

PERCEIVED STRESS, ADJUSTMENT, EMOTIONAL AND BEHAVIORAL  
FUNCTIONING, AND SELF-ESTEEM AMONG COLLEGE FRESHMAN AND  
THE ROLE OF PARENTAL SUPPORT

by

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## **ABSTRACT**

This current study examined the relationships among Freshmen students' contact with their parents, stress, adjustment, emotional and behavioral functioning, and self-esteem. As part of this study, 121 ethnically diverse college Freshmen completed measures assessing the aforementioned variables. Analyses of variance suggested that college Freshmen varied in their ratings of these variables based on their gender and living situation (i.e., whether they lived on campus, in the community, or in their parents' home). Correlational analyses suggested that there were significant relationships among parental involvement and college students' stress, adjustment, emotional and behavioral problems, and self-esteem. Hierarchical regression analyses suggested that gender, living situation, paternal support, and perceived stress were valuable predictors of college students' outcomes. This information will serve to provide insight into mechanisms by which parents can help to foster more positive outcomes for their college students.

## **DEDICATIONS**

To my parents, Linda and Howard, and my brother, Christopher, for their love and support.

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## TABLE OF CONTENTS

INTRODUCTION .....	1
EMERGING ADULTHOOD .....	2
EMERGING ADULTS' RELATIONSHIPS WITH THEIR PARENTS .....	3
PERCEIVED LEVELS OF STRESS IN COLLEGE STUDENTS .....	5
COLLEGE STUDENT OUTCOMES: ADJUSTMENT .....	6
COLLEGE STUDENT OUTCOMES: .....	8
EMOTIONAL AND BEHAVIORAL FUNCTIONING.....	8
COLLEGE STUDENT OUTCOMES: SELF-WORTH AND SELF-ESTEEM.....	10
THE CURRENT STUDY.....	12
METHODS .....	13
Participants .....	13
Measures.....	13
Procedure.....	16
RESULTS .....	18
Descriptive Statistics .....	18
Mean Comparisons by Sex.....	19
ANOVAs.....	20
Correlational Analyses .....	24
Hierarchical Regression Analyses.....	25
DISCUSSION.....	28
APPENDIX A: IRB APPROVAL LETTER .....	43
APPENDIX B: INFORMED CONSENT.....	45
APPENDIX C: DEMOGRAPHICS QUESTIONNAIRE .....	50
APPENDIX D: PARENTAL SUPPORT SCALE SHORT-FORM.....	53
APPENDIX E: THE PERCEIVED STRESS SCALE.....	54
APPENDIX F: THE STUDENT ADAPTATION TO COLLEGE QUESTIONNAIRE.....	56

APPENDIX G: THE ROSENBERG SELF-ESTEEM SCALE .....	66
APPENDIX H: ACHENBACH ADULT SELF-REPORT .....	69
APPENDIX I: POST PARTICIPATION INFORMATION .....	74
REFERENCES .....	76

## LIST OF TABLES

Table 1: Participant Demographic Information .....	32
Table 2: Frequency of Contact (via Telephone) with Mother and Father.....	33
Table 3: Frequency of Contact (via Texting) with Mother and Father .....	33
Table 4: College student males and females ratings .....	34
Table 5: Means and Standard Deviations by Living Situation and Sex.....	35
Table 6: Analysis of Variance (ANOVA) for Paternal Support .....	36
Table 7: Analysis of Variance (ANOVA) for Maternal Support .....	36
Table 8: Analysis of Variance (ANOVA) for Perceived Stress.....	37
Table 9: Perceived Stress for each Type of Gender and Living Arrangement .....	37
Table 10: Analysis of Variance (ANOVA) for College Adjustment .....	38
Table 11: College Adjustment for each type of Gender and Living Arrangement.....	38
Table 12: Analysis of Variance(ANOVA) for Internalizing Behavior Problems.....	39
Table 13: Analysis of Variance (ANOVA) for Externalizing Behavior Problems.....	39
Table 14: Analysis of Variance (ANOVA) for Self-Esteem.....	39
Table 15: Correlations in Perceived Stress, College Adjustment, Emotional and Behavioral Functioning, Parental Support and Self-Esteem .....	40
Table 16: Hierarchical Regression for Emotional and Behavioral Functioning, Self-Esteem, and Adjustment .....	41



## **INTRODUCTION**

Graduating high school and attending the first year of college can call for drastic adjustments. Undergraduate students must overcome many unfamiliar obstacles as they encounter stressful situations that require complex thought processes. In particular, undergraduate students transitioning into their Freshmen year have to abandon their usual routines and habits and function in a more independent manner than they have in the past. Attending college brings new stressors to the forefront of college students' lives, such as changes in responsibility, career decisions, and parental pressure that might result in feelings of being unable to cope with the environment (Lazarus & Folkman, 1984). Further, living in a novel environment might entail additional adjustments and demands. This change in responsibility may result in students having to alter their "perception of daily hassles" (Hudd, 2000, p. 217). Given the nature of the changes required of students entering college, more work must be done to understand the correlates of their potentially stressful experiences and their ultimate outcomes in the context of these experiences.

The proposed research study will consider whether different degrees of parent involvement will be related to college students' perceived stress, adjustment, emotional and behavioral functioning, and self-esteem. In particular, the proposed study will examine relationships between parents and their college students to understand if there is variation across students who continue to live at home, those who are living in residence halls at the university, and those who are living in off-campus facilities. It is hoped that this study will be able to identify which style of parental involvement will be related to the most positive student outcomes as students enter emerging adulthood.

## **EMERGING ADULTHOOD**

'Emerging adulthood' has been characterized as a new stage in development that describes individuals who are between the ages of 18- and 25-years. During these ages, individuals explore relationships and potential occupations and are exposed to diverse perspectives (Arnett, 2000). In the United States today, emerging adults are delaying marriage and having children much later in their lives. These trends may suggest that there is a prolonged period of concentrated reflection on personal growth before entering adulthood. In conjunction with these changes in individuals' functioning as they transition to their college years, it also should be noted that the expectations that are placed on college students have changed drastically in a matter of decades.

In fact, emerging adulthood for contemporary youth is characterized as a psychological state rather than a time marked by definitive stages (Arnett, 1998, 2001, 2004; Côté & Levine, 2000; Sessler, Ciambrone, & Benway, 2008). For example, the emerging adulthood period contains the most drastic changes in identity and is considered by adults as containing the highest prevalence of meaningful events across the life span (Schoon, Ross, & Martin, 2009) Currently, in industrialized countries, emerging adults also have the flexibility to discover their own personal purpose through the support that parents provide. This concept of exploration highlighted in Arnett's emerging adulthood theory takes into account the act of self-reflection and can foster a sense of intrinsic motivation for students to perform successfully in academics during college (Germeijs & Verschueren, 2007). Nonetheless, emerging adults still maintain relationships with their parents.

## EMERGING ADULTS' RELATIONSHIPS WITH THEIR PARENTS

In fact, during this transitional time, college students seek the approval of, remain attached to, and have continued reliance on their parents (Youniss & Smollar, 1985). Arnett (2000) also indicated that parents' knowledge of their emerging adults' activities may serve as a buffer against emerging adults' externalizing behaviors. In particular, parents' increased awareness of their college students' activities reduces the likelihood of students engaging in high-risk behaviors (Bachman, Johnston, & Schulenberg, 1996). Three important components of parents' knowledge include offering students substantial latitude in the decisions that they make, inquiring and being interested in hearing about students' activities, and the willingness of the emerging adult to express information (Kerr & Stattin, 2000). Overall, college students assume a new autonomy during the emerging adulthood stage but may have varying levels of support from parents that could hinder or benefit their growth. Despite students increased sense of autonomy and independence during this period of life, "there continues to be a meaningful association with parents regardless of the fact that the parents penetrate fewer aspects of their lives than they did before" (Ainsworth, 1989, p. 2).

The patterns of interaction that occur between college students and their parents have early origins. Developmental psychologists proposed that human behavior patterns are constructed from the relationships and interpersonal interactions that individuals have with caregivers in infancy. Bowlby's *attachment theory* outlines the importance of early experiences and how the interactions pertaining to moments of separation, distress, and reunion are highly influential in the production of individuals' internal working models. The internal working model is comprised of two subcategories called the self-model and the other model. The self-

model is individuals' perceptions of their own self-worth, and the other model refers to how individuals view those around them in their social environment. Parental attachment could impact college students' internal working models, with a secure working model enhancing college students' psychological resilience (Kenny & Rice, 1995).

Thus, attachment relationships with primary caregivers shape cognitive representations that are present throughout individuals' life spans (Bowlby, 1977; Schneider et al., 2001). The attachment that individuals experience in childhood with their parents could impact future connections with others and also transfer to romantic or intimate relationships. These representations, therefore, could influence the expectations as well as the emotional and psychological well-being for individuals in relation to their interpersonal relationships (Bartholomew & Shaver, 1998). Thus, attachment relationships with mothers and fathers lay the foundation for individuals' responses to their parents' parenting styles throughout the rest of their lifetimes. For example, in predicting emerging adults' outcomes, the parenting styles of their mothers and fathers may be potentially important indicators (Maccoby & Martin, 1983). In the literature, warmth and control are two measures that continually foster positive child development (Grolnick & Gurland, 2002; Manzeske & Dopkins Stright, 2009). As a result of these findings, understanding the role that parents' relationships with their college students may play in college students' functioning is important.

## **PERCEIVED LEVELS OF STRESS IN COLLEGE STUDENTS**

In addition to understanding the association between the parent-college student relationship and college students' functioning, understanding the role of college students' stress is also important. Stress is unavoidable in the fast-paced college environment, but not all situations involving stress produce a negative outcome. In certain situations, stress is required for an immediate and effective response (Schafer, 1996). Recent research suggested, however, that college students are not particularly adept at recognizing if they are under a significant amount of stress (Baglin, 2003). When college students are uncommunicative or cannot adequately express how they are feeling, this form of "suffering in silence" can manifest as an undesirable outcome (Robotham, 2006, p.113). Higher levels of stress may be accounted for by the absence of a support framework in college students' lives (Baglin, 2003; Hudd, 2000; Robotham, 2006).

In particular, college students will have defined time constraints to establish their goals and may feel pressured to adjust to their parents' expectations (Anderson & Yuenger, 1987). They also are required to be aware of their interests and the field of study about which they are passionate. Parents might be apprehensive or anxious about observing their students' participation in a variety of vocational opportunities before making a career decision. Nonetheless, college students who explore their educational environments report higher levels of satisfaction about their career decisions (Schindler & Tomasik, 2010). The difficulty that students face through their college adjustment may manifest as high levels of anxiety or depression if the desired parental support is not present. Further understanding of the correlates of college students' adjustment is needed

## **COLLEGE STUDENT OUTCOMES: ADJUSTMENT**

Emerging adults who experience the first year of college have to face numerous changes to their usual lifestyle. Furthermore, this first year appears to contain the highest number of drop outs, with approximately 25% of students not returning to college to pursue their second year of postsecondary study (National Center for Education Statistics, 2012). Consequently, researchers suggested that this occurrence may be due to a “critical period of development.” In particular, freshman college students undergo pronounced changes in their physical location (away from the family home), independence, socialization among different peer groups, and motivation to maintain academic responsibility with limited parental supervision (Mattanah, Lopez, & Govern, 2011).

Researchers characterized “college student adjustment” as an adaptation involving four distinct variables, including social, personal-emotional, academic, and goal commitment-institutional attachment (Baker & Siryk, 1984). Previously, research was aimed at observing the predictors of college adjustment as it related to academic performance in the first semester. To evaluate academic adjustment among college students, researchers collected freshman students’ SAT (Scholastic Assessment Test) scores and class rank to understand if these scores could predict successful academic adjustment. Results indicated that these two factors alone were not sufficient in accounting for the variance in college success (Larose & Roy, 1991; Malloch & Michael, 1981; Mathiasen, 1985; Neely, 1977; Ting & Robinson, 1998; Weitzman, 1982; Wesley, 1994). It is important to examine the relevance of adjustment among Freshman college students holistically as well as investigate other facets such as institutional commitment and

personal/emotional adjustment to understand if these components are impacted through parental support.

Researchers started to analyze parent-college student relationships to understand if attachment during Freshman year would predict college adjustment (Armsden & Greenberg, 1987; Kenny, 1987, 1990; Kenny & Donaldson, 1991; Larose & Boivin, 1998; Mattanah, Hancock, & Brand, 2004; Rice, Fitzgerald, Whaley, & Gibbs, 1995; Vivona, 2000). Researchers theorized that, if a secure attachment was maintained between parents and college students, the relationship would serve as a buffer to ameliorate difficult transitions for students during their Freshman year. Results from this study indicated that secure attachment in the parent-college student relationship yielded higher “social, academic, and emotional adjustment in college students” (Bradford & Lyddon, 1993; Holmbeck & Wandrei, 1993; Larose & Boivin, 1998; Mattanah, Hancock, & Brand, 2004; Schultheiss & Blustein, 1994).

## **COLLEGE STUDENT OUTCOMES: EMOTIONAL AND BEHAVIORAL FUNCTIONING**

Along with adjustment to college, college students' experience of emotional and behavioral problems may serve as an important point of interest and intervention. Psychological problems are divided into two different styles of disorders that can be present internally or expressed through behaviors externally and observed by others. Individuals who experience internalizing behaviors describe feelings of withdrawal, depression, loneliness, and anxiety. Individuals who exhibit externalizing behaviors often display aggressive, impulsive, and noncompliant responses (Achenbach, 1982). Each domain of emotional and behavioral problems is starting to be examined for college students.

For example, Dyson and Renk (2006) asserted that a stressful family environment could be related to higher depressive symptoms in first time college students, with avoidant coping perpetuating depressive behavior. Discrepancies between expectations of parents regarding student performance and actual student performance have been reported to be a source of stress in college students as well. Such findings may be described by discrepancy theory (Higgins, 1987), which is based on understanding the relationships among individuals' ideal self, actual self, and ought self. The discrepancies among these personal perceptions may explain the link between such college students' expectation discrepancies and resulting negative emotions. Armsden and Greenberg (1987) also examined the link between the attachment styles and levels of depression in young adults. Self-report and clinical interviews conducted by these researchers indicated that there is an inverse relationship between participant's secure attachment and severity of depression. Additionally, individuals with less secure attachments exhibited higher levels of depression.



In terms of externalizing behaviors, these problems have been linked to a variety of negative consequences. In childhood, these can be evident in “peer rejection, impaired social-cognitive development and difficulty with emotion regulation” (Cicchetti & Toth, 1991, p. 224-228). When children begin to enter adolescence and, later, emerging adulthood, these externalizing problems can have long-term implications for their future and can put these individuals at risk for delinquency and increased potential for engaging in criminal behaviors (Kazdin, 1987; Loeber, 1982). Given the ramifications of college students’ emotional and behavioral problems, these problems deserve to be examined further.

## **COLLEGE STUDENT OUTCOMES: SELF-WORTH AND SELF-ESTEEM**

Parents also can play a major role in their emerging adults' self-esteem through encouragement and positive nurturing, both of which can promote a secure base for identity exploration (Allen & Land, 1999; Benson, Harris, & Rogers, 1992; Bowlby, 1979). There have been debatable views in the literature as to whether attachment to peers impacts students more than parental influence when measuring levels of self-esteem, however. In an era of mass and instant communication devices, parents who portray a pessimistic view of their college students' behavior in emerging adulthood might have unprecedented influence on their self-esteem, however.

Due to recent technological advancements, emerging adults have unprecedented access to their parents, no matter what their living situation may be. Information can be shared almost instantaneously due to the emergence of electronic devices, such as mobile phones, and researchers have started to investigate the impact that this technology has on family relationships (Ling, 2000). To address this electronically-mediated form of communication in relation to parent-child relationships, researchers studied mothers who remained in contact with their children through the use of long-distance calls.

With this change, parents may be the voice of reason to their college students, diverting them away from peripheral issues and evaluating them on realistic expectations. Similarly, given that many parents seem to feel that their college students are living up to their expectations (even when college students may not feel this way; Agliata & Renk, 2008), parents could serve as a buffer in protecting their college students' self-esteem. Agliata and Renk (2008) also showed that high expectation discrepancies were associated with low self-worth. In a study addressing both

self-worth and adjustment, Agliata and Renk demonstrated that expectation discrepancies played a significant role in predicting the amount of self-worth and adjustment that college students experienced. Thus, involvement and information from parents could impact college students' level of stress and feelings of worth.

## **THE CURRENT STUDY**

The current study examined the relationships among college student's ratings of perceived parental support, perceived stress, adjustment to life, emotional and behavioral functioning, and self-esteem in their first semester at a university. To add to the literature, the current study examined the differential experiences of college students with different living arrangements so as to understand how different degrees of parental contact may be related to college student outcomes. As the amount of parental involvement may not be equal to quality of involvement, the physical and emotional support from parents as well as the quantity of exposure to parents was examined. In particular, this study examined what type of parental involvement has the most significant predictive values for college students' outcomes.

The first hypothesis of this investigation was that more parental involvement would be predictive of positive college student outcomes, including lower perceived stress, better adjustment, nonclinical levels of emotional and behavioral problems, and higher self-esteem during the first year of college. It also was hypothesized that positive student adjustment would vary as a function of college students' living arrangement and gender. Specifically, it was expected that female college students would score lower on perceived stress, higher on adjustment, lower of emotional and behavioral problems, and higher on self-esteem than males. Further, it was expected that college students living on campus would report lower perceived stress, better adjustment, nonclinical levels of emotional and behavioral functioning, and higher self-esteem. The primary objective of this study was to understand the adjustment that freshmen make to college life in their first semester and clarify variables that enhance their transition.

## **METHODS**

### **Participants**

A total of 121 participants (with a mean age of 18.87-years,  $SD=1.27$ ) from a large Southeastern university volunteered for the current study through SONA systems, an online extra credit survey system used for research in the Department of Psychology. The majority of participants (69.4%) were female, whereas 30.6% were males. Further, the majority of participants were Caucasian (70.2%), whereas the remainder of the participants was African American (14%), Hispanic/Latino (7.4%), Asian (6.6%), or Biracial (1.7%). All participants had to be in their Freshman year of college, but they could live on-campus, in off-campus affiliated housing, or reside in their family's home. There was no attrition for this survey, as every participant completed each measure for this study. Of those who participated, 45% lived in an on-campus residence, whereas 31% of participants lived off-campus and 24% lived in their family's home. Further, when participants were partitioned in each living situation, 45.95% of males lived on-campus, 29.73% males lived in off-campus apartments, and 24.32% were living in the family home. Of those females who participated, 44.05% lived in on-campus residence halls, 32.14% were living in off-campus apartments, and 23.81% were living in the family home. See Table 1 for a summary of these demographics.

### **Measures**

#### **Demographics**

A *demographics questionnaire* was used to collect information about participants' living situation, their parents' occupations, their high school Grade Point Average (GPA), their estimated college GPA, the perceived distance or proximity of their current residence from their

parents, and the frequency of their communication with each of their parents. The perceived distance was measured on a nine-point Likert scale and asked participants to rate whether their proximity from their parents was 1 (*Too Far*) to 9 (*Too Close*). Participants also reported how frequently they texted and phoned each parent. Participants indicated the length of a conversation on the phone to each parent.

### **Parental Support**

The *Parental Support Scale-Short Form (PSS-SF; Zimet, Dahlem, Zimet & Farley, 1991)* is an 8 item questionnaire that provides a measure of the degree to which participants believe they receive support from each parent (mother and father). Through exploratory and confirmatory factor analyses, researchers have found that the scale demonstrated high internal consistency and construct validity (Bruwer et al., 2008; Cheng & Chan, 2004; Vaingankar, Abidin, & Chong, 2012). The *PPSS-SF* is a shortened form of the original *Multidimensional Scale of Perceived Social Support* (Zimet, Dahlem, Zimet, & Farley, 1988). The items on the PSS-SF are rated on a seven-point rating scale ranging from 1 (*Very Strongly Disagree*) to 7 (*Very Strongly Agree*) for each item. Higher total scores on the PSS-SF indicate higher perceived parental support.

### **Stress**

The stress that participants were experiencing during their first year of college was measured using the *Perceived Stress Scale (PSS; Cohen, Kamarck, & Mermelstein, 1983)*. Participants responded to 14 statements that asked them how frequently they felt stressed, felt like they were losing control, and encountered difficult situations in the past month using a five-point Likert scale (0=*Never*, 1=*Almost Never*, 2=*Sometimes*, 3=*Fairly Often*, 4=*Very Often*).

Examples of items include, “In the last month, how often have you felt nervous and ‘stressed’?”, “In the last month, how often have you been able to control irritations in your life?”, and “How often have you felt difficulties were piling up so high that you could not overcome them?” In a previous study, reliability estimates were obtained for the *PSS* with three different samples of participants, resulting in Cronbach’s alpha coefficients of .84, .85, and .86 (Cohen et al., 1983). In the current study, reliability was adequate, with a Cronbach’s alpha of .83.

### **Adjustment**

Student adjustment to college life was measured using the *Student Adaptation to College Questionnaire (SACQ)* (Baker & Siryk, 1984). The *SACQ* is a 67-item questionnaire that assesses participants’ adjustment in academic, social, personal-emotional, and goal commitment domains. The *SACQ*’s 24 items relating to academic adjustment asked participants to evaluate their performance on college assessments, motivation to complete course work, and overall satisfaction with their program of study. The social adjustment domain contained 21 items that were focused on assessing participants’ level of involvement with others, social desirability, and competency with interpersonal relationships. The personal-emotional adjustment domain has 15 items pertaining to participants’ perception of their own psychological well-being and assesses participants’ ability to cope with stress from situations under pressure. Participants responded to items on a nine-point Likert scale that ranges from 1 (*Unrelated to Me*) to 9 (*Applies Very Closely to Me*). The Cronbach alpha reliability coefficient was .92 for the complete scale and ranged from .71. to .91 for the subscales in a previous study (Baker & Siryk, 1984). In the current study, this measure had adequate reliability for the complete scale, with a Cronbach’s alpha of .82.

## **Emotional and Behavioral Problems**

For assessing the emotional and behavioral problems of the college student participants, the *Achenbach Adult Self-Report for Ages 18-59 (ASR)*; Achenbach, 2009) was used. The ASR is a 119-item self-report that asked participants to rate descriptive statements about their characteristics on a three-point Likert Scale (0=*Not True*, 1=*Somewhat True*, and 2=*Very True*). This measure has four sections that evaluate individuals' adaptive functioning, their internalizing and externalizing behaviors, their substance use, and total problems. For the current study, the Internalizing Problems and Externalizing Problems scales were used. Questions on the Internalizing Problems scale asked participants about symptoms such as depression and anxiety. Questions on the Externalizing Problems scale asked participants to rate symptoms such as aggressive behaviors and rule breaking.

## **Self-Esteem**

The *Rosenberg Self-Esteem Scale (RSES)*; Rosenberg, 1965) is a 10-item scale that examined participants' perceptions of their self-esteem or the amount of self-worth that they appear to possess. Items are rated on a scale that ranges from *Strongly Agree* to *Strongly Disagree*. In a previous study, this scale had adequate reliability, with a Cronbach's alpha coefficient of .88 (Robins, Hendin, & Trzesniewski, 2001). In the current study, the reliability of the scale also was adequate, with a Cronbach's alpha of .91.

## **Procedure**

The study was administered exclusively through an online research survey website called SONA Systems during the fall semester. Participants entered the website using a secure password and read instructions on how to complete the aforementioned questionnaires about the



variables of interest. A consent form was presented to the participants, informing them that their responses would be anonymous and that they could withdraw from the study at any time without being penalized. They then were presented the abovementioned questionnaires. After finishing the questionnaires, participants were presented with a debriefing form that explained the study. Participants also were informed that they could receive a summary of the results. Upon completion, the participants were awarded extra credit toward a Psychology course of their choosing in return for their participation.

## RESULTS

### Descriptive Statistics

To evaluate the results of this study, descriptive statistics (i.e., means and standard deviations) were calculated and examined. See Table 1. With regard to parental support, male participants reported that, on average, they received a low amount of support from both their mother ( $M=4.38$ ,  $SD=1.32$ ; actual range of 1-7) and father ( $M=3.92$ ,  $SD=1.38$ ; actual range of 1-7). See Tables 2 and 3 for the frequency of contact for mothers and fathers. When reporting perceived stress, male participants reported having a low amount of perceived stress ( $M=17.30$ ,  $SD=3.56$ ; actual range of 15-40). In terms of adjustment, male participants reported a moderate level of overall adaptation to college ( $M=264.92$ ,  $SD=25.01$ ; actual range of 202-308). Further, on average, male participants reported that they experienced nonclinical levels of internalizing problems ( $M=49.51$ ,  $SD=10.10$ ; actual range of 36-77) and externalizing problems ( $M=50.67$ ,  $SD=11.45$ ; actual range of 30-67). In terms of internalizing behavior problems for male participants in this study, 89.1% of them fell within the Nonclinical range, and 10.9% fell within the Clinical range. With regard to externalizing behavior problems, 91.8% of male participants fell within the Nonclinical range, and 8.2% fell within the Clinical range. Finally, male participants reported high self-esteem ( $M=29.55$ ,  $SD= 4.95$ ; actual range of 17-30) during their first semester of college. Scores from these reports typically range from 10-40 and a normal range is usually from 15-25, thus male freshman, on average reported higher levels of self-esteem in the study.

When analyzing female participants' levels of parental support, on average, these participants tended to receive low amounts of support from both their mother ( $M=4.77$ ,  $SD=1.63$ ;

actual range of 1-7) and father ( $M=4.67$ ,  $SD=1.27$ ; actual range of 1-7). Further, on average, female participants reported having moderate levels of perceived stress ( $M=26.01$ ,  $SD=1.27$ ; actual range of 15-40). On average, female participants had relatively low levels of adjustment ( $M=235.11$ ,  $SD=18.01$ ; actual range of 202-308) in their first semester. Further, on average, female participants reported nonclinical levels of internalizing problems ( $M=50.41$ ,  $SD=10.52$ ; actual range of 30-83) and externalizing problems ( $M=51.64$ ,  $SD=10.18$ ; actual range of 32-77). In terms of internalizing behavior problems for female participants this study, 83.7% of them fell within Nonclinical range, and 16.3% fell within Clinical range. With regard to externalizing behavior problems for female participants, 80.2% of them fell within Nonclinical range, and 19.8% fell within Clinical range. On average, female participants reported high self-esteem ( $M=28.61$ ,  $SD=4.05$ ; actual range of 17 to 30).

### **Mean Comparisons by Sex**

Independent sample *t*-tests were conducted in order to examine any significant differences that existed between male and female participants in their reports of parental support (PPS), perceived stress (PSS), college adjustment (SACQ), emotional and behavioral problems (ASR), and self-esteem (RSES). See Table 2. Independent samples *t*-tests revealed that there was a statistically significant difference in male and female participants' perceived paternal support, with female participants endorsing higher levels ( $M=4.67$ ,  $SD=1.27$ ) than male participants ( $M=3.91$ ,  $SD=1.38$ ),  $t(119) = -2.90$ ,  $p < .007$ . Results indicated that female participants ( $M=26.01$ ,  $SD=4.31$ ) endorsed significantly higher stress on the PSS than males participants ( $M=17.30$ ,  $SD=3.56$ ) during their Freshman year of college,  $t(119) = -10.87$ ,  $p < .001$ . With regard to college transition, results indicated that male participants reported higher adjustment ( $M=268.73$ ,

$SD=25.15$ ) than female participants ( $M=229.06$ ,  $SD=14.90$ ) during their first semester of college,  $t(119) = 10.81$ ,  $p < .000$ . Finally, male participants reported higher levels of self-esteem ( $M=29.55$ ,  $SD=4.95$ ) than female participants ( $M=28.61$ ,  $SD=4.05$ ),  $t(119) = 3.15$ ,  $p < .002$ .

### ANOVAs

ANOVAs were conducted in order to examine any significant differences that existed across participants in their reports of parental support (PPS), perceived stress (PSS), college adjustment (SACQ), emotional and behavioral problems (ASR), and self-esteem (RSES) based on their living situation. Sex was added as a variable in these analyses given the differences noted above. See Tables 3 through 9.

#### Paternal Support

For paternal support, results indicated a main effect for sex,  $F(1, 115) = 7.62$ ,  $p < .007$ , partial eta squared = .06. Female participants ( $M = 4.69$ ,  $SD = .15$ ) had significantly higher scores for parental support than male participants ( $M = 3.96$ ,  $SD = .22$ ). Further, there was a significant main effect for living situation,  $F(2, 115) = 5.28$ ,  $p < .006$ , partial eta squared = .02. Results indicated that participants living at home received the greatest paternal support ( $M=4.65$ ,  $SD=.26$ ), whereas participants who lived off campus ( $M=4.30$ ,  $SD=.23$ ) and on-campus ( $M=4.11$ ,  $SD=.19$ ) endorsed lower amounts of support. The interaction between sex and living situation was not significant,  $F(2, 115) = 2.77$ ,  $p < .07$ , partial eta squared = .05. See Table 3.

#### Maternal Support

For maternal support, results indicated that there was no significant main effect for sex,  $F(1, 115) = 1.65$ ,  $p < .20$ , partial eta squared = .01. Further, there was not a significant main effect for living situation,  $F(2, 115) = 1.08$ ,  $p < .34$ , partial eta squared = .02. Finally, the interaction

effect of living arrangement by sex was not significant,  $F(2,115) = .47, p < .63$ , partial eta squared = .008. See Table 4.

### **Perceived Stress**

For perceived stress, results indicated a main effect for sex,  $F(1, 115) = 167.32, p < .001$ , partial eta squared = .59. Post hoc analyses indicated that female participants ( $M = 26.64, SD = 4.31$ ) had significantly higher scores for perceived stress than male participants ( $M = 17.30, SD = 3.55$ ). Results indicated that there also was a significant main effect for living situation,  $F(2,115) = 20.14, p < .001$ , partial eta squared = .26. Post hoc analyses revealed that participants living at home ( $M = 23.87, SD = .68$ ) endorsed significantly higher levels of perceived stress relative to those who were living in off-campus apartments ( $M = 23.34, SD = .60$ ) and those who were living on campus ( $M = 19.35, SD = .49$ ). Participants who were living in off-campus apartments also endorsed significantly higher levels of stress relative to those who were living on campus. Further, there was a significant interaction,  $F(2,115) = 5.18, p < .001$ , partial eta squared = .08. See Table 5.

Pairwise comparisons for this significant interaction indicated that on-campus males ( $M = 15.06, SD = 4.00$ ) had significantly lower scores in perceived stress compared to off-campus males ( $M = 20.27, SD = .65$ ), males living at home ( $M = 17.89, SD = 2.67$ ), on-campus females ( $M = 23.65, SD = 3.75$ ), off-campus females ( $M = 26.41, SD = 2.82$ ), and female students living at home ( $M = 29.85, SD = 4.13$ ). Pairwise comparisons also indicated that off-campus males ( $M = 20.27, SD = .65$ ) had significantly higher scores in perceived stress than males living at home ( $M = 17.89, SD = 2.67$ ) but had significantly lower scores compared to on-campus females ( $M = 23.65, SD = 3.75$ ), off-campus females ( $M = 26.41, SD = 2.82$ ), and female students living at

home ( $M=29.85$ ,  $SD=4.13$ ). Additionally, males living in the family home ( $M=17.89$ ,  $SD=2.67$ ) had significantly lower scores compared to on-campus females ( $M=23.65$ ,  $SD=3.75$ ), off-campus females ( $M=26.41$ ,  $SD=2.82$ ), and female students living at home ( $M=29.85$ ,  $SD=4.13$ ). Pairwise comparisons further indicated that female students on-campus ( $M=23.65$ ,  $SD=3.75$ ) reported significantly lower scores in perceived stress compared to off-campus females ( $M=26.41$ ,  $SD=2.82$ ) and female students living at home ( $M=29.85$ ,  $SD=4.13$ ). Finally, female students who were off-campus ( $M=26.41$ ,  $SD=2.82$ ) had significantly lower scores than female students living at home ( $M=29.85$ ,  $SD=4.13$ ).

### **College Adjustment**

For college adjustment, results indicated that there was a main effect for sex,  $F(1,115) = 149.89$ ,  $p < .001$ , partial eta squared = .57. Post hoc analyses indicated that male participants ( $M=268.73$ ,  $SD=25.15$ ) had significantly higher scores for college adjustment than female participants ( $M=229.06$ ,  $SD=14.89$ ). Results indicated that there also was a main effect for living situation,  $F(2,115) = 19.69$ ,  $p < .001$ , partial eta squared = .26. Post hoc analyses indicated that participants residing on campus ( $M=258.78$ ,  $SD=2.29$ ) significantly higher college adjustment than participants living at home ( $M=245.43$ ,  $SD=3.13$ ) and participants living in off-campus apartments ( $M=236.58$ ,  $SD=2.79$ ). Further, there was a significant interaction,  $F(2,115) = 12.75$ ,  $p < .001$ , partial eta squared = .18. See Table 6.

Pairwise comparisons indicated that on-campus males ( $M=282.53$ ,  $SD=21.31$ ) had significantly higher scores in adjustment compared to off-campus males ( $M=244.64$ ,  $SD=13.39$ ), males living at home ( $M=272.11$ ,  $SD=22.30$ ), on-campus females ( $M=235.03$ ,  $SD=15.55$ ), and females living at home ( $M=218.75$ ,  $SD=12.76$ ). Pairwise comparisons indicated that off-campus

males ( $M=244.64$ ,  $SD=13.40$ ) had significantly lower scores in adjustment compared to males living at home ( $M=272.11$ ,  $SD=22.30$ ) but had significantly higher scores in adjustment when compared to on-campus females ( $M=235.03$ ,  $SD=15.55$ ), off-campus females ( $M=228.52$ ,  $SD=11.03$ ), and female students living in the family home ( $M=218.75$ ,  $SD=12.76$ ). Pairwise comparisons indicated that males living at home ( $M=272.11$ ,  $SD=22.30$ ) had significantly higher scores in adjustment compared to females living on-campus ( $M=235.03$ ,  $SD=15.55$ ), female students living in off-campus apartments ( $M=228.52$ ,  $SD=11.03$ ), and females living in the family home ( $M=218.75$ ,  $SD=12.76$ ). Pairwise comparisons also indicated that female students living on-campus ( $M=235.03$ ,  $SD=15.55$ ) had significantly higher scores in adjustment compared to females living in off-campus apartments ( $M=228.52$ ,  $SD=11.03$ ) and female students living in the family home ( $M=218.75$ ,  $SD=12.76$ ). Finally, results indicated that female students in off-campus apartments ( $M=228.52$ ,  $SD=11.03$ ) had significantly higher scores in adjustment as compared to female students living in the family home ( $M=218.75$ ,  $SD=12.76$ ).

### **Behavior Problems**

For internalizing behavior problems, results indicated that there was a main effect for sex,  $F(1, 115) = 15.27$ ,  $p < .001$ , partial eta squared = .12. Female participants ( $M=57.63$ ,  $SD=1.11$ ) had significantly higher scores for internalizing behavior problems than male participants ( $M=49.73$ ,  $SD=1.67$ ). The main effect for living arrangement was not significant,  $F(2, 115) = .51$ ,  $p < .60$ , partial eta squared = .01. Finally, the interaction effect of living arrangement by sex was not significant,  $F(2, 115) = .04$ ,  $p < .96$ , partial eta squared = .001. See Table 7.

For externalizing behavior problems, results indicated that there was a main effect for sex,  $F(1, 115) = 19.68$ ,  $p < .001$ , partial eta squared = .15. Female participants ( $M=53.91$ ,

$SD=1.08$ ) had significantly higher scores for externalizing behavior problems than male participants ( $M=45.19$ ,  $SD=1.64$ ). The main effect for living arrangement was not significant,  $F(2, 115) = .14$ ,  $p < .87$ , partial eta squared = .001. Finally, the interaction effect of living arrangement by sex was not significant,  $F(2, 115) = .74$ ,  $p < .48$ , partial eta squared = .01. See Table 8.

### **Self-Esteem**

For self-esteem, results indicated that there was a main effect for sex,  $F(1, 115) = 10.56$ ,  $p < .002$ , partial eta squared = .08. Results indicated that male participants reported significantly higher levels of self-esteem ( $M=23.08$ ,  $SD=4.55$ ) compared to female participants ( $M=20.34$ ,  $SD=4.33$ ). The main effect for living arrangement was not significant,  $F(2, 115) = .76$ ,  $p < .47$ , partial eta squared = .01. Finally, the interaction effect of living arrangement by sex was not statistically significant,  $F(2, 115) = .62$ ,  $p < .54$ , partial eta squared = .01. See Table 9.

### **Correlational Analyses**

To examine the relationships among parent support, perceived stress, college adjustment, emotional and behavioral problems, and self-esteem, correlational analyses were examined. Correlations among the variables in this study are reported in Table 10.

With respect to correlational analyses regarding maternal support, results indicated that high maternal support was related significantly to high paternal support ( $r = .26$ ,  $p < .01$ ), low perceived stress ( $r = -.37$ ,  $p < .01$ ), and low college adjustment ( $r = -.18$ ,  $p < .01$ ). With respect to correlational analyses regarding paternal support, results indicated that high paternal support was related significantly to low perceived stress ( $r = -.42$ ,  $p < .01$ ) and low college adjustment ( $r = -.36$ ,  $p < .01$ ). Examination of the correlational analyses regarding participants revealed that those who



experienced high perceived stress endorsed low college adjustment ( $r=-.81, p<.01$ ), high internalizing behavior problems ( $r=.34, p<.01$ ), high externalizing problems ( $r=.31, p<.001$ ), and low self-esteem ( $r=-.27, p<.01$ ).

With regard to correlational analyses regarding college adjustment, results indicated that high college adjustment was associated with low internalizing behavior problems ( $r=-.28, p<.01$ ), low externalizing behavior problems ( $r=-.33, p<.01$ ), and high self-esteem ( $r=.35, p<.01$ ). With respect to correlational analyses regarding internalizing behavior problems, results indicated that high internalizing problems were related to high externalizing problems ( $r=.49, p<.01$ ) and high self-esteem ( $r=.31, p<.01$ ).

### **Hierarchical Regression Analyses**

To examine the relative contributions that parent support and stress have on predicting participants' adjustment, emotional and behavioral problems, and self-esteem, a series of regression analyses was conducted. In these regression analyses, living arrangement, sex, parental support, and perceived stress served as predictor variables, and adjustment, internalizing problems, externalizing problems, and self-esteem served as the criterion variables. In particular, living arrangement and sex were entered in Block 1, maternal and paternal support was entered in Block 2, and perceived stress was entered into Block 3 so that incremental variance could be examined. See Table 11.

First, for the hierarchical regression examining college student's adjustment, the regression equation was significant,  $F(2, 118) = 74.50, p < .001$ , with the addition of living arrangement and sex in Block 1. Both living arrangement and sex served as significant predictors. When maternal and paternal support was added in Block 2, the regression equation

remained significant,  $F(4, 116) = 41.46, p < .001$ , with living arrangement and sex serving as significant predictors. When perceived stress was added in Block 3, the regression equation remained significant,  $F(5, 115) = 56.04, p < .001$ , with living arrangement and stress serving as significant predictors.

Second, for the hierarchical regression examining participants' internalizing behavior problems, the regression equation was significant,  $F(2, 118) = 9.02, p < .001$ , when living arrangement and sex were entered in Block 1. In particular, sex served as a significant predictor. When maternal and paternal support was added in Block 2, the regression equation remained significant,  $F(4, 116) = 4.82, p < .001$ , with sex serving as a significant predictor. When perceived stress was added in Block 3, the regression equation remained significant,  $F(5, 115) = 3.96, p < .002$ , with sex serving a significant predictor.

Third, for the hierarchical regression examining participants' externalizing behavior problems, the regression equation was significant,  $F(2, 118) = 9.27, p < .001$ , with the addition of living arrangement and sex in Block 1. Sex served as a significant predictor. When maternal and paternal support was added in Block 2, the regression equation remained significant,  $F(4, 116) = 4.56, p < .002$ , with sex serving as a significant predictor. When perceived stress was added in Block 3, the regression equation remained significant,  $F(5, 115) = 3.77, p < .003$ , with sex serving as a significant predictor.

Finally, for the hierarchical regression examining self-esteem, the regression equation was significant,  $F(2, 118) = 6.45, p < .002$ , with the addition of living arrangement and sex in Block 1. Sex served as a significant predictor. When maternal and paternal support was added in Block 2, the regression equation remained significant,  $F(4, 116) = 3.25, p < .02$ , with paternal

support and sex serving as significant predictors. When perceived stress was added in Block 3, the regression equation remained significant,  $F(5, 115) = 2.66, p < .03$ , with no significant predictors.

## DISCUSSION

The transition from high school to college is considered a fundamental milestone in the development toward adulthood (Hiester, Nordstrom, & Swenson, 2009). Emerging adulthood is a stage that may challenge individuals to become more self-governing and autonomous in their daily lives. With dropout rates increasing in universities across the country, researchers have begun to look at factors that are predictive of college students' adjustment. In particular, researchers suggested that adjustment plays a "central role" in Freshman year (Grant-Vallone, Reid, Umali, & Pohlert, 2003). Extant research emphasized the prevailing theme for college attrition that academic influences alone do not predict student success (Kalsner & Pistole, 2003; Kerr et al., 2004). Thus, additional components such as parent involvement and perceived stress were analyzed to understand if these personal factors are related to Freshman students' adjustment.

It was hypothesized that participants would differ in the variables of interest in this study as a function of sex and living arrangement. In the current study, females reported higher paternal support as compared to males, who endorsed much lower levels in their first semester (although there were no differences in support from mothers). Although male and female college students both may be connected closely to their mothers, male college students may have a lack of communication with their fathers when compared to their female counterparts. Kenny and Rice (1995) asserted that female students have a stronger reliance on relationships and socialization experiences. Thus, males could be more adept at handling the transition period during their first semester with minimal guidance and advice from their fathers. In contrast, female students may be more sensitive to their surroundings and depend on each of their parents

for input.

In the current study, female participants reported significantly higher levels of stress, poorer adjustment, and lower self-esteem compared to male participants who endorsed much lower levels in their first semester. Consistent with the findings of this study, previous research emphasized that males and females perceive the college experience differently (Lee, Keough, & Sexton, 2002). The findings of this study suggested that female and male college students may have distinct pressures placed upon them by their parents, friends, and teachers during their Freshman year. Previous research suggested that, even though women in the United States have become established in the workplace, historically a male dominated setting, stress for females appears to start in college.

In this study, living arrangement was analyzed to understand whether parental support, stress, adjustment, behavior problems, and self-esteem were related to a specific type of living situation. Generally, for many of the outcome variables, living arrangement interacted with college students' sex, with males showing better outcomes than females across living situations. Although living at home afforded college students greater apparent access to parental support, those who lived on campus (particularly males) demonstrated better adjustment overall when compared to those who lived off campus or at home. It may be that living on campus promotes self-sufficiency and independence.

It should be noted that this sample demonstrated some characteristics that may be different relative to other undergraduate samples. Although higher education data collected on a national scale indicated that enrollment in public universities for the fall of 2012 was 43% males and 57% females (National Center for Education Statistics, 2012), the sample for the current

study was comprised of 31% males and 69% females. Freshman in this study reported lower than average parental support when compared to the national average. Males and female freshman who participated in this study displayed higher levels of self-esteem on average compared to the typical levels exhibited by college students. Despite a few variations within groups, scores on males and females internalizing and externalizing problems were within the Nonclinical range (Achenbach, 2009). Both freshman males and females in this study expressed slightly higher scores in perceived stress than typical college students' reports, with females endorsing significantly higher levels than males (Cohen, Kamarck, & Mermelstein, 1983).

Further, correlational analyses indicated that the variables examined in this study were related in a manner that was consistent with hypotheses for this study. It was hypothesized that participants' parental support and perceived stress would be related significantly to their adjustment. In terms of support, mother and father support was associated with the outcomes experienced by college students in their Freshmen year in the expected directions. Similarly, stress was related generally to college students' outcomes in the expected direction. These findings were consistent with those of Dollete and colleagues (2004), who suggested that stress can be curtailed significantly when participants have a strong support system. Nonetheless, there are consistent findings that lower perceived stress was related to higher adjustment (Hampel & Petermann, 2006).

Further, this study examined an overall model in which participants' sex, living arrangement, parental support, and stress was thought to predict adjustment, emotional and behavioral problems, and self-esteem. Generally, college students' sex played a strong role in predicting college students' outcomes. Unexpectedly, college students' parental support and

stress did not predict their outcomes.

The results of this study should be analyzed and considered within the context of certain limitations. First, the sample included participants that were predominantly Caucasian female Freshmen participants. Further, there were differences in sample size regarding each of the three groups of participants across the reported living arrangements. These factors may decrease the generalizability of the study, which could impact the overall applicability of the results towards the general population of interest. In terms of answering self-report questions, participants could have responded inaccurately due to a need to be viewed favorably. This tendency could have interfered with participant's disclosure of authentic information regarding their situation.

Nonetheless, findings from this study are consistent with previous research suggesting that living on campus could be beneficial for individuals entering emerging adulthood. Previous findings suggest that, in the on campus environment, participants have the capacity to participate actively in student organizations, interact frequently with faculty and other participants, and take advantage of optimum surroundings for studying (Astin, 1984). Even though participants are separated from parents during their first semester, it could be possible that this detachment promotes independence and allows an easier transition into college life. Future studies aim to deconstruct the role of parental support and determine whether certain factors such as annual household income, educational background, and marital status contribute to parental involvement with freshman student's lives in their first semester of college.

Table 1: Participant Demographic Information

Variables	(N=121)
Age (in years)	
Range	18-20
Mean (Standard Deviation)	18.87 (1.27)
Gender (percent)	
Male	31
Female	69
Ethnicity (percent)	
Caucasian/White	70
Hispanic/Latino	7
African American/Black	14
Asian American	7
Biracial	2
Living Arrangements (percent)	
On Campus	45
Off-Campus	31
Living at Home	24
Living Arrangements (percent)	
On-Campus Male Students	32
Off-Campus Male Students	68
On-Campus Male Students	45.95
Off Campus Male Students	29.73
Living at Home Male Students	24.32
On-Campus Female Students	44.05
Off-Campus Female Students	32.14
Living at Home Female Students	23.81



Table 2: Frequency of Contact (via Telephone) with Mother and Father

Calls Mother	Living Situation (percent)					
	Male On-Campus	Female On-Campus	Male Off-Campus	Female Off-Campus	Male Living at Home	Female Living at Home
Once a day	47	54	55	88.9	22	70
Once a week	18	24	27	3.7	22	15
Every two weeks	23.5	14	0	7.4	33	5
Once a month	11.5	8	18	0	22	10
Total	100	100	100	100	100	100
Calls Father	Living Situation (percent)					
	Male On-Campus	Female On-Campus	Male Off-Campus	Female Off-Campus	Male Living at Home	Female Living at Home
Once a day	24	51	36	37	45	60
Once a week	59	27	54	56	33	30
Every two weeks	0	14	0	7	22	5
Once a month	18	8	9	0	0	5
Total	100	100	100	100	100	100

Table 3: Frequency of Contact (via Texting) with Mother and Father

Texts Mother	Living Situation(percent)					
	Male On-Campus	Female On-Campus	Male Off-Campus	Female Off-Campus	Male Living at Home	Female Living at Home
Once a day	41.18	54	36	56	56	75
Once a week	11.77	24	55	7	33	15
Every two weeks	23.53	14	9	0	11	10
Once a month	23.53	8	0	37	0	0
Total	100	100	100	100	100	100
Texts Father	Living Situation(percent)					
	Male On-Campus	Female On-Campus	Male Off-Campus	Female Off-Campus	Male Living at Home	Female Living at Home
Once a day	12	37	46	67	44	70
Once a week	24	63	27	24	22	20
Every two weeks	65	0	27	9	22	10
Once a month	0	0	0	0	12	0
Total	100	100	100	100	100	100

Table 4: College student males and females ratings

Variables(Range)	Male		Female		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Mother Support: possible range(0 to 7) actual range(1 to 7)	4.38	1.32	4.77	1.63	-1.29	.198
Father Support possible range(0-7) actual range(1-7)	3.92	1.38	4.67	1.27	-2.90	.007**
Perceived Stress: possible range(0 to 56) actual range(15 to 40)	17.30	3.55	26.01	4.31	-10.78	.000***
College Adjustment: possible range(0 to 603) actual range(202 to 308)	264.92	25.01	235.11	18.01	10.81	.000***
Internalizing Behavior Problems possible range(0 to 100) actual range(30 to 83)	49.51	10.10	50.41	10.52	-4.12	.000***
Externalizing Behavior Problems possible range(0 to 100) actual range(30 to 77)	50.67	11.45	51.64	10.18	-4.30	.000***
Self-Esteem possible range(0 to 30) actual range(17 to 30)	29.55	11.45	28.61	4.05	3.15	.002**

Table 5: Means and Standard Deviations by Living Situation and Sex

Variables	On-Campus Residence (N=54)		Off-Campus Residence (N=38)		Living in the Family Home (N=29)	
	Male (n=17)	Female (n=37)	Male (n=11)	Female (n=27)	Male (n=9)	Female (n=20)
Paternal Support	<i>M</i> =3.82 <i>SD</i> =1.42	<i>M</i> =4.65 <i>SD</i> =1.11	<i>M</i> = 4.64 <i>SD</i> =1.67	<i>M</i> = 4.48 <i>SD</i> =1.28	<i>M</i> = 3.67 <i>SD</i> = . 71	<i>M</i> = 4.95 <i>SD</i> =1.54
Maternal Support	<i>M</i> =3.59 <i>SD</i> =1.33	<i>M</i> = 4.30 <i>SD</i> =1.71	<i>M</i> = 4.91 <i>SD</i> = . 94	<i>M</i> = 4.88 <i>SD</i> =1.40	<i>M</i> = 4.78 <i>SD</i> =1.20	<i>M</i> = 5.50 <i>SD</i> =1.57
Stress	<i>M</i> = 15.06 <i>SD</i> =3.60	<i>M</i> = 23.65 <i>SD</i> =3.75	<i>M</i> =20.27 <i>SD</i> = . 65	<i>M</i> =29.85 <i>SD</i> =4.13	<i>M</i> =17.89 <i>SD</i> =2.67	<i>M</i> =29.85 <i>SD</i> =4.13
College Adjustment	<i>M</i> =282.53 <i>SD</i> =21.32	<i>M</i> = 235.03 <i>SD</i> =15.55	<i>M</i> =244.64 <i>SD</i> =13.40	<i>M</i> =228.52 <i>SD</i> =11.03	<i>M</i> =272.11 <i>SD</i> =22.39	<i>M</i> =218.75 <i>SD</i> =12.76
Internalizing Problems	<i>M</i> =48.53 <i>SD</i> =6.32	<i>M</i> =56.27 <i>SD</i> =9.85	<i>M</i> =49.81 <i>SD</i> =9.02	<i>M</i> = 58.41 <i>SD</i> =10.80	<i>M</i> =51.00 <i>SD</i> =8.38	<i>M</i> = 58.02 <i>SD</i> =11.64
Externalizing Problems	<i>M</i> =47.06 <i>SD</i> =8.26	<i>M</i> =52.76 <i>SD</i> =10.02	<i>M</i> =45.18 <i>SD</i> =6.11	<i>M</i> = 53.48 <i>SD</i> =9.31	<i>M</i> =46.33 <i>SD</i> =9.39	<i>M</i> = 55.50 <i>SD</i> =11.75
Self-Esteem	<i>M</i> =23.41 <i>SD</i> =4.09	<i>M</i> = 21.14 <i>SD</i> =3.99	<i>M</i> =22.45 <i>SD</i> =4.78	<i>M</i> =20.40 <i>SD</i> =4.27	<i>M</i> =23.22 <i>SD</i> =5.50	<i>M</i> =18.80 <i>SD</i> =4.80

Table 6: Analysis of Variance (ANOVA) for Paternal Support

	SS	df	MS	F	<i>p</i>	Partial Eta Squared
Gender	12.779	1	12.779	7.623	.007	.06
Living arrangement	23.514	2	11.757	5.28	.006	.08
Interaction	9.287	2	4.643	2.770	.07	.05
Error	192.786	115	11.35			
Total	217.785	120				

Table 7: Analysis of Variance (ANOVA) for Maternal Support

	SS	df	MS	F	<i>p</i>	Partial Eta Squared
Gender	3.688	1	3.688	1.65	.201	.014
Living arrangement	23.514	2	11.757	1.08	.34	.02
Interaction	2.081	2	1.040	.47	.63	.008
Error	256.332	115	2.229			
Total	289.421	120				

Table 8: Analysis of Variance (ANOVA) for Perceived Stress

	SS	df	MS	F	<i>p</i>	Partial Eta Squared
Gender	1899.46	1	1899.46	167.32	.000	.59
Living arrangement	457.26	2	228.63	20.14	.000	.26
Interaction	117.54	2	58.777	5.18	.000	.08
Error	1305.51	115	11.35			
Total	6990.3	120				

Table 9: Perceived Stress for each Type of Gender and Living Arrangement

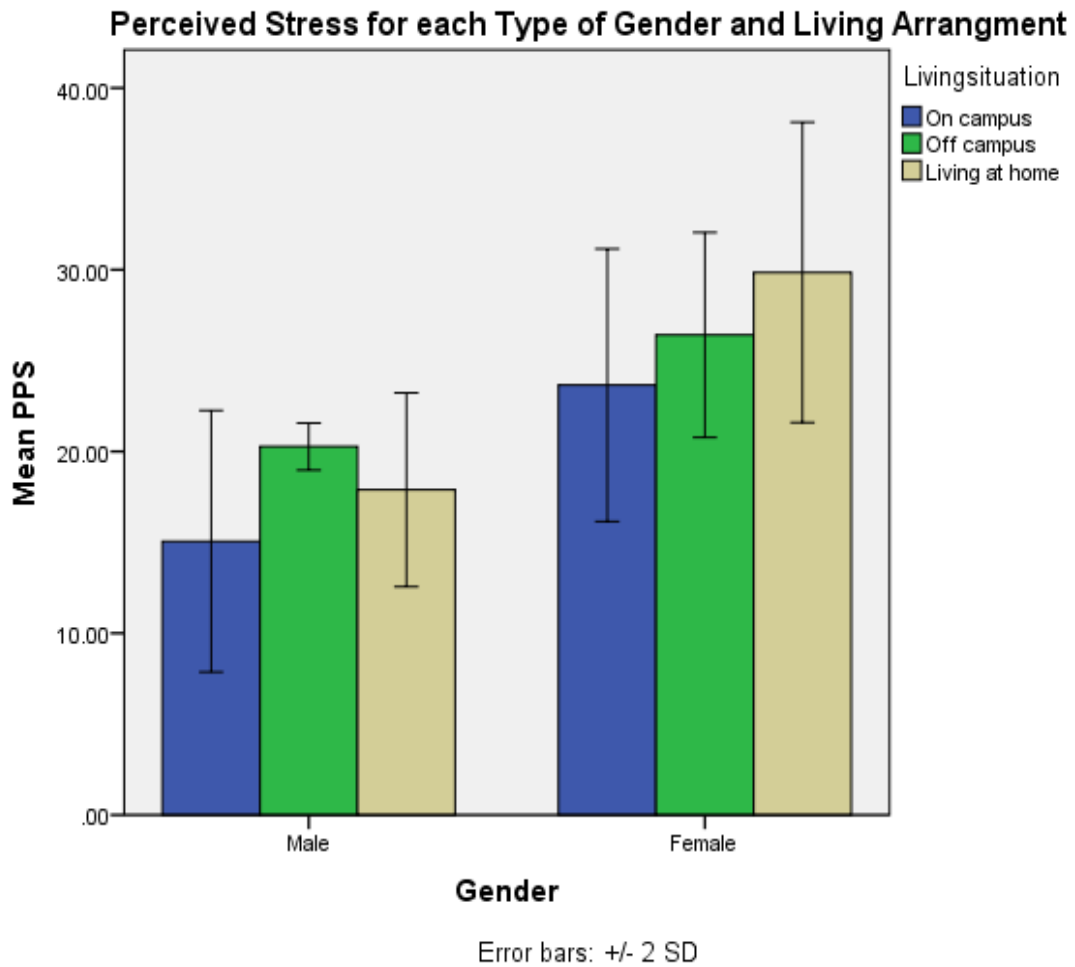


Table 10: Analysis of Variance (ANOVA) for College Adjustment

	SS	df	MS	F	<i>p</i>	Partial Eta Squared
Gender	36501.33	1	24126.42	149.89	.000	.57
Living arrangement	9591.28	2	4000.62	19.69	.000	.26
Interaction	6211.07	2	2901.19	12.75	.000	.18
Error	28005.13	115	346.11			
Total	7120496	120				

Table 11: College Adjustment for each type of Gender and Living Arrangement

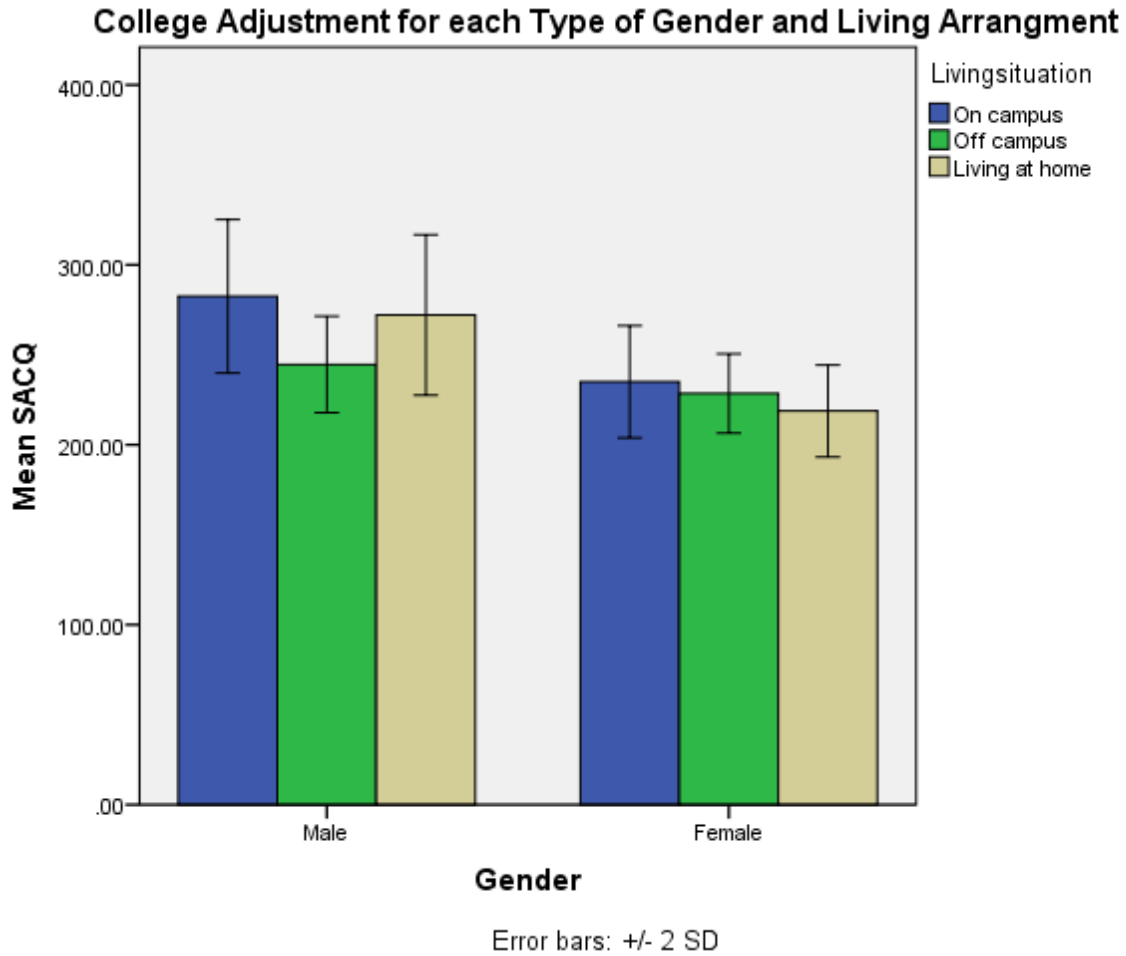


Table 12: Analysis of Variance(ANOVA) for Internalizing Behavior Problems

	SS	df	MS	F	<i>p</i>	Partial Eta Squared
Gender	1476.80	1	1476.80	15.27	.000	.12
Living arrangement	97.95	2	48.98	.51	.60	.01
Interaction	7.02	2	3.51	.036	.96	.01
Error	1118.89	115	96.67			
Total	12848	120				

Table 13: Analysis of Variance (ANOVA) for Externalizing Behavior Problems

	SS	df	MS	F	<i>p</i>	Partial Eta Squared
Gender	1825.97	1	1825.97	19.68	.000	.15
Living arrangement	25.33	2	12.66	.14	.87	.001
Interaction	136.82	2	68.41	.74	.48	.013
Error	329291.00	115	92.78			
Total	12526.69	120				

Table 14: Analysis of Variance (ANOVA) for Self-Esteem

	SS	df	MS	F	<i>p</i>	Partial Eta Squared
Gender	204.030	1	204.030	10.56	.002	.08
Living arrangement	29.353	2	24.676	.76	.47	.013
Interaction	23.812	2	11.906	.62	.54	.011
Error	2222.444	115				
Total	2492	120				

Table 15: Correlations in Perceived Stress, College Adjustment, Emotional and Behavioral Functioning, Parental Support and Self-Esteem

Variables	1	2	3	4	5	6	7	8
1. Perceived Stress	-							
2. College Adjustment	-.81**	-						
3. Internalizing Problems	.34**	-.28**	-					
4. Externalizing Problems	.31**	-.33**	.49**	-				
5. Total Problems	.23**	-.19*	.67**	.64**	-			
6. Mother Support	-.37**	-.18*	.16	.044	.15	-		
7. Father Support	-.42**	-.36**	.12	.11	.05	.26**	-	
8. Self-Esteem	-.27**	.35**	-.09	.31**	-.17	-.08	-.04	-



Table 16: Hierarchical Regression Analyses for Emotional and Behavioral Functioning, Self-Esteem, and Adjustment

<b>Variables</b>	<b><i>B</i></b>	<b><i>SE B</i></b>	<b><math>\beta</math></b>
<b>Internalizing Behavior Problems</b>			
Block 1. $F(2,118) = 9.02, p < .000, r^2 = .13$			
Living Situation	1.13	1.10	.09
Gender	7.89	1.92	.35***
Block 2. $F(4, 116) = 4.82, p < .001, r^2 = .14$			
Living Situation	.73	1.16	.06
Gender	7.61	1.99	.34***
Mother Support	.70	.62	.11
Father Support	.01	.70	.02
Block 3. $F(5, 115) = 3.96, p < .002, r^2 = .15$			
Living Situation	.25	1.32	.02
Gender	5.93	2.99	.27*
Mother Support	.58	.64	.09
Father Support	.21	.28	.12
<b>Externalizing Behavior Problems</b>			
Block 1. $F(2,118) = 9.28, p < .000, r^2 = .13$			
Living Situation	.43	1.09	.03
Gender	8.10	1.89	.37***
Block 2. $F(4, 116) = 4.56, p < .002, r^2 = .14$			
Living Situation	.47	1.15	.04
Gender	8.06	1.98	.37***
Mother Support	-.09	.62	-.01
Father Support	.10	.70	.01
Block 3. $F(5, 115) = 3.77, p < .003, r^2 = .14$			
Living Situation	-.04	1.31	-.01
Gender	6.29	2.97	.29*
Mother Support	-.22	.64	-.03
Father Support	-.08	.73	-.01
Perceived Stress	.22	.28	.13
<b>Self-Esteem</b>			
Block 1. $F(2,118) = 6.45, p < .002, r^2 = .09$			

Living Situation	-.83	.50	-.15
Gender	-2.72	.86	-.28***
Block 2. $F(4, 116) = 3.25, p < .015, r^2 = .10$			
Living Situation	-.83	.52	-.15
Gender	-2.84	.90	-.29***
Mother Support	-.03	.28	-.08
Father Support	.17	.32	.20*
Block 3. $F(5, 115) = 2.66, p < .026, r^2 = .11$			
Living Situation	-.67	.60	-.12
Gender	-2.22	1.35	-.23
Mother Support	.02	.29	.01
Father Support	.23	.33	.07
Perceived Stress	-.08	.13	-.10
<b>College Adjustment</b>			
Block 1. $F(2, 118) = 74.50, p < .000, r^2 = .56$			
Living Situation	-8.11	1.98	-.25***
Gender	-39.56	3.45	-.70***
Block 2. $F(4, 116) = 41.46, p < .000, r^2 = .59$			
Living Situation	-7.80	2.02	-.24***
Gender	-36.99	3.48	-.66***
Mother Support	.23	1.09	.01
Father Support	-3.55	1.23	-.18
Block 3. $F(5, 115) = 56.04, p < .000, r^2 = .70$			
Living Situation	-1.34	1.95	-.04***
Gender	-14.33	4.41	-.25
Mother Support	1.86	.95	.11
Father Support	-1.24	1.09	-.06
Perceived Stress	-2.88	.42	-.63***

**APPENDIX A: IRB APPROVAL LETTER**

## APPENDIX A: IRB APPROVAL LETTER



University of Central Florida Institutional Review Board  
Office of Research & Commercialization  
12201 Research Parkway, Suite 501  
Orlando, Florida 32826-3246  
Telephone: 407-823-2901 or 407-882-2276  
[www.research.ucf.edu/compliance/irb.html](http://www.research.ucf.edu/compliance/irb.html)

### Approval of Exempt Human Research

From: **UCF Institutional Review Board #1  
FWA00000351, IRB00001138**

To: **Kimberly D. Renk** and Co-PIs if applicable: **Sarah E. Prentice**

Date: **September 27, 2012**

Dear Researcher:

On 9/27/2012, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination  
Project Title: College Student Self-Esteem, Perceived Stress, and Psychological Well-Being  
Investigator: Kimberly D. Renk  
IRB Number: SBE-12-08666  
Funding Agency:  
Grant Title:  
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Patria Davis on 09/27/2012 11:43:55 AM EDT

A handwritten signature in black ink, appearing to read "Patria Davis".

IRB Coordinator

## **APPENDIX B: INFORMED CONSENT**

## APPENDIX B: INFORMED CONSENT



### *College Student Self-Esteem, Perceived Stress, and Psychological Well-Being*

#### **Informed Consent**

**Principal Investigator:** Sarah Prentice, HIM Undergraduate Student

**Faculty Supervisor:** Kimberly Renk, Ph.D.

**Investigational Site:** University of Central Florida, Department of Psychology

**Introduction:** Researchers at the University of Central Florida (UCF) study many topics. To do this, we need the help of people who agree to take part in a research study. You are being invited to take part in a research study, which will include up to 100 undergraduates from the University of Central Florida. You must be 18-years of age or older to be included in the research study.

The persons doing this research, Kimberly Renk, Ph.D., an Associate Professor of Psychology at UCF, and Sarah Prentice an undergraduate research assistant at the Understanding Children and Families at the University of Central Florida.

#### **What you should know about a research study:**

- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you.
- Feel free to ask all the questions you want before you decide.

**Purpose of the research study:** The proposed research study will consider to the relationships among college students' self-esteem, perceived stress, and psychological well-being during

college, particularly in the context of the different living arrangements that college students may have. It is hoped that the information collected as part of this study will clarify the relationships among these variables for students with different living arrangements and will provide insights that could help inform counseling services for college students seeking help in the future.

**What you will be asked to do in the study:** As part of this study, you will be asked to complete several brief questionnaires that will take approximately one hour of your time. Sona Systems provides a link to the surveys. Alternatively, you will be able to complete a hard copy if you are unable to access the study online. Your responses as part of this study will be used to examine the relationships among self-esteem, perceived stress, and psychological well-being during college, particularly in the context of the different living arrangements that college students may have.

**Location:** Research for this project will be conducted with one of two methods. You may choose to fill out the questionnaires either on a secure on-line survey site (in a location of your choice) or attend a group data collection session (in a designated location in the Psychology Building). If you complete the hard copy of questionnaires in a data collection session, you will be returning these questionnaires to the principal investigators immediately upon completion.

**Time Required:** We expect that you will participate in this research study for approximately one hour.

**Risks:** There are no anticipated risks that accompany your participation in this research study. Nonetheless, some participants may find some of the questions to be sensitive in nature. Should you have a negative emotional reaction to any of the material presented, please notify the investigators listed on this form. In addition, you should consider contacting the University of Central Florida Student Counseling Center at 407-823-2811 if you feel that you would like to discuss the issues that may be related to any sensitive reactions that you may have.

**Benefits:** One benefit of participating in this project is that you will learn first-hand what it is like to participate in a research project and you may learn more about yourself.

**Compensation or Payment:** Participants can expect to spend approximately one hour completing questionnaires and will receive two points of extra credit toward a Psychology course of their choice through Sona Systems.

**Confidentiality:** We will limit your personal data collected in this study to people who have a need to review this information. No names and identifying information will be collected. We cannot promise complete secrecy, however. Organizations that may inspect and copy your information include the IRB and other representatives of UCF. You can be assured that we will not be able to link your identity to your responses, however, as we will not be asking you for

your name as part of this consent process. Upon completion of the online surveys, your responses will be linked with an identification number only. The principal investigators will then transfer your survey responses from the secure online server to an SPSS database that only the investigators will be able to access via a password protected computer. Your online survey responses then will be deleted from the secure online server. Thus, your responses will be entirely anonymous.

If you elect to complete a paper packet, your completed packet will be stored in a locked filing cabinet in a locked psychology laboratory in the Psychology Building at the University of Central Florida. Only research team members will handle your surveys. No identifying information will be requested on your research packet, making your packet completely anonymous. The completed packets will be entered into a database using a research identification number only.

**Study contact for questions about the study or to report a problem:** If you have questions, concerns, or complaints or think the research has hurt you, talk to Kimberly Renk, Ph.D., Principal Investigator and Faculty Supervisor, Department of Psychology, at 407-823-2218 or by email at Kimberly.Renk@ucf.edu.

**IRB contact about your rights in the study or to report a complaint:** Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901. You may also talk to them for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You want to get information or provide input about this research.

**Withdrawing from the study:** There are no adverse consequences for withdrawal from participation in this study. The person in charge of the research study or the sponsor can remove you from the research study without your approval if you are not 18-years of age or older.

If you agree to participate in this research study, please click continue



## **APPENDIX C: DEMOGRAPHICS QUESTIONNAIRE**

## APPENDIX C: DEMOGRAPHICS QUESTIONNAIRE

### Demographics Questionnaire

Please circle, check, or fill in an answer to each of the following questions.

1. **Gender:** Male Female
2. **Age:** \_\_\_\_\_
3. **Your ethnicity:** \_\_\_\_\_
4. **Year in college:** Freshman Sophomore Junior Senior  
Graduate Non-degree seeking Other: \_\_\_\_\_
5. **Have you been out of school for more than one semester since high school?** (Not including summer session.) Yes No
6. **What is your current marital status?** Single Married Divorced  
Living with Partner Other: \_\_\_\_\_
7. **Do you have any children (biological or adopted)?** Yes No

NOTE: Questions 8-13 are applied to the parents of your PRIMARY HOUSEHOLD (in other words, the household where you spent the majority of your time while growing up).

8. **Please indicate the parents of your primary household.**  
\_\_\_\_\_ Mother  
\_\_\_\_\_ Stepmother  
\_\_\_\_\_ Father  
\_\_\_\_\_ Stepfather
9. **a.) Do you live with your parent(s)?** Yes No  
\*\*If “Yes”, continue to #10.  
**If “No”, do your parents pay for your living expenses (rent, utilities)?**  
Yes In part No  
\*\*If “Yes”, continue to #10.  
**If “No”, do you pay your own living expenses?**  
Yes In part No
10. **How frequently do you call your mother (step) mother?**  
\_\_\_\_\_ At least once a day.  
\_\_\_\_\_ Less often than once a day, but at least once a week.  
\_\_\_\_\_ Less often than once a week, but at least once every two weeks.  
\_\_\_\_\_ Less often than every two weeks, but at least once a month.

\_\_\_\_\_ Less often than once a month.  
\_\_\_\_\_ None.

**11. How frequently do you text your mother (step) mother?**

\_\_\_\_\_ At least once a day.  
\_\_\_\_\_ Less often than once a day, but at least once a week.  
\_\_\_\_\_ Less often than once a week, but at least once every two weeks.  
\_\_\_\_\_ Less often than every two weeks, but at least once a month.  
\_\_\_\_\_ Less often than once a month.  
\_\_\_\_\_ None

**12. Is this your biological mother?** Yes No

**13. How frequently do you call your father (step) father?**

\_\_\_\_\_ At least once a day.  
\_\_\_\_\_ Less often than once a day, but at least once a week.  
\_\_\_\_\_ Less often than once a week, but at least once every two weeks.  
\_\_\_\_\_ Less often than every two weeks, but at least once a month.  
\_\_\_\_\_ Less often than once a month.  
\_\_\_\_\_ None.

**14. How frequently do you text your father (step) father?**

\_\_\_\_\_ At least once a day.  
\_\_\_\_\_ Less often than once a day, but at least once a week.  
\_\_\_\_\_ Less often than once a week, but at least once every two weeks.  
\_\_\_\_\_ Less often than every two weeks, but at least once a month.  
\_\_\_\_\_ Less often than once a month.  
\_\_\_\_\_ None

**Is this your biological father?** Yes No

**15. What is your (step) mother's occupation? \_\_\_\_\_**  
**What was the last grade that your (step) mother completed in school? \_\_\_\_\_**

**16. What is your (step) father's occupation? \_\_\_\_\_**  
**What was the last grade that your (step) father completed in school? \_\_\_\_\_**

**17. What is your family's average yearly income? \_\_\_\_\_**

**18. What was your high school grade point average (GPA)? \_\_\_\_\_**

**19. What is your current university GPA? \_\_\_\_\_**

**APPENDIX D: PARENTAL SUPPORT SCALE SHORT-FORM**

## APPENDIX D: PARENTAL SUPPORT SCALE SHORT-FORM

### Parental Support Scale Short-Form

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Circle the "1" if you Very Strongly Disagree

Circle the "2" if you Strongly Disagree

Circle the "3" if you Mildly Disagree

Circle the "4" if you are Neutral

Circle the "5" if you Mildly Agree

Circle the "6" if you Strongly Agree

Circle the "7" if you Very Strongly Agree

1. My mother really tries to help me.	1	2	3	4	5	6	7
2. I get the emotional help and support I need from my mother.	1	2	3	4	5	6	7
3. I can talk about my problems with my mother.	1	2	3	4	5	6	7
4. My mother is willing to help me make decisions.	1	2	3	4	5	6	7
5. My father really tries to help me.	1	2	3	4	5	6	7
6. I get the emotional help and support I need from my father.	1	2	3	4	5	6	7
7. I can talk about my problems with my father.	1	2	3	4	5	6	7
8. My father is willing to help me make decisions.	1	2	3	4	5	6	7

## **APPENDIX E: THE PERCEIVED STRESS SCALE**

## APPENDIX E: THE PERCEIVED STRESS SCALE

### Perceived Stress Scale

Instructions: The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling how often you felt or thought a certain way.

0= Never      1=Almost Never      2=Sometimes      3=Fairly Often      4= Very Often

1. In the last month, how often have you been upset because of something that happened unexpectedly? ..... 0 1 2 3 4
2. In the last month, how often have you felt that you were unable to control the important things in your life? ..... 0 1 2 3 4
3. In the last month, how often have you felt nervous and “stressed”?..... 0 1 2 3 4
4. In the last month, how often have you felt confident about your ability to handle your personal problems?.....0 1 2 3 4
5. In the last month, how often have you felt that things were going your way?.....0 1 2 3 4
6. In the last month, how often have you found that you could not cope with all the things that you had to do?.....0 1 2 3 4
7. In the last month, how often have you been able to control irritations in your life?.....0 1 2 3 4
8. In the last month, how often have you felt that you were on top of things.... 0 1 2 3 4
9. In the last month, how often have you been angered because of things that were outside of your control?.....0 1 2 3 4
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?..... 0 1 2 3 4

**APPENDIX F: THE STUDENT ADAPTATION TO COLLEGE  
QUESTIONNAIRE**



## APPENDIX F: THE STUDENT ADAPTATION TO COLLEGE QUESTIONNAIRE

### Student Adaptation to College Questionnaire

Instructions: The following statements describe college experiences. Read each one and decide how well it applies to you at the present time. Circle the number on each continuum that best represents how well each statement applies to you. (Note: numbers to the left indicate that the statement applies to you, whereas numbers to the right indicate that the statement does not apply to you).

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
---------------------	---	---	---	---	---	---	---	---------------------------

1. I have been keeping up to date on my academic work.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
---------------------	---	---	---	---	---	---	---	---------------------------

2. I know why I'm in college and what I want out of it.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
---------------------	---	---	---	---	---	---	---	---------------------------

3. I am finding academic work at college difficult.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
---------------------	---	---	---	---	---	---	---	---------------------------

4. I have not been functioning well during examinations.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
---------------------	---	---	---	---	---	---	---	---------------------------

5. I am satisfied with the level at which I am performing academically.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
---------------------	---	---	---	---	---	---	---	---------------------------

6. I'm not working as hard as I should at my course work.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
---------------------	---	---	---	---	---	---	---	---------------------------

7. My academic goals and purposes are well defined.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

8. I'm not really smart enough for the academic work I am expected to be doing now.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

9. Getting a college degree is very important to me.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

10. I haven't been very efficient in the use of study lately.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

11. I enjoy writing paper for courses.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

12. I really haven't had much motivation for studying lately.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

13. Lately I have been having doubts regarding the value of a college education.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

14. I am satisfied with the number and variety of courses available to me at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

15. Recently I have had trouble concentrating when I try to study.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

16. I'm not doing well enough academically for the amount of work I put in.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

17. I am satisfied with the quality or the caliber of courses available at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

18. I am attending classes regularly.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

19. I am enjoying my academic work at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

20. I am having a lot of trouble getting started on homework assignments.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

21. I am satisfied with my program of course for this semester.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

22. Most of the things I am interested in are not related to any of my course work at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

23. I am very satisfied with the professors I have now in my courses.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

24. I'm quite satisfied with my academic situation at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

25. I feel that I fit well as part of the college environment.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

26. I am meeting as many people and making as many friends as I would like in college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

27. I am adjusting well to college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

28. I have had informal, personal contacts with college professors.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

29. I am pleased now about my decision to attend this college in particular.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

30. I have several close social ties at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

31. Lonesomeness for home is a source of difficulty for me now.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

32. I enjoy living in university housing/dormitory (omit if you live off campus).

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

33. I am satisfied with the extracurricular activities available at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

34. I am getting along very well with my roommate(s) at college (omit if you have none).

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

35. I feel that I have enough social skills to get along well in the college setting.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

36. I am having difficulty feeling at ease with other people at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

37. I am satisfied with the extent in which I am participating in social activities in college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

38. I haven't been mixing too well with the opposite sex lately.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

39. I have been feeling lonely a lot at college lately.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

40. I feel I am very different from other students at college in ways that I don't like.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

41. On balance, I would rather be at home than here.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

42. I have some friends or acquaintances at college with whom I can talk about any problem I have.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

43. I am quite satisfied with my social life at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

44. I have been feeling tense or nervous lately.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

45. Lately I have been feeling blue and moody a lot.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

46. I have felt tired much of the time lately.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

47. Being on my own, taking responsibility for myself has not been easy.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

48. I haven't been able to control my emotions very well lately.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

49. I have been having a lot of headaches lately.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

50. I've given a lot of thought lately to whether I should seek some form of counseling.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

51. I've put on(or lost ) too much weight recently.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

52. I have been getting angry too easily lately.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

53. I haven't been sleeping very well.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

54. I worry a lot about my college expenses.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

55. I have been feeling in good health lately.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

56. I am experiencing a lot of difficulty coping with the stresses imposed upon me in college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

57. Feel that I fit in well as part of the college environment.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

58. I am meeting as many people and making as many friends as I would like in college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

59. I am pleased now about my decision to attend this college in particular.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

60. I wish I were at another college or university.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

61. I am satisfied with the number and variety of course available at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

62. I expect to stay at college for a bachelor's degree.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

63. I feel I am very different from other students at college in ways that I don't like.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

64. On balance, I would rather be home than here.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

65. Lately I have been giving a lot of thought to transferring to another college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

66. Lately I have been giving a lot of thought to dropping out of college altogether and for good.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------



67. I am quite satisfied with my social life at college.

Applies to me(9)	8	7	6	5	4	3	2	Doesn't apply to me(1)
------------------	---	---	---	---	---	---	---	------------------------

## **APPENDIX G: THE ROSENBERG SELF-ESTEEM SCALE**

## APPENDIX G: THE ROSENBERG SELF-ESTEEM SCALE

### The Rosenberg Self-Esteem Scale

Instructions: Below is a list of statements dealing with your general feelings about yourself. The 10 items are answered on a four point scale ranging from strongly agree to strongly disagree. If you strongly agree, circle *SA*. If you agree with the statement, circle *A*. If you disagree, circle *D*. If you strongly disagree, circle, *SD*.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel that I'm a person of worth, at least on an equal plane with others.				
2. I feel that I have a number of good qualities.				
3. All in all, I am inclined to feel that I am a failure.				
4. I am able to do things as well as most other people.				
5. I feel I do not have much				

to be proud of				
6. I take a positive attitude toward myself.				
7. On the whole, I am satisfied with myself.				
8. I wish I could have more respect for myself				
9. I certainly feel useless at times.				
10. At times I think I am no good at all.				

## **APPENDIX H: ACHENBACH ADULT SELF-REPORT**

# APPENDIX H: ACHENBACH ADULT SELF-REPORT



Please print your answers.

## ADULT SELF-REPORT FOR AGES 18-59

For office use only  
ID#

YOUR First Middle Last <b>FULL NAME</b>			<b>YOUR USUAL TYPE OF WORK</b> , even if not working now. Please be specific—for example, auto mechanic; high school teacher; homemaker; laborer; lathe operator; shoe salesman; army sergeant; student (indicate what you are studying & what degree you expect).  Your _____ Spouse or partner's work _____		
YOUR GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female		YOUR AGE	ETHNIC GROUP OR RACE		
TODAY'S DATE Mo. _____ Date _____ Yr. _____		YOUR BIRTHDATE Mo. _____ Date _____ Yr. _____			
Please fill out this form to reflect <b>your</b> views, even if other people might not agree. You need not spend a lot of time on any item. Feel free to print additional comments. <b>Be sure to answer all items.</b>			<b>PLEASE CHECK YOUR HIGHEST EDUCATION</b> <input type="checkbox"/> 1. No high school diploma and no GED <input type="checkbox"/> 7. Some graduate school but no graduate degree <input type="checkbox"/> 2. General Equivalency Diploma (GED) <input type="checkbox"/> 3. High school graduate <input type="checkbox"/> 8. Master's Degree <input type="checkbox"/> 4. Some college but no college degree <input type="checkbox"/> 9. Doctoral or Law Degree <input type="checkbox"/> 5. Associate's Degree <input type="checkbox"/> Other education (specify): _____ <input type="checkbox"/> 6. Bachelor's or RN Degree		

### I. FRIENDS:

- A. About how many close friends do you have? (Do not include family members.)  
 None       1       2 or 3       4 or more
- B. About how many times a month do you have contact with any of your close friends? (Include in-person contacts, phone, letters, e-mail.)  
 Less than 1       1 or 2       3 or 4       5 or more
- C. How well do you get along with your close friends?  
 Not as well as I'd like       Average       Above average       Far above average
- D. About how many times a month do any friends or family visit you?  
 Less than 1       1 or 2       3 or 4       5 or more

### II. SPOUSE OR PARTNER:

- What is your marital status?     Never been married       Married but separated from spouse  
 Married, living with spouse       Divorced  
 Widowed       Other—please describe: \_\_\_\_\_

At any time in the past 6 months, did you live with your spouse or with a partner?

- No—please skip to page 2.  
 Yes—Circle 0, 1, or 2 beside items A-H to describe your relationship **during the past 6 months:**

0 = Not True      1 = Somewhat or Sometimes True      2 = Very True or Often True

0 1 2 A. I get along well with my spouse or partner 0 1 2 B. My spouse or partner and I have trouble sharing responsibilities 0 1 2 C. I feel satisfied with my spouse or partner 0 1 2 D. My spouse or partner and I enjoy similar activities	0 1 2 E. My spouse or partner and I disagree about living arrangements, such as where we live 0 1 2 F. I have trouble with my spouse or partner's family 0 1 2 G. I like my spouse or partner's friends 0 1 2 H. My spouse or partner's behavior annoys me
---	---

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 ASEBA, University of Vermont  
 1 South Prospect St., Burlington, VT 05401-3456  
 www.ASEBA.org

Please be sure you have answered all items.  
 Then see other side.

1-03 Edition - 111

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Please print. Be sure to answer all items.

**III. FAMILY:**

Compared with others, how well do you:

		Worse than Average	Variable or Average	Better than Average	No Contact
A. Get along with your brothers?	<input type="checkbox"/> I have no brothers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Get along with your sisters?	<input type="checkbox"/> I have no sisters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Get along with your mother?	<input type="checkbox"/> Mother is deceased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Get along with your father?	<input type="checkbox"/> Father is deceased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Get along with your biological or adopted children?	<input type="checkbox"/> I have no children				
1. Oldest child	<input type="checkbox"/> Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 2nd oldest child	<input type="checkbox"/> Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 3rd oldest child	<input type="checkbox"/> Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Other children	<input type="checkbox"/> Not applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Get along with your stepchildren?	<input type="checkbox"/> I have no stepchildren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IV. JOB: At any time in the past 6 months, did you have any paid jobs (including self-employment and military service)?**

No—please skip to Section V.

Yes—please describe your job(s): \_\_\_\_\_

Circle 0, 1, or 2 beside items A-I to describe your work experience *during the past 6 months:*

0 = Not True      1 = Somewhat or Sometimes True      2 = Very True or Often True

0 1 2	A. I work well with others	0 1 2	F. I do things that may cause me to lose my job
0 1 2	B. I have trouble getting along with bosses	0 1 2	G. I stay away from my job even when I'm not sick or not on vacation
0 1 2	C. I do my work well	0 1 2	H. My job is too stressful for me
0 1 2	D. I have trouble finishing my work	0 1 2	I. I worry too much about work
0 1 2	E. I am satisfied with my work situation		

**V. EDUCATION: At any time in the past 6 months, did you attend school, college, or any other educational or training program?**

No—please skip to Section VI.

Yes—what kind of school or program? \_\_\_\_\_

What degree or diploma are you seeking? \_\_\_\_\_ Major? \_\_\_\_\_

When do you expect to receive your degree or diploma? \_\_\_\_\_

Circle 0, 1, or 2 beside items A-E to describe your educational experience *during the past 6 months:*

0 = Not True      1 = Somewhat or Sometimes True      2 = Very True or Often True

0 1 2	A. I get along well with other students	0 1 2	D. I am satisfied with my educational situation
0 1 2	B. I achieve what I am capable of	0 1 2	E. I do things that may cause me to fail
0 1 2	C. I have trouble finishing assignments		

**VI. Do you have any illness, disability, or handicap?**  No  Yes—please describe: \_\_\_\_\_

**VII. Please describe your concerns or worries about family, work, education, or other things:**  No concerns

**VIII. Please describe the best things about yourself:**



Please print your answers. Be sure to answer all items.

IX. Below is a list of items that describe people. For each item, please circle 0, 1, or 2 to describe yourself over the past 6 months. Please answer all items as well as you can, even if some do not seem to apply to you.

0 = Not True	1 = Somewhat or Sometimes True	2 = Very True or Often True	
0 1 2	1. I am too forgetful	0 1 2	37. I get in many fights
0 1 2	2. I make good use of my opportunities	0 1 2	38. My relations with neighbors are poor
0 1 2	3. I argue a lot	0 1 2	39. I hang around people who get in trouble
0 1 2	4. I work up to my ability	0 1 2	40. I hear sounds or voices that other people think aren't there (describe): _____
0 1 2	5. I blame others for my problems		
0 1 2	6. I use drugs (other than alcohol and nicotine) for nonmedical purposes (describe): _____		
0 1 2	7. I brag	0 1 2	41. I am impulsive or act without thinking
0 1 2	8. I have trouble concentrating or paying attention for long	0 1 2	42. I would rather be alone than with others
0 1 2	9. I can't get my mind off certain thoughts (describe): _____	0 1 2	43. I lie or cheat
0 1 2	10. I have trouble sitting still	0 1 2	44. I feel overwhelmed by my responsibilities
0 1 2	11. I am too dependent on others	0 1 2	45. I am nervous or tense
0 1 2	12. I feel lonely	0 1 2	46. Parts of my body twitch or make nervous movements (describe): _____
0 1 2	13. I feel confused or in a fog	0 1 2	47. I lack self-confidence
0 1 2	14. I cry a lot	0 1 2	48. I am not liked by others
0 1 2	15. I am pretty honest	0 1 2	49. I can do certain things better than other people
0 1 2	16. I am mean to others	0 1 2	50. I am too fearful or anxious
0 1 2	17. I daydream a lot	0 1 2	51. I feel dizzy or lightheaded
0 1 2	18. I deliberately try to hurt or kill myself	0 1 2	52. I feel too guilty
0 1 2	19. I try to get a lot of attention	0 1 2	53. I have trouble planning for the future
0 1 2	20. I damage or destroy my things	0 1 2	54. I feel tired without good reason
0 1 2	21. I damage or destroy things belonging to others	0 1 2	55. My moods swing between elation and depression
0 1 2	22. I worry about my future	0 1 2	56. Physical problems <i>without known medical cause</i> :
0 1 2	23. I break rules at work or elsewhere	0 1 2	a. Aches or pains ( <i>not</i> stomach or headaches)
0 1 2	24. I don't eat as well as I should	0 1 2	b. Headaches
0 1 2	25. I don't get along with other people	0 1 2	c. Nausea, feel sick
0 1 2	26. I don't feel guilty after doing something I shouldn't	0 1 2	d. Problems with eyes ( <i>not</i> if corrected by glasses) (describe): _____
0 1 2	27. I am jealous of others	0 1 2	e. Rashes or other skin problems
0 1 2	28. I get along badly with my family	0 1 2	f. Stomachaches
0 1 2	29. I am afraid of certain animals, situations, or places (describe): _____	0 1 2	g. Vomiting, throwing up
0 1 2	30. My relations with the opposite sex are poor	0 1 2	h. Heart pounding or racing
0 1 2	31. I am afraid I might think or do something bad	0 1 2	i. Numbness or tingling in body parts
0 1 2	32. I feel that I have to be perfect	0 1 2	57. I physically attack people
0 1 2	33. I feel that no one loves me	0 1 2	58. I pick my skin or other parts of my body (describe): _____
0 1 2	34. I feel that others are out to get me	0 1 2	59. I fail to finish things I should do
0 1 2	35. I feel worthless or inferior	0 1 2	60. There is very little that I enjoy
0 1 2	36. I accidentally get hurt a lot, accident-prone	0 1 2	61. My work performance is poor
		0 1 2	62. I am poorly coordinated or clumsy



Please print your answers. Be sure to answer all items.

0 = Not True	1 = Somewhat or Sometimes True	2 = Very True or Often True
0 1 2	63. I would rather be with older people than with people of my own age	0 1 2 93. I talk too much
0 1 2	64. I have trouble setting priorities	0 1 2 94. I tease others a lot
0 1 2	65. I refuse to talk	0 1 2 95. I have a hot temper
0 1 2	66. I repeat certain acts over and over (describe): _____	0 1 2 96. I think about sex too much
0 1 2	67. I have trouble making or keeping friends	0 1 2 97. I threaten to hurt people
0 1 2	68. I scream or yell a lot	0 1 2 98. I like to help others
0 1 2	69. I am secretive or keep things to myself	0 1 2 99. I dislike staying in one place for very long
0 1 2	70. I see things that other people think aren't there (describe): _____	0 1 2 100. I have trouble sleeping (describe): _____
0 1 2	71. I am self-conscious or easily embarrassed	0 1 2 101. I stay away from my job even when I'm not sick or not on vacation
0 1 2	72. I worry about my family	0 1 2 102. I don't have much energy
0 1 2	73. I meet my responsibilities to my family	0 1 2 103. I am unhappy, sad, or depressed
0 1 2	74. I show off or clown	0 1 2 104. I am louder than others
0 1 2	75. I am too shy or timid	0 1 2 105. People think I am disorganized
0 1 2	76. My behavior is irresponsible	0 1 2 106. I try to be fair to others
0 1 2	77. I sleep more than most other people during day and/or night (describe): _____	0 1 2 107. I feel that I can't succeed
0 1 2	78. I have trouble making decisions	0 1 2 108. I tend to lose things
0 1 2	79. I have a speech problem (describe): _____	0 1 2 109. I like to try new things
0 1 2	80. I stand up for my rights	0 1 2 110. I wish I were of the opposite sex
0 1 2	81. My behavior is very changeable	0 1 2 111. I keep from getting involved with others
0 1 2	82. I steal	0 1 2 112. I worry a lot
0 1 2	83. I am easily bored	0 1 2 113. I worry about my relations with the opposite sex
0 1 2	84. I do things that other people think are strange (describe): _____	0 1 2 114. I fail to pay my debts or meet other financial responsibilities
0 1 2	85. I have thoughts that other people would think are strange (describe): _____	0 1 2 115. I feel restless or fidgety
0 1 2	86. I am stubborn, sullen, or irritable	0 1 2 116. I get upset too easily
0 1 2	87. My moods or feelings change suddenly	0 1 2 117. I have trouble managing money or credit cards
0 1 2	88. I enjoy being with people	0 1 2 118. I am too impatient
0 1 2	89. I rush into things without considering the risks	0 1 2 119. I am not good at details
0 1 2	90. I drink too much alcohol or get drunk	0 1 2 120. I drive too fast
0 1 2	91. I think about killing myself	0 1 2 121. I tend to be late for appointments
0 1 2	92. I do things that may cause me trouble with the law (describe): _____	0 1 2 122. I have trouble keeping a job
		0 1 2 123. I am a happy person
		124. <i>In the past 6 months</i> , about how many times per day did you use tobacco (including smokeless tobacco)? _____ times per day.
		125. <i>In the past 6 months</i> , on how many days were you drunk? _____ days.
		126. <i>In the past 6 months</i> , on how many days did you use drugs for nonmedical purposes (including marijuana, cocaine, and other drugs, except alcohol and nicotine)? _____ days.

## **APPENDIX I: POST PARTICIPATION INFORMATION**

## APPENDIX I: POST PARTICIPATION INFORMATION

PROJECT: Perceived Stress, Adjustment, Emotional and Behavioral Functioning, and Self-Esteem among College Freshman and the Role of Parental Support

INVESTIGATORS: Sarah Prentice & Kimberly Renk, Ph.D.

Thank you for participating in this research project. This project is being conducted so that we may find out more about the relationships among college students' perceived stress, adjustment, emotional and behavioral functioning and self-esteem during college, particularly in the context of the different living arrangements that college students may have. As part of your participation, you completed several questionnaires inquiring about self-esteem, perceived stress, and psychological well-being during college as well as your current living situation as you transition to university life. The responses to these questionnaires will be used to explore the relationships among these variables. In particular, we are expecting that the nature of parental involvement and student living arrangements will have predictive value for college students' outcomes, including their self-esteem and psychological adjustment in emerging adulthood. If so, these relationships may serve as a point of intervention for those who are experiencing difficulties.

If you would like more information about perceived stress, adjustment, emotional and behavioral functioning, and self-esteem during college please refer to the following sources:

Kanter Agliata, A., & Renk, K. (2008). College students' adjustment: The role of parent-college student expectation discrepancies and communication reciprocity. *Journal of Youth and Adolescence*, 37 (8), 967-982.

Kanter Agliata, A., & Renk, K. (2009). College students' affective distress: The role of parent-college student expectation discrepancies and communication. *Journal of Child and Family Studies*, 18 (4), 396-411.

If you have any further questions about this research study, please contact Kimberly Renk, Ph.D., by phone (407-823-2218) or e-mail ([Kimberly.Renk@ucf.edu](mailto:Kimberly.Renk@ucf.edu)). If you feel that you would benefit from talking with a counselor about your own childhood experiences, please contact the UCF Counseling Center at 407-823-2811.

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