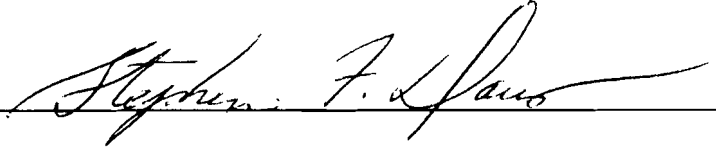AN ABSTRACT OF THE THESIS OF

Loretta Neal McGregor for the Masters of Science degree

In Experimental Psychology presented on August, 1990

Title: A comparison of nontraditional and traditional college

students In the areas of manifest anxiety, self-esteem,

and self perception.

Abstract approved:_____

For numerous reasons, adults over the age of 25 are deciding

to attend college. These older adults have become known as

nontraditional students. Some reports suggest that the mental

functioning abilities and unsharpened skills of the

nontraditional students places them at a disadvantage in the

college classroom. Although vast amounts of research have

compared and contrasted the educational experiences of the

traditional and nontraditional students, none seem to

delineate, compare, and contrast the personality

characteristics unique to each group. The purpose of the

present research project was to provide preliminary data in

this area. More specifically, the present study examined the

levels of manifest anxiety and self-esteem reported by both

traditional and nontraditional college students.

Additionally, the self perceptions of traditional and

nontraditional students were examined and compared. The data

indicated no significant differences between traditional and

nontraditional students in the areas of manifest anxiety and

self-esteem. However, strong gender differences were
obtained. Results from the Self Perception Inventory showed
significant gender effects for 6 of the 13 domains and type of
student X gender interactions were present in 3 of the
domains. All results were discussed and possible reasons for
their occurance given. Implications for further research were
also provided.

A COMPARISON OF NONTRADITIONAL AND TRADITIONAL COLLEGE

STUDENTS IN THE AREAS

OF MANIFEST ANXIETY, SELF-ESTEEM. AND SELF PERCEPTION.

Thesis

Presented to

the Division of Psychology and Special Education
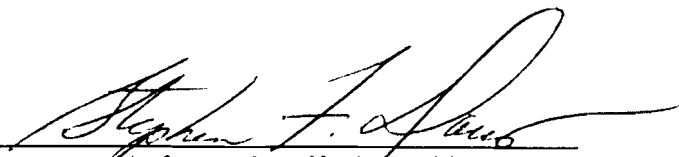
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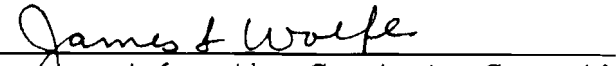of the Requirements for the Degree

Master of Science

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by

Loretta Neal McGregor

August 1990

Approved for the Major Division

Approved for the Graduate Council

ACKNOWLEDGMENTS

The completion of this project brings to a close many happy and many trying moments which I have experienced the past two years. I must first offer a word of thanks to God in Heaven for giving me strength to endure. I would like to say thanks to all of my friends who have helped to provide many of those happy moments which I mentioned. People like Angie Becker, Vicky Buzzanga, Marcia Eveleigh, Richard Prose and Sharon Perne have made the seemingly unbearable days just a little more bearable. I would like to thank my thesis committee, Mr. Howard Carvajal. Dr. Deanna Hawes. and Dr. Stephen Davis for all of their help and support. A special word of thanks goes out to Dr. Davis. He truly exemplifies the word "professional." I can honestly say that I have learned everything I know about being a psychologist from him. He has been a great mentor. Last but certainly not least, I would like to thank my family for their support and unconditional love. To my husband Alan. my daughter Porsha, and my grandmother Sarah Neal, thank you and I love you all. It is finished...for now.

CONTENTS

A Comparison of Nontraditional and Traditional College
Students in the areas of Manifest Anxiety, Self-Esteem, and
Self Perception.

For numerous reasons, many adults are deciding to return
to college or, for some, to begin a college career (Sewall.
1984. 1986). These individuals have come to be known as
"nontraditional" students. They have become categorized in
this manner because they are older than most traditional
students who fall into the 17-24 years-of-age bracket (Long.
1980). Ironically, reports suggest a decline in the
enrollment of traditional-age students while they
simultaneously show a steady increase in the enrollment of
nontraditional students (Hruby, 1985). Although the
nontraditional student has only recently begun to receive a
great amount of attention, the idea of older adults attending
college is not new (Cross, 1982; Houle. 1961; Kasworm. 1980).
For example. the introduction of the G.I. Bill in the 1940's
helped produce an increase in the number of older adult men
as undergraduate students. Before this period, most
universities' enrollments of adult students were
disproportionately low. except in the areas of correspondence
courses. night courses, extension courses, special "adult
only classes". or graduate courses. The G.I. Bill allowed
many men who had served in the armed forces to return to or
enter college while the government paid them a stipend. This
agreement was used as a means of supplemental payment for

military service to their country (Kasworm, 1980).

An increase in the number of women students coincided with a decrease in the number of women assuming the role of "homemaker" and the beginning of the women's liberation movement. Additionally, the number of female students increased as women began to enter traditionally male dominated career areas (Kasworm, 1980). Statistics from 1960 showed a tripling of women in college from the previous decade (Kasworm, 1980). Statistics from the 1984 census showed a total enrollment of 12,304,000 students in colleges and universities throughout the United States. Approximately 16% of that total were men age 25 and older while approximately 20% were women age 25 and above (U.S. Department of Commerce Bureau of the Census, 1985). Hruby (1985) suggested that 2 out of every 5 undergraduates enrolled in U.S. colleges were over the age of 25. More recent statistics released by the U.S. Department of Educational Research suggest that 32.7 percent of all men enrolled as undergraduates are age 25 or older. Similarly, 27.8 percent of all female college students are over the age of 24 (U.S. Department of Education Office of Educational Research and Improvement, 1987). These figures suggest that by the mid-1990's students age 25 and older will comprise approximately 61% of the total population of undergraduate college students. By the year 2000, reports project that almost 50% of the male college student population and more

than 23% of the female population will be 25 years of age or older (U.S. Department of Education Office of Educational Research and Improvement, 1989).

The introduction of a population so diverse as the nontraditional group produces many new questions for consideration. Astin (1984) stated that "The older student, in my judgment, is the most poorly understood of all the so-called 'new' student groups" (p. 8). Puryear (1988) suggested that colleges must begin to focus on the unique needs of nontraditional students. These students differ appreciably from the traditional students in their psychological, socio-emotional. and behavioral needs (Kasworm. 1982). Unlike the majority of traditional-age students. nontraditional students must cope with additional barriers outside the classroom. Many nontraditional students have a spouse, children, and hold full time jobs in addition to going to school. The role of student is usually coupled with one or more of these additional roles. Often. these roles compete with each other for priority within the nontraditional students' life (Young, 1984).

Nontraditional women seem to encounter even greater difficulties when attending college. Rogers (1981) stated that nontraditional women usually face such problems as: "1) an undue amount of self inflicted pressure: ... 2) test anxiety: and 3) a lack of emotional and/or physical support from other family members" (pp. 1-2).

In addition to the external problems which many
nontraditional students must face, some researchers suggest
that the mental functioning abilities and unsharpened skills
of the nontraditional students may also place additional
pressures upon them (Prager, 1983; Sewall, 1984).   Sewall
(1984) suggested that the adult student may differ from the
traditional student in terms of his/her academic skills and
study habits. He found that nontraditional students
demonstrated less mathematical ability but showed skills
comparable to traditional students in the areas of English
and reading comprehension. In addition. Sewall (1984) found
that test scores of nontraditional students indicated better
study habits and more favorable attitudes toward college than
did traditional students. Ferguson (1966) and Long (1980)
compared the grade point averages (GPA's) of traditional and
nontraditional students. Results from both studies indicated
that nontraditional students had higher GPA's than
traditional students. However. Neal (1987) failed to find
this difference.   Sewall (1984) concluded that "...although
the conclusions are highly tentative, they do suggest that
there may be some essential differences in the academic
skills of older and younger undergraduate students" (p. 15).
In contrast to these findings, Epstein (1987) stated that
although age may offer some variations between traditional
and nontraditional students "... there are insufficient data
to suggest that being older or younger necessarily set people

apart as adult learners" (p. 15).

Why do nontraditional students seek a college degree so late in life? Sewall (1986) asked over 1,000 degree-seeking adults the question "what were the most important reasons for enrolling in college?" "To [italics added] develop a new career", was listed by 65% as a major reason for wanting a college degree while 61% said "simply to learn". Additionally, 51% listed "to have the satisfaction of having a degree" and 48% indicated that the most important reason they enrolled in college was "to achieve independence and a sense of identity." Cross (1982) also listed "the need for personal satisfaction" as an important factor influencing the adult student's decision to attend college. However, her report indicated that some adults attended college "simply to meet new people." Sewall (1986) concluded that individuals who attend college after the age of 25 are usually reevaluating their lives and establishing new priorities. He based these conclusions on Daniel Levinson's stage theory of adult development. Levinson's theory views adulthood as a progression through developmental stages or eras. Each era presents a unique life-cycle conflict which causes the individual to reevaluate his/her life and usually results in an alteration of the current lifestyle in some form. Levinson suggests that a change in an era "...requires a basic change in the fabric of one's life...." (Levinson. Darrow. Edward. Klein. Levinson. & McKee. 1978. p. 19).

Whatever reasons nontraditional students list as reasons for desiring a college degree, researchers suggest that they all can be grouped into three categories (Epstein, 1987: Houle, 1961; Sewall, 1986). Goal-oriented individuals are those who return to school to fulfill a clear-cut objective. Activity-oriented adults continue their education simply to have something different to do and to broaden their social contacts. Finally, learning-oriented adults attend college because they enjoy learning and seek to gain knowledge for its own sake. The majority of the adults surveyed by Sewall (1986) provided goal-oriented and learning-oriented responses most often as reasons for attending college. The most important reasons listed by adult students for attending college were "to aid in my career" and "to simply have the satisfaction of having a degree" (Sewall. 1984).

Psychological research using college students as subjects has been conducted for many years. In fact, it would appear to many that the entire scientific base of psychology has been built upon data collected from the college sophomore and the white rat. Such student-based studies have examined everything from demographic make-up (Astin. 1983: Bean & Metzner, 1985; Hruby, 1985) to creative cheating behaviors (Grover, Becker, Davis, Neal & Syler. 1989). Numerous research projects have examined specific personality characteristics of the college student population (e.g., Craparo, Hines, & Kayson. 1981; de Man & Efraim. 1988;

Marron & Kayson, 1984; Prager, 1983). Despite this abundance
of research on college students, there seems to be a lack of
data that delineates, compares, and contrasts personality
characteristics of traditional and nontraditional students.
Hence, the purpose of the present research project was to
provide preliminary data in this area. More specifically,
traditional and nontraditional students were evaluated in the
areas of self-esteem and manifest anxiety.

Self-esteem is defined as "A person's overall assessment
of his or her personal adequacy or worth" (Weiten, 1989. p
456). It has been hypothesized that the level of self-esteem
which a student possesses may be correlated with that
student's success in school (O'Malley & Bachman, 1979). In
support of this prediction, Craparo et al. (1981) found a
positive relationship between self-esteem and success in
school. Reports conducted with college students suggest
that men have higher self-esteem than do women (Davis.
Bremer. Anderson, & Tramill, 1983; Marron & Kayson, 1984).

Additionally, Prager (1983) reported that
nontraditional community college students had higher
self-esteem than did traditional students.

Manifest anxiety has been defined as "anxiety that is
apparent and presumed to be symptomatic of underlying
repressions or conflicts" (Chaplin. 1985, p. 265). Similar to
the self-esteem literature. researchers have found a
significant difference in the level of manifest anxiety

possessed by male and female college students. Data from these studies report that women have a higher level of manifest anxiety than do men (Davis, Martin, Wilee, & Voorhees, 1978; Tramill, Davis, Bremer, Dudeck, & Elsbury, 1982; Tramill, Kleinhammer-Tramill, Davis, Parks, & Alexander, 1984).

In addition to directly measuring and evaluating these two personality domains, the present study also sought to evaluate differences in the self perception of a variety of attributes that may exist between traditional and nontraditional students. Bailey, Zinser, and Edgar (1975) examined students' self perception of their own levels of intelligence, motivation, and achievement. These results indicated that ratings of motivation and achievement were higher among women. Additionally, both men and women rated the average woman student as being more academically successful, motivated, and intelligent, than the average male student. Conversely, Sowa and LaFleur (1986) found that women reported greater test anxiety and social anxiety than did men. Finally, a study of self perception and career competency revealed that both men and women college students expressed high levels of perceived efficacy in various career areas but displayed moderate levels of perceived competency in those areas (Betz & Hackett, 1978).

It is hoped that this research project will determine the personality charateristics which are unique to

nontraditional student. Additionally, this project seeks to examine the levels of manifest anxiety and self-esteem possessed by college students in general. Any discrepancies between the scores of nontraditional and traditional students will be carefully examined and discussed. It is also hoped that this information will provide preliminary data which will lead to the development and implementation of programs which will aid in the nontraditional student's transition into the college arena. Finally, it is hoped that any information gained through this research effort will contribute to the knowledge of how both traditional and nontraditional students adjust to their college environments.

CHAPTER TWO

METHOD

Subjects

The subjects were 286 volunteers from lower level
psychology classes at a midwestern regional, state university
having an enrollment of nearly 6,000 students.
Nontraditional students, 25 years of age and older, represent
23% of the student body within the university's total
population. The nontraditional student group consisted of
68% of returning college students while 32% were first-time
students. The nontraditional group was composed of 18 men
and 34 women while the traditional group consisted of 78 men
and 156 women. The average age for the traditional students
was 18.99 and for the nontraditional students the average age
was 32.95.

Apparatus

The instruments employed consisted of an informed
consent form (see Appendix A), a demographic form (see
Appendix B), and a questionnaire booklet (see Appendix C).
The questionnaire booklet consisted of the Unidimensional,
Short Form of the Taylor Manifest Anxiety Scale (TMAS; Hicks,
Ostle, & Pelligrini, 1980), the Self Perception Inventory
(SPI; Neeman & Harter, 1986), and form "A" of the Texas
Social Behavior Inventory, (TSBI; Helmreich & Stapp, 1974).

The TMAS measures general anxiety. It is a 20 item

true-false questionnaire which was validated on over 1,000 college students. The TMAS has a reliability score of .88 (Hicks, Ostle, & Pellegrini, 1980).

The SPI for college students is a profile which measures college students' perceptions of themselves. The SPI provides scores measuring a person's perceived ability in the 13 different areas listed in table 1 (Neeman & Harter. 1986). The norms for this 54-item questionnaire were established on over 300 college students. The sub-scale reliabilities range from .76 to .92.

Table 1

The 13 Domains of the Self Perception Inventory are:

CREATIVITY. "This subscale measures the student's perception of his/her ability to be creativity or inventive."

INTELLECTUAL ABILITY. "This subscale measures general intellectual competence. It assesses an individual's global intelligence."

SCHOLASTIC COMPETENCE. "The items on this subscale are directed toward evaluating actual schoolwork and classwork. It questions whether one feels competent that he/she is mastering the coursework."

JOB COMPETENCE. "This scale assesses whether one feels proud. confident. and satisfied with the job he/she does. It also questions whether one could do a new job."

ATHLETIC COMPETENCE. "This subscale seeks to gain knowledge of whether one feels he/she is good at physical

activities and sports."

APPEARANCE. "This subscale focuses on whether one thinks that he/she is physically attractive and feels happy with oneself."

ROMANTIC RELATIONSHIP. "This subscale assesses one's ability to develop new romantic relationships."

SOCIAL ACCEPTANCE. "This subscale ask questions concerning being satisfied with one's social skills, and the ability to make friends easily."

CLOSE FRIENDS. "This domain consists of questions concerning whether one gets lonely because he or she does not have a close friend to share things with. It also assesses one"s ability to make close friends."

PARENT RELATIONSHIPS. "This subscale focuses on liking and feeling comfortable with the way one acts around one's parents and whether one gets along with one's parents."

HUMOR. "This subscale emphasizes the ability to laugh at oneself and take kidding by friends."

MORALITY. "Items from this subscale asks whether one feels his or her behavior is moral."

GLOBAL SELF-WORTH. "This subscale taps one's general feeling about the self. It contains items such as liking the kind of person one is, and liking the way one is leading his/her life."

The TSBI is a validated, objective measure of self-esteem or social competence (Helmreich & Stapp, 1974).

The instrument consists of 16 social-situation items which are rated on a 5-point Likert scale. Higher scores are an indication of higher self-esteem. The TSBI was validated on over 8,000 college students and yielded a test-retest reliability range of .87 to .92 (Helmreich & Stapp, 1974).

Finally, the demographic form requested personal information concerning the subject's age, gender, and classification. The form also requested the subject's educational background and the educational background of his/her parents. To insure confidentiality, the subjects were instructed not place their names on any of the materials within the questionnaire booklet. However, they did sign and return the informed consent form.

Procedures

Test administration took place during a regularly scheduled class hour. Each student was given an informed consent form. General instructions concerning confidentiality rights were presented by the experimenter. Students who were willing to participate signed the consent form and returned it to the experimenter. Those students unwilling to participate were thanked for their time and dismissed. After all consent forms had been returned, subjects were then given a questionnaire booklet. The experimenter instructed the subjects to read the printed instructions on each page of the booklet. None of these

Instructions were read aloud. Subjects were once again instructed not to put their names on the questionnaire booklet. The test questionnaires were collected when all subjects had finished. All subjects were instructed not to discuss the test with students from other classes so to avoid contamination of the experiment. The subjects were thanked and then dismissed. The testing procedure required approximately 40-50 minutes for total administration.

CHAPTER THREE

RESULTS

The data was analyzed by using a 2X2 Analysis of
Variance with gender (male/female) and type of student
(traditional/nontraditional) as the independent variables.
Analysis yielded the following results. It was shown that
women (M = 9.11) reported significantly higher manifest
anxiety, F(1. 282) = 3.76, p < .05. than did men (M = 7.81).
However. the gender X type of interaction was nonsignificant.

Analysis of the TSBI scores indicated that the men (M =
42.20) had significantly higher self-esteem scores. F(1, 282)
= 4.66, p = .029, than did the women (M = 39.74). Similar to
the TMAS scores, the gender X type of student interaction was
nonsignificant. F(1, 282) = .73.

Analysis of the SPI scores yielded significant effects
for the following scales:

Creativity. A significant gender effect was obtained
for the creatiity domain, F(1, 282) = 8.87, p < .003. The
scores of the men (M = 11.63) were significantly higher than
those of the women (M = 10.29).

Athletic Competence. Significance was found for the
gender, F(1, 282) = 25.98, p < .001, and the type of student
effects, F(1, 282) = 7.64, p = .006. Newman-Keuls tests
indicated that the men scored higher (M = 11.92) than the
women (M = 9.09) and the traditional students (M = 11.27)

scored higher (p < .01) than the nontraditional students (M = 9.27).

Appearance. There was a significant gender effect for this domain, F(1, 282) = 14.01, p < .01. The scores of the men (M = 11.39) were higher than those of the women (M = 9.53).

Close Friendships. The type of student effect was significant, F(1, 282) = 8.08, p < .005, and the gender X type of student was significant, F(1,282) = 3.88, p < .05. The traditional students (M = 12.73) scored higher than the nontraditional students (M = 11.26). Newman-Keuls tests revealed that the significant interaction was the result of traditional women scoring significantly higher (p < .05) on this scale than the traditional men and the nontraditional men and women. Additionally, the traditional men scored significantly higher (p < .05) than the nontraditional women.

Parent Relationships. The gender X type of student effect was significant, F(1, 282) = 5.21, p = .021. The interaction was probed by the use of Newman-Keuls tests. Results indicated that the scores of the nontraditional men were significantly higher (p < .05) than those of the nontraditional women and the traditional men. All other comparisons were nonsignificant.

Morality. A significant gender effect, F(1. 282) = 5.61. p = .017, was the result of the women (M = 12.94) scoring significantly higher than the men (M = 11.91).

CHAPTER 4

CONCLUSIONS

Initially, this project was designed to identify
possible differences between traditional and nontraditional
students in the areas of manifest anxiety, self-esteem, and
self perception. Results indicated that the women had higher
manifest anxiety scores did the men. In turn, the men scored
higher than the women on the self-esteem scale. There was no
difference between the scores of the traditional and
nontraditional students on either of these scales. The
scores from the SPI showed only a slight difference between
traditional and nontraditional students. Significance was
found for only 6 of the 13 scales. While each of the six
scales showed significant gender effects. only three of these
showed a gender X type of student effect.

Manifest anxiety and self-esteem scales.

The fact that these data indicate that women reported
higher manifest anxiety scores than did the men corraborate
previous reports by Davis et al. (1978) and Tramill et al.
(1982, 1984). Additionally, the results which indicated that
the men had higher self-esteem than the women were also in
support of earlier work done by Craparo et al. (1981) and
Davis et al. (1983). However, these results failed to
replicate the findings by Prager (1983) which showed that
nontraditional students had higher self-esteem than did

traditional students. Although the significant gender effects found by these data tend to support previous research efforts, it cannot be overlooked that these same data failed to find any differences between traditional and nontraditional students. These findings support the conclusions drawn by Epstein (1987). There seems to be no difference between traditional and nontraditional students in the areas of manifest anxiety and self-esteem.

Self Perception Inventory.

Appearance and Creativity Domains. The results from the SPI also indicated several gender differences. Men scored significantly higher in the areas of creativity and appearance. Possibly with the introduction of the male beauty magazine, GQ, and the male cosmetic industry becoming a multi-million dollar investment, today's college man has become more conscious of his appearance and has taken an interest in inventing his own style or personal ambiance. Likewise, the lower scores obtained by the women on the appearance domain could be the result of the critical self-analysis which many college females possess. Many females in general have a critical self-view of being overweight or "not pretty enough." Support for this conclusion can be seen in the billions of dollars spent on cosmetic surgery each year and the number of women who have eating disorders.

Close Friendships Domain. The traditional students
scored significantly higher than the nontraditional students
in the area of close friendships. This may result from the
fact that the nontraditional students often have well defined
and longstanding ties with family members such as a spouse, a
child, or co-workers. These individuals fulfill the role of
close friend, therefore the nontraditional student does not
seek companionship outside these boundaries very often.
However, the traditional student has no such individual in
his/her life who can play such a dual role. So, they form
surrogate ties through developing close friendships.

Parent Relationship Domain. A type of student X gender
interaction was obtained in the area of parent relationships.
The data indicated that the nontraditional men had higher
scores in the area of parent relationships. It is possible
that these men. who were baby boomers, are providing some
form of support for their now aging parents. This type of
atmosphere could possibly be conducive to the development of
a new and closer relationship between an adult son and his
parents.

Morality Domain. In regards to the women reporting
higher morality scores, it has often been echoed by some
therapists that women may possess views which differ
drastically from men concerning particular moral issues.
This argument has been cited and studied in conjuction with
such tests as the Kohlberg Moral Judgment Scale. The

discrepency in scores may simply be a result of how both genders viewed the issues presented.

Athletic Competence Domain. Finally, results from the athletic competence scale indicated that the traditional men scored higher than all other groups. The reason for this may seem the most clear-cut of all. This may simply be due to cultural influences. Society teaches that the hero is always a young, strong man. He is athletic and can handle any situation which arises. Therefore, it is not suprising to see that the traditional men perceive themselves as being very athletic especially if they model themselves after the heroes which are seen on television.

In conclusion, the lack of significant differences between traditional and nontraditional students seems to support the conclusions drawn by Epstein (1987). The nontraditional student may not differ from the traditional student except in the areas of his/her personal life. For instance, Rogers (1981) suggested that nontraditional students need "...support groups and counseling groups ....for intervention with possible family difficulties resulting from the quest for higher education" (p. 1). Young (1984) suggested that offering mail-in registration, expanding off-campus courses, and more weekend classes would greatly benefit the nontraditional student. Given the results of this research and the echos of such individuals as Epstein (1987), Rogers (1981) and Young (1984), it seems that

more attention should be given to the external factors
affecting the lives of nontraditional students. Further
studies investigating the needs of nontraditional students
might consider examining the students' private lives. An
indepth study of the interpersonal lives of nontraditionals
may provide more information than any test score about
problems which nontraditional students face. This type of
research may ultimately lead to the formation of well needed
peer groups and family therapy sessions which may prove the
most beneficial source of help for nontraditional students.

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Appendix A

Consent Form

Consent Form

Carefully read the following statements and sign below if you are in agreement.

The purpose of the present study is to better understand the particular needs. Interest and motivations of Emporia State University Students.

The time taken to fill out the questionnaire will be approximately 40 minutes. Your answers as well as any identifying data will remain confidential.

I have read and understand the preceeding information and agree to participate in this study.

_____

Signature of Participant/Date

Appendix B

Demographic Information Form

Demographic Information

      Please circle: Male / Female   Age _____

      Status: Traditional _____   Non-Traditional _____

.   (25 yrs. or older).

1. Classification

    a. Freshman

    b. Sophomore

    c. Junior

    d. Senior

    e. Graduate

    f. Non-degree seeking

2. How would you describe your performance in high school?

    a. A average student

    b. B average student

    c. C average student

    d. D average student

    e. Below passing grades, on average

3. How would you describe your performance at ESU?

    a. A average student

    b. B average student

    c. C average student

    d. D average student

    e. Below passing grades, on average

    f. First semester at ESU. no GPA yet

4. Have you attended any college or university prior to your
    attendance at ESU? Yes / No

    If so, where? _____

    How long did you attend the school listed in Question 4?

    If you answered yes to Question 4, how would you describe
your performance   at the institution you listed above?

    a. A average student

    b. B average student

    c. C average student

    d. D average student

    e. Below passing grades, on average

    For Questions 5 & 6, please use the following scale:

    1 = less than eighth grade education

    2 = completed eighth grade

    3 = completed one year of high school

    4 = completed two years of high school

    5 = completed three years of high school

    6 = high school graduate

    7 = completed one year of college

    8 = completed two years of college

    9 = completed three years of college

    10 = earned undergraduate college degree

            (i.e., B.A., B.S., etc.)

    11 = attended graduate or professional school

    12 = completed degree in graduate or professional school

5. Choosing from the list above, indicate your Father's

    highest level of education. _____

6. Choosing from the list above, indicate your Mother's highest level of education. _____

7. On a scale from one to ten. the amount of financial support I receive from my parents is:

Nothing	Covers about half my expenses	Total Financial Support

1   2   3   4   5   6   7   8   9   10

8. I feel my parent's attitude toward my education is:

    a. very supportive

    b. supportive

    c. indifferent

    d. mildly negative

    e. very negative

    f. openly hostile

Any other comments about your parent's attitudes toward your education?_____

_____

9. How much pressure do you place upon yourself to perform well in college?

None	Medium	Extreme

1   2   3   4   5   6   7   8   9   10

10. How much pressure do your parents place on you to do well in college?

None	Medium	Extreme

1   2   3   4   5   6   7   8   9   10

11. Of your answeres to questions 9 and 10, which ONE of
    these reasons do you feel produces the most pressure to
    do well? _____

12. To your knowledge, are there any tutoring services
    available at Emporia State University?
    Yes / No / Don't Know.
    Have you used any type of tutoring services
    at this or any other university? _____
    If so, where and what type of tutoring
    service was it? _____

    _____

Appendix C

Questionnaire Booklet

TAYLOR MANIFEST ANXIETY SCALE

EMPORIA STATE UNIVERSITY

Please answer **TRUE** or **FALSE** to the following questions.

____ 1.   I often dream about things I don't like to
          tell other people.

____ 2.   I often find myself worrying about something.

____ 3.   At times I lose sleep over worry.

____ 4.   My sleep is restless and disturbed.

____ 5.   At times I feel that I am going to crack up.

____ 6.   I feel anxious about something or someone
          almost all the time.

____ 7.   I work under a great deal of strain.

____8.   I worry quite a bit over possible troubles.

____9.   At times I have been worried beyond reason
          about something that really did not matter.

____10.   I am the kind of person who takes things hard.

____11.   My feelings are hurt easier than most people.

____12.   I worry over money and business.

____13.   I have nightmares every few nights.

____14.   At times I am so restless that I cannot sit
          in a chair for very long.

____15.   Sometimes I become so excited that I find it's hard
          to get to sleep.

____16.   I find it hard to keep my mind on a task or job.

____17.   Life is often a strain to me.

___18.   I am more self-conscious than most people.

___19.   I have often felt that I faced so many difficulties

that I could not overcome them.

___20.   I have been afraid of things or people that I knew

could not hurt me.

SELF PERCEPTION INVENTORY

What I Am Like

The following are statements which allow college students to describe themselves. There are no right or wrong answers since students differ markedly. Please read the entire sentence across. First decide which one of the two parts of each statement best describes you; then go to that side of the statement and check whether that is just sort of true for you or really true for you. You will just check ONE of the four boxes for each statement. Think about what you are like in the college environment as you read and answer each one.

Really True For Me	Sort of True For Me				Sort of True For Me	Really True For Me
1. ☐	☐	Some students like the kind of person they are	BUT	Other students wish that they were different.	☐	☐
2. ☐	☐	Some students are not very proud of the work they do on their job	BUT	Other students are very proud of the work they do on their job.	☐	☐
3. ☐	☐	Some students feel confident that they are mastering their coursework	BUT	Other students do not feel so confident.	☐	☐
4. ☐	☐	Some students are not satisfied with their social skills	BUT	Other students think their social skills are just fine.	☐	☐
5. ☐	☐	Some students are not happy with the way they look	BUT	Other students are happy with the way they look.	☐	☐
6. ☐	☐	Some students like the way they act when they are around their parents	BUT	Other students wish they acted differently around their parents.	☐	☐
7. ☐	☐	Some students get kind of lonely because they don't really have a close friend to share things with	BUT	Other students don't usually get too lonely because they do have a close friend to share things with.	☐	☐
8. ☐	☐	Some students feel like they are just as smart or smarter than other students	BUT	Other students wonder if they are as smart.	☐	☐
9. ☐	☐	Some students often question the morality of their behavior	BUT	Other students feel their behavior is usually moral.	☐	☐
10. ☐	☐	Some students feel that people they like romantically will be attracted to them	BUT	Other students worry about whether people they like romantically will be attracted to them.	☐	☐
11. ☐	☐	When some students do something sort of stupid that later appears very funny, they find it hard to laugh at themselves	BUT	When other students do something sort of stupid that later appears very funny, they can easily laugh at themselves.	☐	☐

	Really True For Me	Sort of True For Me					Sort of True For Me	Really True For Me
12.	☐	☐	Some students feel they are just as creative or even more so than other students	BUT	Other students wonder if they are as creative.		☐	☐
13.	☐	☐	Some students feel they could do well at just about any new athletic activity they haven't tried before	BUT	Other students are afraid they might not do well at athletic activities they haven't ever tried.		☐	☐
14.	☐	☐	Some students are often disappointed with themselves	BUT	Other students are usually quite pleased with themselves.		☐	☐
15.	☐	☐	Some students feel they are very good at their job	BUT	Other students worry about whether they can do their job.		☐	☐
16.	☐	☐	Some students do very well at their studies	BUT	Other students don't do very well at their studies.		☐	☐
17.	☐	☐	Some students find it hard to make new friends	BUT	Other students are able to make new friends easily.		☐	☐
18.	☐	☐	Some students are happy with their height and weight	BUT	Other students wish their height or weight was different.		☐	☐
19.	☐	☐	Some students find it hard to act naturally when they are around their parents	BUT	Other students find it easy to act naturally around their parents.		☐	☐
20.	☐	☐	Some students are able to make close friends they can really trust	BUT	Other students find it hard to make close friends they can really trust.		☐	☐
21.	☐	☐	Some students do not feel they are very mentally able	BUT	Other students feel that they are very mentally able.		☐	☐
22.	☐	☐	Some students usually do what is morally right	BUT	Other students sometimes don't do what they know is morally right.		☐	☐
23.	☐	☐	Some students find it hard to establish romantic relationships	BUT	Other students don't have difficulty establishing romantic relationships.		☐	☐
24.	☐	☐	Some students don't mind being kidded by their friends	BUT	Other students are bothered when friends kid them.		☐	☐
25.	☐	☐	Some students worry that they are not as creative or inventive as other people	BUT	Other students feel they are very creative and inventive.		☐	☐
26.	☐	☐	Some students don't feel they are very athletic	BUT	Other students do feel they are athletic.		☐	☐

Really True For Me	Sort of True For Me				Sort of True For Me	Really True For Me
27.	☐ ☐	Some students usually like themselves as a person	BUT	Other students often don't like themselves as a person.	☐ ☐
28.	☐ ☐	Some students feel confident about their ability to do a new job	BUT	Other students worry about whether they can do a new job they haven't tried before.	☐ ☐
29.	☐ ☐	Some students have trouble figuring out homework assignments	BUT	Other students rarely have trouble with their homework assignments.	☐ ☐
30.	☐ ☐	Some students like the way they interact with other people	BUT	Other students wish their interactions with other people were different.	☐ ☐
31.	☐ ☐	Some students wish their body was different	BUT	Other students like their body the way it is.	☐ ☐
32.	☐ ☐	Some students feel comfortable being themselves around their parents	BUT	Other students have difficulty being themselves around their parents.	☐ ☐
33.	☐ ☐	Some students don't have a close friend they can share their personal thoughts and feelings with	BUT	Other students do have a friend who is close enough for them to share thoughts that are really personal.	☐ ☐
34.	☐ ☐	Some students feel they are just as bright or brighter than most people	BUT	Other students wonder if they are as bright.	☐ ☐
35.	☐ ☐	Some students would like to be a better person morally	BUT	Other students think they are quite moral.	☐ ☐
36.	☐ ☐	Some students have the ability to develop romantic relationships	BUT	Other students do not find it easy to develop romantic relationships.	☐ ☐
37.	☐ ☐	Some students have a hard time laughing at the ridiculous or silly things they do	BUT	Other students find it easy to laugh at themselves.	☐ ☐
38.	☐ ☐	Some students do not feel that they are very inventive	BUT	Other students feel that they are very inventive.	☐ ☐
39.	☐ ☐	Some students feel they are better than others at sports	BUT	Other students don't feel they can play as well.	☐ ☐
40.	☐ ☐	Some students really like the way they are leading their lives	BUT	Other students often don't like the way they are leading their lives.	☐ ☐
41.	☐ ☐	Some students are not satisfied with the way they do their job	BUT	Other students are quite satisfied with the way they do their job.	☐ ☐

	Really True For Me	Sort of True For Me				Sort of True For Me	Really True For Me

42. ☐ ☐   Some students some times do not feel intellectually competent at their studies   **BUT**   Other students usually do feel intellectually competent at their studies.   ☐ ☐

43. ☐ ☐   Some students feel that they are socially accepted by many people   **BUT**   Other students wish more people accepted them.   ☐ ☐

44. ☐ ☐   Some students like their physical appearance the way it is   **BUT**   Other students do not like their physical appearance.   ☐ ☐

45. ☐ ☐   Some students find that they are unable to get along with their parents   **BUT**   Other students get along with their parents quite well.   ☐ ☐

46. ☐ ☐   Some students are able to make really close friends   **BUT**   Other students find it hard to make really close friends.   ☐ ☐

47. ☐ ☐   Some students would really rather be different   **BUT**   Other students are very happy being the way they are.   ☐ ☐

48. ☐ ☐   Some students question whether they are very intelligent   **BUT**   Other students feel they are intelligent.   ☐ ☐

49. ☐ ☐   Some students live up to their own moral standards   **BUT**   Other students have trouble living up to their moral standards.   ☐ ☐

50. ☐ ☐   Some students worry that when they like someone romantically, that person won't like them back   **BUT**   Other students feel that when they are romantically interested in someone, that person will like them back.   ☐ ☐

51. ☐ ☐   Some students can really laugh at certain things they do   **BUT**   Other students have a hard time laughing at themselves.   ☐ ☐

52. ☐ ☐   Some students feel they have a lot of original ideas   **BUT**   Other students question whether their ideas are very original.   ☐ ☐

53. ☐ ☐   Some students don't do well at activities requiring physical skill   **BUT**   Other students are good at activities requiring physical skill.   ☐ ☐

54. ☐ ☐   Some students are often dissatisfied with themselves   **BUT**   Other students are usually satisfied with themselves.   ☐ ☐

TEXAS SOCIAL BEHAVIOR INVENTORY

Emporia State University

1. I am not likely to speak to people until
    they speak to me.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

2. I would describe myslef as self-confident.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

3. I feel confident of my appearance.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

4. I am a good mixer.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

5. When in a group of people, I have trouble thinking
    of the right things to say.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

6. When in a group of people, I usually do what the others
    want rather than make suggestions.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

7. When I am in disagreement with other people, my opinion
    usually prevails.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

8. I would describe myself as one who attempts to master
    situations.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

9. Other people look up to me.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

10. I enjoy social gatherings just to be with people.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

11. I make a point of looking other people in the eye.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

12. I cannot seem to get others to notice me.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

13. I would rather not have very much responsiblity for other people.

a	b	c	d	e
Not at all character- istic of me	Not very	Slighlty	Fairly	Very much character- istic of me

14. I feel comfortable being approached by someone
in a position of authority.

a   b   c   d   e

Not at all   Not   Slighlty Fairly   Very much

character-   very   character-

istic of me   istic of me

15. I would describe myself as indecisive.

a   b   c   d   e

Not at all   Not   Slighlty Fairly   Very much

character-   very   character-

istic of me   istic of me

16. I have no doubts about my social competence.

a   b   c   d   e

Not at all   Not   Slighlty Fairly   Very much

character-   very   character-

istic of me   istic of me