AN ABSTRACT OF THE THESIS OF

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Title: A comparison of nontraditional and traditional college students in the areas of manifest anxiety, self-esteem, and self perception.

Abstract approved: [Signature]

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 occurrence 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
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EMPORIA STATE UNIVERSITY

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of the Requirements for the Degree
Master of Science

by
Loretta Neal McGregor
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Approved for the Major Division

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Approved for the Graduate Council
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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.
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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" (Welten, 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, & Tramlill, 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 characteristics 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 asks 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 creativity 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 corroborate previous reports byDavis 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 conjunction with such tests as the Kohlberg Moral Judgment Scale. The
discrepancy 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 surprising 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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Tramill, J. L.. Kleinhammer-Tramill, P. J., Davis, S. F.


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 preceding 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 answers 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.

<table>
<thead>
<tr>
<th></th>
<th>Really True For Me</th>
<th>Sort of True For Me</th>
<th>Really True For Me</th>
<th>Sort of True For Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Some students like the kind of person they are</td>
<td>BUT</td>
<td>Other students wish that they were different.</td>
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<tr>
<td>2.</td>
<td></td>
<td>Some students are not very proud of the work they do on their job</td>
<td>BUT</td>
<td>Other students are very proud of the work they do on their job.</td>
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<tr>
<td>3.</td>
<td></td>
<td>Some students feel confident that they are mastering their coursework</td>
<td>BUT</td>
<td>Other students do not feel so confident.</td>
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<td>4.</td>
<td></td>
<td>Some students are not satisfied with their social skills</td>
<td>BUT</td>
<td>Other students think their social skills are just fine.</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Some students are not happy with the way they look</td>
<td>BUT</td>
<td>Other students are happy with the way they look.</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>Some students like the way they act when they are around their parents</td>
<td>BUT</td>
<td>Other students wish they acted differently around their parents.</td>
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<tr>
<td>7.</td>
<td></td>
<td>Some students get kind of lonely because they don’t really have a close friend to share things with</td>
<td>BUT</td>
<td>Other students don’t usually get too lonely because they do have a close friend to share things with.</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>Some students feel like they are just as smart or smarter than other students</td>
<td>BUT</td>
<td>Other students wonder if they are as smart.</td>
</tr>
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<td>9.</td>
<td></td>
<td>Some students often question the morality of their behavior</td>
<td>BUT</td>
<td>Other students feel their behavior is usually moral.</td>
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<td>10.</td>
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<td>Some students feel that people they like romantically will be attracted to them</td>
<td>BUT</td>
<td>Other students worry about whether people they like romantically will be attracted to them.</td>
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<td>11.</td>
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<td>When some students do something sort of stupid that later appears very funny, they find it hard to laugh at themselves</td>
<td>BUT</td>
<td>When other students do something sort of stupid that later appears very funny, they can easily laugh at themselves.</td>
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<tr>
<td>#</td>
<td>Question</td>
<td>Truthful Students</td>
<td>Other Students</td>
<td>Reason</td>
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<tr>
<td>12</td>
<td>Some students feel they are just as creative as or even more so than other students.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students wonder if they are as creative.</td>
</tr>
<tr>
<td>13</td>
<td>Some students feel they could do well at just about any new athletic activity they haven't tried before.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students are afraid they might not do well at athletic activities they haven't ever tried.</td>
</tr>
<tr>
<td>14</td>
<td>Some students are often disappointed with themselves.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students are usually quite pleased with themselves.</td>
</tr>
<tr>
<td>15</td>
<td>Some students feel they are very good at their job.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students worry about whether they can do their job.</td>
</tr>
<tr>
<td>16</td>
<td>Some students do very well at their studies.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students don't do very well at their studies.</td>
</tr>
<tr>
<td>17</td>
<td>Some students find it hard to make new friends.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students are able to make new friends easily.</td>
</tr>
<tr>
<td>18</td>
<td>Some students are happy with their height and weight.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students wish their height or weight was different.</td>
</tr>
<tr>
<td>19</td>
<td>Some students find it hard to act naturally when they are around their parents.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students find it easy to act naturally around their parents.</td>
</tr>
<tr>
<td>20</td>
<td>Some students are able to make close friends they can really trust.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students find it hard to make close friends they can really trust.</td>
</tr>
<tr>
<td>21</td>
<td>Some students do not feel they are very mentally able.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students feel that they are very mentally able.</td>
</tr>
<tr>
<td>22</td>
<td>Some students usually do what is morally right.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students sometimes don't do what they know is morally right.</td>
</tr>
<tr>
<td>23</td>
<td>Some students find it hard to establish romantic relationships.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students don't have difficulty establishing romantic relationships.</td>
</tr>
<tr>
<td>24</td>
<td>Some students don't mind being kidded by their friends.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students are bothered when friends kid them.</td>
</tr>
<tr>
<td>25</td>
<td>Some students worry that they are not as creative or inventive as other people.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students feel they are very creative and inventive.</td>
</tr>
<tr>
<td>26</td>
<td>Some students don't feel they are very athletic.</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>Other students do feel they are athletic.</td>
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<td>27.</td>
<td></td>
<td></td>
<td>Some students usually like themselves as a person</td>
<td>BUT</td>
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Some students some times do not feel intellectually competent at their studies.

Some students feel that they are socially accepted by many people.

Some students like their physical appearance the way it is.

Some students find that they are unable to get along with their parents.

Some students are able to make really close friends.

Some students would really rather be different.

Some students question whether they are very intelligent.

Some students live up to their own moral standards.

Some students worry that when they like someone romantically, that person won't like them back.

Some students can really laugh at certain things they do.

Some students feel they have a lot of original ideas.

Some students don't do well at activities requiring physical skill.

Some students are often dissatisfied with themselves.

Other students usually do feel intellectually competent at their studies.

Other students wish more people accepted them.

Other students do not like their physical appearance.

Other students get along with their parents quite well.

Other students find it hard to make really close friends.

Other students are very happy being the way they are.

Other students feel they are intelligent.

Other students have trouble living up to their moral standards.

Other students feel that when they are romantically interested in someone, that person will like them back.

Other students have a hard time laughing at themselves.

Other students question whether their ideas are very original.

Other students are good at activities requiring physical skill.

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.
   
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2. I would describe myself as self-confident.
   
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3. I feel confident of my appearance.
   
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4. I am a good mixer.
   
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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 Not Slightly Fairly Very much
   character- very character-
   istic of me 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 Not Slightly Fairly Very much
   character- very character-
   istic of me istic of me

7. When I am in disagreement with other people, my opinion usually prevails.
   a b c d e
   Not at all Not Slightly Fairly Very much
   character- very character-
   istic of me istic of me

8. I would describe myself as one who attempts to master situations.
   a b c d e
   Not at all Not Slightly Fairly Very much
   character- very character-
   istic of me istic of me
9. Other people look up to me.

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

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

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

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

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15. I would describe myself as indecisive.

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16. I have no doubts about my social competence.

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