THE MODERATING INFLUENCE OF PERSONALITY ON COMBAT VETERANS
TRANSITIONING INTO CIVILIAN COLLEGE LIFE

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ABSTRACT

Combat veterans returning to a civilian lifestyle are assisted in many ways during their transition. These services are not only demonstrations of patriotic support, but are typically intended to aid veterans with their transition. The transition for combat veterans is, in many ways, completely different from what most of us will ever experience. Several factors may influence the overall success of this transition for veterans. This study examined the relationship between veterans’ combat experiences and their transition into civilian college life. The constructs of transition were defined by grade point average (GPA) and current well-being. The influence of certain personality traits on this relationship was considered and evaluated. Combat experience was found to have a slight negative relationship to both GPA and well-being. Personality factors such as extraversion, emotionality, and conscientiousness were found to have some potential influence on this relationship. The implications of these findings are discussed.
ACKNOWLEDGEMENTS

I would like to thank my thesis chair, Dr. Bart Weathington, and my committee members, Drs. Michael Biderman and Nicky Ozbek, for all their assistance and expertise with my thesis. I would also like to thank the coordinator of Student Veterans Services, Joe Wiram, for his relentless efforts assisting me with data collection. A special thanks is extended to my colleague and friend, Grant Sinning, for his technical and emotional support throughout the process. Finally, I would like to thank the student veterans that served our country and participated in the study.
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LIST OF SYMBOLS

$\alpha$, Chronbach’s alpha

$\beta$, Beta weight, multiple regression procedure

H1, First hypothesis

H2, Second hypothesis

$M$, Mean (average)

$N$, Total number of cases

$p$, Probability

$r$, Estimate of Pearson product-moment correlation coefficient
CHAPTER 1
INTRODUCTION

Today’s U.S. Military service members are among the finest trained and most prepared fighting forces in the world. The extensive training that our military personnel are subjected to has been adapted to match the changing demands of the Global War on Terrorism. The U.S. forces that invaded Iraq in March 2003 were the most capable and effective warriors in U.S. history (Rotmann, Tohn, & Wharton, 2009). However, these training programs did not address life after the military and did not prepare service members for the critical transition period following exposure to combat situations. The transition period between military service and civilian life can have an impact on subsequent success, performance, and well-being (Ackerman, DiRamio, & Mitchell, 2009). Accordingly, understanding the many influences on a veteran’s transition period is crucial to predicting future success.

It has been well documented that returning war veterans often experience difficulties with their transition. Impaired functioning in everyday life has been found to be associated with exposure to traumatic military deployment (Milliken, Auchterlonie, & Hoge, 2007). The period of transition for veterans does begin after discharge from the military, but the influential factors that may determine a successful transition or a maladaptive transition are established well before reentering civilian life.
CHAPTER 2
LITERATURE REVIEW

Pre-combat Conditions

The transition process starts with the innate features of the individual that chooses to serve in the military. Personality is perhaps the most dominant of these inherent factors. The characteristics and attributes that military recruiters seek in candidates are loosely defined and vague. Some of the earliest research suggested the top qualities of value to military service are: judgment, health, aggressiveness, initiative, integrity, organizing, and perseverance (Achilles & Achilles, 1917). It can be argued that these individual qualities are achieved through basic military training and are not as enduring or stable as personality traits. Combat exposure could impact this training and certainly may alter any of these attributes.

More recently, Goldberg (1993) introduced to research the Big Five-Factor Model of personality traits identified by extensive factor analysis procedures. The well-accepted underlying factors that comprise one’s personality were found to be conscientiousness, agreeableness, stability, openness, and extraversion. Many other facets of personality define each of these traits. Research has found higher ratings of neuroticism tend to result in lower problem solving ability and withdrawal from difficult situations such as the elevated stress levels of combat. High levels of conscientiousness led to more efficient problem solving skills and positive self-appraisal in military settings (Vickers, Kolar, & Hervig, 1989). Lee and Ashton
(2004) expanded and revised the Five-Factor Model to include a sixth factor of honesty-humility in the HEXACO model of personality. This additional factor lends itself to provide yet another testable personality trait that may be beneficial when using as a predictor.

Consequently, personality traits are not currently measured before joining the U.S. Armed Forces. According to the research on military recruitment, the type of individual that is attracted to military service can be described as lacking options, overtly aggressive and macho, having low academic grades, and/or from uneducated parents (Bachman, Segal, Freedman-Doan, & O’Malley, 2000). A combination of these negative attributes has been shown to lead to general behavioral issues and limit overall capabilities (Bachman et al. 2000). The current standard operating procedures of not measuring or assessing personality traits that may show predictive value for future success, adaptation, and well-being, coupled with the adverse qualities of the individuals volunteering for military service, is potentially detrimental to the eventual transition period from combat veteran to civilian.

Combat Conditions

Presently there are over 30 major wars or conflicts being conducted around the world, affecting over 2.3 million uniformed men and women (Marsella, 2011; Petrovich, 2012). The most significant qualities of combat are the acceptance of killing, using war and violence for goal achievement, and relentless preparation for conflict actions (Wilson, 2008). An emphasis is placed on developing strong characteristics and identities within the military to ensure service-members will sacrifice “time and energy in peacetime and life and limb in combat” (Ulmer, 2005). Combat increases the likelihood of psychological problems such as depression, violence,
substance abuse, and PTSD (Langston, Gould, & Greenberg, 2007). Exposure to combat, enduring casualties, and multiple deployments were all correlated with increased psychological distress (Pflanz & Sonnek, 2002). They found 26% of troops reported significant work related stress in combat and 15% had feelings of severe emotional distress. The formula for transition has now worsened after the factor of combat exposure has been added.

**Post-combat Conditions**

Upon returning from combat, such as Operation Iraqi Freedom (OIF), 19% of military personnel met the diagnostic criteria for PTSD, clinical depression, or Generalized Anxiety Disorder (Hoge et al., 2004). Of Veterans seeking treatment at Veterans Affairs (VA) clinics 37% were diagnosed with some form of mental health issue and 62% of those met the criteria for multiple mental health diagnoses (Seal et al., 2009). The VA has reported that 33% of OIF patients have tested positive for severe alcohol abuse (Maguen et al., 2010). Intensity of combat experience is positively correlated to the intensity of substance abuse and to alcohol related incidents such as domestic violence (Jacobson et al., 2008). Impaired functioning in everyday life has been found to be associated with exposure to traumatic military deployment (Milliken, Auchterlonie, & Hoge, 2007). Higher rates of combat exposure are associated with more severe post-deployment symptoms (Wright, Eckford, Adler, Cabrera, & Blues, 2012). Further exacerbating the negative symptoms associated with combat exposure, returning veterans often experience unfamiliar situations. Parmak, Euwema, and Mylle, (2012) found that peacetime environments are loosely organized and less regulated. This leads to an increased “Need for Structure” as found in the contexts of the military.
Transition

The number of returning Veterans who will be taking advantage of educational benefits and pursuing some form of higher education or training will be vastly increasing (Ackerman, DiRamio, & Mitchell, 2009). In August 2009, a new G.I. Bill went into effect with improved education benefits. A boom (450,000) in post-9/11 Veteran students was the result (Alvarez, 2008). This number has steadily increased over the past 6 years. In 2012, there were 945,052 beneficiaries of the G.I. Bill and today it is estimated that over 1 million veterans are taking advantage of these benefits (Nichols-Casebolt, 2012). The amendments to the G.I. Bill resulted in extended benefits for veterans that include 36 months of in-state tuition, direct institutional payments, housing allowance, book and supplies stipend, and transferability options. The problem then becomes the tremendous amount of resources and support needed to assist this growing and unique student population. Rudd, Goulding, and Bryan (2011) found surprisingly high rates of severe psychological symptoms and suicide risks among a sample of student veterans as compared to their civilian colleagues.

Many studies have attempted to identify the predicting factors that may explain success or failure during the transition period for veterans after experiencing combat. Pre-deployment functional impairment was found to have predictive value for post-deployment symptoms of PTSD, depression, and anger. Social support, both perceived and received, was recently found to not have a significant relationship to posttraumatic stress among transitioning combat veterans (Smith, Benight, & Cieslak, 2013). Other recent findings suggested that emotional support from
peers was related to academic adjustment and positive mental health. However, the same studies found that student veterans never receive the same amount of emotional support as civilian students (Whiteman, Barry, Mroczek, & MacDermid Wadsworth, 2013).

After a review of literature that identified several factors that may lessen or worsen the negative effects of combat exposure, this study examined the type of influence that personality traits may have on the relationship between combat and transition. This is not an attempt to explain how or why the influence occurs, as found in a mediating interaction. This study does not hypothesize a direct, two-path causal chain from combat experience to transition and then from personality traits, to explain transition success or failure, typical associated with mediating variables (Baron & Kenny, 1986). The purpose of the current study was to explore which factors of personality affected the direction and/or strength of the combat/transition relationship. This study expected to identify which factors influenced the direction, either negative or positive, of the combat/transition relationship and how strong this influence may be. A moderating interaction among these variables, while controlling for the effects of the other variables in the relationship, was hypothesized.

More specifically, the current study is particularly interested in identifying and exploring which, if any, of the six personality factors influenced and moderated the transition into college life for veterans after experiencing combat situations. The current study hypothesized that:

H1 The varying levels of combat experience (CE) will have a negative correlation to GPA and psychological well-being among student veterans. That is, if CE is higher, then GPA scores and ratings of well-being will be lower.

H2 One, some, or all of the personality factors, as identified in the HEXACO, will have a moderating interaction with this relationship. That is, the CE to transition relationship will either be negative or positive and stronger or weaker for persons rated higher or lower in a specific factor of personality.
Figure 1  The hypothesized moderating interaction among variables
CHAPTER 3

METHOD

The data for this study were collected from veterans of the United States Armed Forces that have experienced a transition into civilian college life. They were recruited for participation through emails, flyer distributions, and social media outlets. This sampling strategy was used in an effort to have far reaching capabilities and to gather highly variable data. All participation was voluntary and all participants were provided with the same information through the online link. All participants signed an online informed consent before continuing with this study.

Design

The current study used a within-subjects approach to examine the interaction of personality traits to explain the effects of combat experience on academic performance and general well-being among participants during their transition from combat veteran to civilian student. Working under the premise of a correlational design, the predictor variables included in the study were a rating of combat experience and a measure of individual personality traits. The criterion variables are grade point average at the college level and a measure of current psychological general well-being. The predictor variables were not manipulated and the criterion variables are quantitative parametric continuous data, therefore moderated linear regression analyses were appropriate.
Participants

The requirements for participation were having served an unspecified time in the U.S. military prior to seeking higher education of any kind. Several mass emails were sent to all self-identified veterans at a southern university to request participation. This was conducted with the assistance of the coordinator of Student Veteran Services on campus. Flyers describing the study and the link to the online surveys were widely distributed on campus for recruitment. The link was also posted on social media outlets with the assistance of contacts of the principle investigator. Known veterans were asked to pass along the information of the study with the purpose of creating a snowball effect for participation.

The uniqueness of the sample for the current study should be noted. Given the parameters of the study, such as acceptance into and attendance at a higher-level educational institution, the participants may be better adjusted than their counterparts within the entire population of veterans experiencing a transition. This particular study was not designed to include student veterans that have been dismissed from college due to under performance.

Of the 74 total respondents, 37 met the requirements for inclusion in the study and completed all the surveys necessary for data analyses. Of the 37 total participants, 78% were male and 22% were female. The ages of the participants were less than 25 years (3%), 25-30 (49%), 31-35 (16%), 36-40 (11%), and greater than 40 years (21%). Ethnicities reported were White (92%), Black (3%), American Indian/Alaskan Native (3%), and Hispanic/Latino (2%).
The branches of service represented in the study included Army (42%), Navy (24%), Air Force (18%), and Marine Corps (16%). The levels of combat experience ($M = 26.81$, $SD = 14.39$) were categorized as none (38%), less than the mean or low (35%), medium (11%), and one standard deviation above the mean or high (16%). After accepting the informed consent, only 27% continued the study. Another 12% discontinued participation after the combat experience questionnaire and 7% exited after completing the personality portion. The completion rate for all survey questions among possible participants was 52.7%.

**Variables**

**Combat Experience.** The first predictor or independent variable was a measure of the level of combat experienced by the participant while deployed and serving in the military. Combat experience was operationally defined and measured by the intensity of exposure, duration of exposure, frequency of exposure, and aggregate combat experience. The measure for combat experience was from the Manual for the Deployment Risk and Resilience Inventory-2 (DRRI-2). The DRRI-2 was developed, validated, and supported by the Department of Veterans Affairs (Vogt, Smith, King, & King, 2012). The current study used the Combat Experiences Scale form Section D of the DRRI-2 ($\alpha = .91$). The response format for the 17-item measure is a 6-point Likert scale (1 = Never; 6 = Daily or almost daily). Responses may range from 17 to 102 with higher summed scores indicating greater exposure to combat (Vogt et al., 2012). The DRRI-2 was obtained and administered for the current research with permission from and under the direction of the National Center for PTSD of the U.S. Department of Veterans Affairs.

**Personality Traits.** The second independent variable and the hypothesized moderating
variable was a measure of an individual’s personality. Personality traits were operationally defined in the HEXACO personality inventory as the six factors of personality comprised of four facets each for a total of 24 traits. The measure used for the current research was the Self-Report Form HEXACO-PI-R 100-item questionnaire (Lee & Ashton, 2004). The personality factors scales of the HEXACO-PI-R 100 are as follows: Honesty-Humility (α = .83), Emotionality (α = .84), Extraversion (α = .85), Agreeableness (α = .84), Conscientiousness (α = .82), and Openness to Experience (α = .81). The response format for the questionnaire is a 5-point Likert scale (1 = Strongly disagree; 5 = Strongly agree). Facet scores were not individually analyzed for this study, but they were included in the scoring of the factors. Facet scores were computed as means across all items in the facet after recoding the reverse-keyed items. Factor scale scores were computed as means across all items in the factor.

**Academic Performance.** The first dependent variable was a measure of academic performance based on self-reported grade point average (GPA). Academic performance was operationally defined as the cumulative and current grade point average for the participants. Higher GPA scores indicated more success in academic performance. This variable was used to make inferential claims on overall transition, as experienced by the participant.

**Well-being.** Psychological well-being was the second dependent variable. This was operationally defined as the participant’s current and general overall feelings of adaptability, anxiety, functioning, stress, and happiness. The Psychological General Well-Being Index (PGWBI) with Cronbach’s Alpha ranging from α = .80 to α = .92, depending on the context, was used to assess the participants’ well-being. The PGWBI is a validated Health Related Quality of Life (HRQoL) measure used to evaluate self-perceived psychological health and well-being (Grossi et al., 2006). The results of the PGWBI were used to make inferential claims on overall
transition, as experienced by the participant.

**Procedure**

To obtain the necessary data from the participants in the current study, surveys and measures for all the variables was made available online through SurveyMonkey at the link www.surveymonkey.com/s/pmvet2cl. The estimated investment of time, based on trial studies, to complete the required surveys was 45 minutes. This link was distributed to possible respondents by three methods. The first method was by sending out several group emails to self-identified veterans currently enrolled at an urban, public southern university. The university’s enrollment at the time of participant recruitment was approximately 12,800 with a student veteran population of approximately 350. The campus coordinator of Student Veteran Services generated the emails. Randomly chosen respondents were entered to win a $15 gift card to encourage participation and those that chose not to participate were asked to send the coordinator their school ID to be entered into the contest as well. This information remained confidential to the researchers. The second method used to recruit possible participants was the distribution of a flyer found in Appendix A. The flyer included the reason for the research along with instructions for participation. The flyer was placed around campus in key areas such as the student veteran lounge and at weekly student veteran luncheons. The third method used to reach possible participants off campus was to post the link on social media. Through networking efforts, the link was distributed using a snowball technique to reach a wide array of student veterans. The Institutional Review Board approved all methods of participant recruitment and approval letters can be found in Appendices B and C.
Once respondents accessed the online link they were directed to the informed consent letter found in Appendix D. A requirement for participation was a signed informed consent before being allowed to continue to the survey questions. Consent was completely voluntary and participants were allowed to withdraw from the study at any time without penalty or consequence. To ensure privacy, no names or identifiers were used in any type of data collection, analyses, or publication and participation remained completely confidential.

The first part of the survey included demographic and background questions. Participants were asked to provide gender, age, ethnicity, and branch of military service. In addition, participants were asked questions regarding length of service, rank at end of service, and type of discharge. The first variable data gathered was self-reported GPA. One response was omitted, but all other data was collected for the respondent. Data for the remaining variables was collected through three separate measures for combat experience, personality, and well-being with 17, 100, and 22 questions, respectively.

Random respondent identification codes were automatically generated and all anonymous data was transferred from the SurveyMonkey data collection website and organized into a statistical analysis software package. No follow-up was planned for the participants and all research findings will be made available upon completion of the study.
CHAPTER 4
RESULTS

Statistical Analyses

Combat experience (CE) was not significantly correlated with any other variables. The CE ratings from the sample ranged from the lowest possible score of 17 (n =14) to 68 (n =1), out of a possible 102. The mean CE score was 26.81 (SD = 14.39). Self-reported grade point average (GPA) was not significantly correlated to any other variables, M =3.31 (SD = 0.45).

Psychological General Well-being (PGWBI) had a significant negative correlation to the personality factor emotionality and significant positive correlations to the personality factors extraversion and agreeableness. The PGWBI ratings from the sample ranged from a low of 26 to a high 108 out of a possible 110. The mean PGWBI score was 70.73 (SD = 18.69). Refer to Table 1 for the correlations, means, and standard deviations of all variables.

It was predicted that combat experience would be negatively related to transition, as measured by GPA and well-being. Although this relationship was not found to have a statistically significant correlation, the Pearson’s r correlation coefficients indicated a negative relationship may exist with values less than r = 0, at r = -.222 and r = -.159, respectively.
### Table 1 Correlations, Means, and Standard Deviations of Variables (n= 37)

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>3</th>
<th>4a</th>
<th>4b</th>
<th>4c</th>
<th>4d</th>
<th>4e</th>
<th>4f</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. GPA</td>
<td>.094</td>
<td>-.222</td>
<td>-.037</td>
<td>-.295</td>
<td>-.006</td>
<td>-.180</td>
<td>-.063</td>
<td>-.157</td>
<td>3.31</td>
<td>.45</td>
</tr>
<tr>
<td>2. Well-being</td>
<td>-.159</td>
<td>.213</td>
<td>-.114</td>
<td>.089</td>
<td>.004</td>
<td>-.092</td>
<td>-.068</td>
<td>.7073</td>
<td>18.69</td>
<td></td>
</tr>
<tr>
<td>3. Combat Experience</td>
<td>-.037</td>
<td>-.295</td>
<td>-.006</td>
<td>-.180</td>
<td>-.063</td>
<td>-.157</td>
<td>26.81</td>
<td>14.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a. Honesty/Humility</td>
<td>.234</td>
<td>-.409*</td>
<td>.029</td>
<td>.363*</td>
<td>.089</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. Emotionality</td>
<td></td>
<td>-.597**</td>
<td>-.459**</td>
<td>.003</td>
<td>.197</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c. eXtraversion</td>
<td></td>
<td>.510**</td>
<td>-.179</td>
<td>-.120</td>
<td>.333</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4d. Agreeableness</td>
<td></td>
<td>.151</td>
<td>.219</td>
<td>.289</td>
<td>.70</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4e. Conscientiousness</td>
<td></td>
<td>.094</td>
<td>3.84</td>
<td>.59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4f. Openness</td>
<td></td>
<td></td>
<td>3.46</td>
<td>.57</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The moderator variables were introduced to explain the weak relationship between CE and GPA and well-being. It was predicted that at least one, some, or all of the six personality moderating variables would influence the negative relationship between the predictor variable and the criterion variables. To test for this interaction, GPA and well-being scores were regressed on CE scores, six HEXACO personality factors, and the product of CE and the HEXACO factors. For the initial regression analysis, all HEXACO variables were included together to evaluate the overall moderating interaction. In Step 1 of the moderated regression analysis, combat experience was not a significant predictor of GPA or well-being. In Step 2, with the inclusion of personality factors, combat experience was a significant predictor of GPA (p = .042) while controlling for the HEXACO factors, but not significant for well-being. In Step 2a, honesty/humility was significant (p = .015) for GPA, while controlling for the other variables. In Step 2c, extraversion was significant (p = .007) for well-being, while controlling for the other variables. In Steps 3a-3f, the product variables CExH, CExE, CExX, CExA, CExC, and CExO did not have significant predictive qualities for GPA scores or well-being. The factor of agreeableness was significant (p = .045) for GPA, when controlling for CE, other personality
factors, and the product variables. Refer to Tables 2-3 for a summary of the analyses.

Table 2 Summary of Moderated Regression Analyses (Steps 1 & 2)

<table>
<thead>
<tr>
<th>Step 1 Predictors</th>
<th>GPA (n=36)</th>
<th>Well-Being (n=37)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>β</td>
<td>R²</td>
</tr>
<tr>
<td>Combat Experience</td>
<td>-0.222</td>
<td>0.049</td>
</tr>
<tr>
<td></td>
<td>0.296</td>
<td>0.247</td>
</tr>
</tbody>
</table>

| Step 2a Honesty-Humility | 0.530* | 0.092 |
| Step 2b Emotionality     | -0.466 | -0.340 |
| Step 2c eXtraversion     | 0.216  | 0.538** |
| Step 2d Agreeableness    | -0.479 | -0.052 |
| Step 2e Conscientiousness| -0.350 | -0.050 |
| Step 2f Openness         | -0.076 | 0.152 |

**. p < .01
*. p < .05

Table 3 Summary of Moderated Regression Analyses (Step 3)

<table>
<thead>
<tr>
<th>Step 3a CE x Honesty/Humility</th>
<th>GPA (n=36)</th>
<th>Well-Being (n=37)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>β</td>
<td>R²</td>
</tr>
<tr>
<td>CE x Honesty/Humility</td>
<td>-1.51</td>
<td>0.111</td>
</tr>
<tr>
<td>CE x Emotionality</td>
<td>-0.865</td>
<td>0.128</td>
</tr>
<tr>
<td>CE x eXtraversion</td>
<td>1.096</td>
<td>0.127</td>
</tr>
<tr>
<td>CE x Agreeableness</td>
<td>0.139</td>
<td>0.059</td>
</tr>
<tr>
<td>CE x Conscientiousness</td>
<td>-0.719</td>
<td>0.071</td>
</tr>
<tr>
<td>CE x Openness</td>
<td>0.279</td>
<td>0.064</td>
</tr>
</tbody>
</table>
To further investigate the interactions, similar moderation analyses were performed with individual HEXACO factors. GPA and well-being scores were regressed on CE scores, six HEXACO personality factors, and the product variables of CE and each of the individual HEXACO factors. Of note, the combat experience and extraversion interaction (CExX), though not significant, was found to have minor predictive qualities for GPA, B = .010, (p = .057, one-tail). Refer to Figure 2.1 for a graphical representation of this interaction. The combat experience and emotionality interaction (CExE), was found to have minor predictive qualities for well-being, B = -.550, (p = .048, one-tail). Refer to Figure 2.2 for a graphical representation of this interaction. Furthermore, the combat experience and conscientiousness interaction (CExC), though not significant, was found to have minor predictive qualities for well-being, B = -.580, (p = .08, one-tail). Refer to Figure 2.3 for a graphical representation of this interaction.
Figure 2.1 Interaction of CE, GPA, and eXtraversion

Figure 2.2 Interaction of CE, PGWBI, and Emotionality

Figure 2.3 Interaction of CE, PGWBI, and Conscientiousness
CHAPTER 5
DISCUSSION

Summary

The results of the study suggested that psychological well-being was negatively related to emotionality and positively related to extraversion and agreeableness. The results also indicated the correlation between combat experience and GPA was not zero and that a negative relationship may exist given a stronger effect size. Furthermore, the correlation between combat experience and well-being was not zero and a negative relationship may exist given a stronger effect size. The first hypothesis stated that combat experience would be negatively related to transition as measured by GPA and well-being. The results from this study suggest that support for this hypothesis may have been found with higher statistical power and stronger effect size.

Given the significant relationships between some personality factors and well-being and the weak relationship between combat experience and transition, an exploratory analysis was performed for the second hypothesis. It was hypothesized that the combat experience and transition relationship would be moderated by one, some, or all personality factors. Based on a moderated regression analysis, the inclusion of personality factors with combat experience was a significant predictor of GPA. The inclusion of the product variables did not enhance the predictability. To further test for any interactions, linear regressions were performed for each of the personality factors. The results indicated that, to some extent, individuals lower in
extraversion ratings reported lower GPA scores after experiencing higher levels of combat. The results also suggested that individuals with higher ratings of emotionality reported a decline in well-being after experiencing higher levels of combat. Furthermore, those with higher conscientiousness ratings reported a slight decline in well-being after experiencing higher levels of combat.

Combat veterans returning to a civilian lifestyle may encounter several unique obstacles that might obstruct optimal performance. The current study examined just a microcosm of this transition. More specifically, this study explored the possible influences of personality on a transition into college life after experiencing some level of combat. Due to the low power of this study, the analyses performed were merely exploratory in nature and the results should not be interpreted as any type of significant findings. However, the results are interesting enough to be reported and to put into context.

Previous research has supported that higher levels of combat exposure and experiences may contribute negatively to mental health and future performance. Similarly, this study found a small indication of the negative relationship between combat experience, GPA, and well-being. Research has also found several factors that may moderate the negative effects of combat. Hardiness, resiliency, and unit cohesion along with peer and social support were all found to protect future outcomes against military related experiences (Britt, 2013; Escolas, Pitts, Safer, & Bartone, 2013; & Whiteman et al., 2013). The interactions of extraversion, emotionality, and conscientiousness with the relationship between combat experience and transition observed in this study, especially with such low power and effect size, may indicate that some personality factors might also have some protective qualities against exposure to combat.
Implications

The implications of this study may be anecdotal at best, but the strong research design and resulting trends should merit future discussions and research. The theoretical implications of this study are that it may be difficult or nearly impossible for combat veterans to protect themselves against the negative effects of combat exposure if they are predisposed to inadequate coping styles. This predisposition may be a result of their innate personality characteristics. The implications for research presented by this study are to add to the discussion that personality may be worthy of evaluation regarding the impact it could have on transition after combat. This is especially relevant if personality traits are stable over time and not a developed state, such as unit cohesion. Future applied implications for similarly designed studies may be more extensive testing for military personnel before they are deployed or assigned to combat situations. If researchers find empirical evidence of strong moderating factors that have protective qualities, then service members could be selected into or out of combat related jobs and tasks.

Limitations

The first and exceedingly clear limitation of the current study was statistical power. Participation was unexpectedly low despite diligent efforts at recruitment. Insufficient participation resulted in poor statistical power and only minor detection of the most powerful effects of the independent variables. Perhaps the smaller, or any, effects of personality and combat experience would have been detected with higher statistical power and much larger sample size. Regression analysis of the data limited the study as well and was not necessarily warranted due to the low statistical power and the inability to have predictive qualities. The
design of the study may have also limited participation. Shorter versions of the variable measures should have been explored and applied if they did not compromise reliability or validity. Another limitation was the self-reported measures and a same-source bias. Part of this bias could be explained by the occasional tendency for veterans to exaggerate their combat experience or to perceive their exposure to be greater, especially when seeking VA compensation for symptoms (Franklin, Repasky, Thompson, Shelton, & Uddo, 2003).

**Conclusion**

In conclusion, it is suggested that future research be conducted to further evaluate the role of personality in the contexts of combat and civilian college life. The potential outcomes and implications of this research could have a considerably positive impact on the quality of life for our returning veterans while they navigate their transition.
REFERENCES


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APPENDIX A

IRB Approval Letter
MEMORANDUM

TO: Jason Davis
Dr. Bart Weathington

FROM: Lindsay Pardue, Director of Research Integrity

DATE: January 20, 2015

SUBJECT: IRB #14-158: The Moderating Influence of Personality on Combat Veterans Transitioning into Civilian College Life

The IRB Committee Chair has reviewed and approved your application and assigned you the IRB number listed above. You must include the following approval statement on research materials seen by participants and used in research reports:

The Institutional Review Board of the University of Tennessee at Chattanooga (FWA00004149) has approved this research project #14-158.

Please remember that you must complete a Certification for Changes, Annual Review, or Project Termination/Completion Form when the project is completed or provide an annual report if the project takes over one year to complete. The IRB Committee will make every effort to remind you prior to your anniversary date; however, it is your responsibility to ensure that this additional step is satisfied.

Please remember to contact the IRB Committee immediately and submit a new project proposal for review if significant changes occur in your research design or in any instruments used in conducting the study. You should also contact the IRB Committee immediately if you encounter any adverse effects during your project that pose a risk to your subjects.

For any additional information, please consult our web page http://www.utc.edu/irb or email instrb@utc.edu

Best wishes for a successful research project.
APPENDIX B

RECRUITMENT FLYER
DOES PERSONALITY MATTER?
A Master’s Thesis Research Project

WWW.SURVEYMONKEY.COM/S/PMVET2CL

THE TRANSITION AFTER SERVICE
VETERANS HELPING VETERANS

Jason L. Davis
The University of Tennessee at Chattanooga
wyh839@mocs.utc.edu
www.surveymonkey.com/s/PMVET2CL

Participant...
Please complete the following:

☐ Review/return informed consent
☐ Log-on to website
☐ Demographic information (<5 mins)
☐ Personality Inventory (<20 mins)
☐ Combat experience (<10 mins)
☐ Well-Being Index (<10 mins)

NOTES:

CHAIRDED BY:
Bart L. Weathington, Ph.D.
bart-weathington@utc.edu
APPENDIX C

IRB APPROVED CHANGES LETTER
TO: Jason Davis
#14-158
Dr. Bart Weathington

FROM: Lindsay Pardue, Director of Research Integrity

DATE: February 20, 2015

SUBJECT: IRB #14-158: The Moderating Influence of Personality on Combat Veterans Transitioning into Civilian College Life

The Institutional Review Board has reviewed and approved the following changes for the IRB project listed below:

• Chattanooga State University and Austin Peay State University will be contacted to request participation in the study
• A $15 iTunes gift card will be given to a random participant as an incentive for potential subjects to participate

You must include the following approval statement on research materials seen by participants and used in research reports:

The Institutional Review Board of the University of Tennessee at Chattanooga (FWA00004149) has approved this research project #14-158.

Please remember that you must complete a Certification for Changes, Annual Review, or Project Termination/Completion Form when the project is completed or provide an annual report if the project takes over one year to complete. The IRB Committee will make every effort to remind you prior to your anniversary date; however, it is your responsibility to ensure that this additional step is satisfied.

Please remember to contact the IRB Committee immediately and submit a new project proposal for review if significant changes occur in your research design or in any instruments used in conducting the study. You should also contact the IRB Committee immediately if you encounter any adverse effects during your project that pose a risk to your subjects.

For any additional information, please consult our web page http://www.utc.edu/irb or email instrb@utc.edu. Best wishes for a successful research project.
APPENDIX D

INFORMED CONSENT
**Please read this consent document carefully before you decide to participate in this study. The University of Tennessee at Chattanooga Institutional Review Board has approved this research.**

Dear Student,

I am an Industrial-Organizational Psychology Master’s Level student at UTC working under the direction and supervision of Dr. Bart Weathington. I am conducting a research study to examine the influence that personality may have on veterans as they transition into college life.

I am respectfully requesting your participation in this study. Your consent is completely voluntary and you have been asked to participate because of your status as a current college student and former member of the United States Armed Forces. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or consequence.

Participation in this study increases the likelihood of the participant experiencing emotional triggers that can be difficult to deal with. If any concerns arise during the research process, the Counseling and Personal Development Center on campus is a free and helpful resource. The counseling center does have counselors on staff that are knowledgeable about the specific issues that student veterans may face.

Your participation will involve completing three online surveys. The surveys are intended to identify personality traits, measure levels of combat experience, and to evaluate well-being. The estimated time required to complete the surveys is 45 minutes. Participation and consent will also allow the researcher to access the student’s grade point average from their university.

To ensure privacy, your name will not be used in any type of publication and your participation will remain completely confidential. School identification codes will be used to match the survey responses with GPA. Collection of participants GPA will be used to measure a functioning transition period into college life. Your identity will be kept confidential to the extent provided by law. The list connecting your name to this ID number will be kept in a locked file in my faculty supervisor's office. When the study is completed and the data have been analyzed, the list will be destroyed. Your name will not be used in any report. Please contact Jason Davis with any questions or concerns.

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

Participant: ____________________________  Date: _________________

If you have any questions about your rights as a participant in this research, or if you feel you have been placed at risk, you can contact Dr. Bart Weathington, Chair of the Institutional Review Board, at 423-425-4289. Additional contact information is available at www.utc.edu/irb. **If you wish to utilize any counseling services you can contact UTC’s Counseling and Personal Development Center in 338 University Center or at 423-425-4438.**

Sincerely,

Jason L. Davis

wyh839@mocs.utc.edu
APPENDIX E

COMBAT EXPERIENCE DRRI-2
### SECTION D: COMBAT EXPERIENCES

The statements below are about your combat experiences during your most recent deployment. As used in these statements, the term “unit” refers to those you lived and worked with on a daily basis during deployment. Please mark how often you experienced each circumstance.

<table>
<thead>
<tr>
<th>While deployed…</th>
<th>Never</th>
<th>Once or twice</th>
<th>Several times over entire deployment</th>
<th>A few times each month</th>
<th>A few times each week</th>
<th>Daily or almost daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. …I went on combat patrols or missions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. …I took part in an assault on entrenched or fortified positions that involved naval and/or land forces.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. …I personally witnessed someone from my unit or an ally unit being seriously wounded or killed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. …I encountered land or water mines, booby traps, or roadside bombs (for example, IEDs).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. …I was exposed to hostile incoming fire.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. …I was exposed to “friendly” incoming fire.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7. …I was in a vehicle (for example, a “humvee”, helicopter, or boat) or part of a convoy that was attacked.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. …I was part of a land or naval artillery unit that fired on enemy combatants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>9. …I personally witnessed enemy combatants being seriously wounded or killed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>10. …I personally witnessed civilians (for example, women and children) being seriously wounded or killed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>11. …I was injured in a combat-related incident.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>12. …I fired my weapon at enemy combatants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>13. …I think I wounded or killed someone during combat operations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>14. …I was involved in locating or disarming explosive devices.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>15. …I was involved in searching or clearing homes, buildings, or other locations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Question</td>
<td>Never</td>
<td>Once or twice</td>
<td>Several times over entire deployment</td>
<td>A few times each month</td>
<td>A few times each week</td>
<td>Daily or almost daily</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------</td>
<td>---------------</td>
<td>--------------------------------------</td>
<td>------------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>16. ...I participated in hand-to-hand combat.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>17. ...I was involved in searching and/or disarming potential enemy combatants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
APPENDIX F

HEXACO-PI-R
On the following pages you will find a series of statements about you. Please read each statement and decide how much you agree or disagree with that statement. Then write your response in the space next to the statement using the following scale:

5 = strongly agree
4 = agree
3 = neutral (neither agree nor disagree)
2 = disagree
1 = strongly disagree

Please answer every statement, even if you are not completely sure of your response.

Please provide the following information about yourself.

Sex (circle): Female  Male
Age: _____ years
1. I would be quite bored by a visit to an art gallery.
2. I clean my office or home quite frequently.
3. I rarely hold a grudge, even against people who have badly wronged me.
4. I feel reasonably satisfied with myself overall.
5. I would feel afraid if I had to travel in bad weather conditions.
6. If I want something from a person I dislike, I will act very nicely toward that person in order to get it.
7. I'm interested in learning about the history and politics of other countries.
8. When working, I often set ambitious goals for myself.
9. People sometimes tell me that I am too critical of others.
10. I rarely express my opinions in group meetings.
11. I sometimes can't help worrying about little things.
12. If I knew that I could never get caught, I would be willing to steal a million dollars.
13. I would like a job that requires following a routine rather than being creative.
14. I often check my work over repeatedly to find any mistakes.
15. People sometimes tell me that I'm too stubborn.
16. I avoid making "small talk" with people.
17. When I suffer from a painful experience, I need someone to make me feel comfortable.
18. Having a lot of money is not especially important to me.
19. I think that paying attention to radical ideas is a waste of time.
20. I make decisions based on the feeling of the moment rather than on careful thought.
21. People think of me as someone who has a quick temper.
22. I am energetic nearly all the time.
23. I feel like crying when I see other people crying.
24. I am an ordinary person who is no better than others.
26. I plan ahead and organize things, to avoid scrambling at the last minute.
27. My attitude toward people who have treated me badly is "forgive and forget".
28. I think that most people like some aspects of my personality.
29. I don’t mind doing jobs that involve dangerous work.
30. I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed.
31. I enjoy looking at maps of different places.
32. I often push myself very hard when trying to achieve a goal.
33. I generally accept people’s faults without complaining about them.
34. In social situations, I'm usually the one who makes the first move.
35. I worry a lot less than most people do.
36. I would be tempted to buy stolen property if I were financially tight.
37. I would enjoy creating a work of art, such as a novel, a song, or a painting.
38. When working on something, I don't pay much attention to small details.
39. I am usually quite flexible in my opinions when people disagree with me.
40. I enjoy having lots of people around to talk with.
41. I can handle difficult situations without needing emotional support from anyone else.
42. I would like to live in a very expensive, high-class neighborhood.
43. I like people who have unconventional views.
44. I make a lot of mistakes because I don't think before I act.
45. I rarely feel anger, even when people treat me quite badly.
46. On most days, I feel cheerful and optimistic.
47. When someone I know well is unhappy, I can almost feel that person's pain myself.
48. I wouldn’t want people to treat me as though I were superior to them.
49. If I had the opportunity, I would like to attend a classical music concert.
50. People often joke with me about the messiness of my room or desk.
51. If someone has cheated me once, I will always feel suspicious of that person.
52. I feel that I am an unpopular person.
53. When it comes to physical danger, I am very fearful.
54. If I want something from someone, I will laugh at that person's worst jokes.
55. I would be very bored by a book about the history of science and technology.
56. Often when I set a goal, I end up quitting without having reached it.
57. I tend to be lenient in judging other people.
58. When I'm in a group of people, I'm often the one who speaks on behalf of the group.
59. I rarely, if ever, have trouble sleeping due to stress or anxiety.
60. I would never accept a bribe, even if it were very large.

Continue…
People have often told me that I have a good imagination.

I always try to be accurate in my work, even at the expense of time.

When people tell me that I’m wrong, my first reaction is to argue with them.

I prefer jobs that involve active social interaction to those that involve working alone.

Whenever I feel worried about something, I want to share my concern with another person.

I would like to be seen driving around in a very expensive car.

I think of myself as a somewhat eccentric person.

I don’t allow my impulses to govern my behavior.

Most people tend to get angry more quickly than I do.

People often tell me that I should try to cheer up.

I feel strong emotions when someone close to me is going away for a long time.

I think that I am entitled to more respect than the average person is.

Sometimes I like to just watch the wind as it blows through the trees.

When working, I sometimes have difficulties due to being disorganized.

I find it hard to fully forgive someone who has done something mean to me.

Sometimes I feel that I am a worthless person.

Even in an emergency I wouldn't feel like panicking.

I wouldn't pretend to like someone just to get that person to do favors for me.

I’ve never really enjoyed looking through an encyclopedia.

I do only the minimum amount of work needed to get by.

Even when people make a lot of mistakes, I rarely say anything negative.

I tend to feel quite self-conscious when speaking in front of a group of people.

I get very anxious when waiting to hear about an important decision.

I’d be tempted to use counterfeit money, if I were sure I could get away with it.

I don't think of myself as the artistic or creative type.

People often call me a perfectionist.

I find it hard to compromise with people when I really think I’m right.

The first thing that I always do in a new place is to make friends.

I rarely discuss my problems with other people.

I would get a lot of pleasure from owning expensive luxury goods.

Continue…
I find it boring to discuss philosophy.

I prefer to do whatever comes to mind, rather than stick to a plan.

I find it hard to keep my temper when people insult me.

Most people are more upbeat and dynamic than I generally am.

I remain unemotional even in situations where most people get very sentimental.

I want people to know that I am an important person of high status.

I have sympathy for people who are less fortunate than I am.

I try to give generously to those in need.

It wouldn’t bother me to harm someone I didn’t like.

People see me as a hard-hearted person.
APPENDIX G

PGWBI
Psychological General Well Being Index

1. How have you been feeling in general during the past month?
   - In excellent spirits………………………………………………………………… □ 5
   - In very good spirits………………………………………………………………… □ 4
   - In good spirits mostly……………………………………………………………… □ 3
   - I have been up and down in spirits a lot……………………………………… □ 2
   - In low spirits mostly……………………………………………………………… □ 1
   - In very low spirits………………………………………………………………… □ 0

2. How often were you bothered by any illness, bodily disorder, aches or pains during the past month?
   - Every day…………………………………………………………………………… □ 0
   - Almost every day…………………………………………………………………… □ 1
   - About half of the time……………………………………………………………… □ 2
   - Now and then, but less than half the time……………………………………… □ 3
   - Rarely………………………………………………………………………………… □ 4
   - None of the time…………………………………………………………………… □ 5

3. Did you feel depressed during the past month?
   - Yes – to the point that I felt like taking my life………………………………… □ 0
   - Yes – to the point that I did not care about anything………………………… □ 1
   - Yes – very depressed almost every day………………………………………… □ 2
   - Yes – quite depressed several times…………………………………………… □ 3
   - Yes – a little depressed now and then………………………………………… □ 4
   - No – never felt depressed at all………………………………………………… □ 5

4. Have you been in firm control of your behaviour, thoughts, emotions or feelings during the past month?
   - Yes, definitely so…………………………………………………………………… □ 5
   - Yes, for the most part……………………………………………………………… □ 4
   - Generally so………………………………………………………………………… □ 3
   - Not too well…………………………………………………………………………… □ 2
   - No, and I am somewhat disturbed……………………………………………… □ 1
   - No, and I am very disturbed……………………………………………………… □ 0

5. Have you been bothered by nervousness or your “nerves” during the past month?
   - Extremely so – to the point where I could not work or take care of things…… □ 0
   - Very much so………………………………………………………………………… □ 1
   - Quite a bit…………………………………………………………………………… □ 2
6. **How much energy, pep, or vitality did you have or feel during the past month?**

- Very full of energy – lots of pep: □ 5
- Fairly energetic most of the time: □ 4
- My energy level varied quite a bit: □ 3
- Generally low in energy or pep: □ 2
- Very low in energy or pep most of the time: □ 1
- No energy or pep at all – I fell drained, sapped: □ 0

7. **I felt downhearted and blue during the past month.**

- None of this time: □ 5
- A little of the time: □ 4
- Some of the time: □ 3
- A good bit of the time: □ 2
- Most of the time: □ 1
- All of the time: □ 0

8. **Were you generally tense or did you feel any tension during the past month?**

- Yes – extremely tens, most or all of the time: □ 0
- Yes – very tense most of the time: □ 1
- Not generally tense, but did feel fairly tense several times: □ 2
- I felt a little tense a few times: □ 3
- My general tension level was quite low: □ 4
- I never felt tense or any tension at all: □ 5

9. **How happy, satisfied, or pleased have you been with your personal life during the past month?**

- Extremely happy – could not have been more satisfied or pleased: □ 5
- Very happy most of the time: □ 4
- Generally satisfied, pleased: □ 3
- Sometimes fairly happy, sometimes fairly unhappy: □ 2
- Generally dissatisfied or unhappy: □ 1
- Very dissatisfied or unhappy most or all the time: □ 0

10. **Did you feel healthy enough to carry out the things you like to do or had to do during the past month?**

- Yes – definitely so: □ 5
- For the most part: □ 4
- Health problems limited me in some important ways: □ 3
- I was only healthy enough to take care of myself: □ 2
- I needed some help in taking care of myself: □ 1
I needed someone to help me with most or all of the things I had to do.......... 0

11. Have you felt so sad, discouraged, hopeless, or had so many problems that you wondered if anything was worthwhile during the past month?

Extremely so – to the point that I have just about given up.......................... 0
Very much so.............................................................................................................. 1
Quite a bit...................................................................................................................... 2
Some – enough to bother me....................................................................................... 3
A little bit....................................................................................................................... 4
Not at all....................................................................................................................... 5

12. I woke up feeling fresh and rested during the past month.

None of the time.......................................................................................................... 0
A little of the time......................................................................................................... 1
Some of the time........................................................................................................... 2
A good bit of the time................................................................................................... 3
Most of the time........................................................................................................... 4
All of the time.............................................................................................................. 5

13. Have you been concerned, worried, or had any fears about your health during the past month?

Extremely so.............................................................................................................. 0
Very much so............................................................................................................... 1
Quite a bit..................................................................................................................... 2
Some, but not a lot....................................................................................................... 3
Practically never......................................................................................................... 4
Not at all....................................................................................................................... 5

14. Have you had any reason to wonder if you were losing your mind, or losing control over the way you act, talk, think, feel or of your memory during the past month?

Not at all..................................................................................................................... 5
Only a little................................................................................................................... 4
Some – but not enough to be concerned or worried about.......................................... 3
Some and I have been a little concerned.................................................................... 2
Some and I am quite concerned.................................................................................. 1
Yes, very much so and I am very concerned.............................................................. 0

15. My daily life was full of things that were interesting to me during the past month.

None of the time.......................................................................................................... 0
A little of the time......................................................................................................... 1
Some of the time........................................................................................................... 2
A good bit of the time................................................................................................... 3
Most of the time........................................................................................................... 4
All of the time.............................................................................................................. 5
16. **Did you feel active, vigorous, or dull, sluggish during the past month?**

   - Very active, vigorous every day ................................................................. ☐ 5
   - Mostly active, vigorous – never really dull, sluggish .................................... ☐ 4
   - Fairly active, vigorous – seldom dull, sluggish ........................................... ☐ 3
   - Fairly dull, sluggish – seldom active, vigorous ........................................... ☐ 2
   - Most dull, sluggish – never really active, vigorous .................................... ☐ 1
   - Very dull, sluggish every day ........................................................................ ☐ 0

17. **Have you been anxious, worried, or upset during the past month?**

   - Extremely so – to the point of being sick or almost sick .............................. ☐ 0
   - Very much so .................................................................................................. ☐ 1
   - Quite a bit ......................................................................................................... ☐ 2
   - Some – enough to bother me ........................................................................... ☐ 3
   - A little bit .......................................................................................................... ☐ 4
   - Not at all .......................................................................................................... ☐ 5

18. **I was emotionally stable and sure of myself during the past month.**

   - None of the time .............................................................................................. ☐ 0
   - A little of the time ............................................................................................ ☐ 1
   - Some of the time .............................................................................................. ☐ 2
   - A good bit of the time .................................................................................... ☐ 3
   - Most of the time .............................................................................................. ☐ 4
   - All of the time ................................................................................................. ☐ 5

19. **Did you feel relaxed, at ease or high strung, tight, or keyed-up during the past month?**

   - Felt relaxed and at ease the whole month ..................................................... ☐ 5
   - Felt relaxed and at ease most of the time ...................................................... ☐ 4
   - Generally felt relaxed but at times felt fairly high strung .............................. ☐ 3
   - Generally felt high strung but at times felt fairly relaxed ......................... ☐ 2
   - Felt high strung, tight, or keyed-up most of the time .................................... ☐ 1
   - Felt high strung, tight, or keyed-up the whole month ................................. ☐ 0

20. **I felt cheerful, lighthearted during the past month.**

   - None of the time .............................................................................................. ☐ 0
   - A little of the time ............................................................................................ ☐ 1
   - Some of the time .............................................................................................. ☐ 2
   - A good bit of the time .................................................................................... ☐ 3
   - Most of the time .............................................................................................. ☐ 4
   - All of the time ................................................................................................. ☐ 5

21. **I felt tired, worn out, used up, or exhausted during the past month.**

   - None of the time .............................................................................................. ☐ 5
   - A little of the time ............................................................................................ ☐ 4
Some of the time. ................................................................. □ 3
A good bit of the time....................................................... □ 2
Most of the time............................................................... □ 1
All of the time.................................................................... □ 0

22. Have you been under or felt you were under any strain, stress, or pressure during the past month?

Yes – almost more than I could bear or stand............................................................ □ 0
Yes – quite a bit of pressure...................................................................................... □ 1
Yes, some – more than usual................................................................................... □ 2
Yes, some – but about usual..................................................................................... □ 3

Yes – a little....................................................................................... □ 4
Not at all.......................................................................................... □ 5
VITA

Jason Davis was born in Atlanta, Georgia to the parents of Cindy and Mike Davis. He is the first of two children, a younger sister named Jennifer. He attended Cornelia Elementary School, and Habersham Central High School. After graduation, Jason enlisted into the United States Marine Corps and served for four years. After being Honorably Discharged, he attended The University of Georgia where he completed his Bachelor of Science in Psychology in December 2012. Jason is currently completing his degree requirements in the Industrial-Organizational Psychology Master’s Program at The University of Tennessee at Chattanooga. He will graduate with a Master of Science degree in Psychology with a concentration in Industrial-Organizational Psychology in August 2015. Jason is continuing his education in I-O Psychology by pursuing a Ph.D. degree at Louisiana Tech University in the Fall of 2015.