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MAJOR AREAS OF WORRY  
AMONG BOWLING GREEN STATE UNIVERSITY STUDENTS

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Submitted in partial fulfillment  
of the requirements for the degree  
of Master of Arts

BOWLING GREEN STATE UNIVERSITY

BOWLING GREEN, OHIO

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### I. THE PROBLEM

The main objectives of this study were two-fold: first, to create an original questionnaire constructed to indicate the major areas of worry among college students; and second, to discover by means of this questionnaire the major areas of worry among Bowling Green State University students.

#### II. SUBSEQUENT QUESTIONS

The questionnaire was set up in such a fashion that only two variables were introduced; those of sex, and college classification as recognized by the Registrar's office.<sup>1</sup> Thus, with a questionnaire such as the one presented, it is possible to answer any number of questions. The following questions have been set up as delimitations of the problem, and as a basis for this study:

1. The question which the problem statement poses: what are the major areas of worry among the eight stated areas, for all the students at Bowling Green State University?
2. What are the major areas of worry, among the eight

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<sup>1</sup>A duplicate of the original questionnaire will be found in Appendix A.

stated areas, for all women?<sup>2</sup>

3. What are the major areas of worry among the eight stated areas, for all men?

4. How do men and women compare in relation to each of the eight stated areas of worry, and how do they compare in relation to all areas of worry combined?

5. How do the different classes (Freshmen, Sophomores, Juniors, and Seniors; men and women combined) compare in relation to each of the eight stated areas of worry, and how do they compare in relation to all areas of worry combined?

6. How do the women in the different classes compare in relation to each of the eight stated areas of worry, and how do they compare in relation to all areas of worry combined?

7. How do the men in the different classes compare in relation to each of the eight stated areas of worry, and how do they compare in relation to all areas of worry combined?

### III. DEFINITION OF TERMS

While it may be obvious that there are causes of concern among students, it was necessary to attempt an objective survey in order that the area or areas of worry most prominent among the students might more clearly be seen. It is essential in attempting to test emotional reactions that as many

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<sup>2</sup>In speaking of a population subsequently, it will be assumed that it is drawn from students at Bowling Green State University.

terms as possible be defined. It is especially essential that the emotional reaction itself be clearly understood not only by the examiner, but also by the subjects, in order that all will be talking about the same thing. For this reason a definition of worry was established.

The solution came, in part, from Warren's Dictionary of Psychology in which he states that worry is "an emotional attitude characterized by unpleasantness, either depressing or exciting. This attitude is set up by some situation whose solution or outcome causes indecision or conflict."<sup>3</sup> In an effort to translate this into layman's terms, and at the same time retain its essential thought and implications, the following definition was used in the questionnaire, and will be used in any reference to worry throughout the remainder of this study: worry is a feeling of conflict or doubt over the solution of a problem.

This has several advantages. First, it is simple enough not to cause too much bewilderment on the part of the subject filling out the questionnaire. Second, it has essentially the meaning implied by most of the authors. Third, it may be interpreted to include either past, present, or future causative factors for worry.

It was further necessary for clarity in answering the

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<sup>3</sup>Howard C. Warren, editor, Dictionary of Psychology (Boston: Houghton Mifflin Company, 1934), p. 297.

questionnaire, that each specific answer category be clearly defined. The definitions were established as follows: never -- it has never been a problem; seldom -- you have worried about it not more than once a month in the past year; often -- you have worried about it several times a month in the past year; very frequently -- you have worried about it several times a week in the past year, or constantly in the last few weeks. From these definitions several things seem clear. The first two categories seem to indicate either a minor cause of worry or no worry at all; and probably have slight significance in relation to the subject of worry in general. On the other hand, the latter two items, by their very definitions, indicate major sources of worry and concern.

For the sake of ease in tabulating the results, and since these latter two answers both indicate major sources of worry, the tallies under often and very frequently have been combined, and will constitute the raw score for each population.

#### IV. SIGNIFICANCE OF THE STUDY

Not only is this topic concerned with worry, but it is directly associated with personality; and thus, the development of a worry questionnaire may be of some value in the counseling of college students. The Bowling Green University psychology and educational clinics may be able to utilize the results of this study and also use the questionnaire in the

future. To know in advance some of the areas of worry among university students should aid considerably in the counseling of individuals who come to the clinics.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### I. PREVIOUS STUDIES

Ruth Lunger and James Page<sup>4</sup> gave a worry inventory to one hundred freshman men and one hundred freshman women at The University of Rochester. The inventory contained seventy-eight items which could be answered by "very much," "some," or "not at all." The highest proportion of freshmen expressed worry in the following areas: not being as successful in their work as they would like to be; hurting other people's feelings; the impression they made on others; and not working hard enough. The smallest percentage worried about: the possibility that they were foster children; going insane; dying; growing old; and their homes being too shabby to permit inviting and entertaining their friends.

Elizabeth Andrews<sup>5</sup> conducted a survey in an effort to determine the functioning of personal work and guidance on the campus of the Florida State College for women. The work was done by graduate students in 1941 and 1942. The indiv-

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<sup>4</sup>Ruth Lunger and James D. Page, "Worries of College Freshmen," Pedagogical Seminary and the Journal of Genetic Psychology, LIV (June, 1939), 457-460.

<sup>5</sup>Elizabeth Gordon Andrews, "Guidance Survey of Student Problems," Educational and Psychological Measurement, IV (1944), 209-215.



iduals conducting the survey went to all the rooms in the dormitories and residences of the students, and presented the survey sheet to those in the rooms. Students not in their rooms were not given the survey sheet. The survey was designed to indicate the types of problems about which students sought help, and to whom they turned for this help. About 14 per cent of the student body, or 297 students, were seen. The types of problems were ranked according to the frequency with which the students reported seeking help. The freshmen listed the problems in the following order: educational; personal; vocational; health; finance; extra curricular; discipline; religious; and placement. Upperclassmen gave the following order: educational; finance; vocational; personal; health; placement; religious; extra curricular; and discipline.

Undergraduates attending the psychology classes in the University of Sydney, Australia, together with a few outside persons attending one of the single courses were given a worry inventory of sixty-three items.<sup>6</sup> This was given to forty-eight females and fifty-two males, one hundred students all together. About 50 per cent were enrolled for evening classes. The ages went from seventeen to forty-seven, with an average age of twenty and four tenths years. The subjects were asked to underline those items which had ever worried them, and then

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<sup>6</sup>A. H. Martin, "A Worry Inventory," The Journal of Applied Psychology, XXIX (February, 1945), 68-74.

were asked to circle the number of any item or items that still worried them. There were no differentiating trends in either age or sex. While the headings did not necessarily have the same number of questions in them, these were the major headings in the order of their frequency: sex; inferiority; physical symptoms; schizoid trends; religious difficulties; and fear and anger, or cyclothymic trends.

Pressey, some years ago, set up his X-O Test.<sup>7</sup> In Form A there is a portion on worry in which the subjects were asked to mark out those items which had ever worried them.

The technique of Pressey to include a section on worry in a general inventory attempting a personality evaluation is similar in this respect to such tests as Adams and Lepley's The Personal Audit<sup>8</sup> and Watson's Self Estimate of Happiness.<sup>9</sup> For the simple reason that they are aiming at a total picture, rather than specifically testing worry, the conclusions are not advanced in this specific study.

Perhaps the largest amount of work in this particular

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<sup>7</sup>Sidney L. Pressey and Luella C. Pressey, "Development of the Interest-Attitude Tests," The Journal of Applied Psychology, XVII (February, 1933), 1-16.

<sup>8</sup>Clifford R. Adams, "A New Measure of Personality," The Journal of Applied Psychology, XXV (February, 1941), 141-151.

<sup>9</sup>Goodwin Watson, "Happiness Among Adult Students of Education," The Journal of Educational Psychology, XXI (February, 1930), 79-109.

area of worry has been done by Ross L. Mooney.<sup>10</sup> His inventory consists of three hundred and thirty items, classified under eleven general headings. The answers were either yes or no. Marsh<sup>11</sup> conducted a survey using this inventory at Stephens College on three hundred and seventy women, both freshmen and sophomores. An analysis was made of the eighty-one items which were checked by 10 per cent or more of the group. The results were in the following order: personality; academic; social; social-physical; sex and marriage; vocational; personality-social; philosophical; home; physical; and financial.

Mooney conducted a survey<sup>12</sup> in which 172 women were selected by graduate resident counselors. One third were selected as being well adjusted; one third poorly adjusted; and one third were said to be "in the middle." The results were in the following order of frequency of response: adjustment to college work; personal psychological relations; social-recreational activities; health and physical development; the future--vocational and educational; curriculum and teaching procedures; social-psychological relations; courtship, sex and marriage; finances, living conditions, and employment; morals

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<sup>10</sup>Ross L. Mooney, "Exploratory Research on Students' Problems," Journal of Educational Research, XXXVII (November, 1943), 218-224.

<sup>11</sup>Charles J. Marsh, "The Worries of the College Woman," The Journal of Social Psychology, XV (May, 1942), 335-345.

<sup>12</sup>Ross L. Mooney, "Personal Problems of Freshman Girls," The Journal of Higher Education, XIV (February, 1943), 84-90.

and religion; and home and family.

## II. LIMITATIONS OF PREVIOUS STUDIES

The limitations of the above studies can be simply stated. In all instances but two, the surveys were concerned only with women, and male responses were either impossible, or were not sought. Generalizations, then, could not be made to include all students. In the study conducted by Martin,<sup>13</sup> the sampling employed can be seriously questioned--since his sampling is not at all random, and therefore valid generalizations could not be made. Also, no evidence was given as to any statistical relationship or significance that might exist between the different items about which the subjects stated they worried. The study by Lunger and Page<sup>14</sup> only indicated specific worries, and paid no attention to major areas of worry, which the present study is emphasizing.

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<sup>13</sup>Martin, "A Worry Inventory," pp. 68-74.

<sup>14</sup>Lunger and Page, "Worries of College Freshmen," pp. 457-460.

## CHAPTER III

### METHOD

#### I. CONSTRUCTION OF THE QUESTIONNAIRE

In establishing the questionnaire, the potential worries of the college student were divided into eight major headings: vocational; moral and religious; financial; scholastic; physical and mental; inter-personal; family; and worries connected with future events. These were decided upon arbitrarily, but they correspond closely with other studies.<sup>15</sup> Each of these eight major areas was composed of seven questions which attempted to get at the "core" of the particular area. The brevity of this questionnaire is consistent with adequate coverage in the light of several previous studies.<sup>16</sup> These fifty-six questions could be answered in one of four different ways: never, seldom, often, or very frequently.<sup>17</sup> These answers, and worry itself, were all defined on the questionnaire.<sup>18</sup>

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<sup>15</sup>Andrews, "Guidance Survey of Student Problems," p. 213; Lunger and Page, "Worries of College Freshmen," p. 459; and Mooney, "Personal Problems of Freshmen Girls," p. 85.

<sup>16</sup>Martin, "A Worry Inventory," p. 61; Lunger and Page, op. cit., p. 457; and also a study by Rudolf Pintner and Joseph Lev, "Worries of School Children," The Pedagogical Seminary and Journal of Genetic Psychology, LVI (March, 1940), p. 67.

<sup>17</sup>L. S. Shaffer, The Psychology of Adjustment (Boston: Houghton Mifflin Company, 1936), p. 194; Lunger and Page, op. cit., p. 457; and Pintner and Lev, op. cit., p. 67, all include a similar breakdown in answer categories.

<sup>18</sup>See copy of the questionnaire in Appendix A.

The variables were those of sex and college classification.

## II. SAMPLING

In order that the questionnaire might have the maximum amount of meaning, a strictly random sample was taken from the entire student population of Bowling Green State University. One hundred members were drawn from each class--fifty men and fifty women.<sup>19</sup> All the university students were separated into class groups, and then further separated as to sex. This was done by means of an IBM card sorting machine. Thus, there were eight individual sections: four sections of women (Freshmen, Sophomores, Juniors, and Seniors); and a similar division of men. Each section was handled individually, and all the names in that section were identified by a number, with the names being in no particular order. Numbers were then drawn from a list of random numbers.<sup>20</sup> A starting point was determined by tossing coins to indicate page, column, row, and direction. Numbers were drawn in order until fifty names were drawn for each section, giving a total of four hundred names. Several extra names were drawn for each section, in case members of the original list could not fill out the questionnaire

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<sup>19</sup>Other studies include a similar number of subjects: Martin, "A Worry Inventory," p. 69; Marsh, "The Worries of the College Freshman," p. 335; and Andrews, "Guidance Survey of Student Problems," p. 209.

<sup>20</sup>E. F. Lindquist, Statistical Analysis in Educational Research (Boston: Houghton Mifflin Company, 1940), pp. 262-264.

for some legitimate reason, or for unusable returns.

Each of the individuals was sent a questionnaire and a letter stating the purpose of the questionnaire.<sup>21</sup> After the original letter, a follow-up card<sup>22</sup> was sent to those who had failed to return the questionnaire. Later, it was necessary to visit a few individuals who had still failed to fill out the questionnaire, and ask them to do so as soon as possible. Ultimately the four hundred questionnaires were returned. Each questionnaire was given a number which corresponded with a number on a master sheet of names. By this method, a check could be made on individuals failing to return their questionnaire.

### III. TABULATION

Answers for each question were placed in an appropriate place on a data sheet where they could be readily added. After the 22,400 individual answers were recorded, the results were transferred to another data sheet which presented these results in a manner more accessible for further calculation.

### IV. STATISTICAL METHOD

Chi square was used to determine the significance between

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<sup>21</sup>A copy of this letter will be found in Appendix D.

<sup>22</sup>A copy of this post card will be found in Appendix D.

the different items.<sup>23</sup> In view of the questions asked, it was necessary to calculate some 280 chi squares.

For the confidence level in determining significance, a table from the book by Lindquist was utilized.<sup>24</sup>

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<sup>23</sup>Lindquist, Statistical Analysis in Educational Research, p. 31.

<sup>24</sup>Op. cit., p. 36.



## CHAPTER IV

## PRESENTATION AND DISCUSSION OF DATA

In order that the reader may understand completely the material that is to be presented in this chapter, a brief review of the method of tabulation will be presented.

After all the questionnaires were received, they were separated into class groups, Freshmen, Sophomores, Juniors, and Seniors. They were then further separated according to sex. The results of each questionnaire were then recorded on a data sheet.<sup>25</sup> This data sheet, it will be noted, allowed space for answers appearing in each of the four possible answer categories, never, seldom, often, and very frequently, for each question. Each questionnaire yielded fifty-six responses; each class, then yielded 560 responses; and the total number of individual responses was 22,400.

Then each particular area was treated as a unit. The responses under each of the four answer categories for all seven questions of each unit, were combined into four totals: never, seldom, often, and very frequently, for that unit. For example, in tabulating the results of freshman men for the vocational area alone, it was found that 68 said they never worried about one or more of the seven questions; 154 said

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<sup>25</sup>A sample page of this data sheet, listed as Data Sheet A, will be found in Appendix B.

they seldom worried about one or more of the seven questions; 106 said they often worried about one or more of the questions; and 22 said they worried very frequently about one or more of the seven questions in the area on vocational problems. As a unit then, for this population the response was as follows: never, 68; seldom, 154; often, 106; and very frequently, 22.

From this data sheet, the answers under each of the eight stated areas were transferred to another data sheet,<sup>26</sup> which permitted greater ease in the tabulation of chi squares.

For reasons previously stated,<sup>27</sup> and since this was a study about worry, and not absence of worry, the responses in the often and very frequently columns were combined and constituted the data with which this study was concerned.

The tables in Appendix C show the responses to all areas of worry in terms of the four answer categories. While they were drawn from the tables in Appendix C, the tables in the present chapter include only the responses given under often and very frequently for each area of worry.

Chi squares were obtained by taking the combined responses under the often and very frequently categories for a specific area of worry. This was done for two populations, and the average of the two areas was assumed to be the theoretical frequency. This was in fact, then, testing the null

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<sup>26</sup>A sample page of this data sheet, known as Data Sheet B, will be found in Appendix B.

<sup>27</sup>Cf. p. 4.

hypothesis and implying that according to pure chance, the two areas should have an equal number of responses. For example, in establishing the significance of the difference between the men and women in regard to vocational worries, the often and very frequently responses combined for the two areas, 528 for the men and 418 for the women<sup>28</sup> were averaged and this number, 473, was used as the theoretical frequency.

It is necessary in attempting any interpretation or evaluation of statistical data based on responses by individuals, that a great deal of caution be used. To be perfectly accurate, the only interpretation that could be stated for this study, would be that these are the reported worries of the particular college students tested, and for the particular days during which they answered the questions. Because of the nature of the sampling, however, it is thought that generalizations can be drawn to include the complete student body at Bowling Green State University, and with the approval of statistical techniques.<sup>29</sup>

It should be pointed out that the presence of veterans on the campus might be a variable which may have some influence on the results in regard to what the worries of the students might be in times unaffected by the prevailing circum-

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<sup>28</sup>Cf. Tables III and V.

<sup>29</sup>E. F. Lindquist, A First Course in Statistics (Boston: Houghton Mifflin Company, 1942), p. 103.

stances surrounding the advent of a world war.

Another variable which might influence the results, is the time of year during which the questionnaire was distributed. The period of testing was in the spring of the year, approaching June graduation. Repeated articles had appeared in newspapers and related publications to the effect that positions for college graduates were not too numerous. This, then, might have an effect on the results of the questionnaire --particularly in the area of vocational problems.

In view of the amount of data to be presented, it is necessary to follow some sort of organized pattern. For this reason, these data will be presented and discussed on the basis of the questions asked in Chapter I, and following that order.

1. What are the major areas of worry, among the eight stated areas of worry, for Bowling Green State University students?

Table I gives the number of responses made by all the students to indicate that they worried often or very frequently about each of the eight areas of worry. This table should be read in the following manner: there were 946 responses of either often or very frequently from all of the tested students in answer to one or more of the seven questions under the area of vocations; 882 responses of often or very frequently were given by the tested students to one or more of the seven questions in the scholastic area; and the rest of the table is

read in like manner.<sup>30</sup>

TABLE I

RESPONSES OF OFTEN AND VERY FREQUENTLY  
TO EACH OF EIGHT AREAS OF WORRY  
AS INDICATED BY ALL STUDENTS,  
WITH THE AREAS RANKED ACCORDING  
TO THESE RESPONSES IN EACH AREA

Area	Responses
1	2
Vocations	946
Scholastic	882
Inter-personal	821
Financial	695
Physical and Mental	475
Moral and Religious	463
Family	460
Future Events	277

Table I, then, indicates that by their responses, all the students stated they worried about vocational problems more than any other area. It also shows the order in which the remaining seven areas ranked. This was again indicated by the sum of the answers in the often and very frequently categories for one or more of the seven questions under each area.

Table II shows the significant difference between each of the eight areas of worry in terms of levels of confidence. The table is to be read as follows: there is a sig-

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<sup>30</sup>For complete tables indicating responses of never, seldom, often, very frequently, sum of never and seldom responses, sum of often and very frequently responses, and total responses for each area of worry, see Appendix C.

nificant difference at the 1 per cent level of confidence between Vocational worries and the worries of Moral and Religious problems, Financial problems, Scholastic problems, Physical and Mental Problems, Inter-personal problems, Family problems, and problems connected with Future Events. There is a significant difference at the 1 per cent level of confidence between Moral and Religious problems and problems concerned with Financial worries, Scholastic worries, Inter-personal affairs, and Future Events. There is a difference only at the 80 per cent level of confidence between Moral and Religious problems and Physical and Mental problems. There is a difference at the 95 per cent level of confidence between Moral and Religious problems and Family problems. There is a significant difference between Financial problems and all other areas of worry at the 1 per cent level of confidence. The rest of the table is read in the same manner.

Thus there is a significant difference between all the items at the 1 per cent level of confidence with only three exceptions: the difference between Inter-personal and Scholastic problems is at the 40 per cent level of confidence; the difference between Moral and Religious problems and Physical and Mental problems is at the 80 per cent level of confidence; and the difference between Moral and Religious problems and Family problems is at the 95 per cent level of confidence. This is, of course, calculated by chi square, and

TABLE II

SIGNIFICANCE OF DIFFERENCE BETWEEN PAIRED COMBINATIONS  
 OF RESPONSES OF OFTEN AND VERY FREQUENTLY  
 FOR EIGHT AREAS OF WORRY FOR ALL STUDENTS, AS SHOWN BY  
 LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Moral & Rel.	Finan- cial	Schol- astic	Phy. & Mental	Inter- Personal	Family	Future Events
1	2	3	4	5	6	7	8
Vocations	1	1	1	1	1	1	1
Moral & Religious		1	1	80	1	95	1
Financial			1	1	1	1	1
Scholastic				1	40	1	1
Physical & Mental					1	1	1
Inter-personal						1	1
Family							1

with one degree of freedom.<sup>31</sup>

As a general rule, it was found that all the students worried significantly more about vocations than any other particular area. This does not seem too surprising at first glance, if it is recalled that a primary purpose of an institution of higher learning is to prepare students for their chosen vocations. The results of this questionnaire, however, might indicate that there exists a rather strong amount of indecision or conflict in this area--rather than a universal striving toward some known goal by all of the students.

The next two areas, between which there is no significant difference, are Scholastic and Inter-personal. The fourth area is Financial, and the last mentioned is Future Events. Further discussion of the Future Events area will be made in the next chapter, but now it can be briefly pointed out that this area seems to be inadequate, and perhaps not valid.

2. What are the major areas of worry, among the eight stated areas, for all women?

Table III shows part of the answer to this question and gives the number of responses made by all the women to indicate that they worried often or very frequently about each of the eight areas of worry. This table should be read as follows: 448 responses of often or very frequently were given

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<sup>31</sup>Lindquist, Statistical Analysis in Educational Research, p. 36.



by all the women tested in answer to one or more of the seven questions under the area on Inter-personal problems; there were 446 responses of the sum of often and very frequently from all the women tested in answer to one or more of the seven questions in the Scholastic area; and the rest of the table is to be read in like manner.

TABLE III

RESPONSES OF OFTEN AND VERY FREQUENTLY  
TO EACH OF EIGHT AREAS OF WORRY  
AS INDICATED BY ALL WOMEN,  
WITH THE AREAS RANKED ACCORDING  
TO THESE RESPONSES IN EACH AREA

Area	Responses
1	2
Inter-personal	448
Scholastic	446
Vocational	418
Financial	332
Moral and Religious	268
Physical and Mental	248
Family	237
Future Events	117

This table indicates that by their responses, all the women stated they worried more about Inter-personal problems than about any other area. It also shows the order in which the remaining seven areas ranked.

Table IV shows the significant difference between each of the eight areas of worry again in terms of levels of confidence. The table is to be read as follows: there is a significant difference at the 1 per cent level of confidence be-

TABLE IV

SIGNIFICANCE OF DIFFERENCE BETWEEN PAIRED COMBINATIONS  
 OF RESPONSES OF OFTEN AND VERY FREQUENTLY  
 FOR EIGHT AREAS OF WORRY FOR ALL WOMEN, AS SHOWN BY  
 LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Moral & Rel.	Finan- cial	Schol- astic	Phy. & Mental	Inter- Personal	Family	Future Events
1	2	3	4	5	6	7	8
Vocations	1	1	45	1	40	1	1
Moral & Religious		1	1	40	1	20	1
Financial			1	1	1	1	1
Scholastic				1	99	1	1
Physical & Mental					1	20	1
Inter-personal						1	1
Family							1

tween Vocational worries, and the worries relating to Moral and Religious problems, Financial problems, Physical and Mental problems, Family problems, and problems connected with Future Events. There is a difference at the 45 per cent level of confidence between Vocational problems and Scholastic problems. There is a difference at the 40 per cent level of confidence between Vocational problems and Inter-personal problems. The remainder of the table is read in the same way.

Thus it can be seen from Tables III and IV, that the first three items in column one in Table III have no significant difference between them above the 40 per cent level of confidence. Item numbers five, six, and seven in column one from Table III have no significant difference between them above the 20 per cent level of confidence. Other than these few exceptions, there is a significant difference at the 1 per cent level of confidence between all other items.

The areas indicated by all women in regard to amount of worry, correspond rather closely with the general worry pattern of all students. The three top areas in Table III have no significant difference between them, and for this reason, any interpretation as to a causative factor for that order would be only an opinion. It might be advanced that there is the possibility of the women having definite marital plans, and might, therefore, have less cause for concern over Vocational problems.

3. What are the major areas of worry, among the eight

stated areas, for all men?

Table V shows part of the answer to this question and gives the number of responses made by all the men to indicate that they worried often and very frequently about each of the eight areas of worry. This table is to be read in the same manner as Tables I and III.

TABLE V

RESPONSES OF OFTEN AND VERY FREQUENTLY  
TO EACH OF EIGHT AREAS OF WORRY  
AS INDICATED BY ALL MEN  
WITH THE AREAS RANKED ACCORDING  
TO THESE RESPONSES IN EACH AREA

Area	Responses
1	2
Vocations	528
Scholastic	436
Inter-personal	373
Financial	363
Physical and Mental	227
Family	223
Moral and Religious	195
Future Events	160

The men present a pattern almost identical with the general pattern for all students, with the exception of the inter-change between Moral and Religious problems and Family problems. Table V indicates that by their responses, all the men stated they worried more about Vocational problems than any other area. The table also shows the order in which the remaining seven areas are ranked.

Table VI shows the significant difference between each of the eight areas of worry in terms of levels of confidence. The table is to be read in the same manner as Tables II and IV.

There is a significant difference, at least at the 5 per cent level of confidence, between the first three items of column one in Table V. Again, Vocational problems heads the list, and the interpretation follows much the same outline as given for question one.

4. How do men and women compare in relation to each of the eight stated areas of worry, and how do they compare in relation to all areas of worry combined?

The data for the first part of the question is found in Table VII. This table shows at what levels of confidence men and women differ in relation to each of the eight areas of worry. The combined responses of often and very frequently for all of the seven questions under each area of worry for all of the men were compared with the combined responses of often and very frequently for each area of worry for the women. Table VII, therefore, is read as follows: when the combined responses of often and very frequently for the Vocational area as given by the men, were compared to the combined responses of often and very frequently as given by the women for the same area, a significant difference was noted at the 1 per cent level of confidence. The rest of the table is read in the same manner.

TABLE VI

SIGNIFICANCE OF DIFFERENCE BETWEEN PAIRED COMBINATIONS  
 OF RESPONSES OF OFTEN AND VERY FREQUENTLY  
 FOR EIGHT AREAS OF WORRY FOR ALL MEN, AS SHOWN BY  
 LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Moral & Rel.	Finan- cial	Schol- astic	Phy. & Mental	Inter- Personal	Family	Future Events
1	2	3	4	5	6	7	8
Vocations	1	1	1	1	1	1	1
Moral & Religious		1	1	20	1	20	10
Financial			1	1	75	1	1
Scholastic				1	5	1	1
Physical & Mental					1	90	1
Inter-personal						1	1
Family							1

TABLE VII

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES  
OF OFTEN AND VERY FREQUENTLY FOR MEN AND WOMEN  
FOR EACH AREA OF WORRY, AS SHOWN BY  
LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Level of Confidence
1	2
Vocations	1
Moral and Religious	1
Financial	30
Scholastic	80
Physical and Mental	40
Inter-personal	1
Family	60
Future Events	1

From Table VII it can be seen that men and women differ significantly in four areas: Vocations, Moral and Religious, Inter-personal, and Future Events. It is a weakness of chi square that it does not indicate the direction of difference. It can be noted, however, by reference to Tables III and V on pages twenty-three and twenty-six, respectively. Here it is found that men worry more about Vocations and Future Events, while women worry more about Inter-personal, and Moral and Religious problems. It might be inferred from these results that women are more concerned with personal adjustment than men, although it must be pointed out that the questionnaire was only established to show trends, not to explain the results.

When all of the often and very frequently responses by

all the men for all areas of worry were combined and compared with all of the often and very frequently responses by all the women for all areas of worry, there was a difference at the 70 per cent level of confidence.

As a total picture, then, men and women do not have any significant difference in the amount of worry. The difference lies in the fact that men worry more about Vocations, while women worry more about Inter-personal problems.

5. How do the different classes (Freshmen, Sophomores, Juniors, and Seniors; men and women combined) compare in relation to each of the eight stated areas of worry, and how do they compare in relation to all areas of worry combined?

Table VIII gives the number of responses made by each class group to indicate that they worried often or very frequently about each of the eight areas of worry. This table is to be read in the following manner: in regard to the area on Vocations, Freshmen gave 232 responses of often and very frequently in answer to one or more of the seven questions in that area; Sophomores gave 239 responses of often or very frequently in answer to one or more of the seven questions in that area; Juniors gave 201 responses of often or very frequently in answer to one or more of the seven questions in that area; and Seniors gave 274 responses of often or very frequently in answer to one or more of the seven questions in that area. The rest of the table is read in the same manner.



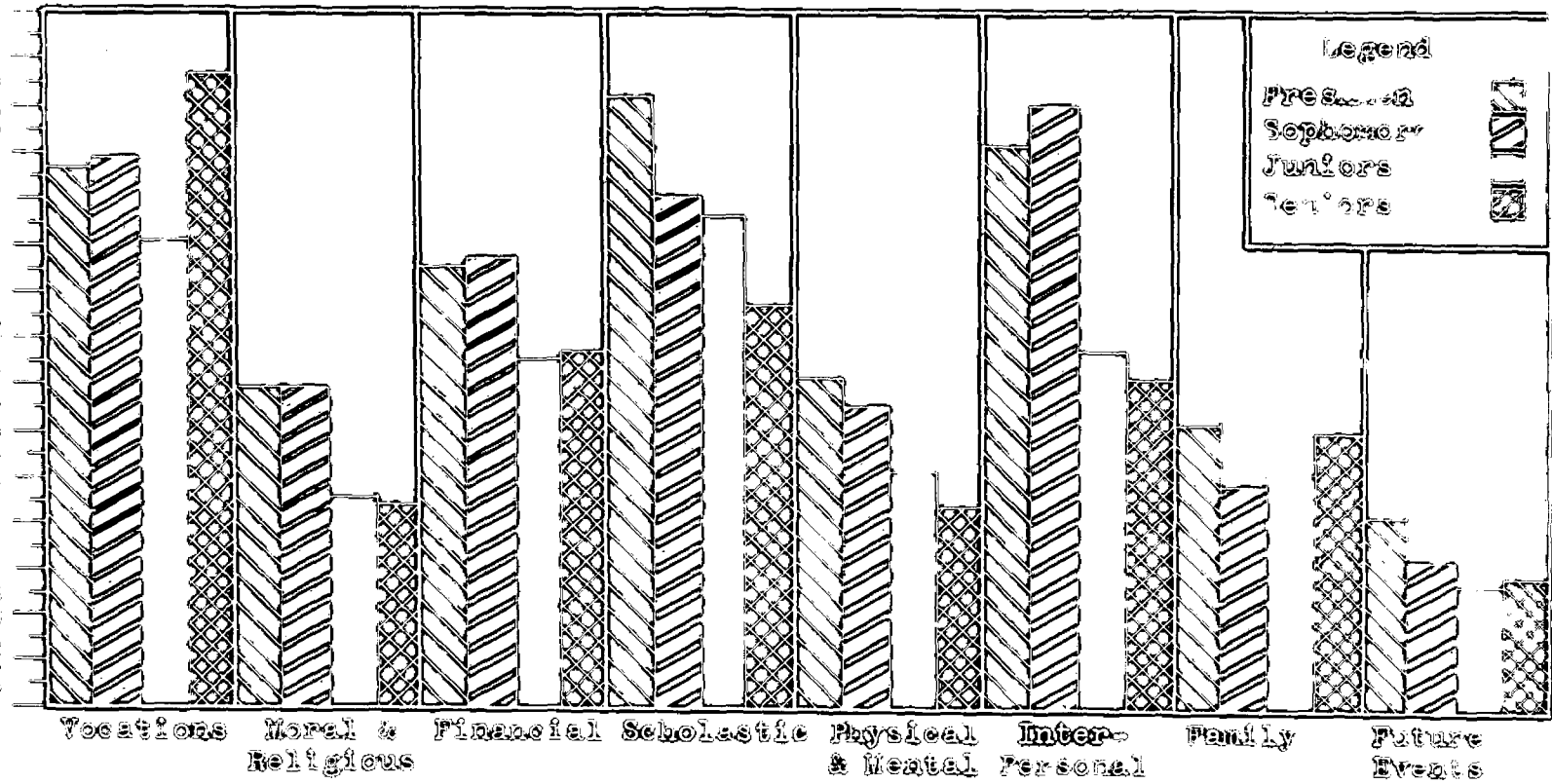
TABLE VIII

RESPONSES OF OFTEN AND VERY FREQUENTLY  
TO EACH OF EIGHT AREAS OF WORRY  
AS INDICATED BY ALL CLASSES

Area	Freshmen	Sophomores	Juniors	Seniors
1	2	3	4	5
Vocations	232	239	201	274
Moral and Religious	140	140	93	90
Financial	193	196	151	155
Scholastic	268	223	215	176
Physical and Mental	147	133	105	90
Inter-personal	250	265	159	147
Family	127	100	108	125
Future Events	87	69	59	62

The general trend seems to be for the worries to lessen as the students progress from the Freshman year to the Senior year. This is strikingly evident in three areas particularly: Moral and Religious problems; Scholastic problems; and Physical and Mental problems. Figure 1 shows this effect. This same trend continues, with only slight deviations, for the other areas. There is, it will be noted, a great deal of consistency between the responses for Family and Future Events for all classes.

Table IX shows the levels of confidence at which there is a difference between the combined responses of often and very frequently for Freshmen for each area of worry, when compared to the combined responses of often and very frequently of the other classes for each area of worry. This table, then, is to be read in the following manner: in regard to the area of Vocations, when the combined responses of often and



Areas of Worry

FIGURE 1

RESPONSES OF OFTEN AND VERY FREQUENTLY TO EACH OF EIGHT AREAS OF WORRY AS INDICATED BY ALL CLASSES

very frequently of Freshmen are compared with the combined responses of often and very frequently for Sophomores there is a difference at the 75 per cent level of confidence; when the combined responses of often and very frequently for the Freshmen are compared with the combined responses of often and very frequently for the Juniors, there is a difference at the 15 per cent level of confidence; when the combined responses of often and very frequently for the Freshmen are compared to the combined responses of often and very frequently of the Seniors, there is a difference at the 10 per cent level of confidence. The rest of the table is read in the same manner.

TABLE IX

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF FRESHMEN AND RESPONSES OF OFTEN AND VERY FREQUENTLY OF OTHER CLASSES FOR EACH AREA OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Sophomores	Juniors	Seniors
1	2	3	4
Vocations	75	15	10
Moral and Religious	99	1	1
Financial	90	5	5
Scholastic	5	2	1
Physical and Mental	50	1	1
Inter-personal	40	1	1
Family	10	1	90
Future Events	20	5	5

Seniors worry more about Vocations than do the other classes, as an exception to the general decrease in worry

from the Freshman to the Senior year. Seniors, according to Table IX, however, seem to worry significantly less than Freshmen in all areas except Vocational--in which they worry more, and Family problems, in which the worry is about the same for both classes. Juniors worry less than Freshmen, at a high degree of significance, except for Vocations. Sophomores, however, hardly differ from Freshmen in amount of stated worry, with the one exception in the Scholastic area.

Table X compares the worries of the Sophomores with those of Juniors and Seniors, and should be read in much the same manner as Table IX.

TABLE X

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF SOPHOMORES AND RESPONSES OF OFTEN AND VERY FREQUENTLY OF JUNIORS AND SENIORS FOR EACH AREA OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Juniors	Seniors
1	2	3
Vocations	10	15
Moral and Religious	1	1
Financial	2	5
Scholastic	75	2
Physical and Mental	10	1
Inter-personal	1	1
Family	60	10
Future Events	50	60

This table indicates that Sophomores worry significantly more than Seniors in all areas but three: Vocations, Family, and Future Events. It further indicates that the dif-

ference between worries of Sophomores and Juniors is significant only in three areas: Sophomores worrying much more than Juniors about Moral and Religious problems; Financial problems; and Inter-personal problems.

Table XI shows the difference between the worries of Juniors and Seniors, and is read as follows: there is a significant difference at the 1 per cent level of confidence between the responses of often and very frequently for Juniors and Seniors for the Vocations area. The rest of the table is read in the same manner.

TABLE XI

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF JUNIORS AND RESPONSES OF OFTEN AND VERY FREQUENTLY OF SENIORS FOR EACH AREA OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Levels of Confidence	
	1	2
Vocations		1
Moral and Religious		90
Financial		90
Scholastic		5
Physical and Mental		30
Inter-personal		50
Family		30
Future Events		80

According to this table then, combined with the results of Table VIII, it can be seen that Juniors worry significantly more than Seniors in only one area--that of Scholastic prob-

lems. Juniors and Seniors seem to have about the same amount of worries.

Seniors worry significantly more than Juniors about Vocations, and only slightly significantly more than Freshmen and Sophomores in this area.

Table XII shows how the classes compare in relation to all areas of worry combined. This table is read as follows: the combined responses of often and very frequently of Freshmen for all areas of worry together is different only at the 40 per cent level of confidence from the combined responses of often and very frequently of Sophomores for all of the areas of worry. The combined responses of often and very frequently for the Freshmen of all areas of worry together is different from the combined responses of often and very frequently of the Juniors and the Seniors for all areas of worry at the 1 per cent level of confidence.

TABLE XII

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF ALL CLASSES FOR ALL AREAS OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Class	Sophomores	Juniors	Seniors
1	2	3	4
Freshmen	40	1	1
Sophomores		1	1
Juniors			90

This table shows a general view of what the last three tables have been attempting to point out, that is, that there is a high degree of significance between Freshmen and Sophomores, and between Juniors and Seniors, but a significant difference between the other classes other than these two exceptions.

On the whole there then seems to be a steady transition of worries, lessening significantly as students progress through college, with the more apparent break coming between the Sophomore and Junior year. This is probably a subtle psychological change, which seems to become more evident between the second and third year.

Table XIII points out the fact that in almost every area there is a significant difference when the often and very frequently responses of all the classes combined are evaluated for each area of worry. Table XIII is to be read as follows: for the Vocations area, there is a significant difference at the 1 per cent level of confidence between the combined responses of often and very frequently for all the class groups taken together.

In the area of Moral and Religious problems there is a significant difference at the 1 per cent level of confidence between the combined responses of often and very frequently for all four class groups together. The rest of the table should be read in the same manner.

TABLE XIII

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF ALL CLASSES FOR EACH AREA OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Levels of Confidence
	1
Vocations	1
Moral and Religious	1
Financial	2
Scholastic	1
Physical and Mental	1
Inter-personal	1
Family	30
Future Events	10

This table simply means that when chi square are tabulated using the four classes combined for each area of worry, there is a significant difference in every area with two exceptions--those being Family problems and problems connected with Future Events. This, then, is another way of stating and showing, that worries change as students go through college, and they seem to lessen toward the latter years in college.

When all of the combined responses of often and very frequently for all four classes are compared for all areas of worry combined, there is a significant difference at the 1 per cent level of confidence. This again adds support to the previous statement.

6. How do the women in the different classes compare in relation to each of the eight stated areas of worry, and



how do they compare in relation to all areas of worry combined?

Table XIV gives the number of responses made by each class group to indicate that they worried often or very frequently about each of the eight areas of worry. This table is read in the following manner: in regard to the area on Vocations, Freshmen women gave 104 responses of often and very frequently in answer to one or more of the seven questions in that area; Sophomores gave 105 responses of often or very frequently in answer to one or more of the seven questions in that area; Juniors gave 70 responses of often or very frequently in answer to one or more of the seven questions in that area; and Seniors gave 139 responses of often or very frequently in answer to one or more of the seven questions in that area. The rest of the table is read in the same manner.

TABLE XIV

RESPONSES OF OFTEN AND VERY FREQUENTLY  
TO EACH OF EIGHT AREAS OF WORRY  
AS INDICATED BY WOMEN OF ALL CLASSES

Area	Freshmen	Sophomores	Juniors	Seniors
1	2	3	4	5
Vocations	104	105	70	139
Moral and Religious	81	80	42	65
Financial	85	95	69	65
Scholastic	140	112	101	93
Physical and Mental	73	67	52	56
Inter-personal	114	149	87	98
Family	71	52	45	69
Future Events	42	35	11	29

This table shows that the women follow much the same pattern as all students combined, that is, worries tend to decrease toward the Senior year. Deviations from this pattern for the women will be discussed after the presentation of further tables.

Table XV shows the levels of confidence at which there is a difference between the combined responses of often and very frequently for the Freshman women for each area of worry, when compared to the combined responses of often and very frequently of the other classes for each area of worry. This is read in the same manner as Table IX on page thirty-three.

TABLE XV

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF FRESHMEN WOMEN AND RESPONSES OF OFTEN AND VERY FREQUENTLY OF OTHER CLASSES OF WOMEN FOR EACH AREA OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Sophomores	Juniors	Seniors
1	2	3	4
Vocations	95	1	5
Moral and Religious	95	1	20
Financial	50	20	90
Scholastic	10	2	1
Physical and Mental	70	10	15
Inter-personal	5	10	30
Family	10	2	90
Future Events	50	2	20

Seniors differ significantly from the Freshmen in only two areas: Vocations, in which the Seniors worry most; and Scholastic, in which the Freshmen worry most. Juniors and

Freshmen differ significantly in all areas but three: Financial, Physical and Mental, and Inter-personal. Sophomores and Freshmen differ significantly in only one area, that of Inter-personal problems.

Table XVI compares the worries of Sophomore women with those of Junior and Senior women, and should be read in the same manner as Table XV.

TABLE XVI

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF SOPHOMORE WOMEN AND RESPONSES OF OFTEN AND VERY FREQUENTLY OF JUNIOR AND SENIOR WOMEN FOR EACH AREA OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Juniors	Seniors
1	2	3
Vocations	1	5
Moral and Religious	1	25
Financial	5	45
Scholastic	50	20
Physical and Mental	30	80
Inter-personal	1	1
Family	50	20
Future Events	1	50

This table indicates that there is little difference between the worries of Sophomore women and the worries of Senior women, exceptions being in Vocations and Inter-personal problems. Between Sophomores and Juniors, however, there is a significant difference in all but three areas: Scholastic, Physical and Mental, and Family problems.

Table XVII shows the difference between the worries of

Junior and Senior women, and should be read like Table XI.

TABLE XVII

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES  
OF OFTEN AND VERY FREQUENTLY OF JUNIOR WOMEN AND  
RESPONSES OF OFTEN AND VERY FREQUENTLY OF SENIOR WOMEN  
FOR EACH AREA OF WORRY, AS SHOWN BY  
LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Level of Confidence
1	2
Vocations	1
Moral and Religious	5
Financial	30
Scholastic	60
Physical and Mental	70
Inter-personal	50
Family	20
Future Events	40

While Sophomores seem to worry more than Freshmen, as noted in Table XIV, there is no significant difference between the five areas in which the Sophomore women indicated that they worried often or very frequently more times than did the Freshman women. The Senior women do worry significantly more about Vocations than do the women of any other class group. This perhaps can be explained in that they might have had the Vocational problem thrust upon them by the very fact of their approaching graduation.

Table XVIII shows how the women of the different classes compare in relation to all areas of worry combined. This table is to be read in the same manner as Table XII.

TABLE XVIII

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF THE WOMEN OF ALL CLASSES FOR ALL AREAS OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Class	Sophomores	Juniors	Seniors
1	2	3	4
Freshmen	70	1	5
Sophomores		1	10
Juniors			1

As a general pattern among the women of all the classes, it is found that Freshman and Sophomore women have little difference in their amount of worry, as tabulated by this study. There is a difference between Sophomores and Seniors at the 10 per cent level of confidence, but a very significant difference between all other classes. This in effect, then, leaves the Juniors as having the least amount of worries among the women. This might be explained in that, among Juniors, adequate adjustment has taken place generally, and as a class, they are still not quite as concerned over vocational problems as are Seniors.

Table XIX shows at what levels of confidence there is a significant difference between the combined responses of often and very frequently for all the women of all classes for each area of worry. This table should be read in the same manner as Table XIII.

TABLE XIX

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES  
OF OFTEN AND VERY FREQUENTLY OF WOMEN  
OF ALL CLASSES FOR EACH AREA OF WORRY, AS SHOWN BY  
LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Level of
	Confidence
1	2
Vocations	1
Moral and Religious	1
Financial	30
Scholastic	1
Physical and Mental	30
Inter-personal	1
Family	5
Future Events	1

This table shows the same results as Table XIII, in that it indicates the different classes worry in different amounts about each area of worry. The two exceptions to this last statement being Financial and Physical and Mental. Financial might be explained in that since this is a random sample it should have selected individuals from all economic levels of society--and these levels should be fairly evenly represented in each of the class groups, perhaps causing some similarity in answering the items under finances.

When all of the combined responses of often and very frequently for the women of all four classes are compared for all areas of worry combined, there is a significant difference at the 1 per cent level of confidence. This again points to much the same conclusion as that drawn in the previous paragraph.

7. How do the men in the different classes compare in relation to each of the eight stated areas of worry, and how do they compare in relation to all areas of worry combined?

Table XX gives the number of responses made by each class group to indicate that they worried often or very frequently about each of the eight areas of worry. This table is read in the same manner as Table XIV.

For the most part the general trend among the men is much the same as the general trend among all the students--that of worries decreasing from the Freshman level to the Senior level.

TABLE XX

RESPONSES OF OFTEN AND VERY FREQUENTLY  
TO EACH OF EIGHT AREAS OF WORRY  
AS INDICATED BY MEN OF ALL CLASSES

Area	Freshmen	Sophomores	Juniors	Seniors
1	2	3	4	5
Vocations	128	134	131	135
Moral and Religious	59	60	51	25
Financial	108	101	82	72
Scholastic	128	111	114	83
Physical and Mental	74	66	53	34
Inter-personal	136	116	72	49
Family	56	48	63	56
Future Events	45	34	48	33

Table XXI shows the levels of confidence at which there is a difference between the combined responses of often and very frequently for the Freshman men and for each area of worry, when compared to the combined responses of often and very

frequently of the other classes for each area of worry. This table should be read in the same manner as Table XV on page forty.

TABLE XXI

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF FRESHMAN MEN AND RESPONSES OF OFTEN AND VERY FREQUENTLY OF OTHER CLASSES OF MEN FOR EACH AREA OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Sophomores	Juniors	Seniors
1	2	3	4
Vocations	75	60	70
Moral and Religious	80	50	1
Financial	70	10	1
Scholastic	40	45	1
Physical and Mental	65	10	1
Inter-personal	25	1	1
Family	50	55	99
Future Events	30	80	20

The outstanding factor this table shows is that there is no significant difference between Freshman and Sophomore men for any area of worry, and there is a significant difference between Freshmen and Juniors only in the Inter-personal area. Freshmen do, however, differ significantly from Seniors in all areas but three: Vocations, Family, and Future Events.

Table XXII compares the worries of Sophomore men for each area of worry with the worries of Junior and Senior men for each area of worry. This table should be read in the same manner as the preceding table.



TABLE XXII

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF SOPHOMORE MEN AND RESPONSES OF OFTEN AND VERY FREQUENTLY OF JUNIOR AND SENIOR MEN FOR EACH AREA OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Juniors	Seniors
1	2	3
Vocations	60	98
Moral and Religious	45	1
Financial	20	5
Scholastic	85	5
Physical and Mental	30	1
Inter-personal	1	1
Family	20	50
Future Events	20	1

In this table, the most noticeable factor is the lack of significant difference between Sophomore and Junior areas of worry, with the one exception of Inter-personal problems. Sophomores differ from Seniors significantly except in the two areas of Vocations and Family problems.

Table XKIII shows the difference between the worries of Junior and Senior men, and should be read like Table XVII.

This table shows that there is a significant difference between the Junior men and Senior men in just half of the areas of worry. The last three tables taken together indicate a more subtle transition from one college classification in terms of amount of worry. Thus, there is little difference between Freshmen and Sophomores, little difference between Sophomores and Juniors, and only a difference in a few areas between Juniors and Seniors.

TABLE XXIII

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES  
OF OFTEN AND VERY FREQUENTLY OF JUNIOR MEN AND  
RESPONSES OF OFTEN AND VERY FREQUENTLY OF SENIOR MEN  
FOR EACH AREA OF WORRY, AS SHOWN BY  
LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Level of Confidence
1	2
Vocations	85
Moral and Religious	1
Financial	50
Scholastic	5
Physical and Mental	5
Inter-personal	5
Family	55
Future Events	10

It should be noted and emphasized that, among men, there is no significant difference in the amount of worry about Vocations between any of the classes. This might indicate a greater preoccupation with it, and a greater importance being attached to this subject by the men than the women as a result of our cultural emphasis that the man is the expected wage earner of the family.

Table XXIV shows how the men of the different classes compare in relation to all areas of worry combined. This table is to be read in the same manner as Table XVIII.

This table emphasizes the statement made previously that the transition of the lessening of worries from the Freshman level to the Senior level is a gradual one.

TABLE XXIV

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF MEN OF ALL CLASSES FOR ALL AREAS OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Class	Sophomores	Juniors	Seniors
1	2	3	4
Freshmen	10	1	1
Sophomores		20	1
Juniors			1

There is, however, a difference between the worries of the Freshman and the worries of the Senior, and likewise a difference between Sophomores and Seniors. In general, students in different classes worry in different amounts. This is brought out in Table XXV which shows at what confidence levels there is a significant difference between the combined responses of often and very frequently for all the men of all classes for each area of worry. This table should be read in the same manner as Table XIX.

This table points out the fact that on the whole, the different classes tend to worry in different degrees about the various areas.

When all of the combined responses of often and very frequently for the men of all four classes are compared for all areas of worry combined, there is a significant difference at the 1 per cent level of confidence. This again points to much the same conclusion as that drawn in the previous paragraph.

TABLE XXV

SIGNIFICANCE OF DIFFERENCE BETWEEN RESPONSES OF OFTEN AND VERY FREQUENTLY OF MEN OF ALL CLASSES FOR EACH AREA OF WORRY, AS SHOWN BY LEVELS OF CONFIDENCE, EXPRESSED IN PER CENT

Area	Level of Confidence
1	2
Vocations	98
Moral and Religious	1
Financial	5
Scholastic	5
Physical and Mental	1
Inter-personal	1
Family	70
Future Events	30

## CHAPTER V

## SUMMARY AND CONCLUSIONS

## I. SUMMARY

This study was conducted to determine the major areas of worry among Bowling Green State University students.

A worry questionnaire was established containing fifty-six items: seven questions under each of eight major headings. These headings were as follows: Vocations; Moral and Religious; Financial; Scholastic; Physical and Mental; Family; and Future Events. Two variables were used, those of sex and college classification. The student could respond in one of four ways to each question: never; seldom; often; and very frequently.

This questionnaire was responded to by four hundred students of Bowling Green State University who had been selected entirely at random. One hundred students were selected from each of the four college classifications; fifty were men and fifty, women.

The responses of often and very frequently were used to determine the relative amount of worry in each area. Statistical evaluation came through the use of chi square which indicated any significant difference between items. This was expressed in levels of confidence.

The area most frequently reported worried about by

all the students was vocational problems. The general trend of worry among the classes indicated that worries lessened as the students advanced in college. There was little difference between the amount of worries reported by men and women, but there was a significant difference in what areas they worried most--men worrying more than women about vocational problems in particular, while women worried more about interpersonal problems.

## II. CONCLUSIONS

Again for this section, the discussion will follow the lines as set up by the seven questions set up as a basis for this study.

1. As a general pattern, vocational problems are the greatest cause of concern among all the students. This may indicate that there are still many conflicts in this particular area--even though the students are supposedly working toward a definite vocational goal.

It is understandable that scholastic problems, too, should be a major cause of concern, since it is an imminent problem faced daily by the students.

An interesting point is that Inter-personal and Scholastic areas are approximately equal as being causative factors of worry. Likewise there is little difference in the amount of worry over Physical and Mental problems and Moral and Religious problems.

2. The women have three major areas of worry, none of which is significantly different from the others: Inter-personal, Scholastic, and Vocational.

It may be the women deviate slightly from the general pattern because of a less intense demand on them by society to make a success in some vocational field--marriage being a just as acceptable goal.

3. Men worry definitely more about Vocational problems than any other area, probably indicating a greater preoccupation with this subject. Scholastic problems are the second major area of worry, and the next two areas are Inter-personal and Financial.

4. Men and women have almost an identical amount of worry as tabulated by the often and very frequently responses for all areas of worry combined.<sup>32</sup> There is, however, a difference in the particular areas about which they worry. The greatest worry area for the men is Vocations, but for the women it is Inter-personal. It is interesting to note that there is no significant difference between the worries of Financial problems between the men and women. Again, this might be explained by the random selection of economic levels--but the results are slightly different than might be expected. In the first place, men are usually supposed to provide for the entertainment of their companions in a social situa-

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<sup>32</sup>See Tables XXVII and XXVIII in Appendix C.

tion which leads to a greater preoccupation with finances. It seems, also, that the effect of the veterans is negligible.

5. There seems to be a general trend for a reduction in the worry pattern as students proceed from the Freshman to Senior level. This might indicate a subtle psychological transition of adjustment throughout the college career of the student.

6. Women of all the classes follow much the general pattern, except Juniors seem to worry the least. Whether this is significant or not, should be determined by future study.

7. Men follow the general worry pattern, with the Seniors having the least amount of worries.

The encouragement of students to seek vocational counseling might help the general situation. Talks, lectures, and discussions on vocational choices and fields might also be of aid.

The areas of scholastic and also inter-personal problems are so tied up in the choice of a vocational goal for college students, that to relieve tension in the latter would help relieve tension in the former two areas.



## CHAPTER VI

## SUGGESTIONS FOR FURTHER STUDY

## I. FUTURE TREATMENT OF DATA

1. An investigation could be made to indicate the comparison between men and women in relation to each of the eight stated areas of worry, and also in relation to all areas of worry combined.

2. A study could be made of the significance between the different answer categories: those of never, seldom, often, and very frequently.

3. Crude norms for the amount of worry stated for each class, and for each sex group in the classes could be established.

## II. REVISION OF THE QUESTIONNAIRE

1. The directions should be made consistent for the first part of the questionnaire and for the main part of the questionnaire.

2. More variables should be introduced--especially the one of marital status. Variables such as age groups, point average, and economic level might also be introduced.

3. Each question should be re-evaluated for ambiguity and other interpretations which might be given it by the student. For example, in the section on Family worries, question five should read, "occupational security of parent

or wage earner of family."

4. The questionnaire should be checked with the answers given for each question, and those with little or no worry should be dropped from the questionnaire.

5. The entire section on Future Events should be evaluated, and perhaps eliminated. The area tended to overlap seriously with other areas, appeared to be the least cause of concern, and as a category did not seem to fit in with the other areas.

### III. CONDUCT A PARALLEL STUDY

A similar questionnaire could be sent out at a later date to Bowling Green State University students, or to other college students. Significant changes appearing in the new results and those of this study might be determined. If this were to be done several years hence, a possible difference might appear because of the very small number of veterans that would be on the campus at that time.

If another questionnaire were sent out, the results could be correlated with previous tests. Such tests as those concerning personality, general ability, achievement, and interest might produce exceedingly interesting results when correlated with a worry questionnaire.

An interesting study could be made of answers to particular questions in the questionnaire.

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APPENDIX A

WORRY QUESTIONNAIRE

John F. Wells, Bowling Green State University

This questionnaire is being presented in order to survey and to tabulate the problems which are causing Bowling Green State University students to worry. You need not sign your name to this questionnaire. In order that the results may have real meaning, please be as accurate as possible in your checking.

Please try to answer all of the questions. Underline the correct answers below.

SEX : (Male) (Female)

CLASS : (Freshman) (Sophomore) (Junior) (Senior)

INSTRUCTIONS: This is a questionnaire on worry. Worry is defined for this questionnaire as a feeling of conflict or doubt over the solution of a problem. There are four possible answers.

- (N) NEVER - It never has been a problem.
- (S) SELDOM - You have worried about it not more than once a month for the past year.
- (O) OFTEN - You have worried about it several times a month in the past year.
- (VF) VERY FREQUENTLY - You have worried about it several times a week in the past year, or constantly in the last few weeks.

Circle the correct answer as it applies to you -

DO YOU WORRY ABOUT:

Vocations

1. Vocation you wish to enter	N	S	O	VF
2. Sufficient pay in chosen field	N	S	O	VF
3. Prestige to be gained from job	N	S	O	VF
4. Preparation for chosen field	N	S	O	VF
5. Security in chosen field	N	S	O	VF
6. Chances taken in choosing between jobs	N	S	O	VF

## Moral and Religious Problems

1. Your religious beliefs	N	S	0	VF
2. Irreligious attitudes of others	N	S	0	VF
3. Conflicting ideas in your religious beliefs	N	S	0	VF
4. Establishing a personal moral code	N	S	0	VF
5. Living up to your moral code	N	S	0	VF
6. Past acts that you have committed	N	S	0	VF
7. Immorality of others	N	S	0	VF

## Financial Problems

1. Getting by financially from day to day	N	S	0	VF
2. Being able to complete your education	N	S	0	VF
3. Parents' sacrificing for your education	N	S	0	VF
4. Not having money for luxuries	N	S	0	VF
5. Making a living after graduation	N	S	0	VF
6. How you will pay your debts	N	S	0	VF
7. Where money would come from in an emergency	N	S	0	VF

## Scholastic Problems

1. Getting passing grades	N	S	0	VF
2. Getting top grades	N	S	0	VF
3. Your capabilities in some subjects	N	S	0	VF
4. Getting work finished on time	N	S	0	VF
5. Others cheating	N	S	0	VF
6. Your own cheating	N	S	0	VF
7. Getting daily assignments	N	S	0	VF

## Physical and Mental Problems

1. Personal appearance	N	S	0	VF
2. Whether you are mentally inferior	N	S	0	VF
3. About your reputation	N	S	0	VF
4. Physical defects	N	S	0	VF
5. Lack of energy	N	S	0	VF
6. Possibility of developing mental disorders	N	S	0	VF
7. Your adjustment to new situations	N	S	0	VF

## Inter-personal Problems

1. What others think of you	N	S	0	VF
2. Ability to get along with others	N	S	0	VF
3. Making friends	N	S	0	VF
4. Your love life	N	S	0	VF
5. Your sex knowledge	N	S	0	VF
6. Your control of sex	N	S	0	VF
7. Finding a mate	N	S	0	VF

## Family Problems

1. Health of parents or relatives	N	S	0	VF
2. How or where your parents will live in old age	N	S	0	VF
3. Financial problems at home	N	S	0	VF
4. Religious beliefs of the family	N	S	0	VF
5. Occupational security of the father	N	S	0	VF
6. Housing problems	N	S	0	VF
7. Social position of family	N	S	0	VF



**Future Events**

1. Death of others	N	S	O	VF
2. Your own death	N	S	O	VF
3. What happens after death	N	S	O	VF
4. Sexual maladjustment in marriage	N	S	O	VF
5. Possible personal sickness	N	S	O	VF
6. Possible personal accidents	N	S	O	VF
7. Helplessness in old age	N	S	O	VF

**APPENDIX B**



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DATA SHEET B

Population \_\_\_\_\_

	Never	Seldom	Often	Very Frequently	Never and Seldom	Often and Very Frequently	Total
Voc.							
M.&R.							
Fin.							
Sch.							
P.&M.							
I-P							
Fam.							
F.E.							
Tot.							

APPENDIX C

TABLE XXVI  
 RESPONSES OF ALL STUDENTS  
 FOR ALL AREAS OF WORRY<sup>33</sup>

Area	Never	Seldom	Often	Very Frequently	Total	Never and Seldom	Often and Very Frequently	Total
1	2	3	4	5	6	7	8	9
Vocations	712	1142	721	225	2800	1854	946	2800
Moral & Religious	1179	1158	379	84	2800	2337	463	2800
Financial	1012	1093	506	189	2800	2105	695	2800
Scholastic	833	1085	615	267	2800	1918	882	2800
Physical & Mental	1275	1050	350	125	2800	2325	475	2800
Inter-personal	899	1080	597	224	2800	1979	821	2800
Family	1423	917	352	108	2800	2340	460	2800
Future Events	1431	1092	224	53	2800	2523	277	2800
<b>Total</b>	<b>8764</b>	<b>8617</b>	<b>3744</b>	<b>1275</b>	<b>22400</b>	<b>17381</b>	<b>5019</b>	<b>22400</b>

<sup>33</sup>Table XXVI is to be read as follows: in regard to the area on Vocations, all of the tested students gave 712 responses indicating they never worried about one or more of the seven questions in this area; 1142 responses of seldom were given to one or more of the seven questions in this area; 721 responses of often were given to this area; and 225 responses of very frequently were given to this area. The total number of responses to the Vocations area was 2800. Column seven shows the total number of never and seldom responses of all students, and column eight shows the total number of often and very frequently responses. Again, the total for these two columns is, of course, the same as for the other four, 2800. The rest of the table is read in the same manner, and the following tables in Appendix C are read in like manner.

TABLE XXVII  
 RESPONSES OF ALL MEN  
 FOR ALL AREAS OF WORRY

Area	Very				Total	Never and Often and		Total
	Never	Seldom	Often	Frequently		Seldom	Frequently	
1	2	3	4	5	6	7	8	9
Vocations	288	584	418	110	1400	872	528	1400
Moral & Religious	623	582	160	35	1400	1205	195	1400
Financial	450	587	260	103	1400	1037	363	1400
Scholastic	414	550	312	124	1400	964	436	1400
Physical & Mental	662	511	172	55	1400	1173	227	1400
Inter-personal	495	532	262	111	1400	1027	373	1400
Family	700	477	174	49	1400	1177	223	1400
Future Events	728	512	130	30	1400	1240	160	1400
<b>Total</b>	<b>4360</b>	<b>4335</b>	<b>1888</b>	<b>617</b>	<b>11200</b>	<b>8695</b>	<b>2505</b>	<b>11200</b>

TABLE XXVIII

RESPONSES OF ALL WOMEN  
FOR ALL AREAS OF WORRY

Area	Very				Total	Never and Often and		Total
	Never	Seldom	Often	Frequently		Seldom	Frequently	
1	2	3	4	5	6	7	8	9
Vocations	424	558	303	115	1400	982	418	1400
Moral & Religious	556	576	219	49	1400	1132	268	1400
Financial	562	506	246	86	1400	1068	332	1400
Scholastic	419	535	303	143	1400	954	446	1400
Physical & Mental	613	539	178	70	1400	1152	248	1400
Inter-personal	404	548	335	113	1400	952	448	1400
Family	723	440	178	59	1400	1163	237	1400
Future Events	703	580	94	23	1400	1283	117	1400
<b>Total</b>	<b>4404</b>	<b>4282</b>	<b>1856</b>	<b>658</b>	<b>11200</b>	<b>8686</b>	<b>2514</b>	<b>11200</b>



TABLE XXIX

RESPONSES OF ALL FRESHMEN  
FOR ALL AREAS OF WORRY

Area	Very				Total	Never and Often and		Total
	Never	Seldom	Often	Frequently		Seldom	Frequently	
1	2	3	4	5	6	7	8	9
Vocations	161	307	188	44	700	468	232	700
Moral & Religious	259	301	117	23	700	560	140	700
Financial	224	283	145	48	700	507	193	700
Scholastic	177	255	174	94	700	432	268	700
Physical & Mental	291	262	100	47	700	553	147	700
Inter-personal	156	294	165	85	700	450	250	700
Family	335	238	94	33	700	573	127	700
Future Events	331	282	78	9	700	613	87	700
<b>Total</b>	<b>1934</b>	<b>2222</b>	<b>1061</b>	<b>383</b>	<b>5600</b>	<b>4156</b>	<b>1444</b>	<b>5600</b>

TABLE XXX

RESPONSES OF ALL SOPHOMORES  
FOR ALL AREAS OF WORRY

Area	Very				Total	Never	Often and	Total
	Never	Seldom	Often	Frequently		and Seldom	Very Frequently	
1	2	3	4	5	6	7	8	9
Vocations	177	284	176	63	700	461	239	700
Moral & Religious	287	273	115	25	700	560	140	700
Financial	233	271	132	64	700	504	196	700
Scholastic	203	274	153	70	700	477	223	700
Physical & Mental	291	276	98	35	700	567	133	700
Inter-personal	180	255	196	69	700	435	265	700
Family	357	243	76	24	700	600	100	700
Future Events	342	289	50	19	700	631	69	700
<b>Total</b>	<b>2070</b>	<b>2165</b>	<b>996</b>	<b>369</b>	<b>5600</b>	<b>4235</b>	<b>1365</b>	<b>5600</b>

TABLE XXXI  
 RESPONSES OF ALL JUNIORS  
 FOR ALL AREAS OF WORRY

Area	Never	Seldom	Often	Very Frequently	Total	Never and Seldom	Often and Very Frequently	Total
1	2	3	4	5	6	7	8	9
Vocations	200	299	156	45	700	499	201	700
Moral & Religious	335	272	76	17	700	607	93	700
Financial	282	267	114	37	700	549	151	700
Scholastic	224	261	165	50	700	485	215	700
Physical & Mental	256	239	91	14	700	595	105	700
Inter-personal	276	265	125	34	700	541	159	700
Family	396	196	88	20	700	592	108	700
Future Events	387	254	45	14	700	641	59	700
<b>Total</b>	<b>2456</b>	<b>2053</b>	<b>860</b>	<b>231</b>	<b>5600</b>	<b>4509</b>	<b>1091</b>	<b>5600</b>

TABLE XXXII  
 RESPONSES OF ALL SENIORS  
 FOR ALL AREAS OF WORRY

Area	Never	Seldom	Often	Very Frequently	Total	Never and Seldom	Often and Very Frequently	Total
1	2	3	4	5	6	7	8	9
Vocations	174	252	201	73	700	426	274	700
Moral & Religious	298	312	71	19	700	610	90	700
Financial	273	272	115	40	700	545	155	700
Scholastic	229	295	123	53	700	524	176	700
Physical & Mental	337	273	61	29	700	610	90	700
Inter-personal	287	266	111	36	700	553	147	700
Family	335	240	94	31	700	575	125	700
Future Events	371	267	51	11	700	638	62	700
<b>Total</b>	<b>2304</b>	<b>2177</b>	<b>827</b>	<b>292</b>	<b>5600</b>	<b>4481</b>	<b>1119</b>	<b>5600</b>

TABLE XXXIII

RESPONSES OF FRESHMAN WOMEN  
FOR ALL AREAS OF WORRY

Area	Very				Total	Never and Often and		Total
	Never	Seldom	Often	Frequently		Seldom	Frequently	
1	2	3	4	5	6	7	8	9
Vocations	93	153	82	22	350	246	104	350
Moral & Religious	127	142	67	14	350	269	81	350
Financial	124	141	68	17	350	265	85	350
Scholastic	86	124	83	57	350	210	140	350
Physical & Mental	137	140	47	26	350	277	73	350
Inter-personal	70	166	79	35	350	236	114	350
Family	168	111	53	18	350	279	71	350
Future Events	163	145	36	6	350	308	42	350
<b>Total</b>	<b>968</b>	<b>1122</b>	<b>515</b>	<b>195</b>	<b>2800</b>	<b>2090</b>	<b>710</b>	<b>2800</b>

TABLE XXXIV

RESPONSES OF SOPHOMORE WOMEN  
FOR ALL AREAS OF WORRY

Area	Very				Total	Never and Often and		Total
	Never	Seldom	Often	Frequently		Seldom	Frequently	
1	2	3	4	5	6	7	8	9
Vocations	110	135	70	35	350	245	105	350
Moral & Religious	147	123	65	15	350	270	80	350
Financial	129	126	66	29	350	255	95	350
Scholastic	105	133	74	38	350	238	112	350
Physical & Mental	142	141	46	21	350	283	67	350
Inter-personal	88	113	113	26	350	201	149	350
Family	182	116	36	13	350	298	52	350
Future Events	176	139	25	10	350	315	35	350
<b>Total</b>	<b>1079</b>	<b>1026</b>	<b>495</b>	<b>200</b>	<b>2800</b>	<b>2105</b>	<b>695</b>	<b>2800</b>

TABLE XXXV

RESPONSES OF JUNIOR WOMEN  
FOR ALL AREAS OF WORRY

Area	Never	Seldom	Often	Very Frequently	Total	Never	Often and	Total
						and Seldom	Very Frequently	
1	2	3	4	5	6	7	8	9
Vocations	127	153	57	13	350	280	70	350
Moral & Religious	156	152	35	7	350	308	42	350
Financial	165	116	52	17	350	281	69	350
Scholastic	107	142	86	15	350	249	101	350
Physical & Mental	180	118	47	5	350	298	52	350
Inter-personal	120	143	71	16	350	263	87	350
Family	208	97	38	7	350	305	45	350
Future Events	195	144	10	1	350	339	11	350
<b>Total</b>	<b>1258</b>	<b>1065</b>	<b>396</b>	<b>81</b>	<b>2800</b>	<b>2323</b>	<b>477</b>	<b>2800</b>

TABLE XXXVI

RESPONSES OF SENIOR WOMEN  
FOR ALL AREAS OF WORRY

Area	Never	Seldom	Often	Very Frequently	Total	Never and Seldom	Often and Very Frequently	Total
1	2	3	4	5	6	7	8	9
Vocations	94	117	94	45	350	211	139	350
Moral & Religious	126	159	52	13	350	285	65	350
Financial	144	123	60	23	350	267	83	350
Scholastic	121	136	60	33	350	257	93	350
Physical & Mental	154	140	38	18	350	294	56	350
Inter-personal	126	126	72	26	350	252	98	350
Family	165	116	51	18	350	281	69	350
Future Events	169	152	23	6	350	321	29	350
<b>Total</b>	<b>1099</b>	<b>1069</b>	<b>450</b>	<b>182</b>	<b>2800</b>	<b>2168</b>	<b>632</b>	<b>2800</b>



TABLE XXXVII

RESPONSES OF FRESHMAN MEN  
FOR ALL AREAS OF WORRY

Area	Very				Total	Never and Often and		Total
	Never	Seldom	Often	Frequently		Seldom	Frequently	
1	2	3	4	5	6	7	8	9
Vocations	68	154	106	22	350	222	128	350
Moral & Religious	132	159	50	9	350	291	59	350
Financial	100	142	77	31	350	242	108	350
Scholastic	91	131	91	37	350	222	128	350
Physical & Mental	154	122	53	21	350	276	74	350
Inter-personal	86	128	86	50	350	214	136	350
Family	167	127	41	15	350	294	56	350
Future Events	168	137	42	3	350	305	45	350
<b>Total</b>	<b>966</b>	<b>1100</b>	<b>546</b>	<b>188</b>	<b>2800</b>	<b>2066</b>	<b>734</b>	<b>2800</b>

TABLE XXXVIII

RESPONSES OF SOPHOMORE MEN  
FOR ALL AREAS OF WORRY

Area	Never	Seldom	Often	Very Frequently	Total	Never and Seldom	Often and Very Frequently	Total
1	2	3	4	5	6	7	8	9
Vocations	67	149	106	28	350	216	134	350
Moral & Religious	140	150	50	10	350	290	60	350
Financial	104	145	66	35	350	249	101	350
Scholastic	98	141	79	32	350	239	111	350
Physical & Mental	149	135	52	14	350	284	66	350
Inter-personal	92	142	83	33	350	324	116	350
Family	175	127	40	8	350	302	48	350
Future Events	166	150	25	9	350	316	34	350
<b>Total</b>	<b>991</b>	<b>1139</b>	<b>501</b>	<b>169</b>	<b>2800</b>	<b>2130</b>	<b>670</b>	<b>2800</b>

TABLE XXXIX

RESPONSES OF JUNIOR MEN  
FOR ALL AREAS OF WORRY

Area	Very				Total	Never	Often and	Total
	Never	Seldom	Often	Frequently		and Seldom	Very Frequently	
1	2	3	4	5	6	7	8	9
Vocations	73	146	99	32	350	219	131	350
Moral & Religious	179	120	41	10	350	299	51	350
Financial	117	151	62	20	350	268	82	350
Scholastic	117	119	79	35	350	236	114	350
Physical & Mental	176	121	44	9	350	297	53	350
Inter-personal	156	122	54	18	350	278	72	350
Family	188	99	50	13	350	287	63	350
Future Events	192	110	35	13	350	302	48	350
<b>Total</b>	<b>1198</b>	<b>988</b>	<b>464</b>	<b>150</b>	<b>2800</b>	<b>2186</b>	<b>614</b>	<b>2800</b>

TABLE XL

RESPONSES OF SENIOR MEN  
FOR ALL AREAS OF WORRY

Area	Never	Seldom	Often	Very Frequently	Total	Never and Seldom	Often and Very Frequently	Total
1	2	3	4	5	6	7	8	9
Vocations	80	135	107	28	350	215	135	350
Moral & Religious	172	153	19	6	350	325	25	350
Financial	129	149	55	17	350	278	72	350
Scholastic	108	159	63	20	350	267	83	350
Physical & Mental	183	133	23	11	350	316	34	350
Inter-personal	161	140	39	10	350	301	49	350
Family	170	124	43	13	350	294	56	350
Future Events	202	115	28	5	350	317	33	350
<b>Total</b>	<b>1205</b>	<b>1108</b>	<b>377</b>	<b>110</b>	<b>2800</b>	<b>2313</b>	<b>487</b>	<b>2800</b>

APPENDIX D

UNIVERSITY LIBRARY  
BOWLING GREEN, OHIO

May 6, 1949

Dear Student:

The enclosed questionnaire is one which has been, and is in the process of being, filled out by several hundred of your fellow students, who have been chosen completely at random from the entire student body. The questionnaire's purpose is to help determine the major areas of worry among Bowling Green State University students.

It is my request that you fill this one out by Thursday, May 12th, and return it to me via campus mail. In order that the survey may have real meaning, your best cooperation is asked for in filling out the questionnaire, in answering the questions honestly, and in returning them on time.

Thank you.

Very truly yours,

John F. Wells  
Psychology Department

Dear Student,

This is to thank you if you have turned in your questionnaire for the "worry" survey. I appreciate your cooperation.

In case you have neglected to return the questionnaire, this will serve as a reminder. All you have to do is fold it, address it to me, and drop it in the campus mail box as soon as possible.

Sincerely yours,

John F. Wells  
Psychology Department

An Abstract of  
MAJOR AREAS OF WORRY  
AMONG BOWLING GREEN STATE UNIVERSITY STUDENTS

John F. Wells

Submitted in partial fulfillment  
of the requirements for the degree  
of Master of Arts

BOWLING GREEN STATE UNIVERSITY  
BOWLING GREEN, OHIO  
August, 1949



WELLS, JOHN F., M. A., August, 1949. Psychology

Major Areas of Worry Among Bowling Green State University Students. (85 pp.)

Faculty Adviser: Mr. James C. Wright.

This study was conducted to determine the major areas of worry among Bowling Green State University students.

A worry questionnaire was established containing fifty-six items, seven questions under each of eight major headings. These headings were as follows: Vocations; Moral and Religious; Financial; Scholastic; Physical and Mental; Family; and Future Events. Two variables were used, those of sex and college classification. The student could respond in one of four ways to each question: never; seldom; often; and very frequently.

This questionnaire was responded to by four hundred students of Bowling Green State University who had been selected entirely at random. One hundred students were selected from each of the four college classifications; fifty were men and fifty, women.

The responses of often and very frequently were used to determine the relative amount of worry in each area. Statistical evaluation came through the use of chi square which indicated any significant difference between items. This was expressed in levels of confidence.

The area reported worried about most frequently by

all the students was concerned with vocational problems. The general trend of worry among the classes indicated that worries lessened as the students advanced in college. There was little difference between the amount of worries reported by men and women, but there was a significant difference in what areas they worried most--men worrying more than women about vocational problems in particular, while women worried more about inter-personal problems.

The encouragement of students to seek vocational counseling might help the general situation. The areas of Scholastic and Inter-personal problems are so tied up in the choice of a vocational goal for college students, that to relieve tension in the latter would help relieve tension in the former two areas.

It seems that this questionnaire may be of some value. To know in advance some of the areas of worry among university students should aid considerably in the counseling of individuals who come to the Psychological and Educational Clinics.