

KANSAS STATE UNIVERSITY FRESHMAN STUDENTS
VIEW THEIR MENTAL HEALTH

by

DANA COLENE HARPER HUGHES

265

B. S., University of Kansas, 1963

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY


Manhattan, Kansas

1968

Approved by:

Maryni Stith
Major Professor

2415
C-2
1848
1850
C-2



Digitized by the Internet Archive
in 2012 with funding from
LYRASIS Members and Sloan Foundation

<http://archive.org/details/kansasstateunive00hugh>

ACKNOWLEDGEMENTS

The writer is indebted to Dr. Marjorie Stith and Dr. E. Robert Sinnett who served as advisors for this study. Their support and encouragement and their many useful suggestions greatly contributed to the study.

The writer also wishes to thank Dr. Ivalee McCord and Dr. Walter Friesen for serving on the writer's committee. Appreciation is expressed to the many friends and faculty members who gave helpful suggestions to the writer. Appreciation is also expressed to the Student Counseling Center who gave financial support to the study.

Finally, the writer would like to thank her husband, John, for his support, encouragement and many useful suggestions.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
II. REVIEW OF LITERATURE	7
Development of the College Student	
Concepts of Mental Health	
Prevalence of Disturbance	
Concerns of Students	
Use of Mental Health Resources	
Kansas State University Students	
III. METHOD	35
Subjects	
Instrument	
IV. RESULTS	41
Description of Subjects	
Adjustment of Subjects	
Stressors in the College Environment	
Activities which Aid Students in Coping with	
Stress	
Student Awareness of Professional Mental	
Health Resources	
Use and Recommended Use of Mental Health	
Resources	

Page

V.	DISCUSSION	80
	Description of Subjects	
	Adjustment of Subjects	
	Stressors in the College Environment	
	Activities Which Aid Students in Coping with Stress	
	Student Awareness of Professional Mental Health Resources	
	Use and Recommended Use of Mental Health Resources	
VI.	SUMMARY	106
	Implications	
	SELECTED REFERENCES	113
	APPENDIX	118

LIST OF TABLES

Table	Page
1. Questions Designed to Meet Study Objectives	42
2. Subjects' Cumulative Grade Point Average	44
3. Number of Subjects Belonging to a Fraternal Organization	45
4. Subjects' Comparison of Own Health to the Average Student Attending KSU	47
5. Frequency Subjects Were Troubled by Seven Symptoms of Stress	49
6. Frequency Subjects Were Troubled by "Suicidal" and "Death Thoughts"	49
7. Percentage of Subjects Who Responded Stress Symptoms Were "Frequently" Troublesome	51
8. Frequency Subjects Checked Concerns Had Interfered with Participation in Activity Areas	52
9. Percentage of Subjects Who Experienced "Some" Interference in Activities	53
10. Major Groups of Concerns Ranked in Descending Order of Frequency Mentioned	56
11. Frequency and Percentage of Subjects Checking Items That Were of Concern	58
12. Frequency and Percentage of Subjects Checking at Least One Item in the Major Categories of Concerns	60
13. Items Listed by Men as Among the Five of Greatest Concern	61
14. Items Listed by Women as Among Five of Greatest Concern	62

Table	Page
15. Activities Reported by Subjects Which Were Used to Reduce Tension	64
16. Activities Checked by Subjects Which Were Used to Reduce Tension	65
17. Activities Listed by Women as Among the Three Most Often Used to Reduce Tension	66
18. Activities Listed by Men as Among the Three Most Often Used to Reduce Tension	67
19. Number of Subjects Reporting Frequency of Use of Various Types of Drugs	68
20. Number of Subjects Reporting Awareness of Receiving Help	70
21. Number of Subjects Talking with Non-professional and Professional Resource People about Concerns	74
22. Number of Subjects Talking to at Least One in Each Professional Resource Group	76
23. Number and Percentage of Subjects Who Would Recommend Professional Resources to Students Needing Help	77

CHAPTER I

INTRODUCTION

Like a trapeze artist the young person in the middle of vigorous motion must let go of his safe hold of childhood and reach out for a firm grasp on adulthood, depending for a breathless interval on a relatedness between the past and the future, and on the reliability of those he must let go of, and those who will "receive" him (Erikson, 1964).

When a student enters college, stress and conflict are inevitable for he has much unfinished business toward attaining maturity. From birth onward an individual is continually confronted with a series of decisions, crises or problems whose nature must be comprehended and for which appropriate adaptations must be made if his future development is to be as favorable as possible (Farnsworth, 1966). The success which he has in coping with demands of college experiences and in making use of the available opportunities will help determine how useful he will be to himself and to society in the future.

It is difficult for anyone to make the transition from childhood to adulthood without firm support. Going away to school represents for most adolescents the first major step in the process of becoming mature men and women. Washburne (1962) stated that students perceive dimly or vividly with pleasure or with pain that they never again will occupy the

same place in their parents' household. Their adjustment to this awareness can be fraught with anxiety.

Studies concerning university students indicate that many have difficulty in coping with the demands of the college environment. Authorities assert that approximately 10 per cent of the students at a university have conflicts of sufficient severity to warrant professional help (Farnsworth, 1966). In reviewing thirty-five studies concerning the college dropout problem, Summerskill (1962) found that the median attrition rate in four years was 50 per cent. Although up to one-third of the dropouts are due to academic failure, a majority of students leave college for non-academic reasons: motivation, adjustment, illness, injury, and finances. In general, the attrition problem involves the students' failure to meet the psychological, sociological, or economic demands rather than strictly the academic demands of the college environment. Perhaps a greater loss to society is the inability of many who remain in college to work up to their potential.

Students recognize that they have problems and many seek help. Farnsworth (1966) reported that a study done at the University of Toronto by student government officials concerning students' desires for counseling is representative of many universities. Of the four hundred students who returned the questionnaire, 50 per cent of the men and 64 per cent of the women expressed a desire for counseling. Students' concerns in descending order of importance were:

emotional, financial, social, academic, religious, ethical, and medical problems. The overwhelming impression gained from this investigation was that the students were troubled and they wanted help.

Administrators, faculty members and parents have known for decades that students have problems, but little research concerning the mental health of college students was done before World War II. Recently there appears to be an increasing interest in the emotional development of students. However, much more needs to be done. Those who work with disturbed students are impressed with the futility of their efforts when they consider the many environmental influences that counteract what they are attempting to do. Some attention must be given to altering conditions which tend to produce emotional conflicts in students (Funkenstein, 1959). Sanford (1963) stated that the concept in public health is to prevent disease in its primary stage rather than wait for early diagnosis and treatment. Thus, he believes it is important to look at the common problems of students.

From King's (1964) survey of knowledge concerning student mental health, he noted that there was a lack of systematic data concerning the magnitude of emotional problems in college students, both in terms of the prevalence of cases and the variety of problems presented. He disagreed with those who claim that psychiatric disorders among college students are increasing rapidly. He believed that there was evidence to suggest that the rate of mental illness appears to

be fairly constant over time and among different colleges. He indicated that perhaps the major difference lies in the fact that more colleges today feel the responsibility to help students who have emotional problems.

King (1964) asserted that a primary need in planning campus mental health programs is to collect reliable data concerning the nature and extent of student problems as seen both by the professionals and students. It is not known what concerns and worries the typical student. Nor is it known to what extent students need some kind of professional help in dealing with their concerns. For example, it is not known how frequently students worry about sexual matters or career plans. And if either of these is of frequent concern, it is not known if the concern is of sufficient intensity to require professional help. Reliable information concerning the above could help individual colleges plan better programs to aid students. In addition, such information could help national organizations such as the American College Health Association or the American Personnel and Guidance Association more easily set standards, develop pilot programs, and coordinate efforts among colleges to promote student mental health.

The Joint Commission on Mental Illness and Health believes that every individual has a given potential for mental health or illness depending upon the biological, psychological and sociological forces confronting him during his life span (Gurin, Veroff, and Feld, 1960). If this concept is accepted, every one will at times feel troubled and may successfully

cope with stresses or fail to do so in varying degrees. How does the typical freshman student at Kansas State University (KSU) rate his mental health? Gurin, et al., (1960) pointed out the value of studying mental health from the view point of those involved realizing that mental health means different things to different people. Mental health is most frequently viewed through the eyes of the expert in mental disease rather than from the standpoint of the general population. Is there a difference in how the two groups perceive mental health? This is a question which needs to be answered.

This study was planned to meet the following objectives:

(1) to investigate the manner in which single freshman men and women full-time students view their mental health, (2) to investigate what these students see as personal stressors in the college environment, (3) to identify what activities aid these students in coping with the stresses they experience, (4) to investigate student awareness of professional mental health resources on campus, and (5) to investigate what professional and non-professional mental health resources these students use or would use if they felt the need.

Although this was primarily a descriptive study, the following null hypotheses concerning sex differences were tested.

1. There is no significant difference concerning the manner in which freshman men and women view their mental health.
2. There is no significant difference in what freshman men and women see as personal stressors in the college environment.

3. There is no significant difference between freshman men and women concerning the activities they select to reduce the tension they experience.

4. There is no significant difference between freshman men and women concerning their awareness of professional mental health resources on campus.

5. There is no significant difference between freshman men and women concerning professional and non-professional mental health resources they use or would use if they felt the need.

CHAPTER II

REVIEW OF LITERATURE

Development of the College Student

Erikson (1950) developed a personality theory which is helpful in understanding the late adolescent and young adult. The adolescent has certain basic emotional needs which must be met if he is to make satisfactory progress towards adulthood. He needs affection from his family and friends. He needs to have feelings of belonging and of being needed. Although he needs freedom from excessive interference in his affairs, he also needs firm discipline from persons he respects.

Adolescents experience marked ambivalence: a desire to be like adults and a need to be like children (Farnsworth, 1966). The adolescent is often guided by peers with whom he identifies for this helps him to break away from his parents. Attitudes of defiance and contempt toward his parents serve as a temporary defense to aid him in breaking away from his family with a minimum of suffering. Although a majority of adolescents continue to love their parents as they strive for independence, they are less dependent on the loving parental relationships.

When a student arrives at college, he has much to learn as he strives to gain maturity. According to Farnsworth (1966),

college students have several developmental tasks to master:

- (1) resolving feelings of dependence versus independence;
- (2) learning to deal with authority; (3) learning to become more comfortable with uncertainty and ambiguity, particularly in matters concerning the balance between love and hatred; (4) developing mature attitudes concerning sex, marriage, and the family; (5) fulfilling needs for security, adequacy, and prestige; and (6) developing one's own standards and value systems.

Sanford (1962; 1963; 1964) stated that the college freshman is in a distinctive stage of development which intervenes between adolescence proper and early adulthood. The major crises of adolescence for most freshmen are over and they are regaining control of their impulses. However, the controls developed to inhibit impulses are still uncertain, so they are likely to operate in a rigid manner. Although achievement of flexible control of impulses still lies ahead, impulses are sufficiently inhibited so that the young person can turn his attention elsewhere. He can begin to concentrate on his relations with the world around him.

The freshman tends to have an authoritarian personality and reacts in characteristic ways: stereotyped thinking, intolerance of ambiguity, punitive morality, submissiveness toward the powerful and dominance toward the weak, conventionality, anti-intellectualism, and hostility toward people perceived to be different from oneself (Sanford, 1962). He

inhibits his impulses by being morally strict with himself and others. He is willing to work hard and to conform with what he perceives to be the prevailing standards of behavior. There is an element of perfectionism and a striving for purity of thought and action.

Related closely to the above characteristics is his uncertain self-esteem (Sanford, 1962; 1963; 1964). The freshman does not know what he can do; he hopes for the best and fears the worst. He has not encountered the major challenges of life, and he is concerned how he will manage when he does. In the past his family, friends and teachers have told him he is pretty good. However, experiences on the college campus suggest that he is not so good. Thus, he vacillates between over-estimation and under-estimation of himself. He tends to stick to patterns of behavior rewarded in the past and displays as much confidence as he can muster. When he fails or nearly fails in early contact with academic problems or relationships with peers, he is thrown into a state of self-doubt and anxiety, or even depression.

Sanford (1962) stated that a freshman girl has a problem in demonstrating her femininity. She tends to restrict herself narrowly to culturally defined feminine activities and interests. And she is concerned with how she can increase her attractiveness to men. She still has to learn the variety of things she might do without endangering her capacity to be feminine.

The freshman boy has doubts, fears, and hopes concerning his masculinity (Sanford, 1962). Chances are that he

is still in doubt about purely phallic aspects of masculinity. The task of integrating his phallic impulses with his feelings of tenderness in a close relationship with another person still lies ahead. Fears of homosexuality are common. In our culture, sensitivity among males is likely to be regarded as feminine. Thus, genuine friendships among men which require revelation of inner feelings are difficult to form. The sensitive male will most likely express his more human side in a friendship with a young woman.

If the freshman is to develop as he should, he must find adequate support for his self-esteem as he tries to find himself and his place in the world. He should develop a self-concept that includes as much as possible his real self. The college environment should allow students to acquire mature habits of thought and behavior, to develop potential creativity, and to learn to be independent (Farnsworth, 1966). Students should be able to try out new ideas and forms of behavior, but they should be given the necessary guidance to prevent them from destroying their future. Problems of adolescence should not be overlooked. Early and intelligent help in late adolescence and young adulthood may prevent much suffering later. If the developmental tasks of this stage are met successfully, the college freshman has a greater opportunity to achieve positive mental health.

Concepts of Mental Health

Mental health. Mental health is a difficult concept to

define. Farnsworth (1954) stated that mental health might be considered a state of mind which allows full and satisfying participation in whatever life has to offer. It connotes freedom, responsibility, flexibility, self-reliance, and a genuine concern for the common welfare of others. It implies a moderate amount of self-understanding, a capacity to be creative, and an ability to love and be loved. With respect to students, mental health should enable them to exploit the academic, extra-curricular and environmental opportunities offered by the college (Farnsworth, 1957).

Langner and Michael (1963) and Sanford (1963) stated that mental health connotes the absence of disease. According to Farnsworth (1966), mental health and mental illness lie on a continuum. Thus, there is not a clear delineation between those who are well and those who are sick.

Jahoda (1958) made the following points in her report submitted to the Joint Commission on Mental Illness and Health concerning current concepts of mental health: (1) Mental health is an individual and personal matter. (2) In referring to an individual's mental health, it is important to distinguish between his over-all personality and his immediate behavior. (3) Standards of mental health vary with time, place, culture and group expectations. (4) Mental health is only one of many human values, and it should not be regarded as an ultimate good in itself. (5) There is no completely acceptable, all-inclusive concept for mental health and promotion of mental health does not depend on the acceptance of a single

definition. (6) There are six major approaches to the concept of positive mental health:

- a. Attitude of the individual toward himself.
- b. Degree to which person realizes his potentialities through action.
- c. Unification of function in the individual's personality.
- d. Individual's degree of independence of social influences.
- e. How the individual sees the world around him.
- f. Ability to take life as it comes and master it.

(7) A definition which appears to be compatible with most of the above approaches is that an individual should be able to stand on his own two feet without making undue demands or impositions on others.

Stress, Strain and Tension. Langner and Michael (1963) stated that stress may be any influence arising from the internal or external environment which interferes with the satisfaction of basic needs or which disturbs or threatens to disturb an individual's equilibrium. Strain is the reaction to stress. The following model was used to describe the average group reaction to stress and strain. Each individual is in a state of dynamic equilibrium or homeostasis. When stress is encountered, he may use his resources to counteract it and regain homeostasis. If his resources are inadequate to cope with the stress, he experiences strain.

An individual's personality organization (his resilience, adaptability, ego-strength, inner resources and the ability to resist life's wear and tear) determines how much strain or distortion will be experienced for a given amount of stress.

There are several factors that mediate between stress and strain. The amount of impairment which an individual exhibits at any point in time is a product of the interaction of his endowment, past and present positive and stressful experiences, and his personality which interprets the environment and fixes his modes of adaptation.

Wright (1964) proposed that the perception of stress varies with the individual's general concept of himself. Stress and its perception varies over a period of time. Cumulative stress may eventually reduce an adequate person to a level of poor adjustment.

Mechanic's (1962) definition of stress as a discomforting response allowed him to focus on the way individuals dealt with what they perceived as difficult situations and on factors that affected their perception. The extent to which a person is able to avoid discomfort depends on his abilities and capacities, skills and limitations provided by group norms, the means made available to him through previous learning experiences, and the norms which define when and how he may utilize these means. Stress is likely to become evident when an individual perceives the above as insufficient or when they actually become insufficient.

Ford (1963) reported that tension can be used to refer to the following characteristics of behavior: (1) restlessness; (2) difficulty in concentrating on studies; (3) symptoms of physical distress, such as headaches and gastrointestinal disturbances; (4) ineffective sleep patterns,

constant fatigue; (5) excessive drinking, sexual involvement, withdrawal from social relationships and academic responsibilities; (6) excessively frequent and intense negative emotions accompanied by sensations of physical tension; (7) statements of anticipation of failure in the eyes of loved ones which is often accompanied by feelings of helplessness, guilt, and excessive derogation.

According to this author, the fundamental source of students' tensions lies in their interpersonal relationships. Assuming that man's physical wants are satisfied, it is the behavior of other people which provides each individual with his major source of satisfaction or dissatisfaction. Much of human behavior can be characterized as attempts to obtain and maintain approval or to avoid disapproval of others and of oneself. Negative emotions, such as anxiety, fear, anger, resentment, and guilt which may produce the tension symptoms listed above are frequently caused by real or anticipated approval and disapproval by others, as well as by oneself.

An individual automatically will attempt to reduce tension (Ford, 1963). He may run away from the situation or he may try to overcome the stress. Avoidance may take many forms in college students. For example, a student may refuse to study, cut class, pretend things are better than they are, or he may change from one major to another in an attempt to find something which relates to his self-concept. Physical symptoms, such as gastrointestinal distress, headaches, and disrupted sleep patterns may help the student avoid tension

through the socially acceptable condition of "being sick". Running away from something also involves seeking other sources of satisfactions in order to reassure oneself that he is worthy or as a way to obtain temporary relief from uncomfortable sensations. Excessive drinking, involvement in sexual relationships, and excessive socializing are examples of sources sought for satisfaction.

In order to overcome tension, a student may change his self-concept and his objectives. He may discuss his concerns with those he feels are showing disapproval and find that they do like him despite his weaknesses. He may experience renewed academic success and reinstate his self-approval and the favorable evaluations of others.

Bambridge (1965) indicated that some stress may be stimulating and challenging and is necessary if students are to make the most of their university experience. However, too much stress or the wrong type in improper proportions may be completely defeating.

Prevalence of Disturbance

Baker (1965) stated that reports he read concerning the proportion of student bodies needing the services of mental health facilities ranged from 2 per cent to 90 per cent. The figures vary for two basic reasons. One group of studies considered the proportion of student bodies who sought help or were brought to the attention of mental health resources. The other group considered the proportion of student bodies which the investigators thought would benefit significantly from

mental health services. The highest values in the literature were reported by studies which investigated the frequency of psychological problems among "normal" students.

Psychiatrists who have worked extensively with college students agree that each year approximately 10 per cent of the members of any institution of higher learning are likely to have emotional problems which seriously interfere with their work (Srole, Langner, Michael, Opler and Rennie, 1962). A number of estimates concerning clinical problems can be made by studying comprehensive mental health service reports (Farnsworth, 1966).

For every 10,000 students:

- 1000 will have emotional conflicts of sufficient severity to warrant professional help,
- 300 to 400 will have feelings of depression severe enough to impair their efficiency,
- 100 to 200 will be apathetic and unable to organize their efforts - "I can't make myself want to work,"
- 20 to 50 will be so adversely affected by past family experiences that they will be unable to control their impulses (character disorders),
- 5 to 20 will attempt suicide, and 1 to 3 will succeed,
- 15 to 25 will become ill enough to require treatment in a mental hospital.

There is evidence of sex differences in the occurrence of disturbance and in the use of mental health facilities (Baker, 1965). However, the reason for this difference is not known. Baker and Nidorf (1964) reported that a higher proportion of freshman students were seen in their clinic and their requests for services relative to the other classes remained high throughout the year. The over-all pattern

showed a general decrease in the incidence of requests for psychological services over the four years of college and over the course of each year. The authors believed this could be attributed in part to the normal attrition rate. However, there may be a process of accommodation to stresses in a student as he proceeds through college.

Use of Drugs. During the past five years there has been an increase in the use of drugs on American campuses (Freedman, 1967). The physiologically addictive drugs are seldom used by college students. However, there are few colleges where marijuana and the new psychedelic drugs, chiefly LSD, are not used. Although the proportion of students who take drugs is not high, the number of drug users appears to be growing.

The proportion of marijuana smokers exceeds 10 per cent on only a few campuses (Freedman, 1967). In college the use of this drug is often a conventional way of provoking disapproval from society. Thus, it constitutes an open method of rebellion (Farnsworth, 1966). Most students give marijuana up once they see the stupidity and futility of this behavior. However, some students have personality problems that make them unwilling or unable to do so. According to Freedman (1967), the users of marijuana outnumber those using LSD. Students apparently recognize that they may experiment with marijuana without the likelihood of being harmed, but realize that LSD presents greater psychological hazards.

Farnsworth (1966) reported that learning how to use alcohol without getting into trouble is an important task in

college. Although alcohol is often used for temporary relief of tension, it may be less dangerous than many other agents.

Tranquilizers promote a sense of calmness in an individual without impairing his ability to recognize the nature or significance of events occurring around him. Bambridge (1965) reported that 37 per cent of the men and 36 per cent of the women responding to the University of Toronto's Students Administrative Council questionnaire indicated they had taken tranquilizers at some time during their life. At the time of the study, 13 per cent of the men and 16 per cent of the women indicated they were currently taking this type of drug.

Relationship of Social Class to Mental Health. Several surveys in recent years have emphasized that socioeconomic status has an important relationship to the prevalence of mental illness (Kysar, 1966). Hollingshead and Redlich (1958) declared there was a "distinct inverse relationship" between social class and mental illness. As the social class level increased, the prevalence of mental illness decreased. The Midtown Manhattan Study findings supported the hypothesis that there is an inverse relationship between socioeconomic status and mental illness (Srole, et al., 1962). Lower strata showed significantly higher rates of impairment. However, when the yearly income level by 1954 standards was \$6,000 or more, the prevalence of mental illness tended to be the same in the various social classes.

Gurin, et al. (1960) reported that the better educated people with higher incomes sought professional help when

confronted with major personal problems. They also took more initiative in trying to cope with less serious problems. People with lower incomes and less education used prayer and passive reactions such as doing nothing in handling their problems. Cassell, Frederick, Marty and Richman (1967) reported that an individual's utilization of health resources was influenced by socioeconomic factors.

In a study done at the University of Florida, Hall and Barger (1967 a) found a generally positive relationship between income level and positive self-regard, self-disclosure, and good relationships with parents. Parents in higher social class levels were seen by the students as more supportive and more available for interaction of various kinds. Students of these parents saw themselves as more positive in comparison with students from lower socioeconomic levels.

Concerns of Students

The observation that many people are anxious and insecure was supported in the study concerning the way in which Americans view their mental health (Gurin, et al., 1960). Americans saw their immediate environment as the source of their anxiety. It was evident that an individual's viewpoint concerning his health was conditioned by his sex, age, amount of formal education and economic status. The evaluation of relative mental health for different groups was dependent on the particular definition of mental health used. When the absence of worrying was used as the criterion for mental health, the

older and less educated were "more healthy." However, when happiness was the criterion used, the younger, more educated people were most "healthy." The younger and better educated were happier but appeared to worry more than those who were older or less educated.

When Heath and Gregory (1946) studied normal college students and their families, they discovered that most of the students' problems centered around social or family relationships. Many students revealed multiple interconnected problems such as personality difficulties, adjustment to family and friends, college finances, and choice of career.

Meyer (1954) ascertained that involuntary physiological changes in subjects were reliable indicators of psychic disturbance when he studied 50 freshman students attending New York State University's Teachers College. By studying physiological changes in these students, he was able to identify problems they experienced. He defined problem as any situation that disturbed the homeostatic equilibrium of an individual. The ten most frequent problems identified were subjects (course work), food, boy friend, time, girl friend, students, sex life, professors, roommate, and social life. The problems felt most intensely included girl friend, boy friend, roommate, sex life, draft board, subjects, loneliness, coming to State (college), sororities, and social life.

Davie (1958) asked students graduating from Yale to rate which year was most enjoyable and which was least enjoyable. The majority of students rated their freshman year as least

enjoyable and tended to stress difficulty of adjustment to the new environment when they explained why. The senior year was rated as most enjoyable. According to this author, a hypothetical portrait of a satisfied student is one who has been successful in handling his needs and external pressures. He would have the following general characteristics. While in college, he would not have considered leaving. He would not have felt uncomfortable or out of place. And he would have been in good spirits most of the time. Questions concerning the above characteristics were included in the questionnaire given to the Yale graduates. A majority of students gave a favorable response to each question.

Yale students were asked how often during the current year they had been bothered by 1) loneliness, 2) nervousness, 3) insomnia, 4) headaches, and 5) indigestion (Rust, 1960). Nervousness was the problem most frequently checked. The other problems are listed in descending order of the frequency checked: loneliness, insomnia, headaches and indigestion. Subjects were also asked to rate the extent to which their personal problems interfered with the following activities: studies, athletic participation, extra-curricular participation, recreation, sleep, sex life, and relations with people. Studies was the area of functioning which was most frequently affected.

Students attending Southern Connecticut State College were asked the same questions stated above (Rust and Davie, 1961). Nervousness was most frequently checked as bothering

them "very often" or "fairly often." The other items are listed in descending order of the frequency checked: headaches, loneliness, insomnia and indigestion.

Concerns of students were classified into seven categories: 1) self-concerns and physical complaints, 2) finances and commuting, 3) academic and vocational problems, 4) sexual problems, 5) general interpersonal problems with fellow students and others their own age, 6) interpersonal problems with specific individuals, and 7) interpersonal difficulties with members of their immediate family (Rust and Davie, 1961). There was not a single problem which was characteristic of a large proportion of the group. Interpersonal problems with specific individuals was the problem area most frequently designated. Fourteen per cent of the total group reported difficulty in this area.

Subjects were asked to compare themselves to other students with respect to their physical and mental health. On each variable almost 66 per cent rated themselves as "about the same" as other students. Less than 5 per cent rated their physical or mental health as "somewhat worse" than others. No one used the category "much worse."

In 1964 the University of Toronto's Students Administrative Council sent a questionnaire to their students in an attempt to find out what problems students experienced, what they would like to do about them, and to what extent they were aware of existing mental health facilities (Bambridge, 1965).

Of the 62 per cent who responded, 50 per cent of the men and 64 per cent of the women expressed a desire for advice or counseling. However, they were not aware of existing facilities to help them. Seventy-five per cent of the men and 63 per cent of the women stated that they did not know what counseling services were available. The male students indicated that the following problems had been or were of serious concern to them: financial and academic (24%); emotional and social (23%); religious (14%); ethical (11%); and medical (3%). The female students perceived their problems in a different way: emotional (31%); social (25%); financial, academic and religious (17%); ethical (15%); and medical (6%). Following are some of the specific problems students were concerned about listed in order of their seriousness: despondency and depression, lack of self-confidence, relations with the opposite sex, too much to study, money, confusion concerning real values, lack of communication with fellow students, friction with parents, trying to get out of things, and frustration with home.

A large percentage of the students surveyed by Bambridge (1965) felt that their adjustment to the University of Toronto was affected by changes in teaching methods and the increased responsibility which they were required to accept. Approximately 50 per cent of the students stated that poor study habits impeded their academic progress. Lack of motivation was another factor perceived as impeding progress. Lack of

communication with one's professor ranked highest on the list of communication difficulties.

When Summerskill (1962) reviewed 35 studies concerning college attrition, he found the following factors related to withdrawal from college: inadequate motivation, adjustment, illness, injury, and finances. Interpersonal conflicts in families, marked disparity between value systems of the home and college environment, identity crisis, and problems of sexual maturity occurred with greater frequency among students who were not able to work effectively.

Suinn (1967) reported that students in all levels of undergraduate work tended to experience great concern over adjusting to college work, social-recreational activities, and personal-psychological problems. Issues related to morals and religion were of prime concern. For male students the freshman year stimulated concern in two major areas: social relations and curriculum and teaching. Female freshman students experienced problems which persisted as primary concerns throughout their undergraduate education. Their problems included morals, religious issues, and social relations.

Students entering the University of Florida were sent a questionnaire concerning kinds of worries they experienced (Hall and Barger, 1965). The worries studied were personal finances, dating, sex, marriage, and college work. Approximately 45 per cent stated they worried "quite a lot" or "very much" about college work. The percentages of students

worrying this much about the other items were as follows: personal finances (15%), dating (7%), and sex and marriage (5%).

Hall and Barger (1967 b) reported that vocational information, study skills, and reading skills were seen as the most pressing needs by freshman students attending the University of Florida. More than 20 per cent of the students surveyed wanted some degree of help with each of the following: personality, making friends and social skills.

According to Sanford (1963), a fairly common and relatively new phenomenon in our universities is the lack of friendships among college students. While he was talking with a group of students at Stanford, he was given the impression that they could not really be friends for they could not reveal themselves to each other enough to establish intimate relationships.

Wright (1964) asked students at the University of Florida to rate 26 selected activities concerning the amount of strain and/or tension release each produced. The major areas explored were 1) academic, 2) organization or affiliation, 3) administrative, 4) treatment or counseling, and 5) social and personal. Difficult courses, tests, and final exams were perceived as most stressful. Although these were also seen as areas of relief and satisfaction, the amount of relief did not balance the perceived stress. Compensating relief activities that produce relatively little stress

included areas of physical education, sports, social activities, academic counseling, and medical treatment.

Graduates of Brooklyn College were asked to evaluate whether their scholastic achievement would have been higher if they had not been troubled by personal problems at some time during their college career (Pearlman, 1966). Approximately 55 per cent responded yes. Although these were represented in each level of achievement from the lowest to the highest, the lower the grade level the more likely a student felt his academic efficiency would have been improved by the absence of personal problems.

In summary, the review of literature indicates that students have problems and want and need some help in solving them. Although student problems were studied in a variety of ways at a number of different institutions, major problem areas were similar. They included the following: academic, vocational, interpersonal relationships, morals, values, family, finances, and medical.

Use of Mental Health Resources

In the study by Gurin, et al., (1960), one in four subjects stated he had experienced a problem in which professional help would have been useful. One out of seven said he actually had sought help of some kind. The group that sought help was dominated by women, younger persons and the better educated. Forty-two per cent consulted clergymen, 29 per cent physicians, 18 per cent psychiatrists or psychologists,

and 10 per cent social agencies or marriage clinics. Fifty-eight per cent stated they were definitely helped, while 14 per cent said they had received help but with qualifications. Twenty per cent stated they had received no help.

Farnsworth (1963) stated that in general the American population is learning to think more and more in psychological terms. College students are more receptive to seeking and accepting help than their parents or many of the faculty are.

Freshman students contacted at Northwestern University by Wright (1953) stated they received help from regular instructor, parents, students, and regular advisors. In most instances, regular instructors outranked the others as the primary source of help. However, boys in organized houses most frequently received help from other students.

Rust and Davie (1961) reported that over half of the 63 per cent of students who indicated they had personal problems had consulted someone about them. Friends were most frequently consulted; parents, particularly mother, next. Faculty members and psychotherapists were consulted much less frequently.

Students attending the University of Toronto stated they were most likely to seek help from their family while they were least likely to seek help from student advisors (Bambridge, 1965). The following sources of help are listed in the order students indicated they would most likely turn to for help: family member, friend of same sex, friend of

opposite sex, religious counselors, psychiatrist, professionally trained counselors, physicians, professors, Deans, and Dons.

Suinn (1967) reported that over 70 per cent of the problems experienced by students of all class levels were taken to a student friend, parent or no one. Students were most likely to seek help from their friends first, no one second and their parents third. Men and women did not differ significantly in their pattern for choice of help.

According to Baker (1965), there is evidence of sex differences in the occurrence of disturbance and in the use of mental health facilities. However, the way the differences work has not been established. In his research an average of 6.5 per cent of the male population and 8.4 per cent of the female population were seen in Clark Clinic during a single academic year over a span of eight years. Hall and Barger (1964) reported that a larger proportion of females than males utilized the services of the Mental Health Clinic and Counseling Center at the University of Florida. The difference between sexes may be larger for upper classmen than for freshmen and sophomores.

When Pearlman (1966) surveyed graduates from Brooklyn College, approximately one-third admitted experiencing problems of such intensity to warrant the thought of seeking professional help. Eighty-nine per cent of the students indicated that they might be inclined to or would recommend psychological services to other students in emotional distress. In response to the

question concerning whether or not the college should provide psychological services, 70 per cent of the students answered "yes" and 21 per cent, "maybe."

Hall and Barger (1967 b) stated that students attending the University of Florida differentiated what they saw as appropriate sources of help for different areas of need. Academic-oriented areas such as vocational information and study and reading skills were seen as legitimate areas of concern for the university. And the students expected the university to provide help in these areas. Person-oriented areas such as social skills and various kinds of relationships were seen as important by many students. However, they were seen as areas in which they would have to seek their own solutions, often with the help of peers.

Grygier (1967) asserted that students need help, but too much guidance can do more harm than good just as an over-protective environment can. A student participating in his study made the following statements concerning help:

There is . . . a tendency to regard university experience which creates difficulties, problems, (and) uncertainties as an undesirable entity. I say it is an integral part of life in any environment. Take away the challenge, by annihilating the right of the student to his own . . . difficulties, and all that remains is a coddled bit of immature nothing.

In summary, the major sources of help used varied from one study to another. Wright (1953) stated that class instructors outranked others as the primary source of help. Rust and Davie (1961) and Suinn (1967) reported that students consulted their friends for help most frequently, while

Bambridge (1965) reported that students were most likely to turn to their families. Hall and Barger (1967 b) stated that their students differentiated what they saw as appropriate sources of help for different areas of need. Although college students are more receptive to seeking and accepting help today than they were in previous years, professional mental health resources are consulted much less frequently than friends and family members. A larger proportion of females than males tend to utilize the services of mental health facilities.

Kansas State University Students

Kansas State University is a land-grant college located in Manhattan, Kansas. There are eight colleges within the University: College of Agriculture, College of Architecture and Design, College of Arts and Sciences, College of Commerce, College of Education, College of Engineering, College of Home Economics, and College of Veterinary Medicine. The total student enrollment which includes both undergraduate and graduate students exceeds 11,000. The fall semester of 1967 2,909 single freshman students (1,184 women and 1,725 men) entered the university.¹

The typical KSU student comes from a town with the population under 10,000, is the oldest child, has parents who received a high school education or less, and has a father who is either a farmer or holds a professional or managerial

¹These figures included all freshman students enrolled regardless of the number of course hours taken.

position (Danskin, 1963; 1964). He sees the university and his parents as benign and powerful figures. By attending college, he feels that he can acquire facts, figures, and knowledge possessed by the "powerful" teachers. He feels that by acquiring knowledge, he will gain greater self-esteem and feelings of personal power. The inability to graduate is seen as a very deflating experience which is damaging to his personal worth and effectiveness.

The KSU student is energetic, practical, and somewhat dependent. He tends to be shy about giving his opinion, expressing his feelings or drawing attention to himself. He is more motivated to become qualified to earn a living than he is moved by elegant theory or the desire to philosophize. He is unsure about his ability to compete. He wants encouragement and understanding. He needs to know that others are interested in him. He seldom reflects on events or ideas and prefers routine and sameness over change.

The tested academic potential of KSU students is typical of students in similar universities (Danskin, 1963; 1964). Entering students tend to over estimate their first semester grades. In past years, the first semester grade average for the majority of men was below 2.0, while the majority of women had an average above 2.0. Male freshmen had a cumulative grade point average of 1.9, while female freshmen averaged 2.2 the fall semester of 1967.¹

¹The cumulative grade point average included all freshmen, single and married. It was not restricted to full-time students.

In 1961, freshman students were asked if they knew what type of aid and assistance they could obtain from the Student Health Center, Counseling Center, Placement Center, Deans' offices, and Office of Aids and Awards (Danskin; Kennedy; Stone; Foster; Avant; and Evans, 1962). Of the offices listed, Student Health Center was known best. When students were asked if they expected to utilize the assistance of the above facilities, the following responses were obtained: Counseling Center (64%), Student Health Center (61%), Deans' offices (44%), Placement Center (41%), and Office of Aids and Awards (31%). The fact that personnel from the Counseling Center administered the questionnaire may have accounted for the greater number of students who indicated the expectation to use this facility.

Sinnett (1964) reported that although there were representatives from all social classes attending Kansas State, indices of social class were not related to the use of campus facilities: Counseling Center, Student Health Center, and Reading Clinic. Size of home town was also unrelated to the use of these facilities.

During the 1963 - 64 academic year, services of the Counseling Center were utilized by 1) a disproportionately large number of women students, 2) a disproportionately large number of freshmen and sophomores, 3) a disproportionately small number of students living in sororities and fraternities, and 4) a disproportionately large number of students from communities over 25,000 and under 1,000 (Sinnett; Danskin; and Cadiz, 1966). The researchers hypothesized that women may

be more introspective and may seek helping relationships more freely than men for it is more socially acceptable for women to be dependent. More than twice as many freshmen than expected were counseled and the proportion declined for each year in college thereafter. The reason for this was not clear. The researchers wondered if the freshman student had a greater need for vocational information and orientation, or if he had more adjustment problems than the older student. However, they pointed out that many students with problems drop out of school leaving the class with a population quite different from that with which it started. The low number of "Greek" students seeking help was attributed to several factors: initial screening process, higher social class, closer identification with a smaller living group, and perhaps a reluctance to refer members who need help. It was speculated that students coming from small communities might have some adjustment problems, while students from large school systems might already be acquainted with counseling services and accept them as a part of the educational environment.

Carlson (1965) studied KSU students in an effort to identify sources of support which aided students in coping with the stress produced by final examinations. She defined source of support as any activity which aids a student in dealing with the stress he experiences. Studying; interpersonal interaction; solitary activities such as listening to music, reading, watching television; sleeping; introspection

which included meditation; and a part-time job were identified as sources of support.

In reviewing literature concerning college mental health, it became evident that it is important to look at student mental health from the students' point of view as King (1964) recommended. Although several studies have been done in this area, there is a need for additional research. Many of the studies reviewed considered only one facet of the area of student mental health and many were done several years ago. A majority of the studies reviewed represented students attending colleges in the east and in Canada. Do students attending a state university in the midwest differ from the students studied elsewhere? Are students experiencing the same types of problems that students experienced five or ten years ago? And are student attitudes toward seeking help changing and if so, in what way are they changing? These questions need to be answered so that more effective programs to aid students can be established in the future. This study was planned to help fill the gap of knowledge in the area of student mental health.

CHAPTER III

METHOD

This study was designed to meet the following objectives:

1) to investigate the manner in which single freshman men and women full-time students view their mental health; 2) to investigate what these students see as personal stressors in the college environment; 3) to identify what activities aid these students in coping with the stresses they experience; 4) to investigate student awareness of professional mental health resources on campus; and 5) to investigate what professional and non-professional mental health resources these students use or would use if they felt the need. Null hypotheses concerning the objectives were tested by means of the chi-square test to determine if there were significant differences in the responses made by each sex.

Subjects

Single freshman women students and single freshman men students who were enrolled in 12 or more semester hours in the fall semester of the 1967 - 68 academic year were selected to participate in this study. A random sample of each group was chosen so that the sample had the best possible chance to represent single freshman men and women attending Kansas State University.

Fifty-two students meeting the qualifications stated above were randomly selected to participate in the study. Eight of these had withdrawn from school and three were classified as freshman students in error. Only one girl contacted refused to participate. The sample population included 20 men and 20 women. Although the investigator realized that the proportion of men to women at KSU was not equal, an equal number of each sex was selected in order that the differences in responses, if any, could be determined.

Potential subjects were contacted by a letter (Appendix, p. 119) which explained the research project. The investigator later telephoned each student and made definite arrangements for him to come to an office at Student Health Center for a private interview.

Instrument

There were three parts to the study instrument (Appendix, p. 121). Part I was composed of ten open-ended questions to which the subjects responded during an interview with the investigator. Parts II and III were designed in the form of an objective questionnaire. The subjects were given as much time as they needed to complete each part.

Before the structured interview was started, a brief explanation of the study was given (Appendix, p. 120). Participants were given an opportunity to ask questions at this time. Questions were discouraged once the interview had started.

Pilot Study. Six single freshman full-time students, four women and two men, were asked to participate in a pilot study using the proposed instrument. After reviewing their responses, minor changes were made in the interview schedule and questionnaire.

Interview - Part I. Each subject was asked ten open-ended questions in the structured interview. The investigator followed the designed schedule and recorded the responses given. The first five questions concerned what the student saw as problems for college students in general, for undergraduate students at KSU, for freshman students at KSU, for undergraduate coeds at KSU, and for undergraduate male students attending KSU. (Questions four and five were reversed for the men and women for the investigator designed the questions to move from the general to the specific.) The sixth question concerned what problems the student himself had experienced or was experiencing during the school year. Question seven concerned activities that the student used to help alleviate the tension which he experienced, while the following question investigated his awareness of mental health resources on campus. In the ninth question the student was asked whether he had ever felt as though he were going to have a nervous breakdown, and if so, what he did about it. The student was asked in the final question if KSU provided adequate mental health resources for students, and what additional facilities were needed or would be helpful.

In order to make an objective analysis of the data collected from the first six questions, a code was designed which allowed the responses to be placed in the following categories: "interpersonal relationships," "morals and values," "social issues," "academic concerns," "goals in life," "finances," "family," "personal independence," and "miscellaneous" (Appendix, p. 140). The investigator and her major professor discussed the coding procedure thoroughly. As a measure of reliability, the percentage agreement between the two was calculated. The percentage agreement for Question 1 was approximately 95 per cent for the major categories that are listed above.

Questionnaire - Part II. The questions in Part II were designed to acquire additional information concerning the study objectives. In order to obtain the necessary data, various types of questions were used: multiple choice, check-list, rating scales, and open-end. Two of the check-list questions were similar to the open-ended questions about personal concerns and activities used for tension reduction. The investigator believed that the check-list would serve as a reminder to the student who might otherwise fail to give a certain reply only because he had not thought about it during the interview. Each subject was asked to compare his health and degree of nervousness with other KSU students. He was asked to rate how often he had been troubled by various tension symptoms and how often he had used various types of drugs. He was asked to rate the extent to which his problems had interfered with his academic

responsibilities, extra-curricular activities, recreation, and interpersonal relationships. In addition, he was asked to indicate the sources of help he had used this year and the sources of help he would recommend to a student in distress. Frequency distributions were determined for the various questions. The chi-square test was used where it was appropriate to determine if there was a significant difference in the responses made by males and females.

Questionnaire - Part III. Questions designed to obtain identification data on each subject were placed at the end of the questionnaire for it was felt that the student would give honest answers even though he might be tired of answering questions. The following identification data were collected: sex, marital status, home town, size of home town, age, age of siblings, father's education and occupation, mother's education and occupation, religion, race, class level, college enrolled in, number of credit hours enrolled in fall semester, number of credit hours completed fall semester, cumulative grade point average, number of credit hours enrolled in spring semester, Manhattan address, number of students sharing room, membership in sorority or fraternity, and date entered KSU. Marital status, class level, and number of credit hours enrolled in fall semester were included to establish the fact that all subjects met the pre-determined qualifications. The other variables were considered in the description of the subjects.

The Hollingshead Two-Factor Index of Social Position (undated) was used to determine the social class level of each subject's family. Two items were essential in using this method: (1) the occupational role of the head of the household and (2) the amount of formal schooling he had received. Unless the father was disabled or deceased, the investigator assumed that he was the head of the household. The composite ACT (American College Testing Program) score was determined by taking the average of the English, mathematics, social science and natural science standard scores. The ACT scores were obtained from the students' college records.

Student Response. The investigator was amazed at the students' willingness to participate in the study. As stated earlier, only one girl refused to participate. Initially she agreed to be interviewed, but after she failed to keep her appointment, she indicated that she did not have time for this. A few students missed their first appointment, but when they were called a second time, they readily made arrangements to come in at a later date. In general, the students appeared to be honest in answering the questions and most were willing to answer all of them. As expected some were more verbal and expressive than others. The time taken to complete the study interview and questionnaire ranged from 25 to 85 minutes.

CHAPTER IV

RESULTS

Twenty single freshman women and 20 single freshman men were randomly selected to participate in this study which was designed to meet the following objectives:

- 1) to investigate the manner in which single freshman men and women full-time students view their mental health;
- 2) to investigate what these students see as personal stressors in the college environment;
- 3) to study what activities aid these students in coping with the stresses they experience;
- 4) to investigate student awareness of professional mental health resources on campus;
- 5) to investigate what professional and non-professional mental health resources these students use or would use if they felt the need.

Although this study was designed primarily as a descriptive study, chi-square analysis was employed to determine significant differences in the responses made by men and women.

Following the description of the subjects, each objective will be reported as a separate unit. In reporting the data the subjects (Ss) will be treated as a single group. In

addition, when the chi-square test showed a significant difference between men and women, these results will be given. For a summary of the objectives and the questions which pertain to each objective, see Table 1.

TABLE 1
QUESTIONS DESIGNED TO MEET STUDY OBJECTIVES

Objective	Part I Question No.	Part II Question No.
1) Manner in which freshman students view mental health	9	1,2,3,4,5,6,7,8,9,11,12,14
2) Personal stressors in the college environment	1,2,3,4,5,6	10
3) Activities which aid students in coping with stress	7	13,15
4) Student awareness of mental health resources	8, 10	
5) Use and recommended use of mental health resources		16, 17, 18

Description of Subjects

All 40 Ss were Caucasian. Forty-five per cent lived in towns with a population between 1,000 and 24,999. Thirty per cent lived in towns with a population of 25,000 or over, while 25 per cent lived in towns with a population under 1,000. Seventy per cent of the Ss were 18 years old, while the other 30 per cent were 19. Twenty-five per cent were the oldest child in the family and 50 per cent were the second oldest child. The remaining 25 per cent had at least two siblings

older than they were. When Hollingshead's Index of Social Position was used as a measure of social class, 22.5 per cent were placed in Social Classes I and II, 32.5 per cent were placed in Social Class III and the remaining 45 per cent were placed in Social Class IV. Seventy-five per cent of the Ss stated they were protestant, 15 per cent reported they were Catholic, while 10 per cent stated they had no religious faith.

The ACT composite scores for the Ss ranged from 13.0 to 30.0. The KSU freshman ACT composite mean score for the 1967 - 68 academic year was 22.5 with a standard deviation of 4.4. Over 60 per cent (62.5) of the Ss had scores that fell within \pm one standard deviation of the KSU freshman mean composite score. Fifteen per cent had scores more than 1 standard deviation below the KSU mean score, while 22.5 per cent had scores more than one standard deviation above the KSU freshman mean composite score.

Approximately 93 per cent (92.5) enrolled at KSU in the fall semester of the 1967 - 68 academic year. Three students (7.5 per cent) enrolled the previous summer session. All Ss were enrolled in 12 or more semester hours fall semester, while 12.5 per cent stated they completed less than 12 semester hours. After the fall semester, 35 per cent had a cumulative grade point average below 2.0 (C). The other 65 per cent had an average of 2.0 or higher. Significantly more girls than boys had a grade point average of 2.0 or higher (Table 2). During the spring semester all Ss were enrolled in 12 or more hours.

TABLE 2
SUBJECTS' CUMULATIVE GRADE POINT AVERAGE

Sex	0 - 1.99		2.0 & above	
	Frequency	Percentage	Frequency	Percentage
Women	3	15	17	85
Men	11	55	9	45
Total	14	35	26	45
	$\chi^2 = 7.03$ (d.f. = 1)		(p < .01)	

Over half of the Ss (24) were enrolled in the College of Arts and Sciences. Seven were enrolled in the College of Architecture (2) and the College of Engineering(5). Three Ss were enrolled in the College of Agriculture and six were in the College of Home Economics. The Colleges of Commerce and Education were not represented.

Approximately 18 per cent (17.5) lived in fraternity houses, while the other 82.5 per cent lived in college dormitories or a scholarship house. Eighty per cent shared their room with one other student. Fifteen per cent shared a room with two or three students, while five per cent shared a room with four or five.

Significantly more men than women stated they belonged to a fraternal organization (Table 3). Thirty-five per cent of the Ss reported they were members of a sorority or fraternity, while 65 per cent stated they did not belong to such an organization.

TABLE 3
NUMBER OF SUBJECTS BELONGING TO
A FRATERNAL ORGANIZATION

Sex	Membership		Non-membership	
	Frequency	Percentage	Frequency	Percentage
Women	4	20	16	80
Men	10	50	10	50
Total	14	35	26	65
$\chi^2 = 3.96$ (d.f. = 1) (p < .05)				

Adjustment of Subjects

Objective one concerned the investigation of the manner in which single freshman men and women students viewed their mental health. Thirteen questions were included in the interview and questionnaire to meet this objective. Over half (55 per cent) of the Ss rated their life today as "fairly happy," while 37.5 per cent rated their life as "very happy" (Question 1, Part II). Only three Ss (7.5 per cent) reported they were "fairly unhappy." No one reported he was "very unhappy."

Approximately two-thirds of the Ss (67.5 per cent) indicated they had experienced an "OK" or "fairly good" time at KSU (Question 2, Part II). The other Ss (32.5 per cent) reported they had experienced a "very good" time. No one indicated that he had experienced a "fairly poor" or "very poor" time.

Thirty five per cent of the Ss reported they had seriously considered leaving KSU, while another 35 per cent stated they had never considered leaving (Question 3, Part II). Thirty per cent stated they had considered leaving, but not seriously.

Over half of the Ss (52.5 per cent) stated they had "never" felt out of place at KSU (Question 4, Part II). The other Ss (47.5 per cent) indicated they had felt out of place "occasionally" or "frequently." No one reported that he felt out of place "most of the time."

Approximately four-fifths of the Ss (82.5 per cent) stated they had been in "fairly good spirits" most of the time while at KSU (Question 5, Part II). Ten per cent reported they had been in "neither good nor bad" spirits, while 7.5 per cent stated they have felt in "fairly low spirits."

The Ss were asked to compare their general, physical and mental health with the average student attending KSU using a seven-point rating scale (Question 6, Part II). The responses were collapsed into three major response categories: "more healthy," "about the same," and "less healthy." Scale points 1 and 2 were included in the "more healthy" category, scale points 3, 4, and 5 were in the "about the same" category, while scale points 6 and 7 were included in the "less healthy" category. Over two-thirds of the Ss (67.5 per cent) rated their general health as "about the same" as the average KSU student (Table 4). Thirty per cent indicated they were "more healthy," while one student rated himself as "less healthy."

TABLE 4
SUBJECTS' COMPARISON OF OWN HEALTH TO
THE AVERAGE STUDENT ATTENDING KSU

	More healthy	About the same	Less healthy
Item	Frequency	Frequency	Frequency
General health	12	27	1
Physical health	16	23	1
Mental health	11	27	2

Approximately three-fifths of the Ss (57.5 per cent) rated their physical health as "about the same," while 40 per cent rated themselves as "more healthy" (Table 4). Only one student rated himself as "less healthy."

More than two-thirds of the Ss (67.5 per cent) rated their mental health as "about the same" as the average KSU student (Table 4). Approximately one-fourth (27.5 per cent) rated their mental health as "more healthy," while 5 per cent rated their mental health as "less healthy" than the average student attending KSU.

Subjects were asked to compare their degree of nervousness with the average KSU student on a seven-point scale (Question 7, Part II). The scale was reduced to three major response categories: "more nervous," "about the same," and "less nervous." Scale points 1 and 2 were included in the "more nervous" category, scale points 3, 4, and 5 were in the

"about the same" category, while scale points six and seven were in the "less nervous" category. Approximately half of the Ss (52.5 per cent) rated their degree of nervousness as "about the same." Twenty per cent rated themselves as "more nervous," while 27.5 per cent rated themselves as "less nervous" than the average student attending KSU.

Tables 5 and 6 indicate the Ss's responses to Question 8 (Part II) in which they were asked to indicate the frequency they had been troubled by various symptoms of stress. The seven-point scale was reduced to three major response categories for seven of the items: "inability to sleep," "tension," "loneliness," "headaches," "indigestion," "depression," and "constant fatigue." The first two points in the scale were included in the "practically never" category. Scale points 3, 4, and 5 were included in the "occasionally" category, while scale points 6 and 7 were placed in the "frequently" category. For the two items, "suicidal thoughts" and "death thoughts," the seven-point scale was reduced to two major response categories: "never" and "some." Scale point one was the "never" category, while scale points 2 through 7 were included in the "some" category.

Approximately half of the respondents (47.5 per cent) stated they were "practically never" bothered by the "inability to sleep." Forty per cent indicated they were "occasionally" bothered, while 12.5 per cent reported they were "frequently" troubled by this symptom.

TABLE 5
 FREQUENCY SUBJECTS WERE TROUBLED
 BY SEVEN SYMPTOMS OF STRESS^a

Item	Practically never	Occasionally	Frequently
Inability to sleep	19	16	5
Tension	8	23	9
Loneliness	17	18	5
Headaches	25	10	3
Indigestion	31	8	1
Depression	13	19	7
Constant fatigue	17	16	7

^aAll of the subjects did not respond to every item; thus the number of responses does not always total 40.

TABLE 6
 FREQUENCY SUBJECTS WERE TROUBLED BY
 "SUICIDAL" AND "DEATH THOUGHTS"

Item	Never	Some
Suicidal thoughts	31	9
Death thoughts	26	14

Over half of the Ss (57.5 per cent) indicated they were "occasionally" troubled by "tension," while 22.5 per cent stated "tension" troubled them "frequently." Twenty per cent indicated this "practically never" bothered them.

Forty-five per cent of the Ss reported they were "occasionally" troubled by "loneliness," while 52.5 per cent indicated "loneliness" "practically never" bothered them.

Forty-five per cent of the Ss reported they were "occasionally" troubled by "loneliness," while 52.5 per cent indicated "loneliness" "practically never" bothered them. Approximately 13 per cent (12.5) stated they were "frequently" bothered by "loneliness."

Almost two-thirds of the respondents (64.1 per cent) indicated they were "practically never" bothered by "headaches," while 28.2 per cent reported they were "occasionally" troubled by them. Only 7.7 per cent of the respondents said they were "frequently" bothered by "headaches."

Over three-fourths of the Ss (77.5 per cent) stated they were "practically never" bothered by "indigestion." Twenty per cent indicated they were "occasionally" bothered, while only one subject (2.5 per cent) reported he was "frequently" troubled by this symptom.

Almost half of the respondents (48.7 per cent) indicated they were "occasionally" bothered by "depression." One-third reported they were "practically never" bothered by "depression," while 17.9 per cent reported this "frequently" bothered them.

Over two-fifths of the Ss (52.5 per cent) reported they were "practically never" bothered by "constant fatigue," while another 40 per cent indicated they were "occasionally" bothered. Approximately 18 per cent (17.5) indicated they were "frequently" troubled by this symptom.

When the above seven items reported as troubling the respondents "frequently" were ranked in descending order of the

frequency checked, more subjects indicated "tension" troubled them to this degree (Table 7). "Indigestion" was seen as being this troublesome by only one subject.

TABLE 7

PERCENTAGE OF SUBJECTS WHO RESPONDED STRESS
SYMPTOMS WERE "FREQUENTLY" TROUBLESOME

Symptom	Percentage responding "frequently"
Tension	22.5
Depression	17.9
Constant fatigue	17.5
Inability to sleep	12.5
Loneliness	12.5
Headaches	7.7
Indigestion	2.5

Over three-fourths of the Ss indicated they had "never" been troubled by "suicidal thoughts," while 22.5 per cent indicated this had troubled them "some." Fewer Ss denied being troubled by "death thoughts." Sixty-five per cent indicated they had "never" been troubled by "death thoughts," while 35 per cent reported this had been of "some" concern to them.

In Question 9 (Part II) the Ss were asked to rate on a seven-point scale the extent to which their concerns and problems had interfered with their participation in four areas: "academic responsibilities," "extra-curricular activities," "recreation," and "interpersonal relationships." The seven-point scale was reduced to two major response categories: "practically none" and "some." Scale points 1 and 2 were

included in the "practically none" category, while scale points 3, 4, 5, 6, and 7 were included in the "some" category (Table 8).

TABLE 8
FREQUENCY SUBJECTS CHECKED CONCERNS HAD INTERFERED
WITH PARTICIPATION IN ACTIVITY AREAS

Activity area	Practically none	Some
Academic responsibilities	14	26
Extra-curricular activities	23	17
Recreation	23	17
Interpersonal relationships	20	20

Sixty-five per cent of the Ss reported their problems had interfered "some" with "academic responsibilities." The other 35 per cent indicated their problems had interfered "practically none" in this area.

Over half of the Ss (57.5 per cent) stated their problems had interfered "practically none" in "recreation" and "extra-curricular activities." The other 42.5 per cent indicated their problems had interfered "some" with their participation in these areas.

Fifty per cent of the Ss indicated their problems had interfered "practically none" with their participation in "interpersonal relationships." The other 50 per cent reported they had experienced "some" interference in this area.

In Table 9 the activity areas are ranked in descending order of the percentage of Ss who reported their concerns had interfered "some" with their participation in these areas.

TABLE 9
PERCENTAGE OF SUBJECTS WHO EXPERIENCED
"SOME" INTERFERENCE IN ACTIVITIES

Activity area	Percentage responding "some"
Academic responsibilities	65
Interpersonal relationships	50
Extra-curricular activities	42.5
Recreation	42.5

Over half of the Ss (55 per cent) reported they worried "very little" or "some" (Question 11, Part II). Forty-five per cent stated they worried "a lot." No one reported that he worried "almost never."

Forty-five per cent indicated they did not believe their grades would have been better if they had not been concerned about their problems (Question 12, Part II). Over one-third (37.5 per cent) felt their grades would have been better, while 17.5 per cent did not know if their problems had affected their grades.

In response to Question 14 (Part II) which concerned the consideration of committing suicide, 55 per cent stated they had "never" given this consideration. The other 45 per cent indicated they had considered it "rarely" (11 Ss), "occasionally" (3 Ss) or "frequently" (2 Ss). No one reported that he considered committing suicide "very frequently."

During the interview each subject was asked if he had ever felt as though he were going to have a nervous breakdown.

Seven Ss (17.5 per cent) responded "yes." Only two of the seven Ss stated they had sought professional help. The other five stated that as time passed "things got better."

There were no significant differences found in the responses made by men and women to the questions meeting objective 1. Thus, the first null hypothesis which stated that there is no significant difference concerning the manner in which freshman men and women view their mental health could not be rejected.

Stressors in the College Environment

Seven questions were included in the study to meet objective 2: to investigate what these students see as personal stressors in the college environment. Six questions in the interview concerned problems of college students as the Ss perceived them. Subjects were asked in Question 1 to name the chief problems of college youth today. In the next four questions they were asked to name the chief concerns of KSU undergraduate students, KSU freshman students, KSU coeds, and KSU male students. In the sixth question they were asked to name the concerns and problems they had personally experienced during the year. The responses to these questions were coded into the following nine groups: "interpersonal relationships," "academic concerns," "social issues," "morals and values," "goals in life," "family," "finances," "personal independence," and "miscellaneous." The items which were placed under these major categories can be found in the Appendix (p. 140). There

were no significant differences in the responses made by men and women.

The grouped concerns were ranked in descending order of the frequency mentioned by the Ss for each question (Table 10). Two groups, "academic concerns" and "interpersonal relationships," ranked among the first three places for the six questions. With the exception of the question which asked the Ss what concerns KSU male students had, "personal independence" ranked among the top three places or tied for third place. "Personal independence" tied for fourth place as a perceived concern for KSU male students. The group "social issues" ranked second for KSU male students. Twenty of the 21 responses in this category concerned the draft. The Kendall coefficient of concordance W which shows a measure of the relation among the six questions was .68 ($p < .001$). It can be concluded with considerable assurance that agreement among the questions is higher than it would be by chance.

In Question 10 A. (Part II) Ss were asked to check the items which had concerned them this year. Table 11 indicates the responses to these items. Three-fourths of the Ss checked "lack of motivation to study," "poor study habits," and "dating" as concerns. Almost three-fourths (72.5 per cent) checked "war" as a concern. Over 60 per cent (62.5) of the Ss indicated they were concerned about "choice of career" and "what others think of me." Sixty per cent were concerned about "low grades," "parent expectations," and "finances." Over 50 per

TABLE 10

MAJOR GROUPS OF CONCERNS RANKED IN DESCENDING ORDER OF FREQUENCY MENTIONED

PART I, QUESTIONS 1 THROUGH 6

# 1. Concerns of college students			# 2. Concerns of KSU students			# 3. Concerns of KSU freshmen		
Rank	Category	# Reporting ^a	Rank	Category	# Reporting ^a	Rank	Category	# Reporting ^a
1	Academic concerns	28	1	Academic concerns	30	1.5	Academic concerns	31
2	Interpersonal relationships	26	2	Interpersonal relationships	23	1.5	Personal independence	31
3.5	Family	16	3	Personal independence	13	3	Interpersonal relationships	24
3.5	Personal independence	16	4.5	Goals in life	10	4	Family	14
6	Morals and values	10	4.5	Family	10	5.5	Goals in life	7
6	Social issues	10	6	Finances	9	5.5	Miscellaneous	7
6	Goals in life	10	7.5	Morals and values	8	7.5	Finances	6
8	Finances	9	7.5	Social issues	8	7.5	Morals and values	6
9	Miscellaneous	1	9	Miscellaneous	4	9	Social issues	5

^aNumber reporting refers to the number of different students reporting an item in the category.

TABLE 10 (CONTINUED)

# 4 & 5. ^b Concerns of men			# 4 & 5. ^b Concerns of women			# 6. Personal concerns		
Rank	Category	# Reporting ^a	Rank	Category	# Reporting ^a	Rank	Category	# Reporting ^a
1	Interpersonal re-lationships	27	1	Interpersonal re-lationships	29	1	Academic concerns	30
2	Social issues	21	2	Academic concerns	15	2	Interpersonal re-lationships	26
3	Academic concerns	16	3	Personal indepen-dence	12	3	Personal indepen-dence	13
4.5	Finances	11	4.5	Goals in life	9	4.5	Miscellaneous	11
4.5	Personal indepen-dence	11	4.5	Miscellaneous	9	4.5	Family	11
6	Goals in life	10	6	Family	7	6	Finances	10
7	Miscellaneous	8	7	Morals and values	5	7	Goals in life	9
8	Morals and values	6	8	Finances	4	8	Morals and values	2
9	Family	5	9	Social issues	0	9	Social issues	0

^aNumber reporting refers to the number of different students reporting an item in the category.

^bQuestions 4 and 5 were reversed for men and women.

TABLE 11
FREQUENCY AND PERCENTAGE OF SUBJECTS CHECKING
ITEMS THAT WERE OF CONCERN

Item	Total N = 40		Women N = 20		Men N = 20	
	f	%	f	%	f	%
Draft	18	45	2	10	16	80 ***
Loneliness	19	47.5	9	45	10	50
Lack of purpose in life	13	32.5	7	35	6	30
Choice of career	25	62.5	16	80	9	45 *
Lack of motivation to study	30	75	16	80	14	70
Poor study habits	30	75	14	70	16	80
Low grades	24	60	11	55	13	65
Parent expectations	24	60	9	45	15	75
Finances	24	60	14	70	10	50
Physical health	9	22.5	5	25	4	20
Mental health	6	15	4	20	2	10
Gaining independence from family	17	42.5	11	55	6	30
Relationship with family	15	37.5	10	50	5	25
Dating	30	75	16	80	14	70
Religion	18	45	10	50	8	40
Interpersonal relationships with fellow students	20	50	13	65	7	35
Relationship with roommate	20	50	14	70	6	30 *
Campus morals and standards	17	42.5	9	45	8	40
Drinking	12	30	7	35	5	25
War	29	72.5	12	60	17	85
Sexual morality	20	50	11	55	9	45
Civil Rights	21	52.5	11	55	10	50
Campus issues	10	25	4	20	6	30
What others think of me	25	62.5	13	65	12	60

* $P < .05$

*** $P < .001$

cent (52.5) were concerned about "Civil Rights," while 50 per cent were concerned about each of the following: "interpersonal relationships with fellow students," "relationship with roommate," and "sexual morality."

Significant differences at the .05 level of confidence were found in the number of men and women who checked "choice of career" and "relationship with roommate." Significantly more women checked these items as concerns. A significant difference at the .001 level of confidence was found in the number of men and women who checked "draft" as a concern. Significantly more men indicated this was of concern to them.

The items in Question 10 A. (Part II) were placed in groups that corresponded to the major groups for the open-ended questions 1 through 6 in Part I (Appendix, p. 142). A significant difference at the .05 level of confidence was found in the group "goals in life." Significantly more women checked at least one item in this group.

When the nine groups were ranked in order of the percentage of Ss checking at least one item in the group, "academic concerns" ranked in first place (Table 12). Approximately 90 per cent of the Ss checked at least one item in each of the categories, "academic concerns" and "interpersonal relationships."

In Question 10 B. (Part II) the Ss were asked to list the five items in 10 A. that had been of most concern to them. Table 13 and Table 14 show the percentage of men and women respectively who listed the items among the five that were of most concern to them. Fifty-five per cent of the men listed "lack of motivation to study" and "poor study habits" as important concerns, while 50 per cent listed "low grades." The

TABLE 12

FREQUENCY AND PERCENTAGE OF SUBJECTS CHECKING AT LEAST
ONE ITEM IN THE MAJOR GROUPS OF CONCERNS

Group	Total N = 40		Women N = 20		Men N = 20	
	f	%	f	%	f	%
Academic concerns	37	92.5	19	95	18	90
Interpersonal relationships	36	90	18	90	18	90
Social issues	35	87.5	15	75	20	100
Morals and values	30	75	15	75	15	75
Family	30	75	14	70	16	80
Goals in life	26	65	16	80	10	50 *
Personal independence	25	62.5	13	65	12	60
Finances	24	60	14	70	10	50
Miscellaneous	10	25	6	30	4	20

*P < .05

items, "draft" and "parent expectations," were listed as important concerns by 45 per cent of the men, while "dating" was seen as an important concern by 40 per cent. Fifty-five per cent of the women listed "poor study habits" and 50 per cent listed "choice of career" as important concerns. Each of the items "lack of motivation to study" and "gaining independence from family" were listed as major concerns by 40 per cent of the women.

In summary, there were no significant differences found in the responses made by men and women in the open-ended questions related to perceived student concerns. In Question 10 A. (Part II) significantly more women checked "choice of career" and "relationship with roommate" as concerns ($p < .05$).

TABLE 13

ITEMS LISTED BY MEN AS AMONG FIVE OF GREATEST CONCERN

Item	Frequency N = 20	Percentage
Lack of motivation to study	11	55
Poor study habits	11	55
Low grades	10	50
Draft	9	45
Parent expectations	9	45
Dating	8	40
What others think of me	7	35
Choice of career	5	25
Finances	5	25
War	5	25
Physical health	3	15
Sexual morality	3	15
Civil Rights	3	15
Loneliness	2	10
Lack of purpose in life	2	10
Gaining independence from family	1	5
Relationships with family	1	5
Religion	1	5
Campus morals and standards	1	5
Campus issues	1	5
Mental health	0	0
Interpersonal relationships with fellow students	0	0
Drinking	0	0
Relationship with roommate	0	0
Other	0	0

Significantly more men indicated "draft" was a concern ($p < .001$).

When the items of personal concerns were placed in groups, significantly more women checked at least one item in the group "goals in life" ($p < .05$).

There appeared to be no significant differences between men and women concerning their perceived concerns of various groups of college students. However, when the Ss checked their

TABLE 14

ITEMS LISTED BY WOMEN AS AMONG FIVE OF GREATEST CONCERN

Item	Frequency N = 20	Percentage
Poor study habits	11	55
Choice of career	10	50
Lack of motivation to study	8	40
Gaining independence from family	8	40
Low grades	6	30
Finances	6	30
Relationship with roommate	6	30
Parent expectations	5	25
Lack of purpose in life	4	20
Campus morals and standards	4	20
Sexual morality	4	20
Civil Rights	4	20
Loneliness	3	15
Interpersonal relationships with fellow students	3	15
War	3	15
What others think of me	3	15
Physical health	2	10
Dating	2	10
Religion	2	10
Mental health	1	5
Relationships with family	1	5
Drinking	1	5
Campus issues	1	5
Other	1	5
Draft	0	0

personal concerns, significant differences were found. The data suggests that there are significant differences in what freshman men and women see as personal stressors in the college environment. Thus, the null hypothesis that stated there is no significant difference in what freshman men and women see as personal stressors in the college environment was rejected.

Activities Which Aid Students in Coping with Stress

One question (#7) in the interview and two in the questionnaire (#13 and #15) were included to meet objective three: to identify what activities aid these students in coping with the stresses they experience.

In the open-ended question in which the Ss were asked to list activities which were helpful to them in reducing tension, the women reported from 1 to 7 activities with 3.9 as the mean number of activities listed. The men listed from 2 to 8 activities with 4.0 as the mean. There were no significant differences in the activities men and women reported they used to help alleviate their tension. Over half of the Ss reported that talking to friends and participating in sports and athletic events were helpful to them (Table 15).

In Question 15 A. (Part II) Ss were asked to check the activities they used to help reduce their tension. Table 16 shows the responses to this question. There was a significant difference ($p < .05$) in the number of men and women who checked "participation in athletic events," "dancing," and "use of drugs." Significantly more men checked "participation in athletic events." Significantly more women checked "dancing" and "using drugs."

In Question 15 B. (Part II) the Ss were asked to list the three activities they used most often to reduce tension. Table 17 shows the percentage of women who listed the activities among the three they used most often to reduce tension. Fifty-

TABLE 15

ACTIVITIES REPORTED BY SUBJECTS WHICH WERE
USED TO REDUCE TENSION

Activity	Number of ss responding
Talking to friends and others	23
Participating in sports and athletic events	21
Playing cards	13
Getting away from the dorm	10
Dating	3
Listening to or playing music	8
Drinking	7
Walking or running	7
Extra-curricular activities	7
Sleeping	4
Dancing	3
Watching television	3
Reading	3
Driving, riding cycle	3
Exercising	3
Talking with parents	2
Writing letters	2
Going to movie	1
Smoking	1
Working on hobby	1
Writing poetry, songs, short stories	1

five per cent of the women stated they used "sleeping" as one of three major tension reducers, while 40 per cent stated they used the activity "listening to or playing music." Each of the following activities were listed by 30 per cent of the women as major tension reducing activities: "walking," "being with others of the same sex," and "being with others of the opposite sex." "Driving," "watching television," "talking with counselor," "studying," "using drugs," and "dating" were not mentioned as activities that were used most often to reduce tension.

TABLE 16
ACTIVITIES CHECKED BY SUBJECTS WHICH WERE
USED TO REDUCE TENSION

Activity	Total N = 40		Women N = 20		Men N = 20	
	f	%	f	%	f	%
Sleeping	34	85	17	85	17	85
Reading	14	35	6	30	8	40
Walking	29	72.5	16	80	13	65
Driving	17	42.5	7	35	10	50
Listening to or playing music	33	82.5	19	95	14	70
Watching television	18	45	9	45	9	45
Being with others of the same sex	29	72.5	14	70	15	75
Being with others of the opposite sex	31	77.5	15	75	16	80
Talking with my family	15	37.5	7	35	8	40
Talking with counselor	8	20	2	10	6	30
Working on hobby	14	35	6	30	8	40
Part-time job	7	17.5	4	20	3	15
Extra-curricular activities	24	60	9	45	15	75
Participation in athletic events	26	65	10	50	16	80 *
Studying	3	7.5	1	5	2	10
Drinking	11	27.5	6	30	5	25
Using drugs	6	15	6	30	0	0 *
Dating	27	67.5	14	70	13	65
Dancing	29	72.5	18	90	11	55 *
Eating or snacking	21	52.5	11	55	10	50
Other	7	17.5	4	20	3	15

*P < .05

Table 18 indicated the percentage of men who listed the activities among the three they used most often to reduce tension. Fifty per cent of the men stated "sleeping" was one of the activities they used most often, while 40 per cent stated they used the activity "walking." The activities "being with others of the same sex" and "participation in athletic events"

TABLE 17

ACTIVITIES LISTED BY WOMEN AS AMONG THE THREE
MOST OFTEN USED TO REDUCE TENSION

Activity	Frequency N = 20	Percentage
Sleeping	11	55
Listening to or playing music	8	40
Walking	6	30
Being with others of the same sex	6	30
Being with others of the opposite sex	6	30
Dancing	4	20
Others	3	15
Talking with family	2	10
Extra-curricular activities	2	10
Participation in athletic events	2	10
Drinking	2	10
Eating or snacking	1	5
Reading	1	5
Working on hobby	1	5
Part-time job	1	5
Driving	0	0
Watching television	0	0
Talking with counselor	0	0
Studying	0	0
Using drugs	0	0
Dating	0	0

were both listed by 35 per cent of the men." "Reading," "talking with family," "working on hobby," "using drugs," and "dating" were not mentioned as being used most often to reduce tension.

In response to Question 15 C. (Part II), 60.5 per cent of the respondents indicated they tended to select an activity which allowed them to be with others when they were trying to alleviate tension. Approximately 40 per cent (39.5) stated they tended to select an activity which allowed them to be alone. Two students did not answer this question.

TABLE 18

ACTIVITIES LISTED BY MEN AS AMONG THE THREE
MOST OFTEN USED TO REDUCE TENSION

Activity	Frequency N = 20	Percentage
Sleeping	10	50
Walking	8	40
Being with others of the same sex	7	35
Participation in athletic events	7	35
Listening to or playing music	6	30
Driving	3	15
Eating or snacking	3	15
Other	3	15
Extra-curricular activities	2	10
Studying	2	10
Drinking	2	10
Dancing	2	10
Watching television	1	5
Being with others of the opposite sex	1	5
Talking with counselor	1	5
Part-time job	1	5
Reading	0	0
Talking with family	0	0
Working on hobby	0	0
Using drugs	0	0
Dating	0	0

The Ss were asked in Question 13 A. (Part II) how often they had used various types of drugs. Table 19 shows the frequency distribution of responses to this question. There were not enough responses in the various categories to use the chi-square test to determine if there were significant differences in the responses made by men and women.

Seventy-five per cent of the Ss indicated they had "never" taken sleep preventives or stimulants. Seven Ss reported they had taken this type of drug "rarely" or "occasionally." Two Ss

TABLE 19

NUMBER OF SUBJECTS REPORTING FREQUENCY
OF USE OF VARIOUS TYPES OF DRUGS^a

Type of Drug	Never	Rarely	Occasion.	Freq.
Aspirin	0	18	15	6
Cold tablets	10	15	12	3
Diet pills	36	1	0	1
Tranquilizers	32	1	2	2
Psychedelic, such as LSD and mescaline	38	0	0	0
Strong pain killers such as morphine, demerol, codeine	36	2	0	0
Sedatives, hypnotics, including "goof balls," "red birds," "yellow jackets"	38	0	0	0
Heroin	38	0	0	0
Marijuana	37	0	1	0
Sleep preventives or stimulants, including "pep pills," "Bennies"	30	4	3	2

^aSome Ss did not respond; thus the total will not always equal 40.

stated they had used such a drug "frequently." One student did not respond.

Eighty per cent of the Ss reported they had "never" taken a tranquilizer, while five Ss reported they had taken this type of drug "rarely," "occasionally," or "frequently." Three did not respond to this item.

Ninety per cent of the Ss stated they had "never" taken diet pills. One student indicated that she used this type of drug "rarely" and another reported she used such a drug "frequently." Two Ss did not respond.

Ninety per cent indicated they had "never" taken a strong pain killer. Two indicated they had taken this type of drug "rarely." Two did not respond.

Only one student indicated that he used marijuana "occasionally." Over 90 per cent (92.5) of the respondents indicated they had "never" taken marijuana. Two Ss did not respond to this item.

Ninety-five per cent of the Ss denied using psychedelic drugs, sedatives and heroin. Two Ss did not answer these items.

In response to Question 13 B. (Part II) only 10 per cent indicated they were currently taking drugs other than aspirin or cold tablets. Ninety per cent denied taking any of the other drugs at the time of testing.

In summary, in the open-ended question in Part I concerning activities used to reduce tension, there were no significant differences in the responses made by men and women. When the Ss were asked to check the items reducing tension in Question 15 A. (Part II), three significant differences at the .05 level of confidence were found. Significantly more men checked "participation in athletic events" as a tension reducing activity, while significantly more women checked "dancing" and "using drugs." The results tend to suggest that men and women differ in some of the activities they use to reduce their tension.

Student Awareness of Professional Mental Health Resources

Two questions were included in Part I to meet objective four: to investigate student awareness of professional mental health resources on campus. In Question 8 (Part I) Ss were asked to name the various places or persons where a student

could go for help. Freshman women named from 2 to 7 professional and non-professional resources. Their mean response was 4.15 and the mode was four. Freshman men mentioned from 0 to 6 professional and non-professional resources. The mean response for men was 3.95; the mode was four. Table 20 indicates the non-professional and professional resources named.

TABLE 20

NUMBER OF SUBJECTS REPORTING AWARENESS
OF RECEIVING HELP

Resource	Total	Women	Men
Non-professional			
Peers and friends	24	11	13
Fraternity and sorority brothers and sisters	7	1	6
Upperclass students	6	0	6 *
Family	5	3	2
Freshman seminar groups	2	1	1
Professional			
Faculty advisor	21	10	11
Dormitory staff member	18	15	3 ***
Student Health Center	18	11	7
Minister	15	6	9
Counseling Center	13	9	4
Class instructor	11	6	5
Other faculty member	6	2	4
Dean of college	5	2	3

* $P < .05$

*** $P < .001$

Significantly more men at the .05 level of confidence stated that a student needing help could talk to upperclass students. Non-professional resources ranked in descending order of frequency mentioned are as follows: peers and friends, fraternity and sorority brothers and sisters, upperclass students, family, and freshman seminar groups.

There was a significant difference between men and women in the frequency with which they mentioned dormitory staff members as a source of help. Significantly more women mentioned dormitory staff members ($p < .001$). Professional resources ranked in descending order of frequency mentioned are as follows: faculty advisor, dormitory staff member, Student Health Center, minister, Counseling Center, class instructor, other faculty members, and Dean of college.

In Question 10 A. (Part I) the Ss were asked if campus resources were adequate for helping students who have problems. There was a significant difference at the .05 level of confidence in the responses made by men and women. Women responded affirmatively more frequently than men. Forty-five per cent of the Ss felt that KSU had adequate resources for helping students, while 20 per cent stated resources were not adequate. Thirty-five per cent admitted they did not know enough about the resources available to answer "yes" or "no."

When the Ss were asked what additional resources were needed or would be helpful, 50 per cent did not have any suggestions. Nine Ss believed that there should be an improvement in communications to students concerning what mental health

resources are available to them. Five stated there should be people available who specialize in helping students with problems, while four suggested that a larger staff at the Student Health Center be provided. Two boys suggested that changes be made in the faculty advisor program. One stated that advisors should be responsible for fewer students, while the other one stated that advisors should show an interest in their students. Three suggestions were made concerning changes in residential living units. Two suggested that dormitories should be smaller. One boy suggested that the provision of opportunities for boys and girls to meet on an informal basis would be helpful. As a final suggestion, one subject recommended the establishment of student human relations groups with trained leaders.

In summary there were no significant differences between men and women concerning the number of professional and non-professional mental health resources they listed. Significantly more men than women stated that a student needing help could talk with an upperclassman, a non-professional resource ($p < .05$). Significantly more women mentioned that students could seek help from dormitory staff members, a professional resource ($p < .001$).

Although there was one significant difference between sexes concerning their awareness of professional resources, this was not enough to justify rejecting the fourth null hypothesis. This hypothesis stated that there is no significant difference between freshman men and women concerning their awareness of professional mental health resources on campus.

Use and Recommended Use of Mental Health Resources

Three questions were included in the questionnaire in an attempt to meet objective five: to investigate what professional and non-professional mental health resources these students use or would use if they felt the need. Subjects were asked in Question 16 (Part II) if they had talked with specific non-professional people about their problems this year (Table 21). More Ss talked to their friends, than to their family members. Ninety per cent had talked to a "friend of the same sex," 79.5 per cent had talked to their "roommate" and 71.8 per cent had talked to a "friend of the opposite sex." More Ss had talked with their "mothers" (67.5 per cent) than had talked with their "fathers" (55.3 per cent). "Other relatives" were talked to less frequently (36.1 per cent).

In Question 17 (Part II) Ss were asked to check if they had discussed their concerns this year with twelve specific professional resource groups. "Class instructors" had been consulted most frequently (41 per cent). One-fourth of the respondents had consulted a dormitory staff member, while 20.5 per cent reported they had talked with a "faculty advisor." Slightly more than 15 per cent (15.4) had consulted a "minister." Approximately 13 per cent (13.2) of the respondents reported they had talked with someone in the group "other faculty member," and another 13.2 per cent reported they had talked with someone in the group "Dean of college or assistants." Approximately 11 per cent (10.5) had consulted a "physician at

TABLE 21

NUMBER OF SUBJECTS TALKING WITH NON-PROFESSIONAL AND
PROFESSIONAL RESOURCE PEOPLE ABOUT CONCERNS

Resource	Total N = 40		Women N = 20		Men N = 20	
	f	%	f	%	f	%
Non-professional						
Mother	27	67.5	15	75	12	60
Father	21	55.3	8 ^a	44.4	13	65
Other relatives	13	36.1	8 ^a	44.4	5 ^a	27.8
Roommate	31	79.5	17 ^b	89.5	14	70
Friend of the same sex	36	90	19	95	17	85
Friend of the opposite sex	28	71.8	14 ^b	73.7	14	70
Professional						
Dormitory staff	10	25	9 ^b	45	1	5 **
Faculty advisor	8	20.5	3 ^b	15.8	5	25
Class instructor	16	41	5 ^b	26.3	11	55
Other faculty member	5	13.2	1 ^a	5.6	4	20
Physician at Student Health	4	10.5	3 ^a	16.7	1	5
Minister	6	15.4	2 ^b	10.5	4	20
Counselor in Counseling Center	4	10.5	2 ^a	11.1	2	10
Dean of College or assist- ants	5	13.2	0 ^a	0	5	25
Dean of Students or assist- ants	1	2.6	0 ^a	0	1	5
Psychiatrist, psychologist or social worker in Stu- dent Health	1	2.6	1 ^a	5.6	0	0
Private psychiatrist, psy- chologist or social worker	1	2.6	0 ^a	0	1	5
Private physician	0	0	0 ^a	0	0	0

^a N = 18

^b N = 19

**P < .01

Student Health Center," and 10.5 per cent had talked with a "counselor in the Counseling Center." Someone in each of the following groups had been consulted by one subject: "Dean of Students or assistants"; "psychiatrist, psychologist or social worker at Student Health Center" and; "private psychiatrist, psychologist or social worker." No one reported seeing a "private physician" regarding his concerns.

There was a significant difference at the .01 level between men and women who reported they talked to dormitory staff members about their concerns. Significantly more women talked to dormitory staff members regarding personal concerns.

The twelve specific professional resource groups were placed into four major groups to determine where students take their problems most often when they need help (Appendix, p. 143). Table 22 shows the responses obtained.

"Faculty members" were most often consulted by the respondents (48.7 per cent). Members in the "others" group which included "dormitory staff," "physician at Student Health," "minister," and "private physician" were consulted by 45 per cent of the respondents. Approximately 14 per cent (13.2) of the respondents consulted someone in each of the categories "college administrators" and "counseling and psychiatric services." Significantly more men talked to "faculty members" regarding their concerns ($p < .01$).

Chi-square analysis was used to determine if there were significant differences between 1) town size and use of

TABLE 22
NUMBER OF SUBJECTS TALKING TO AT LEAST ONE IN
EACH PROFESSIONAL RESOURCE GROUP

Resource group	Total N = 40		Women N = 20		Men N = 20	
	f	%	f	%	f	%
Faculty members	19	48.7	5 ^b	26.3	14	70 **
Others	18	45	12	60	6	30
College administrators	5	13.2	0 ^a	0	5	25
Counseling and psychiatric services	5	13.2	3 ^a	16.7	2	10

^a N = 18

^b N = 19

** P < .01

"counseling and psychiatric services" and 2) social class and use of "counseling and psychiatric services." Significant differences were not found.

Subjects were asked in Question 17 B. (Part II) if they were helped by any of the resource people mentioned in the preceding question. Over three-fourths of the respondents (75.7 per cent) stated they had received "a great deal" or "some" help. Two Ss reported they received "very little" help, and seven reported they received no help. Three Ss did not respond to this question.

In Question 18 A. (Part II) the Ss were asked if they would recommend to a friend in distress any of the specific professional resource groups mentioned in Question 17 A. (Part II). They were asked to answer "yes," "no," or "maybe." Table 23

TABLE 23

NUMBER AND PERCENTAGE OF SUBJECTS WHO WOULD RECOMMEND
PROFESSIONAL RESOURCES TO STUDENTS NEEDING HELP

Resource group	Total N = 40		Women N = 20		Men N = 20	
	f	%	f	%	f	%
Dormitory staff	13	32.5	11	55	2	10 **
Faculty advisor	11	28.2	7 ^b	36.8	4	20
Class instructor	10	26.3	7 ^a	38.9	3	15
Other faculty member	2	5.3	2 ^a	11.1	0	0
Physician at Student Health	14	36.8	10 ^b	52.6	4 ^b	21.1
Minister	22	56.4	11 ^b	57.9	11	55
Counselor in Counseling Center	19	48.7	12	60	7 ^b	36.8
Dean of College or assistants	6	15.8	2 ^a	11.1	4	20
Dean of Students or assistants	4	10.5	3 ^a	16.7	1	5
Psychiatrist, psychologist or social worker in Stu- dent Health	14	35.9	8 ^b	42.1	6	30
Private psychiatrist, psy- chologist or social worker	10	25.6	6 ^b	31.6	4	20
Private physician	19	50	11 ^a	61.1	8	40

^a N = 38

^b N = 39

** N = 39

P < .01

indicates the responses of the Ss who stated definitely that they would recommend the resource groups. Approximately 56 per cent of the Ss stated they would recommend that a student needing assistance talk with a "minister," while 50 per cent stated they would recommend a "private physician." Approximately 50 per cent of the respondents stated they would recommend that a student needing professional assistance seek help from a

"counselor in the Counseling Center." Significantly more women indicated they would recommend a dormitory staff member as a source of help ($p < .01$).

The twelve mental health resource groups were placed in four major groups as they were in Question 17 A. (Part II). Over four-fifths of the respondents (87.5 per cent) indicated they would recommend to a friend in distress that he see someone in the "others" groups, while 69.2 per cent indicated they would recommend someone in the group "counseling and psychiatric services." "Faculty members" were recommended without qualification less frequently (38.9 per cent). Only 28.5 per cent of the respondents stated they would recommend someone in the category "college administrators."

There were no significant differences between men and women in their recommended use of the four major professional mental health resource groups. Chi-square analysis was used to determine if there were significant differences between 1) town size and recommended use of "counseling and psychiatric services" and 2) social class and recommended use of "counseling and psychiatric services." Significant differences were not found.

Question 18 B. (Part II) was omitted in the analysis of data for so few Ss responded. This question asked the Ss who indicated they would not recommend a specific mental health resource group in the preceeding question to explain why.

In summary, there were no significant differences between the number of men and women who talked to non-professional people regarding their concerns. However, significantly more women talked with dormitory staff members about their problems ($p < .01$). When the mental health resource groups were placed into four major groups, significantly more men talked to "faculty members" ($p < .01$). Significantly more women indicated they would recommend to a friend in distress that he see a dormitory staff member ($p < .01$). The results suggest that there are some differences between freshman men and women concerning professional and non-professional mental health resources they use or would use if they felt the need.

CHAPTER V

DISCUSSION

Although this study was designed primarily as a descriptive study, the chi-square test was used to determine if there were significant differences in the responses made by men and women. The chi-square test was also used to determine if there were significant differences between 1) town size and use of "counseling and psychiatric services," 2) social class and use of "counseling and psychiatric services," 3) town size and recommended use of "counseling and psychiatric services," and 4) social class and recommended use of "counseling and psychiatric services."

The discussion which follows is similar to the organization of data presented in the preceeding chapter. After the characteristics of the Ss are discussed, each objective will be treated as a separate unit.

Description of Subjects

The Ss selected at random to participate in this study appeared to be representative of KSU freshmen students that have been studied in the past. Although all the Ss were Caucasian, Negro students attend KSU. The investigator was surprised that Negro students were not represented in the random sample. Demographical characteristics of the Ss, size of home town, age,

and birth order were similar to the characteristics of entering KSU freshman students in the fall of 1961. Over half of the Ss lived in towns with a population under 10,000 which corresponds to the reports by Danskin (1963; 1964), which state that the typical KSU student comes from a town with the population under 10,000. In 1962 it was reported that KSU students had a bimodal rural-urban background (Danskin, et al., 1962). This was also evident in this study. A majority of the Ss studied were 18 years of age, while the others were 19. Seventy-five per cent were the oldest or second oldest child in the family.

The social class variable was included in the study for there has been considerable evidence that individuals from middle and upper socio-economic levels are more likely to use mental health facilities. A majority of the Ss were in Social Classes III and IV. It was surprising to the investigator that Social Class V was not represented in the sample for Sinnett (1964) reported that although lower classes (IV and V) may be under-represented in college, they included a sizeable proportion of KSU students.

The ACT (American College Testing Program) composite scores for the Ss were similar to what would be expected for a normal group. Two Ss, a boy and girl, were in the Honors Program in the College of Arts and Sciences. Although all of the Ss were enrolled in 12 or more semester hours at the beginning of the fall semester, a few reported they completed

less than 12 hours. It is not unusual for some students to reduce their course load during a semester term, particularly when they receive low grades. More than half of the Ss had a cumulative grade point average (G.P.A.) of 2.0 or higher. Only one student reported a 4.0 (A) average. Significantly more women had a G.P.A. of 2.0 or higher. According to Danskin (1963; 1964), this is similar to the academic performance of KSU freshman men and women in the past.

All single freshman women under 21 years of age and all single freshman men under 21 who do not live in fraternity houses are required to live in college dormitories or scholarship houses. Seven men lived in fraternity houses, while the other Ss lived in campus dormitories. A majority of the dormitories have rooms which are shared by two students. However, two of the older dormitories for women have a few three and four girl rooms. Subjects who shared a room with four or five others lived in fraternity houses.

Significantly more men than women belonged to fraternal organizations ($p < .05$). Perhaps the difference is related to the summer rushing program for men and to the option they have for living in a fraternity house or dormitory. Even though freshman girls can pledge sororities, they are required to live in a college dormitory.

Adjustment of Students

In general, Ss rated their life as happy. Only three Ss checked they were "fairly unhappy" and no one checked that

he was "very unhappy." This is similar to the findings of Gurin, et al. (1960) for approximately 90 per cent of the people interviewed stated they were "very happy" or "pretty happy." When the Ss were questioned specifically about their experience at KSU, the results were similar.

Approximately one-third of the Ss stated they had "never" considered leaving KSU, while the others had given this some consideration. When Davie (1958) asked Yale graduates a similar question, a majority of students stated they had not considered leaving. However, the difference between freshman students and graduates, students who were successful in college, must be taken into consideration. Students who are dissatisfied with a college will probably leave rather than continue through their senior year.

Slightly more than half of the Ss reported they had "never" felt out of place at KSU. Only three Ss admitted feeling out of place "frequently." A majority of Yale graduates gave a favorable response when asked a similar question (Davie, 1958). Again the difference between freshman students and college graduates must be taken into consideration when comparing the differences in responses. In light of the initial adjustment that freshmen must undergo when coming to a university community, the fact that so many reported they "never" felt out of place was surprising.

A majority of Ss stated they were in "fairly good spirits" most of the time while attending KSU. The responses

to this question were similar to the responses of Yale graduates (Davie, 1958). Approximately two-thirds of the Ss rated their general health and mental health as "about the same" as the average student attending KSU, while more than half rated their physical health in this manner. Very few Ss rated their health as "less healthy" than the average KSU student. Rust and Davie (1961) reported similar results in their study.

The Ss indicated they were troubled by various symptoms of stress. Over half reported they were troubled to some degree by "tension," "depression," "constant fatigue," "inability to sleep," and "loneliness." Approximately 20 per cent of the Ss reported tension troubled them "frequently." Fewer Ss indicated the other symptoms were this troublesome. Few Ss indicated they were troubled by headaches or indigestion. Other studies reported similar findings. Rust (1960) and Rust and Davie (1961) reported students most frequently checked nervousness as bothering them "very often" or "fairly often." Indigestion was seldom checked as troubling students to this degree. The fact that so many students are troubled by some symptoms of stress should make an impact on mental health personnel. In addition to looking for ways to alter factors that create tension in the environment, perhaps some emphasis should be given to helping students learn more effective ways to cope with the stress they experience.

In Question 8 (Part II) a majority of the Ss indicated they had "never" been troubled by "suicidal thoughts." In a

later question in which the Ss were asked if they had ever considered committing suicide, fewer Ss stated they had "never" given this consideration. The reason for the difference in the "never" responses is not clear. Perhaps, the different wording in the questions accounts for the different responses. In the latter question five Ss indicated they had considered it "occasionally," or "frequently." No one reported considering suicide "very frequently." During the interview, one subject reported he had attempted suicide the previous year. Fewer Ss denied being troubled by "death thoughts" than by "suicidal thought." However, the difference was not significant.

When the Ss were asked to rate the extent to which their concerns had interfered with participation in four activity areas, more than half reported they had experienced "some" interference with "academic responsibilities," while half had experienced "some" interference in the area of "interpersonal relationships." The areas of "extra-curricular activities" and "recreation" were not interfered with as much. In the study by Rust (1960), students reported personal problems had affected studies more frequently than the other areas which included extra-curricular activities, recreation and relations with people.

Almost half of the Ss reported they worried "a lot," while the others indicated they worried "very little" or "some". In the study by Gurin, et al. (1960), one out of four interviewed admitted he worried "a lot" or "all the time." In this

same study it was found that the younger and better educated people were happier but worried more than the older and less educated people.

Although more than half of the Ss reported that their problems had caused "some" interference in their academic responsibilities, only 37.5 per cent felt their grades would have been better if they had not been concerned about their problems. In comparison, over 50 per cent of the Brooklyn College graduates of 1964 felt their scholastic performance would have been higher if they had not been troubled by personal problems (Pearlman, 1966).

In answer to the question, "Have you ever felt as though you were going to have a nervous breakdown?" approximately 18 per cent replied, "yes." The definition of what was meant by "nervous breakdown" was left to each subject. Only two of the Ss who replied "yes" sought professional help. The others stated their feelings changed as time passed. The following responses were given by two Ss in answer to this question.

Well, I lived through it. I guess I didn't do much about it. This was during dead week, final week and the week after. I went home after finals and slept for a good eight hours. I did not talk with anyone about it.

Yes, when I was in high school. Time passed . . . Mom came home from the hospital and everything was fine.

In the study by Gurin et al., (1960) 20 per cent of the people indicated they had felt as though they were going to have a nervous breakdown. However, almost half of these people consulted a professional source of help.

There were no significant differences found in the responses made by men and women to the questions meeting objective one. Thus, the null hypothesis which stated that there is no significant difference concerning the manner in which freshman men and women view their mental health could not be rejected.

Stressors in the College Environment

When the responses to the first six open-ended questions were placed in one of nine groups, the groups "academic concerns," "interpersonal relationships," and "personal independence" ranked among the first three places for five of the six questions. In the other question which asked the Ss to list major concerns of KSU male students, the groups "interpersonal relationships," "social issues," and "academic concerns" ranked in the first three places respectively. "Personal independence" tied for fourth place. The group "social issues" ranked eighth or ninth for four of the six questions. This suggests that the Ss were more concerned about items that affect them directly in the campus environment. Although "social issues" ranked second as a major concern for KSU male students, 20 of the 21 responses were related to the draft. And today the draft directly affects male young adults in one way or another.

In the two questions (Question 3 and 6, Part I) in which the Ss were asked to list the major concerns of KSU freshman students and their major personal concerns, at least 30 Ss mentioned items in the group "academic concerns." For these

same two questions over half of the Ss reported items of concern in the group "interpersonal relationships." In the question related to concerns of KSU freshman students, 31 Ss mentioned items in the group "personal independence," while only 13 Ss mentioned items in this group for the question related to personal concerns. The reason for the difference is not clear. In talking about freshman students, the Ss tended to talk about the transfer from home to college and the initial adjustment that was necessary. Perhaps by the time the interview took place second semester many of the Ss had adjusted to the college environment and listed only the problems which were of current concern. In fact, some of the Ss commented when answering the question about personal concerns, "I know that I've had more problems, but I can't think of them now."

Since the Kendall coefficient of concordance for the six open-ended questions was .68 ($p < .001$), it can be concluded with considerable assurance that agreement among the questions is higher than it would be by chance. This suggests that in the future fewer open-ended questions related to student concerns are necessary to achieve satisfactory results. The primary purpose for including all six questions in this study was to help build rapport with the students. However, the investigator feels that fewer questions are needed for this purpose since a majority of the Ss readily began talking in terms of their personal concerns when answering the first five questions.

When the Ss were asked to check items in Question 10 A. (Part II) that were of concern to them, 50 per cent or more checked the following: "lack of motivation to study," "poor study habits," "dating," "war," "choice of career," "what others think of me," "low grades," "parent expectations," "finances," "Civil Rights," "interpersonal relationships with fellow students," "relationships with roommate," and "sexual morality." The items "physical health" and "mental health" concerned few students.

Significantly more women than men checked "choice of career" as a concern ($p < .05$). The reason for this is not clear. Perhaps the freshman woman is undecided as to whether she really wants or needs a career other than marriage and a family. However, the freshman boy knows that he must prepare himself for a career and has made a decision prior to entering college. Granted, his decision might be only a temporary one. In addition, due to the current federal draft regulations for men, male students have little leeway for indecision concerning their academic goals.

Significantly more women than men checked "relationship with roommate" as a concern ($p < .05$). Again the reason for this difference is not clear. Perhaps girls spend more time in their rooms and are in closer contact with their roommate than boys are. And perhaps girls are more sensitive and desire a closer relationship with their roommate than the boys do.

Significantly more men checked "draft" as a concern ($p < .001$). Men are directly involved with current draft

regulation laws which have recently been changed. Many male students will lose their student draft classification and will have their college career interrupted by required military service. It is surprising that only two women checked "draft" as a concern. Although the draft laws do not affect women directly, they are affected indirectly.

The items in Question 10 A. (Part II) were placed in groups similar to the groups in the open-ended questions one through six (Appendix, p. 142). Significantly more women checked at least one item in the group "goals in life" ($p < .05$). This is most likely related to the number of women who checked "choice of career" as a concern.

When the nine groups were ranked in order of the percentage of Ss checking at least one item in the group "academic concerns" and "interpersonal relationships" ranked in the first two places. This corresponds with the data in the open-ended questions related to student concerns. The group "personal independence" was in seventh place. This is most likely related to the failure of the investigator to include items under this category in the check-list. Only one item, "what others think of me," was placed in the check-list. Other items including time management and adjustment to living independently should have been included for they were frequently mentioned as major concerns in the interviews.

The Ss were asked to list the five items they checked in Question 10 A. (Part II) that were of most concern to them.

Fifty-five per cent of the men listed "lack of motivation to study" and "poor study habits," while 50 per cent listed "low grades." Although academic concerns have rated among the most important concerns for all groups, the fact that over half of the male Ss made below a 2.0 (C) G.P.A. probably had some bearing on the their ranking the above three items as being one of the five most important concerns. However, it must be taken into consideration that lack of motivation to study and poor study habits probably helped account for the low grades. It is not surprising that "draft" was marked as an important concern by 45 per cent of the men. The reason why more men than women listed "parent expectations" as an important concern may be related to the men's poor academic performance fall semester.

Fifty-five per cent of the women listed "poor study habits," while 40 per cent listed "lack of motivation to study" as important concerns. These two items fall in the group "academic concerns" which has ranked as an important area of concern throughout the study. Fifty per cent of the women listed "choice of career" as one of the five most important concerns. The reason for this item being an important concern for freshman women was discussed earlier. Forty per cent of the women listed "gaining independence from family" as an important concern, where as only one male listed this as being important. Maybe parents are reluctant to give their daughters the freedom that they give to sons.

It is difficult to compare studies related to student concerns for specific items of concern were placed in different categories in the various studies. Rust and Davie (1961) reported that although there was not a single problem characteristic of a large proportion of the group, interpersonal problems with specific individuals was the most frequent problem area designated. Hall and Barger (1967 b) reported that over 20 per cent of the students surveyed wanted help concerning friends, social skills, and personality. Bambridge (1965) reported that approximately 50 per cent of the students in her study stated poor study habits impeded their academic progress. Students at the University of Florida rated difficult courses, tests and final exams as the most stressful items out of twenty-six (Wright, 1964). Summerskill (1962) found that inadequate motivation, adjustment and finances were among factors related to withdrawal from college. Suinn (1967) reported that students were concerned about adjusting to college work, social-recreational activities and personal-psychological problems. In contrast to the study under discussion, issues related to morals and religion were of prime concern.

In summary, there were no significant differences found in the responses made by men and women in the open-ended questions related to perceived student concerns and personal concerns. However, when the Ss were asked to check items that had been of concern to them during the school year, significant differences were found. Significantly more women checked

"choice of career" and "relationship with roommate," while significantly more men checked "draft." When the items of personal concern were placed in groups, significantly more women checked at least one item in the group "goals in life." The data suggest that there are significant differences in what freshman men and women see as personal stressors in the college environment.

Activities Which Aid Students in Coping with Stress

In the open-ended question in which the Ss were asked to list the activities they used to help alleviate tension, more than half reported that talking to friends and participating in sports and athletic events were helpful. Playing cards was the next more frequent activity listed.

When the Ss were asked to check the activities in Question 15 A. (Part II) that helped them reduce tension, 50 per cent or more checked "sleeping," "listening to or playing music," "being with others of the opposite sex," "dancing," "being with others of the same sex," "walking," "dating," "participation in athletic events," "extra-curricular activities," and "eating or snacking." Significantly more men checked "participation in athletic events" ($p < .05$). Perhaps this is related to the emphasis placed on boys to participate in high school athletic programs. In addition, many sports activities are not considered feminine activities in the American culture. Significantly more women checked "dancing" ($p < .05$). The reason for this is not clear. However, men may consider dancing a more

feminine than masculine activity. There is also the possibility that girls considered modern or interpretive dancing as reducing tension, and few boys participate in this type of dancing. Significantly more women checked "using drugs" as a tension reducing activity ($p < .05$). Although the reason for this difference is not clear, studies in the past indicate that women find it easier to accept help than men. This included taking medication. However, the types of drugs used by the women for tension reduction are not known, for only one woman admitted taking tranquilizers in the question concerning drug usage.

The Ss were asked to list the three activities they used most often to help alleviate tension. "Sleeping" was most frequently mentioned by both men and women. It is surprising that only four Ss reported sleeping in the open-ended question concerning tension reducing activities. Perhaps many do not consider sleeping an activity. "Listening to or playing music" and "walking" were other activities frequently used for tension reduction by both men and women. It is interesting to note that approximately the same number of men and women checked "being with others of the opposite sex" and "dating" as tension reducing activities in Question 15 A. In Question 15 B, six women listed "being with others of the opposite sex" as one of the three activities used most often to reduce tension, while only one male listed this. "Dating" was not listed by either sex. The fact that girls find it more acceptable than boys to share their concerns with others may account for more women

listing "being with others of the opposite sex" as a major tension reducing activity. Although about two-thirds of the Ss checked "dating" as an activity used to reduce tension, more checked "dating" as a concern. Apparently enough tension and anxiety is experienced in dating that no one could list this as a major tension reducing activity. More men than women listed "participation in athletic events." This is not surprising for significantly more men checked this as an activity used for tension reduction in the preceeding question.

In Question 13 A. (Part II) Ss were asked to indicate how often they had taken various types of drugs. Although the investigator did not expect many positive responses to the items in this question, the issue of drug usage on campuses is creating concern in today's society. The drugs, aspirin and cold tablets, were included primarily to help put the subjects in the right frame of mind to answer the rest of the items. Two Ss did not respond to part of the items. There is a possibility that they had taken some of the drugs on occasion, but did not want to indicate this. The possibility that some Ss did not report drug usage accurately, particularly use of illegal drugs, must be taken into consideration when looking at the results.

Sleep preventives or stimulants were the type of drug most commonly taken. Only one subject admitted taking marijuana, and all the Ss responding denied using heroin, sedatives and psychedelic drugs, such as LSD. Freedman (1967) reported

that the proportion of marijuana smokers is less than 10 per cent on most campuses and the users of marijuana outnumber those using LSD. According to this author, the physiologically addictive drugs are seldom used by college students.

Two Ss reported taking diet pills and five reported taking tranquilizers. Bambridge (1965) reported that 37 per cent of the men and 36 per cent of the women responding to the University of Toronto's Students Administrative Council's questionnaire indicated they had taken tranquilizers at some time during their life.

In response to the question, "Are you taking any of the drugs except aspirin or cold tablets now?" only 10 per cent responded "yes." This is similar to the findings for the University of Toronto students (Bambridge, 1965).

In summary, there were no significant differences in the responses made by men and women to the open-ended question in Part I concerning activities used to reduce tension. When the Ss were asked to check the items reducing tension in a question in Part II, significantly more men checked "participation in athletic events." Significantly more women checked "dancing" and "using drugs." The results suggest that men and women use different activities to reduce their tension. The third null hypothesis that stated there is no significant difference between freshman men and women concerning the activities they select to reduce the tension they experience was rejected.

Student Awareness of Professional Mental Health Resources

For the purpose of this study, awareness of mental health resources on campus was determined by the number of resources listed by the Ss as being available to help students. Although the purpose of the fourth objective was to identify student awareness of professional mental health resources on campus, non-professional resources as listed by the Ss were included in the discussion.

In this study the following groups of people were included in the category professional mental health resources: "dormitory staff," "faculty advisor," "class instructor," "other faculty member," "physician at Student Health Center," "campus minister," "counselor in Student Counseling Center," "Dean of college or assistants," "Dean of Students or assistants," and "psychiatrist, psychologist or social worker in Student Health Center." There were ten groups of people that the Ss could have referred to as professional resources.

It was evident that the Ss were not aware of all the resources available to help students. When the Ss were asked to name the places or persons where a student could go for help, the mean response for both sexes was approximately 4.0. No attempt was made to determine the range of responses for each of the two groups, professional and non-professional resources.

The non-professional resources are ranked in descending order of the frequency mentioned: peers and friends, fraternity and sorority brothers and sisters, upperclass students,

family, and freshman seminar groups. Significantly more men stated that a student needing help could talk with upperclass students, a non-professional resource ($p < .05$). Significantly more women stated students could talk with dormitory staff members, a professional resource ($p < .001$). The reasons for these differences are not clear. Perhaps the women find it easier and more acceptable to share their concerns with dormitory staff members. In the women's dormitories with which the investigator is familiar, staff members attempt to create an atmosphere in which women feel free to talk with staff about their concerns. If and when women take advantage of this opportunity, they may not feel the need to seek help as frequently from upperclassmen. Studies in the past indicated that women tend to seek professional help more readily than men. Men often see the inability to handle their problems as a sign of weakness. Rather than turn to professional sources of help, they turn to their fellow students. There is also a possibility that staff members in men's dormitories have attitudes that prevent students from seeing them as a source of help. As another consideration, it must be pointed out that all of the women studied lived in dormitories or a scholarship house, while only 13 of the men lived in dormitories. The seven who lived in fraternity houses could not be expected to be aware of the type of help one could receive from dormitory staff members. However, one fraternity member did mention a dormitory staff member as a possible source of help. Professional resources

are ranked in descending order of frequency mentioned: faculty advisor, dormitory staff, Student Health Center, minister, Counseling Center, class instructor, other faculty members, and Dean of college. Since it is necessary for all students to see their faculty advisor at least once a semester, it is not surprising that faculty advisor was mentioned by half of the Ss as a possible source of help.

Significantly more women than men indicated that KSU had adequate resources available to help students ($p < .05$). Although the reason for the difference in responses is not clear, perhaps freshman men feel that they are not receiving the help that they need. Almost half of the Ss stated KSU had adequate facilities to help students, while approximately one-third admitted they did not know enough about the present facilities to answer the question.

When the Ss were asked to suggest additional mental health resources or facilities that were needed or would be beneficial, one-half of the Ss stated they did not know enough about student needs to comment. Five stated there should be people available who specialize in helping students with problems. This leads one to the conclusion that these students were not aware of the counseling and psychiatric services that were available. Two Ss suggested that changes be made in the faculty advisor program, while three suggested changes be made in residential living units. Four Ss indicated that the Student Health Center staff should be increased and one student

recommended the establishment of small human relations groups for students.

In summary, there were no significant differences between men and women concerning the number of professional and non-professional mental health resources they listed. Significantly more men than women stated that a student needing help could talk with an upperclass student, a non-professional resource. Significantly more women stated that students could seek help from dormitory staff members, a professional resource. Although there was one significant difference between men and women concerning their awareness of professional resources, this was not enough to justify rejecting the fourth null hypothesis. This hypothesis stated that there is no significant difference between freshman men and women concerning their awareness of professional mental health resources on campus.

Use and Recommended Use of Mental Health Resources

The Ss indicated they talked more to their friends than to family members about their concerns this year. "Mothers" were consulted by more Ss than the "fathers." And "other relatives" were talked to by fewer Ss. Rust and Davie (1961) reported similar findings in their study. Guinn (1967) agreed that student friends were most frequently consulted, while the family was the next most frequent source consulted. Banbridge (1965) reported students in her study consulted family members

most frequently. However, they consulted friends more often than they consulted professional resources.

As a general rule, professional resources were consulted less frequently than the non-professional resources which supported the findings of Rust and Davie (1961). The group "class instructors" was most frequently consulted. Since "academic concerns" ranked among the major concerns of the Ss, it is not surprising that more Ss sought help from instructors than from other resource people. One-fourth of the Ss stated they had talked with a dormitory staff member, and significantly more women than men were included in this group ($p < .01$). This corresponds with the significant difference found between men and women who mentioned dormitory staff members as a possible source of help. The other professional mental health resources are ranked in descending order of the frequency consulted: "faculty advisor"; "minister"; "other faculty member"; "Dean of college or assistants"; "physician at Student Health Center"; "counselor in Student Counseling Center"; "Dean of Students or assistants"; "psychiatrist, psychologist or social worker at Student Health Center"; and "private psychiatrist, psychologist or social worker." No one reported seeing a "private physician." Wright (1953) reported that class instructors outranked parents, students, and advisors as a source of help with the exception of boys who lived in organized houses. These boys most frequently received help from their friends.

When the twelve specific resources in Question 17 A. (Part II) were placed into four major groups (Appendix, p. 143), "faculty members" was the group most frequently consulted. This corresponds with "academic concerns" being seen as a major concern by a majority of the Ss. Members in the "others" category which included "dormitory staff," "physician at Student Health Center," "minister," and "private physician" were consulted almost as frequently as "faculty members". People in the groups "college administrators" and "counseling and psychiatric services" were consulted less frequently. Perhaps this is related in part to the lack of awareness of these resources on campus. It was also evident in some of the interviews that students had a negative stereotype image of people in these two groups. For example, it was not uncommon for a student to state that college administrators were too busy with their duties to be concerned about an individual student.

Significantly more men talked to "faculty members" regarding their concerns ($p < .01$). Rust and Davie (1961) reported similar results. Perhaps this is related to the greater number of men making unsatisfactory grades, for students in academic trouble tend to seek help from their instructors at least once during the semester. Men might also find it easier than women to talk with faculty members.

In Question 17 B. (Part II) the Ss were asked if they were helped by any of the resource people mentioned in the preceeding question. A majority of the respondents reported

they had received "a great deal" or "some" help, while 17.5 per cent reported they had received no help. In the study by Gurin, et al. (1960), similar results were reported.

When the Ss were asked if they would recommend specific resource groups to a friend in distress, approximately half indicated they would recommend a "minister," "private physician," and "counselor in the counseling center." Few Ss indicated they would recommend "Dean of college or assistants" and "Dean of Students or assistants." The recommended use of services is similar to the use of services reported by Gurin, et al. (1960). The three sources of help most frequently sought in their study were clergymen, physicians, and psychiatrists or psychologists.

Significantly more women indicated they would recommend a dormitory staff member as a source of help ($p < .01$). This corresponds to the difference found between the sexes concerning awareness of and use of dormitory staff members as a source of help.

When the specific resource persons were placed in major groups (Appendix, p. 143), a majority of the Ss checked they would recommend someone in the group "others." Members in the groups "counseling and psychiatric services," "faculty members," and "college administrators" were recommended less frequently by the Ss. It is interesting to note the difference between the use of resource groups and the recommended use of these same groups. Although more Ss consulted someone in the group

"faculty members," a greater number indicated they would recommend to a friend in distress that he see someone in the "others" group. Over two-thirds of the respondents stated they would recommend "counseling and psychiatric services." However, less than 15 per cent of the Ss reported using such facilities this year. Perhaps the differences in responses are related to the wording of the two questions. In one question the Ss were asked to indicate what sources of help they used. The source of help sought should have had some relationship to the type of problem experienced. Since "academic concerns" was seen as a major area of concern, it is not surprising that "faculty members" were most frequently consulted. The other question was stated in this way. "If you are not able to help a friend with his problems, and you feel he needs help from someone, would you recommend that he see any of the following?" The student was allowed to define "the friend's problem" in any manner that he desired. Thus, this question was more ambiguous than the former one. If "the friend's problem" had been defined specifically, it is likely that the Ss would have responded in a different manner.

Significant differences were not found between town size and use and recommended use of "counseling and psychiatric services." This supported the findings by Sinnott (1964) that indicated size of home town was not related to the use of KSU campus facilities.

The fact that significant differences were not found between social class and use and recommended use of "counseling and psychiatric services" suggest that factors other than social class are more important in planning mental health programs for college students. These results supported the findings of Sinnett (1964) but contradicted the findings by other authorities who reported that an individual's utilization of health resources is influenced by socioeconomic factors (Cassell, et al., 1967; Gurin, et al., 1960; Hollingshead and Redlich, 1958).

In summary, there were no significant differences found between the number of men and women who talked to non-professional people regarding their concerns. Significantly more women talked with dormitory staff members about their concerns. When the mental health resource groups were placed in four major groups, significantly more men talked to "faculty members." Significantly more women indicated they would recommend to a friend in distress that he talk with a dormitory staff member. The results suggest that there are some differences between freshman men and women concerning their use and recommended use of professional mental health resources. However, because significant differences were not found in the use of non-professional resources, the fifth null hypothesis could not be rejected in its entirety. This hypothesis stated that there is no significant difference between freshman men and women concerning professional and non-professional mental health resources they use or would use if they felt the need.

CHAPTER VI

SUMMARY

This study was undertaken to investigate how freshman students attending a midwestern state university perceived their mental health. Did they see themselves as well adjusted and happy or poorly adjusted and unhappy? What types of problems did they experience when coming to a university community, and what did they do about them? What activities did they participate in to help alleviate the tension they experienced? Were they aware of the professional mental health resources available on campus to help them and did they use them or would they, if they felt the need for assistance?

In an attempt to answer the above questions, a random sample of 20 single freshman men and 20 single freshman women was interviewed and asked to complete a questionnaire which covered the study objectives. The chi-square test was used to determine if there were significant differences in the responses made by men and women.

In general, a majority of the Ss considered themselves as being "fairly happy", or "happy," and felt they had been in "good spirits" or "fairly good spirits" most of the time while attending KSU. A majority rated their health and degree of nervousness as "about the same" or "more healthy" and "less

nervous" than the average KSU student. However, a majority of the Ss stated they worried "some" or "a lot."

Although over half of the Ss reported they were troubled to some degree by the "inability to sleep," "tension," "loneliness," "depression," and "constant fatigue," less than one-fourth stated "tension" troubled them "frequently." And fewer Ss reported the other symptoms troubled them to this degree. Although almost 18 per cent reported they had on occasion felt as though they were going to have a nervous breakdown, only five per cent had sought professional help.

Over half of the Ss stated their problems had interfered "some" with "interpersonal relationships" and "academic responsibilities." However, only one-third felt their grades would have been better if they had not been concerned about personal problems.

There were no significant differences found in the responses made by men and women to the questions meeting the first study objective. Thus, the null hypothesis that stated there is no significant difference concerning the manner in which freshman men and women view their mental health could not be rejected.

The following items are ranked in order of the frequency checked as being areas of concern by 60 per cent or more of the Ss: "lack of motivation to study," "poor study habits," "dating," "war," "choice of career," "what others think of me," "low grades," "parent expectations," and "finances." When the

items of concern were placed in groups for both the open-ended questions and the check-list question related to student concerns, the three groups, "academic concerns," "interpersonal relationships," and "personal independence" were seen as the most important areas of concern. The group "social issues," which included the "draft," was seen as important by the men. "Lack of motivation to study" and "poor study habits" were listed by both men and women most frequently as being one of the five most important personal concerns.

There were no significant differences found in the responses made by men and women in the open-ended questions related to student concerns. However, when the Ss were asked to check items in the questionnaire that were of concern, three significant differences were found. Significantly more women checked "choice of career" and "relationship with roommate," while significantly more men checked "draft." When the items of personal concern were placed in groups, significantly more women checked at least one item in the group "goals in life." Since the data indicated that there were some significant differences between men and women in the personal concerns they checked, the null hypothesis that stated there is no significant difference in what freshman men and women see as personal stressors in the college environment was rejected.

The following were checked as tension reducing activities by 60 per cent or more of the Ss: "sleeping," "listening to or playing music," "being with others of the same sex,"

"being with others of the opposite sex," "dancing," "walking," "dating," "participation in athletic events," and "extra-curricular activities." The activities, "sleeping," "listening to or playing music," "walking," and "being with others of the same sex" were most frequently listed as one of the three activities most often used to reduce tension.

There were no significant differences in the responses made by men and women to the open-ended question concerning activities used to reduce tension. When the Ss were asked to check tension reducing activities in the questionnaire, significantly more men checked "participation in athletic events." Significantly more women checked "dancing" and "using drugs." The third null hypothesis that stated there is no significant difference between freshman men and women concerning the activities they select to reduce the tension they experience was rejected.

The Ss were limited in their awareness of professional mental health resources available to help them. The professional resources ranked in descending order of frequency mentioned included the following: faculty advisor, dormitory staff, Student Health Center, minister, Counseling Center, class instructor, other faculty member and Dean of college. There were no significant differences between the sexes concerning the number of professional and non-professional mental health resources they listed. Significantly more women mentioned that students could seek help from dormitory staff members. There

was not enough evidence to justify rejecting the fourth null hypothesis that stated there is no significant difference between freshman men and women concerning their awareness of professional mental health resources on campus.

The Ss indicated they talked more to their friends than to family members about their concerns. And as a general rule, professional resources were consulted less frequently than the non-professional resources. When the professional resource people were placed in four groups, "faculty members," "college administrators," "counseling and psychiatric services," and "others", the group "faculty members" was most frequently consulted.

When the Ss were asked if they would recommend the specific professional mental health resource groups mentioned to a friend needing assistance, 50 per cent or more of those responding stated they would recommend a "minister" or "private physician," while approximately 50 per cent stated they would recommend a "counselor in the Counseling Center."

There were no significant differences found between the number of men and women who talked to non-professional people regarding their concerns. However, significantly more women talked with dormitory staff members, a professional resource. When the mental health resource groups were placed in four major groups, significantly more men talked to "faculty member." Significantly more women indicated they would recommend to a friend needing help that he talk with a dormitory staff

member. The fifth null hypothesis that stated there is no significant difference between freshman men and women concerning professional and non-professional mental health resources they use or would use if they felt the need could not be rejected in its entirety.

Implications

As stated earlier in the paper, college students have several developmental tasks to master as they strive to reach maturity. Mastering these developmental tasks can be fraught with anxiety. The success that college students have in coping with the demands of the college environment and in making use of the available opportunities for growth and development will help determine how useful they will be to themselves and to society in the future.

Previous studies concerning university students supported the findings of this study that students have many concerns and problems that interfere to some degree in their life activities. Although the results of this study should be regarded as tentative due to the small sample of the freshman class studied and the possible variation from year to year, they might be of interest to anyone concerned with student mental health. Perhaps high school teachers, counselors and administrators would find this information helpful as they help prepare students for the transition from high school to college. Some of the information gained might be of value to the Student Counseling Center and Student Health Center as they plan future programs to

aid students. College administrators, faculty members and dormitory staff members might gain a better understanding of the freshman students, and thus be in a better position to help them adapt to the university community. Perhaps the students themselves could be encouraged to plan programs in their living units to help alleviate student concerns and the tension associated with them.

Additional research needs to be done in the area of student mental health if effective programs to aid students are to be planned in the future. How do upperclass students and graduate students attending a midwestern university compare with the freshman students studied? Are married students and students of minority groups different from freshman students? Are these groups similar in their need for mental health services or are there differences that must be taken into consideration when planning effective programs to help them? These are some of the questions that need to be answered if students are to receive the maximum benefit possible from the available mental health resources.

SELECTED REFERENCES

SELECTED REFERENCES

- Baker, Robert W. Incidence of psychological disturbance in college students. The Journal of the American College Health Association, 1965, 13 (4), 532-540.
- Baker, R. W. and Nidorf, L. J. Pattern of occurrence of psychological disturbance in college students as a function of year level. Journal of Clinical Psychology, 1964, 20, 530-531.
- Bambridge, S. L. Sources and extent of emotional stress among university students. Unpublished thesis, School of Social Work, University of Toronto, Toronto, Ontario, Canada, 1965.
- Carlson, Sharon. An exploratory study of sources of support used by students in stressful situations. Unpublished paper, Kansas State University, Manhattan, 1965.
- Cassell, Wilfred; Frederick, N.; Marty, F. N. and Richman, J. L. The prevalence of psychiatric symptomatology in first year university students. The Journal of the American College Health Association, 1967, 15, 335-340.
- Danskin, David G. An introduction to KSU students. Student Counseling Center, Kansas State University, Manhattan, Kansas, 1964.
- Danskin, David G. Presenting the KSU student to new faculty. Paper given to an orientation session for new faculty members, Kansas State University, Manhattan, Kansas, 1963.
- Danskin, David; Kennedy, Carroll; Stone, Leroy; Foster, James; Avant, Lloyd and Evans, Betty. KSU freshmen biographical information. Studies in Student Personnel Work, Research Report No. 23., Student Counseling Center, Kansas State University, Manhattan, Kansas, 1962.
- Davie, James S. Satisfaction and the college experience. In Bryant Wedge (Ed.), Psychosocial Problems of College Men. New Haven: Yale University Press, 1958. Pp. 15-44.
- Erikson, E. H. Childhood and Society. New York: Norton, 1950.

- Erikson, E. H. Insight and Responsibility. New York, Norton, 1964.
- Farnsworth, D. L. Mental Health in College and University. Cambridge: Harvard, 1957.
- Farnsworth, D. L. The need for a comprehensive college mental health program: accent on prevention. In Ben Barger and Evertte Hall (Eds.), Higher Education and Mental Health: Proceedings of a Conference. University of Florida, 1963. Pp. 65-87.
- Farnsworth, D. L. Psychiatry, Education and the Young Adult. Springfield, Illinois: Thomas, 1966.
- Farnsworth, D. L. What is mental health in a university. Mental Hygiene, 1954, 38, 34-48.
- Ford, Donald H. Memo to tension committee. Pennsylvania State University, University Park, Pennsylvania, 1963.
- Freedman, Mervin B. The College Experience. San Francisco: Jossey-Bass Inc., 1967.
- Funkenstein, D. H. (Ed.). The Student and Mental Health--An International View. New York: World Federation for Mental Health, 1959.
- Grygier, Tadeusz. The resident and the commuter: a comparative study of social and emotional problems of students at the University of Toronto. The Journal of the American College Health Association, 1967, 15, (4), 295-301.
- Gurin, Gerald; Veroff, Joseph and Feld, Sheila. Americans View Their Mental Health. New York: Basic Books, Inc., 1960.
- Hall, Everette and Barger, Ben. A comparison of clinic samples for two years with their original sample population of entering students. Mental Health Project Bulletin No. 6, University of Florida, Gainesville, 1964.
- Hall, Everette and Barger, Ben. Correlates of self-confidence and concern among entering students at the University of Florida. Mental Health Project Bulletin No. 17, University of Florida, Gainesville, May, 1965.
- Hall, Everette and Barger, Ben. Family income level and its relation to students' perception of self and others. Mental Health Project Bulletin No. 34, University of Florida, Gainesville, May, 1967 a.

- Hall, Everette and Barger, Ben. Help wanted and help received by first year students--a follow-up. Mental Health Project Bulletin No. 37, University of Florida, Gainesville, June, 1967 b.
- Heath, C. W. and Gregory, L. W. Problems of normal college students and their families. School and Society, 1946, 63, 355-358.
- Hollingshead, A. B. and Redlich, F. C. Social Class and Mental Illness. New York: Wiley, 1958.
- Hollingshead two factor index of social position. Undated.
- Jahoda, Marie. Current Concepts of Positive Mental Health. New York: Basic Books, 1958.
- King, S. H. Emotional problems of college students: facts and priorities. American Association of University Professors Bulletin, 1964, Winter, 327-332.
- Kysar, J. E. Social class and adaptation of college students. Mental Hygiene, 1966, 50 (3), 398-405.
- Langner, Thomas S. and Michael, Stanley T. Life Stresses and Mental Health--the Midtown Manhattan Study. London: Free Press of Glencoe-Collier-Macmillan Limited, 1963.
- Mechanic, David. Students Under Stress. New York: Free Press of Glencoe, 1962.
- Meyer, W. G. A psychosometric investigation into problems of college freshmen. Dissertation Abstracts, 1954, 14, 396-397.
- Pearlman, Samuel. The college student views his mental health experience. The Journal of the American College Health Association, 1966, 14 (4), 277-283.
- Rust, R. M. The epidemiology of mental health in college. Journal of Psychology, 1960, 49, 235-248.
- Rust, R. M. and Davie, J. S. The personal problems of college students. Mental Hygiene, 1961, 45, 247-257.
- Sanford, Nevitt. Developmental status of the entering freshman. In Nevitt Sanford (Ed.), The American College. New York: John Wiley & Sons, Inc., 1962. Pp. 253-282.
- Sanford, Nevitt. Factors related to the effectiveness of student interaction with the college social system. In Ben Barger and Everette Hall (Eds.), Higher Education and Mental Health: Proceedings of a Conference. University of Florida, 1963. Pp. 8-26.

Sanford, Nevitt. Freshman personality: a stage in human development. In Nevitt Sanford (Ed.), College and Character. New York: Wiley & Sons, Inc., 1964. Pp. 86-90.

Sinnett, E. Robert. The relationship of socioeconomic status and living unit to the use of campus facilities. Studies in Student Personnel Work Research Report No. 28, Student Counseling Center, Kansas State University, Manhattan, Kansas, February, 1964.

Sinnett, E. Robert; Danskin, David G. and Cadiz, Jay M. Who uses the counseling center? A comparison of counseled students with students-in-general. Studies in Student Personnel Work, Research No. 31, Student Counseling Center, Kansas State University, Manhattan, Kansas, March, 1966.

Srole, Lee; Langner, Thomas S.; Michael, Stanley T.; Opler, Marvin K. and Rennie, Thomas A. Mental Health in the Metropolis. New York: McGraw Hill, 1962.

Suinn, Richard M. Types of student problems as a function of year in college for males and females. College and University, 1967, 42 (Winter), 221-230.

Summerskill, J. Dropouts from college. In Nevitt Sanford (Ed.), The American College. New York: Wiley, 1962. Pp. 627-657.

Washburne, Vera L. Filling the Gap--A report on Student Counseling. Painesville, Ohio: Lake Erie College Press, 1962.

Wright, John J. Environmental stress evaluation in a student committee. The Journal of the American College Health Association, 1964, 12 (3), 325-336.

Wright, R. W. A study of the felt needs of freshman college students. Dissertation Abstracts, 1953, 13 (6), 1122.

APPENDIX



February 21, 1968
Manhattan, Kansas

Dear Student,

I am doing a research study concerning the manner in which single freshman students view mental health. I feel that one way to study this topic is to talk directly to students. You are one of the students selected to participate in this study. Students asked to participate were selected at random.

Participation involves having one interview with me in my office at Student Health Center. The interview should last approximately one hour.

Information gained from the interviews will be considered confidential in that single individuals will not be identified. Results of this study will be reported in a Master's thesis written for the Department of Family and Child Development here at Kansas State University. Interested participants will receive a brief summary of the study next fall.

I will contact you soon to see if you would like to participate in this study.

Sincerely,

Mrs. Dana Hughes, Graduate Student
Department of Family and Child
Development

Approved:

A handwritten signature in dark ink, appearing to read 'Margaret Smith'. The signature is written in a cursive, flowing style and is positioned above a horizontal line.

Head, Department of Family & Child
Development

Introduction to Subjects

Hello, I'm Mrs. Hughes, a graduate student in the Department of Family and Child Development. I appreciate your taking time to come over and talk with me. As I explained in the letter which I sent you, I am doing a study concerning the manner in which freshman students at Kansas State University view their mental health.

Briefly, let me explain why I think such a study is important. Administrators, faculty members, parents and students have known for years that students have problems, but research in this area is limited. Mental health of students is most frequently viewed through the eyes of the expert in mental disease rather than from the standpoint of the general student population. Is there a difference in how the two groups perceive mental health? This is a question which needs to be answered so that more effective programs to aid students can be established in the future.

While you do not have to answer any of the questions I ask, I hope that you will be willing to give honest and complete answers to all of them. I am interested in how you have experienced or are experiencing the items mentioned, so there are no wrong answers. You will not be personally identified with your responses, so feel free to answer with complete security.

There are two parts to this interview. Initially I will ask you several questions and record your responses. The latter part of the hour you will be given a questionnaire to complete. There is not a time limit for either part. Take as much time as you would like to have.

Again let me say that all information gained from this study will be considered confidential in that single individuals will not be identified. Results of this study will be reported in a Master's thesis which should be completed by August of this year. If you desire, I will send you a brief summary of the study next fall.

Do you have any questions before we begin?

MENTAL HEALTH INTERVIEW SCHEDULE

Part I

Research # _____

Date _____

Male Form

1. Most students have personal problems that concern them. What are the chief problems of college youth today?

2. What are the chief problems of undergraduate students here at Kansas State University?

3. What do you see as major problems for freshman students at Kansas State?

4. What are the primary problems of undergraduate coeds at Kansas State?

5. What are the primary problems of undergraduate male students at Kansas State?

6. What problems have you experienced or are you experiencing this school year?

9. A. Have you ever felt that you were going to have a nervous breakdown?

Yes _____

No _____

B. What did you do about it?

10. A. Are campus resources adequate for helping students who have problems?

Yes _____

No _____

Don't know _____

B. What additional resources are needed?

MENTAL HEALTH INTERVIEW SCHEDULE

Part II

Research # _____

Date _____

Instructions

While you do not have to answer any of these questions, I hope you will give honest and complete answers to all of them. You will not be personally identified with your answers so you may respond with complete security. I am interested in your experiences and ideas.

Unless the directions of a specific question state differently, only one (1) answer per question is desired.

1. Considering everything in general, how would you rate your life today? Would you say that you are

Very happy	_____
Fairly happy	_____
Fairly unhappy	_____
Very unhappy	_____

2. What kind of time would you say that you have had at Kansas State?

Very good time	_____
Fairly good time	_____
O K	_____
Fairly poor	_____
Very poor	_____

3. Have you considered leaving Kansas State University?

Yes, seriously	_____
Yes, but not seriously	_____
No, never	_____

4. Have you ever felt out of place at Kansas State?

Yes, most of the time _____

Yes, frequently _____

Yes, occasionally _____

No, never _____

5. Considering everything, how have you felt most of the time at Kansas State University? Have you been in good spirits or in low spirits?

Very low spirits _____

Fairly low spirits _____

Neither good nor bad _____

Fairly good spirits _____

6. Comparing yourself to the average student here at Kansas State rate yourself (from 1 - 7) in the following areas.

	More healthy		About the same		Less healthy		
	1	2	3	4	5	6	7
a. your general health	_____	_____	_____	_____	_____	_____	_____
b. your physical health	_____	_____	_____	_____	_____	_____	_____
c. your mental health	_____	_____	_____	_____	_____	_____	_____

7. Comparing yourself to the average student at Kansas State, would you say that you are more nervous or less nervous? Rate yourself on the seven point scale concerning your degree of nervousness.

More nervous			About the same	Less nervous		
1	2	3	4	5	6	7
_____	_____	_____	_____	_____	_____	_____

10. The following are items which are of concern to many students.

- A. Check those that are or have been of concern to you this school year.
- a. Draft _____
 - b. Loneliness _____
 - c. Lack of purpose in life _____
 - d. Choice of career _____
 - e. Lack of motivation to study _____
 - f. Poor study habits _____
 - g. Low grades _____
 - h. Parent expectations _____
 - i. Finances _____
 - j. Physical health _____
 - k. Mental health _____
 - l. Gaining independence from family _____
 - m. Relationships with family _____
 - n. Dating _____
 - o. Religion _____
 - p. Interpersonal relationships with fellow students _____
 - q. Relationship with roommate (s) _____
 - r. Campus morals and standards _____
 - s. Drinking _____
 - t. War _____
 - u. Sexual morality _____
 - v. Civil Rights _____
 - w. Campus issues _____
 - x. What others think of me _____
 - y. Others (specify) _____

B. Of the items in #10 A that you checked, list the five that have been of most concern to you.

1. _____
2. _____
3. _____
4. _____
5. _____

C. Of the items in #10 A that you checked, list the five that have been of least concern to you.

1. _____
2. _____
3. _____
4. _____
5. _____

11. Do you feel that you worry

A lot	_____
Some	_____
Very little	_____
Almost never	_____

12. Do you feel that your grades would have been better if you had not been concerned about your problems?

Yes	_____
No	_____
Don't know	_____

13. A. Indicate how often you have taken the following drugs or types of drugs either by prescription of a physician or on your own.

	Never	Rarely	Occasion- ally	Frequent- ly
	1	2	3	4
a. Aspirin	_____	_____	_____	_____
b. Cold tablets	_____	_____	_____	_____
c. Diet pills	_____	_____	_____	_____
d. Tranquilizers	_____	_____	_____	_____
e. Psychedelic such as LSD, mescaline	_____	_____	_____	_____
f. Strong pain killers such as morphine, demerol, codeine	_____	_____	_____	_____
g. Sedatives, hypnotics including "goof balls," "red birds," "yellow jackets"	_____	_____	_____	_____
h. Heroin	_____	_____	_____	_____
i. Marijuana (pot)	_____	_____	_____	_____
j. Sleep preventives or stimulants including "pep pills," "Bennies"	_____	_____	_____	_____

- B. Are you taking any of the drugs except aspirin or cold tablets now?

Yes _____

No _____

14. Have you ever considered committing suicide?

Never _____
 Rarely _____
 Occasionally _____
 Frequently _____
 Very frequently _____

15. The following activities aid some students in reducing their tension.

A. Check those that are helpful to you in reducing your tension.

- a. Sleeping _____
- b. Reading _____
- c. Walking _____
- d. Driving _____
- e. Listening to or playing music _____
- f. Watching television _____
- g. Being with others of the same sex _____
- h. Being with others of the opposite sex _____
- i. ~~T~~alking with my family _____
- j. Talking with counselor _____
- k. Working on hobby _____
- l. Part-time job _____
- m. Extra-curricular activities _____
- n. Participation in athletic events _____
- o. Studying _____
- p. Drinking _____
- q. Using drugs _____
- r. Dating _____
- s. Dancing _____
- t. Eating or snacking _____
- u. Others (specify) _____

B. List the three that you use most often to reduce tension.

- 1. _____
- 2. _____
- 3. _____

15. C. When you are trying to alleviate your tension, do you tend to select an activity which allows you to be

alone

with other people

16. Have you talked about your problems and concerns with any of the following people this year?

	<u>Yes</u>	<u>No</u>
a. Mother	<u> </u>	<u> </u>
b. Father	<u> </u>	<u> </u>
c. Other relatives	<u> </u>	<u> </u>
d. Roommate	<u> </u>	<u> </u>
e. Friend of the same sex	<u> </u>	<u> </u>
f. Friend of the opposite sex	<u> </u>	<u> </u>

17. A. Have you discussed your concerns with any of the following people this year?

	<u>Yes</u>	<u>No</u>
a. Dormitory staff	<u> </u>	<u> </u>
b. Faculty advisor	<u> </u>	<u> </u>
c. Class instructor	<u> </u>	<u> </u>
d. Other faculty member	<u> </u>	<u> </u>
e. Physician at Student Health	<u> </u>	<u> </u>
f. Minister	<u> </u>	<u> </u>
g. Counselor in Counseling Center	<u> </u>	<u> </u>
h. Dean of College or assistants	<u> </u>	<u> </u>
i. Dean of Students or assistants	<u> </u>	<u> </u>
j. Psychiatrist, psychologist or social worker in Student Health	<u> </u>	<u> </u>
k. Private psychiatrist, psychologist, or social worker	<u> </u>	<u> </u>
l. Private physician	<u> </u>	<u> </u>
m. Others (specify)	<u> </u>	<u> </u>

17. B. Were you helped by any of the people mentioned in question 17?

A great deal _____
 Some _____
 Very little _____
 None _____

18. A. If you are not able to help a friend with his problems, and you feel he needs help from someone, would you recommend that he see any of the following?

	<u>Yes</u>	<u>Maybe</u>	<u>No</u>
a. Dormitory staff members	_____	_____	_____
b. Faculty advisor	_____	_____	_____
c. Class instructor	_____	_____	_____
d. Other faculty member	_____	_____	_____
e. Physician at Student Health	_____	_____	_____
f. Minister	_____	_____	_____
g. Counselor in Counseling Center	_____	_____	_____
h. Dean of College or assistants	_____	_____	_____
i. Dean of Students or assistants	_____	_____	_____
j. ^s Psychiatrist, psychologist or social worker in Student Health	_____	_____	_____
k. Private psychiatrist, psychologist or social worker	_____	_____	_____
l. Private physician	_____	_____	_____

18. B. If your answer to any or all of the items in the above question is no, explain why if possible.

MENTAL HEALTH INTERVIEW SCHEDULE

Part III

Research # _____

Date _____

1. Sex:

Female _____

Male _____

2. Marital status:

Single _____

Married _____

3. Home town:

_____, _____
town state

4. Size of home town:

0 - 999	_____
1,000 - 4,999	_____
5,000 - 9,999	_____
10,000 - 24,999	_____
25,000 - & over	_____

5. Age:

6. Ages of brothers:

7. Ages of sisters:

8. Father's education:

Less than 7 years
7 - 9 years
10 - 12 years
High school graduate
Some college
College graduate
Graduate degree

9. Father's occupation:

Be as specific as possible. For example, teacher at university; plumber, owns company; bank teller; farm manager (5,000 acres); farmer, (owns 500 acres, rents 2,000 acres).

10. Mother's education:

Less than 7 years
7 - 9 years
10 - 12 years
High school graduate
Some college
College graduate
Graduate degree

11. Mother's occupation:

Be as specific as possible. For example, house wife; clerk in grocery store; piano teacher, secretary for law firm.

12. Religion:

Catholic
Protestant

Other (specify)

13. Race:

Caucasian

Negro

Other (specify)

14. Class level:

Freshman

Other (specify)

15. College enrolled in:

Agriculture

Architecture

Arts & Sciences

Commerce

Education

Engineering

Home Economics

16. A. Number of credit hours enrolled in at the beginning of the fall semester:

B. Number of credit hours completed fall semester:

17. Cumulative grade point average:

.00 - .99

1.00 - 1.99

2.00 - 2.99

3.00 - 3.99

4.00

18. Number of credit hours enrolled in this semester:

Less than 12 hours

12 or more hours

19. Manhattan address:

Boyd	_____
Ford	_____
Goodnow	_____
Putnam	_____
West	_____
Smurthwaite	_____
Haymaker	_____
Marlatt	_____
Moore	_____
Smith	_____
Straube	_____
Family home	_____

Other (specify) _____

20. Number of students with whom you share your room in Manhattan:

21. Membership in sorority or fraternity:

Yes _____

No _____

22. Date you entered Kansas State:

Summer, 1967	_____
Fall, 1967	_____

Other (specify) _____

MAJOR CATEGORIES FOR RESPONSES TO QUESTIONS
1 THROUGH 6 - PART I

Interpersonal relationships

Relationships with faculty members
Relationships with authority figures
Relationship with roommate and peers in living units
Adjustment to and accepting others; making friends
Relationships with the opposite sex; dating

Morals and values

Values and standards
Sexual morality
Use of drugs, smoking and drinking
Questions concerning religion

Social issues

War
Draft
Civil Rights
World situation
Campus issues

Academic concerns

Emphasis placed on grades; competition for grades
Development of study skills and habits
Discipline of oneself to accept academic responsibilities
Adjustment to facilities and teaching methods
Selection of courses and major curriculum

Goals in life

Self identity - questioning purpose and goals in life;
evaluating education
Choice of career

Finances

Expense of going to college; budgeting money
Part-time employment

Family

Parent expectations
Independence from family
Relationships with family members
Home sickness

MAJOR CATEGORIES FOR RESPONSES TO QUESTIONS
1 THROUGH 6 (CONTINUED)

Personal independence

Adjustment to college environment
Adjustment to living on your own; accepting responsibility
and making decisions
Self-confidence
Concern with "what others think of me"
Time management

Miscellaneous

Dissatisfaction with Manhattan living units; includes food
service
Limited recreational and cultural facilities
Greek organization - decision concerning membership;
adjustment to life in sorority or fraternity
Transportation
Health

MAJOR CATEGORIES FOR ITEMS IN
QUESTION 10 A. (Part II)

Interpersonal relationships

Interpersonal relationships with fellow students
Relationship with roommate
Dating
Loneliness

Morals and values

Campus morals and standards
Drinking
Sexual morality
Religion

Social issues

War
Draft
Civil Rights
Campus issues

Academic concerns

Low grades
Poor study habits
Lack of motivation to study

Goals in life

Lack of purpose in life
Choice of career

Finances

Finances

Family

Parent expectations
Gaining independence from family
Relationships with family members

Personal independence

What others think of me

Miscellaneous

Physical health
Mental health

CATEGORIES OF PROFESSIONAL RESOURCES

Faculty members

Faculty advisor
Class instructor
Other faculty member

College administrators

Dean of College or assistants
Dean of Students or assistants

Counseling and psychiatric services

Counselor in Counseling Center
Psychiatrist, psychologist or social worker in Student
Health Center
Private psychologist, psychiatrist or social worker

Others

Dormitory staff
Physician at Student Health Center
Minister
Private physician

KANSAS STATE UNIVERSITY FRESHMAN STUDENTS
VIEW THEIR MENTAL HEALTH

by

DANA COLENE HARPER HUGHES

B. S., University of Kansas, 1963

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1968

There were five objectives to this descriptive study: to investigate the manner in which single freshman students view mental health, to investigate what these students see as stressors in the college environment, to identify activities that aid freshman students in alleviating tension, to investigate their awareness of professional mental health resources on campus and to investigate the professional and non-professional mental health resources they use or would use if they felt the need.

Forty single freshman full-time students (20 men and 20 women) attending a midwestern state university were randomly selected to complete the study instrument: an interview schedule and questionnaire. The chi-square test was used to determine if there were significant differences in the responses made by men and women.

A majority of the Ss considered themselves as "fairly happy" or "happy" and rated their health and degree of nervousness as "about the same" or "more healthy" and "less nervous" than the average student attending the university. Over half of the Ss stated they were troubled to some degree by the "inability to sleep," "tension," "loneliness," "depression," and "constant fatigue," but less than one-fourth stated they had been "frequently" troubled by these symptoms. Over half stated their problems had interfered "some" with "interpersonal relationships" and "academic responsibilities."

The following items ranked in descending order of importance were seen as concerns by at least 60 per cent of the

Ss: "lack of motivation to study," "poor study habits," "dating," "war," "choice of career," "what others think of me," "low grades," "parent expectations," and "finances." Significantly more women checked "choice of career" and "relationship with roommate" ($p < .05$). Significantly more men checked "draft" ($p < .001$).

The important groups of concerns were "academic concerns," "interpersonal relationships," and "personal independence." Significantly more women checked at least one item in the group "goals in life" ($p < .05$).

The following were checked by at least 60 per cent of the Ss as activities used to reduce tension: "sleeping," "listening to or playing music," "being with others of the same sex," "being with others of the opposite sex," "dancing," "walking," "dating," "participation in athletic events," and "extra-curricular activities." Significantly more men checked "participation in athletic events," while significantly more women checked "dancing" and "using drugs" ($p < .05$).

The Ss were limited in their awareness of professional mental health resources available on campus. Significantly more women mentioned that students could seek help from dormitory staff members ($p < .001$).

The Ss talked more to their friends than to family members about their concerns. Professional resources were consulted less frequently than the non-professional resources. "Faculty members" was the professional group most frequently

consulted. Significantly more women talked with "dormitory staff" about their concerns ($p < .01$), while significantly more men talked to "faculty members" ($p < .01$). Significantly more women indicated they would recommend to a friend in distress that he talk with "dormitory staff" ($p < .01$).

The study indicated that freshmen have personal concerns and may need some help in coping with them.