

Fall 2016

# Academic Experience and Self Perception Study

Mark J. Tocchet Jr.

La Salle University, [tocchetm1@student.lasalle.edu](mailto:tocchetm1@student.lasalle.edu)

Follow this and additional works at: [http://digitalcommons.lasalle.edu/honors\\_projects](http://digitalcommons.lasalle.edu/honors_projects)



Part of the [Psychiatry and Psychology Commons](#)

---

## Recommended Citation

Tocchet Jr., Mark J., "Academic Experience and Self Perception Study" (2016). *HON499 projects*. 2.  
[http://digitalcommons.lasalle.edu/honors\\_projects/2](http://digitalcommons.lasalle.edu/honors_projects/2)

This Honors Project is brought to you for free and open access by the Honors Program at La Salle University Digital Commons. It has been accepted for inclusion in HON499 projects by an authorized administrator of La Salle University Digital Commons. For more information, please contact [careyc@lasalle.edu](mailto:careyc@lasalle.edu).

Running head: ACADEMIC EXPERIENCE AND SELF PERCEPTION STUDY

La Salle University

# **Academic Experience and Self Perception Study**

---

**Mark Tocchet**

*Hon - 499*

*November 30, 2016*

## **Introduction**

Self perception is a complex view of the self that incorporates a person's attitudes, preferences and actions and interprets these behaviors to have a view of the self. While self perception is a concept that all people have, a very important time where a person's self perception is developed is during their college or university years, especially because it is a time of experimentation and investigation to what a person likes and in what areas they might excel. This study attempts to look at the self perception of college students and observe how this is influenced by a person's academic experience. Specifically, when addressing academic experience the areas being investigated are achievement within several subjects, enjoyment within these subjects, extracurricular activities, both inside and outside of the university setting and how much they enjoy these activities as well. The academic experience plays a large role in developing a person's self perception of themselves, which can be carried with them for their whole lives, which is why it is an important topic within the field of self perception.

Students attend colleges and universities so that they may broaden their horizons and open up new opportunities for themselves. However, there is a very strong indication that a person's self perception influences this greatly (Määttä, 2016). Students who have better perceptions of themselves are more likely to succeed in school. While this correlation is enough to suggest there is a correlation between these two concepts, it is important to learn what exactly about the academic experience might influence a person's self perception. Are there certain class fees that lower a student's self perception when they do not do well more than others? Are there some activities that boost a student's self perception so that they feel more likely to succeed? With the knowledge of what can make the academic environment a place that encourages the self

perception of the students that attend it to grow, colleges and universities can also encourage them to be more successful in all of their endeavors.

There is already a substantial amount of research done in the areas of self perception, but less done in the areas of children and specifically school. Although, what we do have already is important to take into account when going further with research. There are many aspects of self perception: physical, mental, ability, etc. Some of the research that has been done is on the physical portion of self perception. It was found that students who perceived themselves as more athletic also perceived themselves to be more attractive, regardless of how other students perceived their attractiveness (Noack, 2013)(Blanco, 2015). Research in self perception and weight found that students who may be overweight or obese have a tendency to think that they have a more regular body type than they actually have (Kornilaki, 2015). Lastly, in a 2014 study of self perception, it was found that students with a high self perception seemed to make better friendships, especially among students of the same gender (Scharf, 2014). Another study found a similar correlation, also asserting that higher social self perceptions are linked to self efficacy (Zosuls, 2013). There has even been research in physical self perception by delving into how wearing glasses affects a person's self perception. While glasses wearers seem to think of themselves just as any other student would, people who do wear glasses are perceived to be smarter and less friendly than other students (Jellesma, 2013).

Additionally, there has been much research recently in the areas of children with learning disorders and other problems that would affect their performance in school. It was found that a higher self efficacy in students with learning disorders leads to better scores (Blake 2016). Similar results when looking at self efficacy and reading scores (Rhodes, 2013). While students with ADHD tend to have lower scores in school, a higher self perception can raise these scores

somewhat (Scholtens, 2014). In another study it was found that twice exceptional students are able to achieve high self perceptions despite what some previous theories have said (Wang, 2015). While it was found in that some programs may make students self perception increaser, they could be doing it in a way that leads to a poorer performance in school (Witmer, 2015). On the other hand some research indicates that some problems like aggression have no impact on self perception at all (Lynch, 2014).

There also has been some research into the general correlations between Academic performance and self perception. In one anxiety study, it was found that anxiety correlates negatively with success in school (Alkhateeb, 2014). This was not the only case of research showing this relationship. It was also found this relationship between self perception and anxiety, showing that a high anxiety usually indicates lower self perception in students (Takishima-Lacasa, 2014). In a few studies, results showed that students who were given treated differently than traditional students, in a way to encourage a higher self efficacy, also had higher self perceptions of themselves and higher academic success scores (Mih, 2013)(Määttä, 2016). Another study showed that persistence and self perception is a good indicator of academic achievement (Brown, 2016). Lastly, it was shown that a high motivation in students is linked with higher self perception and academic success (Matthews, 2014).

After reviewing the relevant literature in the area of self perception, it became clear that when studying this phenomenon, most research may be about students, however, they neglect to address some of the biggest factors of a student's life, namely, school itself. Children and college students spend a large portion of their time either in an academic setting or participating in activities related to their academic setting. By letting this large portion of a student's life go unobserved, one of the largest influences of a person's self perception is ignored as well. This is

the reason for which this study will be focusing its attention on the area of academic experience and how it related to the self perception of college and university students.

The purpose of this study will be to identify some of the major influences of self perception in a student's life. Because research in the area of self perception, and especially within the area of self perception and students, is relatively sparse, this is an exploratory study designed to take a look at many of the various influences of self perception that are within the academic environment. Specifically, the influences being measured would be those of academics and extracurricular activities, broken down by subject and by activity. Some of the questions that are anticipated to be answered are:

- How do GPA and GPA by subject influence the self perceptions of a student?
- Does this value fluctuate depending on the subject?
- Does enjoyment of a class and how well a student does in that class influence self perception?
- Does this fluctuate by subject?
- Do students in different subjects or activities have distinctly different ways of perceiving themselves?

Additionally, similar questions about extracurricular activities both inside and outside of school will also be addressed by the same standards as those which are being used to investigate academic achievement; including time spent participating in the activity, perceived performance, and enjoyment of activity.

## **Methodology**

### **Participants**

Participants in this study included 120 La Salle University students. Participants included 60 females and 60 males between the ages of 18 and 25. All participants in this study were volunteers. Some participants were recruited through the use of flyers and advertisements, while others were recruited from classrooms.

### **Materials**

Informed consent forms were used containing information about procedures, benefits and risks of participating, an explanation how to acquire the results of the research, availability of counseling services, voluntary participation, and contact information of the researchers. The purpose of the study was also on the consent form. They were electronic and attached to the online survey. Additional materials included a self-compiled survey (See Appendix A for full survey).

### **Academic Experience**

The survey included several demographic questions including GPA. The survey also included sections where the participant was asked to rate their performance, enjoyment, and time spent in each of 18 subjects ranging from art to economics. The survey also included sections where participants would list and describe extracurricular activities that they participated in and how much they enjoy the activity, how well they perform in the activity and how often they attend the activity.

To assess the academic experience within the subject areas students were asked 3 questions with the areas of Art, Business, Communications, Computer Science, Economics,

Education, English, Health, History, Literature, Language, Mathematics, Natural Science, Philosophy, Political Science, Psychology, and Religion. These questions were “How many courses have you taken within this subject?”, “How well do you do in this subject?”, rated on a letter grade scale ranging from A to F, and “How would you rate your enjoyment in this subject?”, which was rated on a 1 to 5 scale. A relatively similar method was used to determine activities both at La Salle University and outside of it. In this case, participants identified the activity before answering questions on performance, time spent within the activity, and enjoyment of it.

### **Self Perception**

A self perception survey was also included to see how the above variables might influence the various parts of a person's self perception. The survey asked a variety of questions phrased as two opposing statements where participants marked which statement was most likely represented them.

In this part of the survey the *Harter Self Perception Scale for College Students* was used. This questionnaire is a 54 item survey which measures student self perception in 11 areas: Creativity, Intellectual Ability, Scholastic Competence, Job Competence, Athletic Competence, Appearance, Romantic Relationships, Social Acceptance, Close Friendships, Parent Relationships, Humor, Morality, as well as a global self perception. There are 4 questions pertaining to each category with the exception of global self perception which has 5 questions attributed to it. Questions are stated as opposing statements where the participant must identify which statement better represents them, and how well it does this. For example: “Some students are able to make close friends they can really trust BUT Other students find it hard to make close

friends they can really trust”. The participant must find the statement which best represents them and then identify whether or not it is “Sort of True for me” or Really True for me”.

### **Design and Procedure**

The research design of this study was non-experimental and correlational as it studied the relationship between the various aspects of the academic experience and self perception. The variables in this study were self perception, which had a wide range of categories including morality, creativity, and intellectual ability, and academic experience.

Participants accessed the survey online from locations and devices of their own choosing. They were asked to sign an informed consent form. After obtaining informed consent, they were given the survey and were made aware that if at any time they felt as if they wanted to stop taking the survey they could at anytime with no negative consequences. They then read the directions carefully and fill out both the demographic and academic experience sections of the survey to the best of their ability. After they filled out the survey relating to self perception, the participants were then asked if they had any questions and thanked for their cooperation.

After gaining the relevant information regarding each student's academic experiences, subjects were consolidated into 5 categories based on a factor analysis of the enjoyment factors between classes. Activities not related to classes were looked at on a participant by participant basis. Scores from participants self perceptions were scored based on the 11 previously mentioned aspects of self perception as well as global self perception. A correlational analysis was run on self perceptions and academic experience, as well as with GPA.

**Results**

The following results are a complete set of analyzed data that have been fabricated and explained for the purpose of this project, while some aspects may reflect portions of the full study; the full study cannot be done until IRB approval has been obtained.

**Demographics**

<b>Age</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	19	15.8	15.8	15.8
	20	20	16.7	16.7	32.5
	21	21	17.5	17.5	50.0
	22	17	14.2	14.2	64.2
	23	23	19.2	19.2	83.3
	24	20	16.7	16.7	100.0
	Total	120	100.0	100.0	

<b>Gender</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	60	50.0	50.0	50.0
	Female	60	50.0	50.0	100.0
	Total	120	100.0	100.0	

Year in School					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frosh	22	18.3	18.3	18.3
	Soph	35	29.2	29.2	47.5
	Junior	35	29.2	29.2	76.7
	Senior	28	23.3	23.3	100.0
	Total	120	100.0	100.0	

Year_Grad					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2016	18	15.0	15.0	15.0
	2017	19	15.8	15.8	30.8
	2018	25	20.8	20.8	51.7
	2019	17	14.2	14.2	65.8
	2020	15	12.5	12.5	78.3
	2021	26	21.7	21.7	100.0
	Total	120	100.0	100.0	

### Regression

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Many, Well, Enjoy <sup>b</sup>	.	Enter

a. Dependent Variable: Global Self Worth
b. All requested variables entered.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.240 <sup>a</sup>	.057	.033	1.478

a. Predictors: (Constant), Many, Well, Enjoy
--

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.427	3	5.142	2.353	.076 <sup>b</sup>
	Residual	253.498	116	2.185		
	Total	268.925	119			

a. Dependent Variable: Global Self Worth
b. Predictors: (Constant), Many, Well, Enjoy

<b>Coefficients<sup>a</sup></b>						
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
<b>1</b>	<b>(Constant)</b>	<b>5.537</b>	<b>1.235</b>		<b>4.484</b>	<b>.000</b>
	<b>Enjoy</b>	<b>-.358</b>	<b>.236</b>	<b>-.137</b>	<b>-1.521</b>	<b>.131</b>
	<b>Well</b>	<b>.029</b>	<b>.233</b>	<b>.011</b>	<b>.126</b>	<b>.900</b>
	<b>Many</b>	<b>-.438</b>	<b>.195</b>	<b>-.203</b>	<b>-2.253</b>	<b>.026</b>

a. Dependent Variable: Global Self Worth

### Correlations Between Academic Categories and Aspects of Self Perception

<b>Correlations</b>				
		<b>Liberal Arts: How well</b>	<b>Science: How well</b>	<b>Social: How well</b>
<b>Liberal Arts: How well</b>	<b>Pearson Correlation</b>	<b>1</b>	<b>-.082</b>	<b>-.009</b>
	<b>Sig. (2-tailed)</b>		<b>.372</b>	<b>.922</b>
	<b>N</b>	<b>120</b>	<b>120</b>	<b>120</b>
<b>Science: How well</b>	<b>Pearson Correlation</b>	<b>-.082</b>	<b>1</b>	<b>.207</b>
	<b>Sig. (2-tailed)</b>	<b>.372</b>		<b>.023</b>
	<b>N</b>	<b>120</b>	<b>120</b>	<b>120</b>

Social: How well	Pearson Correlation	-.009	.207	1
	Sig. (2-tailed)	.922	.023	
	N	120	120	120
Applied: How well	Pearson Correlation	.023	.089	.109
	Sig. (2-tailed)	.800	.333	.235
	N	120	120	120
LSU Activities: How well	Pearson Correlation	-.059	-.061	-.163
	Sig. (2-tailed)	.523	.508	.075
	N	120	120	120
Non LSU Activities: How well	Pearson Correlation	.110	-.037	.085
	Sig. (2-tailed)	.234	.691	.356
	N	120	120	120
Scholastic	Pearson Correlation	.017	.072	-.019
	Sig. (2-tailed)	.852	.436	.833
	N	120	120	120
Intellectual Ability	Pearson Correlation	-.043	.068	.123
	Sig. (2-tailed)	.643	.461	.182
	N	120	120	120
Creativity Scale	Pearson Correlation	-.028	.058	-.107
	Sig. (2-tailed)	.763	.532	.243
	N	120	120	120
Global Self Worth	Pearson Correlation	.147	-.090	-.175

**Correlations**

		Applied: How well	LSU Activities: How well	Non LSU Activities: How well
Liberal Arts: How well	Pearson Correlation	.023	-.059	.110
	Sig. (2-tailed)	.800	.523	.234
	N	120	120	120
Science: How well	Pearson Correlation	.089	-.061	-.037
	Sig. (2-tailed)	.333	.508	.691
	N	120	120	120
Social: How well	Pearson Correlation	.109	-.163	.085
	Sig. (2-tailed)	.235	.075	.356
	N	120	120	120
Applied: How well	Pearson Correlation	1	-.071	.078
	Sig. (2-tailed)		.439	.400
	N	120	120	120
LSU Activities: How well	Pearson Correlation	-.071	1	-.039
	Sig. (2-tailed)	.439		.671
	N	120	120	120
Non LSU Activities: How well	Pearson Correlation	.078	-.039	1
	Sig. (2-tailed)	.400	.671	
	N	120	120	120
Scholastic	Pearson Correlation	.046	-.128	-.056
	Sig. (2-tailed)	.615	.164	.543
	N	120	120	120

<b>Intellectual Ability</b>	<b>Pearson Correlation</b>	<b>-.075</b>	<b>-.132</b>	<b>-.009</b>
	<b>Sig. (2-tailed)</b>	<b>.418</b>	<b>.149</b>	<b>.919</b>
	<b>N</b>	<b>120</b>	<b>120</b>	<b>120</b>
<b>Creativity Scale</b>	<b>Pearson Correlation</b>	<b>-.071</b>	<b>-.072</b>	<b>.076</b>
	<b>Sig. (2-tailed)</b>	<b>.442</b>	<b>.432</b>	<b>.412</b>
	<b>N</b>	<b>120</b>	<b>120</b>	<b>120</b>
<b>Global Self Worth</b>	<b>Pearson Correlation</b>	<b>.063</b>	<b>.062</b>	<b>.024</b>

<b>Correlations</b>				
		<b>Scholastic</b>	<b>Intellectual Ability</b>	<b>Creativity Scale</b>
<b>Liberal Arts: How well</b>	<b>Pearson Correlation</b>	<b>.017</b>	<b>-.043</b>	<b>-.028</b>
	<b>Sig. (2-tailed)</b>	<b>.852</b>	<b>.643</b>	<b>.763</b>
	<b>N</b>	<b>120</b>	<b>120</b>	<b>120</b>
<b>Science: How well</b>	<b>Pearson Correlation</b>	<b>.072</b>	<b>.068</b>	<b>.058</b>
	<b>Sig. (2-tailed)</b>	<b>.436</b>	<b>.461</b>	<b>.532</b>
	<b>N</b>	<b>120</b>	<b>120</b>	<b>120</b>
<b>Social: How well</b>	<b>Pearson Correlation</b>	<b>-.019</b>	<b>.123</b>	<b>-.107</b>
	<b>Sig. (2-tailed)</b>	<b>.833</b>	<b>.182</b>	<b>.243</b>
	<b>N</b>	<b>120</b>	<b>120</b>	<b>120</b>
<b>Applied: How well</b>	<b>Pearson Correlation</b>	<b>.046</b>	<b>-.075</b>	<b>-.071</b>
	<b>Sig. (2-tailed)</b>	<b>.615</b>	<b>.418</b>	<b>.442</b>
	<b>N</b>	<b>120</b>	<b>120</b>	<b>120</b>
<b>LSU Activities: How well</b>	<b>Pearson Correlation</b>	<b>-.128</b>	<b>-.132</b>	<b>-.072</b>
	<b>Sig. (2-tailed)</b>	<b>.164</b>	<b>.149</b>	<b>.432</b>

	N	120	120	120
Non LSU Activities: How well	Pearson Correlation	-.056	-.009	.076
	Sig. (2-tailed)	.543	.919	.412
	N	120	120	120
Scholastic	Pearson Correlation	1	.176	-.031
	Sig. (2-tailed)		.055	.736
	N	120	120	120
Intellectual Ability	Pearson Correlation	.176	1	.095
	Sig. (2-tailed)	.055		.304
	N	120	120	120
Creativity Scale	Pearson Correlation	-.031	.095	1
	Sig. (2-tailed)	.736	.304	
	N	120	120	120
Global Self Worth	Pearson Correlation	.087	-.040	.079

Correlations		
		Global Self Worth
Liberal Arts: How well	Pearson Correlation	.147
	Sig. (2-tailed)	.110
	N	120
Science: How well	Pearson Correlation	-.090
	Sig. (2-tailed)	.330
	N	120

Social: How well	Pearson Correlation	-.175
	Sig. (2-tailed)	.057
	N	120
Applied: How well	Pearson Correlation	.063
	Sig. (2-tailed)	.495
	N	120
LSU Activities: How well	Pearson Correlation	.062
	Sig. (2-tailed)	.503
	N	120
Non LSU Activities: How well	Pearson Correlation	.024
	Sig. (2-tailed)	.795
	N	120
Scholastic	Pearson Correlation	.087
	Sig. (2-tailed)	.344
	N	120
Intellectual Ability	Pearson Correlation	-.040
	Sig. (2-tailed)	.666
	N	120
Creativity Scale	Pearson Correlation	.079
	Sig. (2-tailed)	.393
	N	120
Global Self Worth	Pearson Correlation	1

<b>Correlations</b>
---------------------

		Liberal Arts: How well	Science: How well	Social: How well
Global Self Worth	Sig. (2-tailed)	.110	.330	.057
	N	120	120	120

Correlations				
		Applied: How well	LSU Activities: How well	Non LSU Activities: How well
Global Self Worth	Sig. (2-tailed)	.495	.503	.795
	N	120	120	120

Correlations				
		Scholastic	Intellectual Ability	Creativity Scale
Global Self Worth	Sig. (2-tailed)	.344	.666	.393
	N	120	120	120

Correlations		
		Global Self Worth
Global Self Worth	Sig. (2-tailed)	
	N	120

\*. Correlation is significant at the 0.05 level (2-tailed).

## **Discussion**

From the data we can find some very interesting. It seems that as suspected, various aspects of self perception fluctuate depending on the subject that a person finds themselves majoring in. For example, liberal arts students seem to have a lower intelligence perception, but at the same time a higher global self perception score. What this means is that, either students with similar self perceptions go into the same subjects when in school, or there are some aspects of the academic experience within the various subjects and activities which cause students to feel differently about themselves, for better or for worse. While it is impossible to tell a causal relation in this study, it becomes clear that there are significant differences between student's self perceptions depending on their major.

With such copious amounts of data, it would be unrealistic to point out each difference between subjects, so instead; some of the larger differences will be pointed out and discussed. As stated above, liberal arts students seem to have a lower intelligence perception, but at the same time a higher global self perception score. It may be that these students picked liberal arts because they did not believe they could excel at programs that seemed more intellectual, or maybe it's the case that these students became more confident in themselves throughout the course of the program. Likewise, students majoring in the sciences had higher intellect but lower self worth. It becomes clear that while a correlation has been found there is no way to say how these differences came about, but that is not the only drawback of this study.

Another limitation of the project is that, typically when recruiting students for help with research, it is mostly students from a Psychology background that participate in studies because these are the only classes that offer extra credit for the participation. As this is a study looking at

the differences between all aspects of academia, if this study were to be repeated it would be necessary to find a way to recruit people from all backgrounds to collect data from.

Despite this limitation, the data gathered from this study was significant and despite only knowing that self perception and the academic experience are correlated, this study opens up a large amount of possible study in causal studies, specific analysis of academia and extracurricular activities, as well as a myriad of other self perception and student related research.

### References

- Alkhateeb, H. M. (2014). Reading anxiety, classroom anxiety, language motivation, reader self-perception, and Arabic achievement of Arab-American students learning Arabic as a second language. *Psychological Reports, 115*(3), 918-931. doi:10.2466/11.PR0.115c27z6
- Blake, A. (2016). Perceptions of intelligence and academic achievement among undergraduate students with learning disorders. *Dissertation Abstracts International, 76*,
- Blanco, J. R., Blanco, H., Viciano, J., & Zueck, C. (2015). Psychometric properties of the Physical Self-Concept Questionnaire with Mexican university students. *Psychological Reports, 116*(2), 422-437. doi:10.2466/03.07.PR0.116k18w2
- Brown, L. (2016). Self-efficacy and perceptions of first-year American Indian college students: A quantitative study. *Dissertation Abstracts International Section A, 77*,
- Jellesma, F. C. (2013). Do glasses change children's perceptions? Effects of eyeglasses on peer- and self-perception. *European Journal of Developmental Psychology, 10*(4), 449-460. doi:10.1080/17405629.2012.700199
- Kornilaki, E. N. (2015). Obesity bias in children: The role of actual and perceived body size. *Infant and Child Development, 24*(4), 365-378. doi:10.1002/icd.1894
- Lynch, R. J., Kistner, J. A., Stephens, H. F., & David-Ferdon, C. (2015). Positively biased self-perceptions of peer acceptance and subtypes of aggression in children. *Aggressive Behavior*, doi:10.1002/ab.21611
- Määttä, E., Mykkänen, A., & Järvelä, S. (2016). Elementary schoolchildren's self- and social perceptions of success. *Journal of Research in Childhood Education, 30*(2), 170-184. doi:10.1080/02568543.2016.1143418
- Matthews, J. S., Banerjee, M., & Lauermann, F. (2014). Academic identity formation and

- motivation among ethnic minority adolescents: The role of the 'self' between internal and external perceptions of identity. *Child Development*, 85(6), 2355-2373.
- Mih, V., & Mih, C. (2013). Perceived autonomy-supportive teaching, academic self-perceptions and engagement in learning: Toward a process model of academic achievement. *Cognition, Brain, Behavior: An Interdisciplinary Journal*, 17(4), 289-313
- Noack, P., Kauper, T., Benbow, A. E. F., & Eckstein, K. (2013). Physical self-perceptions and self-esteem in adolescents participating in organized sports and religious groups. *European Journal of Developmental Psychology*, 10(6), 663-675.  
doi:10.1080/17405629.2013.777663
- Rhodes, K. L. (2016). Self-perception as a predictor of academic performance in adolescents with learning disabilities. *Dissertation Abstracts International Section A*, 77,
- Scharf, M. (2014). Children's social competence within close friendship: The role of self-perception and attachment orientations. *School Psychology International*, 35(2), 206-220.  
doi:10.1177/0143034312474377
- Scholtens, S., Rydell, A., & Yang-Wallentin, F. (2013). ADHD symptoms, academic achievement, self-perception of academic competence and future orientation: A longitudinal study. *Scandinavian Journal Of Psychology*, 54(3), 205-212.  
doi:10.1111/sjop.12042
- Takishima-Lacasa, J., Higa-McMillan, C., Ebesutani, C., Smith, R. L., & Chorpita, B. F. (2014). Self-consciousness and social anxiety in youth: The revised self-consciousness scales for children. *Psychological Assessment*, 26(4), 1292-1306. doi:10.1037/a0037386
- Wang, C. W., & Neihart, M. (2015). Academic self-concept and academic self-efficacy: Self-beliefs enable academic achievement of twice-exceptional students. *Roepers Review: A*

*Journal On Gifted Education*, 37(2), 63-73.

- Witmer, S. E., Cook, E., Schmitt, H., & Clinton, M. (2015). The read-aloud accommodation during instruction: Exploring effects on student self-perceptions and academic growth. *Learning Disabilities: A Contemporary Journal*, 13(1), 95-109. Retrieved from <http://dbproxy.lasalle.edu:2048/login?url=http://dbproxy.lasalle.edu:2057/login.aspx?direct=true&db=psych&AN=2016-09867-007&site=ehost-live&scope=site>
- Zosuls, K. M., Field, R. D., Martin, C. L., Andrews, N. C. Z., & England, D. E. (2014). Gender-based relationship efficacy: Children's self-perceptions in intergroup contexts. *Child Development*, 85(4), 1663-1676. doi:10.1111/cdev.12209

---

## **Appendix A**

---

## Demographics

What is your current age?

What is your race?

What year of school are you in?

Freshman

Sophomore

Junior

Senior

Graduate Student

What year do you expect to graduate?

What is your current GPA?

List any Majors you have:

List any Minors you have:

## Harter Block

The following are statements that allow college students to describe themselves. There are no right or wrong answers since students differ markedly. Please read the entire sentence across. First decide which one of the two parts of each statement best describes you; then go to that side of the statement and check whether that is just sort of true for you or really true for you. You will just check ONE of the four boxes for each statement. Think about what you are like in the college environment as you read and answer each one.

Click to write the question text

	Really True For Me	Sort of True For Me	Sort of True For Me	Really True For Me	
Some students like the kind of person they are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students wish that they were different
Some students are not very					

proud of the work they do on their job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students are very proud of the work they do on their job
Some students feel confident they are mastering the coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students do not feel so confident
Some students do not feel satisfied with their social skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students think their social skills are just fine
Some students are not happy with the way they look	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students are happy with the way they look
Some students like the way they act around their parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Some students wished they acted differently around their parents
Some students get kind of lonely because they don't have a close friend to share things with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students don't usually get too lonely because they do have a close friend to share things with
Some students feel like they are just as smart or smarter than other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students wonder if they are as smart
Some students often question the morality of their behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students feel their behavior is usually moral
Some students feel that people they like romantically will be attracted to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students worry about whether people they like romantically will be attracted to them
When students do something sort of stupid that later appears funny, they find it hard to laugh at themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When other students do something sort of stupid that later appears very funny, they can easily laugh at themselves
Some students feel they are just as creative or even more so than other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students wonder if they are as creative
Some students feel they could do well at just about any new athletic activity they haven't tried before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students are afraid they might not do well at athletic activities they haven't ever tried before

Some students are often disappointed with themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students are usually quite pleased with themselves
Some students feel they are very good at their job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students worry about whether or not they can do their job
Some students do very well at their studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students don't do very well at their studies
Some students find it hard to make new friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students are able to make new friends easily
Some students are happy with their height and weight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students wish their height or weight was different
Some students find it hard to act naturally when they are around their parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students find it easy to act naturally around their parents
Some students are able to make close friends they can really trust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students find it hard to make close friends they can really trust
Some students do not feel they are mentally able	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students feel they are very mentally able
Some students usually do what is morally right	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students sometimes don't do what they know is morally right
Some students find it hard to establish romantic relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students don't have difficulty establishing romantic relationships
Some students don't mind being kidded by their friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students are bothered when friends kid them
Some students worry that they are not as creative or inventive as other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students feel they are very creative and inventive
Some students don't feel that they are very athletic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students do feel they are athletic
Some students usually like themselves as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students often don't like themselves as a person

Some students feel confident about their ability to do a new job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students worry about whether they can do a new job they haven't tried before
Some students have trouble figuring out homework assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students rarely have trouble with their homework assignments
Some students like the way they interact with people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students wish their interactions with other people were different
Some students wish their body was different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students like their body the way it is
Some students feel comfortable being themselves around their parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students have difficulty being themselves around their parents
Some students don't have a close friend they can share their personal thoughts and feelings with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students do have a friend who is close enough for them to share thoughts that are really personal
Some students feel they are just as bright or brighter than most people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students wonder if they are as bright
Some students would like to be a better person morally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students think they are quite normal
Some students have the ability to develop romantic relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students do not find it easy to develop romantic relationships
Some students have a hard time laughing at the ridiculous or silly things they do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students find it easy to laugh at themselves
Some students do not feel that they are very intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students feel that they are very intelligent
Some students feel that they are better than others at sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students don't feel they can play as well
Some students really like the way they are leading their lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students often don't like the way they are leading their lives

Some students are not satisfied with the way they do their job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students are quite satisfied with the way they do their job
Some students sometimes do not feel intellectually competent at their studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students usually do feel intellectually competent at their studies
Some students feel that they socially accepted by many people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students wish more people accepted them
Some students like their physical appearance the way it is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students do not like their physical appearance
Some students find they are unable to get along with their parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students get along with their parents quite well
Some students are able to make really close friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students find it hard to make really close friends
Some students would really rather be different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students are very happy being the way they are
Some students question whether they are very intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students feel they are intelligent
Some students live up to their own moral standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students have trouble living up to their moral standards
Some students worry that when they like someone romantically, that the person won't like them back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students feel that when they are romantically interested in someone, that person will like them back
Some students can really laugh at certain things they can do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students have a hard time laughing at themselves
Some students feel they have a lot of original ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students question whether their ideas are original
Some students don't do well at activities requiring physical skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students are good at activities requiring physical skill
Some students are often dissatisfied with themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other students are usually satisfied with themselves

## Art

For each of the following subjects, please indicate, if taken, how many classes you have had within the subject, how well you do in these classes, and how much you enjoy classes in the subject.

Art

How many classes have you taken within this subject?

How well do you do in this subject?

A

B

C

D

E

F

How would you rate your enjoyment in this subject?

Do Not Enjoy



Enjoy a Lot

## Buisness

Buisness

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy ○ ○ ○ ○ ○ Enjoy a Lot

### Communications

Communications

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

### Computer Science

Computer Science

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

### Economics

Economics

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

**Education**

Education

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

## English

English

How many classes have you taken within this subject?

How well do you do in this subject?

A

B

C

D

E

F

How would you rate your enjoyment in this subject?

Do Not Enjoy



Enjoy a Lot

## Health

Health/Nursing/Medicine

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

### History

History

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

### Literature

## Literature

How many classes have you taken within this subject?

How well do you do in this subject?

A

B

C

D

E

F

How would you rate your enjoyment in this subject?

Do Not Enjoy



Enjoy a Lot

## Language

Language

How many classes have you taken within this subject?

How well do you do in this subject?

A

B

C

D

E

F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

**Mathamatics**

Mathematics

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

**Natural Science**

Natural Science

How many classes have you taken within this subject?

How well do you do in this subject?

A

B

C

D

E

F

How would you rate your enjoyment in this subject?

Do Not Enjoy



Enjoy a Lot

## Philosophy

Philosophy

How many classes have you taken within this subject?

How well do you do in this subject?

A

B

C

D

E

F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

### Political Science

Political Science

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

### Psychology

Psychology

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

**Religion**

Religion

How many classes have you taken within this subject?

How well do you do in this subject?

A B C D E F

How would you rate your enjoyment in this subject?

Do Not Enjoy      Enjoy a Lot

## Other

Other Subject:

How many classes have you taken within this subject?

How well do you do in this subject?

A

B

C

D

E

F

How would you rate your enjoyment in this subject?

Do Not Enjoy



Enjoy a Lot

## LaSalle Activity 1

For each of the following, list an activity you participate in at La Salle University and please indicate, how often you attend this activity, how well you think you perform, and how much you enjoy the activity. (Sports, clubs, service, etc.)

## La Salle Activities

First Activity Name:

How often do you attend this activity?

How would you rate your performance in this activity?

Low      High

How would you rate your enjoyment in this activity?

Do Not Enjoy      Enjoy a Lot

## LaSalle Activity 2

Second Activity Name:

How often do you attend this activity?

How would you rate your performance in this activity?

Low      High

How would you rate your enjoyment in this activity?

Do Not Enjoy      Enjoy a Lot

### LaSalle Activity 3

Third Activity Name:

How often do you attend this activity?

How would you rate your performance in this activity?

Low      High

How would you rate your enjoyment in this activity?

Do Not Enjoy      Enjoy a Lot

### Activity 1

For each of the following, list an activity you participate in NOT at La Salle University and please indicate, how often you attend this activity, how well you think you perform, and how much you enjoy the activity. (Job, other non-lasalle activities, etc.)

NON - La Salle Activities

First Activity Name:

How often do you attend this activity?

How would you rate your performance in this activity?

Low      High

How would you rate your enjoyment in this activity?

Do Not Enjoy      Enjoy a Lot

## Activity 2

Second Activity Name:

How often do you attend this activity?

How would you rate your performance in this activity?

Low      High

How would you rate your enjoyment in this activity?

Do Not Enjoy      Enjoy a Lot

## Activity 3

Third Activity Name:

How often do you attend this activity?

How would you rate your performance in this activity?

Low      High

How would you rate your enjoyment in this activity?

Do Not Enjoy      Enjoy a Lot

Powered by Qualtrics







