

**SELF-CONCEPT:
DIFFERENCES BETWEEN
APPALACHIAN AND NON-APPALACHIAN STUDENTS**

by

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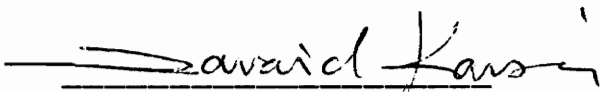
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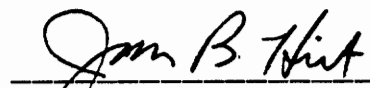
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ABSTRACT

This study sought to examine differences in the levels of self-concept between freshman students at Virginia Tech based on their Appalachian group membership and gender. The research question was: What are the differences in the levels of self-concept as measured by the Self-Perception Profile for College Students (SPPCS)(Neeman & Harter, 1986 among freshman students at Virginia Tech based on their Appalachian group membership and gender? The SPPCS was administered to 386 students divided equally between Appalachian and non-Appalachian students.

Overall, there was a 64.3% return rate with 109(47.6%) female responses and 120(52.3%) male responses. The sample also consisted of 113(49.3%) Appalachian responses and 119(50.7%) non-Appalachian responses. The researcher computed two-way ANOVAs on the 13

subscales. There were no significant differences between Appalachian and non-Appalachian students. However, there were significant differences found between the men and women with the women scoring higher on the scales relating to relationships and the men scoring higher on the scales relating to athletic competence and physical attractiveness. Overall, the students reported moderate to high levels of self-concept.

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I could not have done this all by myself, so I would like to take this opportunity to thank some of the very important people that helped me through this project.

First I must thank the members of my committee, Don, Joan, and Javaid for their expertise and patience. I also must thank Steve, Shari, Alicia, Tim, and Anna for their advise as to how to get through this process.

Bernard in Virginia Woolf 's novel, *The Waves*, said, "some people go to priests; others to poetry; I to my friends." I am not sure that either a priest or poetry could have helped me this time but, whenever I had a concern about the work I had done, two of my closest friends, Jackie and Deb, always found ways to encourage me to continue on.

I also must try to thank my parents for giving me the opportunity to gain a first class education. Without their support and advise, I would not be who I am today (that is a compliment). Last, but certainly not least I must thank my wife, Heather, for her constant love and support and for being there to help me smile when it seemed as if there was nothing to smile about. She is perhaps more excited that I have finished than am I.

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CHAPTER ONE

INTRODUCTION

Self-Concept

The last two decades have seen a renewed interest in the study of the self and because the self is viewed as a cognitive construct, research on the self has been legitimized (Neeman & Harter, 1986). The sheer volume of the literature on self-concept and its value as an educational outcome in its own right commands attention (Pascarella & Terenzini, 1991). However, the principle difficulties in the study of self-concept are the definitions of the terms themselves.

Self-concept commonly refers to people's self-perceptions that are formed through their experiences with their environment (Shavelson, Hubner, & Staton, 1977). Many researchers consider self-concept multi-dimensional with one's general self-concept or global self-worth being theoretically and empirically different from one's view of intellectual ability or athletic competence (Neeman & Harter, 1986; Shavelson, Hubner, & Staton, 1976). The Self-Perception Profile for Children (Harter, 1985) was developed to measure this multi-dimensional view of self-concept. There have been similar instruments developed for both older

and younger populations, such as the Adult Self-Perception Profile (Messer & Harter, 1986) and the Self-Perception Profile for Adolescents (Harter, 1986) respectively.

However, Neeman and Harter (1986) reported that one group not covered by these instruments was the college student population. Because of their age, a majority of entering college students are still adolescents in many ways, yet they have to accept a great deal of responsibility for their own lives and education, forcing them to be adult-like also (Neeman & Harter, 1986).

Entering college students have been happy to remember the success of high school and their parents' faith in them, but on the other hand, the students have been faced with the realization that they might be playing in a different league now (Sanford, 1962). These two dichotomies have played havoc with the students self-concept and, therefore, created situations and issues unique to this age group. A group within the college student population that has not received attention has been the group of students from the Appalachian region.

Appalachian Students

It has been difficult to define Appalachians as a distinct group of students or as an ethnic minority. They have constituted a borderline

case. However, researchers have tended to agree that Appalachians have been viewed as different and inferior and that they, as a group, have been exploited by the dominant society. This pattern has been similar to other internal minorities elsewhere in the world (Batteau, 1980; Gaventa, 1980).

When Appalachian students go to school, they have not found that the elementary and secondary educational system, the institution that is supposed to provide students with basic survival skills, is prepared to serve their needs (Branscome, 1970). Add to this the resistance of middle class teachers to acknowledge the unique culture of Appalachia and the combination creates a "laboratory for studying one of the classic struggles between a nation intent on erasing a minority from its midst and a people intent preserving their identity and lifestyle" (Branscome, 1970, p. 2).

Crew (1985) found that the central Appalachian counties in Kentucky, Tennessee, Virginia, and West Virginia had high school dropout rates of 30.7%, 26.5%, 22.6%, and 25.5% respectively. The Appalachian Regional Commission (1986) reported that, the average dropout rate in Appalachia is 10% higher than in the rest of the country and roughly 50% of the counties in the Appalachian region have rates

that exceed 40%. In 1980, only 62% of Appalachians had a high school education compared to the national average of 78% (Barfield, 1994).

To the college admissions department, the records of Appalachian students reveal that they are from homes where low economic standing is only one of many barriers to education. Their records also show that they have erratic scholastic records and low standardized test scores (Branscome, 1970).

Therefore, it is important for colleges and universities to take a special look at these students before turning them away. The fewer high school graduates there are, the fewer people attending, and thus graduating, from college. This cycle then turns into a lower number of people who are qualified to take high paying jobs in the region. Unless institutions of higher education take special action, the potential talent of the Appalachian students will be untapped.

Gender

Previous research has shown lack of agreement with respect to the gender differences in general self-concept and academic self-concept (West, Fish, & Stevens, 1980). Previous research also has shown that, among children, boys showed higher self-concept than girls (Connell, Stroobant, Sinclair, Connell, & Rogers, 1975). Neeman and Harter (1986)

reported gender effects on three of the Self-Perception Profile for College Student's (SPPCS) subscales where females scored higher than males for the Close Friendship subscale and the males scored higher on the Appearance and Athletic Competence subscales (Neeman & Harter, 1986). For these reasons, gender differences within the current sample also were of interest to the researcher. Previous research reported high reliabilities with the SPPCS. Neeman and Harter (1986) reported that the subscale reliabilities ranged from a 0.76 to a 0.96. No tests of validity were reported (Neeman & Harter, 1986).

Research Question

This study examined the following research question:

1. What are the differences in self-concept as measured by the Self-Perception Profile for College Students (Neeman & Harter, 1986) among freshman students at Virginia Tech based on their Appalachian group membership and gender?

Variables

Appalachian Group

The main variable studied was the student's Appalachian group membership. Simply, a student's Appalachian group membership was defined by whether that student came to Virginia Tech from a high

school located within the Virginia area of the Appalachian Regional Commission. Previous studies (DeYoung, Vaught, & Porter, 1981; Reck & Reck, 1980) have compared Appalachian and non-Appalachian children. These studies also separated the two samples by their residence only (i.e., rural or urban). While geographic location as a sole determinate of Appalachian group membership might provide a limited view (Henderson, 1982), the use of geographic location was unavoidable for the present study.

Gender

The second variable was gender. The researcher obtained the gender of the student through a question on the demographic questionnaire.

Statistical Analysis

Since this study was concerned with group mean differences, the statistical method used was analysis of variance (ANOVA). The Self-Perception Profile for College Students (SPPCS) (Neeman & Harter, 1986) had thirteen subscales of self-concept, therefore thirteen two-way ANOVAs were done. Additional analysis was done using the three larger domains of the instrument. The researcher analyzed the data for significant differences at the 0.05 level.

Definition of Terms

Within the current study, these terms were defined as follows:

Appalachia

Appalachia was defined by the Appalachian Regional Commission's parameters for the region. Only the Virginia section of the Appalachian region was used in this study.

Appalachian Group

Appalachian group referred to the location of the high school of origin. If the students were from a school within the Appalachian region, then they were categorized as Appalachian.

Appalachian Identity

Basing Appalachian group membership on just residence creates a limited viewpoint and limits the research (Henderson, 1982). For the present study, the researcher was interested also in the Appalachian "ethnic" identity of these students. The question on the questionnaire was: Do you consider yourself to be an Appalachian student? There were two possible responses: (a) yes and (b) no. An affirmative response categorized the individual as having a positive Appalachian identity.

Family Income

There has been some evidence that family income is an important variable in general self-concept and self-concept of academic ability (West, Fish, & Stevens, 1980). Therefore, the researcher included a question in the demographic questionnaire that assessed the family income of the students. The researcher used parents combined salary to assess the variable family income. The researcher was also interested in the number of salaries that the combined salary was based on.

Questions on the demographic questionnaire were: (a) What would be your best estimation of your parents combined salary? and, (b) Is that number based on one or two salaries?

First Generation Student

College students that come from the Appalachian region are often the first in their family to attend an institution of higher education (Branscome, 1970). The first generation variable was assessed through a series of questions on the demographic questionnaire. The questions addressed whether the student's parents or grandparents attended or graduated from college.

Significance of Study

The majority of the research on Appalachian students focuses on the problems they have during the K-12 years. However, when they reach post-secondary education, Appalachian students cease to exist as a well-defined group. Therefore, research involving Appalachian students also disappears. There is a need to understand student perceptions of themselves, along with perception of the overall college environment, and how these perceptions affect specific educational outcomes. This study is significant because the research addresses a population that has been previously unstudied in a post-secondary setting.

The study will also aid Virginia Tech. It will give the institution valuable information about a heretofore unstudied "invisible minority." The information could then be used to help make more informed admissions decisions regarding Appalachian students. Appalachian students are enrolled in a system that could be foreign to many of them. Therefore, institutional services and policies could be institutionally biased or racist (Sedlacek, 1993; Tracey & Sedlacek, 1984, 1985, 1987). Findings of this study may be useful in the development of appropriate interventions to aid Appalachian students in their academic and social endeavors at Virginia Tech.

This study was also important for the information it provided in regard to the gender differences in self-concept. Previous research has shown a lack of agreement as to these differences in general self-concept and academic self-concept (West, Fish, & Stevens, 1980); therefore, this study added information with regard to gender differences.

Limitations of Study

There were some limitations specific to this study. To some, Appalachians are not a racially or ethnically based population. This population was defined by the locations from which the students came. Therefore, the definition and sampling of the population were difficult and could have possibly skewed the data. In the current study, the parameters of the Appalachian Regional Commission (ARC) were used to determine which areas were to be considered Appalachian and which were not. The study was limited furthermore to those students from the Appalachian region of Virginia. Also, due to the purely geographic nature of the sample, 26.5% of the Appalachian sample did not consider themselves to be Appalachian students. The study was also limited to Appalachian students who were enrolled at Virginia Tech.

Finally, the timing of the study limited the study. The surveys were sent to the students in the later half of the Spring semester. The

student had already spent nearly a year on campus and therefore had probably acclimated themselves to the campus climate. The simple fact that they made it through the first year could raise their self-concept. Also, these students had received one semester's grades.

Organization of Study

This study was organized into five separate chapters. The first chapter introduced the subject area, the research questions, and why it was an important area to study. The second chapter presents the literature related to this study. Chapter three provides the methodology used to gather and interpret the data. The fourth chapter explains the results gathered from the study. Chapter five provides conclusions from the results of this study and gives some areas for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will anchor the rest of the study by providing a review of the relevant literature. The topics of consideration for this study are: (a) self-concept; (b) gender differences in self-concept; (c) the relationship between SES and self-concept; (d) self-concept and Appalachian students; and (e) Appalachian culture.

Self-Concept

First, self-concept, in broad terms is a person's perceptions of his or her self. These perceptions were formed through personal experiences with the environment, particularly with family and loved ones (Shavelson, Burnstein, & Keesling, 1977). Historically, the research on self-concept focused on the general or total self-concept and specific aspects of self-concept (i.e. academic self-concept) were relegated to a lower level (Marsh, 1987). However, more recent treatments of self-concept have emphasized the multi-dimensionality of self-concept (Byrne, 1984, Neeman & Harter, 1986). Much of the research since Coopersmith (1967) showed that persons were capable of perceiving

themselves differently in terms of relatively separate dimensions (Byrne & Shavelson, 1986; Harter, 1982; Marsh, 1986). Research has also shown that an individual may have a very high self-concept of academic ability, but a very low self-concept of physical appearance (West, Fish, & Stevens, 1980).

In a review of the research, Marsh and Shavelson (1985) concluded that: (a) external criteria are more strongly correlated to the specific domains of the self to which they are most logically related than to a broad, general measure of self-concept; (b) this pattern of results provides support for the multi-dimensionality of self-concept; and, (c) the relationship between self-concept and other constructs cannot be understood if the multi-dimensionality of self-concept is ignored.

Gender

There was a lack of agreement as to gender differences in general self-concept and academic self-concept (West, Fish, & Stevens, 1980). Previous research has suggested, at least among children, boys show higher self-concept than do girls (Connell, Stroobant, Sinclair, Connell, & Rogers, 1975). Research has shown a higher correlation between general self-concept or self-concept of academic ability and school achievement for males than for females (Primavera, Simon, & Primavera, 1974). Other

research reported significant correlations between academic self-concept and scholastic achievement for males but not for females (Binder, Jones, & Strowig, 1970; Kubinieć, 1970).

Neeman and Harter (1986) reported gender effects on three of the Self-Perception Profile for College Student's subscales. They reported that females scored higher than males for the Close Friendship subscale. Males scored higher on the Appearance and Athletic Competence subscales (Neeman & Harter, 1986).

There also was some evidence in the literature that suggested children from different SES classes saw themselves differently. For example, Trowbridge (1972) reported that lower class children had a higher self-concept than did the upper class.

Appalachian Self-Concept

After an extensive search, only one study involving the self-concept of Appalachian students was found. In this study, Reck (1980) found that the rural Appalachian students had a significantly lower self-concept than did the urban students. However, they found no correlation between self-concept and their academic achievement for these Appalachian students.

Appalachian Students

The research on Appalachian students mostly focused on the K-12 years of education. However, the research has shown that education in the region is behind that of the rest of the country (Barfield, 1994), that Appalachian ethnicity has been a topic of debate (Keefe, 1992), and that, while their status as a ethnic group has not been embraced, attitudes toward the group were generally negative and the group has been exploited like other minority groups (Batteau, 1980; Gaventa, 1980).

Appalachian Culture

The Appalachian culture came from the mountains in which most of its people live. The range is inland from the Atlantic coast and covers 1,300 miles from the state of Vermont to northern Alabama. Within the region's 175,000 square miles are many hilly ridges and mountain streams twisting through valleys. Many believe that this region should be one of the more prosperous regions in the United States due to its above average rain fall, the presence of some of the nation's richest mineral deposits, and since it possesses "unexcelled beauty" in its mountain landscapes with most of its land richly forested (Weaver, 1971, p. 2). However, locked into the "diverse checkerboard" pattern of its

rural and urban subsections is a poverty that made this region one of the most underdeveloped in the country (Weaver, 1971).

A common term used to describe Appalachian people has been “the mountain people.” This was not only because they lived in the Appalachian mountains of North America but, also because these people were largely immigrants from the highland regions of England, Scotland, and Wales. These Appalachian mountains reminded them of the highlands of home.

Popular views of this region have been of poor, mountain, “god-fearin’” families who gather on a Sunday afternoon to tell old stories and to play bluegrass and to clog and flatfoot (traditional dances). While for many this limited view defined these people, there has been an “on-again, off-again” type of interest in the serious study of these mountain people and their values and culture (Colliver & Warner, 1979, p. 2).

One such study was done by Ford in 1962. Ford used a household survey to capture a comprehensive view of the southern Appalachian region and found a wealth of information about the southern highlanders, especially in regard to their values and attitudes. In his article, “The Passing of Provincialism,” Ford (1962) chose four traits commonly associated with the people of Appalachia: (a) individualism

and self-reliance, (b) traditionalism, (b) fatalism, and (d) religious fundamentalism. These attitudes, when combined with their preferred life in the highlands, have resulted in "isolation, clannishness, superstition, and backwardness" (Weaver, 1971).

However, Ford (1962, p. 34) stated that the idea that the people of the region had "clung to their earlier heritage, steadfastly resisting the secular philosophy of an industrial society" was incorrect. The old stereotypes that guided social action in the Appalachians, Ford (1962) stated, no longer applied to the majority of the residents. The Appalachians, while they fell behind in their social and economic development, were living in the twentieth century (Ford, 1962).

Educational Disparity

The Appalachian student who made it to school does not find that the educational system prepared to serve his or her needs (Branscome, 1970). In addition to this, the resistance of middle class teachers to acknowledge the unique culture of Appalachia created a "laboratory for studying one of the classic struggles between a nation intent on erasing a minority from its midst and a people intent preserving their identity and lifestyle" (Branscome, 1970, p. 2).

Research has clearly shown that educational achievement in the region falls behind the rest of the country. Weaver (1971) stated statistics that showed that 11.6% of Appalachians over the age of 25 had less than a fifth grade education and only 32.3% had finished high school. In 1970, Branscome found that less than three out of ten Appalachian students attended college and only one out of every ten graduated. Crew (1985) found that the central Appalachian counties in Kentucky, Tennessee, Virginia, and West Virginia had high school dropout rates of 30.7%, 26.5%, 22.6%, and 25.5% respectively. The Appalachian Regional Commission (1986) reported that the average dropout rate in Appalachia is 10% higher than in the rest of the country and that roughly 50% of the counties in the Appalachian region have rates that exceed 40%. In 1980, only 62% of Appalachians had a high school education compared to the national average of 78 % (Barfield, 1994).

Branscome (1970) stated that the records of Appalachian students reveal that they are from homes where low economic standing may be only one of many barriers to higher education. To college admissions departments, their records may have shown that they had erratic scholastic records, showing alternatively high and low achievement, and

they had low standardized test scores. These same student if tested non-verbally tended to have high I.Q.s (Branscome, 1970).

Parker (1970) stated that the average school expenditure nation wide was \$518 whereas, in Appalachia, the average is \$337. Barfield (1994) stated that, at least in Virginia, that situation has worsened. The average for the Appalachian portion of the state was less than half of the state wide average (Barfield, 1994). A lower tax base has also been cited as a reason for the disparity in education in Appalachia. These both may be the result of the rural nature of the Appalachian region. The result of this educational disparity was what Barfield (1994) called an "educational underclass" (p. 8).

Appalachian Ethnicity

Appalachians constituted a borderline case when it comes to ethnicity. Some saw the Appalachian people to be equivalent to a specific ethnic group (Eller, 1982; Friedl, 1978; Whisnant, 1980), while others saw them to be one more segment of the larger mainstream White American population (Billings, 1974; Fisher, 1978). The problem with the view that Appalachians did not constitute an ethnic group was that researchers have generally not dealt with the complexities of how ethnic boundaries are constituted (Reck, Reck, & Keefe, 1985). They have

adapted a rather simple cultural view of ethnicity and ignoring the structural and symbolic dimensions.

However, researchers agreed that people outside the region viewed Appalachians as different and inferior and that, as a group, they have been exploited by the dominant society similar to other internal minorities elsewhere in the world (Batteau, 1980; Gaventa, 1980). Reck, Reck, and Keefe (1987) reported that while some differences were found to exist between Appalachian and non-Appalachian students, most differences were SES based. However, these differences were conceptualized by teachers and students as ethnic in nature.

Attitudes Toward Appalachians

While there has been a debate as to whether Appalachians could be an ethnically defined population, research has suggested attitudes toward the Appalachian people are generally negative (Ulack & Raitz, 1982). Watson (1976) stated that an aspect of the Appalachian regions identity and regional character may stem from the views of those who live beyond the region's borders.

Ulack and Raitz (1982) reported that the three most cited characteristic images associated with Appalachia were poverty, mountains, and poor education. The people of the region identified the

core regional characteristics of Appalachia to be family, pride, and hard work. They valued close relationships with not only the immediate family, but also the extended family, whether they lived nearby or migrated to some northern industrial center in search of a job (Ulack & Raitz, 1982).

In contrast to the perceptions of the people living inside the region, people from outside the region had very different views of the region. The predominant image that outsiders had of the region was that it was inhabited by the poor living in substandard housing and in poor health. Outsiders also felt Appalachians to be only marginally educated and living on welfare (Ulack & Raitz, 1982).

Researchers have found that teachers perceptions of Appalachian elementary and secondary students were also unfavorable. The teachers felt that Appalachian students were more likely to dropout and more likely to be poorly groomed and dressed. The teachers also thought that the Appalachian students were more withdrawn, "backward" and stubborn (Hicks, 1976; Kaplan, 1971).

Research has also shown that rural Appalachian students perceived teachers to be prejudiced against them (Reck, 1980). Reck, Reck, and Keefe (1987) found that both Appalachian and non-

Appalachian teachers were more likely to flatter town students. For example, some of the teachers stated that: "Town kids are more confident and do better academically;" "rural kids have bad grammar and slower, slurred speech" (Reck, Reck, & Keefe, 1987, p. 11). The teachers viewed these opinions as merely statements of fact and not prejudice. However, non-Appalachian teachers were more likely to volunteer the label "redneck" and to agree when asked whether rural and town students form identifiably separate groups. The researchers stated that the fact that the non-Appalachian and Appalachian teachers' perceptions of the students did not differ was to be expected due to the fact that the Appalachian teachers were a part of the larger social system (Reck, Reck, & Keefe, 1987, p. 14).

Summary

This chapter presented a review of the literature relevant to the topics for this study. Ample literature was found regarding the Appalachian people, their values and culture, and the outside's perceptions of the region. However, after an extensive search, only one article involving the comparison of an Appalachian population with a non-Appalachian population in regard to self-concept could be found.

The literature on gender differences in self-concept presented a lack of agreement as to the gender differences in general self-concept and academic self-concept. Research was found that indicated gender differences in levels of self-concept (Connell, Stroobant, Sinclair, Connell & Rogers, 1975; Neeman & Harter, 1986), while other research found no such differences (Binder, Jones, & Strowig, 1970; Kubinieć, 1970).

CHAPTER THREE

METHODOLOGY

Purpose of Study

One purpose of this study was to determine if there were any significant differences in a student's level of self-concept based on their Appalachian group membership. Another important purpose to this study was to find out how gender affects the students self-concept based on their Appalachian group membership. This study added to the research on self-concept. It did so by studying a group that has not been studied extensively, college students from the Appalachian region.

Design of Study

The proposed study was quantitative in nature. It discovered any significant differences in the levels of self-concept for students based on their gender and Appalachian group membership; that is, whether they are from a county in Virginia located within the Appalachian Regional Commission boundaries for the Appalachian region.

Since this study was concerned with group mean differences, the statistical method used was analysis of variance (ANOVA). The Self-Perception Profile for College Students (SPPCS) (Neeman & Harter, 1986)

had thirteen subscales of self-concept. This being the case, it was necessary to do thirteen two-way ANOVAs, one for each subscale. Also additional analysis was done using the three larger domains of the instrument. The researcher analyzed the data for significant differences at the 0.05 level.

Instrumentation

The instrument used for this study was a paper and pencil test called the Self-Perception Profile for College Students (SPPCS) (Neeman & Harter, 1986). The SPPCS contained 13 subscales. These were: (a) creativity; (b) intellectual ability; (c) scholastic competence; (d) job competence; (e) athletic competence; (f) appearance; (g) romantic relationships; (h) social acceptance; (i) close friendships; (j) parent relationships; (k) humor; (l) morality; and, (m) global self-worth. The subscales also could be placed into three larger domains: (a) competencies and abilities (the first five subscales); (b) social relationships (the next seven subscales); and, (c) self-worth (same as the self-worth subscale) (Neeman & Harter, 1986).

Instrument Development

Neeman and Harter (1986) conducted the first pilot study of the SPPCS on a pool of 134 volunteer subjects from the University of Denver

and colleges and universities across the country. The second pilot was given to 57 students at the University of Denver. These students were given class credit or their own profiles in exchange for their participation. For the version used in this study, the test sample consisted of 300 subjects, 70 men and 230 women.

Psychometric Properties

Subscale Reliability. Neeman and Harter (1986) reported the reliability for the four-item SPPCS subscales by coefficient alpha. These values ranged from .76 to .92. See Table 1 for details. Only one subscale, Job Competence, had a coefficient below .80.

Subscale Means. The means fell near 3.0, suggesting no ceiling or floor effects. Neeman and Harter (1986) did report that there were differences associated with gender.

Factor Pattern. Neeman and Harter (1986), performed a factor analysis to determine whether the twelve subscales constituted separate factors. Global Self-Worth was not included in the analysis. Cattell's scree test (cited in Neeman & Harter, 1986), based on the magnitude of the eigenvalues, extracted twelve factors. These factors "[corresponded] perfectly to the intended twelve scales" (Neeman & Harter, 1986 p. 13). Neeman and Harter (1986) stated that an oblique solution was chosen

Table 1

Reliability for the Self-Perception Subscales

Subscale ^a	Coefficient α (N=300)
Creativity	.89
Romantic Relationships	.88
Intellectual Ability	.86
Social Acceptance	.80
Scholastic Competence	.84
Close Friendships	.82
Job Competence	.76
Parent Relationships	.88
Athletic Competence	.92
Humor	.80
Appearance	.85
Morality	.96

Note: From The Manual for the Self-Perception profile for College Students by J. Neeman and S. Harter, 1986.

^a = 4 items for each subscale.

because they expected that certain subscales would be moderately correlated. Neeman and Harter (1986) also performed a principal components factor analysis. They found the loading to be quite high, ranging between .52 and .92, with the average being .78, and no cross-loading over .35 was found.

Interpretation of the Results. Each of the 54 questions has four possible responses rated on a Likert scale. However, the implementation of the Likert scale was slightly different. Instead of the typical 1-4 scale, the questions included both a positive and negative side with each side having two of the four possible responses. The participant decided which half of the statement best described them. They then determined the extent to which that part of the statement best described them; “sort of true for me or really true for me.” This allowed the participant to positively respond to either half of the response scale. This was done to limit socially acceptable answers. On this scale an answer with a value of one was interpreted to be low self-concept and four to be high.

Participants

Participants in this study were the freshmen students at Virginia Tech that came from high schools of Virginia. The researcher used the Office of Undergraduate Admission’s student database to obtain the

Appalachian non-Appalachian samples. Participants were sorted by their high school of origin. The researcher limited the sample to those students who entered Virginia Tech as first semester freshmen in the fall semester of 1994. Freshman students from a high school located in the Appalachian region of Virginia enrolled in the fall semester of 1994 made up the Appalachian sample. The non-Appalachian sample consisted of a random sample of the freshman students who enrolled at Virginia Tech in the fall semester of 1994 from high schools located outside of the Appalachian region of Virginia. The Appalachian region has been defined using the parameters used by the Appalachian Regional Commission.

The participants in the study self-reported a variety of demographic information. This information was used to describe the sample of completed and useable surveys. The sample consisted of 109 women (47.6%) and 120 men (52.4%). It also consisted of 113 Appalachians (49.3%) and 119 non-Appalachians (50.7%). Of all participants, 1.3% reported that their parents made under \$10,000, 24.9% between \$10,001 and \$40,000, 43.2% between \$40,001 and \$70,000, and 30.6% over \$70,001.

A higher percentage of Appalachian students (33.6% to 16.4%) reported that their parents made between \$10,001-\$40,000, while a higher percentage of non-Appalachian students (44.8% to 15.9%) reported that their parents made over \$70,001. A majority of the participants (70.7%) reported that their parents salary was based on two salaries. A higher percentage of Appalachian students (31% to 27.6%) reported that their parents salary was based on one salary. Fifty-seven per cent of the total population reported that they did not consider themselves an Appalachian student. While a majority of the participants reported that they were not Appalachian students, this question procured different responses for the two groups. A majority of students (73.5%) from the Appalachian group reported that they considered themselves to be an Appalachian student, while a majority of the students (87.9%) from outside the region reported that they did not consider themselves to be Appalachian students. Also, a majority of the participants reported that their parents attended (81.7%) and graduated from (72.5%) college. Somewhat more surprising, 42.4% of the participants reported that their grandparents attended college and 41.% reported that a grandparent had graduated from college. See Table 2 for details.

Table 2

Demographic Frequencies and Percentages by Group

Demographic Variable	Appalachian (N=113)		Non-Appal. (N=116)		All (N=229)	
	N	%	N	%	N	%
Gender						
Female	54	47.8%	55	47.4%	109	47.6%
Male	59	52.2%	61	52.6%	120	52.4%
Family Income						
- \$10,000	3	2.7%	0	0.0%	3	1.3%
\$10,001 - \$40,000	38	33.6%	19	16.4%	57	24.9%
\$40,001 - \$70,000	54	47.8%	45	38.8%	99	43.2%
\$70,000 -	18	15.9%	52	44.8%	70	30.6%
Number of Salaries						
One	35	31.0%	32	27.6%	67	29.3%
Two	78	69.0%	84	72.4%	162	70.7%
Appalachian Status						
Yes	83	73.5%	15	12.9%	98	42.8%
No	30	26.5%	101	87.1%	131	57.2%
Parent Attend College						
Yes	85	75.2%	102	87.9%	187	81.7%
No	28	24.8%	14	12.1%	42	18.3%
Parent Graduate College						
Yes	70	61.9%	96	82.8%	166	72.5%
No	43	38.1%	20	17.2%	63	27.5%
Grandparent Attend College						
Yes	30	26.5%	67	58.3%	97	42.4%
No	83	73.5%	48	41.7%	132	57.6%
Grandparent Graduate College						
Yes	30	26.5%	66	57.4%	96	41.9%
No	83	73.5%	49	42.6%	133	58.1%

Procedures

It was first necessary to define what was meant by Appalachian student. Initially, the researcher intended to get a random sample and let the participants self-select themselves as Appalachian or non-Appalachian. Upon review of some of the university's demographics, the researcher decided that there were not enough students from a region where self-selection as an Appalachian would be likely. The researcher then sought to get a sample of students from within the Appalachian region, using the Appalachian Regional Commissions (ARC) parameters, and one without and let the students self-select themselves. This would provide a better chance of students selecting themselves as Appalachian. To get the sample from the ARC region it was necessary to sort freshman students by the high school from which they came using the College Entrance Examination Board (CEEB) codes. It was quickly evident that this procedure would be too time consuming. The researcher then decided to use geographic location to determine their group and limited the geographic area to Virginia.

The next step was to gain access to the student database. It was necessary to contact the Office of Admissions at Virginia Tech, since it was that database that contained the high school of origin information.

To gain access to that database, the researcher sent a copy of the cover letter used along with a letter from the thesis committee chair to the Office of Undergraduate Admissions.

The counties within the Appalachian region had to be identified using the ARC parameters. Then, the researcher gained the College Entrance Examination Board (CEEB) codes for those high schools located within the region. The freshman students were then sorted by high school CEEB and those from high schools in the Appalachian region were categorized as Appalachian. The non-Appalachian population was also obtained from the Office of Undergraduate Admissions and consisted of a random sample of all freshman students from a Virginia high school outside the Appalachian region.

The next step was to get approval from the Human Subjects committee at Virginia Tech. This is the committee that gives clearance to all research that directly involves research on human subjects. This involves filling out the appropriate forms and writing an abstract of the proposed study.

The researcher used the list secured from the Admissions database for the initial mailing of the packets. Packets included a cover letter

that explained the study and request voluntary participation. See Appendix A for the cover letter.

Within the cover letter, there also was an incentive for selected students and the Resident Advisors. The researcher mailed a coupon from a local business to each student who returned a completed packet. Resident Advisors who had students on their floor or in their area also received a coupon. The student's name was then entered into a drawing for two gift certificates from local businesses. Each RA who returned 75% of the packets sent to them had their name entered into a drawing for another gift certificate from a local business.

The initial mailing also included a copy of the Self-Perception Profile for College Students (Neeman & Harter, 1986) and a copy of the demographic questionnaire. See Appendix B for the SPPCS and Appendix C for the demographic questionnaire.

Since the university required freshman students to live on campus, the residence hall staff helped in the distribution of the packets. Permission had to be obtained from Residential and Dining Programs to distribute the instrument into the residence halls. A letter was submitted to the Director of Residence Education and mailed to each

member of the residence hall staff. See Appendix D for the letter to the staff.

The surveys were sorted by hall and by RA to limit the amount of student work. Phone calls were made to the Area Coordinators so that they could announce the study at their area staff meetings. Surveys were sent to the participating students by the Resident Advisors (RA). The individual RA was responsible for returning the packets to their Head Resident Advisor (HRA) or Graduate Hall Director (GHD). The HRA or GHD return all of the completed packets to their Area Coordinator's (AC) office, where the researcher collected them for data entry. Overall, there were 386 students in the study sample, 193 from the Appalachian region and 193 from outside the region. Thirty of the addresses were unusable due to incomplete information leaving 356 that were sent. Two hundred and thirty-two (65.2%) of the surveys sent were returned. After the surveys were returned, the researcher checked them for completion. Three surveys were turned in with incomplete information making the total return 229 (64.3%). Each response was transferred to the appropriate format for automated scoring.

Statistical Analysis

The method chosen to analyze the data gathered in this study is Analysis of Variance (ANOVA). This enabled the researcher to assess group differences in levels of self-concept between the students grouped according to Appalachian group membership and gender.

Additional ANOVAs were performed to verify the initial results. Due to the small number of items for each of the subscales, the subscales were condensed into the three domains described in the SPPCS manual (Neeman & Harter, 1986). These were: (a) Competencies and Abilities; (b) Social Relationships; and, (c) Self-Worth (same subscale as previous test). ANOVAs were performed on these three domains along the same independent variables, gender, Appalachian group, and the interaction of the two.

CHAPTER FOUR

RESULTS

Introduction

This chapter will report the results of the study in relation to the statistical analyses performed to test the research question. As previously stated in chapter one, the research question was:

What are the differences in the levels of self-concept as measured by the Self-Perception Profile for College Students (SPPCS) (Neeman & Harter, 1986) among freshman students at Virginia Tech based on their Appalachian group membership and gender?

This chapter includes the statistical analyses, results of those analyses, and results specific to the research question.

Reliability

The reliability was calculated by coefficient alpha. All of the subscale reliabilities were above 0.75. Seven of the subscales (Appearance, Close Friendships, Intellectual Ability, Romantic Relationships, Humor, Creativity, and Athletic Competence) had reliabilities at or above 0.85. One of the subscales, Athletic Competence, had a coefficient alpha at 0.90.

The subscale reliabilities are comparable to the reliabilities reported in the manual (Neeman & Harter, 1986). See Table 3 for comparison of coefficient alphas. The largest difference was for the Morality subscale (0.96 to 0.81).

Subscale Results

The individual results sections detail the descriptions of each subscale of the SPPCS. The sections are divided by subscale and include the main effects and the interaction. The researcher used a two-way analysis of variance to analyze the subscales using the SAS statistical package. Due to uneven cell sizes the researcher used the general linear methods. The subscale means and standard deviations for the Appalachian groups by gender are presented in Table 4. See Appendix E for the means and standard deviations for gender by Appalachian group. The overall means for each subscale are presented in Table 5. See Appendix F for the subscale means and standard deviations grouped by gender and Appalachian group.

Self-Worth

The Self-Worth scale had six items. This scale measured the extent to which the students liked the overall picture of themselves. The questions asked if the students liked the kind of person they were and if

Table 3

Reliabilities for Self-Perception Profile Subscales

Subscale _a	Coefficient α (Neeman & Harter, 1986) (N=300)	Coefficient α (Current Study) (N=229)
Self-Worth	NR	0.84
Job Competence	0.76	0.78
Scholastic Competence	0.84	0.79
Social Acceptance	0.80	0.84
Appearance	0.85	0.85
Parent Relationships	0.88	0.83
Close Friendships	0.82	0.86
Intellectual Ability	0.86	0.87
Morality	0.96	0.81
Romantic Relationships	0.88	0.88
Humor	0.80	0.87
Creativity	0.89	0.89
Athletic Competence	0.92	0.90

Note. NR= Not Reported.

^a = 4 items for each subscale except Self-Worth, which had 6.

Table 4

Subscale Means and Standard Deviations for Appalachian Group by Gender

Subscale	Appalachian (N=113)				Non-Appalachian (N=116)			
	Female (N=54)		Male (N=59)		Female (N=55)		Male (N=61)	
	M	SD	M	SD	M	SD	M	SD
Self-Worth	3.00	0.6198	3.13	0.5182	3.22	0.5134	3.10	0.5385
Job Competence	3.13	0.6290	3.12	0.5460	3.23	0.5254	3.11	0.6960
Scholastic Competence	2.63	0.6002	2.63	0.6182	2.82	0.6587	2.73	0.6881
Social Acceptance	2.92	0.8353	2.88	0.6183	3.18	0.6782	2.95	0.7028
Appearance	2.28	0.7493	2.81	0.6134	2.44	0.6909	2.81	0.5731
Parent Relationships	3.56	0.5466	3.29	0.6595	3.45	0.6708	3.21	0.7622
Close Friendships	3.34	0.6664	3.02	0.7533	3.41	0.5958	3.25	0.7465
Intellectual Ability	2.89	0.7581	3.15	0.6761	3.07	0.6552	3.17	0.6842
Morality	3.22	0.6677	2.77	0.7106	3.15	0.5783	3.04	0.6580
Romantic Relationship	2.50	0.8383	2.44	0.7965	2.49	0.8864	2.43	0.7857
Humor	3.40	0.6302	3.35	0.5780	3.40	0.6374	3.26	0.6503
Creativity	2.80	0.7572	3.04	0.6649	2.65	0.6464	2.96	0.6711
Athletic Competence	2.50	0.8046	3.07	0.6852	2.57	0.7492	3.09	0.5899

Table 5

Overall Means and Standard Deviations for Subscales

Subscale	N	M	SD
Self-Worth	229	3.12	0.5500
Job Competence	229	3.14	0.5996
Scholastic Competence	229	2.70	0.6431
Social Acceptance	229	2.98	0.7140
Appearance	229	2.60	0.6950
Parent Relationships	229	3.37	0.6786
Close Friendships	229	3.26	0.7076
Intellectual Ability	229	3.07	0.6971
Morality	229	3.05	0.6737
Romantic Relationships	229	2.47	0.8193
Humor	229	3.35	0.6210
Creativity	229	2.87	0.6963
Athletic Competence	229	2.82	0.7512

they were often disappointed with themselves. The questions also asked if the students liked the way they were leading their lives and if they would rather be different from the way they were.

There were no significant differences found for gender, Appalachian group, or the interaction between gender and Appalachian group. See Table 6 for results. The means were at or above $M=3.0$ on the Likert scale which indicates that the students were somewhat pleased with themselves. The female Appalachians reported the lowest mean score ($M=3.0$), while the female non-Appalachians had the highest mean ($M=3.22$). The rest of the scores ranged from $M=3.07$ to $M=3.16$. The overall Self-Worth subscale mean was $M=3.12$.

Job Competence

The Job Competence scale contained four items. This scale measured the extent to which the students were proud of the work they did. Students were asked whether they were proud of their work and if they felt confident that they could perform well in a new job. Another item in this section assessed whether the students were proud of the way they performed their jobs.

Again, there were no significant differences found for gender, Appalachian group, or the interaction between gender and Appalachian

Table 6

ANOVA Results for Self-Worth Subscale

Variable	df	SS	MS	F	p
Gender	1	0.00	0.00	0.00	0.9934
Group	1	0.50	0.50	1.65	0.2001
Gender x Group	1	0.85	0.85	2.84	0.0933
Total	3	1.35	0.45		

group. See Table 7 for the results. All of the means were above $M=3.0$, again suggesting a generally positive self-concept in regard to the way they handled new jobs. Male non-Appalachians had the lowest Job Competence score ($M=3.11$), while the female non-Appalachians had the highest ($M=3.23$). The rest of the scores ranged from $M=3.11$ to $M=3.17$. The overall mean for the Job Competence scale was $M=3.14$.

Scholastic Competence

The Scholastic Competence scale consisted of four items. The items for this scale were directed toward actual schoolwork and classwork. The questions asked whether the students felt confident that they were mastering their school work. This scale was similar to the Intellectual Ability subscale. However, while the Scholastic Competence scale measured the student competence with the tasks (i.e., can I finish this assignment?), the Intellectual Ability subscale measured the students thoughts about their cognitive abilities (i.e., am I smart enough?) and provided a more general look at their intellectual ability.

As with the first two scales, there were no significant differences found for any of the variables, gender, Appalachian group, or the interaction between gender and Appalachian group. See Table 8 for results.

Table 7

ANOVA Results for Job Competence Subscale

Variable	df	SS	MS	F	p
Gender	1	0.19	0.19	0.52	0.4703
Group	1	0.11	0.11	0.31	0.5788
Gender x Group	1	0.17	0.17	0.48	0.4909
Total	3	0.48	0.16		

Table 8

ANOVA Results for Scholastic Competence Subscale

Variable	df	SS	MS	F	p
Gender	1	0.11	0.11	0.26	0.6096
Group	1	1.14	1.14	2.76	0.0982
Gender x Group	1	0.12	0.12	0.28	0.5959
Total	3	1.37	0.46		

All of the means were just below $M=3.0$, suggesting a generally positive self-concept in regard to their Scholastic Competence. Female Appalachians reported the lowest mean score ($M=2.63$), while the female non-Appalachians reported the highest score ($M=2.82$). The remaining means ranged from $M=2.68$ to $M=2.77$. The overall subscale mean was $M=2.70$.

Social Acceptance

The Social Acceptance scale also contained four items related to satisfaction with one's social skills. The questions asked whether the students felt that they had the ability to make close friends easily.

As with the first two scales, there were no significant differences found for any of the variables of gender, Appalachian group, or the interaction between gender and Appalachian group. See Table 9 for results.

All of the means clustered around $M=3.0$, again suggesting a generally positive self-concept in regard to the student's social skills and ability to make close friends. Male Appalachians reported the lowest mean score ($M=2.88$), while the female non-Appalachians had the highest mean ($M=3.18$). The remaining ranged from a $M=2.90$ to a $M=3.06$. The overall subscale mean was $M=2.98$.

Table 9

ANOVA Results for Social Acceptance Subscale

Variable	df	SS	MS	F	p
Gender	1	1.09	1.09	2.15	0.1437
Group	1	1.43	1.43	2.84	0.0933
Gender x Group	1	0.50	0.50	0.98	0.3228
Total	3	3.02	1.01		

Appearance

The Appearance scale also contained four items. The Appearance scale contained items about being satisfied with one's physical appearance. The questions also asked whether the students thought they were physically attractive and if they were happy with the way they look.

The men reported scores ($M=2.81$) that were higher than the women's scores ($M=2.38$) and this difference was found to be significant ($F=27.10$, $p=0.0001$). This suggested that the men felt more at ease with the way they looked to other people. This also could suggest that the women felt that the standards for physical attractiveness were higher for them than those for men. See Table 10 for results.

However, there were no significant differences for the Appalachian group variable, nor were there differences found for the interaction between gender and Appalachian group. The means ranged from a $M=2.28$ to a $M=2.81$. Female Appalachians had the lowest score ($M=2.28$), which suggested a rather low self-concept, while the male Appalachians and non-Appalachians had the highest ($M=2.81$), suggesting a medium to high self-concept regarding their physical

Table 10

ANOVA Results for Appearance Subscale

Variable	df	SS	MS	F	p
Gender	1	11.69	11.69	27.10	0.0001
Group	1	0.30	0.30	0.69	0.4065
Gender x Group	1	0.35	0.35	0.81	0.3703
Total	3	12.34	4.11		

appearance. The rest of the means ranged from a $M=2.38$ to a $M=2.63$. The overall mean was $M=2.60$.

Parent Relationships

The Parent Relationships scale consisted of four items. The parent relationship scale, as its name suggests, contained items focusing on the students liking and feeling comfortable with the way they act around their parents. The questions also asked whether the students thought they got along well with their parents.

The women reported scores ($M=3.51$) that were higher than the men's scores ($M=3.25$) and this difference was found to be significant ($F=8.16$, $p=0.0047$), suggesting that the women felt more at ease with their parents. However, both the women and men scored well over $M=3.0$, suggesting that while the women might have felt more at ease, both groups felt good about their relationship with their parents. See Table 11 for results.

However, there were no significant differences by Appalachian group variable, nor for the interaction between gender and Appalachian group. The means ranged from a $M=3.21$ to a $M=3.56$. Male non-Appalachians reported the lowest mean ($M=3.21$), while the female Appalachians had the highest mean ($M=3.56$). Other means ranged

Table 11

ANOVA Results for Parent Relationships Subscale

Variable	df	SS	MS	F	p
Gender	1	3.64	3.64	8.16	0.0047
Group	1	0.46	0.46	1.03	0.3111
Gender x Group	1	0.01	0.01	0.03	0.8629
Total	3	4.11	1.37		

from a $M=3.29$ to a $M=3.51$, suggesting that all of the students had a high self-concept regarding their relationships with their parents. The overall mean, which was $M=3.37$, also reveals the high self-concept.

Close Friendships

The Close Friendships scale also contained four items. This scale contained items focusing on whether the students get lonely because they do not have a close friend with whom to share things. The questions also asked whether the students think they have the ability to make close friends.

The Women reported scores ($M=3.39$) that were higher than the men's scores ($M=3.14$) and this difference was found to be significant ($F=6.83$, $p=0.0096$). This suggested that the women felt more capable in their ability to make close friends and to share things with the friends that they had. However, as with the Parent Relationship subscale, both groups had score above $M=3.0$ suggesting that the men felt confident in their ability to make close friends, just not as confident as the women. See Table 12 for results.

There were no significant differences for the Appalachian group variable, nor were there any for the interaction between gender and Appalachian group. The means ranged from a $M=3.02$ to a $M=3.41$.

Table 12

ANOVA Results for Close Friendships Subscale

Variable	df	SS	MS	F	p
Gender	1	3.31	3.31	6.83	0.0096
Group	1	1.28	1.28	2.64	0.1059
Gender x Group	1	0.36	0.36	0.74	0.3914
Total	3	4.95	1.65		

Male Appalachians reported the lowest mean ($M=3.02$), while the Female non-Appalachians reported the highest ($M=3.41$). The remaining means ranged from a $M=3.14$ to a $M=3.39$, suggesting that all of the students had a high self-concept regarding their friendships. The overall mean ($M=3.26$) also revealed the high self-concept.

Intellectual Ability

The Intellectual Ability scale also contained four items. This scale consisted of items focused on general intellectual ability. This subscale was similar to the Scholastic Competence subscale in concept, but differed in that it assessed a more global intelligence. The questions also asked whether the students felt just as smart or smarter than other students.

There were no significant differences found for gender, Appalachian group, or the interaction between gender and Appalachian group. Both men and women reported scores that hovered around $M=3.0$, suggesting a generally positive self-concept. These results did differ from the Scholastic Competence subscale where both groups reported means well below $M=3.0$. This suggested that while these students saw themselves as generally smart, they did not feel as confident in their ability to handle college level work. See Table 13 for

Table 13

ANOVA Results for Intellectual Ability Subscale

Variable	df	SS	MS	F	p
Gender	1	1.83	1.83	3.80	0.0524
Group	1	0.52	0.52	1.09	0.2977
Gender x Group	1	0.36	0.36	0.76	0.3856
Total	3	2.72	0.91		

details. All of the means clustered around $M=3.0$, suggesting a generally positive self-concept in regard to the way they view their general intellectual ability. Female Appalachians reported the lowest mean score ($M=2.89$), while the male non-Appalachians reported the highest mean ($M=3.17$). The remaining means ranged from $M=3.07$ to $M=3.16$. The overall mean was $M=3.07$.

Morality

The Morality subscale contained four items which asked whether the students felt that their behavior was moral. The items also asked if the students felt they lived up to their own moral standards.

The women reported scores ($M=3.19$) that were higher than the men's scores ($M=2.91$) and this difference was found to be significant ($F=10.36$, $p=0.0015$), suggesting that the women in the sample felt better about the morality of their behavior. The differences also suggest that they felt more confident about their ability to live up to their own moral standards. Again, both men and women reported means above $M=2.50$. Therefore, neither group had a low self-concept regarding their morality. See Table 14 for results.

However, there were no significant differences for the Appalachian group variable, nor were there any differences found for the interaction

Table 14

ANOVA Results for Morality Subscale

Variable	df	SS	MS	F	p
Gender	1	4.46	4.46	10.36	0.0015
Group	1	0.68	0.68	1.58	0.2095
Gender x Group	1	1.54	1.54	3.58	0.0597
Total	3	6.69	2.23		

between gender and Appalachian group. The means ranged from a $M=2.77$ to a $M=3.22$. Male Appalachians had the lowest score ($M=2.77$), while the female Appalachians had the highest ($M=3.22$).

The remaining means ranged from a $M=2.91$ to a $M=3.19$, suggesting that all of the students had an above average self-concept regarding the perceived morality of their behavior. The overall mean, which was $M=3.05$, also revealed the above average self-concept.

Romantic Relationships

The Romantic Relationships subscale also contained four items which traced the students' ability to develop new romantic relationships. The items also asked if the students felt like they were romantically appealing to the people in whom they were interested.

No significant differences were found for gender, Appalachian group, or the interaction between gender and Appalachian group for the Romantic Relationships subscale. See Table 15 for results. All of the means clustered around $M=2.50$, suggesting an average self-concept in regard to the way view their ability to form new romantic relationships. Male non-Appalachians had the lowest mean score ($M=2.43$), while the female Appalachians had the highest ($M=2.50$). The rest of the means ranged from $M=2.44$ to $M=2.49$ which suggested that this subscale was an

Table 15

ANOVA Results for Romantic Relationships Subscale

Variable	df	SS	MS	F	p
Gender	1	0.20	0.20	0.30	0.5849
Group	1	0.01	0.01	0.02	0.8976
Gender x Group	1	0.00	0.00	0.00	0.9970
Total	3	0.22	0.07		

area where all of the students had a lower self-concept. The overall mean was $M=2.47$, which also supported the lower self-concept.

Humor

The Humor subscale also contained four items which emphasized the students' ability to laugh at themselves. The items of this subscale also assessed whether the students felt like they could take kidding from friends.

There were no significant differences found for gender, Appalachian group, nor were there differences found for the interaction between gender and Appalachian group. See Table 16 for results.

All of the means were well above $M=3.0$, suggesting an above average self-concept in regard to the way the students viewed their ability to laugh at themselves. Male non-Appalachians reported the lowest Humor subscale mean ($M=3.26$), while the female Appalachians and reported the highest mean ($M=3.40$). The rest of the Humor means ranged from $M=3.30$ to $M=3.35$. The overall subscale mean was $M=3.35$.

Creativity

The creativity subscale also had four items which measured the students perception of their ability to be creative and their ability to be inventive and to form new original ideas.

Table 16

ANOVA Results for Humor Subscale

Variable	df	SS	MS	F	p
Gender	1	0.59	0.59	1.51	0.2202
Group	1	0.12	0.12	0.31	0.5785
Gender x Group	1	0.12	0.12	0.30	0.5823
Total	3	0.83	0.28		

The men reported scores ($M=3.00$) that were higher than the women's scores ($M=2.73$) and this difference was found to be significant ($F=9.22$, $p=0.0027$), which suggested that the men felt more comfortable forming new and creative ideas. See Table 17 for results.

However, there were no significant differences for the Appalachian group variable, nor were there any differences found for the interaction between gender and Appalachian group. The means ranged from a $M=2.65$ to a $M=3.04$. Female non-Appalachians had the lowest score ($M=2.65$), while the male Appalachians had the highest ($M=3.04$).

The remaining means ranged from a $M=2.80$ to a $M=2.96$, suggesting that all of the students had an average to above average self-concept regarding their creativity. The overall mean, which was $M=2.87$, also suggested the average to above average self-concept.

Athletic Competence

The Athletic Competence scale consisted of four items about being satisfied with one's ability perform well at physical activities and sports. The questions also assessed whether the students thought they could perform well in an activity that they had not tried before.

The men reported scores ($M=3.08$) that were higher than the women's scores ($M=2.54$) and this difference was found to be significant

Table 17

ANOVA Results for Creativity Subscale

Variable	df	SS	MS	F	p
Gender	1	4.33	4.33	9.22	0.0027
Group	1	0.71	0.71	1.51	0.2209
Gender x Group	1	0.05	0.05	0.10	0.7477
Total	3	5.08	1.69		

($F=34.12$, $p=0.0001$), suggesting that the men felt more comfortable in a physical activity. See Table 18 for results.

There were no significant differences for the Appalachian group variable, nor for the interaction between gender and Appalachian group. The means ranged from a $M=2.50$ to a $M=3.09$. Female Appalachians had the lowest mean score ($M=2.50$), showing an average self-concept, while the male non-Appalachians had the highest mean ($M=3.09$), which suggested a medium to high self-concept regarding their athletic ability. The remaining means ranged from $M=2.57$ to a $M=3.07$. The overall mean was $M=2.82$.

Additional Analysis

Due to the small number of items for each of the subscales, the subscales were condensed into the three domains that Neeman and Harter (1986) described in the SPPCS manual. These were: (a) Competencies and Abilities; (b) Social Relationships; and, (c) Self-Worth (same as Self-Worth subscale). ANOVAs were performed on these three domains along the same independent variables, gender, Appalachian group, and the interaction of the two.

The results were similar to the initial results for the individual subscales. There was a significant difference along the gender variable

Table 18

ANOVA Results for Athletic Ability Subscale

Variable	df	SS	MS	F	p
Gender	1	17.09	17.09	34.12	0.0001
Group	1	0.12	0.12	0.25	0.6206
Gender x Group	1	0.04	0.04	0.07	0.7880
Total	3	17.25	5.75		

for the Competencies and Abilities domain. The men reported scores ($M=3.01$) that were higher than the women's scores ($M=2.83$) and this difference was found to be significant ($F=8.89$, $p=0.0032$). However, there was no significant difference along the Appalachian group variable, nor was there for the interaction. See Table 19 for results.

For both the Social Relationships and the Self-Worth domain, there were no significant differences along either the Gender or the Appalachian group variables. There also was no significant interaction affect for either the Social Relationship or the Self-Worth domains. See Table 20 for Social Relationship results and Table 6 for the Self-Worth results.

Summary

This chapter reported the results of the study in relation to the statistical analyses performed to test the research question. This chapter also included a review of the procedures, descriptive data with regards to the participants of the study, the statistical data, results of those data, and results specific to the research question.

The study was designed to examine the differences in the levels of self-concept as measured by the Self-Perception Profile for College

Table 19

ANOVA Results for Competencies and Abilities Domain

Variable	df	SS	MS	F	p
Gender	1	1.85	1.85	8.89	0.0032
Group	1	0.11	0.11	0.52	0.4735
Gender x Group	1	0.07	0.07	0.34	0.5600
Total	3	2.03	0.68		

Table 20

ANOVA Results for Social Relationships Domain

Variable	df	SS	MS	F	p
Gender	1	0.45	0.45	2.75	0.0986
Group	1	0.13	0.13	0.83	0.3638
Gender x Group	1	0.00	0.00	0.01	0.9114
Total	3	0.58	0.19		

Students (SPPCS) (Neeman & Harter, 1986) among freshman students at Virginia Tech based on their Appalachian group and gender.

Significant differences were found for the gender variable. Differences were identified for the Appearance, Parent Relationships, Close Friendships, Morality, Creativity, and Athletic Competence. There were no significant differences found for the Appalachian group variable nor the interaction between group and gender.

CHAPTER FIVE

DISCUSSION

Introduction

This study explored the differences in self-concept among freshman students at Virginia Tech based on their gender and group. Participants were selected based upon the high school from which they came to Virginia Tech. The students were sorted using the high school's College Entrance Examination Board (CEEB) code. Students who came from a high school located within the Appalachian region of Virginia were categorized as Appalachian. All of the students that came from an Appalachian high school were selected for this study. Freshmen students from a Virginia high school outside the region were categorized as non-Appalachian. A random sample of these students was selected to participate in the present study. Parameters for the Appalachian region were based on the Appalachian Regional Commissions boundaries.

The survey packets were distributed to the participating students with the assistance of the Residence Education staff. Individual Resident Advisors distributed the packets to the participating students on their hall or in their area. They collected the completed packets and took

them to their Head Resident Advisor or Graduate Hall Director who, in turn, took the packets to their respective Area Coordinator where they were picked up for data entry. The completed surveys were transferred to the appropriate form for automated scoring. The overall rate of return for the study was 64.3% with only three returned unusable due to incomplete information.

Significant gender effects were found for six of the 13 subscales of the SPPCS. There were no significant group or interaction effects to report. Overall, the students reported moderate to high levels of self-concept.

This chapter examines how the study's findings compare with previous research, what implications the study has for practice, directions for future research, and the limitations of the current study.

Gender

Previous studies involving the study of gender differences in regards to self-concept have shown differences in general self-concept among children with boys having higher scores than did the girls (Connell, Stroobant, Sinclair, Connell, & Rogers, 1975). The results of the current study contradicted such findings. There was no significant difference found between genders for the self-worth subscale. In fact, the

two samples reported almost identical mean scores, with the females reporting a $M=3.12$ ($SD=0.5780$) and the males reporting a $M=3.12$ ($SD=0.5265$) (F value 0.00, $p=0.9934$).

Other research was confirmed through the current study (Neeman & Harter, 1986). While the scores on the Self-Worth subscale were remarkably similar, there were significant differences on six of the other 12 scales suggesting support for the multi-dimensionality of an individual's self-concept.

Neeman and Harter (1986) reported gender differences on three of the 13 subscales of the SPPCS. They reported that females scored higher than males on the Close Friendship subscale and that males scored higher on the Appearance and Athletic Competence subscales. These findings were all supported by the current study at higher levels of significance.

However, there were some findings that did not support the previous research using the SPPCS. The present study found significant differences on three additional subscales: Parent Relationships; Morality; and, Creativity. On the Parent Relationships subscale, the women ($M=3.51$) scored significantly higher than did the men ($M=3.25$) and this difference was found to be significant ($F=8.16$, $p=0.0047$). The women's

scores ($M=3.19$) were also higher than the men's ($M=2.91$) on the Morality subscale. This difference also was found to be significant ($F=10.36, p=0.0015$). The men's scores ($M=3.00$) were higher than the women's ($M=2.73$) on the Creativity subscale, which also was significant ($F=9.22, p=0.0027$).

While intuitively, and stereotypically, one might expect the females to score higher in the Parent Relationships, Morality, and Creativity subscales, the result for the Creativity subscale is somewhat intriguing. Questions on this scale measured the students perception of their ability to be creative, inventive and to form new original ideas.

Appalachian Group

After an extensive search, one study was located that looked at the self-concept of Appalachian students and compared them to a non-Appalachian student group. This study-looked at elementary students. In that study, the researcher found that the Appalachian student group had significantly lower general self-concept scores than did their non-Appalachian counterparts.

The results of the previous study involving Appalachian students were not supported by the current study. There were no significant

effects reported for any of the 13 subscales of the SPPCS by Appalachian group membership.

Implications of the Findings

There were several implications that can be drawn from the data found in the study. Overall, all of the scores pointed to the fact that the students had an average to above average opinion of themselves. The lowest subscale mean for the overall population was a $M=2.47$ on the Romantic Relationships scale. Even the lowest score suggested a moderate self-concept. Seven of the means were above $M=3.0$, suggesting that the students felt positive about themselves for those subscales.

However, the significant gender differences pointed to the fact that female students still thought of themselves as not being physically attractive. This finding supported the previous research (Neeman & Harter, 1986) and pointed to some social implications. Women still felt that they had to live up to a standard that appeared to be well above the standard that men felt that they had to meet.

While the women scored significantly lower than the men did on the Appearance subscale, both the males and the females scored low on the Romantic Relationships scale. Even though the males thought of themselves as somewhat attractive, they still had an average to low self-

concept when it came to finding a significant other. However, the women thought of themselves as not fitting the image of an attractive person and felt as though they would not find an individual that they could love.

The women in the population consistently scored higher in the subscales that dealt with relationships with others. While the men scored lower, they did not, however, have low scores on these scales. These findings suggested a stereotypical view of men and women. These results suggested a fit with the gender norms that society has put forth as acceptable, with the women as emotional and men as strong, attractive athletes.

The demographic data pointed to some very interesting differences between the Appalachian and non-Appalachian students. While most of the population reported that their parents made between \$40,000-\$70,000 (43.2%), the numbers for the Appalachian and non-Appalachian groups seemed to flip on either side of the \$40-70,000 range. There was a higher percentage of Appalachians who reported that their parents made between \$10-40,000 (33.6% to 16.4%). Conversely, there was a higher percentage of non-Appalachian students who reported that their parents made above \$70,000 (44.8% to 15.9%).

Interestingly, a vast majority of students reported that their family income was based on two salaries as opposed to one (70.7% to 29.3%). This suggested that these families depended less on a family wage (one wage that supported the entire family)

A larger percentage of the Appalachian students reported themselves as first generation college students -- 24.8% versus 12.1%. A majority of the Appalachians (73.5%) also reported that their grandparents did not attend college, while, perhaps surprisingly, a majority of the non-Appalachian student reported that their grandparents did attend (58.3%) and graduate from (57.4%) college. These findings suggested that Appalachian students could be dealing with some very different issues when they arrive on campus.

While the demographic data suggested some "differences" in the characteristics of the two samples, none of these translated into significant differences in their levels of self-concept. In fact, the two samples looked to be quite similar. These results suggested that the demographic information gathered had little affect on the self-concept of the students.

Limitations of the Study

There were limitations to the present study. First, more effort might have been made to insure a higher rate of return. While the 65% rate was acceptable, a higher return would have resulted in a more reliable picture of the Appalachian and non-Appalachian student populations. The fact that incentives were given did result in a relatively high return, but, follow-up letters and phone calls might have elicited an even higher return.

A second limitation to the study was the definition and nature of the Appalachian student population. The parameters of the Appalachian Regional Commission (ARC) were used to determine which areas were considered Appalachian and which were not. The study was further limited to those students from the Appalachian region of Virginia while the ARC's parameters for the region extend from Alabama to Pennsylvania.

Due to the limitations, implications of this study were only minimally generalizable to other Appalachian students attending other institutions. Also, due to the purely geographic nature of the sample, students who might not have considered Appalachian were included in the Appalachian sample. For example, 26.5% of those students

designated by the ARC standards as Appalachian for the current study responded negatively to the question, “Do you consider yourself to be an Appalachian student?” These students were kept in the Appalachian sample due to the fact that the meaning of “Appalachian student” was not made clear. Therefore, it was impossible to know if the students thought the question was asking if they took Appalachian studies courses or if they, in fact, thought of themselves as an Appalachian.

Also, the fact that these students were admitted to Virginia Tech could limit the findings. Virginia Tech is one of the few major universities located within or near the region. Virginia Tech could attract the top students from the region. Therefore, the variance could have been limited in the Appalachian sample, therefore producing ceiling or floor effects and limiting the accuracy of the data.

Finally, the timing of the study limited the results. The surveys were sent to the students in the later half of the Spring semester. The students had already spent nearly a year on campus and therefore had probably acclimated themselves to the university. The simple fact that they have made it through the first year could raise their self-concept. These students also had received fall semester grades. Due to the reciprocal nature of academic achievement and self-concept, the

student's self-concept could have been raised by good grades and lowered by poor ones.

Directions for Future Research

These limitations pointed to areas where improvements could be made for future research. More research needs to be done to further examine issues of self-concept for the college population. Future studies might explore the differences in the levels of self-concept for students immediately prior to admission, and after they complete their freshman year. The fact that the gender differences seem to conform to the stereotypical gender norms suggests that future research needs to look at how gender norms are reinforced and correspond to issues of self-concept at Virginia Tech.

There also might be more research that examines the Appalachian students who attend different types of institutions of higher learning (i.e., small regional schools or community colleges). Future studies should incorporate more questions to better determine which students are Appalachian. One example would be to ask if the students think of themselves as Appalachian people not Appalachian students. The later could be construed to mean a person studying or a person who is a

student from the region. Other questions could assess the length of time they have lived in the region or whether they are native to the area.

There has been research done on the population when they are in elementary and secondary education. However, when these students reach colleges or universities, they lose their identity as Appalachian students. Future research might explore this population at different types of institutions (i.e., smaller regional institutions, community colleges, etc.) to see if there are any differences by institutional type.

There were demographic differences reported for the two samples in the current study. However, there was no analysis done along any of the demographic variables. Future research could study the affect of various demographic variables on self-concept.

Since a purely geographic definition of who is Appalachian might not be desirable, future research could study the interactions of various demographic variables and Appalachian group membership. This could serve to strengthen the study of the differences between Appalachian and non-Appalachian populations.

Conclusions

All of the students in the current study had moderate to high levels of self-concept. This, by itself, should be a reassuring finding for

higher education professionals and students. There were some significant gender differences that pointed to the gender norming that still occurs in any college student population. However, there were no significant differences found between Appalachian and non-Appalachian students. Additional testing also supported the original finding. In fact, the two populations appeared quite similar.

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APPENDIX A
COVER LETTER

Dear fellow student,

I am a masters student in college student affairs at Virginia Tech. I am writing to invite you to participate in a study about self-concept. This study will investigate levels of self-concept for students at Virginia Tech. This project fulfills one of the requirements for my masters degree.

Realizing that your time is valuable, I have provided some incentives to participate. You will receive a coupon for %10 off posters at *The Emporium* just for participating. Your name will also be placed in a drawing for two \$50 gift certificates, one from *The Emporium* and one from *Partyrama*. Both of these stores are located on North Main Street in downtown Blacksburg.

There are two instruments included in the packet. It should take you between twenty to thirty minutes to complete both of them. Please pay close attention to the directions for both questionnaires. By completing these questionnaires, your name will be placed in the drawing. Also, more importantly, they will give you an opportunity to sit down and think about who you really are and how you feel about yourself.

The results of this study will be kept strictly confidential and anonymous. At no time will I release the results of the study to anyone other than individuals working on the project without your written consent. The information you provide will not have your name on it. A participant identification number will identify you during analyses and any written reports of the research. You are free to withdrawal from this study at any time. This research has been approved, as required, by the Institutional Review Board for projects involving human subjects at Virginia Polytechnic Institute and State University.

After you have finished the two questionnaires, please seal and give them, along with the envelope marked "Participant Envelope," to your RA so you can be entered into the drawing. The separate envelope is important as it is the only way that I know that you participated.

Thank you for your time,

James Hicks

P.S. If you have any questions regarding this letter or the study, please contact James Hicks at (W)231-5725.

APPENDIX B
SELF-PERCEPTION PROFILE FOR COLLEGE STUDENTS

What I am Like

Please only check ONE box (A,B,C, or D) per numbered statement. 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. Then 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 sort of or really true for you. Feel free to mark your answers directly on the instrument.

IMPORTANT: ONLY CHECK ONE BOX PER NUMBERED STATEMENT

Date: _____

Participant Number: _____

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

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

	Really True for Me	Sort of True for Me				Sort of True for Me	Really True for Me
27.	A	B	Some students usually like themselves as a person.	BUT	Other students don't like themselves as a person.	C	D
28.	A	B	Some students feel confident about their ability to do a new job.	BUT	Other students worry about whether they can do a new job	C	D
29.	A	B	Some students have trouble figuring out homework assignments	BUT	Other students rarely have trouble with their homework assignments.	C	D
30.	A	B	Some students like the way they interact with people.	BUT	Other students wish their interactions with other people were different.	C	D
31.	A	B	Some students wish their body was different.	BUT	Other students like their body the way it is.	C	D
32.	A	B	Some students feel comfortable being themselves around their parents.	BUT	Other students have difficulty being themselves around their parents.	C	D
33.	A	B	Some students don't have a close friend with whom they can share their thoughts and feelings.	BUT	Other students do have a friend With whom they can share their thoughts and feelings.	C	D
34.	A	B	Some students feel they are just as bright or brighter than most people.	BUT	Other students wonder if they are as bright.	C	D
35.	A	B	Some students would like to be better people morally.	BUT	Other students think they are quite moral.	C	D
36.	A	B	Some students have the ability to develop romantic relationships.	BUT	Other students do not find it easy to develop romantic relationships.	C	D
37.	A	B	Some students have a hard time laughing at the ridiculous or silly things that they do.	BUT	Other students find it easy to laugh at themselves.	C	D
38.	A	B	Some students do not feel that they are very inventive.	BUT	Other students feel that they are very inventive.	C	D
39.	A	B	Some students feel they are better than others at sports.	BUT	Other students don't feel that they can play as well.	C	D
40.	A	B	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.	C	D
41.	A	B	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.	C	D

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

If you have any questions, please call James Hicks at 231-5725.

Please give the two completed questionnaires to your RA. DO NOT Forget the Participant Envelope. It is very important as it is the only way that I have of identifying who has participated.

THANK YOU

APPENDIX C
DEMOGRAPHIC QUESTIONNAIRE

Demographic Questionnaire

please answer the following questions

Date: _____

Participant Number: _____

Gender: Female _____ Male _____

Age: _____

1. What would be your best estimation of your parents combined salary?

- \$10,000 _____

\$10,001 - \$40,000 _____

\$40,001 - \$70,000 _____

\$70,001 - _____

2. Is that number based on one or two salaries?

One _____ Two _____

3. Do you consider yourself to be an Appalachian student?

Yes _____ No _____

4. Did either of your parents (or step-parents) attend a college/university?

Yes _____ No _____

Graduate from a college/university? Yes _____ No _____

5. Did any of your grandparents attend a college/university?

Yes _____ No _____

Graduate from a college/university? Yes _____ No _____

THANK YOU

please continue to the "What I am Like" questionnaire

APPENDIX D
LETTER TO RESIDENCE EDUCATION STAFF

Dear Residence Education Staff,

I am currently enrolled as a Masters student in College Student Affairs at Virginia Tech. In order to fulfil the requirements for my degree, I am involved in a thesis project. This project involves obtaining information from residence hall students via mailed surveys. This research has been approved by the Institutional Review Board for Research Involving Human Subjects and has been reviewed and approved by Dr. Jerry Kowalski, Director of Residence Education.

The study involves two different instruments. It should take no longer than thirty minutes to complete both of the instruments. Participants will be asked to return their completed packet to their Resident Advisor, who will deliver them to their Head Resident Advisor or Graduate Hall Director, who will deliver them to their Area Coordinator's office. I have already obtained approval from the Area Coordinators to use this manner of return. Also, I will also place phone calls to individual RAs, if they have participants from their floor/area.

Realizing that the student's time is important, I have included some incentives for both the students and RAs involved in this project. Just for participating, each student will receive a coupon from the Emporium for 10% off any poster. The RAs will also receive this coupon. Also, the name of each participant will be placed in a drawing for two \$50.00 gift certificates, one from the Emporium, the other from Partyrama. Each RA who returns 75% of the packets from his/her floor/area will have their name placed in a drawing for a \$50.00 gift certificate from either the Emporium or Partyrama. Only completed packets will be counted toward the 75% return rate.

I will provide specific instructions for the participants and the RAs who will have participants on their floors. If you have any questions about the study, feel free to contact me at work (231-5725) or at home (953-3351).

Thanks for all of your help and time,

James Hicks

APPENDIX E
SUBSCALE MEANS AND STANDARD DEVIATIONS FOR
GENDER BY APPALACHIAN GROUP

Subscale Means and Standard Deviations for Gender by Appalachian Group

Subscale	Female (N=109)				Male (N=120)			
	Appal. (N=54)		Non-Appal. (N=55)		Appal. (N=59)		Non-Appal. (N=61)	
	M	SD	M	SD	M	SD	M	SD
Self-Worth	3.00	0.6198	3.22	0.5134	3.13	0.5182	3.10	0.5385
Job Competence	3.13	0.6290	3.23	0.5254	3.12	0.5460	3.11	0.6960
Scholastic Competence	2.63	0.6002	2.82	0.6587	2.63	0.6182	2.73	0.6881
Social Acceptance	2.92	0.8353	3.18	0.6782	2.88	0.6183	2.95	0.7028
Appearance	2.28	0.7493	2.44	0.6909	2.81	0.6134	2.81	0.5731
Parent Relationships	3.56	0.5466	3.45	0.6708	3.29	0.6595	3.21	0.7622
Close Friendships	3.34	0.6664	3.41	0.5958	3.02	0.7533	3.25	0.7465
Intellectual Ability	2.89	0.7581	3.07	0.6552	3.15	0.6761	3.17	0.6842
Morality	3.22	0.6677	3.15	0.5783	2.77	0.7106	3.04	0.6580
Romantic Relationship	2.50	0.8383	2.49	0.8864	2.44	0.7965	2.43	0.7857
Humor	3.40	0.6302	3.40	0.6374	3.35	0.5780	3.26	0.6503
Creativity	2.80	0.7572	2.65	0.6464	3.04	0.6649	2.96	0.6711
Athletic Competence	2.50	0.8046	2.57	0.7492	3.07	0.6852	3.09	0.5899

APPENDIX F
SUBSCALE MEANS AND STANDARD DEVIATIONS BY
GENDER AND APPALACHIAN GROUP

Subscale Means and Standard Deviations by Gender and Appalachian Group

Subscale	Gender				Appalachian Group			
	Female		Male		Appalachian		Non-Appalachian	
	(N=109) M	SD	(N=120) M	SD	(N=113) M	SD	(N=116) M	SD
Self-Worth	3.12	0.5780	3.12	0.5265	3.07	0.5698	3.16	0.5279
Job Competence	3.17	0.5750	3.11	0.6242	3.12	0.5845	3.17	0.6210
Scholastic Competence	2.72	0.6331	2.68	0.6538	2.63	0.6070	2.77	0.6729
Social Acceptance	3.06	0.7659	2.91	0.6608	2.90	0.7270	3.01	0.6979
Appearance	2.38	0.7253	2.81	0.5908	2.56	0.7271	2.63	0.6564
Parent Relationships	3.51	0.6099	3.25	0.7115	3.42	0.6202	3.33	0.7270
Close Friendships	3.39	0.6295	3.14	0.7552	3.17	0.7280	3.32	0.6813
Intellectual Ability	2.98	0.7121	3.16	0.6775	3.02	0.7250	3.12	0.6696
Morality	3.19	0.6195	2.91	0.6944	2.98	0.7229	3.09	0.6216
Romantic Relationship	2.51	0.8578	2.43	0.7877	2.47	0.8136	2.45	0.8318
Humor	3.40	0.6283	3.32	0.6149	3.37	0.6015	3.33	0.6456
Creativity	2.73	0.7056	3.00	0.6666	2.92	0.7180	2.81	0.6742
Athletic Competence	2.54	0.7698	3.08	0.6359	2.79	0.7950	2.84	0.7967

JAMES SAMUEL HICKS

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Related Experiences	<p>1994 Graduate Student & Faculty Forum</p> <ul style="list-style-type: none">>Chair, Publications Committee (August 1993 - January 1994) Responsibilities included the layout, design, and the publication of the Forum Program, along with signage and various forms>Member, Registration Committee (August 1993 - January 1994) Responsibilities included the development and maintenance of the database and staffing the conference headquarters <p>Member, SGA Student Orientation Team The University of Alabama: Tuscaloosa, AL (June 1992 - July 1992)</p> <p>Chair, Social Responsibility Committee, Greek Accreditation Board, The University of Alabama: Tuscaloosa, AL (January 1992 - May 1992)</p> <p>Officer, Beta Kappa Chapter, Delta Sigma Phi Fraternity The University of Alabama: Tuscaloosa, AL (August 1990- May 1992)</p> <ul style="list-style-type: none">>Vice-President (August 1991 - May 1992)>Engineered Leadership Chair (August 1990 - May 1991)>Pledge Educator (August 1990 - May 1990)														
Computer Skills	<table><thead><tr><th>Macintosh/Power Macintosh</th><th>IBM/DOS/Windows</th></tr></thead><tbody><tr><td>>WordPerfect</td><td>>HyperCard</td><td>>AuthorWare Pro</td><td>>dBase 4</td></tr><tr><td>>Microsoft Word</td><td>>PageMaker</td><td>>Lotus 1-2-3</td><td>>Wordperfect</td></tr><tr><td>>Quicken</td><td>>ClarisWorks</td><td>>Microsoft Word</td><td>>Quickbooks</td></tr></tbody></table>	Macintosh/Power Macintosh	IBM/DOS/Windows	>WordPerfect	>HyperCard	>AuthorWare Pro	>dBase 4	>Microsoft Word	>PageMaker	>Lotus 1-2-3	>Wordperfect	>Quicken	>ClarisWorks	>Microsoft Word	>Quickbooks
Macintosh/Power Macintosh	IBM/DOS/Windows														
>WordPerfect	>HyperCard	>AuthorWare Pro	>dBase 4												
>Microsoft Word	>PageMaker	>Lotus 1-2-3	>Wordperfect												
>Quicken	>ClarisWorks	>Microsoft Word	>Quickbooks												
Professional Affiliations & Activities	<p>American College Personnel Association (ACPA) (1993 - present)</p> <p>Association of Fraternity Advisors (AFA) (1994 - present)</p> <ul style="list-style-type: none">>Attended the 1994 Annual Conference: Houston, TX>Member, 1994 NIC/AFA Conference Graduate Staff <p>Association for Student Development (ASD) (1993 - present)</p> <ul style="list-style-type: none">>Chair, Professional Relations Committee (1994 - January 1995) <p>Appalachian Studies Association (ASA) (1993 - present)</p> <ul style="list-style-type: none">>Attended the 1993 Annual Convention, Virginia Tech: Blacksburg, VA														
Presentations	<p><i>"Risky Business: Being a Collaborative Leader"</i> Student Leadership Training Conference, The University of South Carolina: Columbia, SC</p> <p><i>"How to Manage Your Time as a New Leader"</i> Presentation for Kappa Alpha Theta, Virginia Tech: Blacksburg, VA</p> <p><i>"Ethical Leadership: Making Your Words Lead to Action"</i> 1995 Graduate Student & Faculty Forum, Florida State University: Tallahassee, FL</p> <p><i>"Risk Taking and Leadership: How to Challenge the Process"</i> Leadership Matters... Evening Workshop Series, Virginia Tech: Blacksburg, VA</p>														
Awards & Honors	<p>1994 National Order of Omega Graduate Assistant Fellowship Omicron Delta Kappa, Virginia Tech: Blacksburg, VA</p> <p>Delta Sigma Phi Order of the Sphinx Beta Kappa Chapter, Delta Sigma Phi, Euclid-Bertini Outstanding Contribution/Achievement Award</p> <p>Order of Omega, The University of Alabama: Tuscaloosa, AL</p> <p>Sigma Tau Delta, The University of Alabama: Tuscaloosa, AL</p>														

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