

THE RELATIONSHIP OF SELF-ESTEEM
IN EMOTIONALLY DEPENDENT
MIDDLE SCHOOL STUDENTS
TO SELECTED SUCCESS
VARIABLES

By

HAROLD W. TOLIVER

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Bachelor of Science
Langston University
Langston, Oklahoma
1959

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1968

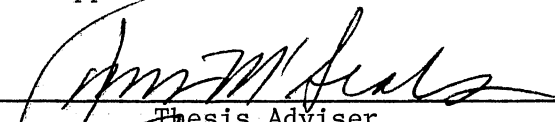
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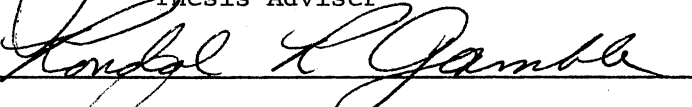
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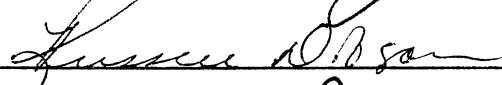
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Thesis Approved:




Thesis Adviser









Dean of the Graduate College

939013

PREFACE

This study is primarily concerned with measuring the self-esteem of a special group of middle school students and correlating these measures with variables generally associated with success in school. It is the hope of the researcher that the findings in this study will in some way enhance present knowledge and understanding of self.

The author wishes to express his appreciation to Dr. James Seals for his guidance during the course of this study and in the preparation of this thesis. Appreciation is also expressed to the other committee members, Dr. Herbert Bruneau, Dr. Russell Dobson and Dr. Rondal Gamble for their assistance and suggestions.

Special recognition is expressed to Mr. K. O. Tucker for his motivational influence on my educational achievements beginning in elementary school.

Finally, appreciation is acknowledged to my wife Laurice for love and devotion through trying times and to my children Harold Jr., Telisa, Muraad, and Guy in keeping with our special bond. With all my love I dedicate this work to my wife and children.

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CHAPTER I

THE RESEARCH PROBLEM

The self-concept of an individual is formulated, molded, changed, and stabilized, to a great extent, during childhood and adolescence (Engle, 1959). Because a large part of these years is spent in school, it seems reasonable to assume that the school plays a major role in the development of self-concepts of its pupils. Consequently, the student's performance in school is determined, to a greater or lesser degree, by this same self-concept (Brookover, 1964). Therefore, directly or indirectly, the self-concept accompanies school performance and helps establish levels of anxiety in facing new situations (Coopersmith, 1959; Purkey, 1970).

The concept of Dependency grows out of Social Learning Theory. Dependency is one of the most significant and pervasive qualities of human behavior. From birth to old age, it influences the form and quality of all dyadic relationships. Reliance on others for approval and/or assistance, along with conformity to the demands and opinions of others is somewhat common behavior among children. Continuation of dependency into adolescence is perceived by developmental psychologists as indicative of the individual's failure to achieve one aspect of an important developmental task—Independence (Sears, 1963; Horwitz, 1935).

Statement of the Problem

The problem of this study was to assess the correlations between self-concept of emotionally dependent middle school students with selected variables generally associated with success in school; namely achievement, mental ability and grade-point averages.

Significance of the Study

This study was designed to measure the self-concepts of students categorized as emotionally dependent (see Emotional Classification Form, Appendix B) and to correlate these measures with success variables. The results should reflect on the importance of the dependency role as students varify themselves as human beings.

The present investigation gains its significance from the fact that the results may lead to a heightened awareness of individual student needs. The identification or even recognition of factors related to overt dependency and/or self-concept in academic performance will serve to reduce chance factors in instructional techniques. Special techniques of dealing with total development of each individual in areas of observed specific behaviors can be put into practice. This will allow for planned rather than chance development.

Limitations

The concept of self is inevitably a complex concept. It is formed out of diverse experiences, includes varied and numerous extensions, is manifest in external objects as well as internal ones, and is based upon different levels and types of competency in dealing

with the environment. The concept of self is thus multidimensional, with the different dimensions reflecting both on the diversity of experience, attributes and capacity and different emphases in the process of abstraction. Rather than attempt to study this multidimensional constellation of concepts in its entirety, this study is limited to correlations of self-concepts, as measured by the Coopersmith Self-Esteem Inventory (SEI), to selected variables related to success in school.

The reliability of the measuring instruments will to some degree affect the reliability of any conclusions drawn in the study. Finally, while there is no reason to assume that the middle-school population in this investigation was significantly different from others, care should be taken in interpreting the results to other populations until further research can varify the findings reported in this study.

Hypotheses

Each hypothesis will be examined separately.

Ho 1. There is no significant correlation between self-concept, as measured by Coopersmiths' Self-Esteem Inventory and achievement of emotionally dependent middle-school students.

Ho 2. There is no significant correlation between self-concept, as measured by Coopersmiths' Self-Esteem Inventory and mental ability of emotionally dependent middle-school students.

Ho 3. There is no significant correlation between self-concept, as measured by Coopersmiths' Self-Esteem Inventory and grade-point averages of emotionally dependent middle-school students.

Definitions of Terms

Self-concept (-esteem) - Evaluative attitude toward the self in social, academic, family, and personal areas of experience as measured by the Coopersmith SEI.

Emotional Dependency - Observable overt behaviors indicative of unusual reliance on others for approval and/or assistance, along with conformity to the demands and opinions of others.

Middle School - A school that has been set up administratively with grades 6 through 8.

Organization of the Study

The present chapter includes an introductory statement, a statement of the problem, the significance of the study, limitations, hypotheses and definition of terms. Chapter II contains a review of the research literature pertinent to this study. Chapter III describes the instrumentation, subjects, data collection, and statistical applications. Chapter IV contains the findings and a discussion of the results of the study. Chapter V includes the summary, conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter will be to review pertinent research literature related to this study. More specifically the review will sample research oriented toward the developmental, stabilizational, and motivational aspects of self-concept as it relates to success and to theoretical and applied dependency findings. Although theories of learning are not specifically alluded to they serve as an underlying current throughout the literature presented.

Self-Concept

Longitudinal data on which to base a description of the development of the self-concept is difficult, if not impossible to obtain. Cross-sectional study results from various age groups could be pieced together to attain a tentative developmental picture allowing that most studies have wide differences in instruments, relevant characteristics of subjects and testing conditions.

Studies of self have held considerable interest in American Psychology and Education for many years. William James (1890) accorded this topic an important place in his psychological thinking. Chapter ten of his two-volume Principles of Psychology dealt specifically with self.

In one way or another, "self" has been an integrative and explan-

atory concept in psychological theories as divergent as those of Adler, McClelland, and Rogers. During the past two decades research regarding self has focused especially upon the self-concept as a cognitive-motivational system which is believed to explain and predict a variety of behavior. Combs and Snygg (1959) asserted that self-concept can be used as a convenient approximation of personality thereby permitting the psychologist to achieve an amazingly accurate prediction of an individual's behavior in a variety of settings. Wylie (1961) in her extensive reviews of research on self-concept do not justify such faith. In his preface to his review of studies of self-concept and academic achievement, Purkey (1970) was cautious in his evaluation of self-concept. Self-theory is neither an established fact nor an all-inclusive theory of human existence because of the fact that only occasional success of a modest degree has been reported in relating a globally conceived self-concept to school achievement, while no other area of self-concept has had even that much success.

Ames (1952) reported on nursery school children a summary of data in regard to the growing sense of self such as can be derived from verbalizations to self or to others. These data are objective in that they consist of actual statements and behaviors of approximately 150 subjects. They are, however, selective behaviors and verbalizations considered most pertinent by the author. The author concluded that a developmental picture of the sense of self as it appears to change from age to age (from one month through three and one-half years) could be constructed.

Using fourth and sixth-grade students as subjects, Perkins (1958) obtained a significant increase in self-ideal congruence over a six-

month period. He also found that sixth grade students showed greater self-ideal congruence than did the fourth-grade children.

Havighurst, Robinson, and Door (1946) conducted a study which compares children of widely differing ages. These investigators were interested in the development of the ideal-self as indexed by compositions written to describe "The Person I Would Like To Be Like." Responses fell mainly into four categories: (1) parents or family members, (2) glamorous persons, (3) attractive visible adults, and (4) composite imaginary persons. The Children's choices tended to move away from the family circle with age. From six to eight, parents or some other family member were typical choices. From age eight to sixteen, children tended to describe glamorous persons, then attractive visible adults, and finally composite, imaginary persons.

Engle (1959) conducted an adolescent study which explored the test-retest stability of the self-concept in 172 subjects over a two year period. One group of boys and girls was tested in the eighth and tenth grades; the second group was tested in the tenth and twelfth grades. The subjects Q-sorted items which had been prejudged for positive and negative tone. He found no significant difference between the older and younger groups with respect to self-correlations over the two year period. This confirmed the author's hypothesis which was based on the assumption that crystallization of self-concept is achieved earlier in development.

Brownfain (1952) developed a two-part index of self evaluation called "Stability Of The Self-Concept." He hypothesized that instability of the self-concept may be considered to be a correlate of self-esteem and is associated with poor adjustment.

Brehm and Cohen (1962) in their Explorations in Cognitive Dissonance concluded that although the idea of self is open to change and alteration, it appears to be relatively resistant to such changes. Once established it apparently provides a sense of personal continuity over space and time, and is defended against alteration, diminution and insult.

Coopersmith (1967) claims that the individual's general appraisal of his worth remains stable over a period of several years. He also comments that people generally are unwilling to accept evidence that they are better or worse than they themselves have decided.

Zimmer (1954) utilized a plan to check the efficiency of self-concept-ideal-self discrepancies as indicator of conflict, and by inference, of maladjustment. It tested the hypothesis that the presence of conflict over a personality trait is associated with self-concept-ideal-self discrepancy on that trait. His findings did not confirm his hypothesis.

Using a modified Gough Adjective Checklist, Sarbin and Rosenberg (1955) found that males exceeded females in checking such adjectives as resourceful, mature, logical, adventurous, realistic, deliberate, efficient, and masculine. Females exceeded males in checking feminine, emotional, affectionate, pleasant, and temperamental.

Jourard (1957) used a cathexis type questionnaire in his attempt to measure self-concept. Varying forms of the questionnaire have been used in various studies, but in general each item is rated on a five-point scale from strong positive to strong negative feelings. Jourard's findings point out that cathexis, as measured through direct ratings correlate significantly with ideal-minus-perceived discrepan-

cies for four of the five aspects he measured.

Among 251 fourth and sixth-grade children tested by Perkins (1958) the girls had significantly greater self-ideal congruence than did the boys. The sixth-grade children showed greater self-ideal congruence than did the fourth-grade children, and there was a significant increase in self-ideal congruence over a six-month period.

A study by Engle (1959) gave data on the positiveness of self-concepts of adolescent boys and girls. In two of the comparisons, the boys had more positive self-concepts, while on the other two comparisons, the girls had the more positive self-concepts. None of these differences were significant.

Combs (1962) has suggested that the person who feels adequate behaves in a manner that enables him to be successful. Since he is open to experience and is not preoccupied with inner conflicts, he is less defensive, can be more objective, and can see issues more clearly. The individual is able to deal more accurately and realistically with his environment. Being relatively free from threat, a student with an adequate self-concept is able to grow and develop without excessive concern for conformity. The student with an inadequate self-concept approaches life with caution. He carefully screens his experiences in order to avoid personal threat. He anticipates failure as he moves to explore uncertain ground.

Bakan (1971) demonstrated a relationship of Achievement-Variability (standard deviation of grades) to changes over time in academic achievement and self-concept of academic ability. Compared were 112 students having near average grade-point averages but very high or very low achievement variability indices. The high achieve-

ment variability group showed a significantly greater drop in grade-point average and self-concept of academic ability over a five year period.

In a study of scholastic self-concept Harris (1971) reported that scholastic self-concept is a dimension of personality which consists of at least three factors: certainty, attitude, and accuracy. He further stated that the interdependence among scholastic self-concept and common measures of scholastic aptitude and achievement justify their combined use when studying adolescents in a school setting.

Jones and Grieneeks (1970) demonstrated meaningful relationships to academic achievement with Identity Rating Scales, Self-Concept of Ability and Self-Expectation Variables. These, along with a measure of scholastic aptitude, were used to predict scholastic achievement. All variables were positively associated with achievement and all, with the exception of self expectation and scholastic aptitude were positively associated with each other. It was inferred that self-perception appears to be the more accurate predictor of academic achievement.

Fisher (1973) obtained results from his research that indicate that confidence in one's academic self-concept, depends to a significant extent on test. He also states that anxiety as well as academic risk-taking, may interact multiplicatively with the academic self-concept to produce a motive to succeed.

Fretz and Engle (1973) utilized global and specific self-concept changes in an effort to find whether specific manipulations or environmental events influence only aspects of one's self-concept related to the independent variables as compared to influencing the

total or global self-concept. Their results support the proposition that information specific to a limited aspect of self-concept can result in significant change in global self-concept.

An investigation by Michael, Plass and Lee (1973) was primarily concerned with a comparison of two methods of measuring the self-concept using the same scale: (1) the self-report of students, and (2) the recorded perceptions of trained observers. The results indicated that the perceptions that students had regarding themselves differed from one of the two observers, and that the two observers perceived the students somewhat differently. The statistical analysis of the data strongly indicated that the self-concept is a complex entity made up of many constructs, the validity of which is dependent upon the measurement procedure.

Research done by Aspy (1971) in connection with success in school led him to summarize the change of self-concept by stating that positive experiences enhance, while negative experiences diminish self-concept. He further states that since self-concept relates positively and significantly to academic performance, one warranted assumption about the school's responsibility to an individual student is that school should not lessen a student's perception of self; in fact, it should enhance his perception of himself.

In comparative study, Soars and Pumerantz (1973) found that pupils in middle-schools consistently indicated significantly lower self-perceptions than pupils in traditional settings, whether the self-perception is the self-concept or the way the pupil perceives that others look at him. They also concluded that self-perceptions for all pupils tend to lower as the pupils go from Grades 6 to Grade 8.

Rogers (1972) made a study which suggested that a positive self-concept can best be created in an atmosphere where errors and shortcomings are treated as real but not as disastrous, where they are treated as something to grow beyond rather than as something over which to brood. The formula for teaching self-acceptance is simple, create an atmosphere in which freedom is valued over force, in which realistic evaluation is more common than scapegoating, and in which psychological maturity is more important than pendency.

Emotional Dependency

In our culture, females probably are permitted to display greater dependency than males. Laboratory studies have demonstrated that permissiveness for dependency, and reward for dependency, increases children's dependency behavior. For example, in Heather's (1953) study, children who accepted help from the experimenter in a difficult situation tended to have parents who encouraged them to depend on others rather than be independent.

The positive relation between parental demonstrativeness and warmth and the dependency of their children has also been reported (Sears, 1975). Mothers who are affectionately demonstrative respond positively to their children's dependent behavior and describe their children as high in dependency. Similarly, indicated among other results, parents who reward dependency behavior have children who tend to display a high degree of dependency behavior.

Dependency has been found to have different correlates for girls than for boys. Sears (1963) found that for preschool girls dependency is correlated with indices of maternal permissiveness for dependency.

The mother who approves of dependency and encourages intimacy with her daughter often has a daughter who engages in positive attention seeking. For boys various forms of dependent behaviors (none of which are significantly intercorrelated) seem to be associated with coldness in the mothers, slackness of standards and a rejection of intimacy by the father. Sears describe the parent of these boys as an inhibited and ineffectual mother and to some extent father too who provides little freedom for the boys, and little incentive for maturing.

For girls, dependency behavior is culturally approved, perhaps prized, and thus may result in approval from parents teachers, and peers. According to psychologist Matina Horner (1969) this results from the way females are brought up in our culture. Taught that their proper role is that of housewife and mother, the girl grows up hearing women who are very independent called "sexless," "unfeminine," or "hard." It would be expected that dependency could be expected to correlate with other indices of poor adjustment.

The theoretical expectation is that dependency toward the mother would vary positively with the amount of nurturing, and that by stimulus generalization the more highly mother-nurtured child would also be more dependent toward the teacher and toward other children. It may then be suggested that the child begins to develop dependency actions from birth. The actions change continually as new understanding of how to get help occurs (Sears, 1953).

Current frustration and non-nurturing predict dependency toward children better than toward teacher. It appears that the mother who tends to push the child away when she is busy, who does not answer questions, who is ego-centered rather than child-centered at such

times, creates a child who seeks to attract attention by misdeeds and annoying others in seeking negative attention (Sears, 1953).

Miller (1948) dealt with dependency that exist when there is negative reinforcement to a given stimulus object. He showed that the generalization gradient for negative responses is steeper than that for positive ones. The choosing of a person toward who to behave dependently appears to be a process in which this displacement principle is applicable. If the mother is the main original determiner of dependency in the child, there should be a generalization to other people. Therefore, children who are severely punished for dependency at home show a relatively greater dependency on other children than children who are less severely punished.

In reviewing the development of emotional dependency it has been emphasized that the development during childhood is perceived as a general occurrence in American culture. It has also been determined that emotional dependency behavior is often exhibited by adolescents, with it occurring significantly more often among girls than boys. Common sense identifies childhood as a situation of dependence, and in this instance the institution of common sense is corroborated and deepened by refined scientific observation.

A survey of the literature indicates that: (1) early in life small children learn to comply to adult influence as they seek attention; (2) they also learn to conform to peer pressures and adult influence as they seek approval; (3) each child develops a balance of dependence and independence that becomes well established during the pre-school years; and (4) expectations about adult authority figures and ways of relating to them will be colored by a person's dependent

tendencies.

As individuals move from childhood to adolescence there is a normal tendency for movement away from the dependency state. Total independence, although never obtained, is usually established as a goal.

CHAPTER III

DESIGN AND METHODOLOGY

The research procedure is described in Chapter III. Specifically, the instrumentation, the sample and the data collection method will be discussed. The chapter concludes with a description of the statistical procedure used in the data analysis.

The purpose of this study is to measure the self-concepts of emotionally dependent students and to correlate the relationship of these concepts with academic success variables. Self-concepts were measured by the Coopersmith Self-Esteem Inventory, (SEI) Form A. Other measures used were the Metropolitan Achievement Tests, Intermediate Form F and Advanced Form F; The Otis-Lennon Mental Ability Tests, Elementary II Form J and Intermediate Form J; and Grade-point Averages. The Self-Esteem Inventory and Metropolitan Achievement Test were administered in February, 1974 and the Otis-Lennon Mental Ability Tests in April, 1974. The Grade-point Averages were calculated from school records as grades received during the three semesters preceding the study.

Instrumentation

The Stanley Coopersmith Self-Esteem Inventory is directed toward children and designed to measure the individual's general appraisal of his worth. The SEI is a fifty-item inventory, and the scales

sort the items into two groups - those indicative of high self-esteem and those indicative of low self-esteem.

The scale measures evaluative attitudes toward the self in social, academic, family and personal areas of experience. The original pool of items was drawn from Rogers and Dymond (1954) and Coopersmith's (1967) original research. Table I gives the Intercorrelation Matrix for SEI Subscales.

TABLE I
INTERCORRELATION MATRIX FOR SEI SUBSCALES

	GS	SSP	HP	SA	LIE
GS	---	0.49	0.52	0.42	0.02
SSP	0.49	---	0.28	0.29	0.09
HP	0.52	0.28	---	0.25	0.04
SA	0.43	0.29	0.45	---	0.12
LIE	0.02	0.09	0.04	0.12	---

$r = .12$ $p < .01$; $r = .08$ $p < .05$

GS = General Self
 SSP = Social Self - Peers
 HP = Home Parents
 SA = School Academic
 LIE = Lie

Reliability measures have been made by several investigators. Using split-half reliability techniques, Fullerton (1972) reported a figure of .87. Taylor and Reitz (1968) reported .90 split-half reliability. A test-retest reliability for the original fifty-item scale was reported as .88 over five weeks and .70 over three years (Coopersmith, 1967). Fullerton reports a test-retest reliability of .64 over a twelve month interval.

Getsinger (1972) reports a correlation of .63 between the Soares scale and the SEI and .60 between a derived picture test and the SEI. Taylor and Reitz reported a correlation of .45 between the CPI Self-acceptance scale and the SEI and correlations of .75 and .44 with the Edwards and the Marlowe-Crowne Social Desirability scales. Ziller (1969) found correlations for males of .46 with Bill's scale, .37 with the Cutick scale, and .02 with the Ziller scale; for females, the correlations were .17, .23, and .04.

In helping to establish Norms for the SEI, Kimball (1972) studied about 7600 public school children in grades 4-8 including a wide socioeconomic range and minority students. His results as summerized in Table II show that percentile equivalents show a consistency of score values at a given percentile regardless of the population. There is no evidence indicating a need for separation norms at different grade levels. There are no differences in SEI scores once grades for males or females or for both sexes are combined.

The Metropolitan Achievement Test for the elementary level provides nine scores in three hours of testing, measuring vocabulary, reading, arithmetic, and language usage. At higher levels, tests of study skills and information in science and social studies are

TABLE II
 PERCENTILE EQUIVALENTS OF SEI SCORES

Percentile	Total Groups Combined			Total Grade				
	M+F (4-8)	M (4-8)	F (4-8)	4	5	6	7	8
99	98	98	98	96	96	98	96	98
95	92	92	92	92	92	94	94	92
90	90	90	88	88	90	90	90	88
80	82	82	82	82	84	82	82	82
75	80	80	80	78	80	80	80	80
70	78	78	78	76	78	78	78	78
60	72	74	72	72	72	72	72	74
50	68	68	68	66	68	68	68	68
40	64	64	62	62	64	64	64	64
30	58	58	58	56	58	58	58	60
25	54	56	54	54	54	56	54	56
20	52	52	50	50	52	52	52	52
10	44	44	42	42	42	44	44	44
5	36	36	36	36	36	36	36	38
1	24	26	22	22	26	24	22	26

added.

Scores on the Metropolitan Achievement Test are given as stanine, percentile rank, grade equivalent, standard, and national norm scores. The Stanine is a score in a simple nine point scale ranging from a low of 1 to a high of 9, with 5 always representing average performance at a given grade. Percentile Rank is a score on a scale ranging from a low of 1 to a high of 99, with 50 always representing average performance on a test for pupils at a given grade. Grade Equivalent (G.E.) tells the grade placement in terms of years and tenths of years of pupils for whom a given score is typical. Standard Score (S.S.) for the Metropolitan express the results for a given subject area (e.g. word knowledge) for all batteries and all forms on a single, common scale. These scores are not comparable from one subtest to another, but are comparable from one level to another. They are uniquely suited for the measurement of growth. National Norm Scores represent a pupil being compared with a nationally representative group of pupils at his grade.

The test evolved into the present form through revisions and additions since the original version by Gertrude Hildreth and others in 1931. Standardization procedures involved test construction, analysis of items, equating of forms, and derivation of norms. Size and representativeness of the norm sample were adequate.

Correlated split-half coefficients of the Metropolitan Achievement Test show acceptable reliability. Median single grade coefficients range from .80 to .92, with individual single grade coefficients ranging from .82 to .95.

Validity is supported in terms of curricular by data relating to

the selection of content at each level. Statistical correlations between test scores and various mental ability test further support validity of the Metropolitan Achievement Test.

The Otis-Lennon Mental Ability Test aims to cover the verbal-educational half of the structure of mental abilities. The practical-mechanical half is not included. The standardization sample was chosen to represent the country's educational system, not the population at large.

Scores on the Otis-Lennon tests are expressed as deviation IQ's and as age and grade percentile ranks and stanines. The standard error of measurement, based on alternate forms reliability estimates, for IQ's from the Otis-Lennon vary from 3.9 to 7.0 points.

An alternate forms reliability estimate is given for each grade and for each age. Above grade 4 they are all above .90; age 10 they are all .90 or better. Standard errors of measurement average about 4.5 IQ points at age 10 or above.

The validity of the Otis-Lennon tests is organized in accordance with the content, criterion related, and construct categories of the 1966 Standards For Educational And Psychological Tests And Manuals. The test correlates adequately with educational criteria and with other measures of general scholastic aptitude. No explanation is given to account for high correlations between the Otis-Lennon and various achievement test scores.

The Subjects

The subjects of the study were selected on the basis of results obtained on Emotional Classification Forms completed by the classroom

teachers and the availability of data from the measuring instruments:

- (1) the Coopersmith Self-Esteem Inventory;
- (2) the Metropolitan Achievement Tests;
- (3) the Otis-Lennon Mental Ability Test; and
- (4) Grade-point averages. Only those students of which complete data was available are included in the study.

From the total population of the Middle-school 34 students were classified as demonstrating emotional dependency traits by the classroom teachers. Due to incomplete data on some of the other measures 14 of these students were eliminated from the study leaving a sample of 20.

Data Collection

All available students in the Coyle, Oklahoma Middle-school were administered the Metropolitan Achievement Tests and the Otis-Lennon Mental Ability Tests by a specialist employed by the school. Each test was administered at one setting with two make-up sessions the following week. The classroom teachers filled out Emotional Classification Forms to place the students in "Emotionally Independent" or "Emotionally Dependent" categories. The Coopersmith Self-Esteem Inventory was administered by the researcher with the assistance of the classroom teachers who acted as monitors. The Grade-point Averages were calculated from school records as grades received during the three semesters preceeding the study.

Statistical Procedures

The Emotional Classification Forms were scored to select the student sample. Three teachers classified each student as exhibiting

emotionally dependent or emotionally independent traits. From the total middle-school population 34 students were classified as emotionally dependent. (See Appendix B Emotional Classification Forms). Observer reliability was calculated with the use of Scott's coefficient (Amidon, 1967).

The Raw Score Correlation Formula for Product-moment correlation coefficient was used to assess the degree of relationship between Self-Concept and each of the other measures (Popham, 1967). All statistical calculations were prepared by the computer center at The Oklahoma State University.

Summary

The measurement instruments were administered to all students in the Coyle, Oklahoma middle-school. The Self-Esteem Inventory was administered by the researcher while the Metropolitan Achievement Tests and the Otis-Lennon Mental Ability Test were administered by a specialist employed by the school. Grade-point Averages were calculated from school records following the selection of subjects for the study from the Emotional Classification Forms completed by the classroom teachers.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this chapter is to present the data and report the results of the analysis of the data. The data will be presented in sections beginning with the results from the Emotional Classification Forms, followed by the Correlation results.

Results From Emotional Classification Forms

The results from the Emotional Classification Forms are presented in Table III. Scott's Coefficient was employed to compute observer reliability. Specific instructions were given to the observers (see, Emotional Classification Forms, Appendix B). The reliabilities obtained exceed the minimal acceptable level of 0,85.

Results Related to Hypothesis I

Correlations of the Self-Esteem variables and Achievement are presented in Table IV. With regard to the total self-esteem measurement, there was significant correlation to Language ($r=.548$) at the 0.02 level of confidence. The Mathematical Comprehension variable was correlated ($r=.580$) with total self-esteem at the 0.01 level of confidence. The Mathematical Problem Solving and Social Studies Variables were correlated ($r=.487$, $r=.444$) with total self-esteem at the 0.05 level of confidence. No other Achievement variable was signifi-

TABLE III
SUMMARY OF OBSERVER RELIABILITY

Category Observer						
	A	B	%A	%B	%Diff.	(Ave%) ²
1	38	36	55.9	53.7	2.2	30.03
2	30	31	44.1	46.3	2.2	20.43
Total	68	67	100.0	100.0	4.4	50.46
Category Observer						
	A	C	%A	%C	%Diff.	(Ave%) ²
1	38	39	55.9	52.7	3.2	29.48
2	30	35	44.1	47.3	3.2	20.88
Total	68	74	100.0	100.0	6.4	50.36
Category Observer						
	B	C	%B	%C	%Diff.	(Ave%) ²
1	36	39	53.7	52.7	1.0	28.30
2	31	35	46.3	47.3	1.0	22.84
Total	67	74	100.0	100.0	2.0	51.14
A X B = .911			A X C = .869		B X C = .959	

TABLE IV
RESULTS OF CORRELATIONS OF SELF-ESTEEM
WITH ACHIEVEMENT VARIABLES

Achievement Variables	Mean	S. D.	Correlation Coefficient
Word Knowledge	81.70	12.43	.324
Reading	79.60	12.91	.371
Language	81.60	12.56	.548***
Math. Comprehension	86.60	11.56	.580****
Math. Prob. Solv.	87.15	12.16	.487**
Math. Concept	82.85	13.01	.304
Science	88.80	11.02	.369
Social Studies	86.65	8.56	.444**

** Significant at the 0.05 level of confidence.

*** Significant at the 0.02 level of confidence.

**** Significant at the 0.01 level of confidence.

cantly correlated. Hypothesis I will be rejected for the Achievement variables Language, Mathematical Comprehension, Mathematical Problem Solving, and Social Studies, while it will be accepted for all other Achievement Variables.

Examination of the Self-Esteem subscales General-Self, Social-Self Peers, Home-Parents, and School-Academic (Table V) revealed the following: General-Self - General Self correlated ($r=.562$) with

TABLE V
RESULTS OF CORRELATIONS OF SELF-ESTEEM SUBSCALES
WITH ACHIEVEMENT VARIABLES

Achievement Variables	Correlation Coefficients			
	GS	SSP	HP	SA
Word Knowledge	.331	.337	.167	.065
Reading	.370	.373	.249	.088
Language	.562***	.531***	.208	.314
Math. Comprehension	.595****	.509**	.336	.251
Math. Prob. Solv.	.471**	.437*	.371	.162
Math. Concept	.304	.338	.372	.163
Science	.389*	.440*	.095	.125
Social Studies	.458**	.457*	.245	.125

* Significant at the 0.10 level of confidence

** Significant at the 0.05 level of confidence.

*** Significant at the 0.02 level of confidence.

**** Significant at the 0.01 level of confidence.

Language at the 0.02 level of confidence. The Mathematical Comprehension variable was correlated ($r=.595$) with General-Self at the 0.01 level of confidence. The Mathematical Problem Solving and Social Studies variables were correlated ($r=.471$, $r=.458$) with General-Self at the 0.05 level of confidence. The Science variable was correlated ($r=.389$) with General-Self at the 0.10 level of confidence. Hypothe-

sis I will be rejected for the Achievement variables Language, Mathematical Comprehension, Mathematical Problem Solving, Science, and Social Studies while it will be accepted for all other Achievement variables. Social-Self Peers - Social-Self Peers correlated ($r=.531$) with Language at the 0.02 level of confidence. The Mathematical Comprehension and Social Studies variables were correlated ($r=.509$, $r=.457$) with Social-Self Peers at the 0.05 level of confidence. The Mathematical Problem Solving and Science variables correlated ($r=.437$, $r=.440$) with Social-Self Peers at the 0.10 level of confidence.

Hypothesis I will be rejected for the Achievement variables Language, Mathematical Comprehension, Mathematical Problem Solving, Science, and Social Studies, while it will be accepted for all other Achievement variables. Home-Parents - There was no significant correlation between the Home-Parent variable and any Achievement variable.

Hypothesis I will be accepted for all Achievement variables. School-Academic - There was no significant correlation between the School-Academic variable and any Achievement variable. Hypothesis I will be accepted for all Achievement variables. Correlations of Self-Esteem and Achievement were significant in four areas; Language, Mathematical Comprehension, Mathematical Problem Solving, and Social Studies. Other areas, inclusive of Word Knowledge, Reading, Mathematical Concepts, and Science were not significantly correlated. By visual inspection of the correlations, it is apparent that the range is not widespread.

Table V shows that of the four subscale measures of Self-Esteem, General-Self and Social-Self Peers show enough similarity to comprise one group while Home-Parent and School-Academic may form a separate

group. Five areas show significant correlations with General-Self and Social-Self Peers, while no correlations are significant with the Home-Parent and School-Academic group.

Results Related to Hypothesis II

Correlations of the Self-Esteem variable and the Mental Ability variables are presented in Table VI. There was no significant correlation between the Self-Esteem variable and Mental Ability. Hypothesis II is accepted. Although no correlations are significant, visual inspection of Table VII reveals that the subscales General-Self and Home-Parent are nearly equated. Social-Self Peers and School-Academic subscales form separate levels lower than that of the General-Self and Home-Parent group.

TABLE VI
RESULTS OF CORRELATIONS OF SELF-ESTEEM
WITH MENTAL ABILITY VARIABLES

Mental Ability Variables	Mean	S. D.	Correlation Coefficient
Raw Score	36.15	14.46	.096
D.I.Q.	92.85	12.03	.218

TABLE VII
RESULTS OF CORRELATIONS OF SELF-ESTEEM SUBSCALES
WITH MENTAL ABILITY VARIABLES

Mental Ability Variables	Correlation Coefficients			
	GS	SSP	HP	SA
Raw Score	.112	-.063	.197	.001
D.I.Q.	.241	.101	.260	-.008

Results Related to Hypothesis III

Correlations of the Self-Esteem variable and Grade-Point Averages are presented in Table VIII. There was no significant correlation between the Self-Esteem variable and Grade-Point Averages. Hypothesis III is accepted. Although no correlations are significant, visual inspection of Table IX reveals that the subscales General-Self and Social-Self Peers form a nearly equated group. Home-Parents and School-Academic subscales form a second nearly equated group.

Summary

Observer reliability was computed by use of Scott's Coefficient. The reliabilities obtained in this study (see Table III) exceed the minimum acceptable level indicating acceptability of the reliability of the observers.

Correlation coefficients between the total Self-Esteem variable

TABLE VIII
RESULTS OF CORRELATIONS OF SELF-ESTEEM
WITH GRADE-POINT AVERAGES

	Mean	S. D.	Correlation Coefficient
Grade-Point Averages	17.60	6.6	.271

TABLE IX
RESULTS OF CORRELATIONS OF SELF-ESTEEM SUBSCALES
WITH GRADE-POINT AVERAGES

	Correlation Coefficients			
	GS	SSP	HP	SA
Grade-Point Averages	.173	.143	.296	.309

and Achievement variables Language, Mathematical Comprehension, Mathematical Problem Solving, and Social Studies indicate that there are significant relationships. Significant relationships also exist among Self-Esteem subscales General-Self and Social-Self Peers with Language, Mathematical Comprehension, Mathematical Problem Solving, Science, and Social Studies. There are no significant relationships

between the Self-Esteem subscales Home-Parents and School-Academic with any of the Achievement variables. Table X is a summary of the significant correlations as found in this study.

TABLE X
SUMMARY OF SIGNIFICANT CORRELATIONS

Achievement Variables	Correlation Coefficients		
	SE	GS	SSP
Language	.548***	.562***	.531***
Math. Comprehension	.580****	.595****	.509**
Math. Prob. Solv.	.487**	.471**	.437*
Science		.389*	.440*
Social Studies	.444**	.458**	.457**

* Significant at the 0.10 level of confidence.

** Significant at the 0.05 level of confidence.

*** Significant at the 0.02 level of confidence.

**** Significant at the 0.01 level of confidence.

Correlations between Self-Esteem and Mental Ability show no significant relationships. All Self-Esteem subscales also show no significant relationship with Mental Ability.

Correlations between Self-Esteem and Grade-Point Averages show no

significant relationships. All Self-Esteem subscales also show no significant relationships with Grade-Point Averages.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter will be presented in three sections. First, a general summary of the investigation will be given. The second section will be concerned with conclusions drawn from the study. The last section will discuss recommendations for further research.

Summary

The purpose of this study was to measure the Self-Esteem of Emotionally Dependent Middle-School Students. These measures were correlated with selected variables generally associated with success in school; namely Achievement, Mental Ability, and Grade-Point Averages. Emotional Dependency was determined by teacher observation of student behavior.

Three hypotheses were stated concerning the relationship of Self-Esteem to each of the success variables. The hypotheses were as follows:

Ho 1. There is no significant correlation between self-esteem and achievement of emotionally dependent middle-school students.

Ho 2. There is no significant correlation between self-esteem and mental ability of emotionally dependent middle-school students.

Ho 3. There is no significant correlation between self-esteem and grade-point averages of emotionally dependent middle-school stu-

dents.

The data utilized in this investigation were collected from 20 subjects who were administered the Coopersmith Self-Esteem Inventory, the Metropolitan Achievement Tests, and the Otis-Lennon Mental Ability Tests. Grade-point averages were taken from school records.

Analysis of the data using the Pearson Product Moment technique to test the hypotheses was used. It was found that there was a positive significant correlation of Self-Esteem with Achievement variables Language, Mathematical Comprehension, Mathematical Problem Solving, and Social Studies. Subscale Self-Esteem measures General-Self and Social-Self Peers were found to be significantly correlated to Language, Mathematical Comprehension, Mathematical Problem Solving, Science, and Social Studies.

Conclusions

The results of the analysis of data in this investigation warrant the following conclusions:

1. The Achievement variables Language, Mathematical Comprehension, Mathematical Problem Solving, and Social Studies are significantly related to Self-Esteem as measured by the Coopersmith Self-Esteem Inventory.

2. The Achievement variables Language, Mathematical Comprehension, Mathematical Problem Solving, Science and Social Studies are significantly related to the subscale Self-Esteem measures General-Self and Social-Self Peers as measured by the Coopersmith Self-Esteem Inventory.

3. The significantly related Achievement variables varying in

the degree of relationship from higher to lower in order are Mathematical Comprehension, Language, Mathematical Problem Solving, Social Studies, and Science.

Confidence level limitations were set at 0.10 or less to demonstrate significance. At this interval the researcher considers the stated hypotheses tenable. The possibility of error at any level should be carefully weighed when dealing with significance.

Recommendations

The present study has pointed to the fact that variables associated with success in school need not apply in certain instances. Additional research is needed to validate the present findings and to verify the results on populations other than the one used in this study.

Recommendations for further research based on the study are as follows:

1. The results of this study were based on data collected from one small school system. It is recommended that similar studies be conducted within varying size urban and rural school systems.
2. Follow-up studies, using the same population, may demonstrate the stability of self-esteem values.
3. Research is needed to determine the effects of directed teaching with the focal point being concentrated on the variables identified as significant in this study. For example, in a larger population assignments to classes with varying instructional methods may show changes in patterns of results and correlations of Self-esteem values with success variables.

4. Additional research is recommended to determine if the variables of this study apply to independent students.

5. Additional research is needed to determine any significant differences between dependent and independent students in this study and in other populations.

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APPENDIX A

SELF-ESTEEM INVENTORY

SELF-ESTEEM INVENTORY

Please mark each statement in the following way:

If the statement describes how you usually feel, put an (X) in the column, "Like Me."

If the statement does not describe how you usually feel, put an (X) 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 myself 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.	_____	_____
13. I always do the right thing.	_____	_____
14. I'm proud of my school work.	_____	_____

	Like Me	Unlike Me
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 happy.	_____	_____
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.	_____	_____
35. I'm not doing as well in school as I'd like to.	_____	_____

	Like Me	Unlike Me
36. I can make up my mind and stick to it.	_____	_____
37. I really don't like being a boy__girl.	_____	_____
38. I have a low opinion of myself.	_____	_____
39. I don't like to be with other people.	_____	_____
40. There are many times that I'd like to leave home.	_____	_____
41. I'm never shy.	_____	_____
42. I often feel upset in school.	_____	_____
43. I often feel ashamed of myself.	_____	_____
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.	_____	_____
55. I always know what to say to people.	_____	_____
56. I often get discouraged in school.	_____	_____

	Like Me	Unlike Me
57. Things usually don't bother me.	_____	_____
58. I can't be depended on.	_____	_____

APPENDIX B

EMOTIONAL CLASSIFICATION FORM

VITA ⁸

Harold W. Toliver

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP OF SELF-ESTEEM IN EMOTIONALLY DEPENDENT
MIDDLE SCHOOL STUDENTS TO SELECTED SUCCESS VARIABLES

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born near Checotah in McIntosh County, Oklahoma,
June 28, 1935, second son of James A. and Lethia R. Toliver.

Education: Graduated from Rentiesville High School, Renties-
ville, Oklahoma, May, 1953; received Bachelor of Science
degree in Biology from Langston University in 1959; re-
ceived Master of Science degree in Natural Science from
Oklahoma State University in 1968; completed requirements
for the Doctor of Education degree in Student Personnel
and Guidance at Oklahoma State University in July, 1975.

Professional Experience: Medical Technician, University of
Oklahoma Medical Center 1959-1960; Research Biologist,
Veterans Administration Hospital Oklahoma City, Oklahoma
1960-1966; Faculty, Biology and Education Departments Langs-
ton University 1966-1973; Graduate Research Assistant,
Higher Education, Oklahoma State University 1973-1974.

Professional Organizations: Member of American Personnel and
Guidance Association; Oklahoma Group Process Society.