FREUD'S OBJECTIVE ANXIETY AND

COLLEGE PERFORMANCE

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CHAPTER I

INTRODUCTION

The term anxiety has been defined in many ways by many people. There are various meanings attached to the term, depending upon one's orientation and understanding. Anxiety, according to the New American Webster Hand College Dictionary, is that painful uneasiness of mind over an impending or anticipated ill. According to Harriman, anxiety " . . . in psychoanalysis, is a pervasive apprehension of threat of danger" (14, p. 11). At this point, the description provided by Coleman will represent anxiety from a general perspective. He states, "Perhaps most important from a psychological viewpoint is the emotion we call anxiety, which is aroused by a threat to the adequacy or worth of the self. Anxiety is often referred to as 'psychic pain' and is acutely unpleasant. It operates as a powerful driving force towards maintenance on the psychological level" (6, p. 75).

The American culture in the twentieth century possesses a unique social setting which has caused this century to be labeled the "Age of Anxiety". This age in which man now lives greatly affects his way of life. Dr. Rollo May expresses this opinion in discussing anxiety from the historical and sociological approach. May states, "Man is an historical product.

The content of his fears and anxieties, as well as his hopes and his loves and hates, will vary depending on the point in history at which he happens to be" (16, p. 42).

One factor which has had a great influence in developing the nature of our age of anxiety is the predominance of industrialization in our culture. Coupled with the rise in population and affluence, industrialization has placed a greater demand on the ability of the individual to achieve success. Man is often valued in this setting for his skills or training as an asset or a functional resource. Metropolitan communities have sprung up in which millions are thrown together in response to this demand, depersonalizing man's relationships to other men.

In this industrial setting mobility and discontinuity of tradition are very prominent. The family as an institution has become smaller in structure and less of a geographical influence. It is not uncommon for a family to respond to employment opportunity or need by migrating to a new geographical area. This mobility and complexity of the masses has caused a melting pot of subcultures in which diverse backgrounds, value systems, and races have been thrown together.

The lack of continuity of modern civilization has seemingly caused endless personal and social problems. Thus, in this age of tremendous growth, the only certainty is change. Men are troubled by the contrast between their fellow men and themselves, and seem to suffer from a lack of identification and empathy for others. With very little continuous tradi-

tional transfer from the past to the present, and even less hope for continuity of present tradition for the future, man's despairing pursuit of a stable value system and his desire for a positive, goal-oriented way of life are frequently thwarted.

The result this modern way of life has produced in many people is a symptom of despair which has been described as "existential anxiety". Again, Coleman views existential anxiety as a highly prominent conflict which modern man faces.

> However, rapid social change has also created serious problems for man. It has played havoc with traditional mores and value patterns and with many of our assumptions concerning the meaning of human existence. Despite modern man's fine automobiles, well-stocked refrigerators, and other material possessions and comforts, the meaning of life seems to be evading him. In essence men are suffering from 'existential anxiety'——deep concern about finding values which will enable them to live satisfying, fulfilling, and meaningful lives (6, p. 160).

It is this questioning of the unconscious assumptions of values which confuses and alienates man from his orientations, causing him to be more vulnerable to specific threats, for the individual has no solid ground on which to meet these specific threats. The result is widespread anxiety of an existential nature. This existential threat is analogous to despair that has been common to men of all ages, even though less prominent, and was dramatically expressed by Blaise Pascal in the seventeenth century.

> When I consider the brief span of my life, swallowed up in the time before and behind it, the small space that I fill, or even see, engulfed in the infinite immensity of spaces which I know not, and which know not me, I am afraid and wonder to see myself here rather than there, for there is no reason why I should be here rather than there, now rather than then (16, p. 8).

Anxiety has many faces and expresses itself variantly according to individual differences. It affects the things people do, the way they behave, and how they perform. The learning theorists in the field of psychology are noted for their research on the effects of anxiety on performance. They have done a large amount of investigation concerning the effects of anxiety on learning in college. The basic assumption of the learning theorists concerning anxiety is that it causes tension in the organism and that the reduction of tension is an important reinforcing factor in the process of learning.

Much of the research from the above area is concerned with Hull's concept of anxiety as a drive in the learning situation. In this respect, the Taylor Manifest Anxiety Scale is frequently utilized as a measure of drive, and grew largely out of experimental psychologists' concern for a measurement of Hull's D in human subjects as related to learning situations (36). Taylor felt, within the Hullian framework, that when there was a single habit tendency involved, the higher-drive subjects should be superior to lower-drive subjects; the reverse should be true when response tendencies differed in strength and number (40).

The Taylor Manifest Anxiety Scale has been used as a measure of drive (anxiety) for many studies involving learning (3, 4, 17, 24, 27). Essentially, the Taylor studies attempted to manipulate D by the selection of subjects, rather than varying antecedent conditions. The basic assumption was that a subject's effective D strength was the direct function of the scores on the test (41, 42). There have been a number of validity and reliability studies providing positive results in support of the scale (3, 17, 18, 19, 27, 32, 38). Also, there has been some interest expressed concerning the theoretical basis from which the test was created (20, 24). Bendig states, "The general impression one receives from reviewing research results is that the relationship between the Taylor Manifest Anxiety Scale and learning is, like extra-sensory perception (ESP), a delicate flower that blooms only in certain environments" (4, p. 288).

Some researchers have found competition of stimuli in learning tasks to be a relevant variable influencing performance. Spence has found that high and low anxiety subjects perform differently in learning situations depending upon the extent to which strong incorrect responses are in competition with correct, appropriate responses (40). A number of studies have discovered performance ability to be depressed under anxiety-producing conditions. Specific characteristics affected by high anxiety were narrowing of preferred behavior (12), loss of abstract ability and flexibility (2, 16, 31),

and repetitive patterns of responding by high anxiety subjects (37).

Many investigators thought it was important to differentiate between task-related anxiety responses and general anxiety responses not related to the task at hand. Mandler (25) made this differentiation. General anxiety responses were neither connected to the task at hand, nor facilitating to performance. Other studies (10, 25, 36) found that highly anxious subjects blamed themselves more in failure situations than did the subjects demonstrating a low level of anxiety. The conclusion was that this pattern was the result of a greater propensity of self-relevant responses in those with high anxiety. People of lower anxiety seem to meet self-threat with stability and security, focusing activity on increased attention and effort, while the highly anxious seem to react with self-oriented, personalized responses (26, 28).

The above implication could have significant consequences affecting educational achievement in the classroom. Calvin (5) concluded that anxiety reduction in the testing situation allowed more spontaneous comments on the part of the students. Daye (8) found differential effects in group situations as well as in individual testing situations when ego-involving instructions were given. Also, it has been discovered that highly anxious subjects perform better when no reference is made to grade report (25), and that test anxiety is closely associated with anxiety in a variety of other situations (13).

Another conclusion was that highly motivating instructions were detrimental for high anxiety subjects while facilitating for low anxiety subjects (34). Knowledge of the above findings could be an asset to the teacher in structuring the classroom situation to obtain an optimal level of achievement.

The majority of the evidence in the literature was in support of high anxiety as a depressor of or decrement to learning and performance, and of a low level of anxiety as facilitating to the individual in learning situations. This preponderance of findings of anxiety as a depressor in learning situations was consistent with the Hullian concept that total response potential is related to drive or anxiety. These findings could reasonably be followed up by a prediction that subjects manifesting high anxiety would make more incorrect responses during the learning experience than low anxiety subjects.

It was the position of this study that the Hullian theoretical concept of anxiety as a drive is inappropriate in relation to an understanding of the effects of anxiety on the complexities of college performance. Also, it was felt that the Taylor Manifest Anxiety Scale has face validity for a considerably broader concept of anxiety than that proposed by Hull. In response to Hull's findings, Jackson concluded that "Manifestation of anxiety is multidimensional rather than unitary and may even represent uncorrelated dimensions" (19, p. 22). The present study also viewed performance in

the college setting as differing from most of the related variables presented in the literature to which anxiety was connected. Performance in college is more than learning defined as a production of associations, rote memory or fulfillment of various narrowly defined tasks. It takes place under a broader and more complex setting than just a number of alternatives, competing stimuli, or testing situations.

In response to the above view another theoretical concept of anxiety, more conclusive and more relevant to performance in the diverse and complex college setting, was pursued. It was thought that the concept of anxiety as a drive should be maintained. Karl Baughman provides what seems a logical rationale for such a course.

> When anxiety is considered as a response, the analyst's primary objective is usually to determine what factors are inducing it, or how it can be reduced, or how the amount of it can be assessed. But, when anxiety is considered as a stimulus (it is customarily referred to as a "drive") the psychologist's interest is usually in how anxiety affects some designated performance . . . Since our interests are chiefly in how anxiety, when aroused, affects subsequent performance, then we will think of it in stimulus (or drive) terms . . . (1, p. 425).

Coleman stated a general definition of anxiety representative of psychoanalytic theory. "Although closely related to fear, anxiety is a subjective warning of threat in which the specific nature of the danger is not known" (6, p. 93). In the realm of anxiety, as in many other areas of human behavior, Sigmund Freud contributed very important insights upon which

much of psychoanalytic theory has been based. Freud, in his first formulations in 1894, considered anxiety as a physiological reaction to the frustration of sexual orgasm, and that it was sexual inhibition which produced the sexual frustration.

The Problem of Anxiety, a book by Freud published in 1923, revealed his second theory. At that time he felt that the development of neurotic defenses was an attempt to cope with anxiety. It was in relation to this insight that he concluded that anxiety was also the signal of danger from within; just as fear was a signal to attack or escape, anxiety was a signal of defense. He established to his satisfaction that anxiety was similar to fear, a reaction to unknown danger. This conception formed the foundation for more recent work on anxiety. That impulses and drives from within a person often threaten his relation to his fellowmen has become a generally accepted thesis.

In recent years contributions have been made by culturally oriented analysts. Most of these analysts have been in disagreement with Freud as to the nature of the threat from within which produces anxiety. Instead they felt that the threat was produced by cultural pressures. Sullivan (43) feels that the need for approval from significant adults is the factor which first exposes the child to anxiety as being a state of discomfort from disapproval. Very early in life the child is exposed to anxiety, and the self is formed in an effort to avoid this feeling. Fromm (43) sees the early pattern of anxiety growing out of the conflict between the need to be

close and the need for independence. Horney (43) stresses frustrating situations that make the child feel hostile. The child generalizes from these experiences to his environment which is then seen as a hostile world and this in turn causes him to feel helpless.

Freud's first theory held that anxiety was basically a response to frustrated sexual life, that it was the result rather than a cause of difficulties. In his second theory Freud viewed anxiety as both a response to a danger from within and a signal (stimulus or drive) to do something to avert or avoid the dangerous condition. This latter concept views anxiety as having the properties of a drive. When the ego perceives danger this perception arouses some measure of anxiety relative to the threat, and then steps are taken to reduce the threat. Freud distinguished three kinds of anxiety. He stated, "Objective anxiety (also called real or true anxiety) depends upon real or anticipated danger whose source lies in the external world . . . Neurotic anxiety is in regard to an unknown danger . . . Moral anxiety is aroused by a perception of danger from the conscience (super-ego)" (15, p. 298).

Freud described objective anxiety as being aroused by a true or real threat from the external environment; this was referred to as a drive. This suggested that the other two kinds of drive, neurotic and moral anxiety, are not aroused by real or true threats from the external environment. This could reasonably lead one to conjecture that responses made

to an objective drive would be more productive than responses made to a drive that was not objective, such as neurotic or moral anxiety.

It was the purpose of the present study to investigate the relationship between drive level and the college learning situation. The proposals of this study were made in response to the absence of research in this area and on the basis of the following assumptions: (1) performance in college can be reliably measured by grade point average, (2) the Taylor Manifest Anxiety Scale is a valid and reliable measure of manifest anxiety, (3) manifest anxiety is an index of drive level, (4) college entrance examinations are indicative of level of ability, and (5) objective anxiety can be distinguished from anxiety that is subjective in nature.

It was the position of this study that subjects having a degree of anxiety relative to their ability were realistically appraising themselves, and that their anxiety was objective in nature. It was also thought that subjects having a disproportionate degree of anxiety relative to their ability level were unrealistically appraising themselves, and that their anxiety was subjective in nature. In view of the above assumptions as premise and in light of the implications of Freud's theoretical classification of objective anxiety as possibly a positive drive, the following hypotheses were proposed.

1. Subjects in the high ability level with a low degree

of drive (anxiety) will possess a higher grade point average than subjects of the same ability level whose drive (anxiety) is other than low.

2. Subjects in the medium ability level with a medium degree of drive (anxiety) will possess a higher grade point average than subjects of the same ability level whose drive (anxiety) is other than medium.

3. Subjects in the low ability level with a high degree of drive (anxiety) will possess a higher grade point average than subjects of the same ability level whose drive (anxiety) is other than high.

Since the subjects were matched on variables of age, educational level, and ability, which were considered to be relevant to success in the college setting, these hypotheses are consistent with Freud's concept of objective anxiety as being aroused by real environmental properties and as a stimulus (drive) for productive response in the reduction of the threat.

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CHAPTER II

METHOD

Subjects

Subjects for this study were 105 male and female freshman students at North Texas State University. All Ss were enrolled in sections of a freshman elective education course in general psychology for teachers. The age range of Ss was eighteen to twenty-two years. The original subject group consisted of 181 freshmen, including both male and female; 76 persons were eliminated from the original population during the matching procedure.

The Ss were matched for educational development level (or performance ability), using as the principal measure for 87 Ss the American College Testing program (ACT). For eighteen Ss the College Entrance Examination Board results were transposed into ACT equivalency scores, using a table of norms provided by the Registrar's Office of North Texas State University.

Instruments

The ACT tests are an outgrowth of the Iowa Tests of Educational Development, developed in Iowa in 1942. The ITED norms were standardized nationally in 1957 with 149,000 high school students from 366 schools. In 1959 the ITED was adopted for use in the American College Testing program (1, pp. 7-10).

The basic test battery consists of four tests: English, mathematics, social studies, and natural sciences. Each test averages 45 minutes in length (1, p. 5). "The ACT tests place primary emphasis on what the student can do with what he has learned, rather than with what he has learned in the sense of specified descriptive information" (1, p. 6). The test was designed as a power performance test, and liberal time elements were allocated.

The Taylor Manifest Anxiety Scale (4) was the major measuring instrument used in this study. The TMAS was originally developed by Taylor (3) for use in a study of eyelid conditioning. The TMAS was derived from approximately 200 items from the Minnesota Multiphasic Personality Inventory. Sixty-five items were selected by five clinicians as being indicative or symptomatic of manifest anxiety. There was eighty per cent or better agreement among the clinicians on the 65 items. The number of items was then reduced to fifty. The remaining items showed a higher correlation with the total anxiety scores in the original group tested (4, p. 287). The test in its present form was administered to 1,971 students at the State University of Iowa during five successive semesters in order to obtain normative data. The test-retest coefficient after a three-week period was found to be .89, after a five-month period .82, and after a nine to seventeen-month period .81. No systematic change in means or in distributions for the three testing periods was found (4).

The TMAS consists of fifty true-false statements, and the Ss were told to answer those questions false which did not apply to them and to answer those questions true which they felt accurately described them. The TMAS for this study was administered as a biographical inventory. The first page contained questions to elicit biographical data in an effort to fulfill the title as a "biographical inventory." The next three pages were composed of the TMAS.

Procedure

Prior to the administration of the TMAS and biographical data sheets, the following instructions were read to the Ss by each classroom instructor.

> I would like for you to fill out this very important information about yourself for me. I will explain the purpose after you have finished. It will be to your advantage to fill out the information truthfully and accurately.
>
> On the first page you will find questions concerning your background. Fill in all the blanks and print clearly. The last three pages contain fifty true-false statements. If the statement describes you more than it does not describe you, cross through the T. If the statement does not describe you in any respect, cross through the F. Please answer every question.
>
> Are there any questions concerning the mechanics of filling in the information? Begin.

Grade point averages were considered to be indications of performance in college. Grade point averages and ACT and CEEB equivalency scores were acquired from the Registrar's Office at North Texas State University. These scores were

based on the students' first semester's work in college.

The Ss in this study were matched on the basis of performance ability (ACT and CEEB equivalency scores) and categorized on the basis of drive (anxiety) level. A t test was computed for each of the three ability groups to determine if the difference in mean grade point average of the two categories of drive (anxiety) level for each ability group was significant.

The 35 Ss matched for low ability were within the ACT and CEEB equivalency score range of 44 through 67. The categorized levels of drive (anxiety) within the low ability group, as determined by scores on the TMAS, were Low = 2-18, and High = 19-38.

The 35 Ss matched for medium ability were within the ACT and CEEB equivalency score range of 68 through 79. The categorized levels of drive (anxiety) within the medium ability group, as determined by scores on the TMAS, were Medium = 10-22, Low = 5-9, and High = 24-33.

The 35 Ss matched for high ability were within the ACT and CEEB equivalency score range of 80 through 118. The categorized levels of drive (anxiety) within the high ability group, as determined by scores on the TMAS, were Low = 3-14, and High = 15-34.

The concept of objective anxiety as defined by the operations in this study is a specified relationship between one particular category of drive (anxiety) level within each

ability grouping and that ability group. Each performance ability group contained 35 Ss. The ranges for these groups were arbitrarily assigned and were not equal in respect to inner-range distances. The three categorized drive (anxiety) levels for each performance ability group were equal neither in range distances nor in number of Ss. High, medium, and low ability operations were not, therefore, interchangeable for performance ability groupings. Also, high, medium, and low drive (anxiety) level operations for each of the three performance ability groups were not interchangeable. A separate *t* test computation was thus necessitated for each performance ability group.

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CHAPTER III

RESULTS

There were no significant differences between the mean grade point averages of groups whose drive (anxiety) level was objective, as defined by the TMAS in combination with level of ability as measured by the ACT and equivalency scores from the CEEB, and groups whose drive (anxiety) level was other than objective. The data obtained from this study are presented in the following two tables.

TABLE I

MEAN GRADE POINT AVERAGES FOR ALL GROUPS

Ability Groups	Anxiety Levels	Mean Grade Point Averages
Low	High	1.056
Low	Low	.959
Medium	Medium	1.219
Medium	Low and High	1.168
High	Low	1.455
High	High	1.298

An inspection of the means of all groups reveals differences in grade point averages for those groups whose drive (anxiety) levels were objective as defined by the operations

of this study. It is apparent that these groups, as indicated by mean grade point averages, performed at a higher level than did the groups whose drive (anxiety) level was not objective. The following table represents an analysis of the significance of these results.

TABLE II

COMPARISON OF DIFFERENCES IN MEAN GRADE POINT AVERAGES FOR ALL GROUPS

Ability Groups	Anxiety Levels	n	df	t
Low Low	High Low	18 17	33	.068
Medium Medium	Medium Low and High	18 17	33	.031
High High	Low High	18 17	33	.080

The above table reveals that the differences in mean grade point averages were not significant at the .05 level. Therefore, the hypotheses stating that the groups whose drive levels were objective would have significantly higher mean grade point averages than the groups whose drive (anxiety) levels were other than objective were not supported. It should be recognized that these results were obtained from a sample that was restricted in number and was not necessarily

representative of the North Texas State University total population. Broad generalizations are not warranted from the above results.

The results of this study indicate that the Freudian theoretical concept of objective anxiety, as operationally defined by the TMAS performance and matched ACT performance level, is of a nature unrelated to the complex setting to which the North Texas State University freshman S is responsive. There are no studies in the literature investigating objective anxiety directly. However, the results of this study are consistent with studies investigating manifest anxiety in the Hullian context. Research in the literature indicates that manifest anxiety is a non-predictor in learning situations involving highly abstract thought processes. The student in the college environment has ample opportunity to engage in anxiety-reducing behavior to the extent that this behavior could become integrated into the total pattern of adjustment responses. A more comprehensive theory of anxiety becomes necessary if the theory is to be related to the college environment.

Another possibility in exploring rationale for the findings of this study is that the Freudian concept of objective anxiety is a comprehensive and applicable theory of drive (anxiety) level in relation to the complex college environment. According to this concept the qualitative aspects of the population and the generalized nature of the TMAS or the

applicability of the ACT as a related measure would become suspect. The population was composed of a limited number of Ss. The sample from all outward appearances seemed homogeneous. Even though the Ss were matched on variables considered to be relevant, the possibility of a consistent, uncontrolled variable specific to the nature of this sample could have contaminated the findings.

The ACT measure is becoming a most prominent battery as a college entrance examination. Though a prospective college student's good performance is a requisite in fulfilling requirements for admission, the pressure to do well could be highly anxiety-provoking. If a Ss' performance on the ACT was depressed or facilitated by his level of anxiety, the ACT would be biased as a measure for matching the S in relation to performance ability and anxiety, since one could have originally contaminated the other.

The findings of this study in regard to objective anxiety as a positive drive in the college learning situation were inconclusive.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Within Freudian theory objective anxiety operates as a positive drive (anxiety) in response to real environmental properties. This research was initiated to investigate objective anxiety in relation to performance in the college environment. Objective anxiety was defined as performance on the TMAS combined with performance level on the ACT and CEEB equivalency scores. College performance was assumed to be indicated by degree of success in grade point accumulation for the first semester in college at North Texas State University.

The Ss used in this study were 105 male and female college freshmen selected from a beginning course in education. All Ss were involved in their second semester of college work, and the age range was eighteen to twenty-two years. Scores on the ACT and equivalency scores from the CEEB were used to match Ss in low, medium, and high ability groups. The TMAS was administered to each S under the title of Biographical Inventory in order to conceal the nature of the scale. Ss were then divided into anxiety categories for each ability group. Mean grade point averages were computed for the

anxiety categories of each of the three ability groups for the first semester of college work of the Ss. Combinations of ability groups and anxiety categories, discriminating objective anxiety from anxiety other than objective, were high ability and low anxiety, medium ability and medium anxiety, and low ability and high anxiety.

Since the ranges of the ability groups were arbitrary and the number of Ss in the anxiety categories was only approximately equal, the groups were not interchangeable. A separate t test was computed for each of the three ability groups to test the differences between mean grade point averages for the Ss in the objective anxiety category and the Ss in the subjective anxiety category. No significant differences were found in mean grade point averages between anxiety categories for any of the three ability groups.

In discussing the findings of this study several possible explanations were explored. One consideration was that the Freudian concept of objective anxiety was not theoretically comprehensive enough for application to the complex college environment. The qualitative aspects of the population, the nature of the TMAS, and possible confounding effects in relation to the ACT measure were also discussed. The inconclusiveness of the evidence from this study in support of objective anxiety as a positive drive in college performance was recognized.

Conclusions

This study found objective anxiety to be unrelated to college performance. The defined quality of drive (anxiety) levels did not cause significant differences in mean grade point averages between objective drive (anxiety) levels and drive (anxiety) levels other than objective. It would seem that objective anxiety is multidimensional and integrated into the total personality and behavior of the person or student. Objective anxiety is not specific to quantification in any certain situation.

Recommendations

The status of the theory should first be examined when making recommendations for further research in this area. It is possible that the Freudian concept of objective drive (anxiety) level as a positive motivator in relationship to college performance is inaccurate or not applicable. On the other hand, if it is applicable and accurate, the following recommendations are offered for further research endeavors.

1. Additional research could make use of a more relevant measure of manifest anxiety. The TMAS grew out of the concern of experimental psychologists for a measurement of Hull's D in human subjects as related to learning situations. Consequently, the TMAS might be measuring factors which are not directly related to objective factors not directly related to objective drive (anxiety) level.

2. Additional research could acquire an ability measure not obtained in an anxiety-provoking setting. The ACT is frequently used as an entrance examination to college. If the performance ability measure is to be used for matching and illustrating objective drive (anxiety), then an effort should be made not to execute confounding operations. It would be advisable to administer the ACT concurrently with the anxiety measure.

3. Additional research could utilize larger and more representative samples. This would facilitate generalization of findings and provide the opportunity to investigate the objective drive (anxiety) concept more thoroughly.

APPENDIX

BIOGRAPHICAL INVENTORY

NAME_____
(Last) (Middle) (First)

STUDENT NUMBER_____

AGE: YEARS_____MONTHS_____

CLASSIFICATION: a. FRESHMAN b. SOPHOMORE c. JUNIOR d. SENIOR

NUMBER OF HOURS ACCUMULATED AS OF MID-TERM THIS YEAR_____

MALE OR FEMALE_____

MAJOR_____

MINOR_____

CONDITION OF HEALTH: a. GOOD b. AVERAGE c. FAIR d. BAD

DESCENT_____RELIGION_____

BROTHERS AND SISTERS:

NAME	AGE	OCCUPATION

BIOGRAPHICAL INVENTORY

T F 1. I do not tire quickly.

T F 2. I am troubled by attacks of nausea.

T F 3. I believe I am no more nervous than most others.

T F 4. I have very few headaches.

T F 5. I work under a great deal of tension.

T F 6. I cannot keep my mind on one thing.

T F 7. I worry over money and business.

T F 8. I frequently notice my hand shakes when I try to do something.

T F 9. I blush no more often than others.

T F 10. I have diarrhea once a month or more.

T F 11. I worry quite a bit over possible misfortunes.

T F 12. I practically never blush.

T F 13. I am often afraid that I am going to blush.

T F 14. I have nightmares every few nights.

T F 15. My hands and feet are usually warm enough.

T F 16. I sweat very easily even on cool days.

T F 17. Sometimes when embarrassed, I break out in a sweat which annoys me greatly.

T F 18. I hardly ever notice my heart pounding and I am seldom short of breath.

T F 19. I feel hungry almost all of the time.

T F 20. I am very seldom troubled by constipation.

T F 21. I have a great deal of stomach trouble.

T F 22. I have had periods in which I lost sleep over worry.

T F 23. My sleep is fitful and disturbed.

T F 24. I dream frequently about things that are best kept to myself.

T F 25. I am easily embarrassed.

T F 26. I am more sensitive than most other people.

T F 27. I frequently find myself worrying about something.

T F 28. I wish I could be as happy as others seem to be.

T F 29. I am usually calm and not easily upset.

T F 30. I cry easily.

T F 31. I feel anxiety about something or someone almost all the time.

T F 32. I am happy most of the time.

T F 33. It makes me nervous to have to wait.

T F 34. I have periods of such great restlessness that I cannot sit long in a chair.

T F 35. Sometimes I become so excited that I find it hard to get to sleep.

T F 36. I have sometimes felt that difficulties were piling up so high that I could not overcome them.

T F 37. I must admit that I have at times worried beyond reason over something that really did not matter.

T F 38. I have very few fears compared to my friends.

T F 39. I have been afraid of things or people that I know could not hurt me.

T F 40. I certainly feel useless at times.

T F 41. I find it hard to keep my mind on a task or job.

T F 42. I am unusually self-conscious.

T F 43. I am inclined to take things hard.

T F 44. I am a high-strung person.

T F 45. Life is a strain for me much of the time.

T F 46. At times I think I am no good at all.

T F 47. I am certainly lacking in self-confidence.

T F 48. I sometimes feel that I am about to go to pieces.

T F 49. I shrink from facing a crisis or difficulty.

T F 50. I am entirely self-confident.

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