07
BSCT	0.05 -0.12	0.00 -0.11	0.07 -0.05	0.03 -0.12	0.04 -0.15
FSCT	-0.12 -0.13	0.08 -0.04	-0.07 -0.21	-0.12 -0.11	-0.23 -0.06
SSCT	0.04 0.06	-0.04 0.29	0.13 -0.11	0.12 0.10	-0.10 -0.01

Each subscale of the Sentence Completion Test and the Daydream Questionnaire may not be reliable and their interdependence is undetermined. Hence, the correlations in Table 5 cannot be expected to be significantly high. These correlations do not offer evidence for the acceptance of the subordinate hypotheses under Hypothesis 1.

DISCUSSION

This study partially supported the hypothesis that low self-esteem is related to reality-distorted daydreams while high self-esteem is related to reality-oriented daydreams in one sample of junior high school children, namely for the DeWitt sample using the Self-Esteem Inventory and Daydream Questionnaire. It was found that self-esteem, measured by the Coopersmith test, is significantly correlated with realistic daydreams, measured by the daydream versus real life discrepancy on the Daydream Questionnaire. This is true for the total daydream score as well as the subscales dealing with relations with boys and relations with friends. The relationship held only for the DeWitt sample. However, when the Sentence Completion Test was used as a measure of self-esteem, no significant correlations were found between any self-esteem scale and any daydream scale.

This was unexpected especially since the Sentence Completion Test and the Coopersmith test are correlated at .49, a significant correlation. However, the two scales differ in several important respects. The test-retest reliability of the Coopersmith test is higher than the Sentence Completion Test. The Coopersmith test

contains more than twice the number of items in the sentence test. By the nature of the items, it is likely that the Coopersmith test scores are less influenced by social desirability and response set formation than the sentence test scores. Also, the Sentence Completion Test contains words that are unfamiliar to seventh and eighth graders. In short, although the Coopersmith test and the Sentence Completion Test are measuring some common dimension, namely self-concept, the Coopersmith test is a superior scale by virtue of its length, reliability, and scores that are independent of social desirability and response set formation.

Another unexpected finding is the difference in daydream and self-esteem scores of the DeWitt and Williamsport groups. These differences are significant on the Coopersmith test, total daydream score, friend daydream score, and school life daydream score but not on the Sentence Completion Test. The Sentence Completion Test is not sensitive to the differences between these groups. The reason for this lack of sensitivity may be that socially desirable answers are equally easy to produce for both groups on the Sentence Completion Test.

The question still remains why these groups differ on the other scales. First, the DeWitt girls scored significantly higher in self-esteem on the Coopersmith test than the Williamsport girls. From personal observation while administering the inventory, the DeWitt girls seemed

happier, more friendly toward this stranger, and more relaxed with their teacher. The Williamsport girls were less spontaneous toward me, and more controlled by and afraid of their teacher judging by the lack of warm conversation between teacher and student. In other words, the school setting is more threatening and unpleasant for the Williamsport group. Consequently, their lie scale would be higher than the DeWitt group and their self-esteem lower due to the unpleasant, nonsupportive atmosphere of the Williamsport setting. The difference on the Coopersmith test lie scale approaches significance (see Table 6). Also from the general appearance of the two groups, the DeWitt group seemed higher in socio-economic status than the Williamsport group. One could postulate that offspring from families with large incomes are more secure, happier, and hence more self-confident than offspring from families with small incomes. However, Coopersmith (1967) found that self-esteem is independent of socio-economic status, but varies with certain family factors. Family or parental influences were not specifically tapped in this study.

Table 6.--Lie scale scores of DeWitt and Williamsport groups.

Group	Mean	SD	t
DeWitt	1.71	1.13	1.47*
Wmpt	2.12	1.03	

* $p < .10$, 1-tailed

Second, the DeWitt sample scored significantly higher than the Williamsport sample on the total, friends, and school life aspects of the Daydream Questionnaire, i.e. the DeWitt girls' daydreams are more reality-oriented than the Williamsport girls' daydreams. The two cities differ in population. DeWitt is a rural community while Williamsport is a small city. Singer reported higher daydream frequency among urban than rural people (Singer and McCraven, 1961). Assuming that Singer's finding holds for these two groups, one could speculate that because urban life influences the amount of time spent daydreaming it also influences the dreamer's daydream content. Perhaps the state of anomie, normlessness or feelings of insignificance often associated with city life, would arouse fanciful daydreams, via the wishfulfilling hypothesis of Fenichel, while rural life with its emphasis on daily work, local activities, and a friendly atmosphere would stimulate reality-oriented daydreams. The same line of reasoning can also be applied to self-esteem, in that the urban dweller, who feels lost or insignificant, would tend to have low self-esteem while the rural person, who is involved in local activities and knows intimately most of the local people, would tend to have high self-esteem, hence the difference found on the Coopersmith test.

Inspection of Tables 3 and 4 reveals that the correlations between SEI and DDQ are always larger for the

DeWitt sample than Williamsport sample. In fact for the Williamsport sample, the SEI was not related to the DDQ. Hence there must be another variable interacting with self-esteem and daydream change that reverses or negates the hypothesized relationship for the Williamsport but not DeWitt sample. It could be that, for moderate amounts of daydreaming, the hypothesized relationship holds, but does not hold for excessively high daydream frequencies. It could also be that excessive amounts of low self-esteem or high reality distorted daydreams also destroys the hypothesized relationship. For example, adolescents, regardless of self-esteem, may daydream excessively which would accentuate the reality orientation of the daydream thus destroying the relationship between self-esteem and daydream change. In other words, one could postulate a nonlinear relationship among daydream frequency, daydream content, and self-esteem. Hence, daydream frequency is an important variable, not accounted for in this research. Questions No. 1 and 3 on the DDQ are relevant to this issue, but the answers given are too vague to be analyzed.

Despite the nonsignificant correlations between the Sentence Completion Test and the Daydream Questionnaire, the correlations between the Total score of the DDQ, Score on the relations with friends subscale of the DDQ, Score on the school life subscale of the DDQ and the Coopersmith esteem test are significant for the DeWitt sample. This

supports the original hypotheses except that self-esteem subscales were not available for the Coopersmith test. Future research, utilizing a design similar to this but with an improved test of self-esteem and using frequency as another independent variable, would confirm these hypotheses without qualification. For the present, this study helps to clarify the relationship between daydreaming and self-esteem and the different functions daydreaming may serve i.e., whether daydreaming is wishfulfilling fantasy or problem-solving, trial run, realistic meditation.

That daydreams are either realistic or unrealistic depending on the dreamer's self-esteem can be accepted as the normal circumstance for the adolescent. Gross discrepancies from this relationship could be of clinical significance. For example, an adolescent with low self-esteem who does not daydream or has realistic daydreams may be defending against inferiority feelings instead of allowing them some expression in daydreaming. On the other hand, areas of emotional conflict might be depicted in the daydreams of a high self-esteem adolescent whose daydreams are fanciful, not realistic. Thus, daydreaming can help a therapist or client focus on areas of emotional conflict depending on where the subject falls on the self-esteem continuum.

SUMMARY

According to Fenichel,

. . . There are two types of fantasy: creative fantasy, which prepares some later action, and daydreaming fantasy, the refuge for wishes that cannot be fulfilled. . . . (Fenichel, 1945, p. 50)

Whenever reality becomes unpleasant, more pictorial daydream substitutes are sought. (Fenichel, 1945, p. 51)

This implies that the person with lowered self-esteem, for whom reality is unpleasant, is likely to have non-reality oriented daydreams while the person with high self-esteem is likely to experience reality oriented daydreams.

The purpose of this study was to demonstrate that differences in adolescents' self-esteem are correlated with daydream fantasies, i.e. that low self-esteem leads to reality distorted daydreams while high self-esteem maintains reality oriented daydreams. The testing instruments were Coopersmith's test of self-esteem, and two measures developed by the author: a daydream questionnaire, and a sentence completion test of self-esteem. The last two of these are comprised of four subscales: physical appearance, school life, relations with boys, and relations with friends. The Daydream Questionnaire ascertained what aspects of life a teenager changes in her daydreams and

hence provides a measure of reality orientation of the individual's daydreams. The Sentence Completion Test, Daydream Questionnaire, and the Coopersmith test were administered to seventh and eighth grade girls in DeWitt, Michigan, and seventh grade girls in Williamsport, Pennsylvania.

The hypothesized relationships between self-esteem and reality orientation of daydreams were confirmed for the DeWitt sample but not the Williamsport. The results were significant for the Coopersmith esteem test, but not the Sentence Completion Test. The thesis explores possible explanations for differences between the two samples.

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APPENDICES

APPENDIX A

TEST OF SELF-ESTEEM

Directions: This questionnaire provides an opportunity for you to express your personal opinions and feelings concerning certain areas of home and school life. The items are structured so that you can complete the sentence with a word or phrase that best illustrates your real feelings about the subject. The items should be filled in frankly and honestly. Although the questionnaire is fairly long, each item can be answered quickly, spending approximately the same amount of time on each item.

1. My hair _____
2. Feelings of inferiority _____
3. My height _____
4. Applying cosmetics _____
5. Selfishness is _____
6. My success in school _____
7. Liking this school _____
8. Concerning optimism and pessimism I _____
9. Happiness at home _____
10. I can be as becoming as _____
11. My family and I _____
12. The lives of most people from my town _____
13. I worry _____
14. My home town provides me _____

15. The atmosphere of my school _____
16. People avoid me _____
17. Sometimes I am pretty and _____
18. The teachers and students make our school _____
19. Getting a date _____
20. Talents and special abilities _____
21. The time I spend in hand care _____
22. Around boys I _____
23. My health _____
24. Looking in the mirror brings feelings of _____
25. Being alone makes me _____
26. My fears influence _____
27. As a friend and companion I rate _____
28. My relationship with boys is _____
29. My figure is _____
30. My personality _____
31. Boys think I am _____
32. The people in my town _____
33. My complexion _____
34. Joking is one pastime that I _____
35. My grades and study habits are _____
36. My grooming habits _____
37. My general appearance is _____
38. Getting along with classmates is _____
39. Other girls seek my friendship _____
40. My usefulness to others is _____

41. My neighbors think our town _____
42. Making friends _____
43. Influencing people _____
44. My manners _____
45. Making good decisions _____
46. My clothes are usually _____
47. I dress _____
48. Love and marriage _____
49. Entertainment in my town is _____
50. The clubs and organizations of my town _____
51. My weight is _____
52. My hair looks _____
53. My clothes usually fit _____
54. The social life in my town is _____
55. People accept my ideas _____
56. My work in school and club activities _____
57. Courtesy is one topic I _____
58. With other girls I _____
59. My sensitivity to criticism is _____
60. When I think of my home town, I _____
61. Solving personal problems can be _____
62. On neatness I score _____
63. Stimulation from my home town _____
64. When someone says "how pretty you look," I _____
65. Generally my home town _____
66. My facial features are _____

67. The inhabitants of my town _____
68. My home life is _____
69. Picnics, parties, and movies dates _____
70. Someone commenting on my figure makes me _____
71. My temper _____
72. My chances of getting married are _____
73. Our school _____
74. Initiating and finishing projects _____
75. People consider my feelings _____
76. Presenting a neat appearance is _____
77. Essentially my face is _____
78. My influence on fellow club members is _____
79. My sense of humor _____
80. Controlling my temper _____
81. What others think about me _____
82. My dates _____
83. The atmosphere of my town _____
84. When someone comments on my appearance, I _____
85. In my home town finding things to do _____
86. My family _____
87. On attractiveness I rate _____
88. When I look in the mirror, I see a girl who is _____
89. Our school activities _____
90. Working with others on a committee, I _____
91. My home town _____

APPENDIX B

SENTENCE COMPLETION TEST

Directions: This questionnaire provides an opportunity for you to express your personal opinions and feelings concerning several areas of adolescent life. The items are structured so that you can complete the sentence with a word or phrase that best illustrates your real feelings about the subject. Please answer each item quickly, spending approximately the same amount of time on each item.

1. Applying cosmetics is _____
2. My success in school _____
3. The atmosphere of my school _____
4. The teachers and students make our school _____
5. Getting a date _____
6. As a friend and companion I rate _____
7. My relationship with boys is _____
8. My grades and study habits are _____
9. Other girls seek my friendship _____
10. My usefulness to others is _____
11. Making good decisions _____
12. My clothes are usually _____
13. People accept my ideas _____
14. My work in school and club activities _____
15. Picnics, parties, and movie dates _____
16. Initiating and finishing projects _____

17. Presenting a neat appearance _____
18. My influence on fellow club members _____
19. What others think of me _____
20. My dates _____
21. When I look in the mirror, I see a girl who is _____

APPENDIX C

GRADUATE STUDENT QUESTIONNAIRE

Directions: I have constructed a sentence completion test of self-esteem given to seventh and eighth grade girls. The twenty-one items on the following page comprise the test. However, to separate the twenty-one items into four subtests, I need your help. Please place each item number of the self-esteem test on a line following the specific subtest category at the bottom of the following page. Remember, this test was designed to be administered to adolescent girls. Thank-you.

1. Applying cosmetics is _____
2. My success in school _____
3. The atmosphere of my school _____
4. The teachers and students make our school _____
5. Getting a date _____
6. As a friend and companion I rate _____
7. My relationship with boys is _____
8. My grades and study habits are _____
9. Other girls seek my friendship _____
10. My usefulness to others is _____
11. Making good decisions _____
12. My clothes are usually _____
13. People accept my ideas _____
14. My work in school and club activities _____

15. Picnics, parties, and movie dates _____
16. Initiating and finishing projects _____
17. Presenting a neat appearance _____
18. My influence on fellow club members _____
19. What others think of me _____
20. My dates _____
21. When I look in the mirror, I see a girl who is _____

Please separate the above twenty-one items into the following four categories by placing the item number on the appropriate line below.

- a. School life _____
- b. Physical appearance _____
- c. Relations with boys _____
- d. Relations with friends _____

APPENDIX D

SELF-ESTEEM INVENTORY

Please mark each statement in the following way:

If the statement describes how you usually feel,
put a check in the "Like Me" column.

If the statement does not describe how you usually
feel, put a check in the column "Unlike Me."

There are no right or wrong answers.

	Like Me	Unlike Me
1. I spend a lot of time daydreaming.	_____	_____
2. I'm pretty sure of myself.	_____	_____
3. I often wish I were someone else.	_____	_____
4. I'm easy to like.	_____	_____
5. My parents and I have a lot of fun together.	_____	_____
6. I never worry about anything.	_____	_____
7. I find it very hard to talk in front of the class.	_____	_____
8. I wish I were younger.	_____	_____
9. There are lots of things about my- self I'd change if I could.	_____	_____
10. I can make up my mind without too much trouble.	_____	_____
11. I'm a lot of fun to be with.	_____	_____
12. I get upset easily at home.	_____	_____

	Like Me	Unlike Me
13. I always do the right thing.	_____	_____
14. I'm proud of my school work.	_____	_____
15. Someone always has to tell me what to do.	_____	_____
16. It takes me a long time to get used to anything new.	_____	_____
17. I'm often sorry for the things I do.	_____	_____
18. I'm popular with kids my own age.	_____	_____
19. My parents usually consider my feelings.	_____	_____
20. I'm never unhappy.	_____	_____
21. I'm doing the best work that I can.	_____	_____
22. I give in very easily.	_____	_____
23. I can usually take care of myself.	_____	_____
24. I'm pretty happy.	_____	_____
25. I would rather play with children younger than me.	_____	_____
26. My parents expect too much of me.	_____	_____
27. I like everyone I know.	_____	_____
28. I like to be called on in class.	_____	_____
29. I understand myself.	_____	_____
30. It's pretty tough to be me.	_____	_____
31. Things are all mixed up in my life.	_____	_____
32. Kids usually follow my ideas.	_____	_____
33. No one pays much attention to me at home.	_____	_____
34. I never get scolded.	_____	_____

	Like Me	Unlike Me
35. I'm not doing as well in school as I'd like to.	_____	_____
36. I can make up my mind and stick to it.	_____	_____
37. I really don't like being a girl.	_____	_____
38. I have a low opinion of myself.	_____	_____
39. I don't like to be with other people.	_____	_____
40. There are many times when I'd like to leave home.	_____	_____
41. I'm never shy.	_____	_____
42. I often feel ashamed of myself.	_____	_____
43. I often feel upset in school.	_____	_____
44. I'm not as nice looking as most people.	_____	_____
45. If I have something to say, I usually say it.	_____	_____
46. Kids pick on me very often.	_____	_____
47. My parents understand me.	_____	_____
48. I always tell the truth.	_____	_____
49. My teacher makes me feel I'm not good enough.	_____	_____
50. I don't care what happens to me.	_____	_____
51. I'm a failure.	_____	_____
52. I get upset easily when I'm scolded.	_____	_____
53. Most people are better liked than I am.	_____	_____
54. I usually feel as if my parents are pushing me.	_____	_____

	Like Me	Unlike Me
55. I always know what to say to people.	_____	_____
56. I often get discouraged in school.	_____	_____
57. Things usually don't bother me.	_____	_____
58. I can't be depended on.	_____	_____

APPENDIX E

DAYDREAM QUESTIONNAIRE

Directions: The following questions compare your real life with your daydream life to investigate which characteristics of your real life are changed in your daydreams. The questions refer to a whole daydream or specific parts that are appropriate for the question. Circle one adjective or phrase on each line under each question that describes the relation between your life and your daydreams. For example, one question might be:

Does your home environment change in your daydreams? Answers:

- 1.a.Richer.....b.Same..c.Poorer
- 2.a.Uglier home.....b.Same..c.Prettier home
- 3.a.Dull activities..b.Same..c.Exciting activities

If your home environment does not change at all in your daydreams, circle all the "same."
If you picture yourself in an uglier home, doing exciting activities, and richer, you should circle those answers. Be sure to circle one phrase on each line.

Age _____ Grade _____

1. How much time do you spend daydreaming? _____

2. Is time spent daydreaming increasing or decreasing in past years?

Increasing _____

Decreasing _____

3. How often do you picture yourself in your daydreams?

Seldom.....Never.....Most times

4. Compared to your present age, how old are you in your daydreams?

a.1.Older.....2.Same.....3.Younger

5. Is your general appearance different in your daydreams than in real life?
 - a.1.Sloppier.....2.Same.....3.Heavier
6. Does your style of dress change in your daydreams?
 - a.1.High fashion...2.Same.....3.Less stylish
7. Does the appearance of your face change in your daydreams?
 - a.1.Homelier.....2.Same.....3.Prettier
 - b.1.Better complexion.....2.Same.....3.Worse complexion
8. Has your figure changed in your daydreams?
 - a.1.Thinner.....2.Same.....3.Heavier
 - b.1.Taller.....2.Same.....3.Shorter
 - c.1.Worse complexion.....2.Same.....3.Better complexion
9. Do your grooming habits change in your daydreams?
 - a.1.More make-up...2.Same.....3.Less make-up
 - b.1.Less hair care.2.Same.....3.More hair care
10. Does your school work change in your daydreams?
 - a.1.Worse study habits.....2.Same.....3.Better study habits
 - b.1.Better grades..2.Same.....3.Worse grades
 - c.1.Discouraged....2.Same.....3.Encouraged
11. Do your relations with friends change in your daydream?
 - a.1.Less fun.....2.Same.....3.More fun
 - b.1.More friendly..2.Same.....3.Less friendly
 - c.1.Less admired...2.Same.....3.More admired

d.1.More affectionate.2.Same.....3.Less affectionate

e.1.Less popular.....2.Same.....3.More popular

f.1.More frank.....2.Same.....3.Less frank

g.1.Less sincere.....2.Same.....3.More sincere

12. Have your relationships with boys changed in your daydreams?

a.1.More dates.....2.Same.....3.Fewer dates

b.1.Less friendly.....2.Same.....3.More friendly

c.1.More affectionate.2.Same.....3.Less affectionate

d.1.More confident....2.Same.....3.Less confident

e.1.Given attention...2.Same.....3.Not given attention

f.1.More fun.....2.Same.....3.Less fun

g.1.Less fearful.....2.Same.....3.More fearful

h.1.Less courteous....2.Same.....3.More courteous

i.1.More comfortable..2.Same.....3.Less comfortable

j.1.Less respected....2.Same.....3.More respected

k.1.More sincere.....2.Same.....3.Less sincere

i.1.Boring dates.....2.Same.....3.Exciting dates

13. Do your club activities change during daydreaming?

a.1.More activities...2.Same.....3.Less activities

b.1.Fewer offices.....2.Same.....3.More offices

c.1.More cooperative..2.Same.....3.Less cooperative

d.1.More useful.....2.Same.....3.Less useful

14. Does your personality change in your daydreams?

a.1.More understanding2.Same.....3.Less understanding

b.1.Less confident....2.Same.....3.More confident

- c.1.More loving.....2.Same.....3.Less loving
- d.1.More talented.....2.Same.....3.Less talented
- e.1.More glamorous....2.Same.....3.Less glamorous

15. Does your school life change in daydreams?

- a.1.Different build-
ing.....2.Same
- b.1.Same.....2.Different teachers
- c.1.Same.....2.Different classmates
- d.1.Boring classes....2.Same.....3.Interesting classes
- e.1.Boring activities.2.Same.....3.Interesting
activities

APPENDIX F

LIST OF ABBREVIATIONS

1. BDDQ - Score on the relations with boys subscale of the DDQ
2. BSCT - Score on the relations with boys subscale of the SCT
3. DDQ - Daydream Questionnaire
4. FDDQ - Score on the relations with friends subscale of the DDQ
5. FSCT - Score on the relations with friends subscale of the SCT
6. GDQ - General Daydream Questionnaire
7. PDDQ - Score on the physical appearance subscale of the DDQ
8. PSCT - Score on the physical appearance subscale of the SCT
9. SCT - Sentence Completion Test
10. SEI - Self-Esteem Inventory
11. SDDQ - Score on the school life subscale of the DDQ
12. SSCT - Score on the school life subscale of the SCT
13. TDDQ - Total score of the DDQ
14. TSCT - Total score of the SCT
15. Wmpt - Williamsport

APPENDIX G

RAW DATA

Subject	TDDQ	PDDQ	BDDQ	FDDQ	SDDQ	SEI	TSCT	PSCT	BSCT	PSCT	SSCT
1	22	5	5	5	7	20	46	9	6	15	16
2	10	6	0	3	1	33	56	12	11	17	16
3	12	2	2	4	4	34	54	11	7	20	16
4	35	0	12	11	12	25	40	8	6	11	15
5	20	2	7	6	5	28	30	7	5	9	9
6	43	8	12	10	13	37	55	9	12	17	17
7	12	2	2	2	6	23	52	12	8	15	17
8	0	0	0	0	0	34	52	11	7	16	18
9	14	7	1	1	5	25	49	11	6	17	15
10	19	3	5	7	4	25	38	7	5	11	15
11	22	4	5	6	7	29	53	9	8	18	18
12	7	1	2	1	3	24	53	10	9	18	16
13	23	4	4	7	8	29	43	9	8	13	13
14	29	7	7	6	9	30	60	12	10	20	18
15	31	4	9	12	6	33	59	12	11	19	17
16	16	1	7	5	3	26	52	11	8	16	17
17	8	3	0	2	3	20	50	8	8	19	15
18	43	7	12	12	12	30	55	12	9	16	18

Subject	TDDQ	PDDQ	BDDQ	FDDQ	SDDQ	SEI	TSCT	PSCT	BSCT	FSCT	SSCT
19	27	4	5	7	11	27	50	10	12	19	9
20	25	7	10	6	2	29	55	10	9	19	17
21	20	6	8	4	2	26	43	10	10	16	7
22	39	10	10	9	10	38	51	10	6	17	18
23	40	9	10	10	11	27	44	6	9	17	12
24	24	4	5	5	10	26	51	11	11	15	14
25	34	10	4	7	13	34	50	12	8	17	13
26	27	10	3	6	8	30	50	10	8	17	15
27	36	6	9	10	11	33	51	10	7	16	18
28	21	5	0	3	13	30	42	10	5	14	13
29	15	4	2	3	6	25	60	12	11	20	17
30	27	7	3	7	10	22	47	10	9	14	14
31	26	8	0	11	7	27	47	9	7	16	15
32	28	10	4	4	10	25	42	9	5	14	14
33	30	5	9	10	6	38	55	11	10	17	17
34	34	9	9	9	7	37	53	11	8	17	17
35	27	8	5	6	8	18	45	8	9	15	13
36	9	4	0	0	5	25	62	11	12	21	18
37	11	5	0	1	5	16	27	6	5	11	5
38	4	2	0	0	2	24	48	7	10	16	15
39	11	3	4	0	4	21	46	11	6	14	15
40	27	8	1	5	13	21	46	11	10	12	13
41	4	4	0	0	0	36	58	11	8	21	18

Subject	TDDQ	PDDQ	BDDQ	FDDQ	SDDQ	SEI	TSCT	PSCT	BSCT	FSCT	SSCT
42	32	9	7	10	6	37	46	10	4	15	17
Mean	22.47	5.30	4.76	5.54	6.85	28.02	49.19	9.90	8.14	16.11	15.00
SD	11.01	2.85	3.60	3.60	3.74	5.65	7.24	1.66	2.15	2.76	3.00
43	46	10	12	12	12	31	52	8	10	17	17
44	5	1	2	1	1	21	46	11	5	17	13
45	1	1	0	0	0	31	58	11	12	20	15
46	39	10	12	9	8	16	44	10	6	15	13
47	26	8	8	4	6	25	48	11	8	15	14
48	7	4	0	0	3	23	48	7	12	16	13
49	14	4	0	1	9	26	50	12	8	17	13
50	4	0	0	2	2	24	47	9	4	19	15
51	26	7	6	6	7	24	51	10	7	18	16
52	6	5	0	0	1	14	48	9	9	13	17
53	5	2	1	0	2	33	57	9	12	20	16
54	22	7	5	6	4	36	52	10	11	18	13
55	12	7	0	1	4	18	46	7	3	18	18
56	17	3	4	8	2	33	53	10	10	16	17
57	21	3	7	5	6	14	36	7	6	13	10
58	1	1	0	0	0	27	54	11	11	19	13
59	13	4	1	4	4	25	55	8	9	20	18
60	4	0	1	0	3	24	52	11	10	18	13
61	17	8	0	3	6	25	55	11	7	20	17
62	24	4	4	6	10	20	43	6	6	18	13
63	34	5	9	9	11	23	38	9	7	10	12

Subject	TDDQ	PDDQ	BDDQ	FDDQ	SDDQ	SEI	TSCT	PSCT	BSCT	FSCT	SSCT
64	3	2	0	0	1	19	21	4	4	4	4
65	15	3	3	0	9	30	56	12	11	18	15
66	8	3	5	0	0	32	53	12	10	17	14
67	22	6	5	7	4	20	52	11	9	16	16
Mean	15.68	4.32	3.40	3.36	4.60	24.56	48.60	9.44	8.28	16.48	14.40
SD	11.89	2.86	3.75	3.56	3.55	5.93	7.79	0.21	2.63	3.48	2.29

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