

# STUDENTS REPORTING PSYCHOLOGICAL OR PSYCHIATRIC CONDITIONS

FINDINGS FROM THE BIG TEN MSL COALITION  
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## OVERVIEW

The Multi-Institutional Study of Leadership (MSL) examines student leadership values at institutional and national levels with specific attention to campus experience factors that influence leadership development in college students. The MSL survey questionnaire was adapted from the Socially Responsible Leadership Scale (SRLS; Tyree, 1998), which used the eight core values of the social change model (HERI, 1996). The instrument consists of over 400 variables, scales representing students' demographics, collegiate experiences, and key outcome measures.

In 2017, 9 of the 14 institutions in the Big 10 established a coalition as part of the data collection for the 2018 MSL. Participation in the coalition provided the opportunity for the creation of 10 custom questions and also afforded campuses the ability to combine data collected into a single coalition dataset. This co-mingling of data provides the ability to explore student outcomes on measures included in the MSL that may traditionally be too small to analyze on a single individual campus.

About 13% of the respondents reported that they have a disability, 59% of whom reported they had a psychiatric or psychological condition, which equates to about 7% of the total sample. As many campuses are seeing increases in student mental health needs, investigating the experiences of these students in co-curricular programs as well as their outcomes on leadership and associated measures may provide institutions with some useful considerations for their practice.

## SAMPLE & METHODOLOGY

Eight Big Ten institutions participated in the data-sharing aspect of the MSL coalition\*. The data analyzed in this report are the responses from the random sample of n = 4,000 undergraduate students provided by each institution (combined response rate for included institutions: 22.8%). SoundRocket compiled the data analyzed in this report. Descriptive statistics and testing of group differences were conducted by Sophie Tullier (Maryland) using ANCOVAs and t-tests.

### Big Ten Coalition Members Represented in Report



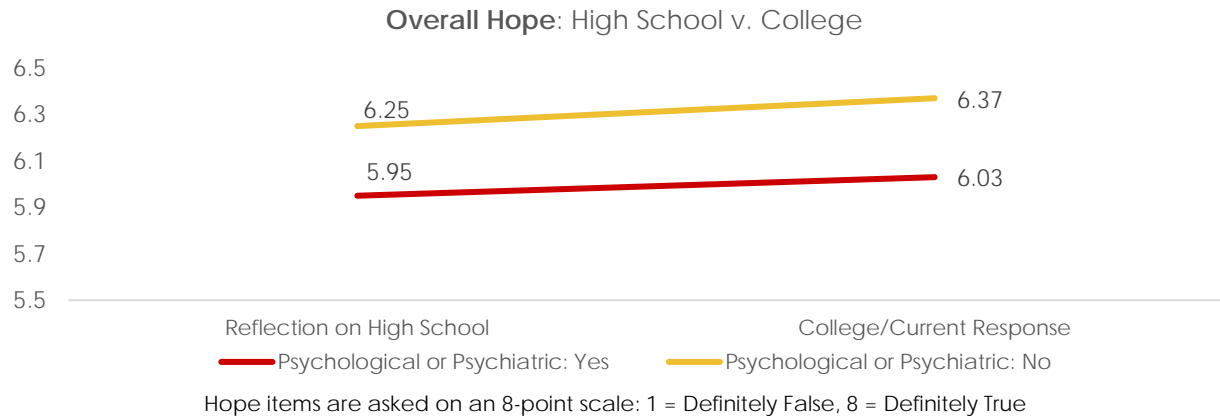
## KEY QUESTIONS & FINDINGS: DESCRIPTIVES

### Of the respondents reporting they have a disability, which conditions are the most prevalent? (DEM11)

1. Psychiatric or psychological condition  
n = 387 | 58.8% of those reporting a disability; 7.4% of respondents
2. Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)  
n = 190 | 28.9% of those reporting a disability; 3.6% of respondents
3. Blind/Visual Impairment  
n = 83 | 12.6% of those reporting a disability; 1.6% of respondents
4. Medical (e.g., diabetes, severe asthma)  
n = 80 | 12.2% of those reporting a disability; 1.5% of respondents
5. Learning disability  
n = 48 | 7.3% of those reporting a disability; 0.9% of respondents

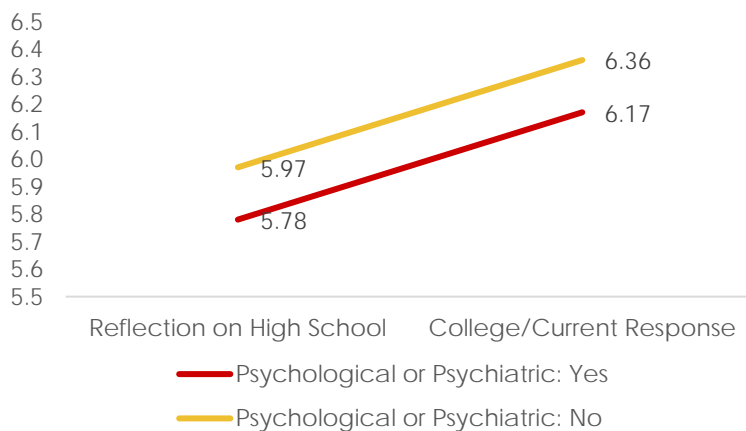
## KEY QUESTIONS & FINDINGS: GROUP DIFFERENCES (HOPE OUTCOMES)

The MSL included items regarding students' reflections on their level of hope in high school as well as their general level of hope in college, combining two conceptually different aspects of hope: agency and pathways. Hope-Agency items are focused on students' belief and determination in pursuing their goals ("I have been pretty successful in life") while Hope-Pathways items focus on students' understanding that they can navigate challenges they may face ("Even when others get discouraged, I know I can find a way to solve a problem"). Comparing the responses of students who reported a psychological or psychiatric condition to those who did not, there are statistical differences in their overall hope scores as measured on the MSL.

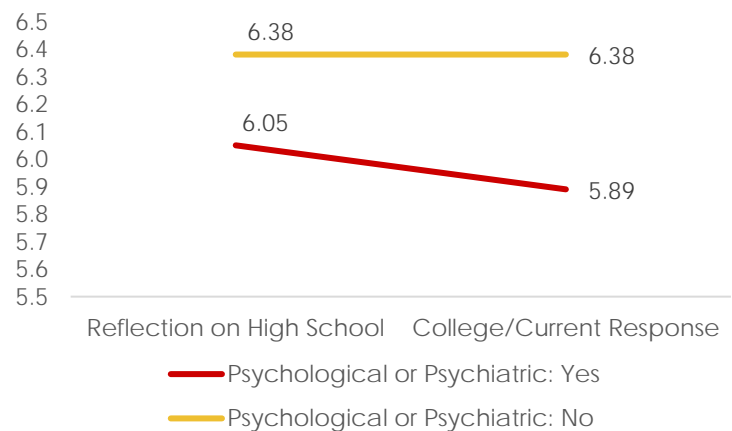


Examining the responses suggests that students reporting these conditions have lower overall hope scores than students reporting they do not have these conditions. For the overall hope scores and the Hope-Pathways scores, students in both groups reported higher scores in college than they did when reflecting on their high school experiences. Similarly, the rate of growth did not differ between these two groups for either Hope-Pathways or overall hope scores. Hope-Agency scores however, suggest a different story. Students reporting psychiatric and psychological conditions indicated their level of Hope-Agency decreases while in college, while their peers without these conditions reported no change in their scores.

### Hope-Pathways: High School v. College



### Hope-Agency: High School v. College



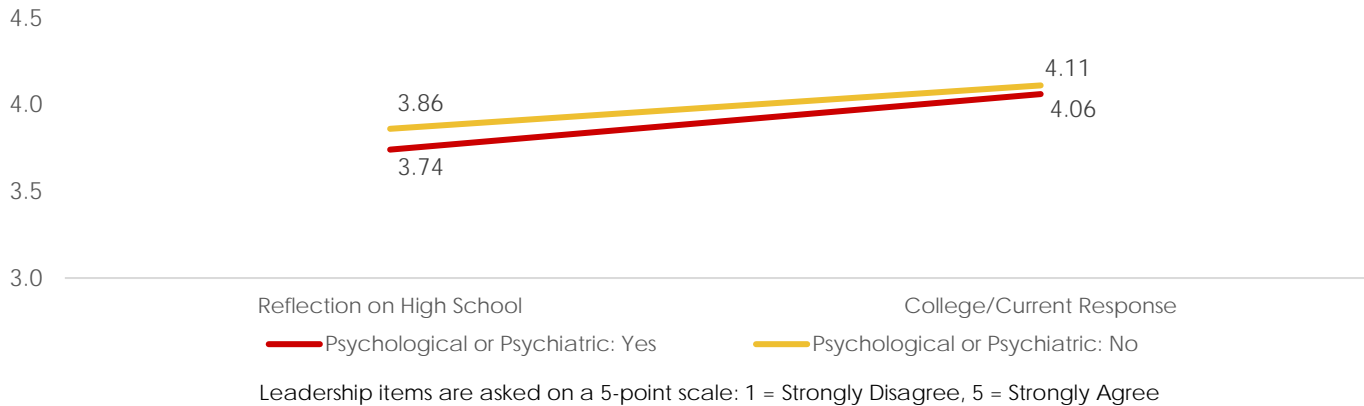
The "reflection on high school" scores are from the hope quasi-pretest items: Hope-Pathways (1 item) and Hope-Agency (2 items).

Practitioners working with students who disclose their psychological or psychiatric conditions may consider highlighting the growth students report around managing challenges (Hope-Pathways) while being attuned to the challenges students may be facing in meeting the goals they set for themselves (Hope-Agency).

## KEY QUESTIONS & FINDINGS: GROUP DIFFERENCES (SOCIALLY RESPONSIBLE LEADERSHIP OUTCOMES)

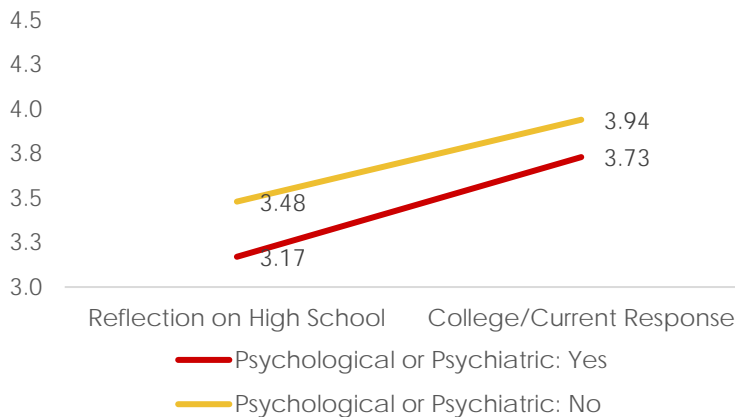
Despite differences in which students with and without psychiatric and psychological conditions report their hope-orientation, an examination of socially responsible leadership scores exhibits a different pattern. Students reporting psychiatric or psychological conditions report statistically different leadership capacity scores when reflecting on their high school experience and report a higher rate of *growth* than students without these conditions. Reflecting on their current capacity for socially responsible leadership, students indicating they have a psychological or psychiatric condition report overall leadership capacity scores that are not statistically different from their peers.

**Overall Leadership Capacity: High School v. College**

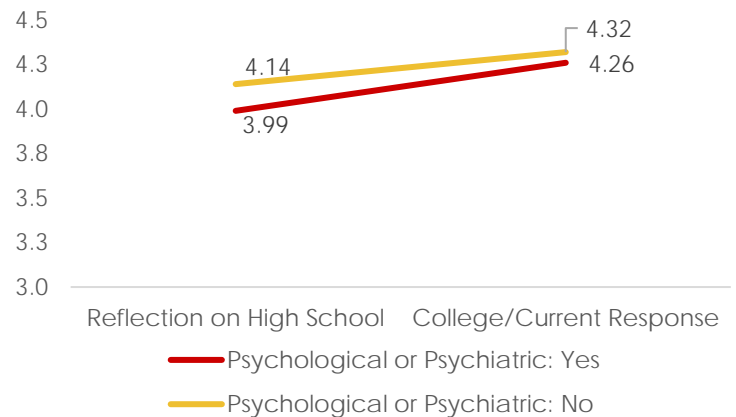


Similar to the overall hope scale, the socially responsible leadership capacity scale is comprised of a number of subscales. Comparing students' outcomes on each of the socially responsible leadership capacity outcomes suggests that there are some limited differences on students' scores on the following subscales: Consciousness of Self and Commitment at the time of the survey. Students reporting psychiatric or psychological conditions reported lower Consciousness of Self scores both reflecting on high school and at the time of the survey, although they report similar rates of growth as students who did not report these conditions. The Commitment scale shows a similar relationship, although students reporting psychiatric or psychological conditions do report a higher rate of growth on this subscale.

**Consciousness of Self: High School v. College**



**Commitment: High School v. College**



Note that the "reflection on high school" scores are from a single item quasi-pretest specific to that subscale.

## SUMMARY OF FINDINGS

There are some differences in students' reported Hope and Socially Responsible Leadership based on whether or not they reported a psychiatric or psychological condition. These analyses highlight important themes to consider. First, students reporting a psychiatric or psychological condition exhibit lower hope scores than their peers. However, like their peers, these scores tend to increase from their reflections on high school to the point at which they took the survey, with the notable difference of their Hope- Agency scores, which appear to decrease over time. Below, the results of t-test analyses on the specific items included in the subscales can be found.

A second important findings from this investigation is the lack of a difference in students' overall Socially Responsible Leadership Capacity. Despite generating lower scores when reflecting on their high school experience, these differences are eliminated when comparing the college level leadership outcomes. However, when exploring the subscales associated with Socially Responsible Leadership Capacity, there are two subscales on which students with psychiatric or psychological conditions score differently: Consciousness of Self and Commitment. In the table presented below, it is important to note that these students do not always score lower than their peers on the specific items included in these scales.

	PSYCHIATRIC/ PSYCHOLOGICAL CONDITION: YES (Mean)	PSYCHIATRIC/ PSYCHOLOGICAL CONDITION: NO (Mean)	P-VALUE	STUDENTS REPORTING CONDITIONS: HIGHER/ LOWER THAN PEERS
<b>Hope-Pathways</b>	<b>6.17</b>	<b>6.36</b>	<b>p = 0.003</b>	
<i>I can think of many ways to get out of a jam.</i>	6.29	6.33	p = 0.588	
<i>There are lots of ways around any problem.</i>	6.48	6.53	p = 0.429	
<i>I can think of many ways to get the things in life that are important to me.</i>	<b>6.05</b>	<b>6.37</b>	<b>p &lt; 0.000</b>	
<i>Even when others get discouraged, I know I can find a way to solve a problem.</i>	<b>5.86</b>	<b>6.21</b>	<b>p &lt; 0.000</b>	
<b>Hope-Agency</b>	<b>5.89</b>	<b>6.38</b>	<b>p &lt; 0.000</b>	
<i>I energetically pursue my goals.</i>	<b>6.00</b>	<b>6.44</b>	<b>p &lt; 0.000</b>	
<i>My past experience have prepared me well for my future.</i>	<b>6.12</b>	<b>6.49</b>	<b>p &lt; 0.000</b>	
<i>I've been pretty successful in life.</i>	<b>5.74</b>	<b>6.32</b>	<b>p &lt; 0.000</b>	
<i>I meet the goals I set for myself.</i>	<b>5.71</b>	<b>6.26</b>	<b>p &lt; 0.000</b>	
<b>Overall Hope</b>	<b>6.03</b>	<b>6.37</b>	<b>p &lt; 0.000</b>	
	n = 378 - 385	n = 4918 - 4996		

## SUMMARY OF FINDINGS

	PSYCHIATRIC/ PSYCHOLOGICAL CONDITION: YES (Mean)	PSYCHIATRIC/ PSYCHOLOGICAL CONDITION: NO (Mean)	P-VALUE	STUDENTS REPORTING CONDITIONS: HIGHER/ LOWER THAN PEERS
<b>Consciousness of Self</b>	3.73	3.94	$p < 0.000$	
<i>I am able to articulate my priorities.</i>	3.93	4.07	$p = 0.004$	
<i>I am usually self-confident.</i>	3.08	3.66	$p < 0.000$	
<i>I know myself pretty well.</i>	3.86	4.05	$p < 0.000$	
<i>I could describe my personality.</i>	3.78	3.98	$p = 0.001$	
<i>I can describe how I am similar to other people.</i>	3.99	3.99	$p = 0.988$	
<i>I am comfortable expressing myself.</i>	3.67	3.84	$p = 0.006$	
<b>Congruence</b>	4.19	4.18	$p = 0.799$	
<b>Commitment</b>	4.26	4.32	$p = 0.041$	
<i>I am willing to devote the time and energy to things that are important to me.</i>	4.38	4.43	$p = 0.204$	
<i>I stick with others through difficult times.</i>	4.42	4.26	$p < 0.000$	
<i>I am focused on my responsibilities.</i>	4.04	4.21	$p < 0.000$	
<i>I can be counted on to do my part.</i>	4.33	4.39	$p = 0.105$	
<i>I follow through on my promises.</i>	4.17	4.28	$p = 0.003$	
<i>I hold myself accountable for responsibilities I agree to.</i>	4.23	4.34	$p = 0.003$	
<b>Collaboration</b>	4.13	4.14	$p = 0.599$	
<b>Controversy with Civility</b>	4.23	4.20	$p = 0.203$	
<b>Citizenship</b>	3.85	3.87	$p = 0.656$	
<b><u>Overall Measure of Leadership Capacity</u></b>	4.06	4.11	$p = 0.087$	
	n = 369 - 386	n = 4802 - 5100		

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\*Wisconsin participated in the Big Ten coalition, but not data sharing. Due to this, their random sample data is not included.