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MEANINGS OF MOTIVES AND ROLES TO
A GROUP OF COLLEGE WOMEN

by

Helen Barbara Gray Karcz

A Thesis
submitted to the Faculty of Graduate Studies
through the Department of
Sociology and Anthropology in Partial Fulfillment
of the requirements for the Degree
of Master of Arts at
The University of Windsor

Windsor, Ontario, Canada

1981

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I welcome this opportunity to thank my family and friends for listening and being patient.

ABSTRACT

MEANINGS OF MOTIVES AND ROLES TO A GROUP OF COLLEGE WOMEN

by

Helen Barbara Gray Karcz

As an investigation of the dynamics of social motives in a sample of women currently enrolled in a General Secretarial program at a community college, this study has:

- explored the relationships among a variety of demographic and attitudinal factors with characteristics empirically associated with competence in life management skills, within the framework of D. C. McClelland's motivational constructs;
- explored the use of a variety of measuring instruments as predictors of a potential for superior performance in the world of work;
- explored the expectations of the sample of women to determine whether they reflect an identity in which an instrumental role (in Parson's terms) has salience;
- generated hypotheses from descriptive data which may indicate directions for further study.

This was an exploratory field study, controlled through the random selection and assignment of a part of the first year student population (limited to intermediate levels of

typing ability as defined by the Secretarial department). The design for the study is referred to by Campbell and Stanley as a "Recurrent Institutional Cycle Design" (1963: 57).

Open ended, essay type tests described as 'operant' measures by McClelland (1971) have been compared with standardized 'respondent' measures of cognitive and process skills and motivational management. The search for correlations between the costly operant and less expensive respondent measures has proven singularly unproductive. Telephone interviews conducted one year apart, in combination with certain aspects of the College Life Activities Questionnaire (CLAQ) have been more useful for assessment of the criterion variables (competence in life management skills).

The data demonstrate a broad range of behaviours related to motivation and role identity, such as goal setting, participation in activities enhancing goal achievement, and knowing how to find out about progress toward goal achievement. Achievement consciousness, while it is not the modality for this group, is exhibited in the behaviour of a few. Evidence from the study was used to create a typology of meanings of motives and roles consisting of two major categories--'bread-winners' and 'furniture buyers'. The age of the subjects and an element of the educational system (a faculty training program, Managing Motivation for Performance Improvement,

(MMfPI)), have been suggested as having a demonstrated impact on those meanings.

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LIST OF ABBREVIATIONS

CCAB	Comprehensive Cognitive Assessment Battery
PSE	Picture Story Exercise (revision of Murray's Thematic Apperception Test--TAT)
LSI	Learning Style Inventory
T of TA	Test of Thematic Analysis
A of A	Analysis of Argument
n Ach	need Achievement
n Aff	need Affiliation
n Pow	need Power
CLAQ	College Life Activities Questionnaire
ANSIE	Adult Nowicki Strickland Internal External Scale
Val. Ach	Value for Achievement
GPA	Grade Point Average
MMfPI	Managing Motivation for Performance Improvement

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CHAPTER I

INTRODUCTION

Statement of the Problem

A recent column by Ann Landers in The Windsor Star, (Feb. 4, 1981:E13) has provided us with an example of the perpetuation of the stereotype regarding women's motives and roles which is addressed by this study. According to Landers, a man whose "work is more important to him than me [his wife]", who "loves his work", is a "workaholic" who is simply "ambitious" and "not going to change". On the other hand, a woman who "manages to do everything except...spend time with her husband" is not a workaholic, nor ambitious, but "someone whose marriage has gone flat". It is difficult to avoid making the inference from this commentary that such an achievement orientation as is involved in "workaholism" is something women just can't have since they are only concerned with their close personal relationships.

Purpose

An assignment to evaluate the effects of a faculty training program, (Managing Motivation for Performance Improvement, MMfPI), on a group of first year General Secretarial students at a community college of applied arts and technology

provided the opportunity to study the meanings which motives and roles held for these women. Specifically, we were interested in the breadwinner or instrumental role, and the achievement motive, through which to shed some light on the validity of the stereotype expressed in Ann Landers' response cited above.

Theoretical Framework

For years, social scientists have been trying to understand the phenomenon of motivation, although a thoroughly acceptable theory does not exist on which explanations and predictions can be based. The work of Atkinson, (1964); deCharms, (1976); Veroff and Feld, (1970); and McClelland, (1961, '71, '73, '75, '78) toward the formulation of a theory, informs this thesis to a great extent.

Our interest was piqued by McClelland's call for research into the meanings of motivation arising from the apparent difference between male and female achievement arousal responses and risk taking levels. Veroff's statement regarding the "unitary" nature of McClelland's terminology is acknowledged (in Mednick, et al, ed. 1975:172). While it is not the primary purpose of this thesis to enter into debate regarding the social versus personal referents of achievement, the fact that such a debate exists must also be acknowledged at this point. Klemp's statements regarding the achievement motive and his use of the term efficiency as synonymous with achievement

provide the basis for our acceptance that McClelland's point of view regarding achievement/efficiency/efficacy is involved with successful competition with internal standards of excellence. (Klemp, in Vermilye ed., 1977)

While we use the terminology associated with McClelland's work, that is: need achievement (nAch); need affiliation, (nAff); and need power (nPow); we have taken some liberties based on McClelland's conclusions in defining achievement consciousness in terms of the action correlates of competent life management skills. In McClelland's own words:

[participants] said [motivation training] taught them to look at themselves more carefully, to see that some of their problems were in themselves rather than in the world and, based on their evaluation, to set goals they had a reasonable chance of achieving. That's an excellent measure of competence. (in Antonio and Ritzer, 1975:299-305)

Achievement, besides having its technical meaning to confuse us, is also a loaded word in terms of the social connotations attributed to it, such as success, and its equasion with prestige and money. These latter factors, in our opinion, are involved with issues more related to nPow* in McClelland's framework, especially in its personalized aspect which is described in his more recent works such as Power: The Inner Experience (1975). The characteristics and job satisfiers related to the motive constructs of McClelland are detailed in the following Theoretical Background chapter.

* See: List of Abbreviations, p. x.

Further stimulus to this research was in findings from a 1950's national study on the U.S. family cited by Veroff and Feld (1970) wherein making a living, an "instrumental" role (Parsons and Bales, 1955) was only meaningful to males/fathers at that time, while females/mothers were only concerned with the "expressive" role (ibid) involving socio-emotional concerns.

The contribution of Talcott Parsons to our understanding of the effects of the social structure upon the meanings of motives and self sufficiency to womens' lives today is elaborated upon in the Theoretical Background chapter as well as McClelland's framework for understanding motivation.

Data Analysis and Implications

Data from this study have been analysed in the light of the following questions:

- . Can a person who aspires to be a secretary ever be considered to be behaving consistent with an achievement orientation?
- . Is working for a living (an instrumental role) a salient part of a woman's identity in today's society?
- . Is role inconsistency less of a concern today than in the past?

It is the thesis of this study that these questions can be answered in the affirmative.

Implications from this research may conceivably impact on the attitudes of educators and others who are often responsible for perpetuating sex role stereotypes which are counterproductive to competent life management ability. Literature supporting the need for such a change in attitude is included in the final section of the second chapter. Also in that chapter is an overview of research cited by Mednick et al, ed. (1975); Unger, (1979); and Chapman and Hill, ed. (1971); some of which is indicative, in our opinion, of a misinterpretation of McClelland's construct (for instance: Weitzman, 1979; Oppenheimer, Hoffman, in Mednick et al, ed., 1975). Stein and Bailey's article in the same volume is cited. Their position is consistent with the stand taken in this study regarding this issue. Current newspaper and journal articles are cited which indicate trends which we consider examples of a changing social structure which offers the potential for role choices for both sexes.

Format

The tests and measurements used in the study are described in the Methods chapter, along with the design and details regarding the implementation of the project.

Findings are reported in separate sections of that chapter. Initially, the total sample is described in terms of modalities on measured characteristics. Those cases which are noticeably different from the mode are described separately.

The typology which follows these case studies is based on the finding that there was a clear difference in the sample on the dimension of commitment to work in terms of time and realistic expectations.

In the Discussion chapter, the findings are explained in terms of their impact on the performances of the sample members.

In the Conclusion, we comment on and summarize the formulations which emerged from the analysis. While there are limits to the inferences which can be made from such a sample, we have been able to provide the reader with some useful information about the possibilities and limitations of studying such a complex subject in a naturalistic field study.

CHAPTER II

THEORETICAL BACKGROUND
AND
REVIEW OF THE RESEARCH LITERATURE

Motivation

This chapter presents aspects of McClelland's theoretical framework which are most appropriate to this study. That is, the principles involved in developing and assessing the learning processes related to arousing achievement behaviour are focussed upon rather than the antecedent psychological experiments. For a complete background in the psychological aspects of the development of motivation theory, the reader is referred to J. W. Atkinson's An Introduction to Motivation (1964).

The sociological perspective from which we are looking at motivation is supported with reference to Talcott Parsons' theory on social structure and roles. The association of Parsons with McClelland seems reasonable in light of Parsons' praise of McClelland's work. He has stated for example, that McClelland's book, The Achieving Society (1961), is:

... a very significant contribution to the literature of social science ... It is most unusual for psychologists to develop this kind of interest and to converge so fully with sociological work in the area. (deCharms et al, 1976: dust jacket)

McClelland suggests that the model described by Dr. Heinz Heckhausen of the University of Bochum, Germany, best conforms to his own framework for understanding human motivation. This model (see Figure 1) is included here since it is a concise representation of the components of this complex phenomenon.

McClelland defines a motive as:

... the reintegration by a cue of a change in an affective situation. The word reintegration in this definition is meant to imply previous learning, and in his system all motives are learned. (in Chapman and Hill, 1971)

One problem in dealing with a review of research leading to the formulation of McClelland's framework for studying social motivation was noted by deCharms and Muir in their review (1978). They state that although much of the research is intuitively reasonable and productive of practical application, it is impossible to evaluate in terms of the positivistic philosophy of science. The major contributors to the field of motivation, according to deCharms and Muir, "have often frankly eschewed these positivistic methodological dictates". McClelland is described as "often cavalier in his methods" but dedicated to the goal of "knowing how to influence the future of mankind". Such "trends away from traditional, positivistic methodological concerns" indicate that some concerns alone are inadequate criteria for evaluating research on humans, and "research must be guided not only by the goal of increasing knowledge but also by the goal of gaining more

Situation (a. Opportunities (task characteristics) b. Limits (pre-existing arousal level))

{ Social aspects
Biological aspects }

Demands → Motive arousal, Intent → Reaction, Performance → Retrospective self evaluation → Prospective evaluation

Motive dispositions Incentive anticipation Incentive characteristics

Reinforcement theory a. Life consequences
Career Decision Making Attribution theory ↔ b. Stabilized attributions

a. n Achievement Expectancy of goal attainment

b. n Affiliation

cc. n Power

Self-evaluation theory ↔ c. Perceived opportunities

Motive development

(Ethology, learning, etc.)

Figure One: Framework for studying human motivation

(after Heinz Heckhausen, University of Bochum Ger.)

(in McClelland and Steele, ed. 1973: viii)

practical know-how". (ibid:92)*

The empirical research described by George Klemp informs this thesis to a great extent, and follows from McClelland's framework. According to Klemp:

Based on the evidence to date, the cognitive, interpersonal and motivational attributes of successful performers can all be observed in behaviour, and all of these skills can be taught. (*italics original*) (in Vermilye, ed., 1977:108)

Alternative Approaches to Motivation

Although we will not elaborate extensively on the various antecedent psychological studies related to achievement motivation, a brief review of some contributors which inform our selection of alternative measuring instruments follows.

Richard deCharms, who has worked with McClelland in developing his own educational strategies for enhancing motivation, has offered the following definition which we quote since it is useful to an understanding of McClelland's conceptualization:

*The following criteria described by Susman and Evered are related to this position (1978).

Statistical studies that relate two or more organizational variables may increase our understanding ... of organizations if: 1) the variables refer to things and events that can be defined independently of the variables to which they are to be related, and 2) the form of the relationship is invariant with respect to the definition of the situation in which the variables are imbedded ... These criteria are not met when one of the variables pertains to a planned intervention, i.e. human action in a social system.

We define a motive as a disposition to think, feel, and act in such a way as to attain and enjoy a particular class of incentives.

Usually these three elements of a motive go together (thought, feeling, action) and are of equal importance such as a child who thinks alot about achievement usually acts to achieve and feels satisfied when he (sic) does so. (deCharms et al, 1969)

In deCharms elaboration on the internal/external aspect of motivation, the controversy emerges over how to deal with the subjective, personal standards which are involved in the need for achievement concept. deCharms explanation involves two opposing concepts:

- 1) The cause or reason for a person's behaviour is sought within--that is--people are the ORIGINS of their own behaviour and responsible for it, or,
- 2) a person's behaviour is driven by external, physical sources or stimuli--the person is a PAWN. (deCharms, 1968)

deCharms finds McClelland's idea of nAch to be socially biased while his own origin/pawn concept is psychologically oriented. This idea of social bias is reflected in his criticism of McClelland's training programs as well. We will come back to this point later in the section dealing with Motivation Training.

Julian Rotter's locus of control concept also appears to deal with this element of internality/externality (1954). This is the theory that people either perceive of themselves as in control of the rewards of life or that the element of chance or luck is involved in what one gets out of life. Internality was thought to be related to the achievement

orientation described by McClelland and Stewart's Self Definition concept. However, McClelland has stated that it is because the measuring instrument for locus of control is a self-report measure and therefore more subject to social response bias that this relationship is difficult to demonstrate (see citation in Discussion chapter, p. 82). deCharms claims that his origin/pawn idea is distinct from Rotter's locus of control concept because in his (deCharms) construct, the perception of reward and reinforcement comes from affective satisfaction rather than material payoffs.

The measure suggested by Joseph Kahl and described in the Methods chapter, for determining achievement orientation was used in this study to see if it related to the n Ach motive as measured through the fantasy stories produced to the PSE. Kahl's comments are consistent with a sociological approach to the subject, for example he said:

It is necessary to control for levels of the system we are concerned with and then show how some individuals somehow learn values and display motivations and abilities that are sufficiently atypical to lead them toward another status. (1965)

With regard to the self report of achievement values, deCharms has found:

High achievement value (a consciously high desire for achievement) tends to be associated with conformity, a high valuation on expert authority and a low valuation on unsuccessful people. (1955)

Motivation Training

The aspect of McClelland's theoretical framework which is most important to this study is the statement that all motives are learned. It is on the basis of this assumption that the training programs such as Managing Motivation for Performance Improvement* have been developed. By training teachers in methods of arousing achievement motivation McClelland et al have found that the following three processes fostering learning involvement will occur: attention is insured by using novel and varied motivation training materials; participation is required in playing the games and filling out forms; feedback is provided on an individual basis through the use of training materials (McClelland, citing Kounin in McClelland and Steele ed. 1976).

The effect of motivation training on students is summarized as: "teaching them to manage their lives better, just as it taught teachers to manage their classrooms better" (ibid:509).

Figure two is included for reference regarding the behaviour correlates of motives. As suggested by McBer and Co.** lecture notes, evidence of these behaviours in our

* For a complete description of the MMfPI see the Interim Report on the Criteria, Selection and Evaluation of a Faculty Training Program, unpublished report available from author.

** McBer and Co. is a firm begun under the auspices of D. C. McClelland, in Boston, Mass. for the purpose of educational and managerial consultation regarding motivation.

Figure Two: Selected Characteristics of Individuals with High n Achievement, n Affiliation, n Power.
(from McBer and Co., lecture notes MMfPI)

Coding definition for imaginative productions	Concern to do better, to improve performance	Concern for establishing, maintaining, repairing, friendly relations	Concern with having impact with reputation and influence
Incentive	A moderately challenging risk	Opportunity to to with friends	Hierarchical or influence situation
Related Activities	Chooses and performs better at challenging tasks, prefers personal responsibility, seeks and uses feedback on performance quality, innovates to improve	Makes more local phone calls, visits, seeks approval, dislikes disagreeing strangers, better grades from a warm teacher	Accumulates "prestige" supplies, tries to convince others, more often an officer in voluntary organizations, plays more competitive sports, drinks more heavily
Organization Structure	Clear job rules and performance criteria, no red tape	Informal interaction and communication networks	Lines of authority and spheres of influence
Orientation to tasks	Opportunity to work alone and to be accountable for challenging tasks	Opportunity to work in groups or with people on helping or serving tasks	Opportunity to work through others in positions of prominence, authority
Job Satisfaction source	Responsibility growth	Praise, security	Status, recognition

sample has been examined in order to demonstrate whether their goals were to meet a need under one of the main motive categories.

Since McClelland's data were collected illuminating "his analysis of the different forms of achievement strivings in the two sexes", (1964) (cited in McClelland and Steele, 1973:213-214) there have been considerable changes in values and attitudes as shown in the newspaper items cited in the section on Social Change. We can only speculate at this time on what effect these changes have had on women and the implications of this effect on the findings of the many research studies conducted to resolve the issue. This study suggests that such changes are contributing to lessening of role conflict and manifestations of this sort of inconsistency such as Matina Horner's 'fear of success'.

Unger emphasizes that it is important to examine differences in motivation in terms of their service to the individual rather than social needs. In deploring the lack of career orientation or prestige occupational aspirations among women (e.g. Oppenheimer, Tangri, in Mednick et al ed. 1975; Horner, 1969) there is the implicit if not explicit tendency to encourage role reversal, which as Unger points out "will only place women in a dilemma that many men are beginning to recognize: living to work as opposed to working to live".

deCharms hints at his misgivings regarding McClelland's motivational change projects when he states that they have been

criticized for their direction toward improving entrepreneurial skills and making better businessmen out of participants. This criticism seems unwarranted in light of what participants have reported that they thought the training had done for them.

McClelland reports that:

... they said it taught them to look at themselves more carefully, to see that some of their problems were in themselves rather than in the world, and, based upon their evaluation, to set goals they had a reasonable chance of achieving. That's an excellent measure of competence. (in Antonio and Ritzer, 1975:299-305)

A comment similar to deCharms' criticism was made during a recent session of the Managing Motivation for Performance Improvement seminar (MMfPI) observed by the author. It was explained at that time that the goal-setting techniques being described might be applied equally effectively to taking a vacation as to doing a job. This conforms to deCharms' concern that "the instructional job is to help children (sic) become successful in achieving the goals they have set for themselves-- whatever they may be". (in Chapman and Hill, 1971:113)

McClelland and Alschuler have written extensively on the development and results of teacher training (Alschuler and Tabor, 1971; McClelland and Steel, 1973). Burruss (1979) has reported on the results of the Efficacy Program begun during the sixties at Harvard. He found that in this program with minority students, a reference group norm for achievement was effective in increasing grade point averages by one letter grade. deCharms' work in the elementary school system in

St. Louis resulted in higher levels on standardized tests among students taught in 'origin' climate classrooms (1976).

According to McClelland:

... the inference is inescapable that some kind of direct instruction in achievement motivation is essential if long range effects in pupil behaviour are to be obtained.
(in McClelland and Steele, 1973:502)

These "long term effects" or dependent variables have been described as everything from grade point average (Burruss, 1979; McKeachie, 1961) to leisure time and work related activities (Alschuler, 1971). For this study, we have gathered data on similar variables, for instance, responses to the telephone interviews and the College Life Activities Questionnaire informed us of the attention paid to goals; whether or not short term goals were reached; what activities were most often participated in at college, etc. In fact, we have acquired an embarrassment of riches in terms of data in some ways. At the same time, some issues emerged which point up the need for data on classroom interaction which was unavailable for this study. McKeachie's (1961) work is especially relevant to this point. It points up the complexities involved when one tries to sort out the sources of variance in college students achievement in motivational terms. In his attempt to determine the effects of a variety of motivational cues on performance, McKeachie was able to have observers in classrooms and conduct in-depth interviews with the thirty-one co-operating faculty regarding professional attitudes and teaching styles. The community college setting is less familiar with and therefore

less conducive to research of this nature than is the University of Michigan. As a result, a cautious, low profile approach was maintained throughout this project. So while we too are attempting to respond to McKeachie's argument for "research which tests out theoretical concepts in a naturalistic setting", we are at some disadvantage in our attempts at replication from research in more conducive settings.

McClelland found that training teachers in achievement arousal techniques such as those used in Managing Motivation for Performance Improvement (MMfPI) program ensures that three processes which have been found to foster learning will occur:

- 1) attention is insured by using novel and varied motivation training material;
- 2) participation is required in playing the games or filling out forms;
- 3) feedback is provided on an individual basis through the use of the training materials.
(in McClelland and Steele, 1973:508)

The effect of motivation training on the students is expected to "teach them to manage their lives better, just like it taught the teachers to manage their classrooms better" (ibid:509).

We found deCharms statement regarding the need for realistic expectations, planning and action, to be useful for our analysis. He states:

Research on changing motivation in developing countries ... indicates that when people apparently lack motivation it is not for the lack of lofty goals but for lack of planning and action to attain the goals; a strong but unrealistic drive to attain a goal is not enough. (in Chapman and Hill, ed., 1971:109)

Also of interest is the curvilinear relationship between high need for achievement and performance which has been found by some researchers. (Freymer, 1968 cited in Chapman and Hill, ed., 1971; Atkinson et al cited in deCharms and Muir, 1978:93)

McClelland has stated however, that:

... In general ... men and women, Japanese and Germans and Americans who have high n Ach scores behave in much the same way.

Social Structure and Process

Back in 1911, Olive Schreiner wrote:

... whenever there is a general attempt on the part of women of any society to readjust their position in it, a close analysis will always show that the changed or changing conditions of that society have made women's acquiescence no longer necessary or desirable. (1911:6-7)

Schreiner paints a passionate picture of the historical factors which led up to the condition among women which she calls "parasitism". She notes for example:

... on the entire field of women's ancient and traditional labours, we find that fully three-fourths of it have shrunk away forever, and that the remaining fourth still tends to shrink. (1911:64)

This, according to Schreiner, is the "fact ... which lies as the propelling force behind the vast and restless 'Women's Movement' which marks our day", (1911:64) and which leads Schreiner to make the following demand:

We demand that, in that strange new world that is arising alike upon the man and the woman, where nothing is as it was, and all things are assuming new shapes and relations, that in this new world we also shall have our share of honoured and socially useful human toil, our full half

of the labour of the Children of Woman. We demand nothing more than this and we will take nothing less. This is our WOMAN'S RIGHT! (1911:65)

Although clearly rhetorical, it seemed fitting to include the comments of an early feminist as introduction to the impact of the social structure on the occupational choice of men and women. The limits imposed by the structure will be reflected in the kind of jobs or areas of society in which males and females with the same motive patterns may be found. It is significant to note in conjunction with Schreiner's demands that neither the Blishen scale nor Jencks' recent (1973) study on Who Gets Ahead: The Determinants of Economic Success in America have included data on women. (Also of interest in conjunction with Schreiner's statements are those of some of today's female writers on the subject of women and labour which are reported in the following section.)

The questions posed in this thesis regarding the relation of achievement orientation and occupational choice and the meanings of instrumental roles to our sample, require an expansion of the situational dimension of McClelland's model for an adequate theoretical framework. The theory of Talcott Parsons regarding the social structure and pattern variables provides our organizing principle for these issues. Parsons connects the changes in family structure and the nature of sex role differentiation with the changes which have taken place in the larger society. In particular these changes are related to and result from the industrialization of the

country. Rodman (1965:262-283) cites Bales and Slater (1955: 259-306); Zelditch, (1955:307-351); and Seeley, (1956:176-178); as providing empirical evidence to support Parson's theory regarding the social system. For instance, in Bales and Slater's small group studies they found that there were two different kinds of roles which emerged in the interaction process. These are: 1) the role involving accomplishment of task for the group, known as the instrumental role, and 2) the expressive role, which ministers to the social emotional needs of the group. These roles are perceived by Parsons as essential to the solution of problems faced by any society--accomplishing tasks related to the external environment, and maintaining harmony. These roles have tended to be differentiated on a sexual basis in the nuclear family, a fact validated by Zelditch (1955) in cross culture comparisons, and supported in the 1950's studies of Seeley et al (1956) and Veroff and Feld (1970). Instrumental roles in the family of the fifties were male roles, the 'breadwinner' was the husband. The wife was the "emotional hub of the family"--expressive roles were for females--according to these studies.

Parsons initially saw a great deal of tension in the female role owing to the constraints imposed by sex discrimination and the achievement/power orientation of the larger society. His writings on the subject between 1942 and 1960 reflect a considerable alteration in this role strain. In the forties, for instance, he wrote that this strain was

"inherent in our social structure" (1943:22-38). But by the sixties, it was reduced because:

[The mother] is freed for other functions partly by living in a better state of health and partly by concentrating her primary attention to motherhood within a shorter time span. (1960:169)

As Rodman puts it:

the inference that Parsons leaves us with is that the female is less likely to be forced into choosing [either one pattern or another.] It has now become much more acceptable to combine a variety of role patterns. (1965:275)

Broom and Selznick in describing Parson's pattern variables point out:

Action is instrumental when it is governed by principles of efficiency and effectiveness, when things are weighed for their worth as means to preconceived ends. A student who comes to college with a definite vocational objective in mind has an instrumental orientation ... those who perceive themselves in a process of growth and change ... have an expressive orientation. (1977:38)

The statements above are all significant to our thesis that an instrumental role is more likely to have salience to today's woman and the problems inherent in role inconsistency are likely to be lessened or removed owing to the further changes in the social structure of the post industrial era.

Daniel Yankelovitch in a critique of Jencks' work mentioned earlier has made the following comments which are suggestive of a change in the values of the social structure which may precipitate the condition referred to by Schreiner where "women's acquiescence is no longer necessary or desirable". Yankelovitch notes:

Instead of just asking, 'Will I make a good living?' 'Will I be successful?'--the typical questions of the 1950's and 1960's--Americans today are pondering more introspective matters ... 'What is worth sacrificing for?' 'How can I grow?' (in Psychology Today, July, 1979: 90)

These questions are more related to expressive than instrumental concerns when considered in the light of the definition of Broom and Selznick cited in the Theory chapter. There is also a relation to the tendency of individuals with high n Ach to ask themselves such questions in their "competition with a personal standard of excellence, rather than concern for other people's standards" (Klemp, in Vermilye, ed., 1977).

Yankelovitch also found that:

Fifty-eight percent (58%) of the respondents in one of our recent studies indicated that they no longer believe it is the responsibility of a man with a family to take the job that pays the most rather than one that may be more satisfying but pays less ... fully half these in the sample with incomes under \$10,000 agreed that self-fulfillment is an important part of the definition of success--suggesting that the shift in values is not confined to the upper and middle classes. (in Psychology Today, July, 1979:90)

The changes indicated by Yankelovitch's findings demonstrate the difference between a society which is oriented toward achievement and one with power orientations. The associative network of thoughts which McClelland et al have organized as a content analysis coding system (Atkinson et al, 1958) as well as the action correlates referred to in Klemp's article are used to make such an interpretation (in Vermilye, ed., 1977). We refer often to the difference between the power and achievement orientations because the equation of 'success'

and achievement seems to have contributed to a great deal of misunderstanding regarding the manifestation of achievement in women.

Social changes such as those just referred to as well as others to be cited later may well have implications for our understanding of the achievement motives since the emergence of such new values belies the use of a "male model for success" which Rhoda Unger says we use because no other model for successful performance has been provided. The male model stresses material, financial rewards and social recognition. The new values emerging from Yankelovitch's data stress the more internal, personal aspects of success. The difference between the two is similar to the difference in the characteristics of the individual with high n Pow and high n Ach respectively. Coexistent, it now appears, with the male/power oriented model of success is the model for success which brings satisfaction to the achiever--satisfaction with the work itself and less concern with extrinsic, financial rewards. We may have to look beyond the superficial, countable details of successful performance if we really hope to understand the people who are more interested in accomplishing something than in having impact. Jane Beckman Lancaster reported on a similar dilemma in her article "In Praise of the Achieving Female Monkey" (in Psychology Today, 1973). Beckman Lancaster pointed out that a common source of bias in ethnological studies is in--

... overemphasizing the behaviour of the adult male due to his large size and conspicuous behaviour. The social relations of that minority are then often equated with those of the whole group.

Achievement Motive and Women

The following statement of Oppenheimer, reporting on the motivation of women in 1968 is all the more interesting in the light of the earlier citations from Olive Schreiner's work. She states:

... characteristic of female workers is that they tend to be secondary breadwinners ... For women...high occupational aspirations are not usually seen as promoting the welfare of the family but rather as competing with it... As a result women's occupational aspirations are frequently low. They seldom want to rise from file clerk to executive ... It is simply not worthwhile for what most women want to get out of work. (in Mednick et al, ed., 1975:307-323)

Looked at from McClelland's point of view, (that is that "people with high achievement/efficiency motivation are moderate risk takers who achieve maximum gains for the costs incurred and set high performance standards for themselves which they work to meet rather than standards set by others") the occupational aspiration level is irrelevant to achievement motivation.

Tangri, in her article Occupational Role Innovation Among Women (in Mednick et al, ed., 1975:263), expresses a similar misunderstanding in her explanation for choosing a measure other than McClelland's. She says:

... the demand measure is defined in terms of a personal standard of maximum capability rather than in terms of a publicly defined standard of excellence (as used in McClelland's measure nAch) (*italics mine*)

Our interpretation of achievement motivation in women is in accord with the following statement of Stein and Bailey:

Our examination of the evidence on achievement motivation indicates that the theory outlined so far [Veroff (1953, 1969); Crandall (1963); Alper and Greenberger (1967) and Hoffman (1972)] is a misinterpretation. We propose instead that females are motivated to achieve, but that the areas of their achievement are sometimes different from males because of cultural definitions of feminine activities and interests. (in Mednick et al, 1975:152)

Rhoda Unger notes that "it has sometimes been suggested that girls simply express more realistic goals than comparable boys" (1979). She indicates (citing Peck, 1972) that cross culturally this pattern does not persist, which serves to support the fact that the social structure will impact on motivational orientations. Other studies that Unger cites (i.e. Vaughter, Gubernick, Matosian and Haslett, 1974) reinforce the fact that in our society the more realistic appraisals of women can be explained when we understand how the culture insists that males conform to "the stereotypic masculine sex role, which mandates that they appear self confident, not to say boastful in achievement contexts" (1979:365). Heckhausen's comments serve to resolve the issue somewhat--he cites Mahler (1933, 1967) in his analysis that "Many achievement goals can in the last analysis be reached only through a social process." In other words, behaviour is overdetermined in most cases, and the particular external aspect of the overdetermination may well be thought to be related to the sex role expectations of the social structure. Having impact or influence over others

along with the emphasis on success in North American context is related to power needs appears to be coexistent with male n Ach. The same motive (n Ach) in females may be mixed with affiliation needs. As Stein and Bailey point out: "Females are not necessarily more sensitive to social approval; they may receive social approval for a more social pattern of achievement behaviour than men." (1975:153)

Literature Related to Social Change and Role Change

Along with the trends indicated by Yankelovitch's data cited earlier which are suggestive of a change in the values of society allowing for clear behavioural expressions of motive orientations for both sexes, are several studies which speak of ways in which some behavioural changes are precipitating social change. Holter, for example, refers to:

Norwegian data which indicates that increased higher education for women is another road to changes in working conditions and self respect ... women with a higher level of education are more politically active, report less submissiveness, less conflict avoidance and more gender egalitarian norms ... (in Mednick et al, ed., 1975:15)

Data from the College Life Activities Questionnaire, which is described in the Methods chapter, have been examined to see if our sample is comparable on any of the above variables. Responses have also been examined in the light of Broverman's findings:

Women who perceive themselves as more competent indicate they plan to combine employment with childrearing ... maternal employment produces daughters less likely to perceive sex role related behavioural differences. (in Mednick, et al, ed., 1975:43)

Research by Janet Lever demonstrated the effectiveness of playing team sports in socializing people for a "man's world" (in Social Problems, 1976). Metta Spencer's piece on football in The Foundations of Modern Sociology substantiates Lever's findings (1976:239-42). Even in athletics, however, new values are emerging. In The Ultimate Athlete, George Leonard states, "Winning isn't everything, it's nothing" (Rudner in Apartment Life, 1981:52) According to Rudner, "The new techniques, based on enjoyment, not winning, offer something for the go-for-it competitor as well as the weekend athlete or neophyte." For our analysis, we assumed that this new approach to sports would not have affected the experience of our sample. We expected that participation in team sports would be associated primarily with the meaningfulness of the instrumental role, and more likely with a power than an achievement orientation, depending on the sport. Also useful to our analysis were the findings of McDaniels cited in Unger (1979:258) that "girls in the first stage of random dating tended to be assertive, achievement oriented ... when they were pinned or engaged they became wholly receptive, deferential, concerned about helping others".

The following items are from newspaper articles which we cite for the purpose of supporting our thesis that the social structure is changing in ways that encourage the expression of instrumental roles among women.

An eighteen year study of American families by University of Michigan researchers has found that women have changed

their minds dramatically during the last two decades about who should make important family decisions. In 1962 sixty-six percent (66%) of the women ... agreed that major family decisions should be made by the man of the house. Today, only twenty-eight percent (28%) feel the same way. This finding ... caused two U. of M. researchers to conclude ... that American women have become more liberal in their attitudes about appropriate roles for women. (The Windsor Star, Nov. 26, 1980:23)

Try this for an about face on image: It's a poster promoting 'Scoundrel' (a new perfume), shapely legs emerging from a bathtub in a fashionable purple bathroom, a Barron's (business newspaper) dropped casually on the floor ... Says the copywriter: A Scoundrel ... can be provocative, aspire to power, passion, but ... also have an impishness about her.

Women have changed ... women of the '80's are multifaceted women. (Knight-Ridder Newspapers to Detroit Free Press, n/d)

These days, Ms. Gaffney said, women concerned about equality are talking about "how to live it" rather than explaining "how we need it". (The Windsor Star, Sept. 2, 1980)

Changes in the American life-style made households headed by women the fastest growing family type in the country during the 1970's the Census Bureau reports. (Increase of fifty-one percent (51%) between 1970-79)
Families headed by women are distributed across the country in basically the same manner as other families ... But they were slightly more mobile: between 1975 and 1979, forty-seven percent (47%) of female headed families moved, compared to forty-one percent (41%) of all families. (Detroit Free Press, Dec. 7, 1980:70)

Women's lib has hope in Hope, Ind.

Eight years ago hardly any of the women in this central Indiana farming town of 1500 people had heard of Betty Friedan or Gloria Steinham ... Interviewers found they thought ... the best life a woman could lead was to stay home and be a traditional wife and mother ... One of the biggest discernable differences (eight years later) is that more hope women now hold paying jobs, including several who vowed they would never work outside the home. (The Windsor Star, Nov. 18, 1980:21)

Family Time--It's High on his List

Sam Jackson is an insurance salesman, a real go-getter ... But Jackson is one of a growing number of North Americans

learning the importance of spending time--at least one evening a week--with their families.

The program (which sold him on this idea) is sponsored by the Family time committee of the Million Dollar Roundtable, a continent wide organization of successful insurance agents. (The Windsor Star, Jan. 3, 1981: A10)

Professor David Schonfield, a University of Calgary psychologist interviewed 247 women over thirty-five about their employment. They reported being happier than they were ten years ago and expected to be even happier as time goes by. The majority gave high ratings to "feeling comfortable with oneself", usefulness and self-fulfillment. Income was of importance ... but more important was interest in the job (italics mine). (Dreskin, in Reader's Digest, Nov. 1977:202-210)

Harvey Sims and Dan Ciuriak, authors of a report, "Participation Rate and Labor (sic) Force Growth in Canada", found women are now going to work for the same reason as men: to support families and satisfy goals. (n/a in The Windsor Star, Mar. 19, 1981:18)

Dynamics of Motives and Roles

This review focusses on efforts at explaining the dynamics of achievement motivation in women in terms of the impact of the social structure and sex role socialization. The position taken in this study regarding women and achievement takes support from Stein and Bailey who claim:

... females are motivated to achieve but that the areas of their achievement are sometimes different from males because of cultural definitions of feminine activities and interests. (in Mednick et al, ed., 1975:152)

Later statements of McClelland belie his earlier concern regarding the meaning of achievement motivation for women. For instance, when he asked participants in his training program what they thought it had done for them (it was intended to arouse achievement consciousness), they said among other things that,

"they learned to set goals they had a reasonable chance of achieving", and McClelland claims further that "this is an excellent measure of competence" (in Antonio and Ritzer, 1975: 299-305).

Joseph Kahl has noted that:

... the means of reaching goals must be defined in terms of the realities of the social structure ... (1965:678)

The realities of the social structure have been demonstrated by some researchers to have raised barriers to achievement (Horner, 1969; Kantor, 1977). The research of deCharms (1976); Litwin and Stringer, (1968); also emphasizes the importance of a climate conducive to achievement motivation in order for such an orientation to thrive. The fact cannot be overlooked however, that somehow, some women in the same environmental context, (social structure) learn to perceive of themselves as: "origins" rather than "pawns", (deCharms, 1969, and see p. 22); internally rather than externally rewarded, (Rotter, 1962) and/or being in control rather than a passive victim of events, that is having a self rather than a social definition (Stewart in Winter, 1978). All of the above are characteristics which have been found to be related to competent life management skills and achievement consciousness.

Several statements in the literature suggest an untenable contradiction regarding women and achievement. For instance, Veroff found that women scored higher than men on a

self-rated component of achievement labelled "task competence", and were reported by employers to be more "diligent and devoted to the job", (in Mednick et al, ed., 1975:172-205). Oppenheimer, however, in the same volume (1975:321) reported that women were stereotyped as having "less commitment"; and Unger found that women were valued more for "how they look" than "what they do" (1979:256). What is necessary, and forthcoming from this study is evidence corroborating Veroff's statements which will discredit such stereotypes and values as those cited by Oppenheimer and Unger.

Sex Roles

Weitzman (1979) discusses the relationship between socialization and achievement. Embedded in her discussion however, is the sort of misinterpretation responded to in the earlier citation of Stein and Bailey. Weitzman acknowledges that there are areas other than the formal academic and occupational ones in which both men and women are motivated to achieve "even when these activities bring no monetary return they often give participants a sense of achievement and success" (1979:63). Clearly, an achievement oriented individual with the internal standards of excellence associated with that motivation will be satisfied by the sort of situation described. However, Weitzman then states that because American society accords status on the basis of occupational and financial achievement, it is "useful" to focus on these activities, and

when we do that, Weitzman says we find that "women are not generally socialized to adopt the personality characteristics that are related to success". (Weitzman is not alone in this, Oppenheimer and Hoffman are among those cited out of Mednick et al, ed., 1975 who have made similar statements.) The point is, that the personality characteristics associated with people in financially lucrative and prestigious occupations are those of power, not achievement needs. People with high power needs need to feel or be perceived of as strong, impacting on and influencing others and obtain job satisfaction from prestige status and recognition.

Given the common understanding of the wife/mother sex role stereotype as well as the occupational manifestation of this stereotype which puts women in supportive, nurturing positions such as teaching, nursing and secretarial, it is equally understandable that achievement oriented women will select these occupations. Such choices simply reflect their ability as achievers to:

- . take moderate risks;
- . achieve maximum gains for the costs incurred;
- . set time phased, realistic goals.

(Klemp, in Vermilye, ed., 1977)

Summary

Our analysis has made use of the literature cited in order to determine the meanings of instrumental roles and

social motives to our sample of students. We have reviewed, for example, Holter's suggestions that higher education for women may result in increased political activity, and less submissive, conflict-avoidance behaviour. Also of interest was Broverman's finding that women who reported that they intended to combine childrearing and employment also reported perceiving themselves more competent than women who did not intend to combine the two. McDaniels findings have been cited since she found women behave more 'receptively' as they become more involved in a relationship with one man. Horner's suggestion that role conflict is expressed in an inability to report achievement imagery to pictures of women in competitive situations was considered useful to this study. Janet Lever found a difference in women who had participated in team sports which indicated they had a better understanding of this "man's world". These and other findings, such as deCharms caution that "a strong but unrealistic drive to attain a goal is not enough" have been used to test support for Stein and Bailey's statement that women's achievement may be as meaningful as men's but may be expressed in different areas. Such support will have implications for the status of women by redressing the "stereotypical, traditional sex-role of women in our culture" which has led to the following complaint by Ross:

Most correctional services for females have been designed by males and reflect the stereotypical, traditional sex-role of women in our culture. Since women have not been seen as breadwinners there has been little impetus for training them for meaningful and marketable skills ... They are more likely to have been provided with busy work. (*italics ours*) (Ross et al, 1980:9-10)

The C.B.S. television newsmagazine "Sixty Minutes" (November 30, 1980) reported on a program developed by Lupe Anguiano in San Antonio, Texas, to get women off welfare. Anguiano states that: "they don't like being on welfare" and by showing them the "joy of working" her program helps women to be self sufficient.

Many women interviewed for Whitehurst's study on "Violence in Separation and Divorce" indicated that they didn't like being beaten, but they had internalized attitudes like "women's place is in the home" which had to be unlearned before a new associative network of achievement consciousness or, as Anguiano puts it, "the joy of working" can replace them.

Current literature suggests that social conditions are becoming more conducive to the salience of instrumental roles to women's identities. Implications from this research may conceivably have an impact on the attitudes of educators and others concerned with the status of women, so as to take advantage of those conditions to redress the grievances expressed at the turn of the century by Olive Schreiner (see p. 30-31).

CHAPTER III

RESEARCH METHOD

The Sample

A college level General Secretarial program was selected as a study area because of its: 1) accessibility as an intact area; 2) appropriateness as a setting in which a variety of motivational needs are perceived as functional to future occupational choice. Initially, permission was granted to our request to randomly select and assign all registered first year General Secretarial students to all five sections of the program. Two of the sections would then have been randomly selected as representative control and experimental groups, necessary for the assessment of the effects of the faculty training program (MMfPI) on students.

This plan was modified somewhat as a result of departmental concerns regarding the range of typing skills which could be reasonably accommodated in each class section. Our initial random selection was thus restricted to a list of ninety-one incoming students who had received some typing training but were not expert typists, as defined by the Secretarial department. Due to the expense of testing*, two

*The McBer test battery costs \$40.00 U.S. per student including scoring.

further random selection from the control and experimental groups was made to reduce the number of the total sample to thirty (30), fifteen (15) in each group.

Due to attrition and transfers, data are incomplete on many of the students (see Appendix A.:1). Telephone interviews could not be obtained from eight students due to not in service numbers, unlisted numbers, refusal to talk on the phone and inability to reach some students. Most of these returned the CLAQ which could be used instead.

A total of twenty (20) cases were used for the final analysis, nine from the control group and eleven experimentals.

Due to the non-probability nature of the sample, (not every first year student in the program had an equal chance of being selected for the sample), the conclusions must be considered descriptive, or cautious suggestions.

Research Design

Some attempt at imposing a degree of control through selection procedures outlined above, was combined with a field study approach to determine whether a difference in achievement/efficiency orientation would be observed among students taught by faculty trained in MMfPI when compared with students whose teachers had not had this training.

Referring to Campbell and Stanley, this research design most resembles their Recurrent Institutional Cycle Design; a "Patched-up design" (Campbell and Stanley, 1963:57).

As they say:

The design is appropriate to those situations where a given aspect of an institutional process is, on some cyclical schedule, continually being presented to a new group of respondents. Such situations include schools ... et cetera. (ibid.)

Simple random sampling procedures were employed to select and assign the students from the list of ninety-one students provided by the Secretarial department. The names were numbered and selection was made using a random number table (from Blalock, 1972:445-557). Selected names were randomly assigned to sections 12 and 13, the remainder were assigned to section 14. Sections 12 and 13 became the control and experimental groups respectively.

Students were aware that they were participating in a study, but no further change in the usual environmental conditions of student life were made.

Measurements

As an outcome of efforts at the understanding and validation of the characteristics of superior performers in a variety of occupational settings, three broad categories for performance levels have been identified: cognitive skills, process skills, and motivation management. Several tests are described on the following pages which have been developed through McBer and Company (see p. 24) to assess the competencies in the categories noted above. These, along with several objective, self report measures of characteristics theoretically related to achievement motivation, such as the value for

achievement and locus of control, were used as pretest only measures. A telephone interview, described below was conducted as a pre/posttest measure of action correlates of achievement/efficiency motivation (the criterion variable).

Thinking and watching learning preferences are combined in the assimilator who excels at inductive reasoning and is comparatively more concerned with concepts than people but is relatively less practical than the other types, characteristics often found in researchers and scientists. Accommodators have preferences for doing and feeling. They like to carry out plans and are action oriented risk takers. They are comparatively more intuitive than the other types and often use trial and error methods. They are commonly found in practical fields like business.

Process Skills Assessment

Two measures of students' current life activities were used and compared for their effectiveness in validating the predictability of the competency based tests described above: 1) the College Life Activities Questionnaire (CLAQ) and 2) a telephone interview schedule based on one developed by Stephen Roderwald for Alschuler's (1971) study. As stated by Alschuler:

If achievement motivation is meaningful, useful and valued it will be evident in several areas. With students, leisure time, sports, hobbies, work and to a lesser extent, school, are the most likely places to find evidence of increased n Ach. (Alschuler et al, 1971:84)

Motivation Management Assessment

Motivation and Self Definition were measured using a revised version of Henry Murray's Thematic Apperception Test (TAT) called the Picture Story Exercise. An objective scoring system* is used by expert scorers to content analyze the stories produced to six picture cues (see Figure Two). Self definition is scored by looking for statements containing causal language, such as because, cause, effect. People with a high degree of self definition are described as positive actors rather than passive victims**.

In comparison to the above measures, defined as projective, or "operant" by McClelland because they are open ended and allow the subject to formulate answers of their own, several "respondent" type measures have been used. These are more commonly referred to as "pencil and paper" tests (Goode and Hatt, 1952) or self-report (deCharms, 1955; McClelland, 1980). Response categories are given in these tests and all the subjects have to do is indicate agreement or disagreement. Further deliberation on the relative utility of these various measures is found in the Discussion chapter. The Adult Nowicki Strickland Internal External Scale (ANSIE; Opinion Scale).

*The scoring system is explained in J.W. Atkinson et al Motives in Fantasy, Action and Society, Princeton, N.J.: VanNostrand, 1958.

**Abigail Stewart's concept is described in D. G. Winter, "Business Leadership and the Liberal Arts", in New Jersey Bell Journal, Vol. 1, No. 3, 78/79.

This test measures locus of control, a concept developed by Julian Rotter* to distinguish between people who feel they have control of the rewards they receive in life (internal) and those who perceive rewards as depending on chance or luck (external).

Value for Achievement Scale

This is a self report measure based on questions used by Henrietta Cox in a study described by Joseph Kahl, (1965) (see Background Questionnaire, Appendix B).

Demographic Variables

Variables such as socio-economic status, mother's occupation, age, et cetera are included because of the impact they have been found to have on peoples' lives (Blishen, 1970; Jencks, 1979; Yankelovitch, 1979) which may confound the effects of the educational system (training effects).

Introduction of the Research

A brief presentation was made to all faculty in the Secretarial department explaining the nature of the research project. It was emphasized that we were assessing the effects of the MMfPI teacher training program on the students and that we were not evaluating teachers.

*Rotter, J.B. et al, "Internal versus external control of reinforcements", in Washburn, N.F. (ed.) Decisions, Values and Groups, Vol.2, New York: Pergamon Press, 1962:473-516.

Following the presentation to teachers, the researchers explained to each of the Secretarial classes that a study was being done to determine the nature of what students are learning at the college level which may be of value to them in their future career plans. A letter was given to each of the sub-sample members explaining that they had been chosen strictly by chance to participate in this study, asking for their co-operation and ensuring confidentiality of the data.

Test Administration and Scoring

By prior arrangement with the chair of the Secretarial department and the faculty responsible for the control and experimental classes, the battery of pre tests were administered to the sub sample during the first week of the fall semester. The testing was conducted in a regular classroom setting with one male and one female researcher in attendance. The researchers welcomed the students informally and acknowledged their co-operation in attending the testing session. Students were reminded that the test results would be strictly confidential and would not be used for any part of their academic evaluation. Each of the tests was explained by the researchers and time limits were noted as the instructions indicated.

The McBer portion of the test battery (LSI, PSE, Tof TA, A of A) was returned to Boston for scoring. The background Questionnaire assessing demographic information, locus of control and value for achievement were coded, tallied and scored by the author.

In November, the telephone interviews were begun. They were conducted by all four members of the research staff since they included interviews with a ten percent sample of students from the Business program. These students had been notified by letter prior to being called. They were included in the study for comparison purposes and to determine how accessible this area would be if and when the study was expanded to include all areas with trained faculty members. The calls were made after regular school hours to the students' homes as suggested by Alschuler et al (1971:170).

The telephone interviews were completed in January and scoring according to Alschuler's system (see Appendix B) was begun. First, each interviewer scored his/her own, then each scored all the others. Disagreements were then dealt with on a consensus basis and summary scores were computed as indicators of achievement behaviour based on reasons given for pursuing job goals and leisure activities.

The students were notified in April that a presentation explaining the test results was to be made. Although many expressed an interest when notified, only four attended, two from each group.

The CLAQ was distributed at that time and subsequently mailed out to the students who did not attend the presentation. Twenty-three were returned. The activities were tallied and some of the duplicate demographic data were used to check that of the Background Questionnaire used in September.

Portions of the CLAQ have been useful in exploring for the presence or absence of life management skills such as attention to goals, participation in activities likely to enhance goal achievement, commitment to goals and realism of expectations.

The list of fifty-seven activities in the CLAQ needs to be evaluated in terms of what this community perceives as productive use of time. Factor analysis and subsequent development of scale scores would render it even more useful.

Post telephone interviews were conducted in November of the second year of the study. Two researchers (the author and the research director) conducted the interviews with the same groups they had contacted earlier. The author tallied and summarized the responses from these interviews. The interview schedule was revised for this administration, as a result of consultation with McBer and Company trainers as reported in the Discussion chapter (see Appendix B for Interview Schedule).

Data Analysis

All of the demographic and test score data were coded and keypunched by the author for computer analysis of frequencies and central tendencies.

Statements from the telephone interviews and CLAQ responses relating to performance attributes were not coded. They were used to develop case studies and a typology of meanings of motives and roles which are described in the Findings chapter which follows.

Summary and Statement of Guiding Hypotheses

We have briefly described the tools we have used to gather the data for our analysis, the procedures and personnel for instituting the research and the form of analysis which was used.

In subsequent chapters we will demonstrate the utility of these measures to the support of our guiding hypotheses which are:

- A person who aspires to be a secretary may behave consistent with an achievement orientation;
- Working for a living (an instrumental role) is a salient part of a woman's identity in today's society;
- Role inconsistency is less of a concern today than in the past.

CHAPTER IV

FINDINGS: DESCRIPTIVE DATA

Modal Characteristics of the Sample Groups

In order to visualize the first year general Secretarial student, a composite modal type portrait was drawn based on a computer analysis of frequencies and central tendencies regarding demographic variables and attributes of achievement. The decision to use the mode rather than the arithmetic mean in most cases, for this description was based on the assumption that the group norms are more likely to be influenced by categories having the largest number of members. For example, the predominance of upper lower class students, eighteen years of age will more likely impact on group norms than a description using the mean, which would have the group in the middle class.

We have used raw numbers rather than percentages because of the small number of cases (demographic data are available on twenty-seven cases). (See Appendix A for explanations of missing data.)

Background Questionnaire: Demographic Data

The modal age was eighteen, with a standard deviation of 1.6. One student was considerably older than the mode at

twenty-six. Three were younger at seventeen.

All subjects were female.

The total sample was single. One of the subjects was widowed, the rest had never been married.

Seven students reported having one sibling, but seven also reported having four or more, so a mean central tendency indicator on this variable of two, seems more appropriate. Only one student had no siblings--the same individual who was exceptional on age and marital status. Although data are incomplete on this student due to the department transferring her in and out of the study group without notice to the researchers, we will analyse what we have to see the impact of these anomalous demographic variables.

Most, (eight out of 27) students' fathers had some high school education but had not graduated. Their mothers, (12 out of 27) had a slightly higher education level having graduated from high school.

Fathers' socio-economic index was modally 32.0 with a standard deviation of 15.04. Six respondents made up the modal category while there was a representative from the 22.1 socio-economic index and one from 74.8. Each social class category was represented (from Blishen's scale groupings, 1970) with the mode being the upper lower class (12 out of 27).

Sixteen of the mothers of the sample students did not work outside of the home. Of the eleven mothers who did work, seven had daughters in the control group and four were in the

experimental group.

Ten of the students reported that they did not work while attending school. The remaining 17 worked an average of five hours per week.

Most of the sample was dependent on their parents for living expenses (22/27) and most lived with their parents, (23/27).

Kahl-Cox Value for Achievement Scale

On the Value for Achievement Scale, the modal score of ten (10) out of a possible sixteen (16) was reflective of a much higher value for activism (five out of five) than for accomplishment--(two out of five), a fairly low degree of value for trust (one out of three) and an overwhelming value for independence from family (three out of three).

Adult Nowicki Strickland Internal External Scale (ANSIE)

Modal score on the locus of control measure was ten (10). A score of twenty-four (24) would indicate extreme externality so our sample can be seen as balanced or moderate on this scale.

Grade Point Average (GPA)

The total sample GPA mean dropped from 3.23 to 2.98 from fall to winter terms. All that differentiated the control from experimental group GPA's was the degree of the drop. The controls dropped from 3.25 to 2.97 or .28; the experimentals went from 3.20 to 2.99 or .21.

Comprehensive Cognitive Assessment Battery (CCAB)

For purposes of later comparison, we use the mean scores for the Test of Thematic Analysis (1.48) and Analysis of Argument (-1.69) to summarize the cognitive skills of the sample.

Learning Style Inventory (LSI)

Scores on the LSI indicate there is a preference for all four learning modes with no one mode being preferred to any other. That is, the same number of students prefer to watch, feel, actively experiment and think to the same degree. The most common learning style type was the diverger (n = 14).

Picture Story Exercise (PSE)

The modal category of response on the n Ach score was zero, that is five out of the twenty-seven who wrote the stories scored zero on n Ach. The median score, however, was four.

(Range--minus four to ten.)

The mode for n Aff was seven. (Range--two to twelve.)

The modal n Pow score was four, the median was eight.

(Range--zero to twenty-six.)

Self Definition

The mode for this attribute was minus three, indicative of a social rather than self definition, or a tendency to view themselves as passive victims rather than positive actors. There were two high positive self definition scores and a total of eleven in the range of one to five.

The control group was more self defined (mode = three). The experimental group was socially defined (mode = minus three). (Means are 1.3 controls; -2.8 experimentals.)

Telephone Interview (Pre)

Prior to attending college, six of the eleven control group students contacted by phone had full time summer jobs. Three had part time summer jobs and two had no jobs.

Of the eight experimental group students contacted, five worked full time and three part time the summer before attending college.

Seven of the nine control group workers got their jobs through relatives or friends, as did seven of the eight experimentals. In other words, only four controls and one experimental obtained jobs independently of their family such as "manpower referral", "went in and asked", "ad in the paper".

Telephone Interview (Post)

During the summer following their first year at college, three of the nine control group students contacted for interviews indicated they had no goals, four had not worked during the summer (an increase of two jobless students from the year before). Only one of the four indicated that she had tried to get a job and that her goal had been to find a job. (She wanted a job meeting people and making friends and being happy. Her motive profile was n Ach zero, n Aff

two, n Pow zero.) Of those five control group students who worked, two obtained their jobs independently of their family both summers, three took jobs mainly for the money, none stated that the kind of job was more important than the money.

The experimental group looked somewhat different from the controls regarding their goals for the summer. For instance, all seven of the experimentals contacted were working, although two indicated they would rather be playing sports or visiting friends. Of those five whose goals involved work, three indicated that the kind of job was important and/or that it was important to her "to get a job on my own". (The student who made that response had worked for her father previously.) Two stated that the money was more important to them and acknowledged that they had given up social activities in order to work more hours.

Five of the eight control group students contacted indicated that the class they preferred most was typing. The reasons given were: "it was easy", "girls in class got along better", "there was less pressure". Achievement scores for these respondents ranged from ten to minus one.

The experimental students also preferred their typing class to other classes (four out of seven respondents). They indicated, however, that their teacher "used techniques which were less boring like giving everyone a chance to teach a drill" and "used films and overheads". They also liked the realism of the teacher's technique, such as insisting that

they phone in if they were going to be absent or late, and having them do group work without a choice of who was in their group. Their n Ach scores ranged from zero to ten.

Attrition and transfers, (listed in Appendix A), have complicated the systematic coding and analysis of data for these groups. The researcher used both telephone interviews and the College Life Activities Questionnaire (CLAQ) to complete the picture of life management skills exhibited by a total of twelve control and eleven experimental students. (See Appendix A for Individual Case Descriptions.)

College Life Activities Questionnaire (CLAQ)

The CLAQ was mailed out in April. Twenty-three questionnaires were returned. Eleven responses were obtained from the experimental group and twelve from the control group.

Three of the twelve control group subjects responded that their present employment was related to their anticipated career goals while four of the eleven experimental students felt that their present job was future related. Although these differences are not large enough to suggest alone, the effect of a difference in teaching methods, the question relates to the type of behaviour we would expect of a student who was paying attention to goals and participating in activities enhancing goal achievement.

Also related to competence in life management is the expressed awareness of what the student expects to do in the field they have chosen as an occupation. There were four

responses from the experimental group which were specific about the tasks they expected to be doing while only one of the control group expressed a similarly specific awareness. One student from each group appeared to have unrealistic expectations. One of these is a prospective legal secretary who expects to be "dealing with people in all aspects of the law"; another, a future medical secretary, expects to be a "doctor's right hand with many responsibilities".

Those respondents who indicated that they expected to work from "at least fifteen years" to "until retirement" were considered to have made working for a living (an instrumental role) a major part of their lifestyle. Ten experimentals had made this degree of commitment, while six of the controls had. One of the experimentals expected to work "at least six years" while four of the controls indicated they would be working from two to at least ten years--none of these responses meet our criteria for inferring meaningfulness of an instrumental role.

Although these indicators may be subtle, it would seem reasonable to suggest that for a vocational choice to be perceived as a "goal" or indicative of the salience of an instrumental role, there should be a specific awareness of what the job entails and a commitment of time to the achievement of the goal should be incorporated into ones total lifestyle.

INDIVIDUAL CASE STUDIES

The following cases are presented in detail because of their unique qualities which were considered for their contribution to an explanation of the variation in the meaningfulness of motives and roles to our sample. Implications of noteworthy items are presented in the Discussion chapter which follows.

Details which are not essential to data analysis have been altered to preserve the confidentiality of individual information in these case studies and the descriptions in Appendix A.

Number Sixteen

Somewhat older than the mode, at twenty years of age, this student had three siblings. Her father had completed sixth to eighth grade while her mother had some high school education. Her father was in the upper lower class category according to Blishen's (1970) scale. Her mother did not work outside of the home. Number Sixteen did not work while attending school but she was supporting herself from her summer job savings, and living with friends.

She had a higher than average value for achievement score (mode: 10; variance: 3; Number Sixteen: 13). Her locus of control score was extremely internal (3) relative to the rest of the sample (mode: 10; variance: 14). Contradicting this, however, is her Self Definition score of -3 indication

that the PSE stories she wrote do not contain evidence of a perception of self as a cause of events.

The cognitive skill scores of this student were relatively high, especially the T.TA: 3. A. of A. score was -2. Sample means for these two tests were 1.48 and -1.69 respectively. Number Sixteen's motive profile was n Ach 10, n Aff 4 and n Pow 11.

Her goals included getting her secretarial speciality in the executive or legal area. She also wanted to save her money to open her own business and planned to complete a degree in Business Administration.

She worked full time in the summer following her first year at college at a large corporation in Windsor. This was the achievement of the goal she had set of getting a good job. She had sent in her application by January and was known to the company because she had worked there during high school and had obtained a recommendation.

She did not respond to the question regarding the specific tasks involved in her job choice when question in April (CLAQ).

Number Sixteen spent most of her time in the following activities: daily--talking informally with friends, working on projects not related to course or job, daydreaming, working on own enterprise, reading the newspaper, walking or riding with someone else, listening to music; several times a week--studying for school assignments, reading for pleasure, participating in

sports or practice, participating in musical or artistic endeavours, playing games like Monopoly, playing practical jokes on others (spontaneously) praying and painting or drawing. She never attended church, a fashion show, an orchestral concert or an art exhibit. Nor did she ever openly argue with an instructor although she did have contact with faculty outside of class. She drank alcoholic beverages but never used psychotropic drugs. She was critical of questions concerning sexual activities, perceiving these as unrelated to the expressed purpose of the study (to find out what students were learning which might be of value to their future careers).

Number Sixteen was involved in student government and held office as a class representative. She was also a member of a hobby club.

She felt best about herself when her classmates nominated her for the Dean's Award because she felt that her efforts and accomplishments were appreciated. She felt badly when she lost patience with fellow students who were interrupting her work.

Number Nine

At seventeen, she was younger than the majority of students in the sample. She had three siblings. Her parents were well educated relative to the mode for our sample. Her father graduated from university and her mother from high school. Her father's socio-economic status is, at 48.1, considered lower middle class by Blishen (1970). Number nine's father

is a general foreman at an automobile company. Her mother does not work outside the home. Although she lives with her parents and gets her major living expenses from them, she does work part-time while attending school.

This student was born in Western Europe. Her mother is German, her father Spanish.

Her motive profile was n Ach 9, n Aff 7 and n Pow 8. Most of her achievement score was expressed in her story to picture number four which showed two women in a laboratory. *

She had a high score on locus of control (17), indicating more externality than the mode of ten. Like most of the sample, her grade point average dropped from fall to winter (3.64 - 3.00). Her scores on the cognitive tests are relatively high--Thematic Analysis 3, Analysis of Argument .5 (modal scores are 2 and -2 respectively; means 1.48 and -1.69).

Her part-time job, at a local doughnut shop, is not related to her future job as a legal secretary. She was planning on moving out of town to complete her studies in the legal secretarial area. She did follow through with this plan.

Number nine spent most of her time, that is, daily or several times a week, talking informally to friends, watching T.V. and listening to music. She also daydreamed, studied for school assignments ten hours per week, visited friends and went for a walk or ride with someone else.

She never participated in sports, attended club or organizational activities or participated in musical or artistic

endeavours. She never argued openly with an instructor or checked out a book from the library.

Several times last semester, she reported reading for pleasure, working on other projects or hobbies not related to course, and working on her own enterprise. She played games like Monopoly or checkers several times and also reported painting or drawing a picture several times as well. Number nine reported some sexual activity, drinking of alcoholic beverages but no drug use.

This student felt best about herself during those college experiences in which she met people and got to know many different kinds of people. She felt worst "struggling through the year and feeling that she wouldn't make it".

She was realistic about what she expects to do as a legal secretary. But she reported that she will likely work only four or five years.

Case Number 20

Now in a non-traditional program, that is one which has higher male than female enrollment.

Number 20 commented on the CLAQ that it was "none of your business whether we have sex or what we do with the opposite sex. Other personal habits are my own business, athletically, financially and emotionally"--demonstrating less conflict avoidance (Holter in Mednick et al, 1975).

She is unique in that she saw more of faculty outside

of class than the mode and sought personal help more often than all but one other student. This may be associated with her transfer from secretarial to the non traditional program.

She was involved in team sports and reportedly enjoyed the challenge of outmanoeuvring her typing teacher who was not co-operative about providing her assignments prior to road trips the team had to make.

Her parents' level of education was sixth to eighth grade and her social class background is upper lower class. Both her mother and father work outside the home. She had four or more siblings. She did not live at home although her parents were her main source of living expenses.

She has an extremely external locus of control (16) and a minus one score on self-definition indicating a perception of self as a passive victim of circumstances. Her motive profile suggests that influencing or impacting on others was most important to her (n Ach 0, n Aff 7, n Pow 11). Her combination learning style type (accommodator/diverger) was consistent with her higher (relative to the rest of the sample) risk taking level and her affiliation needs--she reported feeling best about the many friends she made at college.

She planned to work "as long as possible".

She was unique in her choice of a non-traditional program, her participation in sports and in living apart from her parents and is one of four accomodator learning types.

Case Study Number Four

This student was selected for a case study because of her stated preference for machines, math, and her non traditional job as a sub-foreman of a conservation crew.

She was the age of the modal type at eighteen. Both of her parents have had some high school education. She was from an upper class background. Her mother did not work outside of the home.

Number four had a high self definition score of five suggesting a sense of self as cause of events. Her self reported locus of control was a moderate nine. She had a motive profile similar to the mean for the sample (number 4: n Ach 5, n Aff 6, n Pow 9, Mean 4, 7, 8 respectively). Her achievement score was obtained on stories written to pictures of women in achievement situations indicating she had no problem with role inconsistency.

Her LSI scores indicated that she was like the accommodator type--preferred new experiences, risk taking, action; used an intuitive trial and error style; characteristic of practical fields like business.

She spent more of her time studying than the modal type of student and reported watching more television as well. She was more like the mode in the time she spent informally talking to friends (daily) and studying with one or more people (once a week). She spent more time on sports than the mode (once a week) and swan several times a week. She is a

life guard at a health club.

She was not specific about what she expected to be doing in her job but wants to work in the secretarial area. She expected to work until retirement age. She felt it was most important to have a job you like and do well. She felt best about herself when she did well on assignments and worst when she did poorly. Number four did not belong to or hold office in any organizations which were reported on her CLAQ but she indicated in her first telephone interview that she was a member of the health club and had been asked to be a lifeguard as a result. She has never argued with faculty.

The significance of these activities are discussed in the next chapter in relation to their impact on her position as a 'breadwinner' type* who was not taught by faculty trained in MMFPI.

TYPOLGY

The following typology concerning the meanings of motives and roles to our sample emerges from the data. It is based on the major attributes of time commitment an expressed awareness of specifically what is involved in the occupation of choice. Also considered were those attributes suggested in the literature as:

*See Typology section which follows.

- reflective of setting goals there is a reasonable chance of achieving; (McClelland)
- contributing to a changing status for women; (Holter)
- contributing to a perception of self as competent; (Broverman, Pierce)
- possibility of 'receptivity' resulting from steady dating with one other person. (McDaniels)*

Twenty-one cases have been included in this typology development. These were all the cases in which the question regarding how long they expected to work had been answered.

The typology has two major divisions: the largest includes those women who plan to work fifteen years or more, (n 16); the second includes those who limit their time commitment to two to at least ten years, (n 5). We refer to the first group as 'breadwinners', the second as 'furniture buyers'.

Eight of the breadwinners made achievement oriented statements regarding what college experiences made them feel best about themselves such as "being one of the top students in the class".

PSE measures of n Ach for this group ranged from:

- High n - 5 **
- Med. n - 2
- Low n - 1

Two of the achievement oriented breadwinners have expressed realistic expectations regarding their work. One of them had a motive profile of n Ach 3, n Aff 7, n Pow 2; the other

* See Table One, p. 77.

** High, medium and low categories are based on percentile ranks.

n Ach 10, n Aff 7, and n Pow 26. One of the affiliative breadwinners had realistic expectations and none of the furniture buyers did.

The most noticeable difference among the groups is the much larger number of attributes for the achievement oriented breadwinners. They have collectively participated in fourteen while the whole group of five furniture buyers only participated in five of the activities altogether. The achievement oriented breadwinners were more active in athletics than any of the others, and seven of the eight of them were dating steadily with one person.

Affiliative concerns were expressed by seven of the sixteen breadwinners. Their PSE measures of n Aff were:

- . High n - 3
- . Med. n - 3
- . Low n - 1

Five of the seven are not dating steadily, an interesting finding relative to McDaniel's suggestion and compared to the achievement group. This will be discussed in the next chapter. Also of interest is the fact that the modal response category for this group was openly arguing with faculty, that is less conflict avoidance. Only one of this group expressed realistic expectations, two were involved in campus politics and one in athletics. Four of the seven affiliators, however, were less likely to avoid conflict, the modal category as mentioned earlier.

One of the breadwinners expressed power related feelings,

her concerns being mainly about money. She also reports a heavy use of alcohol and psychotropic drugs, something that McClelland has found in men with high personalized power needs-- especially if they are thwarted. This student was also involved in athletics and musical endeavours. Her involvement in these activities does not seem to have had the same effect for her as similar activities have had for case study number sixteen cited earlier. More about this follows in the Discussion chapter.

The student with the highest n Pow score according to the PSE is a breadwinner who we have included in the achievement group because of her comments that she felt best when she passed tests. Although she referred to making money as part of her goal, her extreme power score is not reflected in any other action correlates. She was dating one person steadily therefore according to McDaniels was more likely to be receptive. She did not argue with instructors, nor participate in sports or politics. Her PSE n Ach was high as well at 10.

Those five members of our sample who do not have a lifetime commitment to an occupational goal all express affiliative action correlates such as "felt best helping friends" or "going out with fiance".

Two of the five could be considered intermediate to the breadwinner/furniture buyer dichotomy in terms of time commitment since they expected to work "at least six" and "at least ten" years. Only one, however, expressed realistic

expectations and planning and participation in athletics. She was also an experimental group member. The other reported none of the attributes we have considered as relating to the meaningfulness of the instrumental role. Both had mothers who worked outside of the home.

The remaining three all had expressed unique qualities which could in each case explain their responses. One was extremely religious--she attended church more than any other student in the sample and read the Bible to reduce tension. One expressed anxiety--see Case Study Number Nine. The last participated in far fewer activities than any of the other students in the sample.

TABLE ONE

Breadwinners and Furniture Buyers
By Attributes of
Instrumental Roles and Motives

BREADWINNERS

n = 16

Committed to life style incorporating instrumental role

<u>Motivation</u>	<u>Attributes</u>				Total Attri- butes
	Realistic Expectations	Less Conflict Avoidance	Athletics	Politics	
Ach.	2/8	4/8	4/8	3/8	14/8
Aff.	1/7	4/7	1/7	2/7	8/7
Pow.	0/1	1/1	1/1	0/1	2/1
Total:	3/16	9/16	6/16	5/16	24/16

FURNITURE BUYERS

n = 5

Not committed to a life style incorporating instrumental role

<u>Motivation</u>	<u>Attributes</u>				Total Attri- butes
	Realistic Expectations	Less Conflict Avoidance	Athletics	Politics	
Ach.	0/1	1/1	1/1	0/1	2/1
Aff.	0/4	2/4	1/4	0/4	3/4
Pow.	0/0	0/0	0/0	0/0	0/0
Total:	0/5	3/5	2/5	0/5	5/5

TABLE TWO
Age and Socio-economic Status
by Role Type

BREADWINNERS

<u>Motivation</u>	<u>Socio-economic status</u>		<u>Age</u>
	Upper lower/ Lower middle	Upper middle/ Upper	
Ach.	5/8	3/8	19.9
Aff.	6/7	1/7	18.7
Pow.	<u>0/1</u> 11/16	<u>1/1</u> 5/16	19

FURNITURE BUYERS

<u>Motivation</u>	<u>Socio-economic status</u>		<u>Age</u>
	Upper lower/ Lower middle	Upper middle/ Upper	
Ach.	0/1	1/1	18
Aff.	3/4	1/4	17.8
Pow.	<u>0</u> 3/5	<u>0</u> 2/5	0

TABLE THREE

Type Group by Role Type

<u>Role Type</u>	<u>Group Type</u>						<u>Total</u>
	<u>Cont./Exp.</u> Ach.		<u>Cont./Exp.</u> Affil.		<u>Cont./Exp.</u> Pow.		
Breadwinner	3	5	3	4	0	1	16
Furniture Buyer	0	1	4	0	0	0	5
Total	3	6	7	4	0	1	21

CHAPTER V

DISCUSSION

We will make some tentative suggestions in this chapter regarding three general categories of findings from this study. In the first section we will deal with the implications of our findings to the meanings of motives and roles to our sample of women. Next we will discuss the differences we found among the students in the control and experimental groups. The potential for the educational system to impact on women's achievement motivation is analysed in relation to these data. Finally, we will review the usefulness of the measuring tools we have used for the study.

Meanings of Motives and Roles

Some of the studies of women's motivation cited in the review of the literature (Oppenheimer, Hoffman, in Mednick et al, ed., 1975) have implied that women's achievement is low from the fact that they don't aspire to occupations traditionally held by men in our society. We offer the following cases as examples of our suggestion that it is more likely that women with high power needs will be interested in non-traditional occupations, or whose aspirations are unrealistic in terms of the probability of reaching them.

The one woman in our sample who was actively involved in competitive team sports, also transferred out of the secretarial program in the second semester and entered a non-traditional program. She was least likely to avoid conflict, claiming as her reason for liking her typing class the fact that it was so challenging to outmanoeuvre the teacher. Her PSE measured n Pow while not the highest in the group was highest relative to her own motive profile.

A second example is the woman who had such unrealistic expectations regarding her legal secretarial occupation. She expected to be "working with people in all aspects of the law". Her PSE measured n Pow is also her highest motive and other action correlates such as her drinking and drug-taking confirm her power needs.

We have concentrated as well on case number sixteen because the action correlates exhibited in her interview responses and CLAQ are closest to the overall pattern of the achiever who is a superior performer in the world of work. (Described by Klemp after McClelland, in Vermilye, ed., 1977) Overall, test results and performance have yielded the greatest degree of consistency in this case and she does affirm our belief that women who aspire to be secretaries may be considered achievers.

It may simply be a matter of chronological maturity which distinguishes number sixteen from her classmates--she is two years older than most of them. Or perhaps her value for

achievement has, as deCharms suggests (1969) made her more susceptible to prestige suggestion. Further study regarding her relationship with her family might reveal the source of her extreme internality and high PSE measured on Ach. On the basis of the data available to us, we can only cautiously suggest that her participation in sports, musical and artistic endeavours as well as her involvement in student government and a hobby club have helped develop in her a healthy self esteem as Pierce (1959) suggests, and this in turn has contributed to her sense of having control over the rewards of her life and her achievement consciousness. The one exception to an otherwise consistent pattern of attributes is her low self definition score which clearly conflicts in theory with her locus of control score. We can offer no explanation for this and as we shall see in a later section, other similar inconsistencies. In other cases such as the inverse relationship between her locus of control and her n Ach scores or her Converger Learning Style Type which reflects her low n Aff score her test results are as we would expect them to be. So also is her behaviour as expressed in her impatience with fellow students whose fooling around interferes with her work.

Another student with a relatively high n Ach score is number nine, who is a year younger than the mode, at seventeen. Several inconsistencies appear between number nine's test scores and her performance which, on the basis of some indicators would be expected to be less anxious and people

oriented. Her high n Ach score was obtained on the picture of two women in a laboratory--an achievement situation--is indicative of absence of conflict from role inconsistency. She is not committed to working for a length of time which is not consistent with a meaningful orientation to the instrumental role, even though she does express realistic expectations regarding her goal to become a legal secretary and has participated in activities designed to help her reach her goal. She has not argued openly with an instructor, our indicator of less conflict avoidance. One possible explanation for her lack of commitment may be found in her comment that she felt worst "struggling through school, afraid I wouldn't make it". Given the absence of role conflict expressed by this student, the evidence points to a possibly debilitating anxiety consistent with Atkinson's finding regarding the curvilinear relationship of achievement and performance. We can offer no explanation for the point at which, for any given individual, the optimal n Ach may occur. Although only one case, this does support Griffore's (1977) statement that debilitating anxiety is at the root of the fear of success motive described by Horner (1969).

The relationship which McDaniels found between dating status and receptivity does not hold up at all for our sample. What we found instead was that more of the achievement oriented students were dating one person regularly and the affiliators were not dating as often nor with the same person. There may

be an element here of what Maslow refers to as "deficiency motivation" (in McClelland and Steele, 1973:234). This "feeling of lack" may be functionally absent in the students with a steady dating relationship.

Measurements

Value for Achievement

There is some evidence in support of deCharms findings which have shown self reported value for achievement to be related to conformity and susceptibility to prestige suggestion. This is especially clear on the dimension of independence from family. The great majority of the students who had high scores on this dimension had not obtained their jobs independently from their family nor were they living apart from family. This seems to demonstrate what C. Wright Mills refers to as "Rational Uniformity" which is based, "not on people's desire to uphold cherished values and norms but on the sense of advantage to be gained in exploiting the social and normative system ... through conformity"*.

There was no significant relationship found between this respondent type measure and the PSE operant measure of n Ach. (Kendall's Tau B -0.035 sig. at $.40$) Other statistical tests on the respondent and operant measures were similarly meaningless for purposes of this study.

* H. Gerth and C. Wright Mills, "Character and Social Structure", New York: Harcourt Brace, 1953, cited in Theodorsen, G. and Achilles Theodorsen, A Modern Dictionary of Sociology, New York: Thomas Y. Crowell Co., 1969.

McBer and Co. have reported high correlations with the operant measures and performance ($r = .40$ to $.60$) and low correlations with respondent measures and performance ($r = .25$ to $.35$) (in a lecture presentation delivered by George Klemp to the Conference of Colleges Associated with Experiential Learning, Cael, October 1980, East Lansing, Michigan). The use of what Goode and Hatt refer to as "known groups" and "independent criteria" techniques of validation are the most highly rated validation techniques. Other statements of Goode and Hatt are in agreement with McClelland et al in their concern over the high level of response bias found in self report or respondent or "pencil and paper" tests. While they note that "such objections need not be taken seriously" when "such scales show adequate validity", they also acknowledge that the "projective" tests designed to "deal with this problem" are "coming into use among sociologists" and "the problem of reducing the directive nature of items is a matter of importance for sociological research" (1952:240). The remainder of this section deals with the experiences we have had in validating the "projective" or "operant" measures used in this study.

Comparing the scoring from the pre telephone interviews with the motive profiles generated from the PSE showed so few agreements that the trainers from McBer were consulted. We were told that "Instrumental behaviour is very difficult to code" (Burruss, personal communication, August 1980). Rather

than trying to judge achievement behaviour as a result of why an individual chose an activity, it was suggested that the most important thing to learn in order to judge the effectiveness of the MMfPI program is what goal the participants had and whether the goal was achieved. The example used was: "A participant in one of our seminars was always talking about how he wanted to work in a newspaper office. He is now working on the Washington Post" (ibid). Our own limited contacts with the sample group made such observations regarding what the students were "always talking about" unavailable. However, we did revise our telephone interview on the basis of this consultation.

The PSE and LSI are an integral part of the educational technology used to involve people in learning about motivation. The results of these and the cognitive skills tests are useful for describing course participants and answering the charge that people who voluntarily attend such programs are already motivated to achieve so their performance would not be a result of the program.

Comparison of Test of Thematic Analysis Scores found only seniors at a highly selective, private, traditional Liberal Arts college and at a state nonselective teachers college scored higher than our first year group from a public non-selective year college. The same is true for the Analysis of Argument results with the exception of the comparison between our sample and the teacher's college. We cautiously

suggest that this may be due to the emphasis in the U.S. of teaching towards the successful competition on the Scholastic Aptitude Test which has been so widely used in selection for admissions to U.S. post secondary educational institutions.

LSI/PSE/Performance

The following analysis is presented in detail to illustrate the lack of consistency which we have found among the various measures, which is doubly confusing in the light of the correlation coefficients cited by Klemp (Operant measures and performance: $r = .40$ to $.60$).

It was expected that the Learning Style Type and motive profile should be reflective of action correlates with some commonalities. However, examination of the data did not support this at all. Divergers, for instance, who are supposedly more emotional than the other types, interested in people more, and likely to be counsellors, or organization development specialists did not have motive profiles which reflected this people orientation with any consistency, (n Ach ranged from -4 to 9; n Aff from 2 to 11 and n Pow from 2 to 14). We thought to explain some of these anomalies with differences in SES, but we found divergers in every class level just as the modal motive profile (n Ach 0, n Aff 7, n Pow 8) was found in every class level. Statistically, it seems that there is a relationship between the modal learning type and motive profile but there are three times as many students in the modal learning style

category and as we explained earlier the relationship disappears when we examine the motive profile of all the divergers.

Looking at the mean as a central tendency indicator changes the motive profile to n Ach 4, n Aff 7 and n Pow 8 while the mean learning style type is Accommodator and there are actually only four of them in the sample.

In terms of action correlates, there are proportionately as many divergers among the achievement oriented breadwinners as among the affiliative ones.

Locus of Control/Motive Profile/Self Definition

It had been suspected that internal locus of control (that is, low scores on the ANSIE) would be related to a high n Ach since the achiever is motivated by competition with internal standards of excellence, is self-aware and this implies feeling that one has control over reinforcements. Similarly it was suspected that self definition would be related to these other forms of internality.

While we would have expected a significant inverse relationship between high n Ach and high ANSIE scores (externality), we found instead that the most external locus of control, that is ANSIE scores from 16 to 19 were related to the following motive profiles and self definition scores:

External Locus of Control	n Ach	n Aff	n Pow	Loc. of Control	n Ach	Self Def.
19	4	7	4	hi	lo	3(self)
17	9	7	8	hi	hi	3 "
16	5	7	8	hi	med	-4(soc.)
16	0	7	11	hi	lo	-1 "

The most internal locus of control had the following motive profiles and self definition:

Internal Locus of Control	n Ach	n Aff	n Pow	Loc. of Control	n Ach	Self Def.
05	-1	11	5	lo	lo	-3(soc.)
07	8	5	17	med.	hi	3(self)
07	10	8	2	med.	hi	1 "
03	10	4	11	lo	hi	-3(soc.)

For our sample, the relationships we suspected between measures of internality did not occur with consistency.

McClelland and Boyatzis have offered the following by way of explanation for the lack of correlation:

The locus of control is measured with a respondent measure and is therefore much more to be influenced by the person's self image and social desirability set than is an operant measure like cognitive self definition. In the latter instance a person is simply writing a story and is less likely to control his or her responses in a way that will produce a good impression. (In The Personnel and Guidance Journal, Jan. 1980:368-372)

Impact of the Educational System

It was revealed in the typology of this sample that the majority of the breadwinner type were members of the experimental

group, that is they were taught by faculty who had been trained in MMfPI (see Table Three, p. 78). The one experimental group member who was in the furniture buyer category was there only by virtue of her lack of time commitment to work outside the home. Her action correlates are achievement oriented as reported earlier (p. 76).

Two of the six control group breadwinners were older and living on their own. One was widowed and one had children. There were also more students in this control group breadwinner category whose mothers had worked outside the home (four of six) than those from the experimental group (only three of ten).

While there are the abovementioned identifiable factors which may contribute to the development of competence in life management skills, other than motivation training, these data demonstrate that in the absence of these explanations of variance there remain seven of the sixteen breadwinners for whom the only common explanation of their commitment to an instrumental role was that they were taught by teachers trained in MMfPI, and four of these had achievement orientations.

Students in both the control and experimental classes reported more often that they preferred their typing class to any others. What was revealing about the difference between the groups was the reasons they gave for their choice. The control group all reported such things as "enjoyed the casual atmosphere" or "all the girls (sic) got along better". The

experimental group who preferred their typing class all reported that it was "less boring" or "the teacher used techniques which were different". This was evidence in support of the attention getting quality of the motivation techniques and since none of the faculty involved in the pilot study became certified trainers, nor was there any pressure on any of them to use any of the training they had in their classes, these results may be conservatively biased. Underscoring the implications of this finding is McClelland's citation of Kounin's research report identifying the behaviours of teachers which enhanced the involvement in the learning situation. Kounin found that three main characteristics of teacher behaviour were involved: getting attention, insuring participation, and making individuals feel accountable. As McClelland points out, and these data demonstrate:

The motivation training materials are novel and varied so they assure attention. They are tailored to individuals and require participation by everyone in the classroom. [For example, the NASA game which faculty reportedly used,] and they give very precise feedback. (in McClelland and Steele, 1973:508)

We have indicated that being older is a significant variable in the explanation of an achievement orientation and the meaningfulness of an instrumental role. For those students in the control group, the fact that their mother worked outside the home had some impact as well. However, the reported reasons for preferring their typing class along with the overwhelming number of experimental students in the breadwinner

category suggests that there is some impact on life management skills as a result of being taught by faculty who were trained in MMfPI, although we are unable to define the precise degree of this impact. In other words, we cannot account for the degree of variance which is accounted for by the teacher training as an outcome of these methods.

CHAPTER VI

SUMMARY AND CONCLUSIONS RECOMMENDATIONS FOR FUTURE RESEARCH

Our sample of students has been limited as noted in the Method chapter, by the demands of the naturalistic setting of the study. In spite of these limitations, we can say with some degree of certainty that our exploration into the meanings of motives and roles of the sample of secretarial students has been fruitful.

Taking our lead from Susman and Evered (1978) and deCharms and Muir (1978), we have used the case study method rather than an elaborate statistical analysis beyond an elementary summary of central tendencies.

The data supported our theses that: 1) working for a living was a salient part of the identities of the sample women, and 2) role inconsistency was less of a problem today than in the past. To a lesser extent, but still in the affirmative, the data suggested that secretarial aspirations did not preclude an achievement orientation. Enough students reported action correlates and attributes of achievement that an achievement oriented 'breadwinner' emerged as a significant type.

In some cases, the data supported a relationship between the activities cited in the literature and the behaviour of

our sample which was contradictory to the original research findings. For instance, steady dating did not interfere with the achievement orientation of our sample, in fact it was positively related to it. Also noted was the fact that more affiliative students seemed to be confronting conflict than achievement oriented ones. This latter point may simply confirm that higher education does contribute to lessening the tendency for women to avoid conflict (Holter, in Mednick et al, ed., 1975). The fact that more affiliative students reported less steady dating (and vice versa) although it disagrees with McDaniels findings (ibid), does point to the presence of a "deficiency motive" as described by Maslow (in McClelland and Steele, ed., 1973).

We have concluded that some of the variation in the meanings of motives and roles to this sample can be accounted for by age, and having a mother who worked outside the home. These data alone do not explain why only one student who was taught by faculty trained in MMfPI did not emerge as a 'bread-winner' type. We concluded therefore that training faculty in MMfPI gives the educational system a demonstrated measure of impact on the level of competence in life management skills of this sample of women.

The confusing relationships which were found among the operant and respondent measures used to assess factors suspected of being related, such as n Ach, locus of control and self definition, have led us to the conclusion that for research

such as this, the costs in terms of money and expertise are too high to warrant their use. This is especially true in light of the empirical criteria which are available which utilize the associative networks of the various motives for their definition (Figure One).

We would use the CIAQ and telephone interviews for future studies. Although it has some well known disadvantages as a survey technique (Warwick and Lininger, 1975:129-131), telephone interviews are less susceptible to a number of interaction stimuli which might affect responses to questions of motive disposition (Alschuler et al, 1971).

The researcher acknowledges that certain logistical and financial difficulties mitigate against the unqualified use of the MMfPI program as a forty hour seminar presentation in a traditional educational setting. It has, however, been implemented subsequent to this pilot study in a variety of ways: with students during common hour breaks; with faculty during slack week; with students prior to the start of the school year. While the best possible situation would be one in which the MMfPI seminar could be offered in its entirety, in conditions favouring the formation of reference group norms favourable to an achievement orientation, data from this study suggest that the program is effective in aiding in the development of life management skill competence even when the techniques are introduced incidentally to the subject area of the classroom.

A follow up to this study suggests itself almost

without saying, to examine the performances of the sample in occupational settings. Most students asked said they would participate in such a study if it were done. By assessing actual performances of the sample in the world of work, a set of criteria could be examined for comparison with those of other job competencies. A study of this nature would be responsive to the need for information on what constitutes work of equal value as well.

While it would have been desirable for this study to have had a larger sample so that patterns would have emerged more clearly from the data, it is somewhat mitigating that our empirical findings do substantiate the statistical pattern found by Sims and Ciuriak cited earlier (see p. 37).

Undoubtedly, the ramifications from this change in emphasis from the expressive to an instrumental role among women, does and will continue to have an impact on institutions throughout the social system. This study has demonstrated that the educational system can be effectively responsive to this situation by addressing the needs of male and female alike for competency in life management skills.

APPENDIX A

ADDENDA

Case Descriptions

Missing Data:

- No 01 - No College Life Activities Questionnaire(CLAQ)
- ✓ 03 - No telephone interview - number not in service
- No 05 - DROPPED OUT- no grade point average, telephone interviews
- No 07 - No CLAQ
- ✓ 09 - No post telephone interview - moved
- ✓ 10 - No post telephone interview - could not reach
- No 11 - DROPPED OUT - no data
- ✓ 12 - No telephone interviews - transferred out/back from study group.
- ✓ 15 - No Learning Style Inv. , telephone interviews - trans. out/back
- No 18 - No telephone intervæews - would not talk on phone
- No 19 - DROPPED OUT
- No 22 - DROPPED OUT
- No 24 - No telephone interviews, CLAQ - trans. out/back, not returned
- ✓ 26 - No telephone interviews - could not reach.
- ✓ 27 - No telephone interviews - trans. out/back
- No 29 - No telephone interviews CLAQ. - unlisted phone, not returned.

Tests - Possible Scores

VALUE for ACHIEVEMENT_ - Total :0 - 16

Accomplishment	-0-5
Activism	0-5
Trust	0-3
Independence	0-3

ADULT NOWICKI STRICKLAND INTERNAL EXTERNAL SCALE (Locus of Control)
0 - Internal 24 - External

THEMATIC ANALYSIS: -3 to 3 ANALYSIS of ARGUMENT : Attack = 3 to 6
Defense = 3 to 6
total score: attack + defense ÷ 2

SELF DEFINITION: -6 to 5

MOTIVE PROFILES: Entrepreneurial (high nAch, low nAff, low-Moderate nPow.
Caring (high nAff., low nPow., high Activity Inhibition
Imperial (high nPow., low n Aff) high Activity Inhibit:
Most effective in business, counselling and management respectively.

FINDINGS OF COLLEGE LIFE ACTIVITIES QUESTIONNAIRE

"Unique" activities: those participated in less than once a week by less than 50 percent of sample.

ACTIVITY NUMBER	CONTROLS	EXPERIMENTALS
2. Read for pleasure.	3	5
5. Attended movies.	2	1
6. Attended athletic events.	0	1
7. Worked on other projects or hobbies not related to course work or job.	5	5
9. Worked on own enterprise.	1	1
10. Participated in sports or practice.	3	5
11. Attended club or organizational activities.	2	4
12. Participated in musical or artistic endeavours.	0	2
13. Played games (chess, checkers, monopoly...)	1	4
14. Travelled.	1	2

"Normal" Activities: those participated in at least once a week by over 50 percent of sample (from once a week to daily).

ACTIVITY NUMBER	CONTROLS	EXPERIMENTALS
1. Studied for school assignments.	10	9
3. Talked informally with friends.	10	11
4. Watched T.V.	11	10
8. Daydreamed.	8	8
15. Attended church or other religious activity.	7	5
16. Read the newspaper.	10	8
19. Went for a walk or ride with somebody else.	9	6
31. Visited friends.	9	8
34. Prayed	10	6
37. Listened to music	12	11
57. Exercised.	6	8

COLLEGE LIFE ACTIVITIES LIST

ACTIVITY

- 1 Studied for school assignments
- 2 Read for pleasure
- 3 Talked informally with friends
- 4 Watched T.V.
- 5 Attended movies
- 6 Attended athletic events
- 7 Worked on other projects or hobbies not related to course work or job
- 8 Daydreamed
- 9 Worked on own enterprise
- 10 Participated in sports or practice
- 11 Attended club or organizational activities
- 12 Participated in musical or artistic endeavors
- 13 Played games (chess, checkers, Monopoly, etc.)
- 14 Traveled
- 15 Attended church or other religious activities
- 16 Read the newspaper
- 17 Went dancing
- 18 Attended a fashion show
- 19 Went for a walk or ride with someone else
- 20 Went to a nightclub with a floor show
- 21 Attended a burlesque show or a X-rated movie

ACTIVITY

- 22 Went to a overnight or weekend party
- 23 Went for a walk or ride alone
- 24 Went swimming
- 25 Attended an orchestral concert
- 26 Visited a museum
- 27 Played practical jokes on others
- 28 Wrote music
- 29 Wrote letters to friends
- 30 Studied with one or more people
- 31 Visited friends
- 32 Ate at a restaurant
- 33 Argued openly with an instructor
- 34 Prayed
- 35 Had contact with faculty outside of class
- 36 Met someone in a bar
- 37 Listened to music
- 38 Went to a party
- 39 Gambled
- 40 Participated in campus political activity
- 41 Attended public lecture (not for a course)
- 42 Played a musical instrument
- 43 Drank alcoholic beverages
- 44 Used psychotropic drugs
- 45 Did volunteer service work

ACTIVITY

- 46 Took No-Doz or other stay-awake pills
- 47 Engaged in sexual activity
- 48 Attended an art exhibition
- 49 Sought personal help (e.g. advisor, counselor, therapist)
- 50 Checked out a book or journal from the library
- 51 Attended a musical concert other than orchestral
- 52 Participated in community political activity
- 53 Went to a stage play
- 54 Attended a dance performance
- 55 Attended a formal dance
- 56 Painted or drew a picture
- 57 Exercised (specify _____)

FINDINGS

Individual Case Descriptions

Case number: 00
 Age: 18
 Marital status: single
 Number siblings: 4 or more
 Father's education: high school grad.
 Mother's education: high school grad
 Father's socio-economic index: 32.7
 Mother's socio-economic index: 0000
 Social Class(based on father's s-ei.): upper lower
 Work load: none
 Major source of living expenses: parents
 Lives with: parents

Value for: Accomplishment 4 Activism 2 Trust 1 Independence 3
 Achievement 10

Locus of Control: 10
 Grade Point Average: Fall 2.96 Winter 2.63
 Test of Thematic Analysis: 1
 Analysis of Argument: Attack -3 Defence -2 Score -2.5
 Self Definition: 3
 Motive Profile (from Picture Story Exercise-PSE): nAch 2 nAff 11 nPow 14
 Role Inconsistency " " " " : Yes ___ No X (picture 6)
 Learning Style Inventory (LSI) Type: Diverger

College Life Activities:
 Normative: except no. 8 Unique: No. 2, 5, 7, 11,

Evidence of meaningfulness of instrumental role
 Part I CLAQ
 6b: dating status--receptivity (McDaniels in Unger:258) Yes ___ No X
 9: realistic expectations (deCharms in Chapman and Hill:109) Y? N
 10(OUR Addition) time commitment: (Broverman in Mednick) YX N
 Part II:
 Activity 33: less conflict avoidance (Holter in Mednick) Y X N -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Y N X
 "40/52 : more political activity (Holter in Mednick) Y N X

1 2 3 4 : 4

Action corelates of:
 Achievement: CLAQ Pt. II Question 4 _____

Telephone Interview I _____

Telephone Interview II _____

Affiliation Pt. II Q.4 People met

Power CLAQ Wants to own day care centre. Unspecified plans

BW APP.

FINDINGS
Individual Case Descriptions

Case number: 03
 Age: 20
 Marital status: single
 Number siblings: 4 or more
 Father's education: high school grad. - CLAQ 11th
 Mother's education: high school grad.
 Father's socio-economic index: 37.7
 Mother's socio-economic index: 25.0 - CLAQ Home
 Social Class (based on father's s-ei.): upper lower
 Work load: over 15 hrs. - CLAQ unemployment
 Major source of living expenses: government
 Lives with: alone with children

Value for: Accomplishment 2 Activism 4 Trust 1 Independence 3
 Achievement 8

Locus of Control: 10
 Grade Point Average: Fall 2.28 Winter 2.50
 Test of Thematic Analysis: 1
 Analysis of Argument: Attack -3 Defence -2 Score -2.5
 Self Definition: 4
 Motive Profile (from Picture Story Exercise-PSE): nAch 6 nAff 11 nPow 8
 Role Inconsistency " " " " : Yes ___ No X pict. no. 4, 6.
 Learning Style Inventory (LSI) Type: Diverger

College Life Activities:
 Normative: except 1,3,4,15 Unique: No. 7

Evidence of meaningfulness of instrumental role
 Part I CLAQ
 6b: dating status--receptivity (McDaniels in Unger:258) Yes X No ___
 9: realistic expectations (deCharms in Chapman and Hill:109) Y N X
 10 (OUR Addition) time commitment: (Broverman in Mednick) 30 yrs.
 Part II:
 Activity 33: less conflict avoidance (Holter in Mednick) Y X N
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Y N X
 "40/52 : more political activity (Holter in Mednick) Y X N

Action corelates of:
 Achievement: CLAQ Pt. II Question 4 3,4,6,3

Telephone Interview I _____
NO TELEPHONE INTERVIEWS/ N.I.S.

Telephone Interview II

Affiliation CLAQ Pt. II Q 4. Helping friends
 Problems from home interfere with school

Power

BW. Aff

FINDINGS

Individual Case Descriptions

Case number: 06
Age: 18
Marital status: single
Number siblings: 3
Father's education: high school grad.
Mother's education: high school grad.
Father's socio-economic index: 65.1
Mother's socio-economic index: 52.4
Social Class (based on father's s-ei.): lower upper
Work load: none
Major source of living expenses: parents
Lives with: parents

Value for: Accomplishment 2 Activism 5 Trust 0 Independence 3
Achievement 10

Locus of Control: 15
Grade Point Average: Fall 3.04 Winter 2.67
Test of Thematic Analysis: 0
Analysis of Argument: Attack -3 Defence -2 Score -2.5
Self Definition: 2
Motive Profile (from Picture Story Exercise-PSE): nAch -4 nAff 2 nPow 8
Role Inconsistency " " " " : Yes ? No no Im on any pict
Learning Style Inventory (LSI) Type: Diverger

College Life Activities:
Normative: All Unique: No. 7

Evidence of meaningfulness of instrumental role

Part I CLAQ
6b: dating status--receptivity (McDaniels in Unger:258) Yes X No
9: realistic expectations (deCharms in Chapman and Hill:109) YNA NNA
10 (OUR Addition) time commitment: (Broverman in Mednick) As long as nec.

Part II:
Activity 33: less conflict avoidance (Holter in Mednick) Y N X
" 6/10 : team sports, athletics --socialize for "Man's world"
(Lever, 197) (once, several times) Y N X
"40/52 : more political activity (Holter in Mednick) Y N X

Action corelates of:
Achievement: CLAQ Pt. II Question 4

Telephone Interview I Goal: to own home of her own
-affiliation?

Telephone Interview II NA

Affiliation CLAQ Pt II Q4 Felt worst about competition among classmates

Power

BW. APA

FINDINGS
Individual Case Descriptions

Case number: 18
Age: 18
Marital status: single
Number siblings: 4 or more
Father's education: university grad.
Mother's education: high school grad.
Father's socio-economic index: 42.4
Mother's socio-economic index: 0000
Social Class(based on father's s-ei.): lower middle
Work load: none
Major source of living expenses: parents
Lives with: parents

Value for: Accomplishment 5 Activism 4 Trust 1 Independence 2
Achievement 12

Locus of Control: 14
Grade Point Average: Fall 2.76 Winter 2.29
Test of Thematic Analysis: 2
Analysis of Argument: Attack 0 Defence -1 Score -.5
Self Definition: 0
Motive Profile (from Picture Story Exercise-PSE): nAch 2 nAff 7 nPow 4
Role Inconsistency " " " " : Yes No X Pict. 6
Learning Style Inventory(LSI) Type: Divdnger

College Life Activities:
Normative: Except 8,15,34, Unique 2,11,13,14.

Evidence of meaningfulness of instrumental role
Part I CLAQ
6b: dating status--receptivity(McDaniels in Unger:258) Yes No X
9: realistic expectations (deCharms in Chapman and Hill:109) Y N X
10(OUR Addition) time commitment:(Broverman in Mednick)As long as health holds out.
Part II:
Activity 33:less conflict avoidance(Holter in Mednick) Y X N -
" 6/10 : team sports, athletics --socialize for "Man's world"
(Lever, 197) Attended several times Y N X
"40/52 :more political activity(Holter in Mednick) Y X N

1346 4

Action corelates of:
Achievement: CLAQ Pt. II Question 4 _____
Telephone Interview I _____
NO TELEPHONE INTERVIEWS

Telephone Interview II

Affiliation CLAQ PtII Q4 Felt best getting alongwith teachers...
social part of St. Clair was great

Power

BW-APP

FINDINGS
Individual Case Descriptions

Case number: 15
Age: 19
Marital status: single
Number siblings: 3
Father's education: some high school
Mother's education: some high school
Father's socio-economic index: 46.2
Mother's socio-economic index: 0000
Social Class (based on father's s-ei.): lower middle
Work load: over 15 hrs.
Major source of living expenses: parents
Lives with: parents

Value for: Accomplishment 3 Activism 4 Trust 2 Independence 2
Achievement 11

Locus of Control: 12
Grade Point Average: Fall 2.72 Winter 2.50
Test of Thematic Analysis: 1
Analysis of Argument: Attack -3 Defence -2 Score -2.5
Self Definition: 1
Motive Profile (from Picture Story Exercise-PSE): nAch 3 nAff 3 nPow 4
Role Inconsistency " " " : Yes ___ No X pict.6
Learning Style Inventory (LSI) Type: NA

College Life Activities:
Normative: Except 31 Unique: none

Evidence of meaningfulness of instrumental role
Part I CLAQ
6b: dating status--receptivity (McDaniels in Unger:258) Yes ___ No X
9: realistic expectations (deCharms in Chapman and Hill:109) Y ___ N X
10(OUR Addition) time commitment: (Broverman in Mednick) Until children
Part II: and after they start school
Activity 33: less conflict avoidance (Holter in Mednick) Y ___ N X -
" 6/10 : team sports, athletics --socialize for "Man's world"
(Lever, 197) once/several Y ___ N X
"40/52 : more political activity (Holter in Mednick) Y ___ N X

13 - 2

Action corelates of:
Achievement: CLAQ Pt. II Question 4 _____

Telephone Interview I _____

~~NO TELEPHONE INTERVIEWS~~

Telephone Interview II

Affiliation CLAQ pt II Q4 felt best meeting new people

Power

BW. All

FINDINGS

Individual Case Descriptions

Case number: 20
 Age: 18
 Marital status: single
 Number siblings: 4 or more
 Father's education: grade 6-8
 Mother's education: grade 6-8
 Father's socio-economic index: 38.9
 Mother's socio-economic index: 35.9
 Social Class (based on father's s-ei.): upper lower
 Work load: 7-17 hrs.
 Major source of living expenses: parents
 Lives with: boarding

Value for: Accomplishment 3 Activism 3 Trust 1 Independence 3
 Achievement 11

Locus of Control: 16
 Grade Point Average: Fall 3.48 Winter 3.00

Test of Thematic Analysis: 1
 Analysis of Argument: Attack -2 Defence -2 Score -2

Self Definition: -1
 Motive Profile (from Picture Story Exercise-PSE): nAch 0 nAff 7 nPow 11
 Role Inconsistency " " " " : Yes No X
 Learning Style Inventory (LSI) Type: Accommodator/diverger

College Life Activities:
 Normative: Except: 15, 16, 19, 34. Unique: 6, 7, 10,

Evidence of meaningfulness of instrumental role

Part I CLAQ

6b: dating status--receptivity (McDaniels in Unger: 258) Yes No X
 9: realistic expectations (deCharms in Chapman and Hill: 109) Y N X
 10 (OUR Addition) time commitment: (Broverman in Mednick) As long as poss.

Part II:

Activity 33: less conflict avoidance (Holter in Mednick) Y XX N -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Y X N
 "40/52 : more political activity (Holter in Mednick) Y N X

1345 4

Action correlates of:

Achievement: CLAQ Pt. II Question 4 _____
 Telephone Interview I _____

Telephone Interview II

Affiliation

CLAQ Pt. II Q4. Felt best about many friends made

Power

Transferred to Ambulance and Emergency Care-Traditionally Male program

BW Add

FINDINGS

Individual Case Descriptions

Case number: 25
 Age: 18
 Marital status: single
 Number siblings: 4 or more
 Father's education: some high school
 Mother's education: some high school
 Father's socio-economic index: 33.3
 Mother's socio-economic index: 32.0
 Social Class(based on father's s-ei.): upper lower
 Work load: 7-12 hrs.
 Major source of living expenses: parents
 Lives with: parents

Value for: Accomplishment 4 Activism 5 Trust 1 Independence 3
 Achievement 13

Locus of Control: 10
 Grade Point Average: Fall 4.00 Winter 3.88
 Test of Thematic Analysis: 1
 Analysis of Argument: Attack -2 Defence -2 Score -2
 Self Definition: -4
 Motive Profile (from Picture Story Exercise-PSE): nAch 0 nAff 12 nPow 13
 Role Inconsistency " " " " : Yes No X Pict.6.
 Learning Style Inventory (LSI) Type: assimilator

College Life Activities:
 Normative Except: 1,16,19,57. Unique: 2,7.

Evidence of meaningfulness of instrumental role
 Part I CLAQ
 6b: dating status--receptivity(McDaniels in Unger:258) Yes No X
 9: realistic expectations (deCharms in Chapman and Hill:109) Y X N
 10(OUR Addition) time commitment:(Broverman in Mednick)At least 15 yrs.
 Part II:
 Activity 33: less conflict avoidance(Holter in Mednick) Y N X -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Y N X
 "40/52 :more political activity(Holter in Mednick) Y N X

Action corelates of:
 Achievement: CLAQ Pt. II Question 4 Concerned about doing good(sic) on tests"

Telephone Interview I _____

Telephone Interview II _____

1 2 3

3

Affiliation CLAQ Pt. II Q4. Felt best being with friends, when friends were all happy

Tel.Int. II Goal to go up north to visit friends not achieved, worked instead

Power CLAQ.Pt. 4 Felt worst being centred out in class
 Tel.Int. II Concerned about rate of pay

BW APP.

FINDINGS

Individual Case Descriptions

Case number: 04
 Age: 18
 Marital status: single
 Number siblings: 1
 Father's education: some high school
 Mother's education: high school grad. *CLAQ Some H.S.*
 Father's socio-economic index: 32.0
 Mother's socio-economic index: 0000
 Social Class(based on father's s-ei.): upper lower
 Work load: 13-14 hrs.
 Major source of living expenses: parents
 Lives with: parents

Value for: Accomplishment 1 Activism 5 Trust 1 Independence 3
 Achievement 10

Locus of Control: 9
 Grade Point Average: Fall 3.12 Winter 2.62
 Test of Thematic Analysis: 0
 Analysis of Argument: Attack -3 Defence -2 Score -2.5
 Self Definition: 5
 Motive Profile (from Picture Story Exercise-PSE): nAch 5 nAff 6 nPow 9
 Role Inconsistency " " " " : Yes ___ No X pict. 4,6
 Learning Style Inventory (LSI) Type: Accommodator

College Life Activities:
 Normative: Except: 15, 16, 19, 34, 57. Unique: 10

Evidence of meaningfulness of instrumental role
 Part I CLAQ
 6b: dating status--receptivity (McDaniels in Unger: 258) Yes X No ___
 9: realistic expectations (deCharms in Chapman and Hill: 109) Y N X
 10(OUR Addition) time commitment: (Broverman in Mednick) All. life
 Part II:
 Activity 33: less conflict avoidance (Holter in Mednick) Y ___ N X -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Y X N
 "40/52 : more political activity (Holter in Mednick) Y ___ N X

3, 5 2

Action corelates of:
 Achievement: CLAQ Pt. II Question 4 Concerned about doing well

Telephone Interview I _____

Telephone Interview II Achieved goal: to get work applied through manpower knew appl. had to be seen

Affiliation

Power Tel.Int.I Super. Conseryation crew; lifeguard.

BW Ach.

FINDINGS

Individual Case Descriptions

Case number: 08
 Age: 19
 Marital status: single
 Number siblings: 1
 Father's education: high school grad.
 Mother's education: high school grad.
 Father's socio-economic index: 57.7
 Mother's socio-economic index: 40.4
 Social Class (based on father's s-ei.): upper middle
 Work load: 1-6 hrs.
 Major source of living expenses: parents
 Lives with: parents

Value for: Accomplishment 2 Activism 5 Trust 0 Independence 3
 Achievement 10

Locus of Control: 07
 Grade Point Average: Fall 4.00 Winter 4.00
 Test of Thematic Analysis: 3
 Analysis of Argument: Attack -2 Defence -2 Score -2
 Self Definition: 3
 Motive Profile (from Picture Story Exercise-PSE): nAch 8 nAff 5 nPow 17
 Role Inconsistency " " " " : Yes No X pict. 2,4,6
 Learning Style Inventory (LSI) Type: Assimilator

College Life Activities:
 Normative: Except 8,57 Unique: None

Evidence of meaningfulness of instrumental role
 Part I CLAQ
 6b: dating status--receptivity (McDaniels in Unger:258) Yes X No
 9: realistic expectations (deCharms in Chapman and Hill:109) Y N X
 10(OUR Addition) time commitment: (Broverman in Mednick) till retirement
 Part II:
 Activity 33: less conflict avoidance (Holter in Mednick) Y X N -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Several times for 6&10 Y ? N X
 "40/52 : more political activity (Holter in Mednick) Y N X

Action corelates of: 234 3
 Achievement: CLAQ Pt. II Question 4 Felt best when saw all A's
 Telephone Interview I

Telephone Interview II Goal job for money for school
ach ach
 -achieved
 -applied where worked before
 evidence of planning
 -knew they liked her work
 evidence of acquiring feedback
 Wants job she enjoys ✓
 Affiliation
 CLAQ PtII Q4
 Felt worst early in year
 when not sure of friends HAF

Power
 Tel Int II wants job with decent wages Pans
BW-Ach

FINDINGS
Individual Case Descriptions

Case number: 12
Age: 26
Marital status: widow
Number siblings: 0
Father's education: high school grad
Mother's education: high school grad
Father's socio-economic index: 41.5
Mother's socio-economic index: 44.5
Social Class (based on father's s-ei.): lower middle
Work load: none
Major source of living expenses: self
Lives with: alone

Value for: Accomplishment 2 Activism 5 Trust 3 Independence 3
Achievement 13

Locus of Control: 12
Grade Point Average: Fall 4.00 Winter 4.00
Test of Thematic Analysis: 2
Analysis of Argument: Attack 2 Defence -2 Score 0
Self Definition: -2
Motive Profile (from Picture Story Exercise-PSE): nAch 8 nAff 8 nPow 2
Role Inconsistency " " " " : Yes ___ No X pict. 2,4
Learning Style Inventory (LSI) Type: Diverger

College Life Activities:
Normative: Except 15 Unique: 2,7,9,10,11,13

Evidence of meaningfulness of instrumental role
Part I CLAQ
6b: dating status--receptivity (McDaniels in Unger:258) Yes ___ No X
9: realistic expectations (deCharms in Chapman and Hill:109) Y N X
10(OUR Addition) time commitment: (Broverman in Mednick) until retirement
Part II:
Activity 33: less conflict avoidance (Holter in Mednick) Y X N -
" 6/10 : team sports, athletics --socialize for "Man's world"
(Lever, 197) Y X N
"40/52 : more political activity (Holter in Mednick) Y N X
- but was class rep. 1345(6)4-5

Action corelates of: Goal: secretarial job to management -now in Exec s
Achievement: CLAQ Pt. II Question 4 Getting good grades and working
on activities with Bus. reps.
Telephone Interview I NA

Telephone Interview II NA
No Telephone Interviews
transferred in and out of sl2

Affiliation

Power

BW Ach

FINDINGS

Individual Case Descriptions

Case number: 16
 Age: 20
 Marital status: single
 Number siblings: 3
 Father's education: grade 6-8
 Mother's education: some high school
 Father's socio-economic index: 32.9
 Mother's socio-economic index: 0000
 Social Class (based on father's s-ei.): upper lower
 Work load: none
 Major source of living expenses: self
 Lives with: friends

Value for: Accomplishment 2 Activism 5 Trust 3 Independence 3
 Achievement 13

Locus of Control: 03
 Grade Point Average: Fall 4.00 Winter 4.00
 Test of Thematic Analysis: 3
 Analysis of Argument: Attack -2 Defence -2 Score -2
 Self Definition: -3
 Motive Profile (from Picture Story Exercise-PSE): nAch 10 nAff 4 nPow 11
 Role Inconsistency " " " " : Yes ___ No XXX Pict. 4,6
 Learning Style Inventory (LSI) Type: Converger

College Life Activities:

Normative: Except 15 (57 NA) Unique: 2,7,9,10,11,12,13,14.

Evidence of meaningfulness of instrumental role

Part I CLAQ

6b: dating status--receptivity (McDaniels in Unger:258) Yes X No ___
 9: realistic expectations (deCharms in Chapman and Hill:109) Y N X *
 10(OUR Addition) time commitment: (Broverman in Mednick) many years even

Part II:

Activity 33: less conflict avoidance (Holter in Mednick) Y N X -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) X X N ___
 "40/52 : more political activity (Holter in Mednick) Y X N ___
 Class Rep. 356 3

Action corelates of:

Achievement: CLAQ Pt. II Question 4 G.P.A.
Concerned with "getting work done
impatient with those who aren't.

Telephone Interview I

Telephone Interview II Goal: to get a good job- achieved
 Sent in application in Jan., worked there in H.S. - learned procedures - participation in acts. to ach. goals
 Got recommendation-feedback acquisition

Affiliation

Power

CLAQ Pt. II Q4 Appreciated nomination for Dean's award efforts and accomplishments appreciated.

BW. Ach.

FINDINGS

Individual Case Descriptions

Case number: 17
 Age: 19
 Marital status: single
 Number siblings: 4 or more
 Father's education: college grad.
 Mother's education: college grad.
 Father's socio-economic index: 56.0
 Mother's socio-economic index: 0000
 Social Class(based on father's s-ei.): upper middle
 Work load: none
 Major source of living expenses: parents
 Lives with: parents

Value for: Accomplishment 2 Activism 2 Trust 1 Independence 3
 Achievement 8

Locus of Control: 16
 Grade Point Average: Fall 3.48 Winter 2.67

Test of Thematic Analysis: 3
 Analysis of Argument: Attack -1 Defence -2 Score -1.5

Self Definition: -4
 Motive Profile (from Picture Story Exercise-PSE): nAch 5 nAff 7 nPow 8
 Role Inconsistency " " " " : Yes No X Pict. 4,6
 Learning Style Inventory (LSI) Type: Accommodator

College Life Activities:
 Normative: Except: 15,19,31,34,57. Unique: 11

Evidence of meaningfulness of instrumental role

Part I CLAQ
 6b: dating status--receptivity (McDaniels in Unger:258) Yes X No
 9: realistic expectations (deCharms in Chapman and Hill:109) Y N X
 10(OUR Addition) time commitment: (Broverman in Mednick) as many yrs. as c
 Part II: can ;may change when married but hope nt
 Activity 33: less conflict avoidance (Holter in Mednick) Y N N -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) 6, attended several times X N X
 "40/52 : more political activity (Holter in Mednick) Y X N
 Student Gov't .Secty.

Action corelates of: 3762
 Achievement: CLAQ Pt. II Question 4 Felt good about good marks
Concerned about not studying very
much for tests
 Telephone Interview I Job related to future goal-
managing business

Telephone Interview II Goal: to get job on own-achieved

Affiliation CLAQ PT.II Q4 Felt good meeting people/St. Gov't.
 " " getting along with teachers
 Doesn't like competing- just having fun.

Power Student Gov't. activities

BW. Ach.

FINDINGS
Individual Case Descriptions

Case number: 21
Age: 17
Marital status: single
Number siblings: 1
Father's education: grade 6-8
Mother's education: high school grad.
Father's socio-economic index: 31.4
Mother's socio-economic index: 46.4
Social Class(based on father's s-ei.): upper lower
Work load: 1-6 hrs.
Major source of living expenses: parents
Lives with: parents

Value for: Accomplishment 5 Activism 4 Trust 2 Independence 3
Achievement 14

Locus of Control: 9
Grade Point Average: Fall 2.96 Winter 2.88
Test of Thematic Analysis: 1
Analysis of Argument: Attack -1 Defence -2 Score -1.5
Self Definition: -3
Motive Profile (from Picture Story Exercise-PSE): nAch 10 nAff 7 nPow 26
Role Inconsistency " " " " : Yes ___ No X Pict. 4,6.
Learning Style Inventory(LSI) Type: Diverger

College Life Activities:
Normative: Except: 19, Unique: none

Evidence of meaningfulness of instrumental role
Part I CLAQ
6b: dating status--receptivity(McDaniels in Unger:258) Yes X ___ No ___
9: realistic expectations (deCharms in Chapman and Hill:109) Y X ___ N ___
10(OUR Addition) time commitment:(Broverman in Mednick)As long as I can
Part II: even when married.
Activity 33:less conflict avoidance(Holter in Mednick)Y ___ N X-
" 6/10 : team sports, athletics --socialize for "Man's world"
(Lever, 197) once/several Y ___ N X
"40/52 :more political activity(Holter in Mednick) Y ___ N X

Action corelates of: 23 2
Achievement: CLAQ Pt. II Question 4 Felt best when passed tests
" worst when failed test
Telephone Interview I _____

Telephone Interview II Goal; money for school- achieved
Applied where worked before

Affiliation

Power Extremely high power score not reflected in action correlates.

B.W. Ach.

FINDINGS
Individual Case Descriptions

Case number: 26
Age: 20
Marital status: single
Number siblings: 2
Father's education: university grad.
Mother's education: college grad.
Father's socio-economic index: 74.7
Mother's socio-economic index: 0000
Social Class(based on father's s-ei.): upper
Work load: none
Major source of living expenses: parents
Lives with: parents

Value for: Accomplishment 3 Activism 4 Trust 2 Independence 3
Achievement 12

Locus of Control: II
Grade Point Average: Fall 3.23 Winter 3.00

Test of Thematic Analysis: 2
Analysis of Argument: Attack -1 Defence -2 Score -1.5

Self Definition: -3
Motive Profile (from Picture Story Exercise-PSE): nAch 3 nAff 7 nPow 2
Role Inconsistency " " " " : Yes No X Pict. 4,6.
Learning Style Inventory (LSI) Type: Diverger

College Life Activities:
Normative: Except:15, Unique: 7,10,11

Evidence of meaningfulness of instrumental role:

Part I CLAQ
6b: dating status--receptivity(McDaniels in Unger:258) Yes X No
9: realistic expectations (deCharms in Chapman and Hill:109) Y X N
10(OUR Addition) time commitment:(Broverman in Mednick) Majority of life-
Part II: 20-25 years.
Activity 33:less conflict avoidance(Holter in Mednick) Y X N -
" 6/10 : team sports, athletics --socialize for "Man's world"
(Lever, 197) several/once a week Y X N
"40/52 :more political activity(Holter in Mednick) Y N X

2 3 4 5 4

Action corelates of:
Achievement: CLAQ Pt. II Question 4 "Doing good(sic) on a test,
(most/least satisfied with) feeling of accomplishing something.
Telephone Interview I NO TELEPHONE INTERVIEWS

Telephone Interview II

Affiliation CLAQ Pt. II Q4.

Power CLAQ Pt. II Q 4.: "That I am somebody."

BW Ach

FINDINGS
Individual Case Descriptions

Case number: 27
 Age: 19
 Marital status: single
 Number siblings: 2
 Father's education: grade 1-5
 Mother's education: none
 Father's socio-economic index: 32.0
 Mother's socio-economic index: 0000
 Social Class(based on father's s-ei.): upper lower
 Work load: 7-12 hrs.
 Major source of living expenses: self
 Lives with: parents

Value for: Accomplishment 2 Activism 5 Trust 0 Independence 3
 Achievement 10

Locus of Control: 14
 Grade Point Average: Fall 3.27 Winter 3.33
 Test of Thematic Analysis: 2
 Analysis of Argument: Attack -1 Defence -1 Score -1
 Self Definition: 1
 Motive Profile (from Picture Story Exercise-PSE): nAch 6 nAff 9 nPow 17
 Role Inconsistency " " " " : Yes ___ No X Pict. 4,6.
 Learning Style Inventory(LSI) Type: Diverger

College Life Activities:
 Normative: Except: 1,8,15, Unique: 2,

Evidence of meaningfulness of instrumental role:

Part I CLAQ
 6b: dating status--receptivity(McDaniels in Unger:258) Yes X No ___
 9: realistic expectations (deCharms in Chapman and Hill:109) Y NX
 10(OUR Addition) time commitment:(Broverman in Mednick)..from now on.

Part II:
 Activity 33:less conflict avoidance(Holter in Mednick) Y X N ___ -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) X ___ N X
 "40/52 :more political activity(Holter in Mednick) Y X N ___

3,4,6 3

Action corelates of:
 Achievement: CLAQ Pt. II Question 4 Felt best "when I got good marks.."

(most/least satisfied with/r)
 Telephone InterviewI _____
 NO TELEPHONE INTERVIEWS _____

Telephone Interview II

Affiliation

Power

BW.Ach

FINDINGS
Individual Case Descriptions

Case number: 13
 Age: 18
 Marital status: single
 Number siblings: 2
 Father's education: some high school
 Mother's education: high school grad
 Father's socio-economic index: 28.0
 Mother's socio-economic index: 0000
 Social Class(based on father's s-ei.): lower lower
 Work load: none
 Major source of living expenses: parents
 Lives with: parents

Value for: Accomplishment 3 Activism 5 Trust 2 Independence 3
 Achievement 13

Locus of Control: 5
 Grade Point Average: Fall 2.88 Winter 3.00
 Test of Thematic Analysis: 2
 Analysis of Argument: Attack -2 Defence -2 Score -2

Self Definition: -1
 Motive Profile (from Picture Story Exercise-PSE): nAch -1 nAffl 11 nPow 5
 Role Inconsistency " " " " : Yes ___ No X pict 6
 Learning Style Inventory (LSI) Type: Diverger

College Life Activities:
 Normative: Except 8,31,57. Unique: None

Evidence of meaningfulness of instrumental role
 Part I CLAQ
 6b: dating status--receptivity (McDaniels in Unger:258) Yes X No ___
 9: realistic expectations (deCharms in Chapman and Hill:109) Y ___ N X
 10(OUR Addition) time commitment: (Broverman in Mednick) NA
 Part II:
 Activity 33: less conflict avoidance (Holter in Mednick) Y ___ N X -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) once /severaltimes Y ___ N X
 "40/52 : more political activity (Holter in Mednick) Y ___ N X

Action correlates of:
 Achievement: CLAQ Pt. II Question 4 Felt best reaching goal of 80wpm
in shorthand class/worst missing class

Telephone Interview I _____

Telephone Interview II _____

Affiliation

No job goal
 Liked typing class best because "we all got along best"

NA

Power

FINDINGS
Individual Case Descriptions

Case number: 07
Age: 19
Marital status: single
Number siblings: 2
Father's education: grade 1-5
Mother's education: grade 1-5
Father's socio-economic index: 32.0
Mother's socio-economic index: 32.0
Social Class (based on father's s-ei.): upper lower
Work load: 1-6 hrs.
Major source of living expenses: parents
Lives with: parents

Value for: Accomplishment 3 Activism 2 Trust 1 Independence 3
Achievement 9

Locus of Control: 9
Grade Point Average: Fall 3.00 Winter 2.11

Test of Thematic Analysis: -1
Analysis of Argument: Attack -3 Defence -1 Score -2

Self Definition: 0
Motive Profile (from Picture Story Exercise-PSE): nAch 0 nAff 2 nPow 0
Role Inconsistency " " " " : Yes ? No ? No Im for any pic
Learning Style Inventory (LSI) Type: Assimilator

College Life Activities:
Normative: Unique:

Evidence of meaningfulness of instrumental role NO CLAQ NA

Part I CLAQ
6b: dating status--receptivity (McDaniels in Unger:258) Yes ? No ? NA
9: realistic expectations (deCharms in Chapman and Hill:109) Y N NA
10 (OUR Addition) time commitment: (Broverman in Mednick) ? NA

Part II:
Activity 33: less conflict avoidance (Holter in Mednick) Y N - NA
" 6/10 : team sports, athletics --socialize for "Man's world"
(Lever, 197) Y N NA
"40/52 : more political activity (Holter in Mednick) Y N /

Action corelates of: NA
Achievement: CLAQ Pt. II Question 4 _____

Telephone Interview I _____

Telephone Interview II

Affiliation
Tel. Int II Goal to find a job - not achieved
- wants a job meeting people,
making friends, being happy

Power

NA

FINDINGS

Individual Case Descriptions

Case number: 05
 Age: 18
 Marital status: single
 Number siblings: 3
 Father's education: some high school
 Mother's education: high school grad.
 Father's socio-economic index: 22.7
 Mother's socio-economic index: 45.5
 Social Class(based on father's s-ei.): lower
 Work load: none }
 Major source of living expenses: self } *Sic CLAQ full time employed.*
 Lives with: parents

Value for: Accomplishment 3 Activism 5 Trust 2 Independence 3
 Achievement 13

Locus of Control: 13
 Grade Point Average: Fall NA Winter NA DROPPED OUT
 Test of Thematic Analysis: 2
 Analysis of Argument: Attack -2 Defence -2 Score -2
 Self Definition: 2
 Motive Profile (from Picture Story Exercise-PSE): nAch 5 nAff 8 nPow 12
 Role Inconsistency " " " " : Yes ___ No X pict. 6
 Learning Style Inventory(LSI) Type: Accommodator

College Life Activities:
 Normative: Except 8,15,57. Unique: 2

Evidence of meaningfulness of instrumental role
 Part I CLAQ
 6b: dating status--receptivity(McDaniels in Unger:258) Yes ___ No X
 9: realistic expectations (deCharms in Chapman and Hill:109) YNA NNA
 10(OUR Addition) time commitment:(Broverman in Mednick) NA
 Part II:
 Activity 33:less conflict avoidance(Holter in Mednick) Y ___ N X -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Y ___ N X
 "40/52 :more political activity(Holter in Mednick) Y ___ N X

Action corelates of:
 Achievement: CLAQ Pt. II Question 4 Felt worst when failed test
 Telephone Interview I NO TEL. INTERVIEWS DROP OUT

Telephone Interview II

Affiliation

Power Accommodator type higher risk taker than other types

NA

FINDINGS

Individual Case Descriptions

Case number: 01
 Age: 18
 Marital status: single
 Number siblings: 1
 Father's education: some univ.
 Mother's education: college grad.
 Father's socio-economic index: 67.1
 Mother's socio-economic index: 0000
 Social Class (based on father's s-ei.): lower upper
 Work load: 1-6 hrs.
 Major source of living expenses: parents
 Lives with: parents

Value for: Accomplishment 3 Activism 5 Trust 2 Independence 3
 Achievement 13

Locus of Control: 10
 Grade Point Average: Fall 3.14 Winter 2.43

Test of Thematic Analysis: 3
 Analysis of Argument: Attack -2 Defence -2 Score -2

Self Definition: -2
 Motive Profile (from Picture Story Exercise-PSE): nAch 6 nAff 6 nPow 4
 Role Inconsistency " " " " : Yes ___ No X-pict. 4, 6.
 Learning Style Inventory (LSI) Type: Diverger

College Life Activities: NOT COMPLETED
 Normative: NA Unique: NA

Evidence of meaningfulness of instrumental role

Part I CLAQ
 6b: dating status--receptivity (McDaniels in Unger: 258) Yes ___ No ___
 9: realistic expectations (deCharms in Chapman and Hill: 109) Y ___ N ___
 10 (OUR Addition) time commitment: (Broverman in Mednick)
 Part II:
 Activity 33: less conflict avoidance (Holter in Mednick) Y ___ N ___
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Y ___ N ___
 "40/52 : more political activity (Holter in Mednick) Y ___ N ___

Action correlates of: NO GOALS/ TAKE IT EASY/ LIKED TYPING -EASY
 Achievement: CLAQ Pt. II Question 4 _____

Telephone Interview I _____

Telephone Interview II

Affiliation

Power

NA

FINDINGS

Individual Case Descriptions

Case number: 09
 Age: 17
 Marital status: single
 Number siblings: 3
 Father's education: College grad.
 Mother's education: high school grad
 Father's socio-economic index: 48.0
 Mother's socio-economic index: 0000
 Social Class (based on father's s-ei.): lower middle
 Work load: 13-14 hrs.
 Major source of living expenses: parents
 Lives with: parents *CLAQ off campus private home*

Value for: Accomplishment 3 Activism 4 Trust 1 Independence 3
 Achievement 11

Locus of Control: 17
 Grade Point Average: Fall 3.64 Winter 3.00
 Test of Thematic Analysis: 3
 Analysis of Argument: Attack 0 Defence 1 Score .5
 Self Definition: 3
 Motive Profile (from Picture Story Exercise-PSE): nAch 9 nAff 7 nPow 8
 Role Inconsistency " " " " : Yes ___ No X pict. 2,4,6
 Learning Style Inventory (LSI) Type: Diverger

College Life Activities:
 Normative: Except 15, 34, 57 Unique: 14

Evidence of meaningfulness of instrumental role.
 Part I CLAQ
 6b: dating status--receptivity (McDaniels in Unger:258) Yes ___ No X
 9: realistic expectations (deCharms in Chapman and Hill:109) Y X N
 10 (OUR Addition) time commitment: (Broverman in Mednick) 4-5 years
 Part II:
 Activity 33: less conflict avoidance (Holter in Mednick) Y ___ N X -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Y ___ N X
 "40/52 : more political activity (Holter in Mednick) Y ___ N X

2 - 1

Action correlates of:
 Achievement: CLAQ Pt. II Question 4 Felt worst struggling through afraid
wouldn't make it - debilitating anx?
 Telephone Interview I Goal to go to Coll.
for legal sect. pgm. Achieved
 Telephone Interview II NA

Affiliation CLAQ Pt II Q4 Felt best meeting new, all types people.

Power

FB. APP

FINDINGS

Individual Case Descriptions

Case number: 14
 Age: 17
 Marital status: single
 Number siblings: 2
 Father's education: college grad.
 Mother's education: college grad.
 Father's socio-economic index: 68.7
 Mother's socio-economic index: 0000
 Social Class(based on father's s-ei.): lower upper
 Work load: over 15 hrs
 Major source of living expenses: parents
 Lives with: parents

Value for: Accomplishment 2 Activism 3 Trust 0 Independence 3
 Achievement 8

Locus of Control: 7
 Grade Point Average: Fall 3.86 Winter 3.38
 Test of Thematic Analysis: 2
 Analysis of Argument: Attack -1 Defence -2 Score -1.5
 Self Definition: 1
 Motive Profile (from Picture Story Exercise-PSE): nAch -10 nAff 8 nPow 2
 Role Inconsistency " " " " : Yes No X pict. 2,4,6.
 Learning Style Inventory (LSI) Type: Accommodator

College Life Activities:
 Normative: Except 31 Unique: 10

Evidence of meaningfulness of instrumental role Traditional orientation
 Part I CLAQ Extremely religious
 6b: dating status--receptivity (McDaniels in Unger:258) Yes X No
 9: realistic expectations (deCharms in Chapman and Hill:109) Y N X
 10(OUR Addition) time commitment: (Broverman in Mednick) 2,3 years
 Part II:
 Activity 33: less conflict avoidance (Holter in Mednick) Y X N -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Y X N
 "40/52 : more political activity (Holter in Mednick) Y N X

4,5-2

Action corelates of:
 Achievement: CLAQ Pt. II Question 4 _____
 Telephone Interview I _____

Telephone Interview II

Affiliation CLAQ Pt II Q4 Felt best going out with fiancee
 Tel Int LI no goal wants work as med. sect. receptionist
 getting married
 Power Tel Int I Worked just for money

FB-ALL

FINDINGS
Individual Case Descriptions

Case number: 10
Age: 19
Marital status: single
Number siblings: 1
Father's education: grade 6-8
Mother's education: grade 6-8
Father's socio-economic index: 25.0
Mother's socio-economic index: 38.3
Social Class(based on father's s-ei.): lower lower
Work load: none
Major source of living expenses: parents
Lives with: parents

Value for: Accomplishment 2 Activism 4 Trust 1 Independence 3
Achievement 10

Locus of Control: 13
Grade Point Average: Fall 3.32 Winter 3.83

Test of Thematic Analysis: 0
Analysis of Argument: Attack -2 Defence -2 Score -2

Self Definition: -3
Motive Profile (from Picture Story Exercise-PSE): nAch 0 nAff 11 nPow 15
Role Inconsistency " " " " : Yes ___ No X pict. 6
Learning Style Inventory (LSI) Type: Converger

College Life Activities:
Normative: Except 19 Unique: 7

Evidence of meaningfulness of instrumental role

Part I CLAQ
6b: dating status--receptivity(McDaniels in Unger:258) Yes ___ No X
9: realistic expectations (deCharms in Chapman and Hill:109) Y N X
10(OUR Addition) time commitment:(Broverman in Mednick)at least (10 yrs
Part II:
-depending on financial status
Activity 33:less conflict avoidance(Holter in Mednick) Y ___ N X -
" 6/10 : team sports, athletics --socialize for "Man's world"
(Lever, 197) Y ___ N X
"40/52 :more political activity(Holter in Mednick) Y ___ N X
- but was student rep. in student gov't.

Action corelates of:
Achievement: CLAQ Pt. II Question 4 (+6) 1-

Telephone Interview I _____

Telephone Interview II NA

Affiliation

CLAQ Pt II Q4 Felt worst when centred out for comparison making "those who were not all As" feel useless.

Power CLAQ Pt. II Q4 felt best about honour of Deans Award

FB. AA

FINDINGS

Individual Case Descriptions

Case number: 23
 Age: 18
 Marital status: single
 Number siblings: 2
 Father's education: high school grad.
 Mother's education: high school grad.
 Father's socio-economic index: 65.7
 Mother's socio-economic index: 45.5
 Social Class(based on father's s-ei.): lower upper
 Work load: 1-6 hrs.
 Major source of living expenses: parents
 Lives with: parents

Value for: Accomplishment 3 Activism 4 Trust 0 Independence 3
 Achievement 10

Locus of Control: 8
 Grade Point Average: Fall 3.57 Winter 3.88
 Test of Thematic Analysis: 2
 Analysis of Argument: Attack -3 Defence -2 Score -2.5
 Self Definition: -3
 Motive Profile (from Picture Story Exercise-PSE): nAch 4 nAff 3 nPow 9
 Role Inconsistency " " " " : Yes ___ No X (Pict. 6)
 Learning Style Inventory (LSI) Type: Diverger

College Life Activities:
 Normative: Except: 8,19,31,34 Unique:10,

Evidence of meaningfulness of instrumental role
 Part I CLAQ
 6b: dating status--receptivity (McDaniels in Unger:258) Yes X No ___
 9: realistic expectations (deCharms in Chapman and Hill:109) Y X N
 10(OUR Addition) time commitment: (Broverman in Mednick) At least 6 yrs
 Part II:
 Activity 33: less conflict avoidance (Holter in Mednick) Y ___ N X -
 " 6/10 : team sports, athletics --socialize for "Man's world"
 (Lever, 197) Y X N
 "40/52 : more political activity (Holter in Mednick) Y ___ N X

25-2

Action corelates of:
 Achievement: CLAQ Pt. II Question 4 Felt best being one of top students in class
 Telephone Interview I _____

Telephone Interview II ^{Goal:} Get full time job: achieved
 Evidence of planning -resumes, follow-up letters
 summer job related to full time job obtained.

Affiliation CLAQ Pt. II Q4. Also felt best helping friends

FB. Ach.

Power

APPENDIX B

BACKGROUND INFORMATION

(ST. CLAIR'S MANAGING MOTIVATION PROJECT)

- 1. Name: _____
- 2. Student I.D. Number: _____
- 3. Program: _____
- 4. Age: _____
- 5. Sex: Male _____ Female _____
- 6. Marital Status: Divorced _____ Single _____
 Married _____ Widowed _____
 Separated _____
- 7. How many brothers/sisters do you have?: None _____ Three _____
 One _____ Four or over _____
 Two _____
- 8. Please indicate your Father's educational level: _____

- 9. Please indicate your Mother's educational level: _____

- 10. Please indicate your Father's occupation (Please be specific e.g. Class A
 Mechanic; Bookkeeper): _____

- 11. Please indicate your Mother's occupation (Please be specific e.g. Physician -
 general practice; Private Secretary): _____

12. Work Load: Employment:

I am not working while going to school _____

I am working 1 - 6 hours a week _____

I am working 7 - 12 hours a week _____

I am working 13 - 14 hours a week _____

I am working more than 24 hours a week _____

13. My major source for living expenses is:

Parent(s) _____

Self _____

Spouse _____

Government loans/grants etc. _____

Other (please specify) _____

14. Presently I am living:

With parents _____

Alone with children _____

With guardian _____

Alone _____

With spouse _____

with friends _____

With spouse and children _____

Other (please specify) _____

PLEASE INDICATE WHETHER YOU AGREE OR DISAGREE WITH THE FOLLOWING ITEMS. DO NOT LEAVE ANY BLANKS. IF YOU ARE UNCERTAIN, CHECK THE FIRST RESPONSE THAT COMES TO MIND.

15. Accomplishment:

AGREE DISAGREE

a) Above all, parents ought to try to help their children get further ahead than they were able to get.

b) A child should be taught from infancy to take the greatest pride in doing things well.

c) Children ought to learn to try hard to come out on top in games and sports.

d) Parents ought to teach their child to try to do everything he/she does better than anyone else.

e) Children should be taught that the job comes first even if it means giving up most of the fun.

16. Activism:	AGREE	DISAGREE
a) Children should learn that planning only makes a person unhappy since your plans hardly ever work out anyway.	_____	_____
b) Children should learn early there isn't much you can do about the way things are going to turn out in life.	_____	_____
c) Nowadays that wise parent will teach the child to live for today and let tomorrow take care of itself.	_____	_____
d) Children should be taught not to expect too much out of life so they won't be disappointed.	_____	_____
e) Children should be taught that when a person is born the success he/she's going to have is already in the cards, he/she might as well accept it and not fight against it.	_____	_____
17. Trust:		
a) Children should be taught that in these days a person really doesn't know whom he can count on.	_____	_____
b) Children should learn that if you don't look out for yourself people will take advantage of you.	_____	_____
c) Children should learn that most people can be trusted.	_____	_____
18. Integration with Relatives:		
a) When looking for a job a person ought to find a position in a place located near his/her parents even if that means losing a good opportunity elsewhere.	_____	_____
b) When you are in trouble, only a relative can be depended upon to help you out.	_____	_____
c) If you have the chance to hire an assistant in your work, it is always better to hire a relative than a stranger.	_____	_____

OPINION SURVEY

INSTRUCTIONS:

Below are a number of questions about various topics. They have been collected from different groups of people and represent a variety of opinions. There are no right or wrong answers to this questionnaire; we are only interested in your opinions on these questions. Please circle "yes" or "no" for each question below.

- | | | | |
|-----|--|-----|----|
| 1. | Do you believe that most problems will solve themselves if you just don't fool with them? | YES | NO |
| 2. | Do you believe that you can stop yourself from catching a cold? | YES | NO |
| 3. | Are some people just born lucky? | YES | NO |
| 4. | Most of the time do you feel that getting good grades meant a great deal to you? | YES | NO |
| 5. | Are you often blamed for things that just aren't your fault? | YES | NO |
| 6. | Do you believe that if somebody studies hard enough he or she can pass any subject? | YES | NO |
| 7. | Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway? | YES | NO |
| 8. | Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do? | YES | NO |
| 9. | Do you feel that most of the time parents listen to what their children have to say? | YES | NO |
| 10. | Do you believe that wishing can make good things happen? | YES | NO |
| 11. | When you get punished does it usually seem it's for no good reason at all? | YES | NO |
| 12. | Most of the time do you find it hard to change a friend's (mind) opinion? | YES | NO |
| 13. | Do you think that cheering more than luck helps a team to win? | YES | NO |
| 14. | Did you feel that it was nearly impossible to change your parent's mind about anything? | YES | NO |

- | | | | |
|-----|--|-----|----|
| 15. | Do you believe that parents should allow children to make most of their own decisions? | YES | NO |
| 16. | Do you feel that when you do something wrong there's very little you can do to make it right? | YES | NO |
| 17. | Do you believe that most people are just born good at sports? | YES | NO |
| 18. | Are most of the other people your age stronger than you are? | YES | NO |
| 19. | Do you feel that one of the best ways to handle most problems is just not to think about them? | YES | NO |
| 20. | Do you feel that you have a lot of choice in deciding who your friends are? | YES | NO |
| 21. | If you find a four leaf clover, do you believe that it might bring you good luck? | YES | NO |
| 22. | Did you often feel that whether or not you did your homework had much to do with what kinds of grades you got? | YES | NO |
| 23. | Do you feel that when a person your age is angry at you, there's little you can do to stop him or her? | YES | NO |
| 24. | Have you ever had a good luck charm? | YES | NO |
| 25. | Do you believe that whether or not people like you depends on how you act? | YES | NO |
| 26. | Did your parents usually help you if you asked them to? | YES | NO |
| 27. | Have you felt that when people were angry with you it was usually for no reason at all? | YES | NO |
| 28. | Most of the time, do you feel that you can change what might happen tomorrow by what you do today? | YES | NO |
| 29. | Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them? | YES | NO |
| 30. | Do you think that people can get their own way if they just keep trying? | YES | NO |
| 31. | Most of the time do you find it useless to try to get your own way at home? | YES | NO |

32. Do you feel that when good things happen they happen because of hard work? YES NO
33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters? YES NO
34. Do you feel that it's easy to get friends to do what you want them to do? YES NO
35. Do you usually feel that you have little to say about what you get to eat at home? YES NO
36. Do you feel that when someone doesn't like you there's little you can do about it? YES NO
37. Did you usually feel that it was almost useless to try in school because most other children were just plain smarter than you are? YES NO
38. Are you the kind of person who believes that planning ahead makes things turn out better? YES NO
39. Most of the time, do you feel that you have little to say about what your family decides to do? YES NO
40. Do you think it's better to be smart than to be lucky? YES NO

TELEPHONE INTERVIEW

Name of Student: _____

Name of Interviewer: _____

Date: _____

Length of Interview:

Time begun: _____ Time ended: _____

Total length in minutes: _____

SAMPLE INTRODUCTION

Hello, my name is _____ I'm calling from the Centre for Research

Do you remember
Did you receive the letter we sent you *at the beginning of the year* explaining that you were selected by chance as a subject for our research project?

If no to above: read copy of letter attached.

If yes say:

I'm calling because we are interested in finding out what sort of thing you may be learning which will be of use to your future career plans.

If you have a little time I'd like to ask you about such things as what you were doing this past summer and what your future plans are. Altogether the interview should take twenty to thirty minutes, O.K.?

If no to above: say, Could you suggest another time which would be more convenient to you?

If yes: go on to p. 2

SUMMER ACTIVITIES

What would you say was the most important thing you were doing last summer? (If he/she says, "Work" ask him/her the following questions. If he/she mentions a leisure activity, ask him/her the questions two categories ahead. Then go on and ask him/her what else was important to him/her and keep repeating the cycle until you have a total picture of how he/she spent their summer).

Summer Work

If the subject had a job, he/she will probably mention it as one of his/her important activities. If he/she does not mention it, make sure to ask him/her if they had a job.

1. What did you do? For whom? (Specific duties) _____

2. How many weeks did you work? How much did you earn each week? _____

3. How did you find out about the job? How did you get it? _____

4. Why did you want this job for the summer? (If for the money, what was the money for? If he/she wanted to earn money to save toward something, how much did he/she save) _____

5. How did the job turn out for you? Anything much happen? _____

Term-Time Work

1. Do you have a job now? What do you do? For whom? (Specific Duties) _____

2. How much do you earn each week? _____

3. How did you find out about it? How did you get it? _____

4. Why did you want this job? (If for the money, what is the money for? If he/she wants to save towards something, how much is he/she saving) _____

5. How is the job turning out for you? Anything happening? _____

SUMMER LEISURE ACTIVITIES

Try to have the subject talk about at least two, and perhaps three summer leisure activities. If he/she quickly runs out of things to talk about, make sure to probe in the following areas: Did you do anything in the way of sports? Hobbies? Travel?

Summer Activity

1. What were you doing? (Have him/her be specific) _____

2. When and how did you get started? Why did you get started? _____

3. How often did you do this last summer? _____

4. With whom did you usually do this? Whose idea was it usually? _____

5. Why were you doing this? (If he/she says, "Because I enjoyed it," ask him/her what it was in particular that he/she enjoyed about it) _____

6. How did this activity turn out for you last summer? (Did anything in particular happen with it) _____

7. What further plans do you have for this activity? _____

REPEAT SAME QUESTIONS FOR SECOND AND THIRD SUMMER LEISURE ACTIVITY.

Present Activity

1. What are you doing right now? (Have him/her be specific) _____

2. When and how did you get started? Why did you get started? _____

3. How often are you doing this? _____

4. With whom do you usually do this? Whose idea is it usually? _____

5. Why are you doing this? _____

6. How is this activity turning out so far? Has anything in particular happened with it? _____

7. What further plans do you have for this activity? _____

Future Plans

1. Do you have any plans for what you will be doing after graduation? (Have you thought about it) _____

2. Do you have any specific plans for next year? _____

3. Why have you decided upon these particular plans? (Get an answer for both the post-graduation plans for next year's plans) _____

4. Have you done anything already in preparation for these plans? (Get a complete picture. If he/she mentions one thing, ask if there is anything else. In particular, if he/she mentions something he/she plans to do, ask if there is anything he/she has done already) _____

Final Questions

Now it's your turn. Do you have any questions you want to ask? _____

Time interview ended: _____

(NOTE: at head of interview form)

FINAL QUESTIONS¹

What do you want to know all this for? What's this all about anyway? etc.

Answer: refer to para 2 of letter- "what students are learning' that will enhance their career opportunities"

-important to know what students are doing outside of school when they have more of a choice in their activities.

Are you going to tell anyone what I said?

Answer: refer to para 4 of letter- "statistical summary, no person is ever identified."

-we are not evaluating teachers (or students) . We are finding out if the things students are learning : are useful in ways that are related to their performance outside of school.

POSTTEST SECTION OF TELEPHONE INTERVIEW

1. What goal did you want to achieve (or what did you want to do MOST...) this past summer?
2. Did you do it?
3. What steps did you take to reach this goal?
4. When you were doing these things, how did you know they were the "right things" to do, in terms of achieving your goal?
5. Now, would you think back on the courses you took last year:
 - a) Was there any one course which you preferred to the others?
 - b) Did anything happen in that class which made it different from your other classes?
 - c) What was there that was different about it?
6. What is the lowest grade point average (G.P.A.) that you would accept for yourself?
7. What G.P.A. would make you feel satisfied with yourself?
8. What would be the lowest goal you might set which would be acceptable to you after you graduate?
9. What goal might you set for yourself which will make you feel most satisfied with yourself.
10. Comments about tests...
11. Would you be interested in being part of a follow-up study after graduation?

Ask all respondents if they have any comments about the tests. Standard answer for people who commented on the CLAQ.

Could you tell me more about what made you feel this way?

It's very helpful for us to have your opinion on this because we want to know if these questions might be offensive in case we want to use the instrument again

Research has shown that people in other parts of the world who perform well in the world of work are often involved in certain kinds of extra curricular activities. We are testing this questionnaire to see if there are activities in our community which are engaged in by people who perform well in the world of work.

Would you be interested in being part of a follow-up study after graduation?

APPENDIX C

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Comprehensive Cognitive Assessment Battery

		<u>Quantity</u>	<u>Total Cost</u>
Learning Styles Inventory			
Technical Manual	\$10.00	_____	_____
Test Sheet	.25	_____	_____
Profile Sheet	.25	_____	_____
Test of Thematic Analysis			
Test Booklet	\$ 1.50	_____	_____
Scoring	4.00	_____	_____
Analysis of Argument			
Test Booklet	\$ 1.50	_____	_____
Scoring	4.00	_____	_____
Self-Definition			
Test Booklet (Picture Story Exercise)	\$.75	_____	_____
Scoring	4.00	_____	_____
Life History Exercise			
Test Booklet (including special marker)	\$ 2.50	_____	_____
Scoring	5.00	_____	_____
Product description papers on the above tests:	\$ 3.25	_____	_____
<u>TOTAL COST</u> (includes postage)			=====

Send this sheet, with your remittance, to:

Ms. C. Ann Litwin
 Tests and Scoring Division
 McBer and Company
 137 Newbury Street
 Boston, Massachusetts 02116

All these measures are distinguished from the standardized, multiple choice, I.Q. type measures by labelling them Operant measures while the latter are labelled Respondent measures. Klemm summarized the distinctions in the following way:

RESPONDENT	OPERANT
1. Format: Multiple Choice True/False Short Answers	1. Format: Open Ended Unstructured Free Essay
2. Stimulus Questions are Content Directed, Response Bias is High	2. Stimulus Questions are Situation Process Directed, Response Bias Weak
3. Response Alternatives: Provided	3. Response Alternatives: Generated
4. Scoring: Cheap, Easy	4. Scoring is Costly, Involves a Trained Scorer
5. Correlation with Performance is low ($r = .25 - .35$)	5. Correlation with Performance is high ($r = .40 - .60$)

Copies of the tests described can be examined in the Centre for Research office or ordered from McBer and Company - price list attached.

MATERIALS

PSE, TAT (all forms) including coding .75

Note: We can also score the French Test of Insight or for literature studies. Price given on request

We do not have a scorer for Fear of Success.

Climate Survey Questionnaire, 1975 Revised 3.25
including answer sheets (coded)

*Includes up to five subordinates. More than five subordinates have to be run on unilevel.

Climate Survey, Self-Scoring (less than 75) 4.00
(more than 75) 3.75
including scoring sheet and profile

Climate Survey, Classroom Climate, Self-Scoring
(less than 75) 4.00
(more than 75) 3.75

SCORING

3 motives (Ach/Aff/Pow) x 6 pictures 10.00/protocol
(including individual feedback)

RUSH orders on above (less than 3 weeks) 5.00/protocol

1 motive x 6 pictures (Ach/Aff/or Pow) 3.50/protocol
(includes summary sheets only)

RUSH on above (less than 3 weeks/100 protocols) 1.70/protocol

Stages of Ego Adaptation x 6 pictures 4.00/protocol

Self-Definition (Cognitive Development) x 6 pictures 4.00/protocol

RUSH on above (less than 3 weeks/100 protocols) 1.70/protocol

1-9 participants *** Individual Feedback 21.75
Subordinates* 6.75

10-99 participants ** Individual Feedback 11.75
Subordinates* 4.25

100+ participants *** Individual Feedback 6.75
Subordinates* 4.25

Unit price with no feedback 4.25

Any composite 25.00

Extra profiles (ink copies) 3.00

Any printout of scorers 5.00

Batch Processing (single batch requiring no (discount)
reruns) earns 10% discount on price above)

If scored by McBer, same prices apply as for 1975 revised climate survey

If Scored by McBer, same prices apply as for 1975 revised climate survey

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MATERIALS

SCORING

Work Analysis Questionnaire, 1975 Revised 3.25
 includes answer sheet, coded

Work Analysis Questionnaire, Self-Scoring 4.00
 3.75

includes score sheet and profile

Motivation Styles Questionnaire, Self-Score 7.50
 includes score sheet and profile

Learning Styles Inventory
 Self-scoring booklet 2.50
 Test Sheet .25
 Profile Sheet .25
 Manual 10.00

1 - 9 participants 11.75
 10 + participants 6.75

If scored by McBer, same prices apply as
 above for 1975 revised

Each participant 2.00

Scoring .75
 Profiling .75

***** LSI PRICES IN REVISION *****
 NEW PRICES WILL BE ANNOUNCED

RESEARCH ONLY: these tests cannot be used in situations where individual feedback is required because
 we have no developed feedback package

Test of Thematic Analysis 1.50
 Analysis of Argument 1.50
 Programmed Case 2.50
 Diagnostic Listening 2.00

4.00
 4.00
 5.00
 2.00

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VITA AUCTORIS

- 1935 Born on July 12, in Windsor, Ontario, Canada
- 1948 First class standing Ontario Secondary School
Entrance Examination
- 1952 First Class Standing Ontario Secondary School
Graduation Diploma
- 1953 Preliminary Year, University of Windsor
- 1954 Elementary School Teaching Certificate, Teacher's
College, London
- 1955 Elementary School Teacher, North York Board of
Education
- 1955-
1971 Assumed 'expressive role' of wife and mother
- 1975-
1976 President's Roll of Scholars Award for high
scholastic achievement
- 1977 Bachelor of Arts General--Anthropology
University of Windsor
Department of Sociology and Anthropology
- 1977-
1978 Teaching Assistant/Research Assistant
University of Windsor
Department of Sociology and Anthropology
- 1981 Masters Candidate Sociology
University of Windsor
Department of Sociology and Anthropology