

CORRELATES OF ASSERTIVENESS IN WOMEN

by

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A Thesis Submitted to the Faculty of the

DEPARTMENT OF PSYCHOLOGY

In Partial Fulfillment of the Requirements  
For the Degree of

MASTER OF ARTS

In the Graduate College

THE UNIVERSITY OF ARIZONA

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## ACKNOWLEDGMENTS

I would like to thank Dr. Hal Arkowitz, my advisor and chairman of my committee for his assistance and support throughout this research project. I would also like to thank Dr. Richard Coan and Dr. George Domino, members of my committee, for their interest and advice regarding this study.

I would also like to express my gratitude to my family; my husband, Ken Friskey; my mother, Em Johnson; daughter, Klaudia and granddaughter Lisa; son Kraig, daughter-in-law Mary Ann, and granddaughter Andria; and sons Kirk, Ken, and Karl; all of whom willingly released me from the usual expectations of women in our society, while I completed this thesis and other work toward a Master's Degree in Clinical Psychology.

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## ABSTRACT

In this study, self-report inventories of assertiveness, attitudes toward women, anxiety, and depression were administered to 113 college women volunteers. Hypotheses that assertiveness would be positively correlated with liberal attitudes toward sex roles and negatively correlated with anxiety and depression were confirmed. Women in this sample who scored high on a measure of assertiveness tended also to score in the direction of liberal attitudes toward sex roles. This correlation, though significant, was small.

Measures of anxiety and depression were negatively correlated with assertiveness, indicating that women who were more assertive were less anxious and less depressed than their sub-assertive counterparts. These results were significant and the relationship stronger than that between assertiveness and attitudes. Even stronger correlations were found between anxiety and depression in women.

Married and divorced women students were found to be significantly more liberal in their attitudes than were single women. No other significant differences were found.

## CHAPTER 1

### INTRODUCTION

Recent psychological literature reflects a growing interest in the psychosocial study of women (Maccoby and Jacklin, 1974), an interest which parallels the feminist movement in the larger society. Among issues pertinent to the aims of the women's movement is that of assertive behavior which, according to traditional sex-role stereotypes, has been the province of men (Alberti and Emmons, 1974). With the proliferation of books and articles describing the virtues of, and techniques for, assertive behaviors (Alberti and Emmons, 1974; Jakubowski-Spector, 1973; Lange and Jakubowski, 1976; Smith, 1975) and of workshops for assertive training for women (Osborn and Harris, 1975), many questions can be raised in regard to this characteristic in women.

Describing assertion as the outward expression of practically all feelings other than anxiety, Wolpe (1970) said that such expression tends to inhibit anxiety. He suggested that, although assertiveness usually involves expression of aggressive feelings, it may also involve expression of friendliness or affection. In their chapter on Behavior Rehearsal, Goldfried and Davison (1976) described assertiveness as socially appropriate behavior likely to be effective in eliminating obstacles interfering with the individual's goals. These authors warned that assertion training for women requires special consideration,

because a new response pattern may meet with negative social consequences.

Defining assertiveness in both positive and negative respects, as the ability to express friendly and affectionate feelings as well as the ability to stand up for one's rights, Galassi et al. (1974) devised the College Self-Expression Scale to measure this concept in college students. Males in their normative groups scored higher than females, for all samples tested. Some of the questions addressed in the present study relate to differences in assertiveness within the female population. Do measurable differences in assertiveness exist, for instance, between women of differing age or marital status?

Masculinity and femininity have long been conceptualized as opposite poles of one continuum. Bem (1974) treated masculinity and femininity as two independent dimensions, and found that many individuals can be characterized as "androgynous," both masculine and feminine, assertive and yielding, instrumental and expressive. Bem suggested that androgynous individuals might be more flexible than those constrained by sex-role stereotyping and raised the larger question of the relationship of sex-typing to mental health. Spence, Helmreich, and Stapp (1975) subsequently found that for both sexes, subjects classified as androgynous on a personal attributes questionnaire were highest in self-esteem. These authors also employed the Attitudes toward Women Scale (Spence, Helmreich, and Stapp, 1973) to assess beliefs about appropriate roles for women and found that women who are more feminine and less masculine tend to view sex roles conservatively, perceiving larger differences between the sexes than those with more liberal attitudes. They also

found female students more liberal than male, and students more liberal than parents, in their attitudes toward women.

Since masculinity and femininity appear to be concepts relating more to interests, attitudes, and behaviors of individuals than to sex of subject (Bem, 1974; Constantinople, 1973, Spence et al., 1975), the present study looked at attitudes toward sex-role stereotypes in relation to age, marital status, and assertiveness in women, rather than at masculinity and femininity per se.

O'Neil et al. (1975) explored the question of mental health and emotional stability in those involved in the women's liberation movement. Although women activists were found to be more independent and less feminine in terms of traditional interests than those who were not involved, differences, though significant, were not large, and T scores on MMPI scales for the women's liberation group were within normal limits. Galassi and his associates (1974) found a significant positive correlation between assertion, a traditionally masculine valued characteristic (Bem, 1974) and measures of mental health. In college students of both sexes, assertiveness was positively associated with favorable scales of the Adjective Check List (Gough and Heilbrun, 1965), indicating that the assertive individual of either sex is expressive, spontaneous, confident, and able to lead others.

Since assertive training has specifically been recommended for inhibition of anxiety (Wolpe, 1970), other questions raised in the present study are in regard to the relationship between assertiveness, attitudes toward women, and anxiety. Do women who see themselves as assertive also see themselves as less anxious than those who are

non-assertive? Is there, further, any relationship between anxiety and women's attitudes toward traditional sex roles?

Spielberger (1966) distinguished between anxiety as a transitory state that fluctuates over time, and as a relatively stable personality trait. The A-Trait Scale of the State-Trait Anxiety Inventory (Spielberger, Gorsuch, and Lushene, 1970) was designed to tap anxiety-proneness or a stable disposition toward expression of anxiety. We would expect to find a negative correlation between assertiveness and anxiety as measured by the A-Trait Scale.

Sex differences in incidence of depression are widely documented (Lehmann, 1971; Silverman, 1968; Weissman and Klerman, 1977). Female depressives have been reported to outnumber male depressives by more than two to one (Chesler, 1972; Schuyler, 1974). Explanations for this phenomenon relate such differences to either the strains or limitations of women's roles which result in depression (Bart, 1974; Chesler, 1972; Radloff, 1975; Weissman and Klerman, 1977) or to artifactual consequences of sex role socialization stereotypes (Hammen and Padesky, 1977) which limit the expression of depressive symptomology less in women than in men. A recent study by Hammen and Padesky (1977) measured depression, in a large sample of young, unmarried college students, by use of the Beck Depression Inventory (BDI; Beck et al., 1961). The BDI is a clinically validated self-report instrument which samples a wide range of symptoms of depression. Although no sex differences were found in depth of depression in their groups, significant differences were found in patterns of expression, men reporting inability to cry, loss of social

interest, sense of failure, and somatic complaints, while women reported more indecisiveness and self-dislike.

In reviewing the growing literature on hostility as related to depression, Atkinson and Polivy (1976) concluded that women are less likely than men to outwardly express felt hostility. These authors suggested that the greater incidence of depression in women in our society may be due to denying women acceptable outlets for their anger. If that is true, then assertive behavior, as defined by Wolpe (1970), and by Galassi and his associates (1974), should be as effective for inhibition of depression as it is for anxiety. The present study explored the relationship between assertiveness and depression as well as that between assertiveness and anxiety in women.

This study examined these several variables, in a volunteer sample of 113 college women, through the use of self-report inventories designed to measure assertiveness, attitudes toward women, anxiety, and depression. Major hypotheses involved the expectation of a positive correlation between assertiveness and liberal attitudes toward women, and of negative correlations between assertiveness and such measures of adjustment as anxiety and depression in women. Since Spence et al. (1973) found students more liberal than parents in their attitudes toward women, age and married status were expected to be negatively correlated with liberal attitudes toward women. Assertiveness in women, being contrary to traditional sex role stereotypes, was also expected to be inversely related to age and marriage.

## CHAPTER 2

### METHOD

#### Subjects

One hundred and eighteen women at The University of Arizona volunteered to participate in this study. Volunteers were recruited through posters describing a survey of attitudes toward women. In an attempt to attract women with a broad range of interests and attitudes, posters were hung in every classroom building on campus, every women's dormitory and sorority house, campus Christian Centers, the Women's Walk-In Center, the libraries, the Student Union, and on outdoor bulletin boards at various places around campus. An article describing the survey appeared in the student newspaper, followed by an advertisement concerning the survey a few weeks later.

#### Instruments

##### The College Self-Expression Scale (CSES)

The College Self-Expression Scale (CSES), a measure of assertiveness (Galassi et al., 1974), is a 50-item self-report measure employing a five-point Likert format (0 - 4), with 21 items worded positively and 29 items worded negatively. The CSES attempts to measure three dimensions of assertiveness, positive, negative, and self-denial. Positive assertiveness on this scale consists of the ability to express feelings of love, affection, admiration, approval,

and agreement, and is reflected in questions such as "Is it difficult for you to compliment and praise others?" Negative assertions include expressions of justified feelings of anger, disagreement, annoyance, and dissatisfaction. An example of negative assertion as shown in this instrument is the question, "Do you ignore it when someone pushes in front of you in line?" Self-denial includes over-apologizing, excessive interpersonal anxiety, and exaggerated concern for the feelings of others and is exemplified by such questions as, "Are you inclined to be over-apologetic?"

The CSES also indicates a subject's level of assertiveness in relation to a variety of role occupants, strangers, authority figures, peers, and parents, for example. Adequate reliability and validity for the scale have been demonstrated (Galassi et al., 1974).

#### Attitudes toward Women Scale (AWS)

The short version of the Spence and Helmreich (1972) Attitudes toward Women Scale (AWS) was used in this study (Spence et al., 1973). The 25-item AWS is a Likert-type scale containing statements about the rights and roles of women in educational, intellectual, and vocational activities; dating behavior and etiquette; sexual behavior and marital relationships. High scores on this scale reflect liberal attitudes toward women and low scores more traditional attitudes.

With both student and parent samples, Spence and her associates (1973) found an almost perfect correlation between this 25-item form and the original 55-item scale. Whole-part correlations and factor structures are also similar to the earlier version, for which both

concurrent and predictive validity were demonstrated (Spence and Helmreich, 1972).

#### The A-Trait Anxiety Scale (A-Trait)

Two measures of general adjustment were used in this study. The first of these, the State-Trait Anxiety Inventory (STAI; Spielberger et al., 1970) is composed of separate self-report scales for measuring State Anxiety (A-State) and Trait Anxiety (A-Trait). The A-State scale consists of 20 statements referring to how one feels at a particular moment in time, while the A-Trait scale is made up of an equal number of statements referring to how one feels generally. The A-Trait scale screens for anxiety-proneness, whereas the A-State scale is sensitive to transitory emotional states. Only the A-Trait scale was used in the present study. Evidence for reliability and validity of the A-Trait scale have been demonstrated (Spielberger et al., 1970).

#### The Depression Inventory (BDI)

The second measure of adjustment used in this study was the Beck Depression Inventory (BDI; Beck et al., 1961) which was designed to formulate a valid and reliable method of defining depression and to provide a quantitative measure of depth of depression. Items in this self-report inventory were primarily clinically derived, based on observations of attitudes and symptoms characteristic of depressed patients. Twenty-one categories of symptoms and attitudes were selected to describe specific behavioral and attitudinal manifestations of depression. Each category contains a graded series of four to five self-evaluative statements, ranked to reflect range of severity of the

of the symptom, with scores of 0 - 3 assigned to each alternative. Construct validity of the Depression Inventory has been shown in a number of studies relating depression to "masochistic" dreams (Beck and Ward, 1961), to negative self-concepts (Beck, 1977), to childhood bereavement (Beck, Sethi, and Tuthill, 1963), and to lack of sense of humor (Nussbaum and Michaux, 1963). Reliability of the BDI has also been adequately demonstrated (Beck, 1977).

#### Procedure

The several questionnaires which went into this battery (the CSES, AWS, A-Trait, and BDI) were bound into booklets, with the four instruments randomly ordered within each booklet. Cover sheets containing information regarding consent and an explanation of the study were attached to the front of each booklet. No names or identifying numbers were requested, assuring anonymity of participants. A brief general form solicited information regarding age, and marital and student status. (A sample test booklet may be found in Appendix A.)

## CHAPTER 3

### RESULTS

Of the 118 questionnaire batteries filled out anonymously, five were not included in the analyses either because the volunteers were non-students or because the forms were incomplete.

#### Characteristics of the Sample

One hundred and thirteen women students completed all questionnaires. Of these 32 (28.32%) were graduate students and 81 (71.68%) were undergraduates. Graduate students ranged in age from 20 to 54, with a mean age of 33.25. Undergraduate volunteers were from 18 to 53 years old, with a mean age of 23.17. The mean age for combined groups was 26.6. Of the total sample, 23 (20.35%) were 30 years of age or older.

Of the 113 volunteers for whom data were analyzed, 69 (61.1%) were single, 25 (22.1%) married, and 19 (16.8%) divorced. (See Appendix B, Table B-1 for numbers in each group classified according to marital and student status.)

#### Comparisons with Norms

Comparisons with normative data on each of the measures employed in this study showed that women student volunteers in Arizona in 1976 scored higher on assertiveness (Mean = 136.49, SD = 23.48) than Galassi's normative groups (Mean = 120.54, SD = 17.17), and were

more liberal in their attitudes toward women (Mean = 66.39, SD = 9.47) than Spence's Texas sample (Mean = 50.26, SD = 11.68). Scores on the A-Trait Anxiety Scale (Spielberger et al., 1970) were close to the norms for female college students, the normative mean being 38.25 with a standard deviation of 9.14, while the mean for the present group was 37.82 with a standard deviation of 9.49. Thirteen (11.5%) of the subjects in this study fell into Beck's mildly depressed range, and four (3.4%) into the severely depressed category. Separate means and standard deviations for graduate and undergraduate women, and for combined groups, are shown in Table 1.

Table 1. Means and standard deviations of separate graduate and undergraduate, and of combined groups, on all relevant variables

Variables	Undergraduates	Graduates	Combined Groups	
	N = 81	N = 32	N = 113	
Age	23.17	33.25	26.03	Mean
	6.83	10.11	9.08	S.D.
Assertiveness (CSES)	137.01	135.16	136.49	Mean
	22.91	25.18	23.48	S.D.
Att. twd Wom. (AWS)	65.95	67.50	66.39	Mean
	9.39	9.72	9.47	S.D.
Anxiety (A-Trait)	36.90	40.16	37.82	Mean
	8.51	11.43	9.49	S.D.
Depression (BDI)	6.82	9.06	7.45	Mean
	6.66	7.13	6.84	S.D.

Group Correlations

Pearson Product Moment correlations were performed between all variables, scores for assertiveness (CSES), attitudes toward women (AWS), anxiety (A-Trait), and depression (BDI), and age, for all three groups, graduate, undergraduate, and combined. In the total student sample, the main hypotheses were confirmed (Table 2). A significant, though small, positive correlation (.19) was shown between assertiveness and liberal attitudes toward women. Strong negative relationships were found between assertiveness and anxiety (-.53) and between assertiveness and depression (-.43). A strong positive relationship between anxiety and depression (.64) was revealed. Correlations with age, and other correlations with attitudes toward women were not significantly different from zero.

Table 2. Correlations between variables in total women student sample (N = 113)

	AWS	A-Trait	BDI
CSES	.19*	-.53**	-.43**
AWS		-.004	-.06
A-Trait			.64**

Assertiveness (CSES)  
 Attitudes toward Women (AWS)  
 Anxiety (A-Trait)  
 Depression (BDI)

\*  $p < .05$   
 \*\*  $p < .01$

Separate graduate and undergraduate correlations on these variables (Appendix B, Tables B-2 and B-3) were similar.

#### Marital Status

Using t-tests, comparisons among groups showed that both married ( $t = -6.09, p < .001$ ) and divorced ( $t = -5.33, p < .001$ ) women were older than the single women. No significant differences existed among the three groups on assertiveness, anxiety or depression. Differences between means on the Attitudes toward Women measure, however, were significantly different for those of differing marital status. The t-test comparisons showed that married ( $t = 1.98, p = .05$ ) and divorced ( $t = 2.09, p = .04$ ) women were more liberal on this scale than were single women. (Means and standard deviations of combined groups based on marital status are shown in Appendix B, Table B-4.)

No other significant differences between means were found. Analysis of variance revealed no significant differences between groups categorized on the basis of marital status.

## CHAPTER 4

### DISCUSSION

#### Correlational Findings

Major hypotheses regarding anticipated positive correlations between assertiveness and liberal attitudes toward women, and of negative correlations between assertiveness and measures of adjustment, were confirmed. The first of these was a weak finding, the correlation between assertiveness and attitudes toward women (.19) accounting for no more than 3.46% of the variance. Negative correlations between assertiveness and anxiety (-.53) and between assertiveness and depression (-.43) were more substantial. Women in this sample who viewed themselves as assertive, tended, also, to see themselves as less anxious and less depressed than their non-assertive counterparts, but were not necessarily more liberal.

#### Comparisons with Norms

Means for measures of assertiveness and attitudes toward women were both higher in the present sample than in normative groups. Observed differences in means of these variables may be the result of sampling bias due to the volunteer status of participants. It may be that women who are more assertive, and who have strong liberal feelings about women's role, are more likely to volunteer to participate in a "Survey of Attitudes toward Women." Such differences, though, might

also be a function of time and place. Self-expression for women may actually have become more widely accepted, or women's attitudes toward their roles in society more liberal in the space of a few years. Women in West Virginia or Texas, where normative data were collected, may also be more traditional than women in Arizona.

#### Age

The lack of relationship between age and any other variable employed in this study is interesting, since we tend to think of older people as more traditional or conservative in their attitudes, and since Spence et al. (1973) found means of students on the Attitudes toward Women Scale significantly higher than means of parents. A large proportion of the volunteers for this study (20.35%) were 30 - 54 years old, and should, if age had been a factor, have had some influence on results. Lack of differences due to age in the present sample, may be the result of differences in personality traits of older women who return to school, as compared with those who maintain more traditional social roles.

#### Marital Status

Significant differences in mean scores on the Attitudes toward Women measure were, in the present study, more strongly related to marital status than to age. Married and divorced women were more "liberal" than single women in their perception of "woman's place" in life. The pro-feminist stance of both married and divorced women could be the result of life experiences with which single women are, as yet, unfamiliar. This finding, however, may again be the result of sampling

bias. Perhaps only women who are assertive and who find traditional roles for women unsatisfying return to college after marriage. Though an attempt was made to attract a broad segment of the women student population to participate in this study, whether the volunteers were representative of women in general, or even of women students, is not clear. Results of a study using volunteer subjects will, of course, not generalize as would those from a study employing random sampling techniques.

#### Assertiveness and Anxiety

One other correlational study (Orenstein, Orenstein, and Carr, 1975) analyzed self-report data from 28 females and 48 males and similarly found a significant inverse relationship between assertiveness and measures of neuroticism, trait anxiety, and interpersonal anxiety. These authors suggested this finding may have implications for clinical treatment of anxiety. While many recommend assertive training for inhibition of anxiety, most reports of salutary effects of such training have been based on clinical observations (Lazarus, 1971; Wolpe, 1970). Although the suggestion of assertion as an antidote to anxiety sounds logical, and appears to have been successful in individual cases, experimental evidence supporting the value of assertive training in reduction of anxiety is sparse. In one of the better studies in this area, Rathus (1972) compared three groups of college women who received assertive training with three groups who met to discuss fears and related problems and a group who received no treatment. Those who received assertive training reported significantly greater gains in assertive

behavior, exhibited more assertive behavior, and reported significantly greater general fear reduction than women in other groups. A review of the literature relating to assertive training reveals a surprising dearth of controlled experimental studies for establishment of the effectiveness of this therapeutic technique.

### Assertiveness and Depression

Psychoanalytic theory has long described depression as hostility turned inward, but recent findings in regard to hostility in depression have not been entirely consistent with this theory. Schless et al. (1974), for example, reported that severely depressed patients showed increases in both inwardly and outwardly directed hostility, while Friedman (1970) had reported that severely depressed patients express less verbal hostility than do non-depressed individuals, but that when these patients become less depressed, they express even less verbal hostility. Atkinson and Polivy (1976) reported a relationship between anger and depression, and found that female subjects were more likely than males to respond to a high-anger situation by becoming depressed.

If assertion is, indeed, helpful in reducing anxiety, assertive expression of anger, then, might also be helpful in reducing depression. While assertive training has often been suggested for treating anxiety, however, it curiously has not also been frequently recommended in treatment of depression.

### Anxiety and Depression

The strongest finding in the present study was the clear positive relationship between anxiety and depression (.64) in this group of 113 women students. Although Beck's Depression Inventory (Beck et al., 1961) was designed to discriminate between anxiety and depression, and Spielberger's A-Trait Scale (Spielberger et al., 1970) was intended to measure a disposition for anxiety, obvious overlaps exist in these two instruments. Questions regarding crying and fatigability, for instance, are common to both tests. Beyond the overlap in self-report inventories of anxiety and depression, lies the lack of clarity in our definitions of these concepts. We have, as yet, no mutually accepted definition of either anxiety or depression, both being, as Beck (1977) described depression, complex disorders, "involving affective, cognitive, motivational, and behavioral components."

The concepts we call anxiety, depression, and non-assertion may all be natural symptomatic human responses to stress in life, with idiosyncratic reactions including any combination of components of these concepts, depending on learning experiences and on the particular situation in which the individual finds himself. Lazarus (1971) described "emotional freedom" as the ability to "show one's true feelings in a frank and open manner," but expression of true feelings is not always socially rewarded, the results of such expression depending, at least in part, on the recipient of self-disclosure. The roots of most mental disorders are probably not only within an individual, but also in disturbances within the dynamic network of interacting systems of which the person is a part (Marmor, 1975).

We cannot, of course, infer causality from correlations. The finding of substantial correlations between non-assertion, anxiety, and depression permits us to say that these symptoms appear to be associated. Although a change in one component seems to lead to changes in others, we have, as yet, no hard evidence that this is so. Nor have we evidence that changes so instituted, as in assertive training, will not lead to other serious problems within the individual's social network.

Further research in the area of assertiveness calls for broader population sampling, empirical as well as self-report measures, and more importantly, controlled experimental studies of the value of assertive training.

APPENDIX A

TEST BATTERY FOR SURVEY

WOMEN'S STUDY VOLUNTEERS:

Thank you for volunteering to take part in this survey. All information you give will be confidential since no names or identifying numbers are requested.

You are free to withdraw from participation, even after beginning the questionnaires. Your status or relationship in the university will be unaffected by such withdrawal. Incomplete sets of questionnaires will simply not be tabulated. We shall assume that those who complete the questionnaires are thereby giving consent to participate.

The attached form is made up of 4 self-report questionnaires reflecting your attitudes, beliefs, and feelings on a number of subjects. Please work as quickly as possible, and do not speak to others about the questions.

Before beginning, please fill out the following brief general information form.

Age \_\_\_\_\_ Number of sisters \_\_\_\_\_ their ages \_\_\_\_\_  
 Number of brothers \_\_\_\_\_ their ages \_\_\_\_\_

Please check as many of the following as apply to you.

Married \_\_\_\_\_ Divorced \_\_\_\_\_ Remarried \_\_\_\_\_ Single, never married \_\_\_\_\_

Mother \_\_\_\_\_ If so, how many children? \_\_\_\_\_ their ages \_\_\_\_\_  
 Housewife \_\_\_\_\_

Undergraduate student \_\_\_\_\_ (part time \_\_\_\_\_ full time \_\_\_\_\_)

Graduate student \_\_\_\_\_ (part time \_\_\_\_\_ full time \_\_\_\_\_)

Faculty member \_\_\_\_\_ (part time \_\_\_\_\_ full time \_\_\_\_\_)

Employee of University \_\_\_\_\_ (part time \_\_\_\_\_ full time \_\_\_\_\_)

Employed outside the University \_\_\_\_\_  
 (part time \_\_\_\_\_ full time \_\_\_\_\_)

THE COLLEGE SELF-EXPRESSION SCALE

The following inventory is designed to provide information about the way in which you express yourself. Please answer the questions by checking the appropriate box from 1-5 (Almost Always or Always, 1; Usually, 2; Sometimes, 3; Seldom, 4; Never or Rarely, 5). Your answer should reflect how you generally express yourself in the situation.

1. Do you ignore it when someone pushes in front of you in line?
  - 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Never or rarely \_\_\_\_\_
  
2. When you decide that you no longer wish to date someone, do you have marked difficulty telling the person of your decision?
  - 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
  
3. Would you exchange a purchase you discover to be faulty?
  - 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
  
4. If you decided to change your major to a field which your parents will not approve, would you have difficulty telling them?
  - 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
  
5. Are you inclined to be over-apologetic?
  - 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
  
6. If you were studying and if your roommate was making too much noise, would you ask him to stop?
  - 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_

7. Is it difficult for you to compliment and praise others?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
8. If you are angry at your parents, can you tell them?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
9. Do you insist that your roommate does his fair share of the cleaning?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
10. If you find yourself becoming fond of someone you are dating, would you have difficulty expressing these feelings to that person?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
11. If a friend who has borrowed \$5.00 from you seems to have forgotten about it, would you remind this person?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
12. Are you overly careful to avoid hurting other people's feelings?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_

13. If you have a close friend whom your parents dislike and constantly criticize, would you inform your parents that you disagree with them and tell them of your friend's assets?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
14. Do you find it difficult to ask a friend to do a favor for you?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
15. If food which is not to your satisfaction is served in a restaurant, would you complain about it to the waiter?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
16. If your roommate without your permission eats food that he knows you have been saving, can you express your displeasure to him?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
17. If a salesman has gone to considerable trouble to show you some merchandise which is not quite suitable, do you have difficulty in saying no?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
18. Do you keep your opinions to yourself?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_

19. If friends visit when you want to study, do you ask them to return at a more convenient time?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
20. Are you able to express love and affection to people for whom you care?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
21. If you were in a small seminar and the professor made a statement that you considered untrue, would you question it?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
22. If a person of the opposite sex whom you have been wanting to meet smiles or directs attention to you at a party, would you take the initiative in beginning a conversation?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
23. If someone you respect expresses opinions with which you strongly disagree, would you venture to state your own point of view?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
24. Do you go out of your way to avoid trouble with other people?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_

25. If a friend is wearing a new outfit which you like, do you tell that person so?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
26. If after leaving a store you realize that you have been "short-changed," do you go back and request the correct amount?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
27. If a friend makes what you consider to be an unreasonable request, are you able to refuse?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
28. If a close and respected relative was annoying you, would you hide your feelings rather than express your annoyance?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
29. If your parents want you to come home for a weekend but you have made important plans, would you tell them of your preference?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
30. Do you express anger or annoyance toward the opposite sex when it is justified?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_

31. If a friend does an errand for you, do you tell that person how much you appreciate it?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
32. When a person is blatantly unfair, do you fail to say something about it to him?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
33. Do you avoid social contacts for fear of doing or saying the wrong thing?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
34. If a friend betrays your confidence, would you hesitate to express annoyance to that person?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
35. When a clerk in a store waits on someone who has come in after you, do you call his attention to the matter?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
36. If you are particularly happy about someone's good fortune, can you express this to that person?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_

37. Would you be hesitant about asking a good friend to lend you a few dollars?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
38. If a person teases you to the point that it is no longer fun, do you have difficulty expressing your displeasure?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
39. If you arrive late for a meeting, would you rather stand than go to the front seat which could only be secured with a fair degree of conspicuousness?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
40. If your date calls on Saturday night 15 minutes before you are supposed to meet and says that she (he) has to study for an important exam and cannot make it, would you express your annoyance?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
41. If someone keeps kicking the back of your chair in a movie, would you ask him to stop?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
42. If someone interrupts you in the middle of an important conversation, do you request that the person wait until you have finished?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_

43. Do you freely volunteer information or opinions in class discussions?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
44. Are you reluctant to speak to an attractive acquaintance of the opposite sex?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
45. If you lived in an apartment and the landlord failed to make certain necessary repairs after promising to do so, would you insist on it?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
46. If your parents want you home by a certain time which you feel is much too early and unreasonable, do you attempt to discuss or negotiate this with them?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
47. Do you find it difficult to stand up for your rights?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
48. If a friend unjustifiably criticizes you, do you express your resentment there and then?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_

49. Do you express your feelings to others?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_
50. Do you avoid asking questions in class for fear of feeling self-conscious?
- 1) Almost always or always \_\_\_\_\_
  - 2) Usually \_\_\_\_\_
  - 3) Sometimes \_\_\_\_\_
  - 4) Seldom \_\_\_\_\_
  - 5) Never or rarely \_\_\_\_\_

The College Self-Expression Scale was taken from Galassi, J. P., Delo, J. S., Galassi, M. D., and Bastien, S. The College Self-Expression Scale: A measure of assertiveness, Behavior Therapy, 1974, 5, 165-171.

Attitudes Toward Women Survey

The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (1) Strongly Agree, (2) Agree Mildly, (3) Disagree Mildly, (4) Disagree Strongly. Please indicate your opinion by writing in the number which corresponds to the alternative which best describes your personal attitude, on the line following each item. Please respond to every item.

- (1) Strongly Agree  
 (2) Agree Mildly  
 (3) Disagree Mildly  
 (4) Disagree Strongly

1. Swearing and obscenity is more repulsive in the speech of a woman than a man. \_\_\_\_\_
2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day. \_\_\_\_\_
3. Both husband and wife should be allowed the same grounds for divorce. \_\_\_\_\_
4. Telling dirty jokes should be mostly a masculine prerogative. \_\_\_\_\_
5. Intoxication among women is worse than intoxication among men. \_\_\_\_\_
6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry. \_\_\_\_\_
7. It is insulting to women to have the "obey" clause remain in the marriage service. \_\_\_\_\_
8. There should be a strict merit system in job appointment and promotion without regard to sex. \_\_\_\_\_
9. A woman should be as free as a man to propose marriage. \_\_\_\_\_
10. Women should worry less about their rights and more about becoming good wives and mothers. \_\_\_\_\_
11. Women earning as much as their dates should bear equally the expense when they go out together. \_\_\_\_\_
12. Women should assume their rightful place in business and all the professions along with men. \_\_\_\_\_

13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man. \_\_\_\_\_
14. Sons in a family should be given more encouragement to go to college than daughters. \_\_\_\_\_
15. It is ridiculous for a woman to run a locomotive and for a man to darn socks. \_\_\_\_\_
16. In general, the father should have greater authority than the mother in the bringing up of children. \_\_\_\_\_
17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances. \_\_\_\_\_
18. The husband should not be favored by law over the wife in the disposal of family property or income. \_\_\_\_\_
19. Women should be concerned with their duties of child-rearing and house-tending, rather than with desires for professions and business careers. \_\_\_\_\_
20. The intellectual leadership of a community should be largely in the hands of men. \_\_\_\_\_
21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set by men. \_\_\_\_\_
22. On the average, women should be regarded as less capable of contribution to economic production than are men. \_\_\_\_\_
23. There are many jobs in which men should be given preference over women in being hired or promoted. \_\_\_\_\_
24. Women should be given equal opportunity with men for apprenticeship in the various trades. \_\_\_\_\_
25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy. \_\_\_\_\_

The Attitudes toward Women Scale was taken from Spence, J. T., Helmreich, R., and Stapp, G. A short version of the Attitudes toward Women Scale (AWS). Bulletin Psychonomic Society, 1973, 2, 219-220.

SELF-EVALUATION QUESTIONNAIRE\*  
STAI FORM X-2

DIRECTIONS: A number of statements which people have used to describe themselves are given below. Read each statement and then blacken in the appropriate circle to the right of the statement to indicate how you generally feel. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe how you generally feel.

	Almost Never	Sometimes	Often	Almost Always
21. I feel pleasant .....	1	2	3	4
22. I tire quickly .....	1	2	3	4
23. I feel like crying .....	1	2	3	4
24. I wish I could be as happy as others seem to be ...	1	2	3	4
25. I am losing out on things because I can't make up my mind soon enough .....	1	2	3	4
26. I feel rested .....	1	2	3	4
27. I am "calm, cool, and collected" .....	1	2	3	4
28. I feel that difficulties are piling up so that I cannot overcome them .....	1	2	3	4
29. I worry too much over something that really doesn't matter .....	1	2	3	4
30. I am happy .....	1	2	3	4
31. I am inclined to take things hard .....	1	2	3	4
32. I lack self-confidence .....	1	2	3	4
33. I feel secure .....	1	2	3	4
34. I try to avoid facing a crisis or difficulty .....	1	2	3	4

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	Almost Never	Sometimes	Often	Almost Always
35. I feel blue .....	1	2	3	4
36. I am content .....	1	2	3	4
37. Some unimportant thought runs through my mind and bothers me .....	1	2	3	4
38. I take disappointments so keenly that I can't put them out of my mind .....	1	2	3	4
39. I am a steady person .....	1	2	3	4
40. I get in a state of tension or turmoil as I think over my recent concerns and interests .....	1	2	3	4

B D INVENTORY

Instructions: This is a questionnaire. On the questionnaire are groups of statements. Please read the entire group of statements in each category. Then pick out the one statement in the group which best describes the way you feel today, that is, right now. Circle the number beside the statement you have chosen. If several statements in the group seem to apply equally well, circle each one.

Be sure to read all the statements in the group before making your choice.

## A. (SADNESS)

- 1 I do not feel sad
- 2 I feel blue or sad
- 3 I am blue or sad all the time and I can't snap out of it
- 4 I am so sad or unhappy that it is quite painful
- 5 I am so sad or unhappy that I can't stand it

## B. (PESSIMISM)

- 1 I am not particularly pessimistic or discouraged about the future
- 2 I feel discouraged about the future
- 3 I feel I have nothing to look forward to
- 4 I feel that I won't ever get over my troubles
- 5 I feel that the future is hopeless and that things cannot improve

## C. (SENSE OF FAILURE)

- 1 I do not feel like a failure
- 2 I feel I have failed more than the average person
- 3 I feel I have accomplished very little that is worthwhile or that means anything
- 4 As I look back on my life all I can see is a lot of failures
- 5 I feel I am a complete failure as a person (parent, spouse)

## D. (DISSATISFACTION)

- 1 I am not particularly dissatisfied
- 2 I feel bored most of the time
- 3 I don't enjoy things the way I used to
- 4 I don't get satisfaction out of anything any more
- 5 I am dissatisfied with everything

## E. (GUILT)

- 1 I don't feel particularly guilty
- 2 I feel bad or unworthy a good part of the time
- 3 I feel quite guilty
- 4 I feel bad or unworthy practically all the time now
- 5 I feel as though I am very bad or worthless

## F. (EXPECTATION OF PUNISHMENT)

- 1 I don't feel I am being punished
- 2 I have a feeling that something bad may happen to me
- 3 I feel I am being punished or will be punished
- 4 I feel I deserve to be punished
- 5 I want to be punished

## G. (SELF-DISLIKE)

- 1 I don't feel disappointed in myself
- 2 I am disappointed in myself
- 3 I don't like myself
- 4 I am disgusted with myself
- 5 I hate myself

## H. (SELF-ACCUSATIONS)

- 1 I don't feel I am worse than anybody else
- 2 I am critical of myself for my weaknesses or mistakes
- 3 I blame myself for my faults
- 4 I blame myself for everything bad that happens

## I. (SUICIDAL IDEAS)

- 1 I don't have any thoughts of harming myself
- 2 I have thoughts of harming myself but I would not carry them out
- 3 I feel I would be better off if I were dead
- 4 I feel my family would be better off if I were dead
- 5 I have definite plans about committing suicide
- 6 I would kill myself if I could

## J. (CRYING)

- 1 I don't cry any more than usual
- 2 I cry more than I used to
- 3 I cry all the time now. I can't stop it
- 4 I used to be able to cry but now I can't cry at all even though I want to

## K. (IRRITABILITY)

- 1 I am no more irritated now than I ever am
- 2 I get annoyed or irritated more easily than I used to
- 3 I feel irritated all the time
- 4 I don't get irritated at all at things that used to irritate me

## L. (SOCIAL WITHDRAWAL)

- 1 I have not lost interest in other people
- 2 I am less interested in other people now than I used to be
- 3 I have lost most of my interest in other people and have little feeling for them
- 4 I have lost all my interest in other people and don't care about them at all

## M. (INDECISIVENESS)

- 1 I make decisions about as well as ever
- 2 I try to put off making decisions
- 3 I have great difficulty in making decisions
- 4 I can't make any decisions at all any more

## N. (BODY IMAGE CHANGE)

- 1 I don't feel I look any worse than I used to
- 2 I am worried that I am looking old or unattractive
- 3 I feel that there are permanent changes in my appearance and they make me look unattractive
- 4 I feel that I am ugly or repulsive looking

## O. (WORK RETARDATION)

- 1 I can work as well as before
- 2 It takes extra effort to get started doing something
- 3 I don't work as well as I used to
- 4 I have to push myself very hard to do anything
- 5 I can't do any work at all

## P. (INSOMNIA)

- 1 I can sleep as well as usual
- 2 I wake up more tired in the morning than I used to
- 3 I wake up 1-2 hours earlier than usual and find it hard to get back to sleep
- 4 I wake up early every day and can't get more than 5 hours sleep

## Q. (FATIGABILITY)

- 1 I don't get any more tired than usual
- 2 I get tired more easily than I used to
- 3 I get tired from doing anything
- 4 I get too tired to do anything

## R. (ANOREXIA)

- 1 My appetite is no worse than usual
- 2 My appetite is not as good as it used to be
- 3 My appetite is much worse now
- 4 I have no appetite at all any more

## S. (WEIGHT LOSS)

- 1 I haven't lost much weight, if any lately
- 2 I have lost more than 5 pounds
- 3 I have lost more than 10 pounds
- 4 I have lost more than 15 pounds

## T. (SOMATIC PREOCCUPATION)

- 1 I am no more concerned about my health than usual
- 2 I am concerned about aches and pains or upset stomach or constipation
- 3 I am so concerned with how I feel or what I feel that it's hard to think of much else
- 4 I am completely absorbed in what I feel

## U. (LOSS OF LIBIDO)

- 1 I have not noticed any recent change in my interest in sex
- 2 I am less interested in sex than I used to be
- 3 I am much less interested in sex now
- 4 I have lost interest in sex completely

The Beck Depression Inventory was taken from Beck, A. T., Ward, C. H., Mendelsohn, M., Mock, J. E., and Erbaugh, J. K. An inventory for measuring depression. Archives of General Psychiatry, 1961, 4, 561-571.

APPENDIX B

TABLES OF RESULTS

Table B-1. Number and percent of women in graduate, undergraduate, and combined groups, classified by marital status

		Single	Married	Divorced	Total
Graduate Women Students	N	14	10	8	32
	%	43.8	31.3	25	100
Undergraduate Women Students	N	55	15	11	81
	%	67.9	18.5	13.6	100
Combined Groups	N	69	25	19	113
	%	61.1	22.1	16.8	100

Table B-2. Correlations within graduate women's group

	CSES	AWS	A-Trait	BDI
Age	-.1115	-.1671	-.1581	.1139
CSES		-.0621	-.7019**	-.5738**
AWS			.2224	.0679
A-Trait				.6655**

CSES : assertiveness

AWS : attitudes toward women

A-Trait: anxiety

BDI : depression

N = 32

\*\*p = .001

Table B-3. Correlations within undergraduate women's group

	CSES	AWS	A-Trait	BDI
Age	-.0453	.1219	-.1775	-.1563
CSES		.3004*	-.4379**	-.3695**
AWS			-.1446	-.1367
A-Trait				.6236**

CSES : assertiveness N = 81  
 AWS : attitudes toward women \* p = .003  
 A-Trait: anxiety \*\* p = .001  
 BDI : depression

Table B-4. Means and standard deviations of combined groups based on marital status

Combined Groups	Single	Married	Divorced	
	N = 69	N = 25	N = 19	
Age	22.13	33.24	30.68	Mean
	6.02	11.47	6.82	S.D.
Assertiveness (CSES)	135.45	138.84	137.16	Mean
	23.27	21.51	27.49	S.D.
Att. twd Wom. (AWS)	64.48	69.00	69.90	Mean
	10.90	5.64	5.52	S.D.
Anxiety (A-Trait)	38.62	35.76	37.63	Mean
	9.01	8.70	9.49	S.D.
Depression (BDI)	7.70	5.84	8.68	Mean
	6.96	5.50	7.90	S.D.

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