

AN ABSTRACT OF THE THESIS OF

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The primary purpose of this study was to examine the relationship between managing emotions scores and the variables of education level, affiliation, number of relationships, commitment to relationships, and parental divorce.

The instrument used in the study was the Iowa Development Inventory-B with questions added to measure behavior relative to the independent variables. The sample included 521 first term freshmen and eleventh term senior women at Oregon State University.

Two-way analyses of variance provided information on the relationships and interactive effects between managing emotions, education, affiliation, number of relationships, and commitment to relationships. The t-tests and correlations were performed to further identify relationships. The significant variables were used to build a model for multiple regression.

Based on the results of the study, the following conclusions were reached:

1. Managing emotions scores, number of relationships and commitment to relationships rose from the freshman to senior year for both affiliated and nonaffiliated women.
2. Affiliation with a sorority did not have a significant effect on rise in managing emotions scores.
3. Affiliation with a sorority had a stronger relationship with number of relationships than did educational level.
4. Number of relationships and commitment to relationships were significantly higher for affiliated women than for nonaffiliated women.
5. Divorce of parents did not have a significant effect on managing emotions scores.
6. A slight relationship was found between managing emotions scores, education level, and commitment to relationships.

Development of Managing Emotions: The Contribution of
Selected Factors of Peer and Family Relationships

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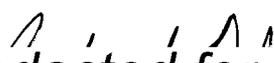
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TABLE OF CONTENTS

	<u>Page</u>
I. INTRODUCTION.....	1
Intent and Scope of the Study.....	8
Statement of the Problem.....	8
Significance of the Study.....	9
Operational Hypotheses.....	10
Limitations of the Study.....	12
Definition of Terms.....	13
II. REVIEW OF THE LITERATURE.....	15
Student Development.....	15
Psychological Theory.....	22
Managing Emotions--Aggression and Sex.....	25
Variables Affecting Aggression.....	30
Associational Group.....	34
Family Relationships.....	41
Gender.....	44
III. METHODOLOGY.....	47
Sample.....	47
Instrument.....	49
Administration.....	53
Analysis.....	54
IV. RESULTS.....	58
V. DISCUSSION AND CONCLUSIONS.....	68
Discussion and Conclusions.....	68
Recommendations for Further Study.....	77
BIBLIOGRAPHY.....	78
APPENDICES	
A. Instructions for Instrument, Administration and Letters.....	87
B. Instrument.....	96
C. Scores and Related Open Ended Responses.....	104

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Sample Size, Number of Respondents.....	49
2	Hypotheses, Data and Statistical Treatment.....	57
3	Analysis of Variance on Managing Emotions.....	59
4	Means and Standard Deviations: Managing Emotions Scores.....	59
5	Analysis of Variance on Number of Relationships.....	61
6	Means and Standard Deviations: Number of Relationships.....	61
7	Analysis of Variance on Commitment to Relationships.....	63
8	Means and Standard Deviations: Commitment to Relationships.....	63
9	Correlations: Managing Emotions, Number of Relationships, Commitment to Relationships.....	64
10	Time of Divorce and Managing Emotions Scores: t-test.....	66

DEVELOPMENT OF MANAGING EMOTIONS: THE CONTRIBUTION OF SELECTED FACTORS OF PEER AND FAMILY RELATIONSHIPS

CHAPTER I

INTRODUCTION

Studies have established that emotional development does occur at a significant level between the freshman and senior years of college, however, the exact pattern has been debated (Astin, 1977; Chickering, 1969; Freedman & Heist, 1962; Sanford, 1962; Webster, 1956). At some institutions there has been significant growth. At others, little growth, or inconsistent growth.

What has not been established are the variables in a student's environment which contributed to growth in the ability to manage emotions. Some studies have indicated growth was related to the goals and purposes of an institution or to a college subculture to which students belonged. "Personality development always takes place within social institutions that have aims or purposes" (Sanford, 1962, p. 812).

Because of the lack of information available about variables contributing to managing emotions growth, this research was designed to explore this question. Given women who had similar managing emotions ability, what was in their environment that might have made a difference in growth? In attempting to answer this question, four goals were achieved. One goal was to determine if Oregon State University (OSU)

senior women had higher managing emotions scores than freshman women. A second goal was to gain a better understanding of managing emotions. A third goal was to examine the more specific factors of number of peer relationships, commitment to relationships, and parental divorce while in a late or dual transition stage of adolescent development as possible influences on the development of managing emotions. A fourth goal was to examine one subculture, sorority living groups, for possible differences in managing emotions scores. In summary, relationship variables in associational and primary groups were the focus of this study.

The managing emotions vector was defined as comprised of two dominant emotions, aggression and sex (Chickering, 1969). The college environment of the last several decades has produced a number of situations that gave rise to aggressions and sex. Additionally, the student dealing with issues of independence and autonomy discovered some barriers and shackles not known before. They might have encountered unreasoning parents, arbitrary authorities, impersonal institutions, inflexible rules, and peers frustrating the expression of feelings. Old ways of dealing with aggressive notions of self assertion and protection may not have elicited a satisfactory response from peers.

"Emotions arising from sexual impulses offer the most pressing challenge to flexible self-control, the greatest provocation for either totalistic repression and asceticism or totalistic concentration of pursuit and gratification" (Chickering, 1969, p. 49). Both Freedman (1967) and Chickering found that students who seem to have achieved the best sexual adjustment have not been sexually precocious. The individuals who limited sexual involvement had a generous capacity for warmth, intimacy, and bodily enjoyment and could control their behavior. "The disposition to gratify

desires without delay or the inability to control sexual urges that characterizes a sexually promiscuous woman is likely to be inversely related to academic or intellectual performance" (Freedman, 1967, pp. 95-96).

The process of emotional development involved three stages: awareness, experimentation, and integration (Chickering, 1969). In order to develop the ability to manage one's emotions there must first be an awareness of the emotions a person has experienced. Eighteen-year olds have just begun the process of making important personal decisions without the aid of primary adult relationships. They have also begun to be exposed to people who have values and lifestyles different from those which they have experienced. College students have been assumed to be moving from parental to peer control. The unpredictability of life, fear of making decisions on one's own, and lack of experience may have contributed to a tight reign on the personality. In this stage one might have refused to recognize emotions, however, the motivation to achieve autonomy and to not conform to adult role restrictions may have pushed a student to make choices and interact (Feldman & Newcomb, 1969).

During peer interpersonal interactions others have provided information about emotions they have seen expressed. Increased experience with successfully acting on one's own encouraged self-confidence and a loosening-up of emotional expression. This has permitted more self-insight into emotions. In turn, with increased awareness a person, in a challenging and encouraging environment, has begun to experiment with emotional expression (Sanford, 1962). "Only by tentative testing through action or symbolic behavior can integration occur" (Chickering, 1969, p. 46). Both Bandura (1973) and Knutson (1973) have supported the importance of interpersonal interactions from which a person learns about

desirable behavior and control. The process of awareness and experimentation has contributed to some identification of self and a gradual integration and consistency.

Progression through the academic work with its related interpersonal contacts alone has had a large effect on developing the ability to manage emotions. During college years students have been challenged by ideas, life styles, and personalities different than those experienced before. However, the ex-curricular factor of peer relationships has been identified as a prime educational force for students whose foremost concern is to be assimilated into student society (Freedman, 1956). Pribram (1967) identified from neurological research that "the capacity of an organism to regulate, to control, can at best equal its capacity to process information" (Chickering, 1969, p. 52). If a woman has built up a variety of controls through habituation, then she can keep pace with the increasing complexity to which she has become sensitive. Satisfaction develops from action, but productive action requires that gratification be delayed and a tolerance for tension developed. Knutson (1973) pointed out that a person who has built skills or competence in dealing with the environment will be less likely to just use aggression in dealing with a situation.

Maturity was signaled by a "shift in intimacy" from quantity to quality of relationships (Chickering, 1969). Commitment to relationships developed after general sociability. These types of relationships were important because they were less anxious, defensive, and burdened by inappropriate past reactions (White, 1952). The type of atmosphere produced by committed interpersonal relationships encouraged the experimentation of new behavior and elicited more honest response.

Literature on aggression has indicated that the associational group tends to provide a standard of support or lack of support for the expression of aggression (Bandura, 1973; Hartup, 1978; Knutson, 1973; Larsen, 1976; Patterson, Littman, & Bricker, 1967). Dressel and Lehman (1965) found that the most significant reported experiences in collegiate lives were associated with different personalities in the living unit. Students to live together and develop friendships learn to adapt, deal with conflict, and to control aggression (King, 1967; Nelson & Aboud, 1985).

Acceptance of the above theories has led to a search in the student's environment for those conditions which both build the habit of control and which introduced new information to be processed. Opportunities for experiences with peers then, both in frequency and level of commitment, have taken on importance. Newcomb (1962), Astin (1977), and Chickering (1969) in their research have shown greater personality development for students involved in living groups than students who are commuting. Some of the factors which contributed to the influence of peers in living groups have been propinquity, acceptance, and the type of interaction (Heath, 1968; Sanford, 1962).

Sororities, one of the college living group choices, have characterized themselves as facilitating a high number of social contacts, encouraging participation in extracurricular activities (Feldman & Newcomb, 1969) and valuing friendships and helpful relationships (Katz, 1968). Astin (1977) identified predictors of joining a sorority and indicated there was a suggestion that a sorority placed a premium on academic and extracurricular talent. The physical structure of the living group, activities, and group mores have tended to facilitate interpersonal interaction. Cognitive processes and empathetic understanding (Baron, 1977) have been shown to

reduce aggression. The opportunity for frequent interpersonal experiences with peers, plus the expectation of making more commitment to relationships have been assumed to make a positive contribution to managing emotions.

Proximity and acceptance have been fairly well established as present in fraternities and sororities (Katz, 1968). Newcomb (Newcomb & Wilson, 1966) referred to his study in which closer relationships were found among those who used the same stairways, floors, and facilities. Chickering identified the fraternity discussions with brothers as encouraging his personal growth (Garfield, 1986). Interactions are less well documented, but probably have focused on working for the good of the group, status, and social desirability. Astin (1977) identified sorority and fraternity members as having higher status needs and increased interpersonal self-esteem. In a sorority, emphasis has been placed on development of social skills. The high need for status and acceptance motivates individuals to do and learn what makes them desirable. Feldman and Newcomb (1969) cited studies that indicated more self-confidence among greeks, but it has not motivated independence and autonomy in interpersonal relationships. Another characteristic of a sorority which was expressed by both the members when presenting the benefits of joining and the individual when seeking membership was that this living option provided a "home away from home" or a feeling of acceptance, control, and support.

Women students who have entered college as adolescent freshmen have been identified as moving from dependence upon the primary group, parents, to the associational group, peers (Winch & Gordon, 1974). Parental influence has assumed the position of support and a past reservoir of values, knowledge, and behavior (Chickering, 1969). With something as

disruptive to relationships as divorce the parental influence might remain dominant. A woman who had experienced divorced parents in the late or dual transition stage of adolescence had emotions of anger and sadness at losing her home (Cox, R. & Cox, M., 1984). Possible emotional reactions which have risen from realigned relationships have to be managed. This effort may have drawn energy away from a women's personal development issues. However, the adolescent who has assumed greater support from her peers may have found her parent's divorce important but less salient (Farber, 1980). Wallerstein and Kelly (1974) found that the normal adolescent process of separating from the parents and, as a result of the divorce, seeing parents as separate individuals, assisted adolescents caught in divorce.

This study focused on women's emotional development. If women placed high value on relationships, as Gilligan (1982) suggested, then women who affiliated with sororities, which are engaged in a high number of relationships, might be expected to be highly involved in interpersonal relationships. It was therefore of interest in this study to see if number of relationships had a correlation with managing emotions and if affiliated women had higher managing emotions scores. Finding no significant relationships it would be instructive in future studies to examine types of relationships. If emphasis was placed on status, individual growth may have been subverted to the group's need for a limited standard of behavior. The environment may be too restrictive. For these reasons, plus women growing accustomed to one another's behavior, the kind of supportive environment in which to experiment with emotional control may not be present.

Intent and Scope of the Study

Statement of the Problem

The primary focus of this study was to add to the body of knowledge on variables contributing to women's development of managing emotions. Emotional development was affected by number of years in college as well as by the number and types of relationships a person has had. This may be particularly true for women, who are said to value relationships (Gilligan, 1982). Specifically, this study was designed to examine differences between freshman and senior managing emotions scores, a difference in number of relationships and commitment to relationships between affiliated and nonaffiliated, a relationship between quantity and commitment of peer relationships and growth in managing emotions, and the relationship between parent's marital status and growth in the ability to manage emotions.

Development has been examined cross-sectionally by comparing the dependent variable, emotional development scores, for two groups of first term OSU women and two groups of senior OSU women. From the review of literature it was hypothesized that women who engaged in a number of relationships gained greater experience in managing emotions and thus as seniors had higher managing emotions scores than women who did not have a high number of relationships. Sororities have a high level of interpersonal interaction, but the variety may not be great enough to facilitate growth producing challenge. During the awareness and beginning experimental phases of development, a variety and a large quantity of relationships facilitated growth. Commitment to relationships, however,

encouraged more serious experimentation with emotions and eventual integration of emotions and behavior.

Chickering (1969) identified student movement, from parental to peer to self-control in the process of development. Sororities were assumed to be peer associational groups, which exerted peer control. What kind or how much control the associational group may have was not made clear by this research.

Findings on the relationship between emotional development and parents' divorce during a child's adolescence did provide some insight into parental versus peer group control. Students seeking independence from parents but still inexperienced and needing support are more susceptible to influence from peer associational groups (Newcomb & Wilson, 1966).

Significance of the Study

Research has shown there has been development of managing emotions among college women over the four years of college, but little has been discovered about the contributing factors. It was expected that a better understanding of factors contributing to managing emotions will be an aid in assessing a population of women students attending a four-year university. With assessment, an appropriate intervention may be applied, possibly contributing to the emotional growth of college women.

Sorority living groups have assumed that they provide opportunities for skill building in the area of interpersonal development. A better understanding of factors contributing to growth in managing emotions may assist sorority membership in planning for growth. The other result was the identification of variables which individuals may use to provide for self-directed growth.

Additional validation of the Iowa Development Inventory-B was gained from a finding that there were higher managing emotions scores for seniors than for freshmen. Research with the Omnibus Personality Inventory scale, Impulse Expression, which was related to managing emotions, indicated growth between freshman and senior years (Chickering, 1969). Consistency of these indications and findings in this study have given greater validity to the Iowa Development Inventory-B. A validated instrument may provide a means for collection of data related to managing emotions.

Data gathered on first term freshmen were the beginning of a possible longitudinal study of these same students. With the data, high and low managing emotions scores and a sorority's type of interpersonal relationships or style of handling conflict may be compared.

Operational Hypotheses

This study examined 11 alternative hypotheses. The hypotheses focused on the amount of development of managing emotions present at two levels and possible factors which contributed to growth.

The alternative hypotheses tested were as follows:

- H¹ Senior women will have higher managing emotions scores than freshmen women.
- H² Senior affiliated women will have higher managing emotions scores than senior nonaffiliated women.
- H³ There is an interaction between level of education and affiliation with respect to managing emotions scores.

Data used to test these first hypotheses were the total responses to the first 60 questions on the development survey.

H⁴ Senior women at Oregon State University will have a greater number of relationships than freshmen women.

H⁵ Senior affiliated women at Oregon State University will have a greater number of relationships than nonaffiliated senior women.

H⁶ There is an interaction between level of education and affiliation with respect to number of relationships.

The three immediately preceding hypotheses were tested by comparing the total scores of questions number 69 and 70. The range of scores was from a low of 13 to a high of 65.

H⁷ Senior women at Oregon State University will have a higher level of commitment to relationships than freshmen women.

H⁸ Senior affiliated women at Oregon State University will have a higher level of commitment to relationships than nonaffiliated senior women.

H⁹ There is an interaction between level of education and affiliation with respect to level of commitment to relationships.

The three immediately preceding hypotheses were tested by comparing the total scores of questions number 71 and 72. The range of scores was from a low of 16 to a high of 56.

H¹⁰ The number of relationships and commitment to relationships will have a positive correlation with high managing emotions scores.

This hypothesis was tested by correlating questions 69, 70, 71, and 72 total score with questions 1 through 60 scores.

H¹¹ Women who are from nondivorced families will have higher managing emotions scores than will women from families

whose divorce occurred in the student's late stage or dual transition stage.

This hypothesis was tested by comparing question 67, number 1, and question 68, numbers 4, 5, and 6, with a total of responses in questions 67, number 2, and 68, number 1.

A linear multiple regression and stepwise regression were utilized for the purpose of exploring the relationship between managing emotions scores and level of education, affiliation, number of relationships, and commitment to relationships.

Limitations of the Study

In 1982 Hanson said the "state of the art in student development assessment has not advanced to the point where we know what works for whom and what does not work" (cited in Kuh, 1984, p. 57). Instruments designed to assess what theory says will happen are currently being developed, but are not well validated. A review of literature in the area of managing emotions does not produce a way to identify the content or level of score for the phases one goes through, nor does it provide a description of the characteristics of a person who has fully developed the ability to manage emotions. What has been identified is the total development level in the area of managing one's own emotions. This research was one step to further understanding of how the college student developed and what might have helped or hindered that process.

The Iowa Development Inventory-B for assessing managing emotions has not been fully tested. Interscale reliability and construct validity tests have been run and there was some content validity. The questions used to test the independent variables have construct validity only. No other

instruments adequate to test the research questions in this study could be found.

Women who have attended another college were not taken from the sample because a large enough number attended at least one term at another college that it would have limited the sample size. Therefore, effect cannot be said to be just from the Oregon State University environment.

Definition of Terms

Affiliated. This term was used to designate women who were pledges or members of sororities.

Aggression. Aggression was defined as an act carried out with the intention of, or perceived as having the intention of, hurting another person. The injury can be either symbolic, material, or physical (Straus, 1979). Aggression was further divided into that which was an end in itself and that which was instrumental in achieving some goal (Aronson, 1972).

Commitment to Relationships. For the purpose of this research, commitment to relationships were those relationships for which a person spends time, at least weekly, and which in times of difficulty in the relationship will make an effort to continue. These relationships were assumed to make an important impact on the respondent.

Developmental Task. A developmental task has been defined by Havinghurst and Erikson "as a task which arises at or about a certain period in the life of an individual, successful

achievement of which leads to happiness and success with later tasks" (Blimline & Klimek, 1977, p. 404).

Dual Transition Divorce. Divorce of parents at the time a student was leaving for or in college was defined as dual transition. A student was making a transition from the primary group to associational groups and being away from home a greater amount of time.

Late Stage Divorce. Parental divorce when a child was a high school senior was referred to as late stage divorce.

Managing Emotions. Managing emotions was the process of "becoming aware of and trusting feelings, and acting on them with a degree of commitment and sensitivity" (Boatman, 1985, p. 12). The center of this research, the managing emotions vector, was comprised of the emotions sex, and aggression. Chickering (1969) saw the development of these two emotions not as a matter of command and control; that was only part of the task. The complete task was to loosen repressions and to notice recurrent patterns of incident and reaction in order to identify what was legitimate human emotion and what was a habitual response acquired from parents and community. There was an awareness stage, experimentation which involved increased expression, and finally a third stage of integration which involved behaviors of flexible self-control.

CHAPTER II

REVIEW OF THE LITERATURE

Literature relevant to the major concerns of this study were reviewed in Chapter II. The purpose of this examination of the literature was to gain a more specific understanding of managing emotions and its development and for identifying prominent variables affecting development. The material was divided into major sections of student development theory, psychological theory, emotions--aggression and sex, and variables affecting aggression and sex.

Student Development

It has been assumed among many associated with higher education that developmental growth occurs during college years. This development is identified as cognitive, moral, ego, and emotional. Beginning in 1957 a number of comprehensive research projects were conducted for the purpose of documenting what kind and amount of growth actually occurred, if any. These projects, for the most part, were conducted on populations at small private colleges, some comparing several college populations at once (Heath, 1965; King, 1967; Kohlberg, 1969). Both personality assessment instruments and case studies were used to gather data. One rather comprehensive study (Freedman, 1961) used women at Vassar College as a sample and Chickering (1969) studied extensively males and females at several colleges.

A body of developmental theory specifically focused on the traditional college youth, ages 18 through 22, emerged during the 1960s. Prominent theorists were William Perry (1970), Lawrence Kohlberg (1969), and Arthur Chickering (1969), each of whom emphasized a specific area of development: cognitive, moral, and psychosocial. This dissertation was based on Chickering's psychosocial theory of development. Chickering's theory identified seven vectors of development: developing competency, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and developing integrity. He theorized that the managing emotions vector was one which students dealt with early in their college years. The vectors were understood to be groupings, rather than clear and singular stages of development. Traditional age freshmen and sophomores were said to be developing competency, learning to manage emotions, and developing autonomy, all of which resulted in establishing one's identity. From that center a person was able to go on to establish freer interpersonal relationships and develop purpose and integrity.

Although these early vectors were important to the development of the later four vectors, it did not appear that they were completed early in a youth's college career and then no longer need any attention. In fact, Hood, Riahinejad, and White (1986) found freeing of interpersonal relations occurred during the freshman year and there was growth on the identity subscales after the freshman year. For the vector managing emotions, it was not known if there was development beyond the awareness and experimentation stages to the third stage, integration, by the time a youth graduated from college.

College was recognized as a time when the challenges to a student's system of values, attitudes, conceptions, and adaptive devices caused old responses to give way and new ways to be explored and eventually integrated. In development theory this process was characteristic of a late adolescent period in the total progression toward certain end developmental goals. "High school students and college sophomores as well as freshmen may be in this stage, and it may be that not all juniors and seniors have passed beyond it" (Sanford, 1962, p. 260). Waterman, Geary, and Waterman (1974) observed clear psychosocial growth from freshman to senior year for students who persisted at the college where they first matriculated.

In the view of Loevinger (1959), the picture of the freshman was one of an authoritarian personality, a stage through which all go and at which some become fixated. The authoritarian person was described as being dependent upon external sources for a system of values, having good behavior and a neatly organized personality. Impulses were inhibited by being morally strict with self and others. There was a readiness to meet stiff requirements, to work hard, to conform with prevailing standards of behavior, to demand that things be clear and uncomplicated, and to not be very tolerant of those who did not follow this pattern (Sanford, 1962).

As a college student began to break ties of dependency, aggressive expression was necessary. The formation of identity and differentiation was brought about through the assertion of self. Whenever identity was threatened by too close an identification with others there was an increase in aggression (Storr, 1969). A growing sense of control made students feel less vulnerable to pressures from the environment and less likely to slip into unpleasant moods. This sense of control was a product of both

individual development and opportunities in the environment. Therefore, a restrictive environment was likely to have an effect on mood (King, 1973).

Part of what developed was ego and impulse and the relationship of the two to each other. Sanford (1962) said that

after adolescence there is a sharp increase in the ratio of ego to impulse, . . . controlled mechanisms are again in the ascendancy. But the controls developed for the purpose of inhibiting impulse are still unseasoned and uncertain; they are likely to operate in a rigid manner, that is, to be rather overdone, as if the danger of their giving way altogether were still very real. (p. 260)

At least there was enough control that full attention to impulse was not demanded.

With control, students were able to turn their attention toward understanding their relationship to the external world. Through experiences and learning from them, the ego was strengthened and there were increases in the capacity to assimilate unconscious impulses and ideas (Sanford, 1962). Some development occurred just by virtue of age and changing environment, but how much was determined by the individual and the new environment. Not only organic growth, but personality development occurred in steps predetermined by both an inner program and outside forces (Chickering, 1969).

Feldman and Newcomb (1969) found that at the stage of late adolescence merging into early maturity, greater change in attitudes and values occurred among college attenders than those in either homemaking or job situations. Independence, adulthood, and openness were developed and persisted after college. They attributed this growth to maximum motivation to achieve autonomy and minimum constraint to conform to restrictions of adult roles.

Development occurred when a student met challenges that required new responses and when a person was free to give up earlier response patterns and defenses (Sanford, 1962). King (1973) in his research found that an environment that allowed for an adaptive response was important to growth. The tasks of development arose out of personal values and aspirations, physical maturation or change, and social roles, pressures, and opportunities (Chickering, 1969). Development of any significance often involved disruption and disequilibrium, for a person had to allow self to plunge into contradictory theories and points of view sharply contrasting to one's own point of view (Heath, 1968). It was also important, however, to have support or the youth withdrew from the challenge. In both Sanford (1962) and Newcomb, Lawrence, & Kauffman (1966), it was postulated that in college environments that are not highly homogeneous, precollege influences were apt to persist or the strain was so great that maladaptive responses were developed or the person withdrew.

A number of people have studied the type and amount of development that has occurred among college students. In the studies done at Bennington and Vassar (Sanford, 1962; Webster, Freedman, and Hiest, 1962) and by King (1967) at Harvard, they found that the older students were more developed, more mature, more free to express impulses, and more successful adaptors than the younger students. Students who were less mature were more controlled because of the uncertainty of the results of their actions. Fundamental personality characteristics were consolidated by the end of the sophomore year, terminating a late adolescent phase. Juniors and seniors appeared to enter a phase rather different from freshmen and sophomores, called young adulthood. Feldman and Newcomb (1969) in their studies found students to grow to be somewhat more impulsive, less

self-controlled, orderly, and conscientious. Seniors at Michigan State University were found to feel more responsible for their own behavior and more confident to deal with new problems and rated higher on personal stability and integration. Behavior was less impulsive and drive determined even though they appeared less restrained than freshmen. This reflected genuine freedom of impulses which was flexible rather than rigid (Webster, 1956).

Students were studied extensively for the Project on Student Development. The scores on the impulse expression scale of the Omnibus Personality Inventory showed increases, with 8 out of 23 reaching statistical significance. The students tested were at different points in development to begin with, but still showed increases. There was an interesting difference from these results in the studies that were done with Goddard students. Goddard students entered college with high impulse expression scores, which indicated that their primary need was self-discipline, organization, and integration. Data gathered about the college suggested that it was an environment where such development might proceed (Chickering, 1969). Yet, no development was shown. Vassar women tested as freshmen and again as seniors showed an increase on the impulse expression scale and Bennington women showed an increase from freshman to junior year, but a drop in the senior year which took them to a point below that of their sophomore year (Sanford, 1962).

Hanson (1982) found that older men and women and younger students varied considerably in the normative age-related tasks they accomplished. Variance in the ability to manage emotions could relate to life long developmental stages, but basically varied around a base level developed as an adolescent. In the area of impulse expression, four years

after graduation alumnae remained unchanged from their senior scores (Freedman, 1961). Although college students evolved in increasingly complex and differentiated categories in each area, development appeared to not be completed in undergraduate years. It was doubtful if mature concepts developed in any area until the middle or late twenties. Not knowing fully what factors contributed to development, the question remained unanswered. It was unclear why people might learn skills of managing aggression in life experiences after college and not in college.

It has been established that the college environment played a large role in facilitating development, but specific data were minimal. Need for instruments that assessed fine-grained changes in students' development was established (Hanson, 1982). A recent longitudinal study conducted by Hood (1982) found significant growth in developing purposes, life style, and freeing of interpersonal relationships, but not in the area of development of identity. As a matter of fact there was a significant drop shown. The author concluded that developing identity and developing competence showed more growth later because there was not time to pursue avocational interests or make specific occupational decisions. Because of the large number of competent students, feelings of competency have been difficult to establish.

With such a rich interpersonal environment as a college, if the tools of managing emotions/aggression were taught and behavior modeled at the experimental stage and at the integrated stage, would this developmental vector be completed while students were still in college? One problem was that not enough was known about what has contributed to development. Pat Cross has said that "while volumes of material have been written attesting to the fact that changes in students of cognitive and noncognitive

natures do occur in college, little is understood of what specific conditions lead surely to these desired developmental ends" (cited in Knott, 1977).

Psychological Theory

Chickering (1969), in his book *Education and Identity*, based his theory on the work of Erik Erikson. Chickering outlined and elaborated on Erikson's theory of college student development. Erikson (1963) looked at a total life span and divided it into stages. The middle stages called puberty, adolescence, and early adulthood involved work to resolve the issues of industry versus inferiority, identity versus role confusion, and intimacy versus isolation. If any one of these issues remained unresolved, then the issue persisted. Also, new circumstances and experience unsettled a person's growth in a particular area. A person reached maturity when Erikson's early adulthood issues were resolved or when Chickering's vectors had been worked on and integration of each achieved.

Maturity was described by Abrahamsen (1958) as follows.

Generally speaking, you are emotionally mature when you understand yourself realistically--accepting your assets and liabilities, after having appraised them correctly in order to live happily within their scope. You are emotionally mature when you are able to feel and show enthusiasm and spontaneity; able to give and receive love without fear and form adult emotional relationships; able to express anger when necessary; able to make independent decisions and follow through on them; able to grow emotionally, intellectually and spiritually, in order to plan your future with a realistic goal in sight; able to face adversity and rebound without loss of faith in yourself. (p. 169)

However, as Chickering (1969) has noted,

many young adults coming out of Puritan, Protestant, white achievement oriented, middle-class culture do not take into conscious consideration emotions and impulses relevant to managing time and energy in the present and relevant to future plans or if they do, they feel guilty or weak-willed. (p. 40)

Though the process of learning in the academic area and exposure to other students different from themselves, students begin to understand what effect parents, authorities, institutions, and society's rules have upon them. Students also discover that old ways of behaving, such as temper tantrums, sulking, or "slugging it out" were inappropriate outside of the family and local environment. Encountering people of different backgrounds, tastes, habits, and values, a wider repertoire of responses need to be developed in order to be effective. Students also begin to recognize and understand the emotions that have affected their behavior (Chickering, 1969).

Research has shown there is a difference in the quality of impulse expression and capacity for managing emotions, in personality dynamics and their current characteristics, which influences the way students use college kinds of experience and the kind of change which occurs. Heath (1965) gave us an example of an immature youth who felt bound up and limited by his own problems. His developmental problems were fought internally, rather than in the more objective external world in which mastery and achievement were more readily recognized and rewarded. Sometimes a student trades an overactive superego or a punitive and superconscientious conscience for rampant impulsiveness. The person is still driven and self-control is not established. There has been some indication that if management of emotions is impaired, learning is hampered and achievement falls short of potential (Chickering, 1969).

The task to be completed in order to be able to manage emotions is to first loosen repressions from earlier years. In the first stage recurrent patterns of incident and reaction may be noticed and habitual responses recognized. Students with responsibilities or who are tightly

controlled by parents delay understanding and experimenting with emotions and their management. They must struggle with moving from external to internal control. Second, there must be action that can produce perceivable results. "Only by tentative testing through action or symbolic behavior can integration occur" (Chickering, 1969, p. 46).

The normal progression identified is increased freedom of impulse expression, accompanied by increased integration and reduced anxiety, exemplifying a reciprocal process through which development proceeds. A student cited by Chickering (1969) talked about the process as bringing feelings out in the open, expressing them, seeing what was causing them and understanding why he was feeling a particular way. Another woman student described herself as having good self-discipline learned from the chosen external discipline of being a competitive ice skater during her high school years. A variety of control had been built up through habituation, preparing her for the increased complexity of which she became aware.

Witkin (1962), in the context of personality characteristics, identified four indicators of differentiation: cognitive, sense of identity/autonomy, articulated body concept, and availability of structured controls. Through greater differentiation, more specialized controls and defenses for channeling impulses were developed. However, increased differentiation was not found by Witkin to be related to increased integration. Pribram (1967) stated that control was manifested in two ways, through dispositions and through attitudes. The participatory attitude facilitates the rate of information processing and the preparatory attitude diminishes uncertainty by allowing a person to go back to previous acceptable states of organization. The Law of Requisite Variety describes the capacity to control as being equal to the capacity to process information. "Control

fosters openness to new information and the ability to process it, and previous patterns based on internal configurations already established are employed" (Pribram, 1967). Ainsworth (1981) has provided a useful summary of the development of emotions:

For, when the chips are down, your best and lasting answers will not come from devices to "control" each emotion as it arises but from a deep knowledge of yourself and an orientation to emotions as an acceptable part of you. (p. 9)

.....
 There are two kinds of management: direct, short-term attempts to reduce or increase emotional intensity or to control the expression of an emotion and long-term personal reorientation which involves release of energy, avoidance of the stimulus, repression and suppression, reason and rationality, distraction, raising the threshold of reaction, substitution of one emotion for another and sublimation. (p. 23)

.....
 The better we understand and contact our deepest inner resources, the more effectively we can manage our emotions. (p. 13)

Managing Emotions--Aggression and Sex

Chickering's (1969) managing emotions was comprised of two emotions, aggression and sex.

Increasingly, the development of aggression is regarded as a topic of major importance Effective socialization is impossible without some regulation of aggressive behavior. In most societies, the child's task is not to learn how to behave nonaggressively but how to behave in an aggressively appropriate manner--that is, to discern and incorporate society's "aggressive ideal." (Hartup, 1978, p. 279)

The development of aggressive responses has been described as stages of impulsive or instrumental behavior, an acquired aggressive drive or motivational and learned control or expressed aggression guided by moral norms. At the third stage the response to aggression was described as being based on the intention of the person who provoked the aggression rather than the outcome (Hartup, 1978). It was assumed that college students were between the second and third stage, but it was not known for

sure. Theorists have described effective regulation of aggression as involving inculcation of certain aggressive behavior patterns as well as inhibition of them, but socialization has been difficult to accomplish since detailed information about the developmental course of aggression and general principles of regulation have been lacking. In order to better understand development, the social learning theory of aggression bears examination.

Social learning theorists have said that the individual engaged in reciprocal interaction varies between behavior arising from genetic and cognitive ability and controlling conditions of the environment. Three regulatory systems, antecedent inducements (stimulus control), response feedback influence, and cognitive processes that guide and regulate action, have been identified (Bandura, 1973). Patterns of behavior have been acquired either through direct experience or by observing the behavior of others. Stimulus control has allowed anticipation of the probable consequences of different events and courses of action and regulation of behavior accordingly. Reinforcement control involves behavior feedback influences in the form of rewards, punishment, and symbolic reinforcers. These influences are comprised of repeated association with primary experiences and social reactions in the form of verbal approval, reprimands, attention, affection, and rejection. Cognitive control comprised of cognitive representation of reinforcement contingencies (consequences), guidance of behavior and mental problem solving, greatly increase the information humans derive from experiences (Knutson, 1973).

Where aggressive models have been frequent or in families where there has been an aggressive attitude in work and interpersonal relationships, there are frequent displays of aggressive behavior (Knutson, 1973). Patterson, Littman, and Bricker (1967) studied the behavior of children

who, when victimized, demonstrated successful counter aggressiveness or submissiveness. Those who were successful in their counter aggression showed increased defensive fighting and began to initiate attacks of their own. The other children remained submissive. Children learned through direct experience, plus having their experience reinforced.

Modeling, potent as a life long determinant of behavior, has influenced as a teacher, instigator, inhibitor, disinhibitor, stimulus enhancer, and emotion arouser (Knutson, 1973). Cues of aggressiveness or unpleasant behavior have evoked aggressive responses from physiologically aroused people. The interpretation of anger in another person has prevented nonaggressive actions from appearing (Berkowitz, 1975). If the observer identified with the model, seeing modeled aggression punished strengthened inhibitions, whereas seeing it rewarded or going without adverse consequences reduced restraints (Hartup, 1978).

Bandura (1973) stated that the aggression and punishment relationship was complex. The effect has depended upon the type and distribution of aversive consequences, the temporal relation to behavior to be modified, strength with which the punishment was concurrently reinforced, the availability of alternatives for rewards, and the characteristics of the punishing agents. In studies with people experiencing aversive treatment, painful experiences have not been sufficient to evoke aggression. High sensitivity to embarrassment, combined with deficient skills for resolving disputes and restoring self-esteem, has provoked aggressive action (Knutson, 1973). "Objectively, aggression may be totally irrational, while subjectively, the expectations of social cost have been duly evaluated and accepted" (Larsen, 1976, p. 131).

Geen and Donnerstein (1983) concluded that violent behavior was an interaction between high arousal levels caused by stress of daily living and the widespread observation of arousal behaviors via mass media. Bandura (1973), in studies with nursery age children, showed they learned aggressive behavior from observation unless they also observed that behavior being punished. This was particularly true if the punishment was directly contingent upon the individual's behavior, so that it regularly followed a particular undesired action and the person was not angry. It also helped if the punishment was delivered as soon after the performance as possible, was legitimized by law and social norms, and the person administering the punishment was clearly differentiated from aggressive models (Baron, 1977).

In an experiment where students were tested on the aggression machine in a retaliation situation, it was found that high and low aggressive females and high aggressive males were unaffected by the condition of no chance for retaliation. In the case of low aggressive males in a situation in which no retaliation was possible, they pushed buttons as high as the high aggressive males. The high aggressive male was most aggressive when expecting retaliation from another high aggressive (Hartup, 1978). This situation was modified by whether the subject was sufficiently angered or expected large enough payoffs (Baron, 1973). Also, people behaved in an injurious fashion if a legitimate authority assumed responsibility for the action. Larsen (1976) found that approval seeking motivation reduced aggression only when the object of the aggression was significant to the individual.

Strong affiliation needs and needs for social approval lead people to avoid hostility. High scores on social desirability make it difficult to

recognize and express hostility (Crowne and Marlowe, 1960). Low ego control has been identified as an impulsive disregard of sources of approval (Larsen, 1976). Strong affiliation with a group can contribute to aggressiveness against people outside the group, however, in the case of sororities, the high need for social approval usually controls the aggression. Wright, in 1941, demonstrated that close friends were more abusive toward their antagonists than groups with weaker bonds of friendships (cited in Knutson, 1973). In sororities this behavior may be expressed by acts of exclusion and unkind remarks. Larsen (1976) concluded that personality variables and situational factors combined made better predictors than either variable alone. So, whether one is in control of aggressive emotions or is controlled by another may well depend upon the degree of development of the personality, the self-confidence and internal focus of the person, and the social cost and aversiveness of the environment.

As children have grown older their hostility scores have increasingly turned inward. Gottschalk and Gleser (1969) found this phenomenon greater in females than in males. Females in general expressed aggression less than males. There was more predominant conformity behavior on the part of females. Social convention dictated that females were passive and males were aggressive (Larsen, 1976). Within the last decade there has been more encouragement given to female assertion. There could be a slight change in female expression of aggression because of women taking a more active position in many phases of our society. Not all women may have learned assertiveness skills, but given permission to express self may have adopted male aggressive behavior or their own expression of anger and aggression.

Other ways to effect people's behavior have been identified as the use of incentives, instruction, vicarious experience, or neutralization. Neutralization was created by slighting aggression, justifying aggression for higher principles, displacing responsibility, dehumanizing the victim, attributing blame to the victim, misrepresenting consequences, and desensitizing gradually (Knutson, 1973).

Variables Affecting Aggression

Larsen (1976) listed a number of predictors of aggression: boredom, sex, age, intimacy, socioeconomic class, punishment, ideology, and situation versus personality. This study has examined sex, age, and ideology and situation versus personality. Other theorists have presented variables of cognitive control, ego development, catharsis, and associational and primary group as important variables. These have also been examined.

Some people have learned to control aggression through the cognitive process. A provocative situation has been restructured to reduce an inclination toward aggression. Baron (1977) found that aggression was reduced when a person learned why a provoker was upset and particularly if this knowledge was known before harsh behavior or retribution was administered. This was more true when aggression was a result of fatigue, anxiety, discomfort, or other external circumstances, rather than an inborn aggressive impulse or a sadistic desire to harm others.

Incompatible response theory indicates that empathy also works to reduce aggression under certain circumstances. When an attack is face-to-face and the victim indicates pain, the aggression is reduced, unless the person invoking the aggressive act has suffered from the actions of the victim (Baron, 1977; Geen & Donnerstein, 1983). In cases of retribution

the aggression has been higher. This demonstrates a reciprocation phenomenon based on a need to balance physical or psychological harm caused by another (Singer, 1971).

Both humor and sex have been shown to shift people's attention away from aggression if they do not contain elements of hostility. Hostile cartoons have actually facilitated assaults against a victim, but exploitive cartoons reduced aggression. People tended to think about the message of the cartoon after the cue was removed. In using humor to reduce aggression it is not known if there is a positive effect because humor and aggression are incompatible or because attention is shifted away from past provocation. Sexual diversion from aggression is very dependent upon the content. Pictures of the opposite sex reduced aggression if hostility was not part of the picture. Donnerstein (Geen & Donnerstein, 1983), however, found that overt sexual relations enhanced rather than reduced aggression by an angry person. People who have trouble with control could be taught to self-generate internal cues or images which would produce incompatible responses and reduce their aggression.

Teaching norms and prosocial values that prohibit aggression and encourage esteem of others' well-being are also part of the cognitive process. In a less developed person, social cost and the fear of disapproval may take precedence over a concern with helping a peer. Perhaps this is why it has been suggested that socialization and development may be best accomplished within a peer group with norms of nonaggression and concern for others' welfare. Wanting enough to be accepted by the group, an individual may learn to internalize the standards of that group (Singer, 1971). Conversely, if the norms of the peer group are aggressive, then the individual is likely to be more aggressive.

Ego development is also related to aggressive behavior. A person with insufficient ego development is apt to manifest behaviors that are impulsive, antisocial, distractible, and that show inability to delay gratification. Skill or competence in dealing with the environment is poor and there are likely a lack of socially acceptable goals (Knutson, 1973). Persons who have low ego development are not aware of many options and probably believe that aggression is the only way to deal with a situation. A person with a more developed ego, because of previously acquired experience or knowledge, has developed the ability to predict or control aversive experiences. The ability to predict, decreased tension and decreased the disruption to ongoing behavior. "Confidence in one's ability to respond appropriately to instigating stimuli and to deal successfully with them may decrease tension, anger or the need to attempt to control them by aggressive means" (Singer, 1971, p. 100).

Pankrantz, Levendusky, and Olandix (1976) found that students seemed to be willing to admit to high levels of arousal of anger, but not to frequent episodes of loss of temper. Anger was produced by aversive traits of others, a restricted role, and a personal put down. In conversations with students who have experienced interpersonal conflicts with the living group, their perspective is frequently on what others have done to them rather than what their behaviors have produced.

Catharsis has commonly been understood as a way to reduce aggression. More recent findings have shown that there was only a short term effect and then only if the catharsis caused harm to the person(s) who provoked the aggression (Geen & Donnerstein, 1983). In cases where a student ventilated to a sympathetic listener they showed increased dislike for their antagonist, whereas controls who just sat for a period of time

showed less increase. In cases of physical activity which would involve vicarious participation in aggression the results were mixed. For years it has been assumed that aggressive play such as football reduced young men's aggression or reduced feelings of hostility between groups. If aggression was modeled, then aggressive tendencies increased (Knutson, 1973). Hitting inanimate objects does not reduce aggression. An effective type of cathartic action is to permit the person aggressed against to aggress in a relatively direct fashion against the person who did the provoking. However, later attacks are still possible, probably because the catharsis is pleasurable and thus reinforcing. Actually, if any form of behavior is returned with a rewarding response rather than an aggressive response, the person responds back with reward and reduced arousal (Baron, 1977).

Considering the total array of variables related to aggressive behavior, the variance accounted for by genetic and hormonal factors is relatively small (Geen & Donnerstein, 1983). Studies of the OPI scores of students in a variety of collegiate settings has indicated shifting personal orientations are derived from institutional conditions and predispositions brought by students to the campus (Chickering, 1969). Taking the position that human aggression is affected by a combination of a person's traits, cognitive ability, background, and interaction with the environment, some of these factors, relationships in associational groups, parental divorce, and gender, must be examined more specifically for the purpose of determining how much effect they have and at what stage in a person's life.

Associational Group

The complex interrelationship between personal characteristics, primary group interactions such as in a family, and associational group interactions found in an environment such as school were well demonstrated in a study by Olweus in Sweden (cited in Hartup, 1978). Bullies showed strong, aggressive tendencies with weak control. They had a positive attitude toward violence, had a strong need for self-assertion and dominance, felt fearless, confident, tough, unanxious, and positive toward self. Bullies were more negative toward fathers and generally felt less liked by parents. Whipping boys were nonaggressive in behavior and attitude, an attitude they held in common with well-adjusted boys. However, they were generally more anxious, insecure, isolated among peers, had lower self-esteem, and had parents who were overanxious and overprotective. There were no socioeconomic or school achievement differences between bullies and whipping boys. The type of school environment which permitted the bully/whipping boy situation was one of undercontrol or weak inhibitions against aggressive tendencies. A certain amount of social contagion seemed to exist because no consequences for aggression were observed. Additionally, responsibility became distributed over the group and there were eventually cognitive and perceptual changes which caused people to see the whipping boy as a worthless person. Out of this research two factors can be drawn as contributing to aggressive behavior: 1) modeling and reinforcement influences within the peer group and 2) the school environment.

In the words of Segal (1967), "the developmental tasks of the college years do not differ for the college student living at home, residence hall or off-campus housing. What differs is the setting within which these common developmental tasks must be achieved" (pp. 308-310). The setting is important both because it provides peer group standards and because of the challenge and support offered.

Heath (1968) in his Haverford research on men found that relationships with roommates and friends were the principle experiences that transformed ethnocentrism into greater acceptance and affection for others. Roommates ranked second or third after friends or specific faculty members as determinants of personality maturation. In Chickering's judgment, peer groups and friends were primary influences affecting all vectors. The associational group of peers becomes so important in college because a student moving away from primary group authority and not yet having a completely developed internalized authority turns to peers. Groups have the power to reward or punish. Social reality for members of a group is what they know will be or will not be rewarded (Newcomb & Wilson, 1966). P. Newman and B. Newman (1976) postulated that as emotional dependence on parents is relinquished, the crowd becomes a basis for developing supportive relationships that provide the resources for acquiring a more autonomous sense of identity.

Attainment in college is found to more frequently be consistent with the environmental emphasis than with personality characteristics. Personality affects openness to change. For example, "other directedness," level of social extraversion, and affiliation needs, all of which if high, create more susceptibility to influence (Larsen, 1976; Newcomb & Feldman, 1968). On small campuses the total press of the college is a greater

influence than the subcultures. On large campuses, attitude and behavior are more apt to be influenced by the subcultures, such as peer associational groups (Newcomb & Wilson, 1966).

How much change occurs during the college years depends in part upon how much or little the college environment duplicates that of the home, high school, and community from which the student came. A different environment challenges more heavily and produces greater changes (Feldman & Newcomb, 1969; Webster, Heist, & Williams, 1960). However, it is important to functional behavior that the environment not be too much of a contrast. The college most likely to have the greatest impact is the one where there are a series of not too threatening discontinuities. If a student is not permitted to leave home psychologically as well as physically, then he or she may not have had the growth experience of standing in principled opposition to parents (Sanford, 1962).

A great deal of mental and psychic energy is involved in developing a sense of separateness and uniqueness and in modifying behavior so one is able to relate to others in gratifying and meaningful ways. The residence group is an important part of defining the pattern of adaptation (Katz, 1968). If ties with the primary group are greatly disrupted and a person found the group fulfilled social and material needs, then the group had greater force on the individual. A peer group which is also supportive has served to heighten persistence toward one's own goals and resistance toward a power figure (Cartwright, 1959). Discrepant values or attitudes imbedded in relationships which support change are most apt to produce student change. Therefore, a group with the following characteristics is most likely to induce change: (a) high frequency of interaction with people in different areas of discrepancy, (b) active concern with changing

members, (c) high member attraction to the group, (d) strong group solidarity, (e) group use of many sanctions, and (f) high isolation from other sources of influence (Gamson, 1967).

For the purposes of this study an associational group which has a number of the above characteristics, the sorority, will be examined in greater detail. Probably the sorority has neither people in different areas of discrepancy, nor an active concern with changing members. Research in general shows some differences between fraternal groups and other residential groups. What was not concluded was whether the difference was a result of the influence of the group on its members or a result of the process of selection (Feldman & Newcomb, 1969). Newcomb and Wilson (1966) concluded that the fraternal organization reinforced and solidified its members' existing values, which were held in common as a result of the process of selection.

Some of the characteristics of members of the fraternal groups which were pertinent to this study were a strong external orientation and responsiveness to group values and demands. The sorority woman, being less introverted, was judged as showing less suppression of impulse (Mahler, 1962). Some of the other characteristics which were in contrast to independents were more conservatism, more sociability, more dependence upon peers, less knowledge about aesthetic or cultural issues, more involvement in campus activities, more self-confidence, decreased dogmatism, and more assertiveness (Astin, 1977; Feldman & Newcomb, 1969; Schmidt, 1971). This seemed to be true at the time of pledging, as well as later.

So far as concerns a change in these characteristics, Wilder, Hoyt, Doren, Hauck, & Zittle (1978) found that fraternal members assimilated

values of higher education as well as independents and in some circumstances, better. In a natural group experiment conducted by the Siegels (1957), they found that initially their two groups were alike. Those who joined sororities maintained previous attitudes. Those who wanted to join and could not, developed attitudes resembling those with whom they continued to live. McLaughlin (1965) found that during the first two years those students with the greatest change in values, interests, and self-conception were those most likely to be concerned with social acceptance.

Gilligan (1982) in her research found sorority women to be more conforming and to have fewer distant relationships, and therefore less violence. Two conditions contributed to greater violence and aggression. They were more distant relationships and a more rule-bound, competitive situation. Aspirations to high social status, social acceptance, relatively good socialization, and some degree of personal success all contributed to lower aggression.

Change has not been found to occur equally in all fraternal groups. According to Chickering (1969), how much change occurred was related to restrictiveness of the rules and regulations and how demanding expectations were for the group. If the environment was too restrictive, then fruitful interpersonal relationships were difficult to achieve (Chickering, 1969). Because the nature of a sorority was competition with other sororities, the good of the group sometimes overruled what might be considered best for the individual. This was more of a factor for juniors and seniors than it was for freshmen and sophomores, who still welcomed some external control while developing internal control. Older adolescents viewed the conformity associated with crowd affiliation as a negative (Brown, Eicher, & Petrie, 1986).

A second factor in the degree of change is the extent of peer involvement and integration into the student social structure (Vreeland, 1963). Astin (1977) said "students who become involved in campus life tend to change more than students who are relatively uninvolved" (p. 70). In the words of Mulford (1967), "one should expect the self-actualization of the college student to be relatively high since continued compliance and participation in a normative organization are contingent upon the satisfaction of participant goals and needs" (p. 100). Self-actualization scores did increase as students were upwardly mobile in the status hierarchy. The implication of this research is that maximum personal development may occur when students are given significant roles to play in the life of an organization.

Sorority members are strongly encouraged to participate in extracurricular activities. Both social interaction and learning how to work with others are assumed to be acquired in these activities. There have been a number of other functions the group encouraged which are assumed to contribute to the development of students. There is high emphasis placed on social capacity involving both men and women. The emphasis of the sorority sponsored activity is on meeting and mixing with a quantity of people. Dating serves a variety of needs: companionship, prestige-seeking, sexual gratification, and selection of a spouse. Certainly, this allows for some opportunity to have experiences in which one learns to experiment with managing emotions.

A complex system of room assignments, designed to integrate individuals into the group and prevent cliques, is built into the living group of a fraternal organization. Dressel and Lehman (1965) found that the most significant reported experience in collegiate lives was association with

different personalities in the living unit. The bull sessions among the students were particularly potent. A student has to learn to live with another in close quarters, both physically and emotionally. There was adjustment of one's needs, interests, and habits to those of others. To live together satisfactorily, a student has to learn to adapt and control aggression (King, 1967). Conflict among friends promotes more social development (Nelson & Aboud, 1985). Newcomb (1962) theorized that propinquity was an influential factor in developing significant interpersonal relationships. It assured more of an opportunity for contact and reciprocal exploration.

There seems to be a natural progression of students decreasing in general sociability and increasing in intimacy and depth of relationship. This progression seems to be in the direction of human relationships that are less anxious, less defensive, less burdened by inappropriate past reactions, are more friendly, more spontaneous, more warm, and more respectful (White, 1952). Chickering (1969) in this theory of student development of managing emotions, identified the stages of awareness, experimentation, and integration which seemed to parallel the development of interpersonal relationships.

It would seem that the type of relationship is important to the stage of development. A variety of relationships with a number of different kinds of people is more likely to make a person aware of a number of emotions and their relationship to behavior. New behavior may be suggested by others or observed and tried in order to get a better response from others and in order to feel more consistent and competent. Within more trusted, committed relationships, a person is likely to experiment with loosening tight control and with a different type of behavior. Chickering recalled how his fraternity brother, who he had liked and respected,

got him to see some of his superficial, ineffective behavior and thus began to change (Garfield & David, 1986). Committed relationships are assumed to be more related to the stages of experimentation and integration.

We know from Hood's (1984) research that students increased in their capacity for mature and intimate relationships. They were better able to understand others' points of view without the need to dominate or pass judgment. We also know there is some personal development between freshman and senior year. What is not known is the contribution relationships made to the development. Katz (1968) noted that overseas students indicated that opportunities for more informal contacts and participation in common tasks seemed to be superior avenues toward better acquaintance and close friendships. Sororities seemed to be environments where both informal contacts and participation in common tasks occurred. The question was whether the standards of the group contributed to the open recognition of emotions, experimentation with various ways to manage those emotions, and the quality of commitment to relations which encouraged integration and self-control.

Family Relationships

The parent-child relationship is the primary relationship and the first source of control of emotions. As previously discussed, however, college adolescents were developmentally found to be influenced more by peers and self-control than by parental control. "Peers are most influential and the family least with respect to contemporaneous problems" (Winch, 1974, pp. 138-139). Farber (1980) stated that "the relationship between parent and adolescent, while still important, may be less salient in influencing the adolescent's ability to adapt to divorce Peers and

adults outside the home may increasingly assume greater supportive roles" (p. 18). Therefore, a question has been raised about how much effect, if any, parental variables had on emotional development at the college level.

Parental variables which are related to support or challenge may have had the greatest effect on developmental growth of managing emotions. Farber (1980) stated that researchers have found that the first year after divorce severely affected organization and coping. Parents feeling depressed and incompetent made fewer demands on their children. Several years after the divorce, however, the adolescents had disengaged themselves from active loyalty conflicts. Wallerstein and Kelly (1974) found that the normal adolescent process of separating from the parents and, as a result of the divorce, seeing parents as separate individuals, assisted adolescents caught in divorce situations.

For this study, divorce late in the adolescent's life is examined for impact. Results of studies of ongoing conflict produced by intact or divorced families have shown lower self-esteem, greater anxiety, and less feeling of control on the part of the adolescent in the home. Conflict in the home had more impact than dissolution of the marriage (Slater & Huber, 1984).

Researchers disagreed on the impact of divorce on adolescents. In the case where a marriage was dissolved when the child was late in adolescence, research has found that their emotions are those of anger and sadness at losing the home (Cox, R. & Cox, M., 1984). Cooney (1985; 1986) found adolescents living at home when the divorce occurred (67 percent) reported feelings of anger. Of the females, 43 percent identified their father as the lone target of the anger. Cooney concluded:

Gilligan contended that women concern themselves more with the maintenance of connections in personal relationships. Therefore, the dissolution of their parents' marriage may be a more emotionally volatile situation for women than for men, and to be close to their mothers may further complicate their post-divorce adjustment. (p. 475)

Sorosky (1977; cited in Farber, 1980) observed that "the older adolescent is able to adjust better since he or she has resolved the identity crisis which coincides with this developmental period" (p. 41). The child approached the crisis more realistically and was less likely to feel responsible for the traumatic event. Wallerstein (Wallerstein & Kelly, 1980) in her interviews found some problematic adolescent behavior of lack of internal control, lack of consolidated conscience, or the lack of the independent capacity to make the judgments needed to maintain the self without strong parent support. Clinical data on adolescents has shown that prolonged interference with developmental tasks leads to premature attempts at their mastery, premature heterosexual activity, and regression following loss of external values and controls.

The problem with these findings is that no distinction was made between early and late adolescents and there was no comparison group from intact or other types of broken families. The conflicts centered around aggressive and sexual impulse, independence from family, peer acceptance, social approval, and concerns about the future. The older adolescents had a strong concern about their ability to form and maintain long relationships with the opposite sex (Farber, 1980).

Farber (1980) concluded that adolescents who perceived these changes as a negative impact were generally more anxious, hostile, depressed, and less happy with their lives. However, Hainline and Feig (1978), in a study with adolescent girls, ages 17 through 23, discovered

few differences in the areas of sextyping, anxiety, attitudes about love, or locus of control. The variables of age at the time of divorce have made a difference. It was not known from the literature whether late adolescents and young adult women experiencing parental divorce showed less or more emotional development than the same age group not experiencing parental divorce. In this study, comparison of the managing emotions means revealed no significant differences.

Gender

The 1970s student struggled to grasp the essential notion of individual rights. Emerging out of that struggle was a belief that self interest was to be considered legitimate. This struggle changed some women's concept of self, allowing them to view themselves as strong and to view as legitimate the considerations of one's own needs. With this view, assertion no longer seemed dangerous. The concept of relationships can then change from continuing dependence to a dynamic of interdependence. The notion of care became an injunction to act responsively toward self and others and to sustain connection (Gilligan, 1982).

Gilligan (1982) has identified that men used rational logic, principle, to make moral decisions. Men renounced relationships in order to protect the freedom of self-expression. Women relinquished freedom of self-expression in order to protect others and preserve relationships. Violence and danger were imagined differently by men and women. Women showed imagery of violence in success stories and men showed danger in intimacy of entrapment, betrayal, a smothering relationship, or rejection. The transition from adolescence to adulthood contained the same dilemma for men and women, that of a conflict between integrity and care, but from two

different perspectives, the ethic of rights for men and the ethic of care for women. This belief in care enabled a woman to see other people in a network of relationships rather than as opponents.

It seems that with this moral orientation women, in an effort to resolve the conflict of care and assertion of their identity, are more likely to become aware of emotions and explore ways to express and control them. Aronson (1972) postulated that self-assertion served to relieve tension and made an angered person feel better. With self-assertion a person who was a target of aggression does not get hurt. Therefore, she felt less need to retaliate if the assertion was of the same intensity of the original aggression. No dissonance was created, the situation was seen as even. The destructive process was not set in motion. Whether women today have evolved to this level of self-assertion has not been established.

In a relationship where one cares and feels some commitment it is assumed that the stakes are higher and thus there is a greater willingness to risk and to make an effort to resolve the conflict in a relationship. In relationships of care and commitment there is also thought to be a greater element of trust, which contributes to greater willingness to face and experiment with emotions.

The 1957 Vassar women study was compared with Heath's (1965) studies of males at Princeton in the late 1950s. Freedman (1961) postulated that there was a sex difference in the area of impulse control. Only one of Heath's subjects changed during college years to lessen control over impulse, while at Vassar it was regularly the case that seniors had higher impulse expression scores than freshmen. High scorers were characterized as dominant, aggressive, autonomous, exhibitionistic, and expressed interest in sex, excitement, and change. Higher scores were

associated with greater sexual experience developed within the context of a relationship of some seriousness (Freedman, 1967).

Recent data has indicated that it is no longer tenable to assume that a female is automatically less aggressive. "Age, sex role attitudes, nature of aggressive response and violations of expectations may mediate the level of expressed aggression along with such factors as anger or sexual arousal" (Geen & Donnerstein, 1983, p. 12). It could be that both men and women on college campuses are experiencing increased aggression. In recent reports on campuses there has been an increased meanness due in part to an increased conservative political climate. Insensitivity and intolerance to the poor, blacks, and women has almost become chic and pervades both society and campus. Destructiveness on campus has been mostly of a conventional property offense, mostly among males. However, in recent years there is evidence of property destruction increases among females (Simon, 1975). Studies of dating relationships among college students has also shown increased acts of interpersonal violence (Cate, Henton, Koval, Christopher, & Lloyd, 1982).

CHAPTER III

METHODOLOGY

Most previous research on college student development of managing emotions has been descriptive. This study used descriptive and exploratory research. The correlational methods were used to test for a possible relationship between development of the ability to manage emotions, and level of education, at two levels: freshman and senior, affiliation and nonaffiliation, number and commitment of relationships, and parental relationship--intact or divorced. This chapter describes the sample, development of the instrument, administration, and data analysis procedures.

Sample

Freshmen women, from 17 through 19 years of age with a high school graduation date of spring, 1986, and with 30 or fewer college credits, and senior women, from 20 through 22 years of age with a minimum of 135 college credits, were the two populations. Within each population two subsets were identified, affiliated or nonaffiliated.

Fall term 1986 samples of freshmen and seniors were drawn from the Registrar's student data file, using a computer random selection method. The 1985-1986 academic school year totals of 1,364 first term freshmen women and 328 (24 percent) women who pledged sororities, were used as a basis for determining that a random pool of 625 freshmen should be obtained in order to obtain an adequate cell size of affiliated

women. A large sample was chosen in order to obtain cell sizes which allowed for a power level sufficient to avoid a Type I error. The smallest cell size of 129 exceeded the power level of .90 when the effect size was equal to .20 and the alpha level was set at .05. It was also important to keep the cell sizes large because of the number of variables to be studied. The affiliated women in the sample were identified and after two depledges, one withdrawal from college, and one 1985 high school graduate were removed, 150 women comprised the sample. The unaffiliated sample of 153 was selected by taking a random number starting point and subsequently taking every second unaffiliated woman, plus one additional woman selected by random number. After selection was made, nine women in the nonaffiliated sample pledged a new sorority colony and were replaced by taking the next nonaffiliated women below each woman removed from the sample.

Winter term 1987 sorority women with 135 hours plus were added to the population and women who graduated, were not enrolled, disaffiliated from a sorority, or were affiliated with a sorority fewer than eight terms were eliminated from the population, leaving 674 in the population. During winter term additional women who did not complete registration or had no current address were removed, leaving the population size at 659. A large number was used, which meant taking every sorority woman in the population rather than reduce the cell size. The nonaffiliated sample of 160 was chosen by using a table of random numbers. Table 1 summarizes the number of women selected and the number who participated.

Table 1. Sample Size, Number of Respondents.

Population	Affiliated		Nonaffiliated		Total	
Freshmen					1,010	
n	150		153		303	
returned	134	89.3	138	90.2	272	89.8
used	129	86.0	134	87.6	265	86.8
Senior					659	
n	160		160		320	
returned	130	81.3	133	83.1	263	82.2
used	129	81.0	129	81.0	258	80.6
Total						
sample size					623	
number of cases					521	83.6

A return rate of 86.8 percent usable instruments were obtained for freshmen and 80.6 percent for seniors, allowing for four cells with a total of 521 respondents. The overall percentage of returned and usable instruments was 83.6 percent.

Instrument

The instrument for measurement of the dependent variables was the Iowa Development Inventory-B, an instrument prepared and tested at the University of Iowa by Jackson and Hood (1984). The inventory has been designed to measure an individual's level of self-reported behavior in managing emotions. It is based on Chickering's (1969) second vector, managing emotions. The inventory consists of 60 items, equally divided among the subscales: Depression, Anger, Frustration, Happiness, and Attraction. Correlations of the subscales indicated that they generally measure the same thing and that little would be gained by separating out the individual

subscales (Hood, 1985). Interscale reliability has been run, using 103 students at the University of Iowa and 178 students at The Pennsylvania State University. Both sexes, undergraduate and graduate, were included in the sample. The total score had a reliability of .95.

There is probable content and construct validity for the instrument. Designers of the instrument have completed validity studies using the construct and factor analysis methods. The results of the studies were unavailable, but a preliminary examination of the data shared by Hood (1985) indicated the managing emotions inventory may be related to independence regarding peers, quality of emotions, time management, and Perry's relativism and commitment.

Hood (1985) reported correlations of .28 with age and .19 with class and he indicated that the instrument showed a direction of increased managing emotions with increased age and academic class. This degree of correlation was statistically significant. There was a correlation of .64 with social desirability. Aggressiveness scales have been found to have a high negative correlation with social desirability and this instrument was consistent with the expected direction. Concern about social desirability may motivate individuals to learn how to manage emotions.

The development of managing emotions scores was related to the Omnibus Personality Inventory's impulse expression, personal integration, and anxiety level scales. Scores on impulse expression, personal integration, and anxiety level were found to be relevant to increasing integration of emotions. High impulse expression and high managing emotions scores would be expected in the same person. Senior women scored higher than freshmen women in the same direction as the results of the Omnibus Per-

sonality Inventory testing. This added to the validity of the Iowa Development Inventory-B (Hood, 1985).

Two general areas included in the inventory are (1) the awareness of emotions and (2) the integration of emotions. These areas include the recognition of emotions, the exploration of these emotions, and insights into them (Hood, 1985). In development theory it has been established that first an individual thinks about new behavior, then behaves that way, and finally accomplishes an integration of thought and behavior (Chickering, 1969). Therefore, an instrument which contains questions about observed behavior, even though somewhat inflated by self-report, more accurately tests an actual level of managing emotions than tests of attitudes or opinions (Astin, 1977).

Emotional behaviors have been identified in the literature as related to the number of interpersonal relationships and the depth of interpersonal relationships, both independent variables tested in this study (Astin, 1977; Chickering, 1969). These variables were measured by four additional interval scale questions based on frequency responses. Two questions were asked in order to establish if a woman's biological parents divorced and if so at what level of adolescent development. Questions were also added to help identify women for placement in the appropriate group, to verify that respondents met the conditions for sample selection, to collect demographic data on the number of terms in attendance at OSU, and whether a woman was single or married. These questions were based on theory and thus had possible content and construct validity.

The questions designed to score number of relationships were centered on the amount of time spent per week in a wide variety of campus activities and the length of time a woman held an office in that activity.

The underlying assumption was that involvement as an officer would mean an increased number of interpersonal relationships. Commitment to relationships was determined by the recording of quantity of time spent in various kinds of relationships and statements of whether or not a person would work at continuing a relationship if it became difficult. The assumption was that a person would spend more time with someone to whom she was committed and that she would persevere even in time of difficulty. A high number of relationships have been identified as assisting a woman in learning more about her emotions, but committed relationships are more likely to provide an environment of trust and care in which experimentation with emotions and learning to integrate emotions and behavior takes place (Chickering, 1969).

Winston (1987) developed similar questions to measure involvement, except an additional set of questions were added to measure type of involvement in the activity. Reliability studies, using the test-retest method, found the instrument quite stable over a short time (.97). Validity studies used correlation with another scale and with a contrasted group. The researchers found the instrument was more sensitive in measuring levels of involvement at the upper end of the involvement continuum. This was probably due to the last five questions measuring type of involvement. High scores on the last five questions would also involve a greater quantity of time. The similarities between the two instruments lends some construct reliability and validity.

There is some indication that late adolescent, young adulthood women experiencing biological parent divorce at a late or dual transition phase of development are less stable emotionally and more angry (Cooney, 1985; 1986; Cox, R. & Cox, M., 1984; Wallerstein & Kelly, 1980). It has

been argued that college age adolescents are unaffected by parents' divorce at the dual or late transition stage because they have moved away from parental control and support to peer or self-control and support (Farber, 1980).

The first 60 items were pretested on 27 sophomore and junior males and female leaders. The entire instrument was pretested on 16 women who attended or worked at OSU during the summer term, 1986. The pretest sample were either not seniors in the 1986-1987 year or were not included in the research sample. The pretest indicated where clarification and elaboration were needed. Instructions to answer all questions were added, questions about parental relationship and socio-economic status were changed to questions about divorce, and the scoring on question 72 was changed so that a high score on questions 71 and 72, when added together, would be a cumulative higher score.

Administration

The instrument and a letter were given to first term freshmen women during the third week of fall term, 1986. Assistance was requested from the residence hall assistants and instructions for administration given at the pre-fall term training meeting. Pledge trainers were asked to attend a workshop and a request for assistance and an explanation of procedures were given at the meeting. Sample names were received, prepared, and arranged by living group area. Packets were distributed to pledge trainers for sororities and resident assistants for the residence halls. They were asked to administer the instruments in a group meeting or on an individual basis and to collect the instruments not returned within a few days.

Each respondent received a letter, an instrument, and a return addressed envelope in which to seal her response. The instruments were numbered in order to allow for accurate follow-up. Distribution was by consecutive number within each group: 001 through 150 for affiliated and 151 through 300 for the nonaffiliated group. As the instruments were returned the number was checked off a master list and they were maintained in their appropriate sample cell. Follow-up was made by telephone and personal contact by resident assistants or pledge trainers. Women in the sample who lived in nonrecognized housing were surveyed by mail.

In winter term, 1987, the senior sample was selected. Numbered instruments were distributed by groups: 301 through 450 for the affiliated group and 451 through 610 for the nonaffiliated group. Instruments were mailed the second week of winter quarter. An envelope addressed to the Office of Student Services was enclosed, along with an instrument and a letter. The respondents were requested to return the instrument to the Memorial Union or the Administration Building via campus mail or U.S. mail service. A reminder postcard and a follow-up letter were sent during the second and fourth weeks, respectively, to all of those persons not returning the instrument. The fifth week, students not returning instruments received a follow-up call.

Sample letters given to the respondents are included in the appendices to this study.

Analysis

The first three hypotheses which compared two factors, level of education and freshman and senior affiliation status (affiliated and nonaffiliated), were tested with a two-way analysis of variance (ANOVA).

Possible interaction effects were examined, followed by an examination of the secondary effect, affiliation status, then of the primary effect, level of education. The purpose of the test was to determine if affiliated women had higher managing emotions scores than nonaffiliated women and if seniors had higher scores than freshmen.

Hypotheses H⁴, H⁵, H⁶, H⁷, H⁸, and H⁹ were tested with the two-way ANOVA. The main effect for H⁴, H⁵, and H⁶ was the number of relationships. The research questions examined was whether there was an interaction between level of education and affiliation with respect to number of relationships, whether senior women had a higher number of relationships than freshmen, and whether affiliated senior women had a higher number of relationships than nonaffiliated women. The main effect for H⁷, H⁸, and H⁹ was commitment to relationships. The research question examined was whether there was an interaction between level of education and affiliation with respect to level of commitment to relationships, whether senior women had a higher level of commitment than freshmen women, and whether senior affiliated women had a higher level of commitment than nonaffiliated women. After each ANOVA the means and standard deviations were listed for each of the following groups: freshmen, nonaffiliated and affiliated; senior, nonaffiliated and affiliated. Where there was an interaction the Student Newman-Keuls Multiple Comparison test was used. All hypotheses were tested at a .05 level of significance. If smaller p values were obtained they were shown.

In H¹⁰ the variables managing emotions, number of relationships, and commitment to relationships were examined by calculating a Pearson Correlation. Significance was tested at the $p < .05$ level. The question to be answered was whether the number of relationships and commitment to

relationships had a positive correlation with managing emotions scores. For H^{11} , two means, divorce and divorce in late or dual transition stage, were tested utilizing the t-test. Nondivorced and early stage divorced were also examined by the t-test method.

For all women in the sample, data were analyzed by a linear regression program which constructed a model of significant independent variables associated with the dependent variable. The variables of affiliation and nondivorce were not included because they failed to reach significance. Also, the number of late or dual transition divorces were 17. Including this variable would have involved disregarding a large number of cases. The question to be answered was which variables, if any, when taken together have a strong association with and possibly predictive relationship to managing emotions. The effect of a particular independent variable was made more certain by removing the distorting influences of other independent variables. A stepwise regression was also used to eliminate variables that were not significant.

Table 2. Hypotheses, Data and Statistical Treatment.

	Data	Statistical Treatment
H ¹ , H ² , H ³	Dependent Variable--MES Independent Variables Education Affiliation Comparison of Means	Two-way ANOVA Mean & Standard Deviation
H ⁴ , H ⁵ , H ⁶	Dependent Variable Number of Relation. Independent Variables Education Affiliation Comparison of Means	Two-way ANOVA Mean & Standard Deviation
H ⁷ , H ⁷ , H ⁸	Dependent Variable Commit. to Relation. Independent Variables Education Affiliation Comparison of Means	Two-way ANOVA Mean & Standard Deviation
H ¹⁰	Managing Emotions, Number of Relation. Commit. to Relation.	Pearson Correlation
H ¹¹	MES for Nondivorced & Two Stages of Divorce MES Level of Education Number of Relation. Commit. to Relation. Affiliation	t-test Linear Regression Stepwise Regression
Characteristics of Sample	Terms at OSU Marital Status Divorced Parents Open-ended Responses	Frequency & Percentages Ranking of MES--Low to High

CHAPTER IV

RESULTS

The findings were derived from the procedures of the two-way ANOVA, the Student Newman-Keuls Multiple Comparison test, the t-test, the Pearson Correlation Coefficient, a linear regression, and a stepwise regression of 521 Oregon State University freshmen and senior women.

The F statistic was used to determine if differences existed in managing emotions scores, number of relationships, and commitment to relationships for education level and affiliation. Three two-way ANOVA procedures were run to test the first nine hypotheses. The .05 level of probability was selected as a hypothesis criterion. The Newman-Keuls test was used for H^4 , H^5 , and H^6 where the ANOVA showed there was a significant interaction effect. The purpose of that test was to determine where the interaction occurred and the pattern of interaction.

The alternate hypotheses and the results of the tests were as follows:

H^1 Senior women will have higher managing emotions scores than freshmen women.

This hypothesis reached significance ($p < .001$) and was retained.

H^2 Senior affiliated women will have higher managing emotions scores than senior nonaffiliated women.

This hypothesis failed to reach significance ($p = .05$) and was rejected.

H³ There is an interaction between level of education and affiliation with respect to managing emotions scores.

This hypothesis failed to reach significance and was rejected.

In summary, there was a significant main effect for level of education, $F = 17.474$, $p < .001$ (see Tables 3 and 4).

Table 3. Analysis of Variance on Managing Emotions.

Source of Variation	df	MS	F ratio	
Education (IV)	1	2.430	17.474	$p < .001$
Affiliation (IV)	1	.054	.388	.534
Interaction	1	.000	.000	.991
Error	517	.139		
Total	520			

Table 4. Means and Standard Deviations: Managing Emotions Scores.

	Mean	Standard Deviation
Entire Population	3.6091	.3782
Education - Freshmen	3.5414	.3794
Nonaffiliated	3.5312	.3542
Affiliated	3.5520	.405
Education - Seniors	3.6782	.3650
Nonaffiliated	3.6682	.3642
Affiliated	3.6882	.3670
Total		
Nonaffiliated	3.5984	.3649
Affiliated	3.6201	.3917

H⁴ Senior women at Oregon State University will have a greater number of relationships than freshmen women.

This hypothesis reached significance ($p < .001$) and was retained.

H⁵ Senior affiliated women at Oregon State University will have a greater number of relationships than nonaffiliated senior women.

This hypothesis reached significance ($p < .001$) and was retained.

H⁶ There is an interaction between level of education and affiliation with respect to number of relationships.

This hypothesis reached significance ($p < .001$) and was retained.

In summary, the Student Newman-Keuls test showed that all four groups were statistically distinct. The difference between freshmen and seniors was not the same for affiliated and nonaffiliated. Significantly different means occurred between:

- nonaffiliated freshmen and affiliated freshmen;
- nonaffiliated freshmen and nonaffiliated seniors;
- nonaffiliated freshmen and affiliated seniors;
- affiliated freshmen and nonaffiliated seniors;
- affiliated freshmen and affiliated seniors; and
- nonaffiliated seniors and affiliated seniors.

The interaction which was ordinal indicated that the independent variable, affiliation, had a greater effect on the dependent variable, number of relationships, than did level of education.

There was a significant main effect for the educational level, $F = 228.803$, $p < .001$, and the affiliation, $F = 73.438$, $p < .001$, variables. There was a significant interaction effect, $F = 13.832$, $p < .001$ (see Tables 5 and 6 and Figure 1).

Table 5. Analysis of Variance on Number of Relationships.

Source of Variation	df	MS	F ratio	
Education (IV)	1	6899.271	228.803	p < .001
Affiliation (IV)	1	2214.471	73.438	p < .001
Interaction	1	417.101	13.832	p < .001
Error	517	30.154		
Total	520			

Table 6. Means and Standard Deviations: Number of Relationships.

	Mean	Standard Deviation
Entire Population	25.4261	6.9608
Education - Freshmen	21.8023	5.1821
Nonaffiliated	20.6493	4.8095
Affiliated	23.0000	5.3004
Education - Seniors	29.1201	6.5972
Nonaffiliated	26.1550	5.5838
Affiliated	32.0853	6.2036
Total		
Nonaffiliated	23.3498	5.8804
Affiliated	27.5426	7.3400

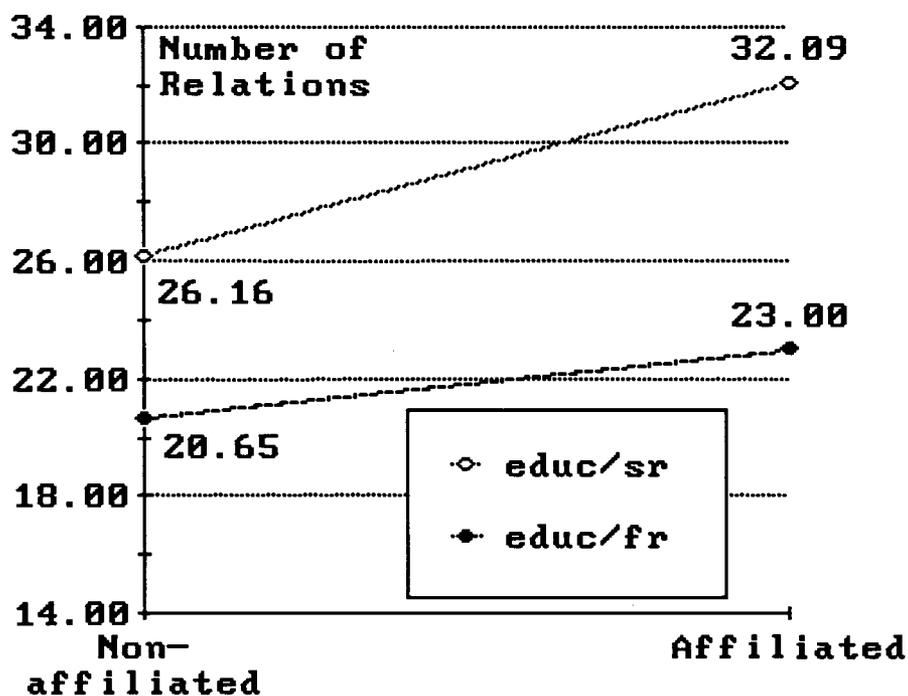


Figure 1. Number of Relationships and Affiliation

H⁷ Senior women at Oregon State University will have a higher level of commitment to relationships than freshmen women.

This hypothesis reached significance ($p < .05$) and was retained.

H⁸ Senior affiliated women at Oregon State University will have a higher level of commitment to relationships than nonaffiliated senior women.

This hypothesis reached significance ($p < .001$) and was retained.

H⁹ There is an interaction between level of education and affiliation with respect to level of commitment to relationships.

This hypothesis did not reach significance and was rejected. Although there was no interaction effect, freshmen and senior women in

sororities did show greater means in numbers of commitments to relationships than did freshmen and senior nonaffiliated women.

In summary, there was a significant main effect for the education variable, $F = 5.623$, $p < .05$, and for the affiliation variable, $F = 174.308$, $p < .001$. There was no significant interaction effect (see Tables 7 and 8).

Table 7. Analysis of Variance on Commitment to Relationships.

Source of Variation	df	MS	F ratio	
Education (IV)	1	177.530	5.623	$p < .05$
Affiliation (IV)	1	5503.603	174.308	$p < .001$
Interaction	1	.222	.007	.933
Error	517	31.574		
Total	520			

Table 8. Means and Standard Deviations: Commitment to Relationships.

	Mean	Standard Deviation
Entire Population	38.8445	6.5080
Education - Freshmen	38.2357	6.2582
Nonaffiliated	35.0672	5.3680
Affiliated	41.5271	5.3664
Education - Seniors	39.4651	6.7085
Nonaffiliated	36.1938	6.2438
Affiliated	42.7364	5.4594
Total		
Nonaffiliated	35.6198	5.8303
Affiliated	42.1318	5.4364

H¹⁰ The number of relationships and commitment to relationships will have a positive correlation with high managing emotions scores.

This hypothesis was retained because it reached significance, but at a low to moderate level of positive correlation. The correlation between managing emotions scores and number of relationships was a low, positive relationship ($r = .1816$, $p < .001$) and between managing emotions scores and commitment to relationships there was a low, positive correlation ($r = .1494$, $p = .001$). The correlation between number of relationships and commitment to relationships was a moderate, positive relationship ($r = .4722$, $p < .001$). For commitment and managing emotions scores, there appeared to be a linear relationship. A correlation indicated a trend toward the combination of number of relationships and commitment to relationships making a contribution to the development of managing emotions, but that there were other variables which had equal or greater effect. The sample size was large and most likely contributed to a relationship (see Table 9). The regression allowed for both of these concerns to be examined more closely.

Table 9. Correlations: Managing Emotions, Number of Relationships, Commitment to Relationships.

Variables	MES	Number of Relation.	Commit. to Relation.
MES	1.000		
Number of Relation.	.1816**	1.000	
Commit. to Relation.	.1491*	.4722**	1.000 Commit.
* = $p = .001$ ** = $p < .001$			

H¹¹ Women who are from nondivorced families will have higher managing emotions scores than will women from families whose divorce occurred in the student's late stage or dual transition stage.

This hypothesis was rejected because it failed to reach significance at the .05 level. No significant difference was found between the managing emotions scores of women from nondivorced families and women from families which experienced divorce during their late or dual transition stage of adolescence. Women in the category, late or dual transition stage, showed a direction toward higher mean scores, rather than lower on the managing emotions variable. This group also showed a large variance (s.d. = .456), indicating that there may be a greater number of women in this group who had scores which were more extreme, high or low. The greater degree of sampling error possible in the small sample also contributed to scores being more dispersed. Another finding was that only 17 out of 520 (3 percent) cases were identified as experiencing parental divorce between the senior year of high school and the present time in college. The group of women who experienced parental divorce early in life were 97 out of 520 (18.7 percent). This group's managing emotions mean score was in the direction of being lower than the nondivorced mean score, but did not reach a significant level of difference. The total number of women who experienced divorced families was 21.9 percent (see Table 10).

Table 10. Time of Divorce and Managing Emotions Scores: t-test.

Variable	N	Mean	Std Dev	Std Error	t-Value	P
Nondivorced	406	3.6098	.370	.018		
Dual/Late Stage Divorce	17	3.7424	.456	.111	-1.18	.253
Early Stage Divorce	97	3.5853	.397	.040	.55	.581

P = Two Tail Probability

In order to derive a predictive tool, a linear multiple regression analysis was run for four variables, chosen ex post facto. The dependent variable was managing emotions scores and the independent variables were level of education, number of relationships, and commitment to relationships, chosen ex post facto. The variables of affiliation and divorce were not found to be significant, so they were not included in the regression. It was inadvisable to include a large number of variables, particularly if no prior significance was indicated, because of the effect of increasing the standard error of estimate without improving prediction (Norušis, 1986). A stepwise regression was also run, using a hierarchical regression: four-way interaction, four three-way interactions, then main effect. Another rationale for eliminating divorce was because the small number of late/dual divorce cases (17) would have limited other variables in the regression to 17 cases.

The linear regression analysis of four variables, entered as a block, contributed to a multiple correlation coefficient of .05. The low correlation and a standard of error estimate of .36932 indicated that 5

percent of the variance in managing emotions may be explained by the independent variable, within a 90 percent confidence interval. The amount of variance in managing emotions accounted for by the variable, commitment to relationships, was $t = 2.215$, $p < .05$, and for level of education, $t = 2.752$, $p < .05$. These variables reached significance. The number of relationships, $t = .951$, $p = .3420$, failed to reach significance. In the stepwise regression, level of education was the only significant variable. Affiliation and affiliation times commitment approached significance ($p = .0774$ and $p = .1130$). In the linear regression the variance in managing emotions scores accounted for by the individual variables had an R of .05209 and therefore only accounted for a small amount of the total variance in the managing emotion scores, but it did help to explain relationships. The summary equation was:

$$\text{MES} = 3.23 + .10697 \text{ Educ} + .00639 \text{ Commit}$$

The women in the sample were by vast preponderance single (98.1 percent). Regarding time spent away from the OSU campus, 26.1 percent of the entire sample had spent one term or more on another campus, either as a transfer student, summer term student, or as an exchange student.

CHAPTER V

DISCUSSION AND CONCLUSIONS

As stated in Chapter I, this research was primarily exploratory in nature and by design. While the design was guided by previous research on emotional development among late adolescent college women, this study attempted to extend earlier research by identifying variables predictive of managing emotions.

Discussion and Conclusions

Previous research on managing emotions has shown that senior college women have more developed managing emotions scores. The findings of this study supported the findings reported by Webster, Freedman, and Heist (1962), King (1967), Chickering (1969), Newcomb and Feldman (1968), Waterman, Geary, and Waterman (1974), and Astin (1977). Oregon State University senior women did reflect a significantly higher mean score ($sr = 3.68$, $s.d. .37$) than freshmen women ($fr = 3.54$, $s.d. .38$).

The second effect included in the two-way ANOVA was affiliation or nonaffiliation with a sorority. Sororities were considered because of Sanford's (1962) statement that "personality development always takes place within social institutions that have aims or purposes" (p. 812) and because of the known standard of promoting high interpersonal interaction. There were no significant differences found between the affiliated and unaffiliated groups. The results seemed to indicate that the aims and pur-

poses of the sororities were more to support the status quo than to challenge women to experiment with new ways to manage emotions.

The two-way ANOVA with dependent variables and consecutively, number of relationships and commitment to relationships, showed that senior women had a higher number of relationships and commitment to relationships than freshmen women and that affiliated women scored higher than nonaffiliated women, all at a significant level. Although the measures used were different, this was consistent with the findings of Newcomb (1962; 1966) and Chickering (1969). One would expect affiliation to make a significant difference in managing emotions scores if sorority women showed significantly higher number of relationships and more commitment to relationships. The greater experience gained from a high number of relationships should have increased the women's capacity to process information and moved them to the third stage of aggression, guided by moral norms (Hartup, 1978; Pribram, 1967). However, as Heath (1965) and Sanford (1962) indicated, the type of college student interpersonal relations may be a contributing factor. Peer influence was identified as making a great impact at this age. It could be that peer norms for interpersonal relations and managing emotions are not different by living group, just by age and sex. It could be that aggression was less prevalent in sororities because there was an emphasis on being positive and aggression was suppressed or avoided. Therefore, there were fewer experiences of aggression from which a person could learn. Other factors could be present in interactions which influenced the growth in the ability to manage emotions.

The contrast of significantly higher numbers of relationships and commitment to relationships, but no significantly higher managing emotions scores for affiliated women, indicated that other variables were present in

sororities that reduced the effect of a high number of interpersonal relationships. Theory was examined for speculative purposes. The type of interaction found in sororities may be affected by such variables as conformity, social cost, halo effect, avoidance, isolation from a wide variety of people, and group aims and purposes.

Gilligan (1982) found sorority women to be more conforming. Adolescents have felt the conformity pressures when part of a group. In a sorority the pressure to maintain or increase the status of the group was felt. Because of the concern for public image, the group tolerated individual differences, but not to extremes. Social desirability moderated the actions of the members of the group. This was seen as both a positive and a negative. The positive was that each individual learned behavior that was more acceptable, what emotions they had, acceptable ways of dealing with those emotions and, consequently, more self-control. If the standards of the group were too conservative, however, the exploration was not very wide and consequently the person was more restricted in growth. The permission for adaptive responses, which King (1973) indicated was so important for growth, might not be present. Students who have responsibilities or who are tightly controlled by parents may delay maturity (Chickering, 1969). It could be that the responsibilities of the sorority and restrictive standards of how one spends her time, acceptable focus of conversation, and acceptable emotional expression may be too restrictive to encourage growth. The social cost of being accepted by the group and other outside desirable groups may have outweighed experimentation with aggressive expression (Larsen, 1976; Newcomb & Wilson, 1966; Singer, 1971).

The halo effect may be present in a closed group situation such as a sorority. At the time of seeking membership and in the subsequent years when first living in a sorority house, a woman revealed her best behaviors. What she revealed to her sisters was probably controlled and cautious. Out of a concern to be accepted and to fit in she presented her behaviors that were defined as positive by the group. The sorority members continued to view her in the way that she first portrayed herself. They perhaps assumed other things about her, based on that behavior. The difficulty was that this effect would not encourage experimentation or change.

Sororities probably reflect society and women in society on the matter of dealing with conflict. Sororities promote development of managing emotions, but they also may arrest women at the level of peer group control, rather than self-control. Two variables have an effect on growth, nonaggressive models and empathy building (Aronson, 1972). Within a sorority there is a standard of keeping aggression under control and of understanding and building a relationship of care. However, learning to be empathetic may not take place. In this close living arrangement the emotions of one person quickly influence many others, so there is a high premium placed on presenting the positive side. In an effort to convey a positive public image the needs of the individual are sometimes subordinated to the needs of the group. It has been observed among individuals that there is some tendency to avoid confronting differences between each other. Self-assertion may be discouraged. Open and honest communication may not happen because a woman does not know how to be honest and positive. Sometimes a woman too estranged from several in the group

has chosen to leave the entire group rather than work on a solution to the conflict.

Sororities have the situations but not the skills for dealing with deep feelings or with conflict. Out of concern for a positive group environment and of not unleashing emotions that cannot be controlled, the feeling of conflict is avoided. A conflict has frequently been discussed with a third party, but not with the person sharing the conflict. Consistent with Geen and Donnerstein's (1983) study, it has been a cathartic activity that many times has not solved the problem. Pankrantz' (1976) finding that students admitted to anger produced in reaction to aversive traits of others, a restricted role or personal put-down, but not to loss of temper, indicated the reluctance to take control. Skill building and development of a standard of dealing with feelings might help overcome avoidance behavior.

The variable of isolation from those different than self was considered. This is probably not a factor anymore than with other students who live in apartments or residence halls. Sanford (1962) pointed out that as students progress through college they become more alike. More mature students find ways to broaden their experiences. They seek academic exchange programs, domestic or international, they take jobs or leadership responsibilities outside of the group. Perhaps sorority women, with their interest and skill in social interaction, even do better in this area than nonaffiliated women. In the words of a sorority junior,

as an individual I am enjoying getting to know different people in Panhellenic and on campus. Working with them is helping me to learn more in the way of handling different situations. Most of all, working with these people helps me to evaluate my feelings and know myself better.

There were, however, a certain number who were insecure about moving outside the group, but by the senior year it was a minority.

Sorority group aims and purposes were assumed to be those of facilitating and encouraging a high frequency of interpersonal relationships and providing support. What is not stated as much is that the interaction is predominantly expected to revolve around the social setting of male/female interaction. Many of the activities are centered around increasing the status of the group so that it appears desirable in the view of fraternal groups of the opposite sex and so that individuals increase their personal stature and accomplishment. Cooney, Smyer, Hagestad, and Klock (1986) suggested that greets making a shift in maturity to more intimate, quality relationships might have outgrown their need for large group involvement and identification. The predominant purposes and group values may be similar to the predominant family values of the women in the group, therefore there would be little challenge. For those women very involved outside the group there may be more of a challenge. For instance, Astin (1977) found that students attending elite private colleges who were involved in political activity became more liberal.

The two-way ANOVA which utilized number of relationships as the dependent variable indicated a significantly higher number of relationships for affiliated senior women. In the multiple regression, number of relationships did not show a significant relationship with managing emotions. A number of relationships assumed less introversion. Mahler (1962) said that a person being less introverted was likely to show less suppression of impulse. Less suppression of impulse is associated with a higher managing emotions score. It could be, however, that a person busy with many interpersonal relationships may not have time to be reflective, particularly if not challenged by people widely different than self. If the challenge of

different values and styles is present, then the behavior will be disruptive enough to stop a person and cause either reflectiveness or defense.

In the two-way ANOVA with commitment as the dependent variable, senior women and affiliated senior women did have significantly higher scores on commitment to relationships. This finding was consistent with the literature, which indicated the importance of interpersonal relationships which permit and encourage experimentation with emotional behavior (Chickering, 1969; Knutson, 1973; White, 1952). Senior nonaffiliated women had scores significantly higher than freshmen nonaffiliated women. There was no interaction effect. Freshmen affiliated women started with higher commitment to relationships than the nonaffiliated women, but they both made significant progress between the freshman and senior years. The affiliated women did not make greater progress than the nonaffiliated women.

In looking at number of relationships and commitment to relationships together, affiliated women made the greatest progress in number of relationships. The regressions showed that education level, commitment to relationships, and affiliation affected development of managing emotions. The stepwise regression indicated education to be the only significant variable.

Affiliation was entered into the stepwise regression. Affiliation and commitment to relationships reached significance in the ANOVA. Perhaps in the stepwise regression affiliation drew away from commitment, reducing its significance. It appeared there was multicollinearity. The response to this possibility was to use the interaction term and leave both variables in. Both have a trend toward a relationship to managing emotions. Number of relationships did not reach significance in either the

stepwise or linear regression. There was an unexplained difference of number of relationships being slightly higher in the correlation, but lower in the regression. The correlation was low enough that this difference could be due to chance. Apparently, number of relationships had some impact on the development of commitment to relationships, but a lower correlation with development of managing emotions scores. Number of relationships has been identified with the earlier stages of emotional growth, the awareness stage, and commitment to the later stages. The increased opportunities for self-awareness prepared a stronger foundation for the second stage of experimentation.

These findings both verified the progression of stages in emotional development and explained why affiliation failed to significantly account for emotional growth. The data supported the conclusion that sororities with high emphasis on number of relationships and commitment to relationships have assisted the early stages of emotional development, but have given less assistance in the later stage of impactful and growth producing experimentation and integration. It also indicated that not just the number of relationships, but the type of interactions was important. As Gamson (1977) has noted, discrepant values and attitudes imbedded in supportive relationships are most likely to produce change.

The only significant variable in this study that partially explains growth was education, with affiliation, and with affiliation times commitment coming close to significance.

Sanford (1962) has pointed out that the influence of parents is reduced in proportion to the increased impact of college and peers. The college experience is likely to be the first intensive encounter with peers who are markedly differently than self. College may be the first direct

experience with drugs, alcohol, sex, political activism, and challenge to academic motivation and skills. There is a significant impact of variables in the college environment on the managing emotions scores of women.

The finding of no significant difference in managing emotions scores between late and dual transition divorce women and nondivorce women was in the same direction as the findings of Wallerstein and Kelly (1974) and Farber (1980). They indicated that adolescents whose parents divorced at a late or dual transition stage were assisted in the process of coping with the divorce by greater dependence on and support from peers than parents, and because they have already begun to see parents as separate individuals. This finding gave some support to the theory that adolescents in college are more dependent upon peer control than parental control. Experiencing parental divorce at the late or dual transition stage might even assist the maturing process. These women have both a traumatic event in their life which will challenge old behaviors and beliefs and the support of a peer group which has moved them away from dependence upon the primary group.

Data did lend internal validation to the instrument used in this study. The linear regression showed a relationship. The level of managing emotions was positively related to the level and type of interactions. Commitment to relationships has a higher relationship to managing emotions scores than number of relations. Hood (1984), Chickering (1969), and White (1952) have indicated a similar trend. The Iowa Development Inventory-B (Hood, 1985) was developed to test for the level of awareness of emotions and integration of emotions. The positive relationship of managing emotions scores with education (2.751, $p < .05$) and commitment (2.215, $p < .05$) were consistent with Hood's reported correlations of .28

with age and .19 with class in college and the correlations in this study of .15 ($p = .001$) between managing emotions scores and commitment and .18 ($p < .001$) between managing emotions scores and number of relationships.

Recommendations for Further Study

There are a number of recommendations for future research:

1. The freshmen in the sample could be tested each year in the fall, using the same instrument. An interview or another instrument, which might account for some of the variables not covered in this study, could be used.
2. A course to teach awareness of managing emotions and skill building which would contribute to development of managing emotions could be taught. A pre- and post-test with longitudinal follow-up would assess the effect of the teaching.
3. The Iowa Development Inventory-B could be used, along with appropriate instruments or questions which would test for the variables of conformity, social cost, halo effect, avoidance, isolation, or group aims and purposes.

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APPENDICES

Appendix A

**Instructions for Instrument,
Administration and Letters**

Instructions to questionnaire administrators:

1. Distribute questionnaires individually or in a meeting, if you have one scheduled on October 19 and 20. Ask them to return the questionnaires by October 21.
2. If they are filling out the questionnaires in a meeting, it would be better to do it at the end and not hurry them. If pressured for time, a respondent may not complete the questionnaire.
3. When distributing questionnaires, please say that you are cooperating with the Office of Student Services in a research project and that you will appreciate their cooperation, too.
4. Please follow up and retrieve the questionnaires within a day or two. Response rate is better that way. Make arrangements for the return of the questionnaires or make note if they say they delivered them to Student Services.
5. Check each person off your list as you receive the envelope.
6. Return your questionnaires and one check-off list to the Office of Student Services by October 24.
7. Indicate on the form any student who leaves school.
8. If the student transfers place of residence, please indicate her new location.

THANK YOU GREATLY!

Nancy M. Vanderpool
Administrative Services, Room A200
754-3661

9/86

Office of
Student Services



Corvallis, Oregon 97331

(503) 754-3661

October, 1986

Your help is needed. We are in the process of conducting a study of the developmental change of new freshmen and of seniors. We would like your response to the enclosed questionnaire. It will take only a few minutes of your time. Your participation will help us to better understand how to work more effectively with the women at Oregon State University.

Your name was selected from a list of women who are in their first term at Oregon State University. To make our study more accurate, every response is important and counts. Therefore, you can no doubt appreciate how important you are to our research.

Your answers to the questionnaire will be completely confidential. No name or address will ever be attached to any response. Your questionnaire is numbered but only so that we will not need to bother you again after hearing from you. The number will be removed immediately after your response is received.

Please place your completed questionnaire in the enclosed pre-addressed envelope, seal it, and return it to the Resident Assistant on your floor or bring it to the Office of Student Services.

If you have questions, please call me at 754-3661. Thank you for your cooperation.

Sincerely,

Redacted for Privacy

Nancy M. Vanderpool
Assistant Dean of Students

NMV:jd

Enclosures: questionnaire
pre-addressed envelope

Office of
Student Services



Corvallis, Oregon 97331

(503) 754-3661

October, 1986

Your help is needed. We are in the process of conducting a study of the developmental change of new freshmen and of seniors. We would like your response to the enclosed questionnaire. It will take only a few minutes of your time. Your participation will help us to better understand how to work more effectively with the women at Oregon State University.

Your name was selected from a list of women who are in their first term at Oregon State University. To make our study more accurate, every response is important and counts. Therefore, you can no doubt appreciate how important you are to our research.

Your answers to the questionnaire will be completely confidential. No name or address will ever be attached to any response. Your questionnaire is numbered but only so that we will not need to bother you again after hearing from you. The number will be removed immediately after your response is received.

Please place your completed questionnaire in the enclosed pre-addressed envelope, seal it, and return it to the pledge educator in your sorority.

If you have questions, please call me at 754-3661. Thank you for your cooperation.

Sincerely,

Redacted for Privacy

Nancy M. Vanderpool
Assistant Dean of Students

NMV:jd

Enclosures: questionnaire
pre-addressed envelope

Office of
Student Services



Corvallis, Oregon 97331

(503) 754-3661

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Your name was selected from a list of women who are in their first term at Oregon State University. To make our study more accurate, every response is important and counts. Therefore, you can no doubt appreciate how important you are to our research.

Your answers to the questionnaire will be completely confidential. No name or address will ever be attached to any response. Your questionnaire is numbered but only so that we will not need to bother you again after hearing from you. The number will be removed immediately after your response is received.

Please place your completed questionnaire in the enclosed pre-addressed envelope, seal it, and drop it off at the Office of Student Services, at the MU Business Office, or in any Campus mail pick-up area. If you wish you may use U.S. mail. If you have questions, please call me at 754-3661.

Thank you.

Sincerely,

Redacted for Privacy

Nancy M. Vanderpool
Assistant Dean of Students

NMV:jd

Enclosures: questionnaire
pre-addressed envelope

Office of
Student Services



Corvallis, Oregon 97331

503/754-3661

November 12, 1986

Now that the bulk of midterms are out of the way, would you please take one half hour of your time to complete the enclosed questionnaire which is an important part of our research?

A response from you is needed in order to complete the results.

If you have questions or concerns which need to be answered before you complete the survey, please call me at 754-3661. In case you misplaced the first survey, we are enclosing another one. When you have completed it, please return it to the Office of Student Services, the MU Business Office, or place it in any campus mail pick-up location or mail it via U.S. mail.

Your help is greatly appreciated.

Sincerely,

Nancy M. Vanderpool

NMV:jd
Encl. Questionnaire
Pre-addressed envelope

Office of
Student Services



Corvallis, Oregon 97331

503) 754-3661

January, 1987

Your help is needed. We are in the process of conducting a study of the developmental change of new freshmen and of seniors. We would like your response to the enclosed questionnaire. It will take only a few minutes of your time. Your participation will help us to better understand how to work more effectively with the women who are to follow you at Oregon State University.

Your name was selected from a list of successful students who are seniors at Oregon State University. To make our study more accurate, every response is important and counts. Therefore, you can no doubt appreciate how important you are to our research.

Your answers to the questionnaire will be completely confidential. No name or address will ever be attached to any response. Your questionnaire is numbered but only so that we will not need to bother you again after hearing from you. The number will be removed immediately after your response is received.

Please place your completed questionnaire in the enclosed pre-addressed envelope, seal it, and drop it off at the Office of Student Services, at the MU Business Office, or in any Campus mail pick-up area. If you wish you may use U.S. mail. If you have questions, please call me at 754-3661.

Thank you.

Sincerely,

Redacted for Privacy

Nancy M. Vanderpool
Assistant Dean of Students

NMV:jd

Enclosures: questionnaire
pre-addressed envelope

REMINDER: We have not yet received the student development questionnaire. Our goal is 80% return and we have almost 65%.

If you have already completed and returned the survey, please accept my sincere thanks. If not, please complete it promptly. I have asked a small representative sample of women to participate in my research. Therefore, it is important that your views be included.

The results of the survey will help us better understand how to be of assistance in the future. I appreciate your participation.

Sincerely,

Nancy M. Vanderpool

Office of
Student Services



Corvallis, Oregon 97331

503/754-3661

January 26, 1987

Approximately three weeks ago we requested that you complete the development questionnaire. As of today, we have not yet received yours.

We know it is easy to get distracted by the activity of the term. Hopefully, you will take a little time now to respond. It is important to have your participation in a study which we believe will help college administrators learn more about ways to help students develop.

The return of each questionnaire is important to how well the results represent senior and freshman women at Oregon State University. Your response will make a difference.

In case you misplaced the first survey we are enclosing another one. Please complete it, place it in the sealed envelope, and mail it through the U.S. Mail, bring it to the Office of Student Services or the MU Business Office.

Your help is greatly appreciated.

Sincerely,

Redacted for Privacy

Nancy M. Vanderpool

NMV:jd (2)
Encl. Questionnaire
Pre-addressed envelope

Appendix B

Instrument

DEVELOPMENT SURVEY

Every person handles an emotional situation differently. Please read each of the statements carefully and indicate if it is "never characteristic," "rarely characteristic," "sometimes characteristic," "often characteristic," or "always characteristic" of your behavior. (Circle one number for each item. PLEASE COMPLETE EACH QUESTION.)

	NEVER CHARAC- TERISTIC	RARELY CHARAC- TERISTIC	SOMETIMES CHARAC- TERISTIC	OFTEN CHARAC- TERISTIC	ALWAYS CHARAC- TERISTIC
1. Anger can motivate me to stand up for someone who is being treated unfairly.	1	2	3	4	5
2. I show people that they are special to me by giving them gifts.	1	2	3	4	5
3. I have trouble figuring out what would make me happy.	1	2	3	4	5
4. I find the best way to handle sadness is not to think about it.	1	2	3	4	5
5. When feeling frustrated, I find a solution and move on to other tasks.	1	2	3	4	5
6. I recognize my anger as a first step toward handling it.	1	2	3	4	5
7. I really don't know what it feels like to be attracted to someone.	1	2	3	4	5
8. If I'm feeling happy I tend to spend all my money and regret it later.	1	2	3	4	5
9. When I'm sad, I explore ways to overcome it.	1	2	3	4	5
10. I use my feelings of frustration to motivate myself to work harder.	1	2	3	4	5
11. I rarely look beyond my feelings of anger for causes.	1	2	3	4	5
12. I try to ignore the fact that I am attracted to certain people.	1	2	3	4	5
13. I like sorting out, in my mind, the things that make me happy.	1	2	3	4	5
14. I can tell when a sad mood is affecting me.	1	2	3	4	5

(PLEASE TURN THE PAGE)

	NEVER CHARAC- TERISTIC	RARELY CHARAC- TERISTIC	SOMETIMES CHARAC- TERISTIC	OFTEN CHARAC- TERISTIC	ALWAYS CHARAC- TERISTIC
15. I do not really know what could make me feel frustrated.	1	2	3	4	5
16. When someone is mean to me, I don't pay attention to how I feel.	1	2	3	4	5
17. I can distinguish just sexual desire and really caring for another person.	1	2	3	4	5
18. I am conscious of what makes me happy.	1	2	3	4	5
19. When I feel sad I don't usually know the reason why.	1	2	3	4	5
20. I don't think very much about how I feel and act when I'm frustrated.	1	2	3	4	5
21. Looking at what makes me angry helps me to do something constructive about it.	1	2	3	4	5
22. If I feel attracted to someone, I try to form a relationship with them.	1	2	3	4	5
23. I haven't figured out what things would really make me happy.	1	2	3	4	5
24. I find I lack insight into my own moods of sadness.	1	2	3	4	5
25. I think it is important to explore my feelings of frustration in order to understand myself.	1	2	3	4	5
26. I try to understand my own anger.	1	2	3	4	5
27. When I feel attracted to someone, I tend to stay away from them.	1	2	3	4	5
28. I do not examine what makes me feel happy.	1	2	3	4	5
29. When I feel sad, I know how to make myself more cheerful.	1	2	3	4	5

(PLEASE GO ON TO THE NEXT PAGE)

	NEVER CHARAC- TERISTIC	RARELY CHARAC- TERISTIC	SOMETIMES CHARAC- TERISTIC	OFTEN CHARAC- TERISTIC	ALWAYS CHARAC- TERISTIC
30. When I'm frustrated, I try to pinpoint what caused it.	1	2	3	4	5
31. I rarely think about feeling angry.	1	2	3	4	5
32. I don't know what personality types I find attractive.	1	2	3	4	5
33. Exploring what makes me happy leads me to get the most pleasure out of free time.	1	2	3	4	5
34. At times, I explore how I respond to sadness.	1	2	3	4	5
35. I do not think about what things make me feel frustrated.	1	2	3	4	5
36. When I'm angry, I do not know what makes me get angry.	1	2	3	4	5
37. When I see someone I feel attracted to, I try to find out more about them.	1	2	3	4	5
38. I seek new ways or experiences to be happy.	1	2	3	4	5
39. If I get depressed, I'm not aware of it until someone else brings it to my attention.	1	2	3	4	5
40. When frustrated by a paper I have to write, I do not explore alternative solutions.	1	2	3	4	5
41. I prefer to explore my feelings of anger rather than deny them.	1	2	3	4	5
42. I have explored my own activities and feelings of affection toward another person.	1	2	3	4	5
43. I do not explore how to take advantage of my happy moods by doing something that's fun.	1	2	3	4	5

(PLEASE TURN THE PAGE)

	NEVER CHARAC- TERISTIC	RARELY CHARAC- TERISTIC	SOMETIMES CHARAC- TERISTIC	OFTEN CHARAC- TERISTIC	ALWAYS CHARAC- TERISTIC
44. I haven't explored the different ways that I respond to sadness.	1	2	3	4	5
45. To handle frustration, I start by asking myself why I feel this way.	1	2	3	4	5
46. I have investigated my anger by letting myself get angry and then dealing with it.	1	2	3	4	5
47. When I have a strong attraction to someone, I don't know my reasons for the attraction.	1	2	3	4	5
48. When I feel happy, I usually don't know the reason why.	1	2	3	4	5
49. I try to understand what makes me get depressed.	1	2	3	4	5
50. Insights into my failures lessen my feelings of frustration.	1	2	3	4	5
51. If I express anger, I do not search into how I handle my anger.	1	2	3	4	5
52. When I feel attracted to someone, I usually try to examine why.	1	2	3	4	5
53. Even if I feel and act happy, I don't examine the reasons for it.	1	2	3	4	5
54. If I experience feelings of sadness, I explore the reasons.	1	2	3	4	5
55. When frustrated over problems, I seek alternatives in order to face the problems later with a new outlook.	1	2	3	4	5
56. I do not explore whether it makes sense to get angry over a missed opportunity.	1	2	3	4	5
57. I usually try to explore whether or not I'm infatuated or in love.	1	2	3	4	5
58. I'm still exploring the many ways to express my happiness.	1	2	3	4	5
59. If I acted grouchy when I really felt depressed, I would not explore the reasons for it.	1	2	3	4	5

(PLEASE GO ON TO THE NEXT PAGE)

- | | NEVER
CHARAC-
TERISTIC | RARELY
CHARAC-
TERISTIC | SOMETIMES
CHARAC-
TERISTIC | OFTEN
CHARAC-
TERISTIC | ALWAYS
CHARAC-
TERISTIC |
|--|------------------------------|-------------------------------|----------------------------------|------------------------------|-------------------------------|
| 60. I examine my responses and feelings of frustration regarding my past mistakes. | 1 | 2 | 3 | 4 | 5 |
-
61. Which of the following best describes the type of OSU housing in which you currently live? (circle one number)
- 1 RESIDENCE HALL
 - 2 CO-OP
 - 3 SORORITY
 - 4 APARTMENT or HOUSE OFF-CAMPUS
 - 5 WITH PARENTS or OTHER RELATIVE
62. Which of the following best describes the type of OSU housing in which you have lived before your current housing? (circle one number)
- 1 RESIDENCE HALL
 - 2 CO-OP
 - 3 SORORITY
 - 4 APARTMENT or HOUSE OFF-CAMPUS
 - 5 WITH PARENTS or OTHER RELATIVE
63. _____ How many terms have you attended any college?
64. Have you been at OSU all of your terms? (circle one number)
- 1 YES
 - 2 NO
65. _____ What is your age?
66. Are you married or single? (circle one number)
- 1 MARRIED
 - 2 SINGLE
67. Were your biological parents ever divorced from each other? (circle one number)
- 1 YES, DIVORCED
 - 2 NO, NOT DIVORCED
68. If your parents are divorced please indicate what level you were in school when they divorced or circle number "1" if your parents are not divorced. (circle one number)
- 1 DOES NOT APPLY
 - 2 YOUNGER THAN HIGH SCHOOL
 - 3 HIGH SCHOOL (FRESHMAN, SOPHOMORE, OR JUNIOR)
 - 4 HIGH SCHOOL SENIOR
 - 5 LEAVING FOR COLLEGE
 - 6 IN COLLEGE

(PLEASE TURN THE PAGE)

69. Please circle the number that most closely describes how actively you have participated in each of the following since you have been at OSU:

	NONE	A FEW TIMES A MONTH	ONCE/ WEEK	TWICE/ WEEK	THREE OR MORE/WEEK
a. Living group	1	2	3	4	5
b. All-campus activities	1	2	3	4	5
c. Clubs	1	2	3	4	5
d. Cultural events, i.e., concerts, art exhibit, etc.	1	2	3	4	5
e. Recreational activities	1	2	3	4	5
f. Part-time and summer work	1	2	3	4	5
g. Academic college or major act- ivities	1	2	3	4	5

70. Please circle the number that most closely describes how long you held an office in each of the following since you have been at OSU:

	NEVER	ONE YR.	TWO YRS.	THREE YRS.	FOUR YRS.
a. Living group	1	2	3	4	5
b. All-campus activities	1	2	3	4	5
c. Clubs	1	2	3	4	5
d. Cultural events, i.e., concerts, art exhibit, etc.	1	2	3	4	5
e. Recreational activities	1	2	3	4	5
f. Academic major or college act- ivities	1	2	3	4	5

71. Please circle the number that most closely describes how often you spend time with each of the following:

	NEVER	A FEW TIMES A MONTH	ONCE OR TWICE/WK.	THREE TIMES/ WEEK	FOUR OR MORE TIMES/WEEK
a. Roommate/s	1	2	3	4	5
b. Sorority sisters	1	2	3	4	5
c. Friends of same sex	1	2	3	4	5
d. Friends of opposite sex	1	2	3	4	5
e. Peers in clubs & activities	1	2	3	4	5
f. Peers at work	1	2	3	4	5
g. Peers in class	1	2	3	4	5
h. Boyfriend	1	2	3	4	5

(PLEASE GO ON TO THE NEXT PAGE)

72. In times of stress or difficulty in a relationship some people make an effort to maintain the relationship and some do not. For each relationship which applies to you, would you maintain the relationship or not? (circle one number for each item)

	NO, I WOULD NOT MAKE EFFORT	YES, I WOULD MAKE EFFORT	DOESN'T APPLY TO ME
a. Roommate/s.	1	2	3
b. Sorority sisters	1	2	3
c. Friends of same sex.	1	2	3
d. Friends of opposite sex.	1	2	3
e. Peers in clubs & activities.	1	2	3
f. Peers at work.	1	2	3
g. Peers in class	1	2	3
h. Boyfriend.	1	2	3

73. Is there anything else you would like to say about handling emotions?

(THANK YOU FOR YOUR COOPERATION)

Appendix C

Scores and Related Open Ended Responses

First Term Freshmen

- Score Open Ended Response: Is there anything else you would like to say about handling emotions?
- 2.77 I usually ignore it because it gets me even more depressed. I decided it was better that it stays locked up.
- 2.80 Handle anger and frustration by turning up radio loud and taking long walk alone. Usually hide anger, frustration, and sadness. Makes me feel better.
- 2.85 I don't analyze or explore my emotions. All emotions essential and felt. If I'm mad don't explore, reasons are usually quite obvious.
- 2.90 Very independent. Like to figure things out for self without letting others worry or know about it.
- 2.92 I usually express happiness, but when I'm angry I shut myself up for a long time until finally I blow up.
- 2.98 College is a very emotional time and it is nice to have friends around you, but for me it is hard to let other people know. Thought people didn't care, but they do.
- 3.02 Questionnaire is really confusing and although I wasn't affected in this way it could cause a person to become emotionally unstable.
- 3.03 Feelings of sadness, depression, or totally emotionless, don't understand why. Not able to figure out causes. Hard figuring what feel in opposite sex relationship until too late.
- 3.05 It is really hard to adjust to living on your own for the first time. Tears come often due to frustration and confusion.
- 3.08 I feel I do pretty well handling emotions. Run into a few new experiences since leaving home. Responsibility based on how to learn to handle each new experience.
- 3.12 I have a lot of emotions that I'm not sure what meaning they have. It scares me not to know what I feel toward myself or somebody else.
- 3.13 Freshman year very hard adjustment. Professors never supportive or understanding. So many emotions to deal with and so little support. Some from peers who don't have experience, not best support.
- 3.13 There's more to life than constantly monitoring your emotions. If happy, stay happy, don't stop and ask why happy.
- 3.15 For the best way is to talk it out with friends.
- 3.15 I don't handle them very well. I cry easily.
- 3.15 Emotions are very strong and frustrating. First four weeks so many overwhelming and new emotions. Turn them off, think logically even though like emotions and I would like to keep them on. Not learned to shut down completely.
- 3.18 Don't think a lot about it. Used to have trouble controlling temper. Now hardly get mad. Sorrow, long walk, cry, talk to mom. A lot of things make me happy. Try to be positive toward other people.

- Score Open Ended Response: Is there anything else you would like to say about handling emotions?
- 3.22 Get over emotional in many situations. Get angry in one situation because of another problem. Boyfriend and friends really control my moods. Not a logical reason for being upset.
- 3.27 Don't really analyze feelings. If negative, deal with them. Try to figure out causes. If positive, go merrily on my way.
- 3.27 Try to work them out. Get help from friends and older people who just sit and listen to you. People need to open up.
- 3.28 I usually ignore someone if they are saying stuff about me. Don't usually get mad even when mother calls--depressed/angry, but blow it off.
- 3.30 Don't try to analyze most emotions. Make best of situation. Analyze if said or did something didn't like. Rather than analyze feelings try to change way feel so happy.
- 3.33 Upbringing taught me to be very emotional. Get frustrated, but learning to deal with things not working perfectly. College stressful. Try to work on emotions and maintain moods.
- 3.35 Most people do not "explore" feelings. They just have them.
- 3.42 Stress usually makes you lose control. How do you take control and not let stress rule your life.
- 3.45 I personally have trouble expressing emotions, especially in public. I try to rationalize them. Usually I'm not extremely happy or angry, just satisfied.
- 3.45 Bad temper toward other people. Control some by realizing people will maintain irritating habits. Angry toward parents, hold her too close. Know what makes [me] happy, sad and how act in these moods. Miss boyfriend so study.
- 3.45 Being shy, often difficult to deal with person with whom have conflict. Hard to talk to roommate about what is bothering me. Easier to talk to someone else.
- 3.48 First came to school had to handle emotions. New relationships, some broken, lifestyle changes. More moody and stronger emotions re people and situations. Now learn smiles.
- 3.50 If people deal with emotions rather than ignoring them they will be able to deal with them and live a happier life.
- 3.53 I find it hard to be directly mean to people, even if I dislike them.
- 3.54 It is very hard sometimes with all of the responsibilities of college on your back too.
- 3.55 It really depends about what you're trying to deal with, when dealing with it.
- 3.55 No, but I do need a Dear Abby!
- 3.57 Usually when I'm happy or sad I feel the need to talk about it--I guess to help me understand my feelings.
- 3.58 My emotions used to confuse me till I started sorting them out. I feel I'm starting to deal with my emotions and that is a lot more rewarding than being depressed all of the time.
- 3.67 Why do I always eat when I'm under stress or nervous?
- 3.70 One must find happiness within. Learning to understand self what makes life fulfilling is most important thing can do for self. Being happy is most important.

<u>Score</u>	<u>Open Ended Response:</u> Is there anything else you would like to say about handling emotions?
3.72	I feel unstable and upset constantly. I wish I could handle my emotions better.
3.72	On almost every occasion I handle my anger by not expressing it. Show not happy but don't blow up. Calm, quiet, deal with [it] another time. Talk to friends or parents.
3.73	At times they are very hard to cope with but I'm getting better. Starting to understand why get emotional.
3.75	Think before you act.
3.77	I think I handle my emotions fairly well. The only emotion now that has hard time going away is loneliness and we all seem to have that lately.
3.77	I seem to keep sad things inside, rather than express or talk about sad/disturbing things. Examine a lot in own mind but not with others.
3.77	Each person has her own way of handling emotions, some better than others. If attracted to someone, we need to accept them and not for someone they couldn't survive.
3.77	College seems to help me deal with emotions because have to be responsible, independent, mature. Can't run home to parents so deal with it. Feel more confident, mature.
3.82	I always talk and get my problems out in the open instead of holding them inside.
3.83	Get your frustrations out and start over. Don't dwell on present unhappiness.
3.85	My emotions are dealt with and not ignored. It makes sense to help yourself emotionally and others.
3.85	Separation from boyfriend and security creates the most depression in many cases.
3.90	I feel a person should handle their emotions by making decisions which they feel comfortable with.
3.92	No, except I have found that although outside forces affect my emotions, I am the only one who can make myself become happy again (or depressed).
3.95	I am a people person, I care about them a lot. People are me. If I didn't have them I would die. I love my friends, girls and guys.
3.97	Sometimes I feel it is easier to talk to a male when I'm in a troubled situation.
3.98	Emotional, sentimental. Very verbal, shares what happens. Can get emotional. Takes a lot to get me upset.
3.98	I find it easy to get out emotions if I write. Write, reread, usually find out what the problem is and can solve it.
4.00	This survey brings quite a few emotions to surface. What gives you a right to ask? Find your own volunteers, don't force people to do it. Personal and no right to ask.
4.10	I don't think drugs or alcohol help.
4.10	Yes, sometimes I am very indecisive. This darn survey took me forever.
4.15	When dealing I try to evaluate why I am feeling that way, especially when I'm angry, depressed, or frustrated. Have strong relationships with very few people.

Score Open Ended Response: Is there anything else you would like to say about handling emotions?

- 4.17 I think everyone has a different way of handling emotions. Physical activity is the way I handle mine.
- 4.23 I try to get to root of whatever is upsetting me then try to solve the problem. Appreciate friends who help out. Imp.-friends w/friends when in good mood. Help and share happiness.
- 4.28 Good to get away from everybody, review things, concentrate on how feel, make something constructive of feelings and go on w/what want to do w/feelings. Good ear helps figure things out.
- 4.37 I constantly analyze my feelings and try to understand them, so I know the feelings very well, and what makes me happy.
- 4.48 I enjoyed your survey. Let us know the results, if possible.

Eleventh Term Seniors

<u>Score</u>	<u>Open Ended Response:</u> Is there anything else you would like to say about handling emotions?
2.77	Can't believe tuition money goes to pay for stupid surveys like this.
2.93	Few things this term that depressed me without knowing why. Finances, mother cancer, suspended due to having to work so could maintain myself. Stressful term.
3.17	Difficult to answer. Responses are too simplistic for situations.
3.18	I am a non-assertive person by nature. Even if I have a preference I'll go along with others to avoid conflict. Recently tried to stick up for what want. Don't do often.
3.20	Share happy times with friends and a couple of close friends when I'm sad. In general depend on friends and mom quite a bit when happy and sad.
3.30	Don't stress out.
3.32	In past hard time sharing my emotions, particularly when problems bothering me. I am now beginning to share with people close to me so things don't build up.
3.32	Biggest frustration not having enough free time for fun activities. Work 25 hours, study every night. If make time for fun something else sacrificed.
3.33	I don't usually sit down and explore my emotions. Just feel happiness. Anger or frustration think about and try to solve the problems. Look at reasons for anger/frustration.
3.33	One can only hope if things have been handled badly they can be corrected, not repeated the next time around.
3.35	Virtually happy so feelings know of sadness or depression. Depression, crabbiness and sadness are easily identified because apparent causes.
3.35	Handling emotions at OSU can be difficult with teachers that don't have an ounce of caring. Family illness got no consideration. Don't like being considered a liar.
3.37	I like to share my emotions with close friends whether happy, sad, angry or frustrated. That way I can get a reaction and it helps to express them. Emotions around PMs.
3.45	To handle emotions have to be honest with self about what feeling, why feeling it. OK to feel angry or depressed, but try to understand before take out on others. Trouble--pride keeps me from seeing errors and seek restitution.
3.47	Daily exercise, taking one day at a time.
3.48	For me handling emotions depends more on circumstances than any set methods.
3.50	Realize depressed and try to overcome it. Ask why I should be in this mood and realize there is no reason.

<u>Score</u>	<u>Open Ended Response:</u> Is there anything else you would like to say about handling emotions?
3.58	Often shut up and say nothing when angry, frustrated until sort out feelings. Then I feel awkward bringing situation up and people frustrated with me for not bringing up sooner.
3.58	Learned to deal with emotions, different now than before. Sometimes I have to learn to accept things as they are, other times try to understand reasons or causes depends on free time.
3.60	Experienced every emotion I can imagine. Stuck with school and matured. Most effective "stopping out," transferring school, studying abroad. So, after 2 years needed emotional support but ostracized because sensitive to what going on in house.
3.60	Emotional support comes mostly from boyfriend and the church.
3.62	Sometimes I expect too much from myself.
3.63	Anger is an emotion hard to express and deal with. Hold anger in. Sometimes vent in ways don't solve anger. Bad mood result of anger. Hard to confront another and express anger. Exercise gets mind on even keel.
3.65	Three observations. I have learned about people, emotions and myself. Then able to observe self better. Learned more in college than rest of life combined. Hands on.
3.68	I feel pretty confident about my emotions and the way handle them, but don't examine every reason for feeling a certain way. Why I am happy or sad is obvious.
3.70	How emotions are handled depends greatly on situation and person(s) involved.
3.72	I don't ever sit down and think about my emotions (categorize them). Therefore, it was difficult to answer this survey.
3.73	Increase in eating disorders for college students trying to handle emotions. Perhaps that could be incorporated into the study.
3.73	I sometimes find my emotions confusing and cannot figure out exactly how I feel.
3.73	I don't hide things, open about feelings and pretty level, head for dealing with tough situations.
3.77	Good way of handling uncommonly experienced emotions is to talk to someone who may be going through same thing or open up to stranger. Expressing emotions openly helps me evaluate self.
3.78	It could be stated better so more comprehensible.
3.78	Responded to questionnaire construction.
3.80	Easier to act now and think about it later. In 4 1/2 years learned most about self, emotions during the term stayed out.
3.80	Most valuable tool learned is ability to work with people and handle emotions. Knowing you own emotions and how to deal with them more valuable than book knowledge when in a job.
3.82	Feel like a pro at this. Consider self emotional and many times hard to understand or deal with. Helps--Bible, chat with friend, parent, fiance, Christians, hobbies.
3.82	My emotions depend upon the situation I am in at the time.
3.83	Can't let people or things bother you. Everyone different and sooner accept that and find friends with similar goals and study habits, the happier, the less stress. Boys, major stress of more than friends.

- Score** **Open Ended Response:** Is there anything else you would like to say about handling emotions?
- 3.83 Active social emotions first 3 1/2 years. Now little time for social action or people because work and go to school full-time. Most of friends married and graduated.
- 3.83 Don't feel I get angry very much. In cases of anger, sadness or frustration, I try to analyze how and why I have come to feel the way I do.
- 3.83 I'm reasonably well-adjusted and like to be with people. Anger is the most difficult (guilt too) emotion to handle.
- 3.87 Living in sorority has given valuable insights in dealing with relationships (frequent interactions with many people). Valuable in development of coping with emotions and stresses of college life.
- 3.87 I feel good about ability to discern and handle emotions. Attribute much of ability to parents. Parents supportive, brothers younger--very + relationship skills learned at home served well at college.
- 3.88 Good self-image and strong desire to achieve a set of goals, gives a person a sense of direction, thus and points to look at in life even when things get rough.
- 3.88 Each person needs to come to terms with emotions. everyone handles emotions differently and what right for one person not right for another.
- 3.88 Important to know don't have to handle alone. Need someone to talk to. There is a lot of pressure at school and can be very hard to handle.
- 3.95 It is important to recognize and experience one's emotions, but one should also keep them from getting out of hand. Talk with friends, helps release emotions and move past them.
- 3.98 Emotions developed a lot over college. As a freshman I would have answered these questions differently. I didn't know myself as well.
- 3.98 Emotions are dealt with on an individual basis. It all depends on situation and available alternatives. Extenuating circumstances are important factors when dealing with emotions.
- 4.10 Easy to be emotional, hard part is to realize what caused depression, emotion. Takes patience and a good deal of time. I realize how get emotional and therefore avoid it or realize situation beforehand.
- 4.10 Most important way to handle emotion is to have someone to talk about it with rather than to become overwhelmed by it. React differently depending on emotion, person involved and how much it means to me.
- 4.15 Lot of growth takes place fr. to sr. year. But takes experiences (challenges of college) to cause growth. Exploring why you react is the most important step in understanding.
- 4.17 Four years of classes, clubs, social activity I have really grown up. Much more responsible, mature, stable and confident.
- 4.18 Concentrate on things, people, places that make me happy. Avoid thinking about depressing things, forget bad times. Rarely frustrated or depressed because take things as come, don't worry.
- 4.22 Know how would like to handle but reality doesn't always fit ideals. Emotional drives direct result of my experiences. More emotional challenges, more emotions evolved.

- Score Open Ended Response: Is there anything else you would like to say about handling emotions?
- 4.27 Most effective way to deal with emotions is to accept, deal and move on with life. Emotions as a + and not a -.
- 4.27 Matured in ability to handle emotions as grown in independence. Biggest step when decide to be honest about how feel. Fully dealt with when honest how feel, not what someone else thinks you should feel.
- 4.28 College most frustrating. Degree to which handle stress directly related to how successful in endeavors, have values and follow them. Fall down difficult to avoid self-degradation, maintain + self-image.
- 4.32 I feel that I know myself and my emotions very well. I believe a person's personality is composed of everything that person has experienced in the past.
- 4.33 In school crucial to deal with feelings and move on. No time to waste mulling. Frustrating situation out of your hands, deal with it so can function normally even though problem still exists.
- 4.43 Don't usually express how feel to others unless affects me a great deal. Tend to solve own problems, analyze them. Hurt, depressed, then withdraw. Then get angry and do something constructive.