

AN ABSTRACT OF THE THESIS OF

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Abstract approved: 

This study examined the anxiety levels of first generation college students (FGCS) in Project Challenge (a program designed to aid FGCS in college success), FGCS not in Project Challenge and non-first generation college students (non-FGCS). Grade point average was also examined in this study. Participants were 106 undergraduate college students from a Midwestern university. Data collection included demographic information and State-Trait Anxiety Inventories from participants. Results indicated no significant differences in anxiety levels between FGCS not in Project Challenge and FGCS in Project Challenge. Subsequent exploratory analyses removing non-FGCS were conducted and this revealed a statistically significant difference in grade point average between FGCS in Project Challenge ($M = 3.11, SD = .58$) and FGCS not in Project Challenge ($M = 2.71, SD = .72$).

AN EXAMINATION OF THE RELATIONSHIP BETWEEN ANXIETY AND FIRST
GENERATION COLLEGE STUDENTS

A Thesis

Presented to

the Department of Psychology and Special Education

EMPORIA STATE UNIVERSITY

In Partial Fulfillment

of the Requirements for the Degree

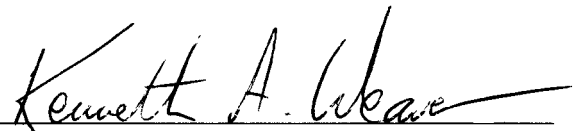
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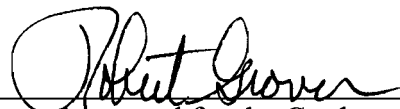
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CHAPTER 1

INTRODUCTION

The purpose of this study was to compare levels of anxiety between first generation college students (FGCS) and non-first generation college students (non-FGCS). College can be anxiety-provoking, FGCS experience difficulties which are exclusive to them. The interest of this study was to determine whether FGCS have a predisposition to anxiety relative to non-FGCS thereby hindering their college success.

It was important to understand if and/or how anxiety influences college experience and performance of FGCS. Many factors put FGCS at greater risk of not completing college (Bui, 2002; Hertel, 2002; Inman & Mayes, 1999; Merullo, 2002). Psychologically, FGCS can be unprepared for college (Inman & Mayes), and recognizing anxiety could aid this group of students in completing college successfully. Social support is beneficial and an aid to FGCS in graduating from college (Hertel). For example, FGCS who join campus organizations and live on campus are more likely to develop relationships that increase the likelihood of collegiate success (Hertel). If FGCS are found to experience greater levels of anxiety than non-FGCS, preventative programs could be formed to reduce FGCS level of anxiety during college. Some universities (e.g., the University of Texas at Austin) have already implemented programs to aid FGCS in a successful college experience (Merullo). This author predicted that FGCS would experience greater amounts of anxiety than non-first generation college students.

FGCS refers to those college students whose parents have either not attended college (Bui, 2002) or have not completed one year of college (Hertel, 2002).

Researchers have not agreed on one definition for the term FGCS, but both definitions

are close enough in meaning that research has been consistent whether FGCS refers to neither parent attending college or either parent attending college for less than 1 year. Non-FGCS refers to all college students with at least one parent who attended college a minimum of one year.

Review of the Literature

Characteristics of FGCS

While many researchers agree that FGCS are unique, the factors that set this group of students apart have been difficult to define. In addition to attending college, Hertel (2002) examined the differences in FGCS that are nonacademic such as being a mother, having a full-time or part-time job, and consequently not having adequate familial support. All of these responsibilities require special consideration while attending college. When the student is also a FGCS, these considerations are often compounded (Hertel). Inman and Mayes (1999) found that FGCS are more likely to have a family, be female, and work full-time. Bui (2002) has found that FGCS are “more likely to be ethnic minority students, to come from a lower socioeconomic background, and speak a language other than English at home” (p. 9). On the other hand, Inman and Mayes did not find a racial difference between FGCS and non-FGCS. Although the research varies, there seems to be significant demographic differences between FGCS and non-FGCS. This study sought to clarify the role of anxiety, which does affect college performance (Misra & McKean, 2000), in this situation. In addition to these demographic differences, FGCS may also differ from non-FGCS psychologically.

Some FGCS have reported an overall feeling of being unprepared for college, experiencing greater financial concerns, and the need to study more than non-FGCS (Bui,

2002). These feelings can all contribute to anxiety level. Other FGCS reported increased doubts (Hellman, 1996) and lower self-esteem (McGregor, Mayleben, Buzzanga, Davis, & Becker, 1991) compared to non-FGCS. Sometimes the basic procedures involved with being a college student can be anxiety-provoking. For example, getting textbooks and finding buildings on campus can be simple for students whose parents can direct them, or at least let them know what to expect (Merullo, 2002). If left to do these tasks alone, however, it can be extremely stressful for FGCS (Merullo). Hertel (2002) discussed the importance of social supports in college. FGCS may not have as much support from family, friends or peers as non-FGCS for attending college (Hertel). This is key because Rawson (1994) found significant levels of anxiety in college students as a result of no strong social support system. A strong social support system refers to special programs, advising and attentive dormitory counselors. The effectiveness or strength of the support system depends upon the overall quality of the support system (Rawson).

Academics

The previously discussed limitations FGCS face can be discouraging. Nonetheless, research has shown FGCS are just as capable of succeeding academically, if not more so, when compared with non-FGCS. After their first semester of college, Naumann, Bandalos, and Gutkin (2003) found FGCS to have ACT scores and grade point averages that are within the same range as non-FGCS. Additionally, FGCS were more dependent upon self-regulated learning. "Self-regulated students view academic tasks as useful and interesting and see themselves as capable of successfully fulfilling academic responsibilities" (Naumann et al., p. 5). FGCS are more knowledgeable regarding their

degree plans and more decisive in their area of interest compared to non-FGCS (Bui, 2002).

Effects of Anxiety

Anxiety has a negative affect on cognitive thought processes and physiological processes. The Yerkes-Dodson law says that while some anxiety is useful to facilitate performance, too much or not enough anxiety can hinder performance (Clark, 1999). Furthermore, lower levels of arousal are more beneficial while completing intellectual or cognitive tasks much like those done in college (Clark). This concept can be especially pertinent to FGCS. According to the Yerkes-Dodson law and what is known about anxiety in FGCS, these students need a lower baseline anxiety level than non-FGCS to perform at the same level. As a result, FGCS and they might need to have extra support while transitioning into college.

Cognitive processes such as attention and retention are impaired when an individual is experiencing significant levels of anxiety according to psychological tests for anxiety (Terry & Burns, 2001). Physiologically, college students who have high levels of stress and anxiety often experience headaches (Misra & McKean, 2000). These symptoms are all extremely troublesome for FGCS. In fact, Inman and Mayes (1999) found female FGCS to be at greater risk of experiencing these symptoms. Anxiety can account for up to 68% of depression (Rawson, 1994). Symptoms of anxiety such as stress lead to illness among college students (Rawson). These studies demonstrate the necessity of preventing and coping with stress, as anxiety can lead to major problems in college.

Programs to Meet the Needs of FGCS

Some universities (e.g., Smith College) have recognized the need for additional support for FGCS (Merullo, 2002). Innovative programs across the United States range from a month-long college orientation during the summer before attending college in the fall to orientations specifically designed for FGCS (Merullo, 2002).

FGCS also utilize college counseling centers. Many schools have been training their financial aid counselors, peer counselors, and professional counselors to work with FGCS (Bui, 2002). These counselors are learning techniques to aid FGCS who are struggling with anxiety and college. For example, Misra and McKean (2000) found that college students who set goals and practiced time management in their daily activities had lower levels of stress and anxiety than other students. By making these types of specialized services available and encouraging FGCS to utilize the programs, FGCS have an increased chance for success.

Emporia State University (ESU) is an institution that aids FGCS with a program known as Project Challenge. Project Challenge currently serves the maximum of 165 ESU students (T. Benjamin, personal communication, February 11, 2004). ESU reported approximately 60% of incoming students as FGCS (Dr. K. Weaver, personal communication, November 25, 2003). In addition to serving FGCS, Project Challenge serves students who fall below the federal income guidelines or have a physical or learning disabilities (T. Benjamin, personal communication, February 11, 2004) . Unfortunately, Project Challenge is not currently large enough to accommodate all FGCS at ESU.

Project Challenge is a federally funded program that has existed at ESU since 1984. Project Challenge aims to help students set goals, increase self-awareness and

ultimately graduate from college. Project Challenge offers tutoring, mentoring, leadership courses, and counseling workshops to directly aid students academically. Social and leisure activities are also provided to aid students in building a support system while at college. For example, Project Challenge participants have the opportunity to take part in extracurricular activities including sports and theatre events throughout the school year (T. Benjamin, personal communication, February 11, 2004).

This study examined anxiety levels of FGCS who are involved in Project Challenge, FGCS who are not involved in Project Challenge and non-FGCS. An elevation in anxiety was expected among FGCS not utilizing the services provided by Project Challenge relative to the other two groups. It was predicted FGCS not involved in Project Challenge would have increased anxiety levels, and lower GPA and graduation rate.

Summary

The present author hypothesized that FGCS not involved in Project Challenge would report higher levels of anxiety than both FGCS in Project Challenge and non-FGCS. ESU currently has a program to aid FGCS; nonetheless, many FGCS do not participate in Project Challenge. This study expected to find FGCS in Project Challenge as having lower anxiety levels and more likely to graduate college. If correct, the necessity and utility of Project Challenge will be validated. As a result, it is hoped that more FGCS will become aware of Project Challenge and how participation in the program can facilitate graduation.

CHAPTER 2

METHOD

Participants

One-hundred and six undergraduate college students from a Midwestern university participated in this study. The sample consisted of 77 participants who were enrolled in general and developmental psychology courses. Of these participants, 26 were FGCS not in Project Challenge, 29 were FGCS in Project Challenge and 51 were non-FGCS. Participants ranged in age from 18 to 46 years old ($M = 21.06$, $SD = 10.67$). Sixty-five of the participants were female, and 41 of the participants were male. These results should generalize to other undergraduate college students with similar characteristics. Overall descriptive statistics for participants are located in Tables 1, 2 and 3.

Design

The author was interested in examining the possible differences in anxiety levels and grade point average among FGCS involved in Project Challenge, FGCS not involved in Project Challenge and non-FGCS. The independent variables were Status (freshman or non-freshman) and Group (FGCS in Project Challenge, FGCS not in Project Challenge or non-FGCS). Thus the study had a 2 x 3 between subjects design. The dependent variables were subjective levels of anxiety and reported GPA. Two types of anxiety were measured, state and trait. This author hypothesized that FGCS not involved in Project Challenge would have increased anxiety levels and lower GPA relative to the other two groups.

Table 1

Descriptive Statistics of First Generation College Students in Project Challenge

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	%
Age	29	22.52	6.37	
Gender				
Male	6			21
Female	23			79
Race				
Caucasian	16			59
Non-Caucasian	11			41
Credit Hours				
Current Semester		13.96	2.32	
Total-to-date		48.11	38.50	
Extracurricular involvement		1.82	1.49	
Residence				
On-Campus	12			44
Off-Campus	15			56
Distance from permanent address		70.74	111.68	

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	%
<hr/>				
Household Composition				
Alone	8			30
Roommates / peers	9			33
Parents	5			19
Spouse	2			7
Spouse & child	3			11

Table 2

Descriptive Statistics of First Generation College Students Not in Project Challenge

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	%
Age	26	20.62	2.15	
Gender				
Male	12			46
Female	14			54
Race				
Caucasian	20			77
Non-Caucasian	6			23
Credit Hours				
Current Semester		13.76	2.67	
Total-to-date		36.40	31.74	
Extracurricular involvement		0.35	0.63	
Residence				
On-Campus	11			48
Off-Campus	12			52
Distance from permanent address		574.95	2219.03	

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	%
<hr/>				
Household Composition				
Alone	5			17
Roommates / peers	14			58
Parents	1			4
Spouse	0			0
Spouse & child	4			16

Table 3

Descriptive Statistics of Non-First Generation College Students

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	%
Age	51	20.47	3.46	
Gender				
Male	23			45
Female	28			55
Race				
Caucasian	46			92
Non-Caucasian	4			8
Credit Hours				
Current Semester		14.00	3.01	
Total-to-date		40.09	45.19	
Extracurricular involvement		0.96	1.18	
Residence				
On-Campus	22			46
Off-Campus	26			54
Distance from permanent address		55.50	48.70	

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	%
<hr/>				
Household Composition				
Alone	4			8
Roommates / peers	36			73
Parents	6			12
Spouse	0			0
Spouse & child	3			6

Instrument

The STAI is a self-report Likert-type anxiety inventory consisting of 20 state items and 20 trait items (Deckro et al., 2002; Misra & McKean, 2000). Two forms of the inventory exist, however, Form X was used as it is more common in clinical research (Barnes, Harp, & Jung, 2002). State items are intended to measure current anxiety and trait items are intended to measure a more general level of anxiety (Barnes et al.). State items are more circumstantial and dependent upon current situations (Barnes et al.). Trait items are aimed at more general feelings of anxiety and tension, and elevated trait scores often result in higher state scores (Barnes et al.).

The inventory yields two separate anxiety scores, a state score and a trait score. The range for each scale is 20 to 80 with 20 being a denial of any anxiety (Spielberger, 1983). Female college students are expected to yield slightly higher state scores ($M = 38.76$, $SD = 11.95$) than male college students ($M = 36.47$, $SD = 10.02$) according to the normative sample. Female college students are also expected to yield higher trait scores ($M = 40.40$, $SD = 10.15$) than male college students ($M = 38.30$, $SD = 9.18$) according to the normative sample (Spielberger). Test-retest reliability for state items is .16 to .62 (Deckro et al., 2002) which is expected as state anxiety may vary from one moment to the next. Test-retest reliability for trait items is .65 to .86 (Deckro et al.), markedly higher than state.

Procedure

Participants in this study were recruited via sign-up. The sign-up sheets included the location of each session, the time each session was to begin, and approximate duration. Psychology students who volunteered to participate in the study were

compensated with research points towards their respective psychology course. Project Challenge students who participated in the study did so on a volunteer basis via sign-up sheets posted in the Project Challenge CAT (Content Area Tutoring) lab. Data collection included demographic data from participants. Demographic information requested included: gender, ethnicity/race, age, whether either parent or guardian attended college and duration of any parent/guardian college attendance, participation in extracurricular activities (organizations, sports, clubs, etc), employment status, college hours enrolled at present, year in college, completed college hours, overall GPA, distance from permanent address, living on-campus or off-campus, and household composition.

Upon arrival to participate in the study, all subjects were given two informed consent documents (Appendix A), one to keep and one to sign and return prior to beginning the inventory. Scripted directions (Appendix B) were read aloud explaining the importance of the study, the location at the front of the classroom to return completed demographic information sheets and anxiety inventories, and this author's appreciation for their participation in the study. Next, the demographic information sheet (Appendix C) and State-Trait Anxiety Inventory (STAI) were handed out. Measures were stapled together as the author needed to know the demographic data that accompanied each anxiety inventory.

CHAPTER 3

RESULTS

The present study was designed to compare levels of anxiety between FGCS involved in Project Challenge, FGCS not in Project Challenge and non-FGCS. It was predicted that FGCS not involved in Project Challenge would report higher levels of anxiety than FGCS in Project Challenge and non-FGCS. The STAI was used to measure both state and trait anxiety in all participants. The participants were undergraduate students from a Midwestern university.

Results were analyzed using a 2 (Status) x 3 (Group) factorial analysis of variance on the STAI scores. The variables measured were Status (freshman and non-freshman) and Group (FGCS involved in Project Challenge, FGCS not involved in Project Challenge and non-FGCS). The dependent variables were state and trait STAI scores and GPA. An alpha level of .05 was used for all statistical tests. Overall descriptive statistics for mean STAI state and trait scores along with mean GPA for each group of participants are located in Table 4.

The statistical analysis revealed no significant differences in state anxiety for Status, $F(1, 99) = .08, p = .78$. The statistical analysis revealed no significant differences in state anxiety scores on Group, $F(2, 99) = .49, p = .61$. The statistical analysis revealed no significant interaction, $F(2, 99) = .71, p = .49$.

The statistical analysis revealed no significant differences in trait anxiety scores for Status, $F(1, 99) = .19, p = .67$. The statistical analysis revealed no significant differences in trait anxiety scores on Group, $F(2, 99) = 1.89, p = .16$. The statistical analysis revealed no significant interaction, $F(2, 99) = .135, p = .26$.

Table 4

Mean and Standard Deviation for STAI State and Trait Scores and GPA

Variable	State	Trait	GPA
Freshmen: FGCS in			
Project Challenge			
Mean	37.67	37.50	3.11
Standard deviation	11.97	10.16	0.71
Freshmen: FGCS not in			
Project Challenge			
Mean	34.93	38.43	2.57
Standard deviation	9.39	9.53	0.91
Freshmen: non-FGCS			
Mean	37.03	40.90	2.89
Standard deviation	9.67	8.07	0.52
Total			
Mean	36.89	39.58	2.87
Standard deviation	10.08	8.86	0.69

Variable	State	Trait	GPA
Non-freshmen: FGCS in			
Project Challenge			
Mean	33.41	33.82	3.11
Standard deviation	8.16	9.38	0.49
Non-freshmen: FGCS not in			
Project Challenge			
Mean	36.92	42.50	2.87
Standard deviation	12.28	13.41	0.39
Non-freshmen: non-FGCS			
Mean	38.65	37.89	2.96
Standard deviation	11.07	10.20	0.48
Total			
Mean	36.41	37.60	3.00
Standard deviation	10.51	11.10	0.46

No significant differences were found in GPA for Status, $F(1, 89) = 1.03, p = .31$ or for Group, $F(2, 89) = 2.70, p = .07$. The statistical analysis also revealed no significant interaction, $F(2, 89) = .44, p = .65$.

Subsequent exploratory analyses using a 2 x 2 ANOVA were conducted to compare GPA of FGCS in Project Challenge and GPA of FGCS not in Project Challenge. Significance was found in GPA across Group, $F(1, 46) = 4.34, p = .04$ when non-FGCS were removed from the analysis. No significant differences were found in GPA across Status, $F(1, 46) = .70, p = .41$. The statistical analysis revealed no significant interaction between GPA $F(1, 46) = .64, p = .43$. FGCS in Project Challenge ($M = 3.11, SD = .58$) reported higher overall GPA than FGCS not in Project Challenge ($M = 2.71, SD = .72$).

CHAPTER 4

DISCUSSION

The purpose of the present study was to investigate anxiety levels and GPA of FGCS involved in Project Challenge, FGCS not involved in Project Challenge and non-FGCS. The author hypothesized FGCS not in Project Challenge would report higher anxiety levels and lower GPA than other groups. It was also predicted FGCS in Project Challenge would report lower anxiety and higher GPA than FGCS not in Project Challenge.

The significance of this study was to reinforce the necessity of programs to aid FGCS in their college experience and ultimately, graduation. This study was interested in GPA as a possible predictor of college graduation for FGCS. Currently, Project Challenge is not large enough to include all FGCS at ESU, and it was hoped results of this study would support the expansion of that program.

The findings from this present study indicated no significant differences in anxiety levels between FGCS not in Project Challenge and FGCS in Project Challenge. There are many possible explanations for this finding. First, FGCS might present at college with higher levels of anxiety than other college students and when involved in Project Challenge the anxiety is lowered to a more appropriate level. As previously stated, Yerkes-Dodson law says that a certain amount of anxiety is beneficial (Clark, 1999). It is possible that FGCS who utilize Project Challenge lower their levels of anxiety to a point that is beneficial. While anxiety is most likely lowered for these FGCS in Project Challenge, it might be lowered to the level of their non-FGCS peers, not to the point of being below that of their non-FGCS peers.

Secondly, Project Challenge students might be reporting the same amount of anxiety as non-FGCS due to the benefits of the program itself. The benefits of Project Challenge at ESU are congruent with part research on decreasing anxiety in college. For example, Project Challenge focuses on goal setting. Misra and McKean (2000) found goal setting and time management to lead to decreased stress and anxiety. Project Challenge also offers activities throughout the semester that promote social interaction and leisure activities, all of which lead to relaxation and decreased anxiety.

A final explanation for no significant differences in anxiety is the concept itself. It is possible that anxiety is not the piece that ultimately hinders FGCS in their college performance. This study might not of honed in on the exact variable that influences FGCS collegiate success.

GPA between FGCS in Project Challenge and FGCS not in Project Challenge was found to be statistically significant. This is important as the Content Area Tutoring (CAT) lab Project Challenge offers seems to be doing its job. All Project Challenge participants are strongly encouraged to utilize this resource. The lab currently offers one-on-one tutoring during the daytime and evenings throughout the entire spring and fall semesters (T. Benjamin, personal communication, February 11, 2004).

These findings all support the importance of Project Challenge at ESU. The program is clearly demonstrating positive effects on the FGCS that are able to utilize the services. Rawson (1994) stresses the importance of a strong social support system. One of the goals of Project Challenge is to enhance relations between students (T. Benjamin, personal communication, February 11, 2004). The benefits of a social support system are

demonstrated in the elevated GPA and non-significant anxiety levels reported by FGCS in Project Challenge.

It is unfortunate that Project Challenge is limited in only being able to serve 165 students as there are clearly many more FGCS on campus than this. Approximately 60% of incoming students at ESU are FGCS (Dr. K. Weaver, personal communication, November 25, 2003). Project Challenge is not exclusive to serving FGCS; therefore, the actual number of FGCS in being served is probably less than 165. Therefore, many FGCS are not receiving Project Challenge services. The possible expansion of Project Challenge ought to be given attention.

Currently, Project Challenge is limited in the number of FGCS they can serve. It might be beneficial to look at having an orientation specifically designed for incoming FGCS prior to beginning classes. Some colleges (e.g., University of Texas at Austin) have found it helpful to implement month-long programs during the summer before attending college in the fall to aid FGCS in their college transition (Merullo, 2002). This type of program at ESU could potentially reach more FGCS than the 165 who are served throughout the entire school year.

Some limits did exist in this study. First, the sample size was a bit small. A larger sample size might have increased power and made some of the non-significant trends stronger to reach significance. A larger sample size would improve the probability of having a more representative sample.

The instrument itself might have been limiting. The STAI might not have been sensitive enough to pick up on the types of anxiety experienced most by FGCS. Additionally, the instrument might not have been a good enough demonstrator of

involvement in Project Challenge because the program aims to ease the transition into college and thereby decrease anxiety.

GPA itself is not the best predictor of college success. It can be assumed that not all students were accurate in reporting their GPA for one reason or another. Additionally, it is known that GPA has a limited amount of predictive power for collegiate success (Inman & Mayes, 1999).

The importance of Project Challenge was strengthened as those FGCS involved had a significantly higher GPA than those not involved. Differences in anxiety levels were not demonstrated during this study. It is hoped Project Challenge will continue to be the focus of research to expand the capacity of the program itself and to better understand what is most effective within the program. Future research is needed to better understand the differences between FGCS and non-FGCS and thereby better aid FGCS in college graduation.

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APPENDICES

Appendix A: Informed Consent Document

The Division of Psychology and Special Education at Emporia State University supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach.

You are invited to participate in a study that examines the relationship between anxiety levels of first generation college students (FGCS) and non-first generation college students (non-FGCS). FGCS is a term used to describe college students whose parents did not attend college. Non-FGCS is the term for all college students who do not fit in the first category. Benefits of the study hope to include recognition of one characteristic influencing graduation rates of FGCS. It is hoped that the study can be part of an ongoing effort to increase graduation rates of FGCS at ESU.

You will be asked to complete a sheet of questions regarding demographic information and social history followed by an anxiety inventory. The study should last approximately 20 minutes.

If you have any questions or comments about this study, feel free to ask the experimenter. If you have any additional questions, please contact Alli Barnett through the Psychology Department at ESU.

Thank-you for your participation.

*“I _____ have read the above statement and have been fully advised of the
(print name)
procedures to be used in this project. I have been given sufficient opportunity to ask any
questions I had concerning the procedures and possible risks involved and I assume them
voluntarily. I likewise understand that I can withdraw from the study at any time without being
subjected to reproach.”*

(Signature)

(Date)

**THIS PROJECT HAS BEEN REVIEWED BY THE EMPORIA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD FOR TREATMENT OF HUMAN SUBJECTS FOR THE
PROTECTION OF HUMAN SUBJECTS.**

Appendix B: Administration Instructions

Hello and thank-you for being here. My name is Allison Barnett and I am a clinical psychology graduate student here at Emporia State University.

As we begin the study, I am going to pass out informed consent documents. Please fill out two-you keep one and I will collect the other.

[Give all participants 2 informed consent documents.]

Please read the informed consent agreement and feel free to ask questions. If you are in agreement with the study, please sign the document. As you will see my name is on the sheet so if any questions arise you can contact me through the psychology department. Raise your hand as you finish signing so I may collect it and hand out research points as I collect your informed consent document.

[Collect Informed Consent Documents and hand-out research points.]

If you are interested in knowing the results of the study, the complete thesis will be available in the psychology office, 3rd floor, Visser Hall.

Now I am going to hand-out a set of papers.

[Pass-out demographic information sheet and anxiety inventory.]

The top form is to collect demographic data such as gender, age and ethnicity. After completing the demographic information, go on to the next section which is an anxiety inventory. Please leave the documents attached. Upon completion of each form, please put them on this table in the front of the room. [Point to the table.] You are free to leave at the time of completion.

Remember, you may choose to withdraw from this study at any time without being subject to reprimand.

I want to thank-you again for being part of this study. Your participation has helped complete an important part of education.

Appendix C: Subject Demographic Information

Please complete each item to the best of your ability. If you have questions, please raise your hand and I will clarify the best I can.

Section A.

Gender _____

Identified Race/Ethnicity _____

Age _____ (in years)

Overall GPA _____

Credit hours this semester _____

Credit hours to date _____ (not including this semester)

Classification _____ (freshman, sophomore ...)

Declared Major _____

Section B.

Complete the following table by first noting those who are your parent/guardian(s). Then, fill in the other information about each caregiver: whether they attended college, duration of attendance in years, and degree attained, if any.

	Relation of parent/guardian (mother, father)	College attendance? (Y or N)	Duration (years)	Degree Attained (AA, BS, MS, etc)
<i>example</i>	<i>Mother</i>	<i>Y</i>	<i>2</i>	<i>none</i>

Are you currently involved with Project Challenge at ESU? _____ (yes / no)

Section C.

List all extracurricular activities you are involved in at ESU. (i.e., sorority, fraternity, athletics, clubs, organizations, etc.) _____

I, Allison N. Barnett, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Allison Barnett

Signature of Author

8/16/04

Date

An Examination of the Relationship Between
Anxiety and First Generation College Students

Title of Thesis

Dee Cooper

Signature of Graduate Office Staff Member

8-24-04

Date Received