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A comparative analysis of the self-perception of University of Montana student-athletes and nonathletes

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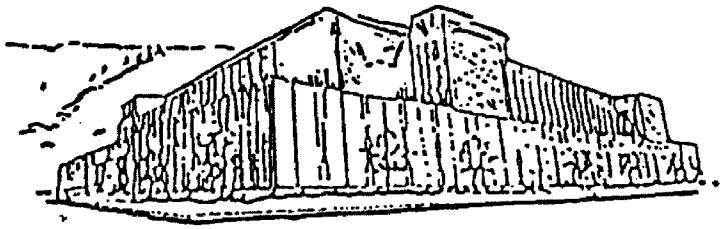

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A COMPARATIVE ANALYSIS OF THE SELF-PERCEPTION OF UNIVERSITY OF MONTANA STUDENT-ATHLETES AND NONATHLETES

BY

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A Comparative analysis of the Self-Perception of University of Montana Student-Athletes and Nonathletes.

Director: Lewis A. Curry, Ph.D.

The University of Montana has joined many other athletic departments by incorporating additional time, money and personnel to ensure student-athletes develop the skills, knowledge, and wisdom equated with a well-rounded college education. In an attempt to determine if student-athletes at The University of Montana perceive themselves differently than nonathletes, 87 athletes and 91 nonathletes were given Neemann and Harter's Self-Perception Profile for College Students, including the "What I am Like" and "Importance Scale." Many contemporary psychologists believe the self-concept (self-perception) to be a key factor in the integration of personality, in motivating behavior, and achieving mental health. Data analysis consisted of a three-way between subjects ANOVA by class (4), gender (2), and sport participation (2). Appropriate post-hoc testing was performed as needed. Significance was determined at the .05 level. No three way interactions were found. One significant two-way interaction was determined in the importance of athletic competence between gender and sport participation. Therefore, with the exception of the lone two-way interaction analysis focused on the main effects (sport participation, gender, and class). Student-athletes perceived themselves significantly higher in athletic competence, the importance of athletic competence, romantic relationships, social acceptance, and parent relationships. Females perceived themselves significantly higher than males for the following domains: importance of intellectual ability, scholastic competence, importance of scholastic competence, close friendships, importance of close friendships, parent relationships, morality, and importance of morality. Males perceived themselves higher than females for athletic competence. Sophomores perceived themselves significantly different for the following domains: romantic relationships, social acceptance, finding humor in one's life, and global self-worth. The finding of this study reflect few self-perception differences between student-athletes and nonathletes. Significant differences in relationships may denote increased social development due to sports participation. Future research is needed to determine any cause and effect relationships. It may be viewed as a positive reflection on The University of Montana that so few differences were found in how student-athletes and nonathletes perceive themselves.

To My Parents

Selma Rehm and the late Edward J. Rehm

I wish to dedicate this thesis to my mother, Selma Rehm, and to the memory of my father, Edward J. Rehm. My parent's loving support of all I have done, good and bad, has served as a constant reminder of their love. My father's never ending quest for knowledge and wisdom will always serve as a model for my life. Memories of our time together will forever remain alive.

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My brother, E. Jay Rehm, has continually served as a positive roll model throughout my life. I wish to thank him for all of his positive influence.

I wish to thank the subjects who, despite their busy schedules, showed tremendous cooperation and interest in this project. Additional thanks is necessary for all those who had to put up with me over the last few months. Specific thanks to my staff at Craig Hall, whose constant support, encouragement and understanding allowed me to complete this project with minimal stress.

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Chapter I

Introduction

Athletic department personnel are beginning to place more emphasis on student-athlete development outside the domain of sport. Student-athletes often have different needs when compared to the average student (Axhelm, 1980; Meggysey, 1970; Scott, 1971; Underwood, 1980). Student-athletes may spend days, possibly weeks, away from the university resulting in missed classes and study time. The difficulties of maintaining high levels of performance and the possibility of injury have the potential to effect student-athlete's development and perceptions of themselves (Danish, Petitpas, and Hale, 1993; Etzel, Ferrante, and Pinkney, 1991, Parham, 1993). External pressures from parents, coaches, and significant others can further affect the student-athlete.

The stresses of college are not exclusive to the student-athlete. Collegiate athletes' and their nonathlete peers face many similar challenges. Each struggles with the same developmental issues and existential concerns, and both groups are challenged to resolve their age- and stage-appropriate developmental tasks in ways that will ultimately promote their emotional health and maturity (Parham, 1993).

Student-athletes are in a unique position, in that, they must face the everyday stressors of college in addition to stressors unique to student-athletes. Athletic departments, including The University of Montana, are beginning to appropriate additional funding and personnel support for academic advisors, life-skills counselors, and sport psychologists to address additional demands faced by student-athletes. In an attempt to shed the image of using athletes solely to bolster athletic department's winning percentages these

departments are incorporating additional time, money and personnel to ensure student-athletes develop the skills, knowledge, and wisdom equated with a well-rounded college education (NCAA Life Skills; Curry, 1994). Yet before an athletic department spends additional funds on these types of projects, it may prove beneficial to determine what areas of student-athletes' lives may be problematic when compared to average college students.

An area of comparative analysis to help interpret the effects of sport participation is located in self-concept theory. Many contemporary psychologists believe the self-concept to be a key factor in the integration of personality, in motivating behavior, and achieving mental health (Burns, 1979). Self-concept answers the question "who am I." Individuals conception of themselves influences their choice of behaviors and expectations from life. Comparing how two different populations perceive themselves (self-concept) is useful in determining characteristic traits (behaviors, expectations and feelings toward the self) and differences between populations.

A few studies have attempted to research self-concept issues and athletic participation. This research has yielded contradictory results. For example, Vincent (1976) found that female college athletes had higher self-concept scores than nonathletes. Tucker (1982) found that regular weight-training positively influenced the self-concept. Hawkins and Gruber (1982) reported an increase in the self-esteem ratings of junior high school boys over the course of a baseball season. Ibrahim and Morrison (1977) showed athletes having lower self-concept scores than non-athletes. Due to both a limited number of studies and the date of these studies in the changing realm of collegiate athletics, further investigation is warranted.

Purpose

The purpose of this study is to determine if differences exist between the self-perception (concept) of collegiate non-athletes and athletes, as measured by Neemann and Harter's Self-Perception Profile for College Students. Specifically, a further purpose is to determine if there are differences in global self-worth and the twelve subscales measured by this instrument, between the two groups. (creativity, intellectual ability, scholastic competence, job competence, athletic competence, appearance, social acceptance, close friendships, parental relationships, humor in one's life, morality, and global self-worth).

Limitations

It is assumed that subjects understood the testing instrument, question format, and responded honestly. This study was limited in that the subjects of the study were all students at The University of Montana. This limitation may reduce the possibility of generalizing to larger schools (20,000-60,000 students). Student-athletes attending these schools may experience different pressures and stresses when compared to mid-sized schools (10,000-15,000 students). It may also be considered a limitation that the study measured student-athletes as one group. This study did not examine differences between individual-sport athletes and team-sport athletes, differences between specific sports, scholarship student-athletes verses non-scholarship student-athletes, and student-athletes involved in revenue sports verses non-revenue sports. Random and independent sampling at The University of Montana will reflected demographics of this university. This may limit generalizability to colleges and universities with differing demographics.

Definition of Terms

Athletic (Sport) Participation -- Member of a college or university varsity sports team.

Creativity -- The emergence in action of a novel, relational product, growing out of the uniqueness of the individual on the one hand, and the materials, events, people or circumstances of his life on the other (Brown, and Gaynor, 1967).

Humor -- A funny quality or the ability to find fun and amusement in things (Hoppenstedt, 1991).

NCAA -- National Collegiate Athletic Association, a sanctioning body for college athletics.

Non-Reveune Sports -- Sports at The University of Montana that require funding from external sources (track, tennis, soccer, etc.)

Nonathlete -- A traditional undergraduate student at the University of Montana who is not a participant in NCAA sanctioned athletics.

Non-traditional students -- students at The University of Montana who did not attend the University straight out of high school, and took at least 2 years off before attending the University.

Revenue Sports -- Sports which produce money for themselves and the athletic department (i.e. football, men's and woman's basketball, etc.).

Scholarshipped student-athletes -- student-athletes at The University of Montana who receive remuneration for their participation in NCAA sanctioned athletics.

Self-Concept -- For the purposes of this study, we will consider self-concept synonymous with self-perception

Self-esteem -- The extent to which a individuals feel positive about themselves, an evaluative component of self-conception (Gergen, 1971).

Self-Perception -- the totality of individual's thoughts and feelings having reference to themselves as an object (Rosenberg, 1979). The self-perception influences and to some extent determines perception and behavior (Irahim and Nettie, 1976).

Student-Athlete -- Any active member of a NCAA sanctioned intercollegiate sports team. This includes any student actively participating in practices. It is not exclusive to varsity athletes.

Chapter II

Review of Literature

The ability to look at one's "self" is unique to humankind. This unique trait has been the subject of curiosity by psychiatrists and psychologists for many years. The ability to step outside of the self and describe what is seen, has become a useful psychological tool. It is necessary to make the distinction between the self-perception or self-concept and the "real self." Self-perception is not the "real self" (Horney, 1950). It is a person's image of themselves. The degree to which established self-concept is responsive to change is currently debated in the literature (Schumaker, Small, and Wood, 1986).

The "self," is not a total compilation of an individual's psychological characteristics (Rosenburg, 1979). This concept is more appropriately named "personality." The self-perception is a small part of an individual's total personality.

In the past, self-concept has been considered as a general or total construct. Recent research emphasizes multiple dimensions of self-concept (Byrne, 1984; Dusek and Flaherty, 1981; Fleming and Courtney, 1984; Harter, 1982, 1986; Marsh, Barnes, Cairns, and Tidman, 1984; Marsh, Barnes, and Hocevar, 1985; Marsh and Shavelson, 1985; Shavelson, Hubner, and Stanton, 1976; Soares and Soares, 1982). Byrne (1984, p. 427) conducted an extensive review of construct validation research, concluding that the self-concept "is a multidimensional construct, having one general construct and several specific facets." Although it is now accepted that self-concept is multidimensional, few measures reflect this complexity. Harter (1985) devised the Self-Perception Profile for Children in response to this need. Several other scales for developmentally older populations have been constructed, including the Self-

Perception Profile for Adolescents (Harter, 1986), the Self-Perception Profile for College Students (Neemann and Harter, 1986), and the Adult Self-Perception Profile (Messer and Harter, 1986).

Many terms are used when discussing the self: self-image, self-esteem, self-evaluation, self-worth. These various terms have been used interchangeably and synonymously by many writers while others use them to discriminate different aspects of self-conception.

The term self-image, what a person sees when they look at themselves, has frequently appeared in the literature with the implication that they are synonymous with the term self-concept. This term gives a rather static and neutral appearance to what has been argued as "a dynamic, evaluative and considerably emotively charged concept" (Burns, 1979, p. 55). Self-image may be one element of self-concept, another being the value which the individual attributes to particular descriptions of themselves. This evaluation of the self-image is often called self-esteem. Coopersmith (1967, p. 4) stated:

> The evaluation that the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds.

Rosenberg (1965) defines self-esteem similarly as "a positive or negative attitude towards a particular object, namely, the self."

According to Brisset (1972) self-esteem encompasses two basic psychological processes, 1) the process of self-evaluation and 2) the process of self-worth. Brisset states that each complements the other and he argues that self-worth is more fundamental to the human being than self-evaluation,

though both elements of self esteem necessarily involve putting what one is or what one is doing into context and providing oneself and one's activities with a reference. Self-evaluation refers to the making of a conscious judgment regarding the significance, and importance of oneself or the facets of oneself.

According to Burns (1979) self-worth was defined as a feeling that the self is important and effective, and involves individuals being aware of themselves. Self evaluation suggests that a person's sense of self-esteem is derived from measuring up to certain standards, regard for meeting one's own and others' aspirations for the individual is self-esteem. Burns states "self-worth is more fundamental, involving a view of oneself as being master of one's actions, a sense of competence which is intrinsic rather than depending on extrinsic support."

Positive self concept can be equated with positive self-evaluation, self-respect, self-esteem, self-acceptance, and self-perception; while a negative self-concept becomes synonymous with negative self-evaluation, self-hatred, inferiority and lack of feelings of personal worthiness and self-acceptance (Burns, 1979). These terms have been used interchangeably by various investigators. For the purpose of this research self-perception will be a combination of these factors: self-worth, self-evaluation, and self-esteem. Self-worth refers to one's general feeling towards themselves. Self-evaluation refers to how people rate themselves on each of the specific domains in the Self-Perception Profile. Self-esteem will involve how a person perceives themselves on a domain compared to how they perceive the importance of the domain. The Self-Perception Profile for College Students can determine low self-esteem for an individual by measuring the difference between the rating on their "What I am Like" scale and the importance ratings. This difference

between ratings is termed the discrepancy score. However, discrepancy scores are only considered if the domain has an importance rating of 4.

As indicated throughout the previous pages, various terminology may be associated with global self-worth as defined by Harter's Self-Perception Scale. This review will incorporate related terminology to that utilized by Harter.

Global Self-Worth

Nideffer (1976), states one of the major reasons for engaging in competitive athletics is to develop self-esteem. According to Nideffer, the need for a positive self-image and the need to belong to a group causes athletes to allow their coaches control over their development. This is done for the good of the team. Athletes may have a higher self-perception based solely on the fact that they are a member of a team. This could explain the studies that show athletes having higher self-concept when compared to nonathletes.

Other theories contend that athletes already have personality characteristics that lead to their participation in high level athletics. Ogilvie and Tutko (1985, p.268), list three traits characteristic of the successful athlete:

1. They have great need for achievement and tend to set high but realistic goals for themselves and others.
2. They are highly organized, orderly, respectful of authority, and dominant.
3. They have large capacity for trust, great psychological endurance, self-control, low-resting levels of anxiety, and slightly greater ability to express aggression.

Whether these traits previously exist in athletes or they are developed from their participation is not known. However, the existence of these traits may result in differences in the domains of the Self-Perception Profile.

According to Stevenson (1985), there is no valid evidence that participation in sport causes any verifiable socialization or developmental effects. Many other studies essentially arrive at the same conclusion (Coakley, 1982; Eitzen and Sage, 1982; Loy, McPherson and Kenyon, 1978; McPherson, 1978, 1981; Snyder and Spreitzer, 1983).

On the other hand many studies claim the opposite (Nideffer, 1976; Meggyesy, 1971; Michener, 1976). The following is testimony to this, by Rick Sortun, a graduate of the University of Washington and the St. Louis Cardinals football team.

> You are subtly channeled into an educational rut. Your advisors suggest fairly simple courses like P.E. or business. The practices leave you too tired to study more than what you need to get by. you're definitely too tired to think on your own. You're told to be suspicious of hippies and radicals. you end up avoiding the kind of associations--the serious bull sessions, the intellectual give-and-take with people of various philosophies--that are really as much "college education" as what you learn in the classroom. Increasingly you accept the philosophy of the locker room. Physical strength and the ability to withstand pain are the most positive virtues. Women are things. Bookish people and little people are suspect. Finally, with the scholarships, the alienation and the practice hours, you come to view it all as a job (quoted in Michener, 1976).

By encouraging this type of environment, coaches are depriving athletes of a well-rounded educational experience. If athletics has the effect on student-athletes the same way today as Rick Sortun saw it in 1976, the personal

development of athletes will definitely be hindered. Despite his successful career, upon reflection Sortun did not have positive self-worth. He felt cheated of the "college experience."

There is also research that physical training enhances self-concept (Folkins and Sime, 1981). Using the Tennessee Self-Concept Scale, Tucker (1982), found significant differences between subjects who participated in a weight training program and controls. His research supported the hypothesis that regular weight-training positively influences self-concept. There is also much research showing no significant difference between the self-concept of athletes as compared to nonathletes (Young, 1981; Ibrahim and Morrison, 1976; Vincent, 1976).

Creativity

With the major exception of dance, creativity has not been an area of focus within the realm of movement sciences, especially athletics. The ability to "make plays," or "get out of tricky situations" can definitely be interpreted as a form of creativity within athletics.

Brown and Gaynor (1967), state that the competitive nature of athletics does not necessarily inhibit creative processes. They postulate that athletics may actually be conducive to creativity. Brown and Galyor speculate that team sport settings may allow creative individuals to work together and be creative as a group. Athletes with a high self-concept and high "ego-strength" will be capable of incorporating creativity with athletics. Although Brown and Galyor suggest creativity can be used by athletes in athletic situations, they make no reference to athletes having higher levels of creativity than non-athletes.

Intellectual Ability

Intellectual competence is another domain within the self. Much of the research comparing athlete's intellectual ability to that of nonathletes is conflictual.

According to Fieldler, McGuire, and Richardson (1989), athletic performance calls for considerable intellectual effort. Specifically, it requires analysis of the problem, evaluation of the competition, and a decision on a plan of action. Many studies indicated that there is no intellectual difference between athletes and nonathletes (Biddulph, 1954; Snoddy and Shannon, 1939; Milverton, 1943 ; Keogh, 1959). Shannon (1938), showed athletes scoring consistently higher than nonathletes on achievement type verbal skill tasks . Another study concluded that college nonathletes were more "intellectually efficient" than college athletes (Schendel 1965). Merriman (1960), stated that individual-sport participants in high school were shown to be more "intellectually efficient" than team-sport participants. Both of these studies used the same personality questionnaire. Cooper (1969), suggests the possibility that beyond a specific point in development, athletic participation interferes with aspects of intellectual functioning. Cooper mentions a number of psychological factors that mesh together to allow for intellectual functioning: attention, concentration, abstraction, knowledge of concrete facts and the ability to use them to solve problems. Disruption of any one or combination of these factors by anxiety and/or preoccupations can potentially interfere with intellectual functioning. Possibly the increased competitiveness and intensity of collegiate athletics offers this anxiety or preoccupation.

Lawson (1977) discusses many analogies between intellectual development and the development of sports skills. Lawson states that the developmental patterns in one discipline will aid the development patterns in

another. Although his theories are strictly speculative, Lawson suggests that the intellectual processes used in developing sports skills, will enhance the overall intellectual processes. Research is limited when comparing the intellectual abilities between athletes and nonathletes. Most research in this area is focused on scholastic achievement more than intellectual ability.

Scholastic Competence

Intellectual ability is not synonymous with scholastic competence. The "dumb-jock" stereotype continues to pervade collegiate athletics. The research comparing the academic achievement varies as much as the athletes themselves. Schools are beginning to place an added emphasis on the scholastic achievement of their athletes (Walter and Smith, 1986). According to Walter and Smith this has been shown to improve the scholastic competence of student-athletes.

They stated that freshman participants had higher academic success rates than non-athletes. Steklein and Dameron (1965) found no significant difference between the grade point averages of athletes and nonathletes.

Two variables are commonly used when studying the educational attainment of college athletes: graduation rate and grade-point average. Schaefer (1972) compared the grade point averages of 585 high school boys between athletes and nonathletes. He concluded that athletes had slightly higher grades than nonathletes. Schaefer found variation when the amount of participation and type of sport, and socioeconomic class was factored into his study. Even with these added variables, athletes showed higher grade point averages when compared to nonathletes. Schaefer (1972, p.143) speculates on eight possibilities for his results:

1. Perhaps athletes are graded more leniently, because teachers see them as special or more deserving.

2. Perhaps exposure, in the sports subculture, to effort, hard work, persistence and winning spills over into nonathletic activities, such as schoolwork.
3. Perhaps the superior physical condition of athletes improves their mental performance.
4. Perhaps some athletes strive to get good grades to be eligible for certain sports.
5. Perhaps athletes make more efficient and effective use of their limited study time.
6. Perhaps the lure of a college career in sports motivates some athletes to strive for good grades.
7. Perhaps the higher prestige that students obtain from sports gives them a better self-concept and higher aspirations in other activities, such as schoolwork.
8. Perhaps athletes benefit from more help in school work from friends, teachers and parents.

Consistent with Schaefer (1972) University of Montana student-athletes have consistently higher grade point averages than all undergraduate students combined (Hibbard, 1995).

Several studies indicate that athletes stand a better chance of graduating than nonathletes. Billick (1973) found that 93% of the 1963 University of Pittsburgh football team had graduated, and 46% had received graduate degrees. Pilapil and Stecklein (1970) found that 50% of the athletes from the University of Minnesota's class of 1967 had graduated, compared to 41% of nonathletes. Purdy, Eitzen and Hufnagel (1985), made two important assumptions based on their research. First, scholarship athletes fared worse than nonscholarship or partial scholarship athletes in academic achievement.

Second, male athletes in revenue sports of football and basketball have a relatively low probability of receiving an education compared to nonathletes or athletes in other nonrevenue sports. In addition, a negative relationship has been found between athletic participation and academic performance at universities with "big-time" athletic programs (Adler and Adler, 1985) Academic achievement by athletes in nonrevenue sports is similar to that of the average college student. Female athletes also resemble the general student population.

Schumaker (1986) followed his earlier study with an emphasis on self-concept, academic achievement, and he again speculates that self-concept may affect academic achievement. Schumaker states that a possible explanation for athletes having higher grade point averages is that athletics tend to draw confident and self-assured individuals, those with already high self-concepts. Clarke and Clarke (1961), found that individuals with high self-concept perform best, while those with a background of failure usually have low aspirations.

Job Competence

Participation in intercollegiate athletics has often been considered to increase upward social mobility. Many assume that athletics teaches the participant skills necessary for higher earnings or status. Dubois (1985), surveyed 160 male intercollegiate athletes from the three San Francisco Bay area state universities who participated in the 1972-73 school year. He compared these findings to 450 nonathletes who also were seniors during the 1972-73 school year. No meaningful difference was found in the occupational attainment of student-athletes verses nonathletes. A difference was found in the years of full-time work experience. Nonathletes had worked an average of 3.7 years longer than have athletes. Dubois concluded from his data that the

athletes were at an earlier stage in their occupational careers than the nonathletes.

For athletes in revenue producing sports, sport involvement represents a vocation because the role generally reflects a serious commitment and preoccupation for 10 years or more (McPherson, 1980). Another study found that although education was the best predictor of occupational status in the long run, fame and career success did have an influence on an ex-athlete's first paying job (Haerle, 1975).

Harris and Eitzen (1978) suggest that athletes who reach the pinnacle of personal achievement early in life might have a traumatic retirement experience because no other activity can offer them the social and personal esteem that athletics did. This loss of acclaim and recognition would contribute to low levels of adjustment, resulting in difficulties in job competence. Blann (1988) found that freshman and sophomore male athletes did not formulate mature educational and career plans as successfully as freshman and sophomore male nonathletes. This may be a result of athletes preoccupation with training for and the playing of sports (Yiannakis, 1981)

Dubois (1985), rejected his hypothesis that athletes will achieve higher occupational attainment than nonathletes during their early careers. Although the myth remains that collegiate athletic participation leads to upward social mobility, Dubois found that intercollegiate sport participation has no positive effect on the after-college occupational success of athletes. Belief in this upward mobility myth may lead to an unrealistically high level of self-perceived job competence in student-athletes.

Athletic Competence

The athletic competence scale will be difficult to compare between athletes and nonathletes. It is generally assumed that the average student-

athlete will have better physical fitness than that of the average college student. However, this may not be apparent when discussing self-perceived athletic competence. The athlete may be more critical of their abilities due to the large amounts of analytical thought in competitive performance. In addition, when athletes reflect on their own abilities they may make comparisons to national or elite level athletes. This can result in lower than expected scores for this domain.

Appearance

One possible explanation for higher self-concept in athletes is that the physical activity may increase body awareness and subsequently facilitate the development of self-esteem (Schumaker, 1986). Secord and Jourard (1953) developed the Body Cathexis Scale to assess feelings of satisfaction with various processes and parts of the body. Body Cathexis was found to correlate with Self Cathexis in college males and females. In addition, low Body Cathexis was associated with higher levels of chronic anxiety. Walster and Bohrnstedt (1973) found that in both sexes, body image was highly related to self-esteem. In this study only 11% of people with below-average body images had above-average levels of self-esteem. Another study examined the effect of body size on self-concept and found that underweight individuals had lower self-concept scores than those with larger, more developed bodies (Dowell, 1970).

Romantic Relationships/Close Friendships

The development and maintenance of romantic relationships is a primary challenge of young adults and an indicator of ability to adjust socially later in life (Erikson, 1959, 1968). Difficulties in this development of romantic relationships is a common theme of college student counseling (Lopez and Lent, 1991). These difficulties often emerge in the form of heterosocial anxiety, loneliness, social skills deficits, relationship conflict, and relationship violence.

Despite these difficulties common to college students, there is extremely little research on the specific difficulties of student-athletes. Ogilvie and Tutko (1985), state that neglect of basic human needs may accompany athletic success. Specifically, the withdraw of emotional support from those outside his field. Rather than face rejection, people close to the successful athlete may pull away, feeling the athlete's need for them has been outgrown.

Close friendship is defined as a voluntary, primary, and enduring relationship without clear legal or social norms that can be engaged in through most of the life span (Caroline, 1993). It is often assumed that team situations facilitate the development of close relationships. Especially when a participant's safety is dependent on others. This belief is well established in the sport of rock climbing. Donnelly (1982), found that close friendships are no more apparent in rock climbing than any other sport. Donnelly suggests that friendship may even detract from a climbing partnership.

It is accepted that many close friendships result between teammates. Shared goals and objectives, similar interests, and companionship during practice time often leads to friendship. Blann (1988) found that male athletes did significantly better than male nonathletes in developing autonomy and mature interpersonal relationships.

Social Acceptance

There seems to be a relationship between social acceptance and level of physical ability. Jones (1958), Tillman (1965), and Harris (1963) found that physically fit students enjoy a more favored social status than the unfit group. These studies also showed that students with low physical fitness show a tendency toward social difficulties, lack of status, feelings of inferiority and personal maladjustment. Carter and Shannon (1940), Coleman (1961), Marks (1954), Schendel (1965) and Werner (1960) all reported a significantly higher

score for athletes than non-athletes in sociability. Two additional studies found that athletes were more extroverted socially, less self-conscious before groups, and had less feelings of inferiority (Kane, 1964; and Sperling, 1942).

There is much evidence of the importance of social support for athletes. Thoits (1986) suggests that strong, well-established support systems can protect individuals from life stress, while weak, poorly established systems would leave individuals vulnerable and unprotected. Researchers have found similar effects of social support in athlete populations (Petrie, 1992; Smith, Smoll and Ptacek, 1990). Petrie (1992) found that under conditions of low social support, female collegiate gymnasts were most vulnerable to life stress. Smith , Smoll and Ptacek (1990), found that social support moderated the life stress injury relationship, but only when the athletes ability to cope was considered.

Outside the realm of athletics student-athletes may have to battle stereotypes before finding their place socially. Engstrom and Sedlacek (1991), showed that students possess some negative attitudes toward student-athletes, particularly in areas related to academic performance. Engstrom and Sedlacek concluded that the student-athlete group is a culture prone to prejudice in the campus community. Kukla and Pargman (1976), reported that female collegiate athletes indicated a higher social interest, that is, feeling closer to others, greater cooperation, and friendlier.

Some coaches discourage their athletes from enlarging their social spheres of knowledge. Their reasoning is that this interaction would somehow deprive the athlete of the will to succeed, or win (Meggyesy, 1971). Once an athlete reaches high levels of competitive athletics this socialization process is reinforced and continued.

> In short, by the time he makes it to the first team of the college varsity (if ever) he is likely to be locked into the narrow circle of the jock world and the jock mentality, for which he was preselected...Lacking any intellectual background—even that which comes from having broad student friendships and involvements—the varsity or pro athlete literally cannot imagine doing anything that would bring him the same social rewards and prestige as sports, temporary as that prestige may be. His whole self-identity is athletics (Hoch, 1972, p.48).

Although large amounts of evidence on the importance of social support for student-athletes exists, there is little research on differences between student-athletes and nonathlete's social acceptance.

Parent Relationships

Typically older adolescents experience some interpersonal conflict with significant others when growing up (Hall, 1987; Montemayor, 1983). Usually the conflict is with one or both parents. Lopez, Campbell and Watkins (1988) found that the absence of conflict within the adolescent-parent relationship is associated with more adaptive functioning. Bringle and Bagby (1992) surveyed 168 (110 male and 58 female) undergraduate students, most reported good family relationships. Seventy-one percent reported nothing more serious than occasional minor problems. Anderson and Yuenger (1987), examined the case files of 425 students seen at a university counseling service. Twenty-four percent reported stresses caused by the family as a significant area of concern. One of the major problems was too much control and manipulation by the parents. Many emotional and behavioral problems clients bring to counseling are the developmental consequences of dysfunctional patterns or interaction with parents (Bradford and Lyddon, 1993). Carter and

McGoldrick (1980) contend that the family continues to have a powerful impact upon students even when living separately.

Scanlan, Stein and Ravizza (1991), examined the sources of stress in elite figure skaters. Negative significant-other relationships was one of the five major sources of stress that emerged from the data. Negative significant-other relationships is defined as having difficult and unpleasant interactions with peer and adult significant others. Twenty-seven percent of the respondents cited performance expectations and 23% cited performance criticism or lectures as the cause of this negative relationship. Athletes may have a negative parental relationship owing to the performance expectations of parents. Scanlan, Stein and Ravizza (1991) defines performance expectations as striving to meet and or failing to meet a level of performance set by significant others.

Schulthesiss and Blustein (1994), discovered that women who share both emotional closeness with their parents and similar beliefs and attitudes will have enhanced development during the college years. Contrasting results were found for men. Close parental attachment is relevant, it is only important within the context of a healthy degree of separation. Conflictual independence, was the most prominent factor in college student adjustment for men. Conflictual independence measures the degree to which one perceives oneself to be free from excessive guilt, anxiety , mistrust, responsibility, inhibition, resentment, and anger in relation to one's parents.

Finding Humor in One's Life

Humor is defined as a person's ability to find fun and amusement in things (Hopppenstedt, 1991). Therefore, this domain pertains to a student's perception of fun and amusement within their own life. Humor often reveals the playful and informal side of sport (Synder, 1991) In addition, humor is

often used to promote solidarity, bolster morale, and enhance cohesion in groups.

A study conducted at Mayo Clinic suggested that individuals with low self-esteem displayed an unhealthy ability to laugh at themselves (Hoppenstedt, 1991). Additional studies show that the use of humor enhances learning. These studies show that humor used in the classroom or playing field may result in student-athletes: being more attentive, learning more easily, learning more quickly, remembering more, and being more creative (Goodman, 1983; Fry 1984). Humor is a form of indirect communication. Attributes of humor an the usage of humor are extremely useful in the world of sports. Humor is often used to convey emotionally-charged messages. These include feelings of anxiety, fear, embarrassment, hostility, anger, apology, warmth, love, trust and more. Humor is also used to neutralize emotions, break tensions, and give perspective to contradictory events. These are feelings and emotions common to the competitive athlete.

Social interaction in sport also incorporates humor. Humor is one way in which athletes cope with the structural inconsistencies of sport (Snyder, 1991). Snyder (1991), suggests humor is likely to emerge in times of boredom as well as tension. Humor may facilitate interaction within a group by providing comic relief, particularly in situations where the group is faced with the tensions of an intense task. Humor for some individuals may be at the expense of others who experience embarrassment. This form of humor is often used to bolster one's self-esteem. This enhancement of self-esteem at the cost or disparagement of others is often called the superiority model (Morreall, 1983; Hobbes, 1939). This theory has the characteristics of ridicule, sarcasm, hostility, and aggression toward others. Further, this form of humor often takes the form of a hierarchical differentiation between in-groups and out-

groups. A sports example would be the occasional conflict between varsity athletes and non-varsity athletes, or scholarship athletes and nonscholarship athletes. More common in collegiate athletics is the practice of using humor to deal with the monotony of practices or the tensions of competition.

The literature shows sound evidence of the importance of humor to athletes and athletic teams. However, research is limited on athlete's ability to find humor in their own lives. The ability to laugh at oneself is critical to the athlete. When an embarrassing performance occurs, the athlete that can "laugh it off," will expedite their return to top performance. On the reverse side many coaches and players downplay the importance of humor (Levine, 1967). With the increased commercialization of collegiate athletics and the overemphasis on profit and competition can cause the fun to be removed from sport.

The literature emphases the need for humor in sport. However, there is little evidence that a student-athlete's ability to find humor in their life is enhanced or lessened by sports participation.

Morality

Athletics is a unique arena when it comes to morality. Often the morals of everyday life are set aside within the realm of athletics. Very little research exists on the relationship between moral development and sport experience. Bredemeier and Shields (1985) compared the morality of Athletes and nonathletes. At the high school level they found no significant difference between the morality of athletes when compared to nonathletes. However, the study did show a significant difference between collegiate basketball players and nonathletes in life and sport moral reasoning. However, after performing the same study on 20 swimmers no significant difference between the morality

of athletes and nonathletes was found. Bredemeier and Shields suggest that student-athlete's sport and life morality may be specific to individual sports.

Chapter III

Methodology

This chapter is divided into four sections. The first section presents a list of the specific research questions to be examined. The second section presents a description of the population used in the study. The third section is a discussion of the data collection procedures used in the study. The fourth section is a description of the instrument used. The treatment of data is discussed in the fifth section.

Research Questions

The following three specific research questions will be examined:

1. What are the differences between student athletes and nonathlete's perceived competence on each of the 13 subscales (creativity, intellectual abilities, scholastic competence, job competence, athletic competence, appearance, romantic relationships, social acceptance, close friendships, parent relationships, finding humor in one's life, and morality) of Neemann and Harter's (1986) Self-Perception Profile for College Students.
2. What are the differences among male and female's perceived competence on each of the 13 subscales measured by Neemann and Harter's (1986) Self-Perception Profile for College Students.
3. What are the differences among individual class's (freshmen, sophomore, junior, senior) perceived competence on each of the 13 subscales measured by Neemann and Harter's (1986) Self-Perception Profile for College Students.

Population

The subjects of this study come from two student populations. The first population (P_1) consists of all undergraduate students, excluding student-athletes and non-traditional students, currently enrolled at The University of Montana (N≈7,378). The second population (P_2) consists of all undergraduate NCAA Division I student-athletes currently enrolled at the University (N≈370). Stratified random samples were taken from each population. The samples were broken down by class and gender (see Table 3-1).

Table 3-1
Breakdown of Stratified Random Samples

	Non-Athletes (P_1)		Athletes (P_2)		Total
	Male	Female	Male	Female	
Freshman	10	10	10	12	42
Sophomore	12	12	10	10	44
Junior	11	13	15	13	52
Senior	13	13	10	7	43
Total	46	48	45	42	181

Subjects from P_1 were selected randomly from a roster of all undergraduate students excluding non-traditional students and student-athletes currently enrolled at The University of Montana. A table of random numbers was used to select each subject. This process will continue until all necessary subjects are selected. Subjects from P_2 were selected in the same fashion using a list of all current student-athletes. The mean age for both populations was 20-21 with African-Americans and Native-Americans making up less than 5% of both populations sampled.

Data Collection Procedures

Prospective subjects were selected from the above mentioned lists. These students were called and given a brief description of the study and their participation solicited. If they agreed to participate, an appointment was made for subjects to take the Self-Perception Profile in Craig Hall on The University of Montana campus.

At the designated appointment, subjects were asked to read and sign a letter of informed consent (see appendix A). Subjects were then read the testing directions, given an example, and allowed to begin the test. Testing took place in a quiet, undisturbed study lounge within a dormitory. On average the test took approximately 30 minutes to complete. Once subjects finished, the profiles were collected and subjects thanked for their participation. No further contact was necessary with subjects.

Records were kept of all subjects that did not show up for their appointment, and of all prospective subjects who refused to participate for any reason. Only 2 student-athletes refused to participated and 2 did not show up to their appointments (demonstrating a 96% participation rate). In contrast, 24 nonathletes refused and 22 did not show up for their appointments (demonstrating a 67% participation rate).

Instrumentation

The instrument for this study is Neemann and Harter's (1986), Self-Perception Profile for College Students. This instrument was carefully selected from various self-concept measures. Ideally, a measure needed to be selected that would be specific to the needs of college aged individuals. In addition, the measure needed to be applicable to both athletes and non-athletes. Many investigations on athlete's self-concept have used the Tennessee Self-Concept

Scale (Fitts, 1965). This measure was not appropriate for this study since it uses a broad focus, not specific to the needs of college-aged individuals. Another strong possibility was the Physical Self-Perception Profile. Although this profile was developed using college aged subjects, it's focus was too narrow. The Physical Self-Perception Profile (Fox, 1990) was developed to apply recent advances in self-esteem theory to the study of self-perception in the physical domain (Fox and Corbin, 1989). With the focus directed towards the physical domain, the Physical Self-Perception Profile was not appropriate for the purposes of this study.

Harter's Self-Perception Profile for College Students (1986) was chosen based on it's broad content focus and specificity to college students. The Self-Perception Profile provides a domain-specific scale that allows the researcher to discern differences in college student's evaluations of competence in twelve different domains, plus global self-worth. With this profile, students rate 54 items on a scale of 1 to 4 to describe "What I am Like" for global self-worth and each of the 12 remaining domains. In addition, 24 items are rated on a scale of 1 to 4 in terms of the importance of the 12 domains to that individual. An individuals self-esteem in each domain is the difference between the rating on the "What I am Like" scale and the importance ratings. This difference between ratings called the discrepancy score. However, the discrepancy score is only considered if the domain has an importance rating of 4. For example, individuals who give themselves a low athletic-competence rating of 2 and an importance rating of 4 for athletic competence will have low self-esteem for athletic competence.

Psychometric reliability and validity testing has been completed by Neemann and Harter (1986) and others (Crocker, and Ellsworth, 1990; Mascluch, McRae, and Young, 1990; McGregor, Eveleigh, Syler, and Davis,

1991). Crocker and Ellsworth (1990) investigated the perceived competence of physical education students as compared to students enrolled in other academic programs. They reported factor analysis and internal consistency measures provided psychometric support for the scales. Specifically, internal consistency of the subscales measured was assessed by a coefficient alpha ranging from .74 to .90. Masciuch, McRae, and Young, (1990) used the Self-Perception Profile for College Students to assess whether Canadian men and women business college students differed from the college sample reported by Neemann and Harter (1986). The reliability of the instrument as assessed by coefficient alpha, was deemed adequate. Using the Self-Perception Profile, McGregor, Eveleigh, Syler, and Davis (1991) found valid significant differences between how type A and type B personalities perceive their behavior.

The domains listed below delineate the twelve domains and the scale measuring global self-worth. Included with each domain are questionnaire numbers, coefficient alpha, and factor pattern (oblique rotation) analysis results (Neemann and Harter, 1986).

Creativity -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of their ability to be creative and inventive. (#'s 12,25 ,38, 52; alpha coefficient = .89; factor loading = .73 to .89, no crossover to other domains > .35)

Intellectual Ability -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of their intellectual ability. Differs from , scholastic competence in that it assesses a more global intelligence. (#'s 8, 21, 34, 48; alpha coefficient = .86; factor loading = .65 to .74, no crossover to other domains > .35)

Scholastic Competence -- a domain within Neemann and Harter's, (1986) Self-Perception Scale developed to measure students' perception

of their scholastic ability. Differs from intellectual ability in that it measures schoolwork and coursework. (#'s 3, 16, 29, 42; alpha coefficient = ..84; factor loading = .63 to .84, no crossover to other domains > .35)

Job Competence -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of their pride of the work they do, ability to do a new job, and their satisfaction with the way they do his or her job. (#'s 2, 15, 28, 41; alpha coefficient = .84; factor loading = .52 to .79, no crossover to other domains > .35)

Athletic Competence -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of their ability at physical activities and sports. (#'s 13, 26, 39, 53; alpha coefficient = .92; factor loading = ..87 to .92, no crossover to other domains > .35)

Appearance -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of their physical attractiveness, and happiness with their looks. (#'s 5, 18, 31, 44; alpha coefficient = .85; factor loading = .66 to .85, no crossover to other domains > .35)

Romantic Relationships -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of their ability to develop new romantic relationships and whether one feels one is romantically appealing to others. (#'s 10, 23, 36, 50; alpha coefficient = ..88; factor loading = ..75 to .91, no crossover to other domains > .35)

Social Acceptance -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of his

or her satisfaction with their social skills, and the ability to make friends. (#'s 4, 17, 30, 43; alpha coefficient = .80; factor loading = .62 to .75, no crossover to other domains > .35)

Close Friendships -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure student's perception of their loneliness and ability to make close friends. (#'s 7, 20, 33, 46; alpha coefficient = .82; factor loading = .62 to .81, no crossover to other domains > .35)

Parent Relationships -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of their ability to feel comfortable with the way they act around their parents, and whether they get along with their parents. (#'s 6, 19, 32, 45; alpha coefficient = .88; factor loading = .78 to .89, no crossover to other domains > .35)

Finding humor in one's life -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of their ability to laugh at themselves, and take kidding by friends. (#'s 11, 24, 37, 5; alpha coefficient = .80; factor loading = .54 to 87, no crossover to other domains > .35)

Morality -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of the morality of their behavior. (#'s 9, 22, 35, 49; alpha coefficient = .86; factor loading = .73 to .89, no crossover to other domains > .35)

Global Self-Worth -- a domain within Neemann and Harter's (1986) Self-Perception Scale developed to measure students' perception of his or her general feeling about themselves. (#'s 1, 14, 27, 40, 47, 54; alpha coefficient = .86 [Masciuch et al., 1990]; factor analysis not appropriate,

this domain is a composite of the other twelve [Neemann and Harter, 1986])

Treatment of the Data

The purpose of this study is to determine differences between the self-concept (perceptions) of collegiate students and collegiate student-athletes, as measured by Neemann and Harter's Self-Perception Profile for College Students. Specifically, a further purpose is to determine the differences in the thirteen subscales measured by this instrument: creativity, intellectual ability, scholastic competence, job competence, athletic competence, appearance, social acceptance, close friendships, parental relationships, humor in one's life, morality, and global self-worth. Significant differences for gender and class for the 13 domains will also be examined.

Central to the purpose of this study, data analysis consisted of a three-way between subjects ANOVA by class (4), gender (2), and sport participation (2). Appropriate post hoc testing (Tukey Compromise) was used as needed. Significance was determined at the .05 level.

Chapter IV

Results

The primary purpose of this study was to determine differences, if any, between the self-perception of general students to that of student-athletes at The University of Montana. Using Neemann and Harter's Self-Perception Profile (1986) self-perception is broken down into 12 specific domains and global self-worth. Table 4-1 (following page) presents the means and standard deviations for each domain and the mean for the importance of each domain, broken down by gender and sports participation.

A three-way between subjects ANOVA by class (4), gender (2), and sport participation (2) was conducted. Significance was measured at the .05 level. Results indicated no significant three-way interactions in any of the 12 domains or in global self-worth. Only one significant two-way interaction was determined in the importance of athletic competence between gender and sport participation. Therefore, with this one exception, data analysis can focus on the main effects (sport participation, gender, class).

Significant Sport Participation Differences

There were significant differences between student-athletes as compared to nonathletes in the following domains: athletic competence, romantic relationships, social acceptance, and parental relationships. There was also a significant difference for the importance of athletic competence between student-athletes and nonathletes see Table 4-2.

Table 4-1
Means and Standard Deviations--What I Am Like Scale and Importance Scale

	Nonathletes (n=91)						Athletes (n=48)					
	Male (n=43)		Female (n=48)		Overall (n=91)		Male (n=46)		Female (n=42)		Overall (n=88)	
	Mean	STD	Mean	STD	Mean	STD	Mean	STD	Mean	STD	Mean	STD
Creativity	3.19	.610	3.20	.768	3.20	.610	3.15	.752	3.04	.777	3.10	.761
Importance of...	3.48	.534	3.46	.626	3.47	.581	3.41	.661	3.26	.617	3.34	.641
Intellectual Ability	3.38	.757	3.53	.594	3.46	.676	3.29	.717	3.30	.702	3.30	.706
Importance of...	3.33	.644	3.52	.555	3.43	.604	3.45	.638	3.62	.479	3.52	.572
Scholastic Competence	2.79	.683	3.17	.647	2.99	.688	2.85	.694	3.03	.665	2.94	.683
Importance of...	3.44	.562	3.37	.503	3.26	.539	3.24	.535	3.15	.370	3.34	.472
Job Competence	3.36	.480	3.41	.501	3.39	.489	3.32	.539	3.38	.530	3.34	.532
Importance of...	3.63	.451	3.75	.450	3.69	.452	3.77	.431	3.87	.429	3.82	.430
Athletic Competence	3.23	.678	2.81	.827	3.01	.786	3.67	.434	3.57	.524	3.62	.479
Importance of...	2.78	.833	2.35	.928	2.56	.905	3.24	.787	3.50	.552	3.36	.694
Appearence	2.90	.752	2.83	.834	2.87	.793	3.14	.664	2.84	.813	2.99	.749
Importance of...	2.56	.692	2.57	.792	2.57	.742	2.65	.752	2.86	.555	2.75	.670
Romantic Relationships	2.51	.863	2.70	.817	2.61	.839	3.01	.724	2.84	.881	2.93	.803
Importance of...	3.16	.661	3.14	.742	3.15	.701	3.29	.637	3.36	.683	3.32	.657
Social Acceptance	3.26	.668	3.19	.698	3.06	.694	3.35	.672	2.92	.627	3.31	.649
Importance of...	2.95	.554	3.18	.510	3.07	.540	2.92	.830	3.30	.443	3.10	.695
Close Friendships	3.29	.777	3.43	.648	3.36	.711	3.14	.794	3.45	.663	3.29	.747
Importance of...	3.54	.631	3.69	.512	3.62	.573	3.39	.730	3.74	.458	3.56	.636
Parent Relationships	3.29	.691	3.58	.620	3.44	.668	3.57	.646	3.68	.498	3.62	.580
Importance of...	3.59	.610	3.83	.404	3.72	.523	3.78	.523	3.76	.458	3.77	.491
Finding Humor in One's Life	3.20	.526	3.40	.449	3.31	.493	3.32	.537	3.32	.542	3.32	.536
Importance of...	3.62	.486	3.59	.650	3.60	.575	3.54	.566	3.68	.479	3.60	.528
Morality	3.20	.680	3.50	.568	3.36	.638	3.09	.704	3.41	.592	3.24	.668
Importance of...	3.40	.613	3.64	.543	3.52	.586	3.47	.734	3.77	.416	3.62	.618
Global Self Worth	3.21	.615	3.41	.528	3.32	.576	3.38	.534	3.25	.679	3.32	.608

Table 4-2
Significant Differences for Sports Participation

Domain	Athletes (n=87)	Nonathletes (n=94)	f-value	p-value
Athletic Competence	3.62	3.01	38.46	.0001
Importance of Athletic Comp.†	3.37	2.56	46.28	.0001
Romantic Relationships	2.92	2.61	7.96	.0054
Social Acceptance	3.30	3.06	6.53	.0115
Parent Relationships	3.62	3.44	3.93	.0490

†Note: a significant interaction exists between sport participation and gender, therefore analysis of main effects must be interpreted with caution.

For student-athletes the mean for athletic competence was 3.62 compared to 3.01 for nonathletes (p=0.0001). Student-athletes had a mean of 2.92 for romantic relationships compared to 2.61 for nonathletes (p=.0054). For social acceptance student-athletes had a mean of 3.30 compared to 3.06 for nonathletes (p=.0115). Student-athletes had a mean of 3.62 for parent relationships compared to 3.44 for nonathletes (p=0.0490).

Significance also was found between the importance of athletic competence between student-athletes and nonathletes. The mean for student athletes was 3.37 compared to 2.56 for nonathletes. There was also a two-way interaction for gender by sport participation. Post-hoc testing of simple main effects for male athletes ($\bar{x}$=3.26, s=.117, n=45) and male nonathletes ($\bar{x}$=2.78, s=.127, n=43) revealed significant differences (t=18.3, p<.025). For female athletes ($\bar{x}$=3.50, s=.085, n=42) and female nonathletes ($\bar{x}$=2.36, s=.134, n=48), significant differences were also revealed (t=49.04, p<.025). Therefore, although significant gender differences depended upon or changed

across levels of sport participation, both male and female athletes perceived the importance of sports participation significantly different than nonathletes. Females student-athletes rated the importance of athletic competence highest out of all four groups. Female nonathletes rated the importance of athletic competence lower than any other group. Both male student-athletes and nonathletes fell in between these scores.

Significant Gender Differences

There were significant differences between males as compared to females in the following domains: importance of intellectual ability, scholastic competence, Importance of Scholastic competence, athletic competence, close friendships, importance of close friendships, parental relationships, morality, and importance of morality. These differences are outlined below in Table 4-3.

Table 4-3
Significant Gender Differences
(P<.05)

Domain	Male (n=88)	Female (n=90)	F-Value	P-Value
Importance of Intellectual Ability	3.38	3.57	5.04	.0261
Scholastic Competence	2.83	3.11	8.00	.0053
Importance of Scholastic Competence	3.21	3.40	5.68	.0184
Athletic Competence	3.46	3.16	7.71	.0061
Close Friendships	3.21	3.44	4.73	.0311
Importance of Close Friendships	3.46	3.71	7.85	.0057
Parent Relationships	3.46	3.71	5.72	.0057
Morality	3.15	3.46	9.58	.0023
Importance of Morality	3.46	3.70	8.6	.0038

Females had a mean of 3.57 for the importance of intellectual ability compared to 3.38 for males (p=.0261). For Scholastic competence females had

a mean of 3.11 compared to 2.83 for males (p=.0053). Females also rated the importance of scholastic competence higher, 3.40 compared to males, 3.21 (p=.0184). Males perceived their athletic competence higher than females with a mean of 3.46 compared to 3.16 (p=.0061).

Females had a mean of 3.44 for close friendships compared to 3.21 for males (p=.0311). For the importance of close friendships females had a mean of 3.71 compared to 3.46 for males (p=.0057). Females also rated parent relationships higher with a mean of 3.71 compared to 3.46 for males (p=.0057).

Females perceived themselves significantly higher for morality with a mean of 3.46 compared to 3.15 for males (p=.0023). In addition females perceived the importance of morality higher with a mean of 3.70 compared to 3.46 for males (p=.0038).

Significant Class Differences

There are also significant differences in the main effect class. All of these differences involved the sophomore class. A three-way ANOVA measured differences in the following domains: job competence, importance of appearance, romantic relationships, importance of romantic relationships, social acceptance, close friendships, and global self-worth. Significance was measured further using a Tukey Compromise. These results are outlined in Table 4-3 (following page).

Sophomores perceived their job competence significantly different from seniors (p=.0262). The mean for sophomores for job competence was 3.22, compared to 3.54 for seniors.

There were also significant differences for all classes for the importance of appearance (p=.0359). Sophomores had a mean of 3.49 compared to 2.76 for freshmen, 2.56 for juniors, and 2.86 for seniors.

Table 4-4
Significant Differences for Class between Sophomore and Other Classes*
(p<.05)

	Significance as determined by Tukey Compromise				Significance as determined by 3-Way ANOVA	
Domain	Sophomore	Freshmen	Junior	Senior	F-Value	P-Value
Job Competence	3.22	3.34	3.38	3.54†	3.16	.0262
Importance of Appearance	2.49	2.76	2.56	2.86	2.92	.0359
Romantic Relationships	2.42	2.92†	2.74	3.00†	4.48	.0047
Importance of Romantic Relationships	2.96	3.39†	3.29†	3.31	3.46	.0179
Social Acceptance	2.88	3.27	3.24	3.34	4.00	.0088
Close Friendships	3.11	3.41	3.23	3.59†	3.69	.0131
Importance of Finding Humor in One's Life	3.40	3.61	3.67	3.74	3.02	.0316
Global Self-Worth	3.11	3.36	3.33	3.50†	3.24	.0238

*All significant differences involved the sophomore class
†Denotes signifance (p<.05)

Sophomores perceived their romantic relationships significantly different from both freshmen and seniors (p=.0047). The mean for sophomores for romantic relationships was 2.415, compared to 2.923 for freshmen and 3.006 for seniors.

There was also significance for the importance of romantic relationships between sophomores and both juniors and freshmen (p=.0179). The mean for sophomores was 2.96 compared to 3.39 for freshmen and 3.29 for juniors.

There were also significant differences for all classes for social acceptance (p=.0088). Sophomores had a mean of 2.88 compared to 3.27 for freshmen, 3.24 for juniors, and 3.34 for seniors. There were no differences between classes for the importance of social acceptance.

There was significance between the sophomore class and senior class for finding humor in one's life (p=.0316). Sophomores had a mean of 3.398 compared to 3.737 for seniors.

There was also significance between sophomores and seniors on global self-worth (p=.0238). The mean for sophomores was 3.110 compared to 3.500 for seniors.

Chapter VI
Discussion

The purpose of this study was to determine if differences existed between the self-perceptions of University of Montana student-athletes compared to the perceptions of nonathletes. The instrument divided self-perception into 12 domains and global self-worth.

This research found no significant differences between student-athletes and nonathletes on the following scales: creativity, intellectual ability, scholastic competence, job competence, appearance, close friendships, finding humor in one's life, morality, and global self-worth. Significant differences were found in the following domains: athletic competence, the importance of athletic competence, romantic relationships, social acceptance, and parent relationships.

These data are discussed for sport participation differences in each domain measured by Neemann and Harter's Self-Perception Profile for College Students. This is followed by a brief discussion of gender and class differences. The end of this chapter contains a section discussing conclusions and recommendations for future research.

Creativity

Little research was found indicating athletes having higher or lower creativity. Brown and Gaynor (1967) stated that athletics may actually be conducive to enhanced creativity. Our research did not support this conclusion. The perceived creativity of student-athletes was not significantly different from the perceived creativity of nonathletes.

Intellectual Competence

This study supported studies of Biddulph (1954), Snoddy and Shannon (1939), Milverton (1943), and Keogh (1959), in that, there was no difference between the intellectual competence of University of Montana student-athletes verses nonathletes. This study did not support the findings of Schendel (1965). Schendel found college nonathletes more "intellectually efficient" than college athletes. Cooper (1969) suggested that the possibility that beyond a specific point in development, athletic participation interferes with aspects of intellectual functioning.

Scholastic Competence

In general, the "dumb-jock" stereotype that pervades collegiate athletics is also not supported by our data. At the University of Montana there is no difference between the perceived scholastic competence of student-athletes to that of nonathletes. In fact, University of Montana student-athletes have consistently higher grade point averages than that of nonathletes (Hibbard, 1995). These data are consistent with findings reported by Schaefer (1972) and in a summary review by Burke (1993).

Although these differences are minimal they support Schaefer's (1972) study showing higher G.P.A.s for athletes compared to nonathletes.

Job Competence

No differences were found between student-athletes and nonathletes in perceptions of pride in the work they do, ability to do a new job, and their satisfaction with the way they do their job. Student-athletes did not perceive their job competence significantly different from that of nonathletes. There may be differences between success in post-collegiate life, however this is most likely due to their increased social skills and popularity, rather than their job competence. The NCAA regulation forbidding scholarshipped athletes to have

jobs is the basis of this assumption. There is evidence that many athletes perceive their sport participation as a job (McPherson, 1980). This may make up for the scholarshipped student-athlete's lack of job experience.

Appearance

There was no significant difference in the perception of appearance between student-athletes and nonathletes. This research does not support Schumaker's (1986) suggestion that higher self-concept in athletes is due to increased body awareness due to physical activity. This research is not supported on two levels. First, self-worth was not higher in student-athletes. Second, the appearance scale was not significantly higher in student-athletes. Student-athletes may analyze their appearance and physical performance more closely, yet in this study differences were not found.

Social Acceptance

Student-athletes perceive themselves as being more satisfied with their social skills and their ability to make friends than nonathletes. This is consistent with the literature showing that physically fit students enjoy a more favored social status (Jones, 1958; Tillman, 1965; and Harris, 1963). These data also support Carter and Shannon (1940), Coleman (1961), Marks (1954), Schendel (1965) and Werner (1960) who all reported a significantly higher score for athletes than nonathletes in sociability. Athletes have been shown to be more extroverted (Kane, 1964 and Sperling, 1942), which would naturally aid in the development of social circles. In addition, an athlete's popularity (fame in high-profile sports) also will aid in the development of these social circles.

Romantic Relationships

Student-athlete's in this study perceived themselves as having a higher ability to develop new romantic relationships and increased feelings of being

romantically appealing to others. This may be a direct result of student-athlete's increased social abilities and confidence in social situations. There was no significant difference in the importance of the ability to develop new romantic relationships or feeling appealing to others.

Parent Relationships

Student-athlete's also perceived themselves as being more comfortable with the way they act around their parents and being able to get along with their parents more effectively than nonathletes. Neither population regarded parent relationships as being more important. The tendency of parents to support children throughout athletics may lead to reduced interpersonal conflict, typically apparent in the development of older adolescents (Hall, 1987; Montemayor, 1983).

Humor In One's Life

Student-athlete's perception of their ability to laugh at themselves or take kidding from their friends also showed no significant differences when compared to nonathletes. This nullifies the possibility that sports participation enhances humor due to its use in relieving tension and boredom. In addition, this research does not support the theory that successful athletes will have an enhanced ability to laugh at themselves.

Morality

There was no significant differences in student-athlete's perception of the morality of their behavior when compared to nonathletes. This supports Bredemeier and Shields (1985) research on the morality of high school athletes. Without breaking this research down by sport we cannot compare this study to Bredemeier and Shield's research on the morality of basketball players. The morality of student-athletes most likely depends on many factors. These may include: specific sports, support for their specific sport by

athletic departments and students, media coverage, revenue verses nonrevenue sports, and scholarshipped verses non-scholarshipped athletes (Harris, 1993).

Global Self-Worth

This study showed no significant difference between the perceived global self-worth of student-athletes to that of nonathletes. Research that concluded that athlete's have a higher self-concept when compared to nonathletes is not supported by this study (Vincent, 1976; Tucker, 1982, and Hawkins and Gruber, 1982). In addition, our study did not support Tutko's (1985) research stating that athletes have personality characteristics that lead to their participation in high level athletics. If these types of personality differences exist, they do not seem to be measured by the Self-Perception Profile for College Students.

However, the existence of these characteristics may explain the lack of significance within many domains. Ogilvie and Tutko (1985) state that successful athletes have a great need for achievement and tend to set high but realistic goals for themselves and others. This may result in student-athletes perceiving themselves, or examining their 'self', on different criteria than the general nonathletes. For example, objectively an athlete may have a higher perception of their appearance than a nonathlete, however, the model for their ideal appearance may be extreme (i.e. the 'perfect athletic body', bodybuilder, etc.). These high standards could explain the lack of significant difference for appearance. Student-athletes may examine their self on different criteria for a number of domains measured by the Self-Perception Profile for College Students.

Most of the domains of Neemann and Harter's profile correlate with global self-worth. Lack of significance in many of the domains is reflected in

the lack of significance for global self-worth. In addition these data do not support Nideffer's (1976) suggestion that student-athlete's have increased self-perception due to team membership.

Although this study does not show cause and effect it does support the many studies that concluded that participation in sport does not cause developmental effects (Stevenson, 1985; Coakley, 1982; Eitzen and Sage, 1982; Loy, McPherson and Kenyon, 1978; McPherson, 1978, 1981; Snyder and Spreitzer, 1983). With the exception of a few specific domains, this research shows that student-athlete self-perception does not differ significantly from that of nonathletes.

Gender Differences

Although not specific to the purpose of this study, the significant gender differences found by this research are worthy of discussion. Differences were found for the importance of intellectual ability, scholastic competence, importance of scholastic competence, athletic competence, close friendships, importance of close friendships, parent relationships, morality, importance of morality.

Females seemed to place more emphasis on the academic side of college life by rating the importance of intellectual ability and the importance of scholastic competence significantly higher than males. Females perceived only their scholastic competence as higher than males. There was no significant differences for intellectual ability.

Females perceived their athletic competence as significantly lower than males. This may be an indication of the unequal amounts of positive reinforcement society offers female verses male sport participants.

Females also rated both close friendships and the importance of close friendships higher than males. Based on these data it seems females value

close friendships more and have an increased ability to establish close friendships. Females also had a higher perceived relationship with their parents as compared to males. Neither gender perceived the importance of parent relationships higher.

Based on these data females perceived their behavior as being more moral than that of males. However, females also perceived the importance of morality as significantly higher than males.

Class Differences

There were significant differences for the class main effect. All of these differences involve the sophomore class being lower than the other classes. The domains in which sophomores perceived themselves as significantly different from other classes are: job competence, importance of appearance, romantic relationships, importance of romantic relationships, social acceptance, finding humor in one's life, and total global self-worth.

It is worth noting that all of these differences involve the sophomore class. Why does the sophomore class see themselves so differently? One possibility is that the freshmen year is a transitional period between high school and college. This first year presents many academic and social difficulties for many students. Making through the first year may place the student at a unique point in their lives. A point where they may feel they have survived their youth, however, they do not view themselves with the confidence they had upon high school graduation. This results in their sophomore year being a rebound from the realities of their freshmen year. These differences are interesting, and warrant further research to determine if the sophomore year is indeed a rebound from the transitional freshmen year.

Conclusions and Recommendations for Further Research.

Student-athletes at The University of Montana seem to be well mainstreamed into the college environment. Besides differences in many forms of relationships and their overall athletic competence there is little significant difference between student-athletes and nonathletes. This is an important finding for the University, in that, based on this research there is no evidence that athletes are lacking anything when compared to the average undergraduate. However, this research is limited. The self-perception of student-athletes may vary with different sports. There may also be differences between individual sports and team sports. It may also be interesting to look for differences between scholarship and non-scholarship athletes. In addition, one may wish to compare these finding to a similar study conducted within an extremely high-profile athletic department (i.e. UCLA, Notre Dame).

The finding of this study reflect few self-perception differences between student-athletes and nonathletes. Significant differences in the various relationships may denote increased social development due to sports participation. Future research is needed to determine cause and effect. It may be viewed as a positive reflection on The University of Montana that so few differences were found in how student-athletes and nonathletes perceive themselves.

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Appendices

The following are attached as part of the appendix:

A. Letter of Informed Consent

B. Demographic Questionnaire

Self-Perception Profile For College Students (Neemann and Harter, 1986):

"What I am Like" Scale

Importance Rating Scale

C. Institutional Review Board Approval

D. Summary of Raw Data.

Appendix A

Letter of Informed Consent

Student Informed Consent Statement

The Department of Health and Human Performance at The University of Montana supports the practice of protection for human subjects participating in research. The following information is provided so that you can decide whether or not you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

In an attempt to determine if student-athletes share different traits common to the general student population, we are comparing the self-perceptions of student-athletes to that of the general student body. You will be asked to complete a survey designed for college students. General questions will be asked about how you view yourself in various areas.

Your participation is solicited, but is strictly voluntary. Be assured that your name will not be associated in any way with the research findings. Do not hesitate to ask any questions about this study. Please feel free to contact us if you would like additional information concerning this study before, during, or after it is completed.

We appreciate your cooperation and thank you for your participation.

Sincerely,

Michael Rehm, B.S.
Principal Investigator

100 Craig Hall
University of Montana
243-2444

Lewis Curry, Ph.D.
Faculty Supervisor

207 McGill Hall
University of Montana
243-5242

Name (please print): _____

Signature of Subject
agreeing to participate: _____
(By signing the subject certifies that he or she is at least 18 years of age)

Appendix B

Demographic Questionnaire

Self-Perception Profile for College Students:

"What I am Like" Scale

Importance Rating Scale

I. Directions: Please complete the following demographic information.

Age:
_____ 18-19
_____ 20-21
_____ 22-24
_____ 24-26
_____ Over 26

Gender:
_____ Female
_____ Male

Full-time student:
_____ Yes
_____ No

Class standing:
_____ Freshman
_____ Sophomore
_____ Junior
_____ Senior
_____ Graduate Student

Current year in school:
_____ 1st year
_____ 2nd year
_____ 3rd year
_____ 4th year
_____ Beyond 4th year

NCAA Sanctioned Sport Participation:
_____ Yes
_____ No

If Yes, Sport:
_____ Football
_____ Basketball
_____ Volleyball
_____ Soccer
_____ Tennis
_____ Golf
_____ Track & Field (or Cross Country)

Current Campus Residence:
_____ College dorm or residence hall
_____ Fraternity or sorority house
_____ Off-campus house or apartment
_____ Parent/guardian's home
_____ Other

II. Directions: Read each item carefully. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided.

1	2	3	4	5	6	7	8
Definitely False	Mostly False	Somewhat False	Slightly False	Slightly True	Somewhat True	Mostly True	Definitely True

_____ 1. I can think of many ways out of a jam.
_____ 2. I energetically pursue my goals.
_____ 3. I feel tired most of the time.
_____ 4. There are many ways around any problem.
_____ 5. I am easily downed in an argument.
_____ 6. I can think of many ways to get the things in life that are most important to me.
_____ 7. I worry about my health.
_____ 8. Even when others get discouraged, I know I can find a way to solve the problem.
_____ 9. My past experiences have prepared me well for my future.
_____ 10. I've been pretty successful in my life.
_____ 11. I usually find myself worrying about something.
_____ 12. I meet the goals I set for myself.

What I Am Like

Age _____ Subject Number _____

Male ____ Female ____ Name _____

The following are statements which 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.

	Really True For Me	Sort of True For Me				Sort of True For Me	Really True For Me
1.	☐	☐	Some students like the kind of person they are	BUT	Other students wish that they were different.	☐	☐
2.	☐	☐	Some students are not very proud of the work they do on their job	BUT	Other students are very proud of the work they do on their job.	☐	☐
3.	☐	☐	Some students feel confident that they are mastering their coursework	BUT	Other students do not feel so confident.	☐	☐
4.	☐	☐	Some students are not satisfied with their social skills	BUT	Other students think their social skills are just fine.	☐	☐
5.	☐	☐	Some students are not happy with the way they look	BUT	Other students are happy with the way they look.	☐	☐
6.	☐	☐	Some students like the way they act when they are around their parents	BUT	Other students wish they acted differently around their parents.	☐	☐
7.	☐	☐	Some students get kind of lonely because they don't really have a close friend to share things with	BUT	Other students don't usually get too lonely because they do have a close friend to share things with.	☐	☐
8.	☐	☐	Some students feel like they are just as smart or smarter than other students	BUT	Other students wonder if they are as smart.	☐	☐
9.	☐	☐	Some students often question the morality of their behavior	BUT	Other students feel their behavior is usually moral.	☐	☐
10.	☐	☐	Some students feel that people they like romantically will be attracted to them	BUT	Other students worry about whether people they like romantically will be attracted to them.	☐	☐
11.	☐	☐	When some students do something sort of stupid that later appears very funny, they find it hard to laugh at themselves	BUT	When other students do something sort of stupid that later appears very funny, they can easily laugh at themselves.	☐	☐

	Really True For Me	Sort of True For Me				Sort of True For Me	Really True For Me
12.	☐	☐	Some students feel they are just as creative or even more so than other students	BUT	Other students wonder if they are as creative.	☐	☐
13.	☐	☐	Some students feel they could do well at just about any new athletic activity they haven't tried before	BUT	Other students are afraid they might not do well at athletic activities they haven't ever tried.	☐	☐
14.	☐	☐	Some students are often disappointed with themselves	BUT	Other students are usually quite pleased with themselves.	☐	☐
15.	☐	☐	Some students feel they are very good at their job	BUT	Other students worry about whether they can do their job.	☐	☐
16.	☐	☐	Some students do very well at their studies	BUT	Other students don't do very well at their studies.	☐	☐
17.	☐	☐	Some students find it hard to make new friends	BUT	Other students are able to make new friends easily.	☐	☐
18.	☐	☐	Some students are happy with their height and weight	BUT	Other students wish their height or weight was different.	☐	☐
19.	☐	☐	Some students find it hard to act naturally when they are around their parents	BUT	Other students find it easy to act naturally around their parents.	☐	☐
20.	☐	☐	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.	☐	☐
21.	☐	☐	Some students do not feel they are very mentally able	BUT	Other students feel that they are very mentally able.	☐	☐
22.	☐	☐	Some students usually do what is morally right	BUT	Other students sometimes don't do what they know is morally right.	☐	☐
23.	☐	☐	Some students find it hard to establish romantic relationships	BUT	Other students don't have difficulty establishing romantic relationships.	☐	☐
24.	☐	☐	Some students don't mind being kidded by their friends	BUT	Other students are bothered when friends kid them.	☐	☐
25.	☐	☐	Some students worry that they are not as creative or inventive as other people	BUT	Other students feel they are very creative and inventive.	☐	☐
26.	☐	☐	Some students don't feel they are very athletic	BUT	Other students do feel they are athletic.	☐	☐

	Really True For Me	Sort of True For Me				Sort of True For Me	Really True For Me
7.	☐	☐	Some students usually like themselves as a person	BUT	Other students often don't like themselves as a person.	☐	☐
8.	☐	☐	Some students feel confident about their ability to do a new job	BUT	Other students worry about whether they can do a new job they haven't tried before.	☐	☐
9.	☐	☐	Some students have trouble figuring out homework assignments	BUT	Other students rarely have trouble with their homework assignments.	☐	☐
0.	☐	☐	Some students like the way they interact with other people	BUT	Other students wish their interactions with other people were different.	☐	☐
1.	☐	☐	Some students wish their body was different	BUT	Other students like their body the way it is.	☐	☐
2.	☐	☐	Some students feel comfortable being themselves around their parents	BUT	Other students have difficulty being themselves around their parents.	☐	☐
3.	☐	☐	Some students don't have a close friend they can share their personal thoughts and feelings with	BUT	Other students do have a friend who is close enough for them to share thoughts that are really personal.	☐	☐
4.	☐	☐	Some students feel they are just as bright or brighter than most people	BUT	Other students wonder if they are as bright.	☐	☐
5.	☐	☐	Some students would like to be a better person morally	BUT	Other students think they are quite moral.	☐	☐
6.	☐	☐	Some students have the ability to develop romantic relationships	BUT	Other students do not find it easy to develop romantic relationships.	☐	☐
7.	☐	☐	Some students have a hard time laughing at the ridiculous or silly things they do	BUT	Other students find it easy to laugh at themselves.	☐	☐
8.	☐	☐	Some students do not feel that they are very inventive	BUT	Other students feel that they are very inventive.	☐	☐
9.	☐	☐	Some students feel they are better than others at sports	BUT	Other students don't feel they can play as well.	☐	☐
0.	☐	☐	Some students really like the way they are leading their lives	BUT	Other students often don't like the way they are leading their lives.	☐	☐
1.	☐	☐	Some students are not satisfied with the way they do their job	BUT	Other students are quite satisfied with the way they do their job.	☐	☐

	Really True For Me	Sort of True For Me				Sort of True For Me	Really True For Me
42.	☐	☐	Some students some times do not feel intellectually competent at their studies	BUT	Other students usually do feel intellectually competent at their studies.	☐	☐
43.	☐	☐	Some students feel that they are socially accepted by many people	BUT	Other students wish more people accepted them.	☐	☐
44.	☐	☐	Some students like their physical appearance the way it is	BUT	Other students do not like their physical appearance.	☐	☐
45.	☐	☐	Some students find that they are unable to get along with their parents	BUT	Other students get along with their parents quite well.	☐	☐
46.	☐	☐	Some students are able to make really close friends	BUT	Other students find it hard to make really close friends.	☐	☐
47.	☐	☐	Some students would really rather be different	BUT	Other students are very happy being the way they are.	☐	☐
48.	☐	☐	Some students question whether they are very intelligent	BUT	Other students feel they are intelligent.	☐	☐
49.	☐	☐	Some students live up to their own moral standards	BUT	Other students have trouble living up to their moral standards.	☐	☐
50.	☐	☐	Some students worry that when they like someone romantically, that person won't like like them back	BUT	Other students feel that when they are romantically interested in someone, that person will like them back.	☐	☐
51.	☐	☐	Some students can really laugh at certain things they do	BUT	Other students have a hard time laughing at themselves.	☐	☐
52.	☐	☐	Some students feel they have a lot of original ideas	BUT	Other students question whether their ideas are very original.	☐	☐
53.	☐	☐	Some students don't do well at activities requiring physical skill	BUT	Other students are good at activities requiring physical skill.	☐	☐
54.	☐	☐	Some students are often dissatisfied with themselves	BUT	Other students are usually satisfied with themselves.	☐	☐

IMPORTANCE RATINGS

For these questions, think about how important these things are to how you feel about yourself as a person. These questions do not concern whether these things should be important, or whether it is a value one tries to live up to, or whether one appreciates these qualities in another person, or whether it is important to society. We want you to think whether these items really are important to you personally, and whether you behave as though they are important.

	REALLY TRUE FOR ME	SORT OF TRUE FOR ME			SORT OF TRUE FOR ME	REALLY TRUE FOR ME
1.	☐	☐	Some students feel it's important to be good at athletics	BUT	Other students do not feel athletics is all that important.	☐	☐
2.	☐	☐	Some students do not feel that creativity is very important	BUT	Other students feel that creativity is important.	☐	☐
3.	☐	☐	Some students think that it is important to be able to laugh at certain things they do	BUT	Other students do not think that being able to laugh at certain things they do is important at all.	☐	☐
4.	☐	☐	Some students do not feel that the ability to establish romantic relationships is very important	BUT	Other students do feel the ability to establish romantic relationships is important	☐	☐
5.	☐	☐	Some students feel that behaving morally is important	BUT	Other students do not feel behaving morally is all that important.	☐	☐
6.	☐	☐	Some students feel that being smart isn't all that important	BUT	Other students feel that it is important to be smart.	☐	☐

Remember, think about how important these areas to how you feel about yourself.

REALLY TRUE FOR ME	SORT OF TRUE FOR ME			SORT OF TRUE FOR ME	REALLY TRUE FOR ME
7. ☐	☐	Some students feel that it is important to be able to make really close friends	BUT	Other students do not feel that it is all that important to be able to make close friends. ☐	☐
8. ☐	☐	Some students do not think that being able to get along with their parents is important	BUT	Other students do think it is important to be able to get along with their parents. ☐	☐
9. ☐	☐	Some students feel that being good looking is important	BUT	Other students do not think that being good looking is very important. ☐	☐
10. ☐	☐	Some students feel that being able to make new friends easily is not that important	BUT	Other students feel that being able to make new friends easily is important. ☐	☐
11. ☐	☐	Some students feel that doing well at their studies is important	BUT	Other students do not feel that doing well at their studies is all that important. ☐	☐
12. ☐	☐	Some students do not think that being good at their job is very important	BUT	Other students think it is very important to be good at their job. ☐	☐
13. ☐	☐	Some students feel that it is not all that important to be good at sports	BUT	Other students feel that it is important to be good at sports. ☐	☐

Remember, think about how important these areas to how you feel about yourself.

	REALLY TRUE FOR ME	SORT OF TRUE FOR ME			SORT OF TRUE FOR ME	REALLY TRUE FOR ME
14.	☐	☐	Some students feel that being inventive or creative is important	BUT	Other students do not feel that being inventive or creative is all that important.	☐	☐
15.	☐	☐	Some students do not think it is important to be able to laugh at stupid things they do	BUT	Other students do think it is important to be able to laugh at stupid things they do.	☐	☐
16.	☐	☐	Some students feel that being able to establish romantic relationships is important	BUT	Other students do not feel that being able to establish romantic relationships is all that important.	☐	☐
17.	☐	☐	Some students do not think it is that important to live up to their moral standards	BUT	Other students think that living up to their moral standards is very important.	☐	☐
18.	☐	☐	Some students think it is important to be bright	BUT	Other students do not think that being bright is all that important.	☐	☐
19.	☐	☐	Some students feel that being able to make close friends they can really trust is not that important	BUT	Other students feel that being able to make close friends they can really trust is very important.	☐	☐
20.	☐	☐	Some students think it is important to maintain a good relationship with their parents	BUT	Other students do not think it is all that important to maintain a good relationship with their parents.	☐	☐

Remember, think about how important these areas to how you feel about yourself.

REALLY TRUE FOR ME	SORT OF TRUE FOR ME			SORT OF TRUE FOR ME	REALLY TRUE FOR ME
21. ☐	☐	Some students feel appearance is not that important	BUT	Other students do feel appearance is important.	☐ ☐
22. ☐	☐	Some students feel it is important to be socially accepted	BUT	Other students do not feel that being socially accepted is all that important.	☐ ☐
23. ☐	☐	Some students think that it is not that important to be good at their classwork	BUT	Other students feel that being good at their classwork is very important.	☐ ☐
24. ☐	☐	Some students think that it is important to be responsible when working at their job	BUT	Other students do not think it is that important to be responsible when working at their job.	☐ ☐

Appendix C

Institutional Review Board Approval

For Use Only

Form RA-108
(Rev. 1/94)

THE UNIVERSITY OF MONTANA

INSTITUTIONAL REVIEW BOARD (IRB)
CHECKLIST

Submit one copy of this Checklist, including any required attachments, for each project involving human subjects. The IRB meets monthly to evaluate proposals, and approval is granted for one academic year. See *IRB Guidelines and Procedures* for details.

Date Submitted to IRB	Projected Start Date	Ending Date

Project Director: Michael Rehm Dept.: HHP Phone: 2444

Signature Michael Rehm Date: _____

Co-Director(s): _____ Dept.: _____ Phone: _____

Project Title: _____

Project Description: A comparison of the self-perception of general students to that of student-athletes.
(in nontechnical language)

Students only:
Faculty Supervisor: Lewis A. Curry, Ph.D. Dept.: H H P Phone: 5242

Signature: _____
(My signature confirms that I have read the IRB Checklist and attachments and agree that it accurately and adequately represents the planned research and that I will supervise this research project.)

Project Director ——— Complete page 2 of IRB Checklist, on back.

For IRB Use Only

IRB Review and Determination:

___ Exempt from Review ✓ Expedited/Administrative Review ___ Approved

___ Conditional approval: _____

___ Resubmit proposal: _____

___ Disapproved: _____

Signature/IRB Chair: Thomas A. Walsh Date: 2-27-95

Appendix D

Summary of Raw Data

Demographics

Sorted by subject number

Subject Number	Age	Gender	Class	Year	Full/Part-Time	Athlete?	Sport	Residence
1	22-24	Female	Senior	5	Full-Time	Athlete	L Basket	Off-campus
2	20-21	Female	Junior	3	Full-Time	Athlete	Volley	Off-campus
3	20-21	Female	Junior	3	Full-Time	Athlete	LTF	Off-campus
4	20-21	Male	Senior	5	Full-Time	Athlete	Foot	Off-campus
5	18-19	Female	Freshmen	1	Full-Time	Athlete	Volley	Dorm
6	20-21	Male	Junior	3	Full-Time	Athlete	TF	Off-campus
7	22-24	Female	Senior	4	Full-Time	Athlete	LTF	Dorm
8	18-19	Female	Sophomore	2	Full-Time	Athlete	LTF	Off-campus
9	18-19	Female	Freshmen	1	Full-Time	Athlete	L Ten	Dorm
10	18-19	Female	Sophomore	2	Full-Time	Athlete	LTF	Parents
11	18-19	Male	Senior	5	Full-Time	Athlete	TF	Off-campus
12	18-19	Female	Freshmen	1	Full-Time	Athlete	Golf	Dorm
13	18-19	Male	Freshmen	1	Full-Time	Athlete	Foot	Dorm
14	18-19	Female	Freshmen	1	Full-Time	Athlete	Soccer	Dorm
15	18-19	Male	Freshmen	1	Full-Time	Athlete	Foot	Dorm
16	20-21	Male	Senior	4	Full-Time	Athlete	TF	Off-campus
17	20-21	Female	Sophomore	2	Full-Time	Athlete	LTF	Dorm
18	20-21	Male	Sophomore	2	Full-Time	Athlete	Basket	Off-campus
19	18-19	Female	Freshmen	1	Full-Time	Athlete	LTF	Dorm
20	22-24	Female	Senior	5	Full-Time	Athlete	L Basket	Off-campus
21	22-24	Male	Senior	4	Full-Time	Athlete	Foot	Dorm
22	22-24	Male	Junior	3	Full-Time	Athlete	TF	Dorm
23	20-21	Female	Senior	4	Full-Time	Athlete	LTF	Off-campus
24	18-19	Female	Sophomore	2	Full-Time	Athlete	LTF	Dorm
25	22-24	Male	Senior	4	Full-Time	Athlete	Ten	Off-campus
26	18-19	Female	Freshmen	1	Full-Time	Athlete	L Ten	Dorm
27	18-19	Female	Sophomore	2	Full-Time	Athlete	Soccer	Dorm
28	22-24	Male	Senior	5	Full-Time	Athlete	Foot	Off-campus
29		Male	Sophomore		Full-Time	Athlete	Foot	Off-campus
30	22-24	Male	Senior	4	Full-Time	Athlete	TF	Off-campus
31	20-21	Male	Sophomore	2	Full-Time	Athlete	Foot	Off-campus
32		Male			Full-Time	Athlete	Foot	Off-campus
33	20-21	Female	Junior	4	Full-Time	Athlete	LTF	Off-campus
34	20-21	Female	Senior	4	Full-Time	Athlete	TF	Off-campus
35	18-19	Male	Freshmen	1	Full-Time	Athlete	Foot	Dorm
36	18-19	Female	Freshmen	1	Full-Time	Athlete	L Basket	Dorm
37	20-21	Male	Sophomore	2	Full-Time	Athlete	TF	Off-campus
38	20-21	Female	Junior	4	Full-Time	Athlete	L Basket	Off-campus
39	22-24	Male	Senior	5	Full-Time	Athlete	Foot	Off-campus
40	18-19	Male	Freshmen	1	Full-Time	Athlete	Foot	Dorm
41	18-19	Male	Freshmen	1	Full-Time	Athlete	Ten	Parents
42	20-21	Male	Junior	3	Full-Time	Athlete	TF	Dorm
43	20-21	Male	Sophomore	3	Full-Time	Athlete	Ten	Dorm
44	22-24	Male	Junior	4	Full-Time	Athlete	Foot	Off-campus
45	22-24	Male	Senior	4	Full-Time	Athlete	Foot	Off-campus
46	20-21	Male	Junior	3	Full-Time	Athlete	TF	Off-campus
47	18-19	Male	Freshmen	1	Full-Time	Athlete	Foot	Dorm
48	22-24	Male	Junior	3	Full-Time	Athlete	Basket	Dorm
49	18-19	Female	Freshmen	1	Full-Time	Athlete	L Ten	Dorm
50	18-19	Male	Freshmen	1	Full-Time	Athlete	Basket	Dorm
51	20-21	Male	Sophomore	3	Full-Time	Athlete	Foot	Off-campus
52	18-19	Female	Sophomore	2	Full-Time	Athlete	LTF	Dorm

53	20-21	Female	Junior	3	Full-Time	Athlete	LTF	Off-campus
54	20-21	Male	Junior	3	Full-Time	Athlete	Foot	Off-campus
55		Female	Junior	3	Full-Time	Athlete	LTF	Dorm
56	22-24	Male	Senior	5	Full-Time	Athlete	Foot	Off-campus
57	22-24	Female	Junior	4	Full-Time	Athlete	L Ten	Off-campus
58	20-21	Male	Sophomore	2	Full-Time	Athlete	Foot	Off-campus
59	18-19	Female	Freshmen	1	Full-Time	Athlete	Soccer	Dorm
60	18-19	Female	Sophomore	2	Full-Time	Athlete	Basket	Off-campus
61	18-19	Male	Freshmen	1	Full-Time	Athlete	TF	Dorm
62	22-24	Male	Junior	3	Full-Time	Athlete	Foot	Greek
63	20-21	Male	Sophomore	2	Full-Time	Athlete	Foot	Dorm
64	20-21	Male	Junior	3	Full-Time	Athlete	TF	Off-campus
65	22-24	Female	Junior	4	Full-Time	Athlete	Volley	Off-campus
66	18-19	Female	Freshmen	1	Full-Time	Athlete	L Ten	Dorm
67	20-21	Male	Junior	3	Full-Time	Athlete	Basket	Dorm
68	18-19	Female	Sophomore	2	Full-Time	Athlete	Soccer	Off-campus
69	20-21	Male	Junior	3	Full-Time	Athlete	TF	Off-campus
70	22-24	Female	Senior	5	Full-Time	Athlete	Golf	Off-campus
71	18-19	Male	Sophomore	2	Full-Time	Nonathlete		Dorm
72	20-21	Male	Sophomore	2	Part-Time	Nonathlete		Off-campus
73	20-21	Male	Sophomore	2	Full-Time	Athlete	Ten	Greek
74	20-21	Female	Junior	3	Full-Time	Athlete	L Basket	Off-campus
75	18-19	Female	Freshmen	1	Full-Time	Nonathlete		Dorm
76	18-19	Male	Freshmen	1	Full-Time	Athlete	Foot	Dorm
77	20-21	Male	Junior	3	Full-Time	Athlete	Ten	Off-campus
78	18-19	Male	Freshmen	1	Full-Time	Nonathlete		Dorm
79	18-19	Male	Freshmen	1	Full-Time	Nonathlete		Dorm
80	20-21	Male	Sophomore	2	Full-Time	Nonathlete		Dorm
81	20-21	Male	Junior	3	Full-Time	Athlete	Foot	Off-campus
82	20-21	Male	Sophomore	2	Full-Time	Nonathlete		Dorm
83	22-24	Male	Freshmen	1	Full-Time	Nonathlete		Off-campus
84	18-19	Male	Sophomore	2	Full-Time	Athlete	Ten	Dorm
85	20-21	Male	Sophomore	2	Full-Time	Nonathlete		Off-campus
86	18-19	Female	Sophomore	2	Full-Time	Nonathlete		Off-campus
87	20-21	Female	Sophomore	3	Full-Time	Nonathlete		Off-campus
88	18-19	Female	Freshmen	1	Full-Time	Nonathlete		Dorm
89	20-21	Female	Sophomore	2	Full-Time	Nonathlete		Off-campus
90	20-21	Male	Junior	3	Full-Time	Athlete	TF	Off-campus
91	18-19	Female	Freshmen	1	Full-Time	Nonathlete		Dorm
92	18-19	Female	Freshmen	1	Full-Time	Nonathlete		Dorm
93	20-21	Female	Junior	3	Full-Time	Athlete	LTF	Off-campus
94	20-21	Female	Junior	3	Full-Time	Athlete	LTF	Off-campus
95	18-19	Male	Freshmen	1	Full-Time	Nonathlete		Dorm
96	18-19	Male	Freshmen	2	Part-Time	Nonathlete		Off-campus
97	18-19	Female	Freshmen	1	Full-Time	Athlete	L Basket	Dorm
98	18-19	Female	Freshmen	1	Full-Time	Athlete	Golf	Dorm
99	20-21	Male	Junior	3	Full-Time	Athlete	Basket	Off-campus
100	20-21	Female	Sophomore	2	Full-Time	Nonathlete		Dorm
101	18-19	Male	Freshmen	1	Full-Time	Athlete	Foot	Dorm
102	18-19	Female	Freshmen	1	Full-Time	Nonathlete		Dorm
103	20-21	Male	Freshmen	2	Full-Time	Nonathlete		Dorm
104	20-21	Female	Sophomore	2	Full-Time	Nonathlete		Dorm
105	18-19	Male	Freshmen	1	Full-Time	Nonathlete		Dorm
106	20-21	Male	Sophomore	2	Full-Time	Nonathlete		Dorm
107	22-24	Female	Senior	4	Full-Time	Athlete	LTF	Off-campus
108	20-21	Female	Junior	3	Full-Time	Nonathlete		Off-campus
109	18-19	Female	Freshmen	1	Full-Time	Nonathlete		Dorm
110	18-19	Female	Sophomore	2	Full-Time	Athlete	Soccer	Off-campus
111	18-19	Female	Sophomore	2	Full-Time	Athlete	Soccer	Off-campus
112	20-21	Female	Junior	3	Full-Time	Athlete	Soccer	Off-campus
113	18-19	Female	Freshmen	1	Full-Time	Nonathlete		Dorm

114	18-19	Female	Freshmen	1	Full-Time	Nonathlete		Dorm
115	22-24	Male	Junior	4	Full-Time	Nonathlete		Off-campus
116	20-21	Female	Senior	4	Full-Time	Nonathlete		Off-campus
117	22-24	Female	Senior	4	Full-Time	Nonathlete		Off-campus
118	20-21	Female	Junior	3	Full-Time	Nonathlete		Dorm
119	18-19	Male	Freshmen	1	Full-Time	Nonathlete		Dorm
120	22-24	Female	Junior	3	Full-Time	Nonathlete		Off-campus
121	4	Male	Senior	4	Full-Time	Nonathlete		Other
122	26+	Male	Junior	3	Part-Time	Nonathlete		Off-campus
123	22-24	Female	Senior	4	Full-Time	Nonathlete		Off-campus
124	18-19	Female	Freshmen	1	Full-Time	Nonathlete		Dorm
125	18-19	Male	Freshmen	1	Full-Time	Nonathlete		Dorm
126	26+	Male	Senior	5	Full-Time	Nonathlete		Off-campus
127	22-24	Male	Junior	3	Full-Time	Nonathlete		Off-campus
128	20-21	Female	Junior	3	Full-Time	Athlete	L Basket	Off-campus
129	4	Female	Senior	3	Full-Time	Nonathlete		Off-campus
130	18-19	Female	Freshmen	1	Full-Time	Nonathlete		Dorm
131	20-21	Female	Junior	3	Full-Time	Nonathlete		Dorm
132	20-21	Male	Sophomore	2	Full-Time	Nonathlete		Off-campus
133	26+	Male	Senior	4	Full-Time	Nonathlete		Off-campus
134	20-21	Male	Junior	4	Full-Time	Nonathlete		Dorm
135	20-21	Male	Junior	4	Full-Time	Nonathlete		Off-campus
136	20-21	Male	Junior	4	Full-Time	Nonathlete		Dorm
137	18-19	Male	Sophomore	2	Full-Time	Nonathlete		Dorm
138	18-19	Female	Sophomore	2	Full-Time	Nonathlete		Off-campus
139	22-24	Female	Senior	4	Full-Time	Nonathlete		Off-campus
140	20-21	Male	Sophomore	2	Full-Time	Nonathlete		Parents
141	20-21	Female	Junior	3	Full-Time	Nonathlete		Parents
142	22-24	Female	Senior	4	Full-Time	Nonathlete		Off-campus
143	18-19	Male	Sophomore	2	Full-Time	Nonathlete		Off-campus
144	18-19	Female	Sophomore	2	Full-Time	Nonathlete		Off-campus
145	18-19	Female	Sophomore	2	Full-Time	Nonathlete		Off-campus
146	20-21	Male	Junior	3	Full-Time	Nonathlete		Parents
147	22-24	Female	Junior	3	Full-Time	Nonathlete		Parents
148	20-21	Female	Senior	4	Full-Time	Nonathlete		Off-campus
149	22-24	Female	Senior	4	Full-Time	Nonathlete		Off-campus
150	20-21	Male	Senior	4	Full-Time	Nonathlete		Off-campus
151	20-21	Female	Junior	3	Full-Time	Nonathlete		Off-campus
152	20-21	Male	Junior	3	Full-Time	Nonathlete		Off-campus
153	26+	Female	Senior	4	Full-Time	Nonathlete		Off-campus
155	20-21	Male	Freshmen	3	Full-Time	Nonathlete		Off-campus
156	20-21	Male	Junior	3	Full-Time	Nonathlete		Off-campus
157	20-21	Male	Senior	4	Full-Time	Nonathlete		Off-campus
158	20-21	Female	Junior	3	Full-Time	Nonathlete		Off-campus
159	20-21	Female	Junior	3	Full-Time	Nonathlete		Off-campus
160	26+	Male	Senior	5	Full-Time	Nonathlete		Off-campus
161	20-21	Female	Sophomore	2	Full-Time	Nonathlete		Off-campus
162	22-24	Male	Senior	4	Full-Time	Nonathlete		Off-campus
163	22-24	Female	Senior	5	Full-Time	Nonathlete		Off-campus
164	20-21	Female	Junior	3	Full-Time	Nonathlete		Dorm
165	22-24	Female	Senior	5	Full-Time	Nonathlete		Off-campus
166	20-21	Male	Sophomore	2	Full-Time	Nonathlete		Dorm
167	20-21	Female	Sophomore	2	Full-Time	Nonathlete		Parents
168	22-24	Female	Senior	5	Part-Time	Nonathlete		Off-campus
169	20-21	Male	Sophomore	2	Full-Time	Nonathlete		Dorm
170	20-21	Female	Junior	3	Full-Time	Nonathlete		Off-campus
171	20-21	Male	Junior	3	Full-Time	Nonathlete		Off-campus
172	4	Male	Junior	4	Full-Time	Nonathlete		Off-campus
173	20-21	Female	Junior	3	Full-Time	Nonathlete		Off-campus
174	20-21	Male	Senior	4	Full-Time	Nonathlete		Dorm
175		Female	Senior	4	Full-Time	Nonathlete		Dorm

176	20-21	Female	Sophomore	2	Full-Time	Nonathlete	Off-campus
177	20-21	Female	Sophomore	3	Full-Time	Nonathlete	Dorm
178	26+	Male	Senior	5	Full-Time	Nonathlete	Off-campus
179	22-24	Male	Senior	5	Full-Time	Nonathlete	Off-campus
180	22-24	Female	Junior	3	Full-Time	Nonathlete	Dorm

Summary of Domain Scores--"What I am Like"

Sorted by subject number

Subject Number	Creativity	Intellectual	Scholastic	Job	Athletic	Appearance	Romantic	Social	Close Friend	Parent	Humor	Morality	Self-Worth
1	3.00	4.00	3.75	4.00	4.00	3.75	4.00	4.00	3.75	4.00	3.75	4.00	3.83
2	2.50	3.50	3.25	3.00	3.75	3.25	3.75	3.25	4.00	4.00	3.00	2.75	3.83
3	2.25	2.50	3.00	3.25	3.75	3.00	2.00	1.50	1.25	3.00	2.00	4.00	1.83
4	3.00	3.50	3.00	3.75	3.25	2.75	2.50	3.00	3.00	3.25	3.00	3.00	3.50
5	2.75	3.25	3.00	3.00	2.75	2.25	1.75	3.00	2.75	3.00	3.25	3.00	2.50
6	2.25	2.00	2.25	2.00	2.25	2.50	1.50	1.75	1.00	3.75	3.50	2.75	2.33
7	2.00	2.50	2.25	2.25	2.75	1.00	2.00	3.50	3.00	3.75	2.00	2.00	2.00
8	2.00	2.50	2.75	3.00	3.75	3.00	3.00	4.00	4.00	4.00	3.25	3.75	4.00
9	2.00	3.50	1.75	2.75	3.50	3.00	3.75	1.75	3.00	4.00	3.75	2.25	2.50
10	2.50	2.75	2.75	3.50	2.75	2.25	2.50	2.75	3.75	3.50	3.50	3.50	2.33
11	4.00	4.00	2.00	4.00	4.00	2.50	2.00	2.25	3.75	4.00	3.50	4.00	3.00
12	2.00	3.00	2.50	3.25	2.50	1.25	1.25	2.25	2.50	2.75	2.00	3.00	2.33
13	3.00	4.00	2.50	3.50	4.00	2.75	3.00	4.00	1.25	3.75	2.50	2.75	3.83
14	3.00	3.75	3.25	4.00	4.00	3.25	4.00	4.00	4.00	3.25	4.00	3.75	3.83
15	4.00	3.50	2.75	3.75	4.00	2.75	2.75	4.00	4.00	4.00	3.75	4.00	4.00
16	3.75	3.50	3.25	3.75	4.00	3.75	3.25	4.00	4.00	4.00	3.75	3.50	3.83
17	4.00	3.50	3.75	4.00	3.50	3.50	2.50	3.50	4.00	4.00	3.50	2.50	3.50
18	3.75	3.00	3.75	4.00	4.00	4.00	4.00	4.00	3.00	2.75	3.00	4.00	3.50
19	4.00	3.50	3.50	3.00	2.50	3.25	2.50	3.33	3.25	2.75	3.50	4.00	3.83
20	3.25	3.25	3.25	4.00	3.50	2.25	2.75	3.75	4.00	4.00	3.00	3.50	3.67
21	1.75	1.75	1.50	2.25	4.00	3.50	3.00	3.75	3.25	1.75	2.75	1.75	2.67
22	3.75	2.25	2.00	3.00	3.75	2.75	3.00	3.25	3.75	1.75	3.50	3.00	3.17
23	4.00	4.00	3.25	4.00	4.00	3.00	3.25	4.00	4.00	4.00	4.00	4.00	4.00
24	4.00	4.00	3.00	4.00	4.00	4.00	4.00	3.50	2.75	4.00	4.00	4.00	4.00
25	3.00	3.25	2.25	3.50	3.75	3.00	2.00	2.75	2.75	4.00	2.25	4.00	3.67
26	4.00	2.75	2.25	1.75	4.00	3.00	3.00	3.25	4.00	4.00	2.50	3.25	2.50
27	4.00	1.00	1.75	3.00	4.00	2.00	2.25	4.00	4.00	4.00	3.75	2.50	3.50
28	4.00	3.50	2.75	3.75	3.50	3.25	3.75	4.00	4.00	4.00	4.00	3.75	3.83
29	1.75	2.00	2.00	2.50	3.25	2.00	2.75	1.50	2.00	2.25	2.50	3.00	2.00
30	2.00	4.00	3.50	3.25	3.50	3.50	2.50	2.50	3.75	3.75	3.75	3.00	2.83
31	3.25	2.75	2.25	2.25	3.25	2.00	2.75	3.50	4.00	4.00	3.50	3.50	2.67
32	4.00	3.50	2.25	3.00	4.00	1.75	3.75	4.00	3.75	4.00	4.00	2.50	3.50
33	3.00	3.00	3.00	3.00	3.50	2.00	4.00	3.25	3.50	4.00	2.50	3.00	2.67
34	4.00	4.00	4.00	4.00	4.00	3.75	3.75	4.00	4.00	4.00	3.50	4.00	4.00
35	4.00	4.00	3.75	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.75	2.25	4.00
36	2.00	2.25	2.00	2.75	2.50	3.75	2.75	3.25	4.00	4.00	3.00	3.50	3.17
37	3.75	3.75	3.25	4.00	3.75	4.00	2.00	3.25	2.25	3.25	2.50	3.50	3.50
38	3.25	4.00	4.00	3.50	4.00	4.00	4.00	3.75	3.50	4.00	3.25	3.50	4.00
39	3.50	4.00	3.00	3.50	4.00	3.00	4.00	3.25	3.25	3.50	3.75	3.75	3.83
40	3.75	3.25	2.75	3.25	4.00	3.50	3.75	3.75	2.50	3.00	4.00	4.00	3.67
41	3.50	3.75	3.50	3.50	4.00	4.00	3.50	3.75	3.50	4.00	3.50	3.75	3.83
42	3.50	3.75	3.25	3.50	4.00	2.00	1.50	2.00	1.75	4.00	2.75	2.75	2.00
43	2.75	4.00	4.00	2.50	3.50	3.75	3.00	2.75	3.50	3.75	2.75	3.50	3.00

44	2.75	2.75	3.00	3.00	3.00	3.00	3.00	3.00	2.50	3.00	2.50	3.00	3.17
45	3.00	3.75	3.00	3.25	3.00	3.00	2.00	3.25	3.00	2.25	2.00	2.00	3.17
46	2.75	4.00	3.25	4.00	3.50	2.25	2.50	3.25	2.25	4.00	3.25	2.50	3.67
47	4.00	3.50	1.75	3.00	4.00	2.25	4.00	3.75	2.75	4.00	4.00	2.25	3.17
48	2.75	3.25	3.00	3.75	4.00	4.00	4.00	4.00	3.50	3.75	3.50	4.00	4.00
49	2.00	3.25	2.50	3.50	3.75	3.75	2.50	2.50	3.25	4.00	3.50	3.25	3.50
50	3.75	2.50	2.25	3.00	3.25	3.00	3.00	3.75	4.00	4.00	3.00	3.00	3.83
51	2.00	2.25	2.00	3.50	4.00	4.00	2.25	3.75	2.75	4.00	3.50	4.00	4.00
52	2.25	4.00	3.50	3.25	2.75	2.50	1.75	3.00	3.25	3.00	3.50	3.75	3.33
53	2.00	2.25	1.75	3.75	4.00	2.00	2.75	2.25	2.50	3.50	3.00	3.25	2.67
54	4.00	3.50	2.00	3.00	4.00	3.75	2.75	2.75	3.50	4.00	3.50	2.75	3.00
55	3.25	2.00	1.75	3.50	2.75	2.75	3.00	3.25	3.00	3.25	3.75	3.75	3.50
56	3.25	3.25	3.75	4.00	4.00	2.75	4.00	3.50	4.00	4.00	4.00	3.25	3.67
57	3.00	4.00	3.00	3.75	4.00	3.00	2.75	4.00	4.00	4.00	3.25	4.00	3.83
58	1.00	1.00	1.00	4.00	3.50	4.00	3.25	2.25	1.25	4.00	4.00	1.75	3.50
59	3.00	3.25	2.50	3.25	3.50	1.50	1.50	3.50	4.00	3.75	3.25	3.75	1.83
60	3.25	3.25	2.75	2.50	4.00	2.50	1.75	2.50	3.00	4.00	2.75	3.25	2.50
61	3.00	3.00	3.00	2.75	3.50	3.00	3.50	2.75	3.00	3.75	3.00	3.00	3.50
62	3.25	3.25	3.25	2.50	3.00	3.00	3.00	2.50	2.75	2.25	3.00	2.25	2.50
63	2.75	3.50	3.25	3.25	3.75	3.00	3.25	3.75	3.75	3.50	3.25	3.50	3.50
64	4.00	4.00	3.25	4.00	4.00	3.00	4.00	4.00	3.00	4.00	3.50	3.25	3.50
65	3.00	3.25	3.00	3.25	4.00	3.00	3.50	3.25	3.00	4.00	3.75	4.00	3.83
66	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
67	3.75	3.75	2.75	3.25	4.00	3.75	2.75	3.75	3.00	4.00	3.75	3.25	4.00
68	4.00	4.00	3.00	3.25	3.00	1.75	1.50	3.00	1.75	2.75	3.00	3.75	2.83
69	2.50	2.25	2.00	3.25	3.75	3.50	3.00	3.75	3.75	4.00	3.50	2.50	3.67
70	4.00	4.00	3.50	4.00	4.00	4.00	4.00	3.00	3.75	4.00	4.00	4.00	3.83
71	2.75	4.00	3.75	3.25	3.00	2.50	2.25	1.75	2.75	3.50	2.75	4.00	2.83
72	2.25	1.00	1.50	3.00	2.75	2.25	1.50	1.50	2.25	1.75	2.50	2.50	1.00
73	4.00	4.00	3.75	3.50	4.00	3.75	2.75	3.75	3.50	4.00	3.75	4.00	4.00
74	3.25	3.75	3.50	3.25	4.00	2.75	2.50	4.00	4.00	3.00	3.25	3.00	3.50
75	4.00	4.00	3.25	4.00	1.75	4.00	4.00	2.75	3.00	4.00	4.00	3.75	4.00
76	2.50	3.50	3.25	3.00	3.75	3.00	4.00	3.25	3.75	4.00	3.75	2.25	3.17
77	2.75	4.00	3.75	3.75	4.00	3.50	1.50	4.00	2.75	4.00	3.50	2.75	4.00
78	2.50	2.75	2.00	3.25	2.75	3.25	3.00	2.75	3.00	2.50	3.00	3.50	3.33
79	3.75	3.25	2.50	3.25	3.25	1.25	1.00	3.75	4.00	4.00	3.25	4.00	3.50
80	2.50	3.50	2.50	3.25	3.75	3.75	1.75	2.75	1.75	4.00	3.50	3.50	3.17
81	3.00	4.00	3.50	4.00	4.00	3.75	3.25	4.00	4.00	4.00	4.00	4.00	4.00
82	3.75	4.00	2.00	2.00	2.00	2.00	2.50	2.00	2.50	2.00	3.25	3.75	2.50
83	3.00	2.75	2.50	3.75	3.25	3.50	2.75	2.25	3.25	3.75	3.00	1.75	3.00
84	4.00	4.00	3.00	3.25	4.00	2.00	3.50	3.25	3.00	2.75	3.50	1.75	3.33
85	4.00	4.00	2.50	3.50	3.75	3.25	2.75	3.00	3.00	2.50	3.00	3.50	3.67
86	2.00	3.00	3.00	3.00	2.25	3.00	4.00	1.75	1.75	4.00	3.50	4.00	3.00
87	1.75	2.25	2.25	3.00	3.00	3.00	3.25	2.50	3.00	3.00	3.00	2.75	2.83
88	4.00	3.50	3.50	3.50	3.50	3.75	2.75	3.75	4.00	2.75	3.50	3.50	3.00
89	3.25	3.75	3.00	3.00	3.00	2.75	1.75	2.25	2.50	4.00	2.50	2.75	2.83
90	3.25	3.25	3.50	3.25	2.75	4.00	2.50	4.00	3.50	3.25	2.50	2.25	2.83
91	3.25	4.00	3.75	4.00	2.00	2.00	1.75	3.25	3.25	4.00	3.50	4.00	4.00
92	4.00	4.00	4.00	4.00	2.00	2.25	2.00	3.75	4.00	4.00	3.50	4.00	4.00
93	4.00	3.00	3.50	3.75	3.75	1.75	1.25	3.75	4.00	4.00	3.50	2.50	3.33
94	2.25	3.25	2.50	3.25	3.00	2.50	2.00	3.50	4.00	4.00	3.00	3.25	3.17
95	3.75	2.75	2.25	3.25	4.00	2.75	2.25	2.50	2.50	3.25	2.75	3.00	2.67

96	4.00	4.00	2.75	3.25	3.75	4.00	3.25	2.50	3.50	3.75	3.75	2.75	3.67
97	4.00	4.00	3.75	3.75	3.50	3.25	2.75	3.00	3.50	4.00	3.50	4.00	3.50
98	2.00	2.50	3.00	3.25	3.25	2.00	4.00	4.00	3.75	2.25	3.75	2.00	2.17
99	3.00	3.00	3.00	2.75	3.75	3.50	3.00	3.75	3.00	3.50	3.25	3.00	3.17
100	3.00	3.50	2.50	3.25	2.75	3.25	1.75	2.25	3.25	2.75	2.75	4.00	3.00
101	2.00	3.25	3.50	3.00	2.75	2.50	3.50	3.25	4.00	3.50	3.00	4.00	3.33
102	2.25	3.00	3.25	3.00	3.50	3.25	4.00	3.75	4.00	4.00	4.00	3.25	3.50
103	4.00	4.00	4.00	4.00	3.75	4.00	2.50	3.75	4.00	3.50	3.50	4.00	4.00
104	3.00	3.00	2.50	3.00	3.00	2.50	2.75	3.50	3.75	3.25	3.75	3.25	3.50
105	3.00	4.00	3.00	3.00	2.00	3.00	2.00	2.50	2.00	3.00	3.25	2.50	3.50
106	3.00	2.75	2.25	3.25	3.75	3.25	1.75	2.50	4.00	2.75	2.50	3.75	2.83
107	3.25	4.00	4.00	3.75	4.00	3.25	4.00	3.25	3.75	4.00	4.00	4.00	3.83
108	3.75	3.25	4.00	4.00	3.75	3.75	4.00	4.00	4.00	3.25	4.00	4.00	4.00
109	2.00	3.50	2.75	3.50	1.75	1.75	1.75	3.25	4.00	2.75	3.00	2.75	3.17
110	3.75	3.00	2.75	3.00	4.00	2.25	2.50	2.75	3.75	4.00	3.00	3.25	2.83
111	3.25	4.00	3.75	3.75	4.00	4.00	3.00	3.00	4.00	4.00	3.50	3.50	3.67
112	1.75	3.50	3.50	4.00	4.00	3.75	3.50	3.00	3.00	3.00	3.75	4.00	3.83
113	4.00	3.75	2.75	3.25	1.75	1.50	1.25	2.75	4.00	4.00	3.25	4.00	3.50
114	3.50	4.00	3.25	3.25	3.75	3.00	3.75	4.00	4.00	4.00	3.75	4.00	3.83
115	3.50	4.00	3.00	3.00	3.00	3.50	2.00	3.50	4.00	3.25	3.50	4.00	3.67
116	2.25	4.00	3.25	3.25	2.00	2.25	3.50	4.00	4.00	4.00	3.75	4.00	3.67
117	2.25	4.00	4.00	4.00	4.00	4.00	3.25	3.25	3.50	4.00	3.25	4.00	4.00
118	2.75	2.50	1.75	3.00	2.75	2.25	2.25	4.00	3.75	4.00	3.50	4.00	3.17
119	3.50	3.25	3.00	3.50	3.75	2.75	3.50	3.50	2.75	3.50	3.25	2.75	3.33
120	3.50	4.00	4.00	3.75	3.00	2.00	3.50	2.25	3.50	2.25	3.75	3.75	3.67
121	2.50	4.00	4.00	4.00	3.00	2.00	3.00	3.75	3.25	3.25	3.50	4.00	4.00
122	3.75	2.75	3.00	3.00	3.00	2.75	2.00	2.75	2.50	2.75	2.50	3.00	2.50
123	4.00	4.00	4.00	4.00	3.50	4.00	3.50	4.00	4.00	4.00	3.75	4.00	4.00
124	4.00	4.00	3.25	4.00	4.00	3.75	3.50	4.00	4.00	4.00	3.75	4.00	4.00
125	3.75	4.00	3.00	3.75	3.75	4.00	3.00	4.00	4.00	3.00	3.75	3.25	3.67
126	4.00	3.75	4.00	3.75	4.00	3.50	3.50	2.50	3.25	4.00	4.00	3.50	3.67
127	3.25	3.50	3.00	3.75	3.25	3.25	2.75	2.75	2.00	4.00	3.25	4.00	3.33
128	3.00	4.00	3.75	3.00	3.50	2.50	2.00	3.00	2.75	4.00	3.50	3.25	3.33
129	3.75	3.75	3.25	3.50	3.75	3.00	3.00	2.50	2.50	3.00	4.00	3.25	3.83
130	4.00	4.00	3.25	3.00	2.75	3.00	2.75	2.50	2.50	4.00	3.00	3.25	2.83
131	2.25	3.25	4.00	3.25	2.50	2.25	2.25	3.75	3.00	4.00	2.75	4.00	3.33
132	2.75	3.00	2.75	3.50	3.50	2.75	3.00	3.25	4.00	3.75	3.00	3.00	2.83
133	3.25	4.00	3.00	3.50	3.00	1.00	3.00	2.50	3.25	3.25	3.25	4.00	3.50
134	2.50	4.00	3.75	3.75	3.75	4.00	4.00	3.00	4.00	4.00	4.00	4.00	3.83
135	2.00	2.00	2.00	3.00	3.50	2.00	2.25	3.00	4.00	2.75	3.25	2.25	2.83
136	3.00	2.25	2.25	3.25	3.50	2.00	2.00	3.00	3.25	3.25	2.75	3.00	2.83
137	3.00	1.75	1.75	2.00	3.00	2.00	1.00	2.00	3.00	3.00	2.50	2.25	2.17
138	3.00	4.00	4.00	3.25	2.25	2.75	1.00	1.25	2.00	4.00	2.00	3.25	3.00
139	4.00	4.00	3.00	3.00	3.75	3.25	3.00	3.50	4.00	1.75	3.25	3.50	3.67
140	3.75	3.00	2.75	2.75	3.00	3.00	1.50	1.50	1.50	2.75	2.75	3.00	2.83
141	4.00	4.00	3.50	4.00	2.75	2.25	2.00	3.25	4.00	4.00	3.25	3.50	3.50
142	3.00	3.00	2.50	2.00	2.75	2.00	2.00	3.00	3.25	3.00	2.75	3.25	2.50
143	3.25	3.75	2.25	3.50	1.25	2.50	3.00	3.75	4.00	4.00	4.00	2.75	3.50
144	2.00	3.25	2.75	2.75	1.75	1.00	2.00	3.25	2.00	4.00	2.75	3.25	2.67
145	4.00	4.00	3.50	3.75	3.75	4.00	2.00	2.50	4.00	4.00	3.75	2.25	4.00
146	3.25	4.00	4.00	3.50	4.00	3.50	3.75	3.50	4.00	3.75	4.00	3.25	4.00
147	1.50	2.00	1.50	3.00	3.00	3.00	1.00	3.00	2.25	4.00	3.25	3.00	3.00

148	2.00	2.00	2.25	3.00	2.00	2.50	3.00	3.25	3.25	4.00	3.75	3.00	3.00
149	2.75	4.00	3.25	2.25	3.50	1.50	2.50	4.00	4.00	3.25	3.50	4.00	3.00
150	2.50	4.00	3.50	4.00	3.00	1.75	2.00	3.50	4.00	4.00	2.25	3.25	3.33
151	3.50	4.00	3.00	3.25	3.50	3.00	3.25	3.00	4.00	3.50	4.00	4.00	3.67
152	2.75	4.00	3.75	4.00	2.50	3.00	3.50	3.00	4.00	4.00	3.75	4.00	4.00
153	3.00	3.50	3.00	3.25	2.00	2.50	3.00	2.75	2.50	4.00	3.25	3.25	3.17
155	2.50	3.00	2.50	2.75	4.00	2.50	3.25	2.00	2.50	3.50	2.75	3.25	2.50
156	4.00	3.00	1.75	2.75	1.75	3.00	2.00	2.50	3.75	1.00	2.75	1.75	2.50
157	3.25	4.00	2.25	4.00	3.75	3.75	2.50	4.00	4.00	4.00	3.75	3.50	3.83
158	3.00	3.75	3.25	3.50	2.00	3.00	3.00	4.00	4.00	3.75	3.25	3.75	3.67
159	2.00	3.00	3.00	2.75	1.25	1.00	2.00	2.25	3.00	3.25	3.00	1.75	1.67
160	2.75	4.00	4.00	4.00	3.50	4.00	4.00	4.00	3.50	4.00	4.00	4.00	4.00
161	3.00	3.25	2.00	3.25	2.25	3.75	2.50	3.25	3.25	3.75	3.75	3.75	3.00
162	2.75	3.75	2.50	3.50	4.00	2.75	3.75	3.50	4.00	4.00	3.75	2.50	3.83
163	3.50	3.75	3.25	4.00	1.75	3.75	3.50	3.75	4.00	4.00	3.25	4.00	3.83
164	3.75	4.00	4.00	4.00	2.25	3.25	2.50	2.50	3.00	2.75	3.50	4.00	3.33
165	4.00	4.00	4.00	3.75	4.00	3.50	3.50	3.25	3.50	2.25	4.00	2.50	4.00
166	4.00	4.00	2.50	3.25	3.50	3.00	1.25	3.25	4.00	3.25	3.00	4.00	2.67
167	4.00	4.00	3.50	3.75	1.25	4.00	3.00	3.00	3.25	4.00	3.50	4.00	4.00
168	3.00	4.00	3.75	3.75	2.50	2.50	2.50	2.50	3.50	2.25	3.00	3.00	2.50
169	2.00	2.00	2.50	3.75	2.75	3.00	1.00	2.75	4.00	4.00	2.75	2.25	2.83
170	3.00	3.25	3.00	3.50	2.00	2.00	2.00	4.00	4.00	4.00	3.50	3.00	3.50
171	4.00	4.00	2.75	3.00	2.00	3.00	4.00	3.25	1.75	3.50	4.00	4.00	3.50
172	3.75	4.00	2.75	3.75	4.00	3.00	2.75	2.50	3.00	2.75	3.25	2.25	3.50
173	3.75	4.00	3.75	3.75	3.75	4.00	3.25	4.00	3.25	4.00	3.75	4.00	3.83
174	4.00	3.25	2.50	3.50	4.00	3.75	2.25	3.50	4.00	3.00	3.75	3.00	3.50
175	4.00	3.75	3.50	4.00	4.00	4.00	4.00	2.75	3.75	4.00	4.00	4.00	4.00
176	4.00	2.00	2.00	2.75	4.00	1.75	2.50	3.50	4.00	4.00	3.25	2.50	3.00
177	4.00	3.75	3.75	4.00	3.50	2.75	2.25	4.00	4.00	3.50	3.00	3.75	3.67
178	3.00	3.00	2.25	3.75	3.00	3.00	2.25	3.25	4.00	2.50	2.25	2.50	2.67
179	2.75	3.75	3.50	3.00	3.25	2.00	1.00	2.75	3.75	3.25	2.75	3.00	3.33
180	3.25	3.25	2.75	4.00	3.25	2.75	2.00	4.00	3.50	4.00	3.50	3.75	3.83

Summary of Domain Scores--"Importance Scale"

Sorted by subject number

Subject Number	Creativity	Intellectual	Scholastic	Job	Athletic	Appearance	Romantic	Social	Close Friend	Parent	Humor	Morality
1	4.00	3.50	3.50	4.00	4.00	2.50	4.00	3.50	4.00	4.00	4.00	4.00
2	3.00	4.00	3.50	4.00	3.00	3.00	4.00	3.00	4.00	4.00	3.00	4.00
3	3.00	4.00	3.50	4.00	2.50	2.00	3.00	2.50	4.00	3.00	4.00	4.00
4	4.00	3.50	3.00	3.00	2.00	3.00	3.00	2.50	3.50	4.00	4.00	3.00
5	3.00	3.00	3.50	4.00	3.50	3.00	3.50	3.50	4.00	3.00	3.00	4.00
6	4.00	3.00	2.00	4.00	3.00	1.00	2.00	1.00	1.00	2.00	3.50	2.00
7	3.00	4.00	3.50	4.00	4.00	3.50	3.00	4.00	4.00	4.00	3.50	3.50
8	3.00	3.00	3.50	4.00	3.50	2.00	3.00	3.50	4.00	4.00	3.00	4.00
9	2.00	3.00	3.50	3.00	2.00	3.00	4.00	4.00	4.00	3.00	4.00	2.50
10	3.50	4.00	3.50	4.00	3.50	3.00	3.50	3.00	4.00	4.00	4.00	4.00
11	3.00	3.00	2.50	4.00	2.00	1.50	3.00	2.50	3.50	2.50	4.00	4.00
12	3.00	3.00	3.50	3.00	3.00	3.00	4.00	3.00	3.00	3.00	3.00	3.00
13	4.00	3.50	3.50	4.00	3.00	3.50	3.00	3.50	1.00	4.00	2.50	3.50
14	4.00	4.00	3.50	4.00	4.00	3.00	4.00	3.50	4.00	4.00	4.00	4.00
15	4.00	4.00	3.50	4.00	3.50	2.00	3.50	3.50	4.00	4.00	4.00	3.50
16	3.00	3.00	3.00	4.00	2.00	2.00	4.00	3.00	4.00	4.00	4.00	4.00
17	4.00	4.00	3.50	4.00	4.00	4.00	3.00	3.50	4.00	4.00	3.50	4.00
18	4.00	1.50	2.50	4.00	1.50	1.50	3.50	2.00	3.50	4.00	3.00	4.00
19	4.00	4.00	3.50	4.00	3.00	3.00	3.00	3.50	4.00	4.00	4.00	4.00
20	2.50	3.00	3.50	4.00	4.00	3.50	2.50	3.50	4.00	4.00	3.00	4.00
21	2.50	3.00	3.50	4.00	4.00	4.00	2.50	4.00	4.00	2.50	3.50	3.50
22	3.50	2.50	2.00	3.50	2.50	1.50	2.00	1.50	3.00	2.50	3.00	2.50
23	4.00	4.00	2.50	4.00	3.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00
24	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	3.00	4.00	4.00	4.00
25	3.00	3.50	2.50	4.00	3.00	3.50	4.00	2.50	4.00	4.00	4.00	4.00
26	4.00	4.00	3.50	4.00	4.00	4.00	4.00	3.50	4.00	4.00	3.00	4.00
27	3.00	4.00	3.50	4.00	3.00	2.50	2.50	3.50	4.00	4.00	4.00	4.00
28	3.50	4.00	3.00	4.00	3.00	2.00	2.50	1.50	2.50	4.00	4.00	4.00
29	4.00	3.00	4.00	4.00	3.50	2.50	2.50	3.50	4.00	4.00	3.00	4.00
30	3.50	3.00	3.00	4.00	3.00	2.50	3.50	3.00	4.00	4.00	3.00	4.00
31	4.00	2.50	3.00	3.00	4.00	3.00	4.00	3.50	4.00	4.00	4.00	3.50
32	3.50	4.00	2.00	3.50	2.50	2.50	3.00	1.00	4.00	4.00	4.00	1.00
33	3.50	3.00	3.00	4.00	3.00	2.50	3.50	3.00	4.00	4.00	3.00	4.00
34	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
35	4.00	2.00	4.00	4.00	1.50	2.00	3.50	4.00	4.00	4.00	4.00	4.00
36	2.50	4.00	3.50	4.00	3.00	3.00	4.00	3.00	4.00	4.00	2.50	4.00
37	4.00	3.00	3.50	4.00	4.00	2.00	3.00	3.00	3.00	4.00	3.00	4.00
38	3.50	4.00	4.00	4.00	3.00	2.00	4.00	4.00	4.00	4.00	4.00	3.00
39	3.50	4.00	3.50	4.00	3.00	2.50	4.00	3.50	4.00	4.00	4.00	4.00

40	4.00	4.00	3.00	3.50	3.00	2.00	4.00	2.50	4.00	3.50	4.00	4.00
41	3.00	3.00	3.00	4.00	3.00	3.00	3.00	2.00	3.00	4.00	4.00	4.00
42	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00
43	3.00	4.00	3.50	2.50	2.50	3.00	3.00	3.00	2.50	4.00	3.00	3.50
44	4.00	4.00	3.00	3.00	2.00	3.50	4.00	1.50	2.50	2.50	2.00	
45	3.00	4.00	3.50	4.00	4.00	3.00	3.00	3.50	3.00	4.00	3.00	4.00
46	2.00	4.00	3.50	4.00	4.00	1.50	3.00	3.00	3.00	4.00	4.00	4.00
47	4.00	4.00	3.00	4.00	4.00	3.00	4.00	3.00	3.00	4.00	4.00	3.00
48	4.00	3.50	3.50	4.00	3.50	4.00	4.00	3.00	4.00	4.00	3.50	4.00
49	2.50	3.50	3.50	4.00	4.00	3.00	3.00	3.50	3.50	4.00	4.00	4.00
50	4.00	3.00	4.00	3.50	4.00	3.50	4.00	4.00	4.00	4.00	3.00	3.50
51	3.00	3.00	3.50	4.00	4.00	2.00	2.00	3.50	3.00	4.00	4.00	4.00
52	2.50	4.00	3.50	4.00	3.00	2.50	2.00	3.50	4.00	3.50	2.50	4.00
53	3.00	3.00	3.00	4.00	4.00	3.00	3.00	3.00	3.50	4.00	4.00	3.00
54	3.00	2.50	3.50	4.00	4.00	2.00	2.00	3.50	3.50	4.00	4.00	3.00
55	3.00	4.00	3.50	4.00	3.00	2.50	3.00	3.00	4.00	2.50	4.00	4.00
56	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
57	3.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	3.00	4.00
58	1.00	4.00	3.00	4.00	4.00	3.00	3.50	2.00	3.00	4.00	4.00	1.50
59	3.50	3.50	3.50	4.00	4.00	3.00	2.00	3.00	4.00	3.50	3.50	3.50
60	3.00	4.00	3.50	4.00	3.50	2.00	3.00	3.00	3.50	4.00	4.00	4.00
61	3.00	3.50	3.00	3.50	3.00	2.00	3.50	2.00	3.00	4.00	3.00	4.00
62	3.00	3.00	3.00	2.50	2.50	3.00	4.00	3.00	3.50	3.50	4.00	3.00
63	3.50	4.00	3.50	4.00	4.00	3.00	3.00	3.50	3.50	4.00	3.50	3.50
64	4.00	4.00	4.00	4.00	4.00	2.50	4.00	4.00	3.00	4.00	2.50	3.00
65	2.00	3.50	3.00	4.00	4.00	3.00	4.00	3.00	2.50	4.00	4.00	4.00
66	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
67	4.00	4.00	3.50	4.00	4.00	2.50	3.50	3.50	4.00	4.00	4.00	3.00
68	3.50	4.00	3.00	4.00	4.00	2.50	2.00	3.00	3.50	3.00	4.00	3.50
69	3.50	2.50	3.50	4.00	3.50	2.00	3.50	3.00	3.50	4.00	4.00	4.00
70	4.00	3.00	2.50	4.00	4.00	2.50	2.50	2.00	3.00	2.50	4.00	4.00
71	3.00	4.00	3.50	4.00	2.00	2.50	2.00	3.00	2.50	3.50	3.00	4.00
72	3.00	3.00	3.50	4.00	3.00	3.00	2.50	3.00	3.00	2.50	3.00	3.00
73	3.00	3.00	3.00	4.00	3.00	2.00	3.00	3.00	4.00	4.00	4.00	3.00
74	3.50	4.00	4.00	4.00	4.00	3.00	3.00	3.50	3.00	4.00	3.50	3.00
75	4.00	4.00	3.00	4.00	1.00	3.00	3.00	2.50	2.50	3.50	4.00	4.00
76	2.00	4.00	3.50	3.00	4.00	4.00	4.00	3.00	3.50	4.00	3.00	2.00
77	3.00	4.00	4.00	4.00	2.00	3.50	4.00	4.00	4.00	4.00	4.00	3.00
78	3.00	3.00	2.50	3.50	3.00	1.50	3.00	2.50	3.50	3.50	3.00	4.00
79	2.50	3.50	4.00	4.00	2.50	2.50	3.50	4.00	2.50	4.00	4.00	4.00
80	3.00	3.00	2.00	4.00	3.00	3.00	2.00	2.50	3.50	4.00	4.00	3.00
81	3.00	4.00	3.50	4.00	3.00	3.00	3.00	3.50	4.00	4.00	4.00	4.00
82	4.00	3.50	2.00	3.00	2.00	2.00	3.00	2.00	3.00	2.00	3.00	3.00
83	3.50	4.00	4.00	4.00	2.50	1.50	4.00	4.00	4.00	4.00	4.00	4.00
84	4.00	4.00	3.00	4.00	4.00	3.00	3.50	2.50	4.00	4.00	2.50	4.00
85	4.00	3.00	3.50	4.00	4.00	2.50	3.00	3.50	4.00	4.00	4.00	4.00
86	3.00	3.00	3.00	3.00	2.00	3.00	4.00	3.00	3.00	4.00	3.00	3.00
87	2.00	2.00	2.50	2.50	2.50	2.50	3.50	2.00	3.50	3.50	2.00	3.00

88	4.00	4.00	3.50	3.00	1.50	1.00	3.00	3.50	4.00	4.00	4.00	3.00
89	3.00	3.50	3.00	3.50	2.00	3.00	2.00	2.50	2.50	3.00	3.00	3.00
90	3.50	4.00	3.50	4.00	4.00	3.00	2.50	2.50	3.00	4.00	3.50	3.00
91	4.00	3.50	4.00	3.50	1.00	2.50	4.00	4.00	4.00	4.00	4.00	4.00
92	4.00	4.00	3.50	4.00	2.00	3.00	2.00	3.00	4.00	4.00	4.00	4.00
93	3.00	4.00	3.50	2.50	2.50	3.00	4.00	3.50	4.00	4.00	4.00	3.00
94	3.00	3.00	3.00	4.00	3.50	2.00	3.00	3.00	4.00	4.00	4.00	4.00
95	3.50	3.00	3.00	3.00	3.00	3.00	3.00	2.50	3.00	3.00	2.50	3.00
96	4.00	4.00	3.50	3.00	4.00	3.00	2.50	3.00	4.00	3.00	4.00	2.50
97	4.00	4.00	3.50	4.00	4.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00
98	3.00	3.00	3.50	4.00	3.00	2.50	4.00	3.50	4.00	3.00	4.00	3.50
99	3.00	3.50	2.50	3.00	4.00	2.50	3.00	2.00	3.00	3.00	3.00	3.50
100	3.50	3.50	4.00	4.00	2.00	2.50	3.00	3.50	4.00	4.00	3.00	4.00
101	3.50	3.50	3.50	4.00	3.00	3.00	3.00	3.50	2.50	4.00	3.00	4.00
102	3.00	3.00	3.00	4.00	2.50	2.00	3.50	3.00	4.00	4.00	4.00	4.00
103	4.00	3.00	3.50	4.00	3.50	2.00	3.00	3.50	4.00	4.00	4.00	4.00
104	3.50	2.50	2.50	3.50	2.50	2.00	2.00	2.50	4.00	3.00	3.00	4.00
105	4.00	4.00	3.50	3.50	2.00	3.00	3.00	3.00	3.50	4.00	4.00	3.00
106	3.00	4.00	4.00	4.00	4.00	4.00	4.00	3.50	4.00	4.00	3.00	4.00
107	3.00	3.00	3.50	4.00	3.00	3.00	4.00	3.00	4.00	4.00	4.00	4.00
108	4.00	4.00	4.00	4.00	3.00	4.00	4.00	3.50	4.00	4.00	4.00	4.00
109	2.00	3.00	3.00	4.00	1.00	2.50	3.00	3.50	4.00	3.50	3.00	4.00
110	4.00	3.00	2.50	4.00	3.50	2.00	2.00	3.00	3.00	4.00	3.50	3.00
111	4.00	4.00	3.50	4.00	3.00	2.00	3.00	3.00	4.00	4.00	4.00	4.00
112	2.00	3.50	3.50	4.00	4.00	3.00	4.00	3.00	3.00	4.00	4.00	4.00
113	4.00	4.00	3.50	4.00	2.00	3.00	2.50	3.00	4.00	4.00	4.00	4.00
114	3.00	3.00	3.00	4.00	2.50	2.50	3.50	2.50	3.00	4.00	4.00	4.00
115	4.00	4.00	3.50	3.00	3.50	2.00	3.00	3.00	4.00	4.00	4.00	4.00
116	2.50	3.50	4.00	4.00	1.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00
117	4.00	4.00	3.50	4.00	4.00	2.50	3.00	3.00	4.00	4.00	4.00	4.00
118	3.00	4.00	2.50	4.00	2.00	3.00	4.00	3.50	4.00	4.00	4.00	4.00
119	3.00	3.50	3.00	3.50	3.00	3.00	4.00	3.00	3.00	4.00	3.50	3.00
120	3.00	3.00	3.50	3.50	2.00	2.50	4.00	3.50	4.00	2.00	4.00	4.00
121	3.50	2.50	3.50	4.00	2.00	3.00	4.00	3.50	4.00	4.00	4.00	2.50
122	3.50	3.00	3.00	3.00	2.00	2.00	2.50	2.50	2.00	2.00	2.50	3.00
123	3.50	3.00	3.50	4.00	2.00	1.00	3.00	3.00	3.00	4.00	4.00	4.00
124	4.00	4.00	4.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00
125	4.00	4.00	4.00	4.00	4.00	2.50	3.00	4.00	4.00	4.00	4.00	3.00
126	4.00	4.00	3.50	4.00	4.00	3.00	3.00	3.00	3.00	4.00	4.00	4.00
127	4.00	3.50	3.00	4.00	3.00	2.00	2.50	3.00	3.50	4.00	4.00	4.00
128	3.00	2.50	3.50	2.00	4.00	3.00	3.00	3.00	2.50	4.00	4.00	4.00
129	4.00	2.50	3.50	2.50	3.50	3.00	2.50	3.00	3.50	3.50	1.50	2.50
130	4.00	4.00	3.50	3.50	3.00	3.00	3.00	3.00	4.00	4.00	3.00	3.50
131	2.50	4.00	3.50	4.00	4.00	3.00	4.00	3.00	3.00	4.00	2.50	4.00
132	3.00	3.50	3.00	4.00	3.00	3.00	3.00	3.00	4.00	4.00	3.50	3.00
133	3.00	3.00	3.50	3.50	3.00	3.00	3.00	3.00	4.00	4.00	4.00	4.00
134	3.00	3.00	2.50	3.50	2.50	1.00	2.50	1.50	4.00	3.00	3.50	4.00
135	4.00	2.50	3.50	3.00	2.50	2.00	3.50	3.00	4.00	4.00	4.00	3.00

136	3.00	2.00	3.00	3.50	3.00	3.00	2.00	3.00	2.00	3.00	3.00	3.00
137	3.00	3.00	3.50	3.00	3.00	3.00	4.00	3.00	4.00	4.00	3.00	3.00
138	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	2.00	4.00
139	4.00	3.00	2.50	4.00	4.00	2.50	4.00	3.00	4.00	4.00	4.00	3.00
140	3.50	3.00	2.50	3.00	3.00	2.00	2.00	2.00	2.00	3.50	3.50	3.00
141	3.00	3.00	2.00	4.00	1.00	2.00	2.00	2.50	4.00	4.00	4.00	3.50
142	2.50	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
143	4.00	4.00	2.50	4.00	1.00	3.00	3.50	2.50	4.00	4.00	4.00	3.50
144	3.00	3.50	3.50	3.00	2.00	3.00	2.50	3.50	3.00	4.00	3.00	3.00
145	4.00	4.00	4.00	4.00	2.50	1.00	1.00	2.50	4.00	4.00	4.00	4.00
146	3.50	4.00	3.50	4.00	4.00	3.00	4.00	3.50	4.00	4.00	4.00	4.00
147	3.00	3.50	3.50	4.00	3.00	3.00	3.00	3.50	2.50	4.00	3.50	3.00
148	2.50	3.00	3.00	3.50	2.50	2.50	2.50	3.00	4.00	4.00	4.00	3.50
149	4.00	4.00	4.00	4.00	3.00	4.00	3.00	3.50	4.00	4.00	4.00	4.00
150	2.50	4.00	4.00	4.00	3.00	4.00	3.50	4.00	4.00	4.00	3.00	3.00
151	4.00	3.00	3.50	4.00	2.50	3.50	3.00	3.00	3.50	4.00	4.00	2.50
152	3.00	3.50	3.00	4.00	3.00	3.00	3.50	2.50	4.00	2.50	3.50	2.50
153	3.00	3.00	3.00	4.00	1.50	1.50	3.00	2.50	3.50	4.00	4.00	4.00
155	3.00	3.00	3.50	3.50	2.50	3.00	3.00	3.00	3.00	3.00	3.00	3.00
156	4.00	1.00	2.50	4.00	1.50	1.00	4.00	2.50	4.00	4.00	4.00	2.50
157	3.50	4.00	2.00	4.00	3.00	3.00	4.00	3.00	4.00	2.50	4.00	4.00
158	4.00	4.00	3.00	2.50	2.00	2.50	3.00	3.50	4.00	4.00	3.50	4.00
159	4.00	4.00	4.00	4.00	2.00	4.00	4.00	4.00	4.00	4.00	3.50	2.00
160	3.50	3.50	3.50	4.00	3.00	2.50	4.00	3.00	3.50	4.00	4.00	4.00
161	3.50	4.00	3.50	4.00	1.00	1.00	3.50	3.50	4.00	4.00	4.00	3.00
162	2.00	2.50	2.00	3.00	4.00	2.50	3.00	3.00	4.00	4.00	4.00	3.00
163	3.00	4.00	4.00	4.00	1.50	3.00	4.00	3.50	4.00	4.00	4.00	4.00
164	4.00	4.00	3.50	4.00	2.50	2.00	3.50	3.50	4.00	4.00	4.00	4.00
165	4.00	4.00	3.50	4.00	4.00	3.00	4.00	3.50	4.00	4.00	4.00	4.00
166	4.00	3.50	3.00	4.00	2.00	2.00	4.00	2.00	4.00	3.00	4.00	4.00
167	4.00	4.00	3.00	3.50	1.00	2.00	3.00	2.50	3.00	4.00	3.50	4.00
168	4.00	2.50	3.50	4.00	2.00	2.00	3.50	2.50	2.50	3.00	4.00	4.00
169	4.00	3.50	3.00	4.00	3.00	1.00	4.00	2.50	4.00	4.00	4.00	4.00
170	3.00	3.00	4.00	4.00	2.00	3.00	2.00	4.00	4.00	4.00	4.00	3.00
171	4.00	3.00	3.00	3.50	1.00	2.50	3.00	3.00	3.50	3.50	4.00	4.00
172	4.00	4.00	3.00	3.00	3.50	3.00	4.00	3.00	4.00	4.00	4.00	4.00
173	4.00	4.00	2.50	4.00	1.00	1.00	4.00	2.50	4.00	4.00	4.00	4.00
174	4.00	3.00	3.00	3.50	1.00	3.00	2.00	3.50	3.00	4.00	3.50	4.00
175	4.00	4.00	3.50	4.00	3.50	4.00	4.00	3.00	4.00	4.00	4.00	4.00
176	4.00	4.00	3.50	4.00	4.00	2.00	3.00	3.50	4.00	4.00	4.00	3.00
177	2.50	4.00	3.50	4.00	3.00	3.00	2.50	3.50	4.00	4.00	2.50	4.00
178	4.00	3.00	3.00	4.00	2.00	2.50	3.00	3.00	4.00	4.00	3.00	2.50
179	3.50	4.00	3.50	2.50	2.00	3.00	3.00	2.50	3.00	3.00	3.50	2.00
180	3.50	3.50	3.50	4.00	2.50	1.50	2.00	3.50	4.00	4.00	4.00	4.00