

Content & Variables of the Personal Success Questionnaire

Demographic Questions, etc.

1. What is your age ? (quantitative)
2. Circle your sex assigned at birth (2 categories)
3. Circle your ethnic/racial membership (6 categories)
4. Circle the type of family in which you were raised (4 categories)
5. Approximately what was your families' income during your senior year in high school? (quantitative)
6. How many years of formal education did you mother attend? (quantitative)
7. How many years of formal education did your father attend? (quantitative)
8. How many siblings do you have ? (quantitative)
9. How many times did you move as a child ? (quantitative)
10. What was the population of your hometown ? (quantitative)
11. What is your current GPA (quantitative)
12. What is the average number of credit hours that you take per semester? (quantitative)
13. During the school year, how many hours do you work at a job each week? (quantitative)
14. During the school year, how many hours do you study each week? (quantitative)
15. Circle your current plans for after college? (3 categories)

Scales

- 16 **Self-Consciousness Scale (SCS) -- single scale score** (higher scores mean more self-consciousness)
The SCS is focused on the assessment of an individual's self-consciousness in both public and private situations.
Reference: M.F. Scheier and C.S Carver (1985). The self-Consciousness Scale: A revised version for use with general populations. *Journal of Applied Social Psychology*.
- 17 **Generalized Expectancy for Success Scale (GESS) -- single scale score** (higher scores mean greater expectancy of success)
The GESS assesses the generalized expectancy of being successful. The construct is defined as the belief that in most situations one is able to obtain desired goals.
Reference: Fibel, B., & Hale, W. D. (1978). The generalized expectancy for success scale – A new measure. *Journal of Consulting & Clinical Psychology*, 46, 924-931.
- 18 **Frequency of Self-Reinforcement Questionnaire (FSRQ) -- single scale score** (higher scores mean more frequent self-reinforcement)
The FSRQ assesses respondents' encouraging, supporting, and valuing themselves and their own efforts.
Reference: E. M. Heiby, Assessment of frequency of self-reinforcement, *Journal of Personality and Social Psychology*, 44, 1304-1307, 1983.
- 19 **Internal Versus External Locus of Control Scale -- single scale score** (higher scores mean more external attribution)
An internal locus of control indicates that an individual believes that he or she is responsible for the reinforcements experienced; in effect, that the person's actions, characteristics, qualities, etc. are prominent determinants of the experiences being queried. An external locus of control, however, indicates that the person views his or her outcomes as being primarily determined by external forces, whether they be luck, social context, other persons, or whatever.
Reference: J.B. Rotter Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80, 1966 (whole No. 609).
- 20-21 **Bakker Assertiveness-Aggressiveness Inventory (AS-AGI) -- Assertiveness and Aggressiveness subscales** (lower scores mean more assertiveness or aggressiveness, respectively)
This measures assertiveness in terms of two components necessary for social functioning: the ability to refuse unreasonable requests ("assertiveness" AS), and the ability to take the initiative, make requests, or ask for favors ("aggressiveness" AG).
Reference: C. B. Bakker, M.K. Bakker-Rabdau, S. Brett. The measurement of assertiveness and aggressiveness. *Journal of personality Assessment*, 42, 277-284 (1978).
- 22-24 **Interpersonal Dependency Inventory (IDI) -- Emotional Reliance** (higher scores mean more reliance), **Lack of Self-confidence** (higher scores mean less self-confidence), **Assertion of Autonomy subscales** (higher scores mean more autonomy)
The IDI measures the thoughts, behaviors, and feelings revolving around the need to associate closely with valued people.
Reference: Robert M. A. Hirschfield, G.L. Klerman, H.G. Gough, J. Barret, S.J. Korchin & P. Chodoff (1977). A measure of interpersonal dependency, *Journal of Personality Assessment*, 41, 610-618.
- 25-26 **Achievement Anxiety Test (AAT) -- Facilitating** (higher scores mean anxiety is more motivating) **and Debilitating subscales** (higher scores mean anxiety is more likely to interfere with performance)
The AAT measures anxiety about academic achievement -- a "facilitating scale" assesses anxiety as a motivator, and a "debilitating scale" assesses the degree to which anxiety interferes with performance. particularly verbal aptitude, more accurately than do the general anxiety scales.
Reference: Alpert, R and Haber, R.H., Anxiety in academic achievement situations. *Journal of Abnormal and social Psychology* 61, 207-215, 1960.