

A STUDY TO DETERMINE THE EFFECTIVENESS OF A
STRESS MANAGEMENT PROGRAM AT CALVIN COLLEGE

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by
James M. Hollebeek
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by

James M. Hollebeek

Approved by Committee:


Dr. Lawrence E. Fanning, Chair


Dr. Charles Greenwood


Dr. Earle L. Canfield
Dean of the School of Graduate Studies

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An abstract of a Field Report by
James M. Hollebeek
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Drake University
Advisor: Dr. Lawrence E. Fanning

The problem. This research proposes to determine if the Broene Counseling Center's stress management program is effective in reducing the stress levels of the participants. It also proposes to determine if an increase in stress management skills results in a more positive self-concept.

Procedure. Participants in the Academic Support Program (ASP) were chosen as participants in the stress management program. The existing ASP classes were divided into an experimental and a control group. A pre-test/post-test design was used with both groups. The tests used were The Manifest Anxiety Scale and The Tennessee Self-Concept Scale. The data were analyzed using the Statistical Package for the Social Studies (SPSS) at the Calvin College Computer Center. The pre-test group means were compared to the post-test group means. A two-fold t-test was used to determine if the changes in the group means were significant. The level of significance was determined to be .05.

Findings. The research failed to support the hypothesis that participation in this program would result in lowered stress levels. It also failed to support that an increase in stress management skills would result in a more positive self-concept.

Conclusion and recommendation. It is recommended that this research be repeated with groups consisting of volunteers and non-probationary students. Also, more emphasis should be placed on the experimental and skill components of the program.

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CHAPTER ONE

Introduction

The Importance of the Study

"Our culture is obviously one which subjects its citizens to great and increasing stress..."¹ It has also been pointed out that "...stress and hypertension are natural outcomes of urban technological living."² These are general statements made in reference to Americans in general. This is a time of rapid advancement in many areas of knowledge and technology. It is also a time where all are faced with rapid inflation, changes in society, changes in the roles traditionally associated with one's gender, increasing expectations on each individual and a decrease in employment and other opportunities in many areas of the country. In short, "...it is impossible to avoid stress as long as you live."³

¹Rollo May, The Meaning of Anxiety (New York: Pocket Books, 1977), p. 96.

²Hugh Gunnison, "Fantasy Relaxation Technique," The Personnel and Guidance Journal, 55 (Dec. 1976), 200.

³Hans Selye, The Stress of Life (New York: McGraw-Hill Book Co., 1976), p. 1.

The accumulation of stress and its effects have often been associated with the experience of change. "Many college students undergo considerable stress due to the demands associated with change: leaving home, becoming independent decision makers, and competing against new standards."¹ Students are confronted with many other changes and demands as well.

Physiologically, they change their appearance and mature physically. They have concerns about dating, sexual behavior, academic demands, and career choices. They must form relationships with roommates and friends, interact with faculty, and relate to parents.²

Other stress results primarily from the developmental task facing college students. For the traditional college student, Chickering's seven vectors of development--developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and students necessitates the development of effective, efficient programs for stress management.³

Programs and intervention strategies can only be efficient if their designers can effectively identify the individual student who will benefit from them.

¹Lynda Powell and Jean Eagleston, "The Assessment of Chronic Stress in College Students," Helping Students Manage Stress, Elizabeth M. Altmaier, ed., Vol. XXI, New Directions For Student Services (San Francisco: Jossey-Bass Inc., Publishers, 1983), p. 23.

²Ibid., p. 34.

³Ibid.

In general, students under chronic stress are identifiable. Their behaviors are impatient, they are worried about getting things done, they find it difficult to relax and they describe themselves as competitive and achievement oriented.¹

Also these programs must be based on an accurate understanding of the dynamics of stress. Techniques for stress management abound. Professionals who employ them to help students reduce stress and its effects to manageable levels must constantly evaluate the results of these interventions to determine their effectiveness. Such evaluation is the purpose of this study.

The Problem and Its Setting

Statement of the Problem

This research proposes to determine whether or not the Broene Counseling Center's stress management program is effective in reducing the stress levels of the participants. It also proposes to determine if increases in stress management skills result in a more positive self-concept.

The Subproblems

The first subproblem. The first subproblem is to determine the stress levels of the participants both before their participation in the stress management program

¹Altmaier, p. 25.

and after their participation in the program.

The second subproblem. The second subproblem is to determine the level of the self-concept of each of the participants both before and after their participation in the stress management program.

The Hypotheses

The first hypothesis. The first hypothesis is that the stress level of the participants will be significantly lower after their participation in the stress management program as measured by the Manifest Anxiety Scale.

The second hypothesis. The second hypothesis is that the participants will have a significantly more positive self-concept after their participation in the stress management program as measured by The Tennessee Self Concept Scale.

The Delimitations

This study will not attempt to identify which parts of the stress management program are the most effective.

This study will not attempt to identify the causes of the students' stress.

Definition of Terms

Stress. Stress is "the nonspecific response of the body to any demand"¹ which is placed upon it. For the

¹Selye, p. 1.

purposes of this study the term stress will include physical tension, mental tension and anxiety.

Stress management. Stress management is the employment of various intervention strategies for the purpose of "...first...coping with stress and...second...counteracting the stress response"¹ of the body.

Intervention strategies. Intervention strategies are techniques which are used to accomplish the goals of stress management.

Self-concept. Self-concept refers to the total picture that one has of himself/herself and of the value which they place on themselves as a person, as measured by the Tennessee Self-Concept Scale.

Assumptions

The first assumption. The first assumption is that stress is common among college students.

The second assumption. The second assumption is that individuals can take charge of their own well-being and manage their own stress.

The third assumption. The third assumption is that the skills necessary for the management of stress can be taught.

¹Donald R. Morse and M. Lawrence Furst, Stress for Success: A Holistic Approach to Stress and Its Management (San Francisco: Van Nostrand Reinhold Co., 1979), pp. 153-154.

The fourth assumption. The fourth assumption is that stress level is related to a person's self-concept.

The fifth assumption. The fifth assumption is that the Manifest Anxiety Scale will provide a good measurement of a person's stress level.

The sixth assumption. The sixth assumption is that The Tennessee Self Concept Scale provides a good measurement of a person's self-concept.

CHAPTER TWO

The Review of the Related Literature

The use of the term, stress, is increasing as the concept of stress and its consequences receives more and more attention. As it is commonly used, stress refers to a negative experience that should be avoided. However, many authors, including Hans Selye¹ and Curt Van Gilder,² believe that it is important to clearly distinguish between the types of stress that exist. Both of these men agree with the following distinctions between the types of stress as stated by Morse and Furst:

If the stress changes are neutral but necessary for body functioning, the stress is designated neustress. If the stress changes are destructive to the individual, the response is known as distress. And finally, if the stress response promotes improved physical and/or psychological functioning, it is called eustress.³ (emphasis added)

Sarason, Johnson and Siegal state: "It seems reasonable...to consider conceptualizing life stress

¹Selye, p. 1.

²Curt Van Gilder, "Distress and You" (unpublished paper, Ankeny, Iowa, 1979), p. 1.

³Morse and Furst, p. 78.

primarily in terms of events that exert negative impacts."¹

But how can we determine which events carry a negative impact? In trying to answer this question, the importance of the individual can be seen. May has stated: "Psychologically speaking, how the person interprets the threat is crucial."²

Selye also refers, Kay, as is to the importance of the individual when he says, "...in our life events, the stressor's effects depend not so much upon what we do or what happens to us but the way we take it."³

Pusateri-Vlach and Morocco add, "...it is not the incident or event that interplays with the individual physiologically, but the individual's perception of and response to the event that defines the event as stressful."⁴

Van Gilder refers to stress rather than to an event when he observes that the "...effect of any type of stress

¹Irwin G. Sarason, James H. Johnson, and Judith M. Siegal, "Assessing the Impact of Life Changes: Development of the Life Experiences Survey," Journal of Consulting and Clinical Psychology, 46 (Jan. 1978), 933.

²May, p. 97.

³Selye, p. 370.

⁴Nancy Pusateri-Vlach and John C. Morocco, "Counseling Intervention in Cancer Therapy," Personnel and Guidance Journal, 59 (Jan. 1981), 269.

is dependent on the individual's perception."¹

Hinrichsen is more specific: "Our response to stress is modified by our disposition, by outer influences, and by our utilization of inherited and acquired capabilities."²

Sarason, Johnson, and Siegal concur with the previous statement:

It is likely that the effects of life stress differ from person to person depending on their individual characteristics. Some persons may be greatly affected by even moderate levels of life change whereas others may be affected very little by relatively high levels.³

Earlier, they had specified one of these individual characteristics: It "...would appear that extroverted individuals experience greater degrees of positive change than do introverted persons."⁴

Morse and Furst conclude this discussion of stress and the individual. "Just as personality differences determine how stressors affect various people, so do personality differences determine how different people manage

¹Van Gilder, loc. cit.

²Gerda Hinrichsen, The Body Shop: Scandinavian Exercises for Relaxation (New York: Taplinger Publishing Co., 1974), p. 32.

³Sarason, Johnson, and Siegal, p. 941.

⁴Ibid., p. 937.

stress."¹

Much has been written concerning the actual effects of stress on individuals and on society. Van Gilder points out: "The seriousness of stress is that it appears in small increments and is accumulative. Its effects go unnoticed."² This allows serious problems to develop.

Selye has said that "Under great stress (eustress or distress) we are more likely to have accidents at work or while driving the car."³

Others talk about stress and its causative relationship to what is known as professional "burnout." Bardo reports that "The NEA estimates that 30% of American teachers would like to be doing something else."⁴

Carrington, in the forward of the Morse and Furst book, referred to the

...rapidly accumulating data on the toll that stress takes in terms of our national health. An example of this is the fact that for executives alone, American industry loses between \$10 billion and \$20 billion annually

¹Morse and Furst, p. 153.

²Van Gilder, p. 5.

³Selye, p. 177.

⁴Pamela Bardo, "The Pain of Teacher Burnout, A Case Study," Phi Delta Kappan, 61 (Dec. 1979), 252.

through lost work days, hospitalization, and early death caused by stress.¹

Blythe stated:

Authoritative medical opinion in the United States and Britain has gone on record to the effect that up to 70 percent of all patients currently being treated by doctors in general practice are suffering from conditions,² which have their origins in unrelieved stress.

Van Gilder agrees and says, "There is a growing belief among the medical profession that stress plays a role in almost every medical problem, including cancer."³

Walsh reports that "In Chicago, a teachers union survey found 56.6 percent of 5,500 respondents claiming physical and/or mental illness as a direct result of their jobs."⁴

Pusateri-Vlach and Morocco stated that the holistic medical position

...describes a positive, if not causative, association between stress and cancer... Physicians...observed a recurrent pattern in their cancer patients. Frequently, patients had experienced loss of a significant other or frustration in some life goal and responded to this loss with surrender and hopelessness.⁵

¹Morse and Furst, p. vi.

²Peter Blythe, Stress Disease: The Growing Plague (New York: St. Martin's Press, 1973), p. 1.

³Van Gilder, p. 3.

⁴Debbie Walsh, "Classroom Stress and Teacher Burnout," Phi Delta Kappan, 61 (Dec. 1979), 253.

⁵Pusateri-Vlach and Morocco, p. 267.

Friedman and Rosenman have identified what they ...believe to be the major cause of premature coronary heart disease. This specific behavior pattern we have designated Type A. In the absence of Type A Behavior...coronary heart disease almost never occurs before 70 years of age, regardless of the fatty goods eaten, the cigarettes smoked, or the lack of exercise. But when this behavior pattern is present, coronary heart₁disease can easily erupt in one's 30's and 40's.¹

What is Type A behavior?

It is a particular complex of personality traits, including excessive competitive drive, aggressiveness, impatience, and a harrying sense of time urgency. Individuals displaying this pattern seem to be engaged in a chronic, ceaseless and often fruitless struggle...They also frequently exhibit a free-floating but well-rationalized form of hostility, and almost always a deep seated insecurity.²

Sarason, Johnson, and Siegal raise an interesting question on the connection between stress and health problems.

One might question whether persons experiencing high levels of life stress are actually more susceptible to the development of physical and/or psychological problems, or whether persons who already manifest such difficulties are more prone to experience life changes.³

Van Gilder has written in connection with how to

¹Meyer Friedman and Ray Rosenman, Type A Behavior and Your Heart (New York: Alfred A. Knopf, 1974), p. ix.

²Ibid., p. 4.

³Sarason, Johnson and Siegal, p. 40.

manage stress, "If you personally perceive stress to be a problem, the most effective prescription would be for you to change your philosophy or attitude toward stress and/or life."¹ This is very difficult for people to do.

Gross has stated that

Reducing performance anxiety, changing psycho-anxious work conditions, excluding unhealthy foods and changing perceptions of stressful events are immediately realizable objectives for healthy, self-aware, self-caring persons.²

Carrington states that

...the use of nonchemical means of lowering stress is increasing as growing numbers of people seek natural means of stress reduction such as relaxation and exercise techniques. One reason for this is that there is no danger of becoming addicted to these approaches.³

Hinrichsen has stated another reason for the value of stress management: "...there is considerable therapeutic importance in the fact that it is not a passive submission to some treatment, but rather a self-help through controlled action."⁴

Carrington echoes these beliefs when she points out:

¹Van Gilder, p. 1.

²Stanley J. Gross, "The Holistic Health Movement," Personnel and Guidance Journal, 59 (Oct. 1980), 98.

³Morse and Furst, p. vi.

⁴Hinrichsen, p. 40.

"...these new stress reducing techniques increase personal autonomy and self-pride and add to the basic enjoyment of life."¹

Van Gilder agrees and adds,

The area of managing stress allows you an opportunity to, in part, be responsible for your own well-being...Even more important than defusing stress is that you may have taken the first step in assuming responsibility for your own state of wellness.²

¹Morse and Furst, loc. cit.

²Van Gilder, pp. 5-6.

CHAPTER THREE

Methodology

The Program

The students who were members of the morning Study Skills sections of the Academic Support Program were exposed to the stress management program. That program consisted of four sessions. Those sessions were given during their regularly scheduled class time and were fifty minutes in length. Each session contained both an experiential and an information-giving component. In all four sessions, students were given the information during the first part of the session and after discussion and questions, were then led in one relaxation exercise. Some of the exercises were progressive relaxation where the students were led through a series of instructions which resulted in the tensing and relaxation of the sixteen muscle groups of the body. The rest of the relaxation exercises were imagery routines in which they relaxed each muscle group and then were asked to imagine structured peaceful scenes.

In addition to the class time, each student was asked to keep a stress diary. That consisted of recording all the stressful events that were experienced during the

duration of the stress management program. In addition to the event, the students were asked to record the time of day of the experience and also any and all physical symptoms that occurred in connection with the event. Students were given forms on which to record these events.

Students were also given a list of instructions which explained how to practice progressive relaxation on their own. The instructions essentially divided the body into sixteen muscle groups and gave instructions on how to tense each group. Students were taught that procedure in the first session of the program. They were asked to use the sheet and practice the procedure on their own. They were strongly encouraged to set aside twenty minutes twice a day for this practice for the duration of the stress management program. (Complete outlines of each session, including the forms, the relaxation exercises, and all handouts used, can be seen in Appendix A.)

The stress management program which was used in this study was originally designed to span five sessions of three hours each for a total of fifteen contact hours. These fifteen hours were to provide time for the practice of various relaxation techniques as well as other stress management skills. Circumstances dictated that classes set up for the purpose of providing academic support to high risk students to be used for this study. Because of the myriad of other skills that were to be taught in

these classes, it became necessary to condense the program into a little less than four contact hours. In order to do this, most of the skill practice, such as the progressive relaxation, were to be practiced by the students individually and at their convenience. A homework assignment was given to each student to practice the progressive relaxation movements twice a day for twenty minutes. Also, it was strongly suggested that each participant engage in some form of aerobic exercise like jogging, swimming, walking or bicycle riding at least three times a week. It was hoped that this individual practice would make up for those components being cut from the original stress management program. No provision was made to insure that the individual participants would follow through on this outside practice.

The Sample

The students chosen to participate in the study of the stress management program were all participants in Calvin College's Academic Support Program (ASP). Upon application for admission to Calvin College, students who scored low on the ACT or the SAT and/or students whose performance in high school was below average are eligible for the Academic Support Program. Those students are then invited to participate in the program. Those who choose to accept the invitation register for non-credit ASP

courses which are designed to correct specific academic weaknesses. These courses are taken in addition to the regular college courses. Students were selected for participation in this study from the ASP group because they were considered to be high-risk (high potential college learners) students by themselves and others. It was through that fact that that fact could contribute both to their stress level and to a somewhat negative self-concept.

The experimental group was made up of the three morning sections of the Academic Support Program's Study Skills classes. That was a total of forty-eight students. However, two of those students missed the class in which the pre-tests were given, and four were absent during the administration of the post-tests. That left a group of forty-two students, all of whom were freshmen. Of those, twenty-six were female (62 percent) and sixteen were male (38 percent). Thirty-eight members of that group were white (90 percent), three were black (7 percent), and one was Oriental (2 percent).

The control group consisted of the two afternoon sections of the Study Skills class. The group numbered thirty-two students. All of them were present during the administration of the pre-tests, but two were unavailable for the administration of the post-test. That resulted in a control group of thirty students. Of those, thirteen were female (43 percent), and seventeen were male (57 percent).

Twenty-seven members of that group were white (90 percent), and the other three students were black (10 percent).

The Instrumentation

The Manifest Anxiety Scale and The Tennessee Self-Concept Scale were administered to all members of both the experimental and the control groups. It was assumed that The Manifest Anxiety Scale would provide useful information on the stress level of the individual students and The Tennessee Self-Concept Scale would provide specific information on the self-concepts of the individual students.

The Manifest Anxiety Scale is an untimed fifty item inventory which asks the respondents to indicate whether or not they experience various physical and/or emotional complaints. These complaints are often associated with the presence of stress at various levels. The instrument uses a true-false format and each item has the potential of scoring one point. The result is a single score. The higher the score, the higher the level of stress that is present. (Cf. Appendix B.) The Manifest Anxiety Scale was developed by Dr. Janet Taylor in the late 1940's. It originally consisted of some 200 items which were selected from the Minnesota Multiphasic Personality Inventory (MMPI). Through the use of the instrument with college students, she modified it to sixty-five items and then again to the fifty item inventory which was used in this

study. Between September of 1948 and June of 1951, this instrument was administered to 1,071 students for the purpose of obtaining normative data. It was administered under the non-threatening title of The Biographical Inventory. In the norm sample, a score of twenty-one fell at the 80th percentile, a score of thirteen at the 50th percentile, and a score of seven at the 20th percentile. The mean of the entire distribution was 14.56.

A separate study was conducted under the direction of H. P. Beckholt at the University of Iowa to attempt to measure the consistency of the scores obtained on The Manifest Anxiety Scale over time. In one instance, fifty-nine students were tested and then retested after three weeks had elapsed. This part of the study yielded a Pearson product-moment correlation of .89. In the second part of the study 163 students were tested and then retested with this instrument. For 113 of these students, a period of five months had elapsed between the two test administrations. This group produced a test-retest coefficient of .82. The remaining fifty students were retested anywhere from none to seventeen months after the pre-test date. This group produced a test-retest coefficient of .81.¹

¹Janet A. Taylor, "A Personality Scale of Manifest Anxiety," The Journal of Abnormal and Social Psychology, 48 (April 1953), 253-290.

These normative studies reinforced the assumption that The Manifest Anxiety Scale would indeed provide an adequate measure of the stress levels of the students for the purpose of this study. They were also influential in the decision to administer this instrument under the title of The Biographical Inventory.

The Tennessee Self-Concept Scale: Clinical and Research Form is an untimed 100 item questionnaire that attempts to determine how the subjects perceive themselves. The clinical and research form yields thirty scores on each subject. However, not all thirty scores were used for the purpose of this study. (Cf. Appendix C.)

The Self-Criticism Score is determined from ten items which are mildly derogatory in nature but which most people would admit to being true for them. An example would be, "I get angry sometimes."¹ Those who deny most of these statements are being defensive. Those who score high on these statements are exhibiting a normal openness and a capacity for honesty and healthy self-criticism.

The Net Conflict Score measures the extent to which the subject's responses to the positive statements differ from responses to the negative statements in the same category.

¹William H. Fitts, Manual: The Tennessee Self Concept Scale (Nashville: Counselor Recordings and Tests, 1965), p. 1.

The Total Conflict Scores are obtained by summing all of the conflict scores regardless of the sign. High scores point to the existence of confusion and general conflict in the self-perception. Low scores indicate a lack of confusion or conflict. However, extremely low scores indicate rigidity and raise the possibility that the person is presenting a stereotyped description rather than an accurate self-perception.

The Total Positive Score is the scale which is designed to indicate the overall level of self-esteem.

People with high scores tend to like themselves, feel as if they have value and worth, have confidence and act accordingly. People with low scores tend to see themselves as undesirable; often feel anxious, depressed, and unhappy and have little faith and confidence in themselves.¹

The self-concept is then divided into five major areas.

These are as follows:

Column A - The Physical Self provides a picture of the individual's perception of his/her own body, health, physical appearance, skills and sexuality.

Column B - The Moral-Ethical Self provides an assessment of the subject's self-perception of his/her moral worth, relationship to God, feelings of being a good or a bad person, and satisfaction with one's religion or lack of it.

Column C - The Personal Self measures the individual's sense of worth, feelings of adequacy as a person, and his/her self-evaluation of his/her personality apart from his/her body or his/her relationship to others.

¹Fitts, p. 2.

Column D - The Family Self measures the subject's feelings of adequacy, worth and value as a member of his/her own family unit.

Column E - The Social Self provides a picture of how the subject perceives him/herself in relation to others. This score includes feelings of adequacy in social interactions with other people in general.

Each of the above mentioned column scores are then divided into three parts. These are referred to as "Row" scores. A brief description of each follows.

Row 1 - The Identity Score provides an answer to the question - What, or Who, am I? The higher score, the more positive is the subject's answer to this question.

Row 2 - The Self-Satisfaction Score indicates the level of acceptance that is present concerning the self that he/she perceives.

Row 3 - The Behavior Score offers a self-assessment of one's own behavior in each area.

The Method

A pre-test/post-test design was used in this study with both an experimental group and a control group. All of the pre-tests were given within a three-day period, and all of the post-tests were administered within four school days following completion of the program.

The other scores for the most part yielded information on various types of score distribution or were normed on various hospitalized groups. Therefore, they were judged to be unimportant or inappropriate for the

purpose of this study.¹

The Manifest Anxiety Scale, bearing the less threatening title of The Biographical Inventory, was administered to the members of both the experimental and control groups two weeks before the first session of the stress management program. These instruments were hand scored in the Borene Counseling Center. The scores obtained were used to compute a mean stress level score for each group. It was assumed that these means were accurate indicators of the stress level of each group before the stress management program. Both the members of the experimental group and the control group were tested again with this same instrument within four school days after the conclusion of the stress management program. This second set of scores was used to compute new mean stress level scores for each group. It was assumed that these means provided an accurate indicator of the stress level of each group after the conclusion of the stress management program.

The Tennessee Self-Concept Scale was also administered to the members of both the experimental group and the control group. This administration took place immediately following each student's completion of The Manifest Anxiety Scale in both the pre-test and the post-test situations. The Tennessee Self-Concept Scales were sent out to

¹Fitts, pp. 2-12.

Counselor Recordings and Tests of Nashville, Tennessee, to be machine scored. Group means for each of the scales that had been preselected for use in this study were obtained as part of the scoring service. However, due to minor inconsistencies in the pre-test and post-test groups because of absence, these means had to be recomputed. It was assumed that the group means obtained on each pre-selected scale during the pre-test administration provided an accurate indicator of the level of that part of the self-concept for each group before the stress management program. Also, the means obtained in the post-test administration of this instrument were assumed to provide an accurate indicator of the level of that part of the self-concept after the conclusion of the stress management program.

When all of the scoring was completed, a report sheet for each member of the experimental group and the control group was prepared. This sheet contained both pre-test and post-test scores for The Manifest Anxiety Scale and for all the scores generated by The Tennessee Self-Concept Scale. If scores were available for an individual for only one of the test administrations, that individual was eliminated from the study. This guaranteed that both the experimental group and the control group were made up of exactly the same individuals for both administrations of

each instrument. When this step was completed, these individual report sheets were delivered to the Calvin College Computer Center where the data was processed using the Statistical Package for the Social Studies (SPSS). This generated new pre-test and post-test group means for both the experimental and the control groups. The pre-test mean was compared with the post-test mean of each group, and a two-tailed t-test was run on the data to determine if the changes that were observed in the group mean scores were significant. The level of significance was determined to be .05.

CHAPTER FOUR

Findings

The first hypothesis stated that the stress level of the participants would be significantly lower (.05 level) after their participation in the stress management program as measured by The Manifest Anxiety Scale. The experimental group mean did drop from 19.5238 on the pre-test to 18.2143 on the post-test. However, this change is not significant to the .05 level. Therefore, this study failed to support the first hypothesis. It is interesting, and somewhat confusing, to note that the control group mean dropped from 17.000 on the pre-test to 14.6667 on the post-test. This would indicate a change that is significant to the .002 level. A complete comparison can be seen in Table 1.

Table 1
Manifest Anxiety Scale

	Pre-Test Mean	Post-Test Mean	Difference	T-Value	Level of Signifi- cance
Experimental	19.5238	18.2143	1.3095	1.48	0.147
Control	17.0000	14.6667	2.3333	3.46	0.002

The second hypothesis stated that the participants will have a significantly more positive self-concept (.05 level) after their participation in the stress management program as measured by The Tennessee Self-Concept Scale. Twelve scales from The Tennessee Self-Concept Scale were used for purposes of this study. The Total Positive Score is the one figure that comes the closest to being a measure of the total self-concept. Again, the score did change in the expected direction, but the significance did not approach the .05 level. In fact, of all twelve scores used from The Tennessee Self-Concept Scale for this study, only the Personal Self Score changed significantly. This score is meant to give an indication of the feelings of worth that one has apart from his/her body and relationships with others. A complete breakdown of all twelve of these scores can be seen in Table 2. Interestingly, the control group exhibited significant levels of change in the Personal Self as well. The control group also showed a significant change in the Total Conflict Score, the Total Positive Score, and the Behavior Score. Therefore, it must be concluded that the results of this study also failed to support this second hypothesis.

Table 2

The Tennessee Self-Concept Scale: Experimental Group

Scale	Pre-Test Mean	Post-Test Mean	Difference	T-Value	Level of Significance
Self-Criticism	35.0952	35.1190	-0.0238	-0.04	0.970
Net Conflict	1.0714	-0.0714	1.1429	0.83	0.412
Total Conflict	30.7857	28.3095	2.4762	1.89	0.066
Total Positive	321.1190	323.4048	-2.2857	-0.86	0.392
Physical Self	64.9524	65.0476	-0.0952	-0.12	0.903
Moral-Ethical Self	63.0714	63.0238	0.0476	0.06	0.950
Personal Self	59.6667	61.4048	-1.5714	-2.12	0.040*
Family Self	67.6667	68.3333	-0.6667	-0.80	0.427
Social Self	65.5952	65.5952	0.0000	0.00	1.000
Identity	120.5000	118.6667	1.8333	2.00	0.052
Self-Acceptance	97.1429	99.4524	-2.3095	-1.83	0.074
Behavior	103.4762	105.2857	-1.8095	-1.58	0.121

*Significant at .05 level.

Table 3

The Tennessee Self-Concept Scale: Experimental Group

Scale	Pre-Test Mean	Post-Test Mean	Difference	T-Value	Level of Significance
Self-Criticism	34.3000	33.0333	1.2667	1.55	0.133
Net Conflict	0.4667	1.0333	-0.5667	-0.35	0.727
Total Conflict	30.6000	26.3667	4.2333	3.46	0.002*
Total Positive	342.0667	346.9000	-4.8333	-2.14	0.041
Physical Self	70.6333	69.7667	0.8667	0.80	0.431
Moral-Ethical Self	69.3667	70.6333	-1.2667	-1.38	0.78
Personal Self	64.6333	66.5667	-1.9333	-2.28	0.030*
Family Self	70.1333	71.9667	-1.8333	-1.79	0.084
Social Self	67.8000	67.9667	-0.1667	-0.21	0.837
Identity	126.1333	126.2667	-0.1333	-0.16	0.875
Self-Acceptance	106.8667	109.5333	-2.6667	-1.96	0.059
Behavior	109.0667	111.1000	-2.0333	-2.11	0.043*

*Significant at .05 level.

CHAPTER FIVE

Conclusions and Recommendations

The results of this study failed to support either of the hypotheses tested. Therefore, there is no proof that participation in this program resulted in any significant change in either the stress levels of the participants or their self concepts. Since these results do not negate the potential destructiveness of stress or change the reasons for the importance of this study, the following recommendations are offered.

The program consists of methods and techniques which have been widely employed for stress management. Therefore a careful look at the design of this particular combination of the technique is warranted.

The stress management program consists of two components. The informational component and the experiential component. Because of time and scheduling considerations, the time given to the experiential component was drastically reduced. Students were exposed to these experiences and strongly encouraged to practice on their own time. However, no provisions were made either to insure that this outside practice was taking place or to

gather information on how many of the students working on these skills outside of the group sessions. Therefore, when this program is repeated, it is recommended that more emphasis and time be given to this experiential component. Sessions that are three hours in length as opposed to fifty minutes would provide the opportunity for the emphasis as well as supervised practice. Participants could still practice the new skills on their own between sessions.

It should also be noted that both the experimental and the control groups were made up of students who were considered to be both high risk students in terms of possible stress and students with high stress levels. It was thought that these particular students would benefit from participation in the stress management program. However, students with this combination of characteristics may react differently than other students. For example, several of the participants expressed a distrust and a dislike of standardized testing. Many of them had been tested often in the past and as a result had been placed in special programs or had received specific feedback concerning diagnosed weaknesses. None of the participants associated testing with success experiences. This attitude may have had a negative effect on both the pre- and post-test results. Some students may have responded in the way that they thought they were expected to respond. Others may have responded in a way that they perceived was the opposite of

the expected or desired response. Therefore, it is recommended that this study be repeated with either an experimental or a control group of students who are not both high risk and high stress students. Because of the select nature of the students used in this study it seems inappropriate to generalize and conclude that the findings would hold true for all college and university students.

It is important in any stress intervention that the intervention match the causes of the stress. Deffenbacher and McKinley point out that: "Targeting the most salient aspect of stress...should maximize the probabilities of a quick, effective reduction of stress."¹

This program was incorporated into existing class groups which were together for reasons other than stress level. It is recommended that a screening session be held with potential participants of this program before the intervention begins. The purpose of this session would be to determine what changes could be made in the program to more accurately meet the needs of the population being served.

It is recommended that in the future participants in the stress management program be restricted to volunteers. This would insure that those in the program had an interest

¹Deffenbacher and McKinley, "Stress Management: Issues and Intervention Design," Helping Students Manage Stress, ed. Altmaier, p. 47.

in achieving the goals of the program for themselves. These groups were selected for the program because it was assumed that they were candidates for high stress levels. There is no proof that these students felt the need for stress management.

In conclusion, it seems important that everyone employed by colleges and universities be alert to the development of effective methods of stress management and reduction. It is always a temptation to leave this task to someone else or to assume that it does not fall under our own unique combination of responsibilities. Academic faculty members can see the results of stress daily in that it affects the ability of individuals to function effectively in class. If they are not in a position to take any action themselves, they should at least be aware of referral procedures which will allow them to aid students in obtaining the services that they need. "Student services personnel are in an important position to assess chronic stress among college students; they can observe stress, understand it's causes and formulate assessment methods."¹ Counseling staffs on the campus can develop the resources and the programs to meet the identified needs. Each of us can help the other to more effectively facilitate the total development of our students.

¹Altmaier, p. 24.

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APPENDIX A

STRESS MANAGEMENT PROGRAM

THE STRESS MANAGEMENT PROGRAM

SESSION #1: INTRODUCTION

A. Objectives

1. Students will know and understand the definition of stress.
2. Students will understand the typical stages in learning a skill.
3. Students will understand that stress management is a skill that can be learned.
4. Students will be exposed to some research on the connection between stress and physical disease.
5. Students will understand each of the assignments that they will be expected to complete.

B. Materials Needed

1. Life change adjustment rating scale - Holmes/Rohe
2. Progressive Relaxation directions
3. Sources of Stress Worksheet - Adams
4. Stress diary forms.

C. Topics Discussed

1. Distress vs. Eustress
2. Fight or Flight Response
3. The Life Change Readjustment Scale
4. Progressive Relaxation

D. Experience

Go through the progressive relaxation directions.

SOURCES OF STRESS

CONNECTED WITH SCHOOL WORK APART FROM SCHOOL WORK

TYPE I:

TYPE II:

TYPE III:

TYPE IV:

RECENT
EVENTS

ONGOING
CONDITIONS

SOCIAL READJUSTMENT RATING QUESTIONNAIRE

<u>Rank</u>	<u>Life Event</u>	<u>Mean Value</u>
1.	Death of a spouse	100
2.	Divorce	73
3.	Marital separation	65
4.	Jail term	63
5.	Death of close family member	63
6.	Personal injury or illness	63
7.	Marriage	50
8.	Fired at work	47
9.	Marital reconciliation	45
10.	Retirement	44
11.	Change in health of family member	44
12.	Pregnancy	40
13.	Sex difficulties	39
14.	Gain of new family member	39
15.	Business readjustment	39
16.	Change in financial state	38
17.	Death of close friend	37
18.	Change to different line of work	36
19.	Change in number of arguments with spouse	35
20.	Mortgage over \$10,000	31
21.	Foreclosure of mortgage or loan	30
22.	Change in responsibilities at work	29
23.	Son or daughter leaving home	29
24.	Trouble with in-laws	29
25.	Outstanding personal achievement	28
26.	Wife begin or stop work	26
27.	Begin or end school	26
28.	Change in living conditions	25
29.	Revision of personal habits	24
30.	Trouble with boss	23
31.	Change in work hours or conditions	20
32.	Change in residence	20
33.	Change in schools	20
34.	Change in recreation	19
35.	Change in church activities	19
36.	Change in social activities	18
37.	Mortgage or loan less than \$10,000	17
38.	Change in sleeping habits	16
39.	Change in number of family get-togethers	15
40.	Change in eating habits	15
41.	Vacation	13
42.	Christmas	12
43.	Minor violations of the law	11

Source: T. H. Holmes, Stressful Life Events (New York: Wiley, 1974), pp. 42-72, as cited by Gary Collins, You Can Profit from Stress (New York: Vision House, 1977), pp. 27-30.

SESSION #2:

A. Objectives

1. Students will be given an opportunity to ask any questions about the homework assignments.
2. Students will be given the opportunity to report on the successes and/or failures of their relaxation practice.
3. Students will be given information on the mental component of stress.
4. Students will understand what goes on in a body that is experiencing stress.
5. Students will understand the physical benefits of regular relaxation.

B. Materials Needed

Progressive relaxation routine #1.

C. Topics Discussed

1. The Mental Component of Stress
2. Physical Reactions to Stress
3. Physical Results of Regular Relaxation

D. Experience

Progressive Relaxation

RELAXATION OF ARMS (Time: 4-5 minutes)

Now, relax, close your eyes, and settle back as comfortably as you can. Let yourself relax to the best of your ability . . . Now, as you relax like that, clench your right fist. Just clench your fist tighter and tighter, and study the tension as you do so. Keep it clenched and feel the tension in your right fist, hand, forearm . . . and now relax. Let the fingers of your right hand become loose, and observe the contrast in your feelings. . . Now, let yourself go and try to become more relaxed all over . . . Once more, clench your right fist really tight . . . hold it, and notice the tension again . . . Now, let go, relax: your fingers straighten out, and you notice the difference once more. Now, repeat that with your left fist. Clench your left fist while the rest of your body relaxes; clench that fist tighter and feel the tension . . . and now relax. Again, enjoy the contrast . . . Repeat that once more, clench the left fist, tight and tense . . . Now do the opposite of tension-relax and feel the difference. Continue relaxing like that for a while.

Clench both fists tighter and tighter, both fists tense, forearms tense; study the sensations . . . and relax. Straighten out your fingers and feel the relaxation. Continue relaxing your hands and forearms more and more . . . Now bend your elbows and tense your biceps. Tense them harder and study the tension feelings . . . Now straighten out your arms; let them relax and feel the difference again. Let the relaxation develop . . . Once more, tense your biceps. Hold the tension and observe it carefully . . . Straighten your arms and relax . . . relax to the best of your ability . . . And now relax your arms into a comfortable position. Let the relaxation proceed on its own. The arms should feel comfortably heavy as you allow them to

relax . . . Concentrate on pure relaxation in the arms without any tension. Get your arms comfortable and let them relax further and further. Continue relaxing your arms even further. Even when your arms seem fully relaxed, try to go that extra bit further; try to achieve deeper and deeper levels of relaxation.

RELAXATION OF FACIAL AREA WITH NECK, SHOULDERS, AND UPPER BACK (Time: 4-5 minutes)

Let all your muscles go loose and heavy. Just settle back quietly and comfortably. Wrinkle up your forehead now; wrinkle it tighter . . . And now stop wrinkling your forehead. Relax and smooth it out. Picture your entire forehead and scalp becoming smoother as the relaxation increases . . . Now frown and crease your brows and study the tension . . . Let go of the tension again. Smooth out the forehead once more . . . Now, close your eyes tighter and tighter . . . feel the tension . . . and now relax your eyes. Keep your eyes closed, gently, comfortably, and notice the relaxation . . . Now clench your jaws, bite your teeth together; study the tension throughout the jaws . . . Relax your jaws now . . . Appreciate the relaxation . . . Feel the relaxation all over your face, all over your forehead and scalp, eyes, jaws, lips, tongue, and throat. The relaxation progresses further and further . . . Now attend to your neck muscles. Press your head back as far as it can go and feel the tension in your neck . . . Let your head return forward to a comfortable position, and study the relaxation. Let the relaxation develop. Shrug your shoulders right up. Hold the tension . . . Drop your shoulders and feel the relaxation. Neck and shoulders relaxed. Shrug your shoulders again. Feel the tension in your shoulders and in your upper back . . . Drop your shoulders once more and relax. Let the relaxation spread deep into your shoulders, right into your

back muscles. Relax your neck and throat, your jaws and other facial areas as the pure relaxation takes over and grows deeper . . .

RELAXATION OF CHEST, STOMACH, AND LOWER BACK (Time: 4-5 minutes)

Relax your entire body to the best of your ability. Feel the comfortably heaviness that accompanies relaxation. Breathe easily and freely in and out. Notice how the relaxation increases as you exhale . . . as you breathe out, just feel the relaxation . . . Now breathe in and fill your lungs; inhale deeply and hold your breath. Study the tension . . . Now exhale by letting the walls of your chest grow loose and push the air out automatically . . . Continue relaxing and breathe freely and gently. Feel the relaxation and enjoy it . . . With the rest of your body as relaxed as possible, fill your lungs again. Breathe in deeply and hold it again . . . That's fine, breathe out and appreciate the relief . . . Just breathe normally. Continue relaxing your chest and let the relaxation spread to your back, shoulders, neck and arms. Merely let go and enjoy the relaxation. Now let's pay attention to your abdominal muscles - your stomach area. Tighten your stomach muscles and make your abdomen hard. Notice the tension . . . and now relax . . . Let the muscles loosen and notice the contrast . . . Once more, press and tighten your stomach muscles. Hold the tension and study it . . . And relax again. Notice the general feeling of well-being that comes with relaxing . . . Now tense your stomach, feel the tension . . . Now relax again. Continue breathing normally and easily . . . Now pull your stomach in and hold the tension . . . hold the tension . . . now relax your stomach fully. Let the tension dissolve as the relaxation grows deeper. Each time you breathe out, notice the rhythmic relaxation both in your lungs and in

your stomach. Notice and let go of all contractions anywhere in your body.

RELAXATION OF HIPS, THIGHS, AND CALVES, FOLLOWED BY COMPLETE BODY RELAXATION (Time: about 5 minutes)

Let go of all tensions and relax . . . Now flex your buttocks and thighs. Flex your thighs by pressing down your heels as hard as you can . . . Relax and note the difference . . . Flex your thigh muscles again. Hold the tension . . . Relax your hips and thighs. Allow the relaxation to proceed on its own . . . Press your feet and toes downward, away from your face, so that your calf muscles become tense . . . Now relax . . . Allow the relaxation to proceed on its own . . . Once again press your feet and toes downward away from your face, so that your calf muscles are tense. Study the tension . . . Relax your feet and calves . . . Keep relaxing for a while . . . Now let yourself relax further all over. Relax your feet, ankles, calves and shins, knees, thighs, buttocks and hips. Feel the heaviness of your lower body as you relax still further. Now spread the relaxation to your stomach, waist, lower back. Let go more and more. Feel the relaxation all over. Let it proceed to your upper back, chest, shoulders and arms, and right to the tips of your fingers. Keep relaxing more and more deeply. Relax your neck and your jaws and all your facial muscles. Keep relaxing your whole body like that for a while. Let yourself relax.

Now you can become twice as relaxed as you are by merely taking a really deep breath and slowly exhaling. Breathe in deeply and feel yourself becoming heavier. Take in a long, deep breath and let it out very slowly . . . Feel how heavy and relaxed you have become.

Now, your whole body becomes progressively heavier, and all your muscles relax. Let go more and more completely. We shall give your muscles individual attention. Relax the muscles of your forehead. (Pause 5-10 seconds) Relax the muscles of the lower part of your face. (Pause 5-10 seconds) Relax the muscles of your jaws and those of your tongue. (Pause) The more you relax, the calmer you become. (Pause) Relax the muscles of your neck. (Pause) Let all the muscles of your shoulders relax. Let yourself go. (Pause) Relax the muscles of your trunk. (Pause) Relax the muscles of your lower limbs. Let your muscles go more and more. You feel so much at ease and so very comfortable. Just continue relaxing like that.

(End) I will count backwards from four to one. When I get to one, you will get up. You will feel fine and refreshed, wide awake and calm. 4, 3, 2, 1.

SESSION #3:

A. Objectives

1. Students will be given the opportunity to ask questions and report on the progress of the homework.
2. Students will be introduced to Cognitive Restructuring.
3. Students will understand how irrational self-talk contributes to stress.
4. Students will be exposed to rules for rational thinking.
5. Students will understand how to apply cognitive restructuring to the specific problem of test anxiety.
6. Students will be given an opportunity to briefly be exposed to imagery.

B. Materials Needed

1. Handouts
 - a. Irrational Belief No. 1
 - b. Irrational Belief No. 2
 - c. Irrational Belief No. 3
 - d. Feared Situations and Anxiety-Arousing Thoughts
 - e. Rational Analysis of Test Anxiety
 - f. Rational Self-Analysis
2. Progressive Relaxation Routine
3. Imagery test

C. Topics Discussed

1. Irrational Self-talk
2. Cognitive Restructuring
3. Five Irrational Ideas

4. Rules for Rational Thinking

5. Imagery

D. Experience

1. Progressive Relaxation

2. Imagery test

PROGRESSIVE RELAXATION EXERCISE

True relaxation must come from within. When you are tense, you use up energy. The secret to relaxation is to let your mind slowly take control of your body, relaxing it part by part.

A disorderly mind rambles and dwells on anxieties. You can train your mind to concentrate only on the present--to realize that the past is gone and the future will come.

Through discipline, we can train our mind to become detached but not estranged from our problems. This discipline helps us become more objective. The problems that once seemed insurmountable become easier to handle. We gain strength to make life easier to handle during times of crisis.

* * * * *

Get into a relaxed position. Turn your palms upward with fingers relaxed. Close your eyes . . . stretch out to your full length and breathe in deeply. Raise your arms over your head and stretch from head to toe. Tense all your muscles . . . hold it . . . now slowly exhale as you release tension while dropping your arms forward.

Breathe in and imagine the flow of energy saturating your whole body. Now exhale quietly, letting your breath out very slowly. Breathe in deeply again, hold your breath . . . quietly let your breath out with your mind controlling the rhythm of your breathing.

Once more inhale deeply and imagine the oxygen being carried to every part of your body, nourishing and regenerating the cells, the tissues, the organs . . . exhale slowly and

completely and imagine the impurities of your body being carried out with the slow exhalation which should be twice as long as the inhalation.

Continue to breathe slowly and rhythmically. Let your mind dwell on the deep controlled breathing and feel the inner vibrations of the body.

To relax your muscles, first tense them . . . then let them go. Start with your toes on the right foot. Bend your toes . . . stretch them . . . now let them become limp. Do this with your left foot.

Flex your right ankle, lift your leg and hold it . . . now drop it. Do this with your left ankle.

Flex your right knee, raise your leg and hold it . . . now drop it. Do this with your left knee.

Now flex the muscles in your thighs, hold it . . . let them go. Next, tense your hips and abdomen . . . let go. Now your chest and shoulders, hold it . . . let go. Lift your arms slightly, tense . . . let them drop.

Close and open your fists . . . stretch your fingers apart . . . relax. Now stretch one finger at a time on your right hand, relax. Now the left.

Now tense your right arm . . . hold it. Relax. Do it with the left.

Now relax your neck. Arch it back to stretch it. Now move the head forward, to the right, left, around. Feel the muscles relaxing.

Relax your jaw. Let your lips part slightly. Now yawn and stretch all of your facial muscles.

Breathe deeply and quietly . . . imagine your eyes sinking back into their sockets without tensing the eyelids. Feel the relaxation sensation spreading.

Feel the relaxation spread to your temples and forehead . . . roll your head slightly from side to side and feel how relaxed it has become.

Breathe deeply and rhythmically. As you breathe in and out, feel the lightness of your body.

IRRATIONAL BELIEF #1

THE IDEA THAT YOU MUST HAVE, OR THAT YOU NEED, THE LOVE OR APPROVAL FROM EVERYONE, OR FROM ALL THE PEOPLE YOU FIND SIGNIFICANT

IS IRRATIONAL BECAUSE:

- a. It's a perfectionistic, unattainable goal because you'll always find at least one person who doesn't love and/or approve of you.
- b. Even if everyone did love and/or approve of you, you would certainly worry about whether they still do and how much.
- c. You can't be lovable at all times for all people.
- d. It would take so much energy to please everyone, that you would soon tire out and have no time left for other areas of living.
- e. People will see you as boring, weak, irritating if you always give up your own wants and desperately try to win approval.
- f. Approval seeking as a necessity rather than a preference often leads to insecure feelings which generate behavior that often annoys people, whereby one loses their approval.
- g. To seek being loved inhibits one's loving capacity, i.e., it prevents you from learning what you really enjoy in a relationship.
- h. Desperately seeking love, you frequently cover up your own underlying feelings of worthlessness and thereby do nothing to tackle them and overcome them.

IT IS MORE RATIONAL TO:

- a. Eliminate only the insatiable love and approval needs so that you prefer to have rather than have to have love and/or approval.
- b. Realistically admit that it's annoying and frustrating, but not horrible and catastrophic when you are not loved by those you would like love from.
- c. Enjoy and seek intimate relationships without believing that your life depends on them.
- d. Accept yourself, try to discover your own desires and values.
- e. (Do) not define your worth as a person in terms of receiving or not receiving someone's approval (or in terms of succeeding or failing at something).
- f. Become absorbed in various people, things, and ideas outside yourself. Remember that vital living consists of doing, acting, and reaching out, not on passive receiving.

- g. Neither conform for the sake of conforming nor rebel for the sake of rebelling, but ask yourself what you really want rather than what others would like you to do.
- h. Try to win approval calmly, intelligently, and planfully rather than frantically, inefficiently, and in a "hit-or miss" fashion.
- i. Try to win love by giving it unselfishly.

Source: Modified from Albert Ellis and Robert Harper, A New Guide to Rational Living (New York: Harper & Row, 1976).

IRRATIONAL BELIEF #2

THE IDEA THAT YOU MUST PROVE THOROUGHLY COMPETENT, ADEQUATE, AND ACHIEVING IN ALL POSSIBLE RESPECTS (OR IN ONE PARTICULAR AREA) TO CONSIDER YOURSELF WORTHWHILE

IS IRRATIONAL BECAUSE:

- a. No human can be perfectly masterful and competent in all or most respects and very few in even one--to try to be is sane, but to demand it is ridiculous since this causes anxiety and feelings of personal worthlessness.
- b. Achievement does not, except by arbitrary definition, relate to your intrinsic worth--you are worthwhile because you exist, because you have aliveness.
- c. You "are" not any particular thing, therefore to identify, much less rate yourself according to your performance on some activity creates the illusion that you have only as much worth as that activity (e.g., you are not stupid just because you behaved stupidly in a particular situation).
- d. If you erroneously think that your "worth" as a human depends on how well your traits shape up and compare to those of others, you will practically always feel insecure and worthless because there is always someone better.
- e. Although being reasonably successful and achieving has distinct advantages, compulsive drives usually result in undue stress, hypertension, and forcing one's self beyond physical limitations frequently causing psychosomatic ills.
- f. If you frantically strive for success and feel anxious about failing, you will fear taking chances, making mistakes, doing the wrong thing, or doing things that you would really like to do.

IT IS MORE RATIONAL TO:

- a. Stress your doing rather than your having to do things perfectly well.
- b. Seek enjoyment rather than accomplishment.
- c. Try to do well for your own sake rather than to please others.
- d. Strive to do your best rather than to be the best.
- e. Learn to fully accept yourself whether or not you failed at something.
- f. Question your strivings from time to time and honestly ask yourself if it is achievement per se or for your own satisfaction.

- g. Welcome mistakes and errors and put them to constructive use--errors are inherent in the very process of learning and only show that you are a fallible human being.

Source: Modified from Ellis and Harper, A New Guide to Rational Living.

IRRATIONAL BELIEF #3

THE IDEA THAT IF SOMETHING SEEMS DANGEROUS OR FEARSOME, YOU MUST PREOCCUPY YOURSELF WITH IT, KEEP DWELLING ON THE POSSIBILITY OF ITS OCCURRING, AND MAKE YOURSELF ANXIOUS ABOUT IT

IS IRRATIONAL BECAUSE:

- a. You exaggerate the assumed catastrophic quality of many potentially unpleasant events (i.e., even if the feared event occurs, it's rarely as terrible as you told yourself it would be).
- b. Worrying can't prevent something from happening and often the worry itself develops into one of the most painful conditions.
- c. Worrying serves only to upset yourself and decrease your ability to assess and cope with the situation.
- d. Although certain accidents and illnesses may befall you one day, once you have taken reasonable precautions you can usually do nothing else about it.
- e. Death is the worst thing that can happen to you--and sooner or later you will die anyway.

IT IS MORE RATIONAL TO:

- a. Track your worries and anxieties back to the specific beliefs of which they consist (these usually take the form "wouldn't it be terrible if...").
- b. Examine and challenge your internal sentences and beliefs. Ask yourself "why would it be so awful...would it really be so terrible if..."
- c. Convince yourself that worrying about many situations will aggravate rather than improve them.
- d. Accept that something might well prove inconvenient, annoying, or unfortunate but rarely is it ever terrible, catastrophic, or awful.
- e. If something truly seems dangerous or fearsome, first determine whether it actually involves danger, and secondly, either do something practical to alleviate the danger or resign yourself to the fact of its existence.
- f. Realize that most fears are a disguised form of the "fear of disapproval" and continually challenge this fear.
- g. Force yourself, over and over again, to do the things you senselessly fear while challenging and questioning your irrational worries and beliefs.
- h. Try not to exaggerate the importance or significance of things.
- i. (Do) not blame or condemn yourself for your senseless worrying--instead attack your worries.

- j. Remember that humans have innate limitations, so don't be surprised if previously conquered fears temporarily return from time to time--just keep at them honestly and persistently.

FEARED SITUATIONS AND ANXIETY-AROUSING THOUGHTSA. TAKING TESTS

1. I better not fail this test or my family will really be disappointed in me . . . I'll never be able to face them again.
2. What's the matter with me . . . I must really be stupid to be having as much trouble with these math tests.
3. If I fail this test, I'll flunk the course, blow my G.P.A., never get into graduate school, and be miserable the rest of my life.

B. PUBLIC SPEAKING

1. Everyone will think I'm stupid because I can't relax and get my thoughts straight.
2. What's the matter with me? Everyone else can do a good job making speeches and I should be able to also.
3. What if I go blank and forget everything? What if I make a fool of myself? That would really be terrible.

C. MEETING NEW PEOPLE

1. It would really be terrible if I made a lousy first impression again and they didn't like me.
2. I just can't relax around people . . . what's the matter with me?
3. What if my voice cracks? What if they think I'm weird and laugh at me, and don't want to meet me?

D. JOB INTERVIEW

1. I'll bet that Interviewer will laugh at me when he sees my grades and my recommendations. He'll really think I'm stupid to be applying for this job.
2. I never wear the right thing. I always say the wrong things. I'm just no good at interviewing. . . . and really I'm not good for anything.
3. I'll break out in a nervous rash, mess up the interview, and probably never get a job.

E. CLOSED SPACES

1. If I have to go in that elevator, I'll pass out and embarrass myself in front of all my friends.
2. If I had any guts, I'd be able to get rid of this fear.
3. There's not enough room in there. I'll suffocate.

F. PANIC ABOUT FEELING ANXIOUS

I can't catch my breath.
I'm shaking all over.
I'm sweating all over.
My muscles are tight and tense.
My heart's beating so fast.
My stomach's churning

therefore

I'm losing control.
I'll suffocate.
I must be going crazy.
What's the matter with me.
I'm having a heart attack
What if

RATIONAL ANALYSIS OF TEST ANXIETY

- A. ACTIVATING EVENT (situation about which you become overly upset, anxious, depressed, etc.)
1. Taking a test.
- B. BELIEFS (rational and irrational thoughts, ideas, and beliefs about this activating event)
1. I better not fail this test or my family (or friends, boyfriend/girlfriend, etc.) will really be disappointed in me . . . I'll never be able to face them again.
 2. What's the matter with me. I must really be stupid to be having so much trouble with these Math tests.
 3. If I fail this test, I'll flunk the course, blow my G.P.A., never get into graduate school, and be miserable the rest of my life.
- C. CONSEQUENCES (the emotions and actions resulting from your irrational beliefs)
1. Anxious, worrying, tense muscles, sweating, blanking out.
- D. DISPUTING (questions or challenges you can use to change your irrational beliefs)
1. Will my family really be that disappointed in me if I fail? Even if they are disappointed, how terrible really is that? Do I really need them to approve of me all the time?
 2. Does having trouble in math tests really make me stupid? Why must I be competent in everything?
 3. Will failing this test really ruin my happiness for life? What good will worrying about this test do?
- E. EFFECT (new coping statements and thoughts you obtained from disputing your irrational beliefs)

I really would like to pass this test, but even if I fail it, the world won't come to an end. Sure my parents will be disappointed. I'll be disappointed too. But that doesn't mean they'll hate me, or that I'll be worthless as a person, or that I'll never be able to face them again. Anyway, what's so terrible about having

trouble with math tests. Lots of people do. That doesn't make me a stupid person. I do well in a lot of other things, so I can't demand that I do everything well. It sure would be nice, but since I do have trouble, I'd better just try to learn from my mistakes and do the best I can. I doubt that failing this one test will ruin my whole life's happiness anyway but even if it would, constantly worrying about it won't help--it will probably make me do even worse.

RATIONAL SELF-ANALYSIS

- A. ACTIVATING EVENT (situation about which you become overly upset, anxious, depressed, etc.)

- B. BELIEFS (rational and irrational thoughts, ideas, and beliefs about this activating event)

- C. CONSEQUENCES (the emotions and actions resulting from your irrational beliefs)

- D. DISPUTING (questions or challenges you can use to change your irrational beliefs)

- E. EFFECT (new coping statements and thoughts you obtained from disputing your irrational thoughts)

SESSION #4:

A. Objectives

1. Students will have the opportunity to hear a review of all major stress management concepts to which they have been exposed.
2. Students will be exposed to suggestions on how to prevent stress.
3. Students will be given the opportunity to participate in a guided imagery routine.

B. Materials Needed

Guided Imagery Routine: Gestalt Mountain Fantasy

C. Topics Discussed

1. The previously introduced concepts
2. The prevention of stress

D. Experience

Guided imagery

Make yourself comfortable now, relaxing just as fully as you can . . . now listen closely and discover that you can relax still more.

Begin to relax your body, beginning with your toes . . . Just let them go very limp and relaxed and comfortable. Feel the comfort begin in your toes.

Now let the rest of you feel relaxed . . . release all tensions and ligament pressures, and feel your feet and ankles go limp and relaxed. Your feet and ankles are beginning to feel comfortable, just like your toes.

There's a wave of relaxed comfort moving up through your body now, to your calves . . . and your knees . . . and on to your thighs . . . and just going very, very limp in your body.

And, now on up into the pelvic area, relaxing, relaxing, more and more relaxed.

And now the abdomen . . . and on up to the chest, going loose and limp and relaxed and comfortable all over . . .

The fingers . . . the wrists . . . the forearms . . . the elbows . . . the upper arms . . . and on up to the shoulders.

Feel the relaxation, all strain or tension slipping out and away from your whole body . . . so that the neck feels so loose and limp . . . and the jaw . . . the lips . . . the cheeks . . . and the eyes . . . right on up to the forehead, and over the entire head.

The entirety of your body is now relaxed, and relaxing even more and more, so that you are just as limp and relaxed as an old rag doll.

And you really are that relaxed, as you listen to what I have to say. You will want to listen extremely closely, very, very closely, please . . .

As you listen to me you are becoming aware of what I say to you and of your ability to respond.

And now for a little while, with closed eyes, remaining relaxed, breathing slowly and deeply, focus your awareness on your breathing, and you breathe in now, and then breathing out . . . and in and out . . . in and out . . . in and out.

As you continue to breathe in and out, you will listen to my voice as I count backward from ten to one. On each descending number you will sink deeper and deeper into relaxation while at the same time your mind will become clearer and clearer, as it moves closer and closer to a freer, finer awareness of all its beauty, potential and power.

Ten
Nine -- feel going deeper and deeper
Eight
Seven
Six
Five -- deeper and deeper
Four
Three -- clearer and clearer
Two
One

You are now deeply relaxed, deeper than before. Your mind is clear now and focusing only upon my voice.

Now that you are physically and mentally relaxed, you are ready to form images in your mind that will bring you complete freedom from any unwanted thought pattern you might experience in other levels of awareness.

Gestalt "Mountain" Fantasy Trip (George I. Brown)

Imagine being in a meadow at the base of a high mountain . . . You can hear the grass waving in the wind . . . You notice a deer darting across the meadow . . . birds flying overhead . . . You can now smell the pine trees . . . You begin to walk across the meadow towards the mountain . . . You come upon a fast moving spring and hear the water cascading over the rocks . . . You are now ready to climb the mountain . . . As you climb, you notice many flowers along the trail . . . You are now reaching the tree line . . . The trail is becoming steep . . . You begin climbing over some different terrain, boulders and jugged rocks . . . You have now reached the pinnacle of the mountain . . . You take time to look back at the trail you traversed . . . You are experiencing the warmth of the sun . . . Look up at the sun and follow one of the rays into the heart of the sun . . . You begin to climb up the sun ray walking into the center of the sun and you begin to have a conversation with an old person that you encounter . . . You now return to the mountain top . . . You experience love as a sunbeam and you can send beams of love to selected persons . . . Now you are returning to the foot of the mountain . . . And crossing over into the meadow . . . You return to the point from which you started.

Now you are going to return to your normal waking state of awareness. In a moment I am going to count from one to five. On each ascending number you will move further away from your present position and approach your usual state of awareness. When I reach the number five you will have returned to your normal waking state.

One

Two -- coming back slowly now

Three

Four -- nearer and nearer

Five -- eyes open, wide awake, feeling fine and in perfect health, better than before

APPENDIX B

BIOGRAPHICAL INVENTORY

BIOGRAPHICAL INVENTORY

Name _____

- T F 1. I do not tire quickly.
- T F 2. I am often sick to my stomach.
- T F 3. I am about as nervous as other people.
- T F 4. I have very few headaches.
- T F 5. I work under a great deal of strain.
- T F 6. I cannot keep my mind on one thing.
- T F 7. I worry over money and business.
- T F 8. I frequently notice my hand shakes when I try to do something.
- T F 9. I blush as often as others.
- T F 10. I have diarrhea (the runs) once a month or more.
- T F 11. I worry quite a bit over possible troubles.
- T F 12. I practically never blush.
- T F 13. I am often afraid that I am going to blush.
- T F 14. I have nightmares every few nights.
- T F 15. My hands and feet are usually warm enough.
- T F 16. I sweat very easily even on cool days.
- T F 17. When embarrassed I often break out in a sweat which is very annoying.
- T F 18. I do not often notice my heart pounding and I am seldom short of breath.
- T F 19. I feel hungry almost all the time.
- T F 20. Often my bowels don't move for several days at a time.
- T F 21. I have a great deal of stomach trouble.

- T F 22. At times I lose sleep over worry.
- T F 23. My sleep is restless and disturbed.
- T F 24. I often dream about things I don't like to tell other people.
- T F 25. I am easily embarrassed.
- T F 26. My feelings are hurt easier than most people.
- T F 27. I often find myself worrying about something.
- T F 28. I wish I could be as happy as others.
- T F 29. I am usually calm and not easily upset.
- T F 30. I cry easily.
- T F 31. I feel anxious about something or someone almost all of the time.
- T F 32. I am happy most of the time.
- T F 33. It makes me nervous to have to wait.
- T F 34. At times I am so restless that I cannot sit in a chair for very long.
- T F 35. Sometimes I become so excited that I find it hard to get to sleep.
- T F 36. I have often felt that I faced so many difficulties I could not overcome them.
- T F 37. At times I have been worried beyond reason about something that really did not matter.
- T F 38. I do not have as many fears as my friends.
- T F 39. I have been afraid of things or people that I know could hurt me.
- T F 40. I certainly feel useless at times.
- T F 41. I find it hard to keep my mind on a task or job.
- T F 42. I am more self-conscious than most people.
- T F 43. I am the kind of person who takes things hard.

- T F 44. I am a very nervous person.
- T F 45. Life is often a strain for me.
- T F 46. At times I think I am no good at all.
- T F 47. I am not at all confident of myself.
- T F 48. At times I feel that I am going to crack up.
- T F 49. I don't like to face a difficulty or make an important decision.
- T F 50. I am very confident of myself.

APPENDIX C

TENNESSEE SELF CONCEPT SCALE

TENNESSEE SELF CONCEPT SCALE

by

William H. Fitts, PhD.

Published by

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Nashville, Tennessee 37212

INSTRUCTIONS

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

You will find these response numbers repeated at the bottom of each page to help you remember them.

	Page 1	Item No.
1. I have a healthy body.....		1
3. I am an attractive person.....		3
5. I consider myself a sloppy person.....		5
19. I am a decent sort of person.....		19
21. I am an honest person.....		21
23. I am a bad person.....		23
37. I am a cheerful person.....		37
39. I am a calm and easy going person.....		39
41. I am a nobody.....		41
55. I have a family that would always help me in any kind of trouble.....		55
57. I am a member of a happy family.....		57
59. My friends have no confidence in me.....		59
73. I am a friendly person.....		73
75. I am popular with men.....		75
77. I am not interested in what other people do.....		77
91. I do not always tell the truth.....		91
93. I get angry sometimes.....		93

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

2. I like to look nice and neat all the time.....	2
4. I am full of aches and pains.....	4
6. I am a sick person.....	6
20. I am a religious person.....	20
22. I am a moral failure.....	22
24. I am a morally weak person.....	24
38. I have a lot of self-control.....	38
40. I am a hateful person.....	40
42. I am losing my mind.....	42
56. I am an important person to my friends and family.....	56
58. I am not loved by my family.....	58
60. I feel that my family doesn't trust me.....	60
74. I am popular with women.....	74
76. I am mad at the whole world.....	76
78. I am hard to be friendly with.....	78
92. Once in a while I think of things too bad to talk about.....	92
94. Sometimes, when I am not feeling well, I am cross.....	94

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

	Page 3	Item No.										
7. I am neither too fat nor too thin.....		7										
9. I like my looks just the way they are.....		9										
11. I would like to change some parts of my body.....		11										
25. I am satisfied with my moral behavior.....		25										
27. I am satisfied with my relationship to God.....		27										
29. I ought to go to church more.....		29										
43. I am satisfied to be just what I am.....		43										
45. I am just as nice as I should be.....		45										
47. I despise myself.....		47										
61. I am satisfied with my family relationships.....		61										
63. I understand my family as well as I should.....		63										
65. I should trust my family more.....		65										
79. I am as sociable as I want to be.....		79										
81. I try to please others, but I don't overdo it.....		81										
83. I am no good at all from a social standpoint.....		83										
95. I do not like everyone I know.....		95										
97. Once in a while, I laugh at a dirty joke.....		97										
Responses-	<table border="0" style="margin-left: 40px;"> <tr> <td style="text-align: center;">Completely false</td> <td style="text-align: center;">Mostly false</td> <td style="text-align: center;">Partly false and partly true</td> <td style="text-align: center;">Mostly true</td> <td style="text-align: center;">Completely true</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true	1	2	3	4	5	
Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true								
1	2	3	4	5								

8.	I am neither too tall nor too short.....	8
10.	I don't feel as well as I should.....	10
12.	I should have more sex appeal.....	12
26.	I am as religious as I want to be.....	26
28.	I wish I could be more trustworthy.....	28
30.	I shouldn't tell so many lies.....	30
44.	I am as smart as I want to be.....	44
46.	I am not the person I would like to be.....	46
48.	I wish I didn't give up as easily as I do.....	48
62.	I treat my parents as well as I should (Use past tense if parents are not living).....	62
64.	I am too sensitive to things my family say.....	64
66.	I should love my family more.....	66
80.	I am satisfied with the way I treat other people.....	80
82.	I should be more polite to others.....	82
84.	I ought to get along better with other people.....	84
96.	I gossip a little at times.....	96
98.	At times I feel like swearing.....	98

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

	Page 5	Item No.
13. I take good care of myself physically.....		13
15. I try to be careful about my appearance.....		15
17. I often act like I am "all thumbs".....		17
31. I am true to my religion in my everyday life.....		31
33. I try to change when I know I'm doing things that are wrong.....		33
35. I sometimes do very bad things.....		35
49. I can always take care of myself in any situation.....		49
51. I take the blame for things without getting mad.....		51
53. I do things without thinking about them first.....		53
67. I try to play fair with my friends and family.....		67
69. I take a real interest in my family.....		69
71. I give in to my parents. (Use past tense if parents are not living).....		71
85. I try to understand the other fellow's point of view.....		85
87. I get along well with other people.....		87
89. I do not forgive others easily.....		89
99. I would rather win than lose in a game.....		99

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

- 14. I feel good most of the time 14
- 16. I do poorly in sports and games 16
- 18. I am a poor sleeper 18
- 32. I do what is right most of the time 32
- 34. I sometimes use unfair means to get ahead 34
- 36. I have trouble doing the things that are right 36
- 50. I solve my problems quite easily 50
- 52. I change my mind a lot 52
- 54. I try to run away from my problems 54
- 68. I do my share of work at home 68
- 70. I quarrel with my family 70
- 72. I do not act like my family thinks I should 72
- 86. I see good points in all the people I meet 86
- 88. I do not feel at ease with other people 88
- 90. I find it hard to talk with strangers 90
- 100. Once in a while I put off until tomorrow what I ought to do today 100

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5