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Single Sex versus Coeducational Colleges: Who wins the self-esteem battle?

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Running Head: SINGLE SEX VERSUS COEDUCATIONAL

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*Pseudonyms were used to ensure anonymity of the interviewees.

Abstract

This study is a comparison of self-esteem between female students in their senior year at Wellesley College and Trinity College. An online survey incorporating the Rosenberg Scale for Self-Esteem was administered to the participants at each school. The participants' levels of self-esteem were calculated independently, revealing that females at each school have comparable levels of self-esteem. Additionally, the qualitative responses from the open-ended survey questions show the significance of the school climate in determining a female's level of self-esteem. Although each school differed in how the students reported that their self-esteem was strained, the same factors were mentioned across all students for what enhances their self-esteem.

History of Women's Colleges

Historically, women were barred from higher education and waited nearly two centuries for the opportunity to pursue a collegiate education. Females struggled against burdensome stereotypes doubting their abilities, "The colonial view of woman was simply that she was intellectually inferior-incapable, merely by reason of being a woman, of great thoughts. Her faculties were not worth training. Her place was in the home, where man assigned her a number of useful functions" (Rudolph, 1962, pp. 307-308). Initially, females were only admitted into single sex colleges. These schools varied extensively in terms of purpose, location, admissions policies, and quality. Some were seen as finishing schools while others had rigorous academic programs that compared to the Ivy Leagues (Langdon, 2001). Biases still existed claiming that the males' colleges were more prestigious than the all female colleges, and the pressure to transition to coeducational colleges was eventually felt. The shift to mixed sex classrooms was

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economically driven because the admittance of females enlarged the applicant pool of traditionally male colleges. By 1880, women made up 33% of the undergraduate college population at women's colleges and co-educational colleges. As on 1979, half of all college students were female (2001).

Campus Climate: How Males' Presence Makes a Difference

Previous research regarding gender and college has revealed the significant role that the school's environment plays in determining a female's attitudes and academic experience. One particular study used data from the National Longitudinal Study of the High School Class of 1972 and compared the reports of women who had attended a women's college for one to six years with women who had only attended a coeducational school (Riordan, 1994). While discussing co-ed schools, females reported, "Among other things, they found that the "chilly climate" discourages female students from participating in class, dampens career aspirations, undermines their self-confidence, prevents them from seeking help outside of class, and causes them to drop or avoid certain "sexist" classes" (Riordan, 1994, p. 490). This study shows how males' presence in the academic setting affects multiple aspects of the college experience, including self-perceptions and academics. The study reveals how lower self-esteem could be connected to a lower performance in the classroom and less ambitious career goals, revealing multiple factors that may lead to a female's less positive self-perception.

One influential component that dictates much of the school climate is the faculty as they encourage the atmosphere of the classroom through their approach to instructing each gender. One particular study entitled "The Role of gender in College Classroom Interactions: A Social Context Approach" retrieved data from a former women's college

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transition to a coeducational institution which included observations of the faculty members that now had to instruct mixed sex classrooms (Canada & Pringle, 1995). Professor-initiated interactions decreased with the presence of males as, "The behaviors of females students and of both male and female professors were strongly related to whether or not male students were present in the classroom" (Canada & Pringle, 1995, p. 179). Another study comparing the experience at four different types of colleges found similar results. The panel of participants included females from a women's college, a coordinate men's college, a long-time coeducational college, and one that recently became coeducational. It was more likely for the females at the women's college to have women faculty as instrumental role models that were highly encouraging of academic goals (Miller-Bernal, 1975). The role of faculty clearly is a determining factor of the effect of an all-women's college for a female, thus it is important to acknowledge their part of the school climate and their overall influence, which differs between the two types of schools.

As history has evolved and allowed for the collegiate education of females, it is important to acknowledge the emergence of gender inequalities that came out of the transition to mixed-sex campuses. As times have changed, new dilemmas have risen: "As we have seen, gender inequality in the United States is now less a matter of inequality in access, and more a matter of gender differentiation in educational experiences and outcomes" (Jacobs, 1996, p. 177). The college experience should not differ based on an individual's gender, and the college environment should be conducive to supporting, instructing, and guiding each of their students equally, regardless of whether they are male or female. Gose (1995) discusses how females specifically are

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impacted, "They show that in coed courses, teachers discriminate against females by calling on them less frequently than males and by taking what they say less seriously" (18). These studies have shown how men's presence influences the experience of women and offers multiple explanations for why this is happening.

The Benefits of an all Women's College

While previous research has revealed the negative influence of males' presence on a college campus, studies have also shown many positive benefits that come about from single-sex schooling for females. One study drew on data from 3,249 students from coeducational schools and 387 women from single sex schools (Kim & Alvarez, 1995). The females from the single sex colleges reported that their experience had a positive impact on their academics and self-perceptions, "[…] women only colleges appear to provide students better opportunities to be actively involved in student organization, to exercise leadership, and thus to improve their social self-confidence" (Kim & Alvarez, 1995, p. 661). This study shows how the schools allow for greater self-esteem because of the sorts of opportunities they offer, which may not be found as often in the stifling environment of the coeducational climate.

These opportunities presented to females in the single sex environment historically led to greater success in their occupations. Using the publication called *Who's Who in America,* which measured notable achiever production from the 1930's, "the small women's colleges produce achievers at 1.6 times the rate of the small coeducational schools, a figure only slightly less than the result for the entire group" (Smith, 1990, p. 798). This result is still seen today through the occupational aspirations of college students in single-sex schools, "Women's College Coalition reported that women's

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colleges place a higher value on women's career accomplishment and encourage their career aspirations by developing their self-confidence" (Kim & Alvarez, 1995, p. 644). This quotation shows how more attention to self-esteem is related to a greater focus on careers, because the latter depends a great deal on self-perceptions and how a woman interprets her capabilities. Graduates from single sex schools tend to be more successful and are rates more often as higher achievers because of the attention to careers that the colleges actually encourage. This is characteristic of female colleges reveals an additional benefit to attending a single sex school.

Single Sex Schools: Do they really deserve all of the credit?

Although there are multiple notable benefits of attending an all women's college, one has to wonder whether or not it is the school's influence or the individuals' personality that leads to all of these positive outcomes. It could be possible that all female colleges attract a certain type of person that is more apt to participate in class, have higher aspirations, and overall more self-confidence. Gose (1995) elaborates on this, "Trinity, for example, is one of several colleges that have offset sharp decline in its pool of 18 year old applicants by remaking itself as a college for older women" (17). This particular all women's Catholic college offers more weekend programs to cater to older women who may already be committed to a career. Older women are more likely to report higher levels of self-esteem because of their life experiences. Thus, the presence of men may be completely arbitrary and not affect the experience of a female who would act the same way regardless of whether or not males are on campus.

The idea of the individual personality playing a larger role than the actual impact of the school has also been investigated in previous research. One professor said, "There is

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much variation among women as between men and women. Some women are going to speak up, some aren't. Some are going to be thoughtful, some are going to be thoughtless" (Wilson, 1995, p. 18). This shows how a person's tendency to be more self-confident may be entirely separate from the school and just part of their nature. Thus, it is possible that the individual is more of a determining factor of self-perceptions than the school population and environment.

Previous research has compared the two types of schools and found few differences between them. One professor reported, "I can't get women to shut up at Smith, and I couldn't get women to shut up at the co-ed institutions I taught at, either" (Gose, 1995, p. 25). This faculty member may invite participation in a way that is more welcoming than other professors, regardless of the gender of the students in the class. This is an example of other factors that may influence the experience of a single sex classroom completely separate from gender. Ultimately, both types of schools may actually offer the same academic experience in a place of higher education and foster similar types of students.

This particular study elaborates on the past research comparing single sex and co-ed colleges by expanding upon the idea of self-perceptions by comparing two small liberal arts colleges. The research question is: How does attending a single sex school affect a female's self-confidence? Past studies have investigated how different factors, such as the campus climate, the faculty, and the genders present on campus influence a female's attitudes and self-perceptions. This research has led to the prediction that female students in their senior year at Wellesley will have higher levels of self-esteem than female students in their senior year at Trinity. This particular study furthers past research by focusing on two very similar schools and examining primarily self-esteem, giving greater

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insight into an this one specific aspect of a female's attitude and perceptions that previous research has not addressed independently of other factors.

Method

In order to study the self-esteem of females at each of these institutions, a survey was sent out to females in their senior year at Wellesley and Trinity. The survey was a combination of four different surveys regarding self-esteem, including the Rosenberg Scale for Self-Esteem, which is a ten-question tool that measures the level of an individual's self-esteem. The survey was posted electronically on surveymonkey.com where the participants were directed via a web link in order to complete the survey. Thirty-nine participants responded from Trinity and forty participants responded from Wellesley. Also, an interview was conducted with an alumna from each institution to illustrate the qualitative results quantitatively.

Results

Previous research comparing all female and coeducational colleges has highlighted the differences between the two types of institutions. The one crucial distinction between the two types of schools, the presence of male students, has been thought to drastically alter the college experience, self-perceptions, and occupational path of the female students. This study comparing female students at Trinity College and Wellesley College, though it initially set out to detect a difference in self-esteem, has found that the female students at these two types of institutions are actually quite similar regarding self-esteem. The results from the surveys taken by female students at both colleges show that the presence of males on campus does not negatively impact a student's self-esteem. Rather the campus climates, both socially and academically, are more significant factors

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in determining females' self-perceptions. In general, male counterparts were not found as a direct threat to females' self-esteem, but rather numerous gender-free variables were expressed.

Quantitative Results

Using the Rosenberg Scale for Self-Esteem, which was incorporated into each survey, the level of self-esteem was calculated for each individual participant. Then using the score regulations, scores below fifteen were labeled "Low self-esteem", scores between fifteen and twenty-five were labeled "Normal self-esteem", and scores higher than twenty-five were labeled "High self-esteem". At both schools, exactly twenty-three participants had "normal self-esteem", showing that there really is no significant difference between the two schools in terms of self-esteem among my sample of participants. At Trinity there were four females with low self-esteem, and at Wellesley there were five. At Trinity there were eleven participants with high self-esteem, and at Wellesley there were fourteen.

Rosenberg Scale for Self-Esteem Scores			
	Low Self-Esteem	Normal Self-Esteem	High Self-Esteem
Trinity College	4	23	11
Wellesley College	5	23	14

Thus, all of the categories had nearly the same number of females.   Although it is commonly believed females at single sex institutions believe that they have more self-esteem because of findings from prior research, these surveys show that they actually

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have comparable levels of confidence as women who attend coeducational institutions. Females at single sex schools may stereotypically be deemed the more confident women because of the abundance of prior research with this finding, but in actuality their scores show that this is not the case in this particular study. This implies that other factors on a college setting, factors other than gender, play a role in women's self-esteem.

The interviews conducted with an alumna from each of the two schools illustrate these findings. Whitney*, who graduated from Wellesley College in 1996, has received her Ph.D. and is currently a college professor. Theresa* graduated from Trinity College in 2000 and has also received her Ph.D. and is currently a college professor. When asked to describe her self-esteem in college, Theresa answered, "I felt very good and very confident about how hard I worked, and that was a source of pride for me." Whitney answered the same question, "I have always had tremendous confidence academically." Both of these women believed in their abilities, were high achievers, and it seemed that they left college with the same sort of positive perceptions about themselves.

The numerical results stated above surface a new approach to the topic of self-esteem, one that is not concerned with the gender of the student body. If males' presence does not influence a female's self-esteem, then what exactly does? The only significant finding was that more Trinity seniors felt positive about the extent to which they felt they had gained or made progress in functioning independently, without supervision, when reflecting over their four years in college, $F(1,77) = 6.22$, $p < .05$. Trinity actually encouraged a more independent and self-sufficient environment than Wellesley. Theresa elaborated on this part of her Trinity experience, "I think that self-esteem was not just something I possessed, but was in part my instructors encouraging
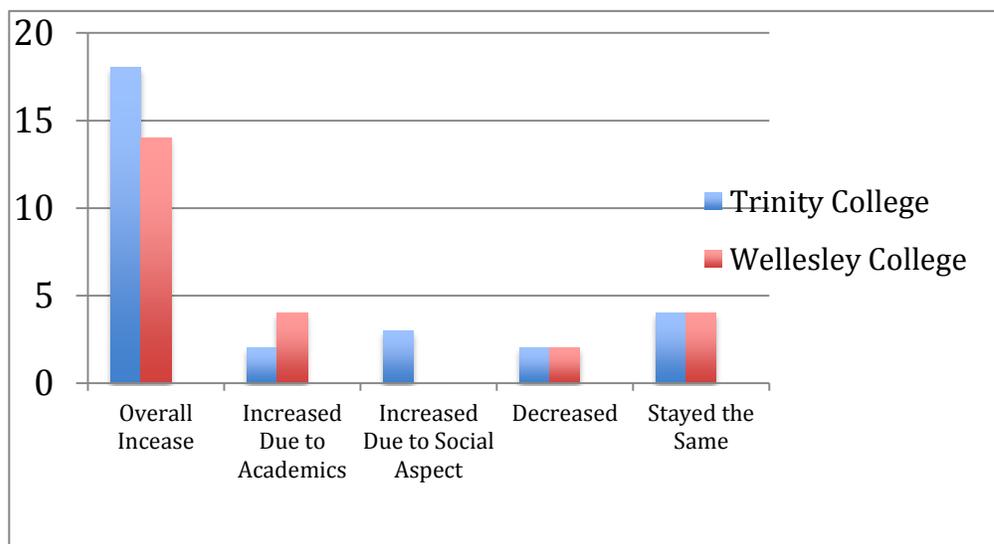
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me and forcing me to work hard. To try and take risks and push myself, and I really see that as an integral role, a reciprocal role in the classroom." This implies that there are actually more considerable variables that influence a female's self-esteem in college, such as the faculty and the academic environment. More than the gender make-up of the student body establishes the actual atmosphere of a school. This data not only shows the importance of the academic environment, but also implies that an even larger lens needs to be used to view precisely what on a college campus influences the students' self-perceptions.

Qualitative Results

At the end of the survey were two open-ended questions allowing the participants to freely respond with their own thoughts and ideas. Sixty-one participants responded to both of the questions. The first questions asked about how their self-esteem had changed over the four years to offer insight about how females attending these colleges may have felt about themselves before entering college. Rather, the results showed very similar findings in the self-esteem trend throughout college.

Figure 1. How self-esteem has changed over college years

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There was similarity in the number of responses that reported their self-esteem overall increased, decreased, or stayed the same. Only Trinity students stated that their self-esteem had increased due to a social aspect. The data does not show that the gender makeup of the college has no influence self-esteem; rather it shows that the seniors at the two schools have comparable levels of self-esteem. Based on Wilson's explanation of the importance of personality and variation among women, it could be possible that a different type of woman attends an all female college like Wellesley. Perhaps they actually have lower self-esteem, so the data revealing that they have comparable levels of self-esteem to their coed counterparts in their senior year of college means that their self-esteem improved over college. Alternatively, it is possible that for women with high self-esteem going into college it does not matter whether or not men are present because they are going to have high self-esteem. For women with low self-esteem it similarly doesn't matter because they are going to have low self-esteem regardless. The exception being women with normal self-esteem who could be influenced by men because their self-esteem is more sensitive to change because they are not at one drastic end of the spectrum.

Adapting a broader perspective to this idea of what influences college females' self-esteem allows one to take into account not only the academic world, but also the social aspect. The social environment emerges from student interaction and characterizes a great portion of the school's core. Without the students there would be no college. Thus, the student's attitudes and their lives, when they are not in class, is an important part of the college experience. The second open-ended question asked about the two

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major influences on their self-esteem over the four years of college. The written

responses showed that there are different ecological pressures between the two schools

that strain females' self-esteem. Although there are more social pressures at Trinity that

put a strain on a female's self-esteem, the classroom environment and academic success

have resulted in the same self-confidence as Wellesley seniors who experience less social

pressure. Wellesley seniors describe academic pressure and challenge of the curriculum

to be the culprit of what lowers their self-esteem. Men may negatively affect women in

the social environment at Trinity, but there is no direct link to that specific causation

since women at both schools overall have the same levels of self-confidence. Also, the

qualitative results did not allude to this claim as Trinity students rarely mentioned males

in their responses.

When asked to describe how their self-esteem has changed over the past four

years, women at Trinity attributed a decrease or negative impact on their self-esteem to

more social aspects. One female at Trinity said, "There have definitely been a few lulls

throughout this process during which I can recall feeling very depressed, at a total loss of

confidence (specifically, I can remember actively avoiding the long walk for fear of

running into people, etc.) I think this college in particular, but most small schools are

probably quite similar, exerts a lot of social pressure on its students (especially women)

and this can pose either a very rewarding or destructive force on their self-esteem."

Other responses reiterated this same sort of "abrasive" environment at Trinity where

females tend to be "judgmental". Perhaps the presence of males indirectly influences this

sort of relationship among females because of the competition to appear desirable to male

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students. A demanding curriculum or a competitive classroom environment was never mentioned as a source for low self-esteem.

On the contrary, Wellesley responses rarely mentioned relationships in a social context, but rather the competitive nature in an academic arena. One Wellesley woman said, "When I first entered college, my self-esteem dropped for awhile because I was surrounded by so many amazing students. I was no longer the smartest girl in my class." Many responses stated nearly the exact same response about the intimidating factor of being surrounded by the caliber of student that is accepted to a school like Wellesley. Different colleges have different settings and environments that influence self-perceptions. Self-esteem at Trinity, whether this is due to males or not, is damaged by the social sphere. At Wellesley, the cutthroat curriculum tests how a female feels about herself.

Although there is differentiation in how the schools test a female's self-perception, it appears that females' self-esteem is enhanced by the same factors across both schools. Females in both institutions felt that their self-esteem was enhanced by the same variables, showing that student body gender is truly arbitrary in terms of what makes females feel good about them selves. Again, this reinforces the claim that gender is not important, but rather it is the college climate that determines self-esteem. When asked to discuss two most important things that have shaped how you feel about yourself over their four years at college, women interpreted this to mean what have been the factors that have improved your self-esteem.

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Figure 2. Two factors that have been most important in influencing self-esteem
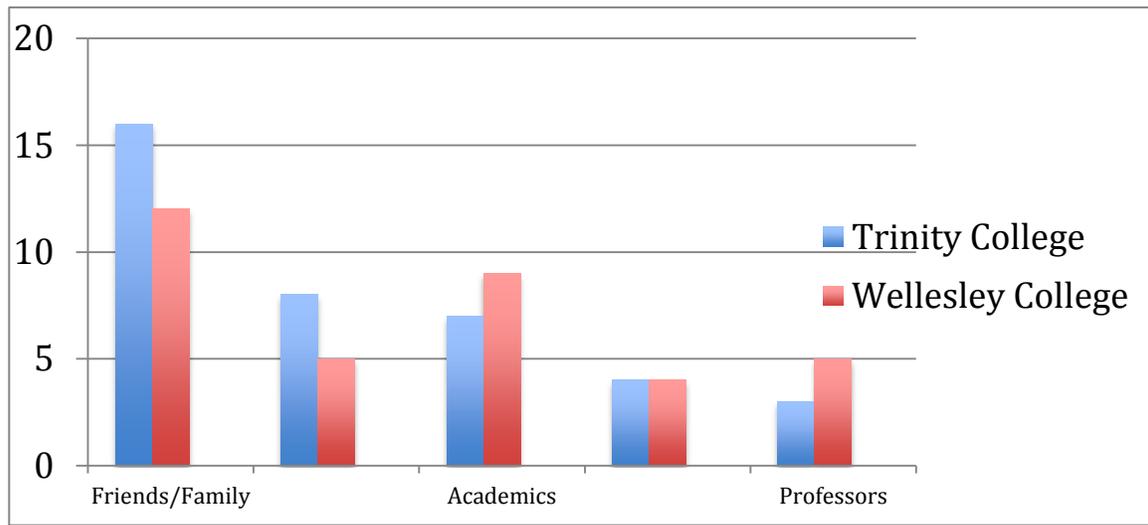
Women from both schools expatiate on how their family and friends, their supportive professors, academic successes, and abroad experience have magnified their self-esteem. One Trinity student wrote, "In terms of providing me with confidence, my best friends as well as encouraging professors have been the most integral." The Wellesley women wrote very similar responses about their "encouraging professors" and "inspiring classmates". A Wellesley senior write, "Going abroad, actually, made a really big difference in my self-esteem, but I think it was one that I was really prepared for by Wellesley." A Trinity student said, "Studying abroad in Cape Town and D.C. Both were significant learning experiences for me in various aspects." Although different things affect females' self-esteem negatively at Trinity and Wellesley, it is important to note that the same factors enhance their self-esteem. It is also important to point out that the factors discussed were part of the college environment, as well as personal relationships. Female students' self esteem is enhanced by reinforcement and encouragement from the people close to them at school and at home, as well as experiences that have given them

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the chance to be independent; going away to college and studying abroad were mentioned numerous times as opportunities that have allowed for increases in self-confidence.

The data and responses collected show that single sex schools do not actually graduate females with higher self-esteem. Rather, females at both single sex and coeducational colleges have the same self-esteem, but different parts of each school are influential for impacting self-esteem. Males' presence is not the deciding factor, which is an important implication when weighing the benefits of attending a single sex school. Females at Wellesley were more worried about schoolwork and their self-esteem was challenged more by academics, which may be a result of the competitive nature of the school's academic program and dwindling acceptance rates. At Trinity, the fellow students and the social environment appeared to pay a higher toll on a female's self-perception. This is not necessarily linked to the coeducational nature of the school, but rather may be due to the lower priority given to academics.

Limitations and Future Studies

There are several limitations in this study that reduce the extent to which the results can be generalized. Primarily, the small sample size of seventy-nine participants clearly restricts how the results about seniors at Wellesley and Trinity can be generalized to females at other colleges. The two specific schools that were surveyed also present a limitation because they only represent one type of single sex and co-educational college and there are many variations of institutions in each of those categories. Also, there are elements about each of these two schools that may have influenced the results. For example, Wellesley is ranked number four in the US News and World Report for Liberal Arts Colleges and Trinity is ranked thirty-third. The wide disparity between the two

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schools' academic programs could account for the difference in answers concerning what negatively influences a female's self-esteem. The large number of responses about the competitive classroom and intelligent classmates could be due to Wellesley's curriculum. If the study was repeated with schools on a more similar level then the results may be more reliable. Trinity and Wellesley also differ in geographic location and overall academic programs, which are important factors in determining the type of students that are attracted to the school. Future studies should conduct this research amongst more than two schools, as well as among more similar schools to rule out extraneous variables that may be influencing self-esteem. Comparing schools with similarity in acceptance rates and rankings would be the most important variable learned from this particular study where the academic disparity was illustrated in the qualitative results.

Another limitation that questions the validity of the results is the survey, which asked for a self-evaluation on self-esteem. Self-esteem is a difficult attribute to accurately assess of oneself, which is why the Rosenberg Scale for Self-Esteem is important to use because of the indirect nature of the questions regarding self-perceptions. Regardless, the questionnaire was still obvious in what it was measuring so people may have skewed their answers to appear as if they had higher self-esteem. Also, they were asked to reflect on their self-esteem over a four-year period, which is difficult to do because self-esteem fluctuates. Additionally, retrieving a memory from years ago makes it less likely that it is accurate. A more reliable study would send out a survey annually over a four year period to examine the females' levels of self-esteem as well as what is influencing their self-perceptions. This would give more precise levels of self-esteem for each year as well as more detailed responses from the participant reflecting on

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their self-esteem.   Especially since the findings showed there was no difference between the two types of schools in terms of self-esteem, a future study should question more about what influences self-esteem. A thorough evaluation on what determines how people feel about one self would give greater insight into self-esteem and why it was the same between the two schools.

The two interviews that were conducted were too few in number to draw claims from, but rather they were used to illustrate the quantitative results. In the future, it would in interesting to conduct multiple interviews with alumnae from each school to evaluate their self-esteem. It would be worthwhile to study whether or not there are differences between self-esteem in a female's senior year of college versus multiple years after college when they are employed and no longer on a campus environment surrounded by the study body. Also, qualitative data provides greater insight into the participant's thought process and could lead to more results.

Conclusion

The findings from this research comparing Wellesley and Trinity have implications for women's colleges and co-educational colleges in general. The theme of campus climate is significant for colleges to consider because it clearly has an effect on the student body. The difference in the answers from Wellesley and Trinity students shows how the school's atmosphere is multifaceted and made up of both the classroom environment as well as the social scene. In order to enhance their students' self-esteem, colleges must have a climate with positive reinforcement in the academic arena as well as a supportive student body who will console each other rather than create social pressures. Since the same factors increased self-esteem at both schools, schools should focus on

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providing those opportunities to assist in the self-esteem battle over the four-year span. For example, schools should have study abroad programs since numerous females cited their semester away as a time when their self-esteem grew. Although friends and family were mentioned the most, schools can still be instrumental in this facet by providing plenty of opportunities for first year students to meet each other and begin forming lasting friendships as well as providing social gatherings on campus where people can meet and spend time together.

The most crucial implication that schools can gain from this research is that self-esteem can be encouraged in a similar fashion at a school regardless of the gender of the student body. The two types of institutions studied may have had different kinds of negative effects on their students, but the same positive aspects were mentioned that could be improved and maintained by each school. College is a time for intellectual growth as well as self-discovery, and schools should acknowledge the importance of their students' self-perceptions and try to impact these perceptions in a positive manner.

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Survey Informed Consent

This study involves an investigation of self-perceptions at Trinity College. All responses in this study are completely confidential and anonymous and will be used only for research purposes. Participation in this project is completely voluntary and you are able to withdraw participation at any time without any penalty. This class project will help me learn more about females' self-confidence at Trinity College. There are no potential risks anticipated.   If you have any questions regarding this project or wish to have further information, feel free to contact Maria Dixon at maria.dixon@trincoll.edu.   If you understand the term of this study and wish to participate please click "I Accept" to begin the survey.

I Accept

I Decline

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What college do you attend?
Wellesley College
Trinity College

Please choose the most appropriate answer:
Strongly Disagree, Disagree, Agree, and Strongly Agree
1. I feel that I am a person of worth, at least on an equal plane with others.
2. I feel that I have a number of good qualities.
3. All in all, I am inclined to feel that I am failure.
4. I am able to do things as well as most other people.
5. I feel I do not have much to be proud of.
6. I take a positive attitude toward myself.
7. On the whole, I am satisfied with myself.
8. I wish I could have more respect for myself.
9. I certainly feel useless at times.
10. At times, I think I am no good at all.
11. When you have to say things in front of teachers, I usually feel shy.
12. My self-perceptions have changed over the course of college.
13. There lots of things about yourself you would like to change.
14. When I have to say things in front of other students, I usually feel foolish.
15. Other people often think that I tell lies.
16. I am more self-confident now than when I entered college.

Reflecting on your college experience up to now, to what extent do you feel you have gained or made progress in each of the following abilities or skills?

	Not at all	2	3	4	Great Extent
Understanding yourself: abilities, limitations, personality					
Developing self-esteem and confidence					
Learn on your own and pursue ideas					
Organize your time effectively					
Function independently, without supervision					
Lead and supervise tasks & groups					

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Unlike Me   Like Me

_____   _____I find it very hard to talk in front of a group.

_____   _____ It takes me a long time to get used to anything new.

_____   _____ I'm often sorry for the things I do.

_____   _____ I like to be called on when I am in a group.

_____   _____ I can make up my mind and stick to it.

Open-ended Questions:

How do you think your college's environment has influenced your self-esteem?

How do you think your college has tried to promote healthy self-perceptions and high self-esteem?

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*Pseudonyms were used to ensure anonymity of the interviewees.

Interview Informed Consent

This study involves an investigation of self-perceptions at Trinity College. All responses in this interview will be recorded, but they are completely anonymous and will be used only for research purposes. Participation in this project is completely voluntary and you are able to withdraw participation at any time without any penalty.   This class project will help me learn more about females' self-confidence at Trinity College. There are no potential risks anticipated. If you have any questions regarding this project or wish to have further   information, feel free to contact Maria Dixon at maria.dixon@trincoll.edu. If you understand the term of this study and wish to participate please initial below.

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Interview Questions

1. What kind of high school did you go to?
   a. Tell me a little bit about that experience.
2. What other schools did you apply to?
   a. Tell me about that decision making process.
3. One of the things that I'm looking at is how the social environment differs between all female schools and coeducational environment. Tell me about the social environment at your school.
4. What did you do on the weekends, etc?
   a. What were parties like?
   b. Were all of your friends women?
5. Did you take any leadership positions?
6. How do you feel that going to an all women's college has affected your self-esteem?
7. How would you describe your self-esteem in college?
   a. Did you generally feel pretty confident about your academic abilities and in your social life?
8. How did your self-esteem change over college?
   a. What were areas in which you felt more or less confident?
9. What have you done since college?
10. Do you feel that you have become more or less confident professionally, in family life, and in your social life?

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