FEAR OF SUCCESS AND THE RELATIONSHIP

BETWEEN SEX AND VOCATIONAL CHOICE

IN MARRIED STUDENTS

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CHAPTER I

GENERAL INTRODUCTION TO THE AREA OF STUDY

Introduction

In recent years, family relations programs have addressed the changing
roles of both men and women in the family structure. Fear of success is one
area that has been very valuable in examining many of the expectations and
values that arise in men and women (Basow, 1980). The way a person feels
about success, however, is often related to the situational climate in his/her
environment. Patton and Giffin (1977) suggest that the "situational climate
operates on the assumption that the climate most conducive to the
achievement of individual and organizational goals will vary with the situation
and individual" (p. 415).

It appears that there are an increasing number of married men and
married women who must constantly adapt their home life around educational
and vocational opportunities (Spence, 1983). If family relations programs
intend to adequately prepare married students to deal with problems and
concerns of their families, there needs to be attention given to the attitudes
and feelings of both the husband and wife in the family. These attitudes and
feelings become important to the married student involved in making career
decisions and may cause role conflict (Basow, 1980). In addition, the choice of
a career reflects the individual's personality and ambition (Holland, 1966).
There is a need, therefore, to determine if fear of success in married students

at the college level varies with regard to their sex and vocational choice in both academic and general situations. Furthermore, determining fear of success in married students in both academic and general situations can provide valuable information about sex role socialization and understanding of women's and men's achievement strivings.

## Statement of the Problem

The problem in the present research is to examine fear of success in married students at the college level in relationship to their sex and vocational choice in both academic and general situations. The need for fear of success research on married students emerges from the following: 1) lack of research examining the needs and concerns of males in the family and 2) lack of research investigating how vocational choice is related to feelings toward success in married students. Fear of success, in this study, is concerned with an internal conflict in the individual that is produced when the person is faced with an anxiety- or success-oriented situation. Perhaps, it is best described by Pappo (1972) who defines fear of success ". . . as a psychological state which leads to paralysis, withdrawal, or retraction in the presence of a consciously understood, subjective, or objective goal which is perceived by the individual in the moment of withdrawal" (p. 3).

By considering the views of married students, family researchers can discern and examine unexplored aspects of the marital relationship. In addition, these issues need to be investigated in order to better understand the degree to which married students are motivated to achieve. By providing fear of success research on married students, researchers may find alternatives for dealing with the problems and concerns of the family.

## Significance of the Study

Recent studies concerned with fear of success have focused primarily on women's achievement. In the late sixties, fear of success was thought to pertain to women because being in competitive situations was incompatible with their femininity (Horner, 1968). As this field expanded, other researchers suggested that fear of success may be just as prevalent in men as it is in women (Tresemer, 1976; Cherry and Deaux, 1978). Due to the lack of research on fear of success in men, this concern continues even today. Canavan-Gumpert, Garner, and Gumpert (1978) speculated that a success fearing person grows up to marry someone with similar attitudes. There has been virtually no research on fear of success in married students, however, to verify this speculation.

Investigators, such as Pappo (1972) suggested that individuals who have "fear of success often learn to behave in ways so as to avoid success outcomes" (p. 87). Fear of success researchers have also argued that this anxiety is displayed by the vocational choice of an individual (Esposito, 1977). It has been shown that women confront fear of success differently in various occupations (Breedlove and Circirelli, 1974). There is also ample evidence that sex-role attitudes have an affect on vocational choice (Kaley, 1971; Lockheed, 1975).

It has been hypothesized that fear of success is affected by the situation, that is, the person's surroundings. For instance, most fear of success studies are concerned with this concept in an achievement or academic situation (Horner, 1968; Pappo, 1972). Cohen (1974/1975) questions this research by suggesting that fear of success is an anxiety that manifests itself in people in numerous situations. Therefore, there is a need to examine fear of success in married students in both academic and general situations. The present study of fear of success will provide valuable information about career planning for

married students at the college level. This research will also contribute to the understanding of married students and their attitudes toward success and goal attainment.

## Hypotheses

In view of the above studies on fear of success, there is a need for specific studies dealing with fear of success in married students at the college level in relationship to their sex and vocational choice in both academic and general situations. Therefore, the following null hypotheses are postulated:

$H_1$:     There will be no significant differences in the fear of success scores of married female students and married male students in both academic and general situations.

$H_2$:     There will be no significant differences in the fear of success scores of the subjects in relation to their vocational choice in both academic and general situations.

$H_3$:     There will be no significant interaction between the sex of the participants and their vocational choice in regard to their fear of success scores in both academic and general situations.

The researcher has set a .05 level of significance for rejecting or failing to reject the hypotheses.

## Assumptions

The following assumptions are pertinent to the study:

1.    The subjects will respond as accurately and comprehensively as possible.

2.    Fear of success is adaptable to each individual's make up.

3.    Vocational choice is an expansion of a person's interest and therefore may change with maturity.

## Limitations of the Study

The study has the following limitations:

1.   The married students were limited to the researcher's ability to locate subjects for participation in the study.

2.   A possible source of bias was that the subjects were drawn from only one university, which represents a limited population.

3.   The study was limited to American students.

## Definition of Terms

The following terms are used throughout the study and need to be defined:

Academic Situations--Primarily classroom and athletic activities, as well as interpersonal relationships involved in academics (Pappo, 1972).

Achievement Motivation--"A need for success or the attainment of excellence" (Coon, 1982, p. G-1).

Anxiety--"What we feel when our existence is threatened.  One feels tense and uneasy and worries about a social situation or stressful circumstances" (Sorochan, 1981, p. 565).

Aspiration--"A goal or objective desired" (Random House College Dictionary, 1975, p. 80).

Attitude--"A characteristic and usually long-lasting way of thinking, feeling, and behaving toward an object, person, idea or group of persons" (McConnell, 1977, p. 87).

Competition--"A social situation in which two or more persons or groups are striving to attain the same goal, which is available only to one party" (Vinacke, 1968, p. 791).

Dual-Career Families--For this study, a dual career family is identified as one "in which both husband and wife are actively engaged in the pursuit of a

career outside the home" (Garrett, 1982, p. 492).

Environment—"All the stimuli which impinge upon the individual; they may be external or internal to the individual in their origins" (Lovell, 1980, p. 159).

Family—"A unit of intimate, transacting, and interdependent persons who share some values and goals, resources, responsibility for decisions, and have commitment to one another over time" (Bivens, Fitch, Newkirk, Paolucci, Riggs, St. Maries, and Vaughn, 1975, p. 26).

Fear of Success—"A psychological state which leads to paralysis, withdrawal, or retraction in the presence of a consciously understood, subjective or objective goal which is perceived by the individual in the moment of withdrawal" (Pappo, 1972, p. 3).

General Situations—Includes things such as social situations, popularity, physical attractiveness, financial pursuits, relationships, contests, etc. (Canavan-Gumpert et al. 1978).

Goal—"The object of a motivated and directed sequence of behavior" (Coon, 1982, p. G-7).

Marriage—"A stable set of socially recognized relationships between husband and wife including, but not limited to sexual relations" (Garrett, 1982, p. 494).

Motivation—"That which directs an individual's behavior towards the satisfaction of some need: (Lovell, 1980, p. 161).

Vocational Choice—For this study, vocational choice is concerned with the field of study or college major that students are pursuing toward a career. As well, "the choice of a vocation is an expression of personality" (Holland, 1966, p. 2).

## Overview of the Study

The first chapter provided an introduction to the area of investigation, the statement of the problem and the significance of the study, hypotheses, assumptions and limitations of the study, and a definition of terms. Chapter II includes a review of related literature pertinent to the area of fear of success. Chapter III reports the procedures utilized in the study and the statistical process used to analyze the data. Chapter IV, concerned with the presentation and analysis of data, will include a detailed exploration of the data analysis. Finally, Chapter V contains the summary and recommendations of the study.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

Married students are faced with a variety of decisions throughout life

that affect their future plans (i.e. job promotions, career changes, etc.). These

vocational choices may be complicated by the fact that there are two different

personalities in the marriage that see the situation from different points of

view. Whether a person fears success or is highly successful in a career may be

the result of life experience. Holland (1966) explained:

> Out of his experience, a person develops habitual ways of coping
> with the tasks presented by his psychological, social, and physical
> environment, including vocational situations. His biological and
> social heredity, coupled with his personal history, creates a
> characteristic set of abilities, perceptual skills and outlook, life
> goals, values, self-concepts (his image and evaluation of himself),
> and coping behavior (his typical methods of dealing with the
> problems of living) (p. 10).

Today, married students pursuing careers are challenged to deal with role

conflict in meeting the needs and goals of both partners in the marriage as they

attempt "to fulfill more than one role simultaneously" (Nevill and Damico,

1975, p. 487).

The present investigation focused on fear of success in married students

with regard to sex and vocational choice in both academic and general

situations. Determining if fear of success is a major factor in goal attainment

for married students can open the door for researchers to develop effective

means to deal with the problems and concerns that exist in many unsatisfying

marriage relationships. In order to provide background information for the study, the following areas have been reviewed: Philosophy of Fear of Success, Current Need for Fear of Success Research on Married Students, Expectancy-Value Theory, Environmental and Situational Factors in Fear of Success Studies, and Vocational Choice and Sex-Role Attitudes.

## Philosophy of Fear of Success

The philosophy portrayed by fear of success historically has examined achievement motivation in terms of sex differences. Horner (1968) provided major input into research on competitive and non-competitive achievement-related behavior in women. Her aim was to examine fear of success (FOS) in undergraduate students and she reported that "women showed significantly more evidence of fear of success imagery than did the men" (p. 107). Horner's (1968) research pointed out another significant fact:

> Women who scored high in fear of success imagery performed at a higher level in the non-competitive than in the competitive condition and also reported on a questionnaire that it was significantly less important to do well in the competitive than in the non-competitive condition (p. 128).

Numerous studies have replicated and expanded on this study (Hoffman, 1974; Brown, Jennings, and Vanik, 1974; Solomon, 1975). In most cases the subjects were asked to write a story about a situational cue related to success and the story was then scored for the presence of fear of success imagery. The following is an example of one of Horner's (1968) cues that was used in many of these investigations: "After first term finals John (Anne) finds himself (herself) at the top of his (her) medical-school class" (p. 39).

In another study, Patty (1976) investigated fear of success in college women related to task performance. One hundred thirty female subjects were administered Horner's (1968) measure of fear of success. Half of the subjects

were given instructions to perform an easy task and the other half of the participants were asked to complete a task requiring effort and ability. The results indicated that women with fear of success present in their behavior perform better under the easy task situations, while women who scored low in their fear of success behavior performed better on tasks requiring effort and ability.

In another study, Sorrentio and Short (1974) tested fear of success in women and its relationship to performance on masculine and feminine tasks. One hundred sixty-four female undergraduates were given two tests. The first series of tests measured fear of success, while the other tests were related to ability and performance tasks. One half of the subjects were administered the performance task questionnaire with a feminine task which was concerned with dress design and the other half of the subjects received the same performance task questionnaire with a masculine task dealing with architectual forms. Among other things, the results indicated that women with high fear of success scores achieved better with the masculine task condition than the feminine task condition. It appears from this study that some women react more positively in male-oriented situations than in female-oriented situations.

In the area of development and sex-related differences, Romer (1977) examined fear of success in 337 fifth through eleventh grade males and females. It was found that by the eleventh grade, fear of success was more frequent in females and was increasing, while eleventh grade boys had reached their high point and their fear of success behaviors were declining. Romer further wrote that "sex and grade differences were found in the specific reasons given for avoiding success" (p. 260). In a similar study, Kimball and Leahy (1976) investigated fear of success in 303 students at four grade levels (fourth, sixth, tenth, and twelfth grades). Their review concludes that fear of

success: (1) increases in boys and girls between the fourth and tenth grades; (2) decreases between the tenth and twelfth grades; and (3) that sex differences are related to the course of study pursued during high school.

Baruch (1975), in a study of preadolescent and adolescent girls, examined how sex-role stereotyping and parental identification is related to fear of success. Fifth and tenth grade girls were administered a sex-role questionnaire in which they identified masculine traits, feminine traits, and then traits that described themselves. Second, the subjects were given three verbal cues related to success situations and were asked to write stories on these cues. Finally, the girls were administered a parental preference questionnaire in which they signified which parent they would most like to be when they grow older. Among other things the author found that tenth grade girls were more likely to evaluate females, negatively, and to chose the father as the parental preference than the fifth grade girls. There was not a significant difference in the fear of success scores of the fifth and tenth grade girls.

The concept of fear of success (FOS) has been repeatedly investigated in academic situations. Academic situations often provide an atmosphere to examine achievement motivation and sex-role behavior. Major (1979) developed a scale that scored objectively Horner's (1968) projective measure of fear of success. Participants in the study were 218 undergraduate women. The author found that "the women who described themselves as possessing both masculine and feminine traits score lowest in FOS, while women who described themselves as masculine and not feminine scored highest in FOS" (p. 69). This study seems to suggest that contrasting personality types among women effect their notions and beliefs about achievement.

Within the recent past, Zuckerman and Allison (1976) constructed a 27-item questionnaire to examine individual differences in fear of success

attitudes. The survey, presented to 644 undergraduate students, indicated that female undergraduate students had a much higher fear of success than male undergraduate students. Shaver (1976) further commented about this Fear of Success Scale (FOSS):

> Zuckerman and Allison accept most of Horner's conceptual foundation for the concepts, including the idea that females ought to score higher on their measure than males do. And in fact, in three separate samples, females were found to score significantly higher than males on the new scale (p. 315).

Pappo (1972) who designed a fear of success questionnaire for academic situations considered classroom and athletic activities as well as interpersonal relationships a vital part of this environment. She suggested that fear of success is learned and is an anxious behavior that continues on through life. In developing her questionnaire, Pappo's framework of success indicates some characteristics important to the fear of success: ". . . low self esteem, a preoccupation with the evaluative aspects of a situation, a competitive orientation and a tendency to repudiate their competence" (p. 87). It appears from this study that if people really have a strong fear of success they will learn to avoid anxiety and success-oriented situations.

One of the first studies to move from testing fear of success in academic situations was conducted by Cohen (1974/1975). She developed a scale to examine fear of success in general situations. Canavan-Gumpert et al. (1978) describe Cohen's concept of fear of success as follows:

> Cohen's point of view implies that the fear of success would, for any given person, manifest itself in a wide range of settings in which the person could perceive competition with others, including social situations involving popularity, physical attractiveness, and relational successes as well as athletics, arts and crafts, academic and financial pursuits, and all sorts of exhibitions and contests (p. 77).

It seems that something more than the personality type in individuals influences their anxiety. There is a need to understand how the situational setting affects the desire for success.

Current Need for Fear of Success

Research on Married Students

One aspect in understanding marital relationships is realizing the

complexities present when both marriage partners are pursuing careers.

Knowing the worth of each person's efforts and contributions to the marriage

can furnish valuable information about sex-role research on women and men.

Hochschild (1973) found that "there is little research on men in the family, and

less still on men qua men outside it" (p. 1011).

Tresemer (1976) analyzed over 100 fear of success studies in an attempt

to assess the current status of fear of success research. After evaluating these

studies he discovered the following:

> ... the notion that FOS relates to performance for females and not
> for males cannot be fully evaluated at this point since so many of
> these studies did not include male subjects. In those studies where
> males were included, there is no evidence that they respond
> consistently differently from females to different experimental
> conditions depending on whether or not they show FOS (p. 233-234).

Researchers in the area of fear of success can be instrumental in

including male subjects in a variety of experimental conditions in order to study

various patterns of sex-role behavior. Tresemer's (1976) record of research also

indicated that there was an unclear relationship among performance and fear of

success studies in different situational settings due to the numerous designs

used in past research.

Balkin and Donaruma's (1978) study is one of the few studies that focuses

on fear of success in men. Responses from 70 male students were analyzed

from information about friends and family and their interest or lack of interest

in a college education. The subjects were also given a cue and asked to write a

story which was scored to see if fear of success was present. The conclusion

was that there was "more fear of success in students whose friends were not

interested in college than students whose friends were interested in college" (p. 279).

Research in the area of fear of success has also focused on the competitiveness of males and females. Argote, Fisher, McDonald, and O'Neal's (1976) study investigated male and female undergraduates as they performed competitive tasks with a partner who accepted or rejected them. The results of the study indicated that fear of success "effects are not peculiar to females, but can be elicited in both sexes" (p. 301).

In another study, Cherry and Deaux (1978) examined fear of success in males and females toward nontraditional fields. A discussion of the findings indicated that a "tendency for both sexes to express avoidance of nontraditional activities suggests that the construct 'fear of success' is not a predominately feminine concern" (p. 100). It seems evident from this study that there is a need to address the concerns of both sexes. Individual personality types will often differ in their attitudes toward goal attainment thus stressing the importance of sex-role behavior.

In a nation where dual-career families are seeking personal achievement and trying to maintain the home, there are many role conflicts. Nevill and Damico (1975) pointed out that "marital status was found to be a significant variable with married women expressing more conflict than other women" (p. 487). The husband's role is equally important for a satisfying relationship. Bailyn (1970) reported:

> . . . that a husband's mode of integrating family and work in his own
> life is crucial for the success - at least in terms of marital
> satisfaction - of any attempt of his wife to include a career in her
> life (p. 108).

As previously mentioned, there is a need for fear of success investigations on men in the family. The review of literature also supports the premise that

fear of success is a phenomenon which is important to both men and women. A

primary concern is the way that people of the opposite sex respond in various

studies. Basow (1980) reported:

> Fear of success in females and males, however, may have different
> causes . . . That is, the stories women create seem to involve the
> social consequences of success (no dates, dislike by classmates),
> whereas the stories men create seem to involve the worth of success
> itself (the emptiness of achievement; not having any future goals)
> (p. 179).

In another study, Murphy-Berman (1976) suggested that what is needed for

future research is "a study of how male as well as female sex-role norms relate

to male and female attitudes in competitive situations" (p. 374). The idea is to

understand how these different attitudes pertain to the marriage relationship.

Canavan-Gumpert et al. (1978) examined numerous fear of success studies and

inferred the following:

> We may also presume that a person who is strongly conflicted about
> performing, succeeding, and competing is likely to marry someone
> whose attitudes about these matters are, at the very least, not in
> conflict with his or her own attitudes (p. 191).

This is an interesting presumption, but there have not been any studies that

deal specifically with married students and their fear of success attitudes.

## Expectancy-Value Theory

The concept of fear of success is often identified within the expectancy-

value theory of motivation. Horner (1968) described expectancy-value theory

as "a behavioral or goal-directed tendency that is conceived as the result of an

interaction between personality characteristics and immediate environmental

influences" (p. 2). It is important in understanding why people undertake

certain activities and strive for various goals. In examining expectancy-value

theory, the environment appears to play an important role in the attainment of

goals.

Rotter (1954) suggested that "the emphasis is on the individual person interacting with or reacting to the environment that has meaning for him" (p. 85). Arkes and Garske (1982) maintained that positive events in a person's life encourage progress toward a goal, while negative events may hinder or frustrate a person from goal attainment. They identified three important strengths of Rotter's expectancy-value theory as follows:

> First, it is a learning theory geared exclusively to complex human behavior in a social environment. . . . Second, it places emphasis on individual variation in learning and motivation. All people are goal-directed, but their goals, expectancies, and reward values are individually defined. Cognitive processes are paramount in this scheme. Third, Rotter has placed a premium on research and consequently generated many testable hypothesis (p. 203-204).

It is the meaningful events in a person's life that are the basis for directing goal behavior. Expectancy-value theory is complex in that it involves the study of individual personalities with the environment that is most meaningful to them.

Atkinson and Birch (1978) pointed out that in expectancy-value theory, "an activity is undertaken by an individual with the expectation that his or her performance will be evaluated in terms of some standard of excellence" (p. 92). It was also mentioned that a person is not only presented with the challenge to achieve, but the threat of failure in any situation. As a result the decision to succeed is significant, because there are many consequences that affect the end result. Depner and O'Leary (1976) commented on this theory in relationship to fear of success:

> Viewed within the context of Atkinson's expectancy value theory of achievement motivation, the fear of success concept rests on the assumption that an individual will pursue her/his achievement-related tendencies unless she/he experiences competing motives which reduce the inclination to achieve (p. 260).

As individuals define their goals, they must take into consideration the environment around them, the people they work with, and how valuable that goal is for them to achieve.

One of the ways that people determine how to reach their ambitions is by examining what is at stake in goal attainment. The three elements which make up expectancy-value theory are motive, expectancy, and incentive value. Ward (1978) described these three elements of expectancy-value theory:

> The motive refers to a latent disposition to strive for a particular goal, state, or aim. Expectancies concerning success reflect the probability that the performance will induce specific consequence and the incentive or value, the type and magnitude of reward (p. 1059).

Life experiences influence how these elements are viewed. Past events affect how people will respond in future situations. It is important to understand that people may alter their goal tendencies according to environmental factors in their present situations. Furthermore, as people go through various lifecycles their expectations regarding success are modified by their surroundings.

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Environmental and Situational Factors

in Fear of Success Studies

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Past research has shown that many fear of success studies have investigated competitive or non-competitive achievement-type situations (Horner, 1968; Levine, Reis, Turner, and Turner, 1976; Patty, 1976). Yet it is essential to understand that people seek achievement in numerous environments. Zuckerman and Wheeler (1975) pointed out: "The problem with these studies is that the situation in which the motive to avoid success is supposed to be aroused has never been defined" (p. 941). The problem with defining the situation is that it is influenced by many outside sources. Several sources of motivation were identified by Canavan-Gumpert et al. (1978) and are listed below:

1. Extrinsic "material" motives:
   the desire to obtain money and other commodities;
   the desire to avoid unpleasant consequences such as hunger, physical pain, or financial loss.

2. Extrinsic "social" motives:
   the desire to obtain praise, approval, acceptance, and affection;
   the desire to avoid disapproval, ridicule, and criticism;
   the desire to obtain status and prestige;
   the desire to compete successfully against others;
   the desire to avoid losing a competition;
   the desire to help others complete their tasks, obtain rewards,
   or avoid unpleasant consequences;
   the desire to cause others to be uncomfortable or distressed by
   one's accomplishments;
   the desire to perpetuate good interpersonal feelings that may
   follow upon a group's accomplishments.

3. Intrinsic motives:
   the desire to complete tasks that have been begun;
   the desire to attain competence or mastery;
   the desire to express one's self through work (p. 139).

These motives may be sources of conflict between the distinct personality

types of men and women in diverse settings. The expression of different

personal needs combined with different environmental situations greatly

influences a person's view of success.

## Situational Conditions and Related Variables

In order to analyze fear of success in different situations, Lentz (1982)

presented three tasks to 99 undergraduate women. Of the three tasks

completed, two measured fear of success and the other examined performance

behavior. The participants were also given instructions that the tasks they

accomplished would be studied by a panel to see if they would be selected as a

friend, co-worker, or acquaintance. The results of the study indicated "that no

significant differences in FOS were due to the different situations" (p. 987).

The author suggested that further research be conducted "to examine how the

expectations and reward structures of different interpersonal interactions and

different everyday situations affect the relationship of women's roles behavior"

(p. 996). Furthermore, Basow (1980) examined fear of success studies and

pointed out another significant fact:

Perhaps a more satisfactory explanation of the research findings can be made by viewing fear of success as a situational variable—that is, as a realistic appraisal of negative consequences that may result from success in specific situations (p. 179).

Another potential concern in investigating fear of success in the environment is understanding interpersonal relationships. Schnitzer (1977) investigated the nature of fear in college students. During a three-year period she analyzed five samples of undergraduate males and females and focused the study on how interpersonal relationships are perceived by students who exhibit a fear of success. The subjects were asked to write stories from cues related to opposite-sex and same-sex relationships, which were scored for presence or absence of fear of success. The results indicated that the subjects showing fear of success wrote most of the stories containing danger situations, while the subjects with fear of success absent in their behavior wrote more stories containing pleasure themes. Schnitzer (1977) further wrote about the relationship of fear of success and interpersonal concerns.

A dichotomy characterized the themes of both sexes; one end of that dichotomy has to do with achievement and the other has to do with people. An uncomfortable tension seems to exist for these subjects between striving to satisfy others. Dangers seem to come from both directions: following personal inclinations may lead to isolation; ensuring harmony in a relationship may mean a loss of sense of self. The proper balance appears elusive and when conflict arises the solution may be withdrawal from a situation altogether-a professional goal is abandoned, a relationship is terminated (p. 281).

Accordingly, there are distinctions in the manner which people respond in various circumstances. Situations are perceived differently by people who have a fear of success than others who do not have this fear. Canavan-Gumpert et al. (1978) cited the following:

Persons who fear success also have a strong motive to achieve success, which enables them to strive, from a comfortable distance, for the successes they consciously desire. For these persons, however, succeeding implies hurting and defeating others who are thought to take a very dim view of being thwarted or displaced. Success is therefore associated, at an unconscious level,

with a host of possible negative consequences: being envied by or hated by others, being retaliated against by them, or losing their affection (p. 207).

Individuals are greatly influenced by the environment and therefore researchers must examine their behavior in different situations.

### Vocational Choice and Sex-Role Attitudes

The choice of a vocation comes more readily because the young adult has been maturing and developing in this course since the beginning of life. The personality and background of the individual greatly influence the initial decision for pursuing a particular career. Holland (1966) contended:

> People search for environments and vocations that will permit them to exercise their skill and abilities, to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones (p. 11).

The fear of success that people have toward career goals may be reflected in the way they define themselves. Tresemer (1977) related that:

> Persons are defined and define themselves in terms of shared understandings of how positions (or statuses) are allocated, and what rights (privileges, rewards) and obligations (duties, costs) go with them (p. 51).

Vocational choice has also been researched at the college level. Janda, O'Grady, and Capps (1978) looked at fear of success in sex-linked occupations. Thirty-two male and 32 female undergraduates were asked to write a story on each of three sex-linked occupation story cues (feminine role, neutral role, and masculine role). The results indicated that males had higher fear of success imagery to the feminine role (nurse cue) and the females had the most fear of success imagery for the masculine role (engineering cue).

In another study, Feather (1975) conducted an investigation on 280 undergraduates and examined their reactions to 12 occupations. Respondents were presented with success and failure conditions and asked to write about the

happiness or unhappiness of that character. The following results were cited:

> Not only were males or females more likely to be judged as happier (or unhappier) about success (or failure) solely on the basis of their sex and the degree to which the occupation was seen as likely to be fulfilled by males or females, but differences in the levels of rated happiness unhappiness followed the same pattern. Subjects responses thus appeared to be influenced by their conception or stereotypes about what jobs were appropriate and inappropriate for men and women within society (p. 545).

This finding provides support for Janda, O'Grady and Capps (1979) study that fear of success imagery is important in regard to occupations and social stereotypes.

## Vocational Preferences and Personality Types

It has been suggested that the personality type of an individual is related to the way a person aspires to success in a career. Hoppock (1967) made an important point: "Rich or poor, privileged or persecuted, we each have our own abilities and limitations, to which our own aspirations must be reasonably related" (p. 106). The personality type effects each person's performance, happiness, and achievement in life. Holland (1966) classified six personality types that characterized the vocational preferences of individuals:

> Realistic. The model type is masculine, physically strong, unsociable, aggressive; has good motor coordination and skill; lacks verbal and interpersonal skills; prefers concrete to abstract problems; conceives of himself as being aggressive and masculine and as having conventional political and economic values. Persons who choose or prefer the following occupations resemble this type: airplane mechanic, construction inspector, electrician, filling station attendant, fish and wildlife specialist, locomotive engineer, master plumber, photoengraver, power shovel operator, power station operator, radio operator, surveyor, tree surgeon, tool designer.

> Intellectual. The model type is task-oriented, intraceptive, asocial; prefers to think through rather than act out problems; needs to understand; enjoys ambiguous work tasks; has unconventional values and attitudes; is anal as opposed to oral. Vocational preferences include aeronautical design engineer, anthropologist, astronomer, biologist, botanist, chemist, editor of a scientific journal, geologist, independent research scientist, meteorologist, physicist, scientific

research worker, writer of scientific or technical articles, zoologist.

Social. The model type is sociable, responsible, feminine, humanistic, religious; needs attention; has verbal and interpersonal skills; avoids intellectual problem solving, physical activity, and highly ordered activities; prefers to solve problems through feelings and interpersonal manipulations of others; is orally dependent. Vocational preferences include assistant city school superintendent, clinical psychologist, director of welfare agency, foreign missionary, high school teacher, juvenile delinquency expert, marriage counselor, personal counselor, physical education teacher, playground director, psychiatric case worker, social science teacher, speech therapist, vocational counselor.

Conventional. The model type prefers structured verbal and numerical activities and subordinate roles; is conforming (extraceptive); avoids ambiguous situations and problems involving interpersonal relationships and physical skills; is effective at well-structured tasks; identifies with power; values material possessions and status. Vocational preferences include: bank examiner, bank teller, bookkeeper, budget reviewer, cost estimator, court stenographer, financial analyst, IBM equipment operator, inventory controller, payroll clerk, quality control expert, statistician, tax expert, traffic manager.

Enterprising. The model type has verbal skills for selling, dominating, leading; conceives of himself as a strong, masculine leader; avoids well-defined language or work situations requiring long periods of intellectual effort; is extraceptive; differs from the Conventional type in that he prefers ambiguous social tasks and has a greater concern with power, status, and leadership; is orally aggressive. Vocational preferences include business executive, buyer, hotel manager, industrial relations consultant, manufacturer's representative, master of ceremonies, political campaign manager, real-estate salesman, restaurant worker, speculator, sports promoter, stock and bond salesman, television producer, traveling salesman.

Artistic. The model type is asocial; avoids problems that are highly structured or require gross physical skills; resembles the Intellectual type in being intraceptive and asocial; but differs from that type in that he has a need for individualistic expression, has less ego strength, is more feminine, and suffers more frequently from emotional disturbances; prefers dealing with environmental problems through self-expression in artistic media. Vocational preferences include art dealer, author, cartoonist, commercial artist, composer, concert singer, dramatic coach, free-lance writer, musical arranger, musician, playwright, poet, stage director, symphony conductor (pp. 16-17).

Each individual personality type is influenced by a variety of stimuli. These differences result in people searching for different levels of success. Holland

(1966) reported:

> The level of vocational aspiration is also related to the personality types. Enterprising, Social, and Artistic types tend to overevaluate their potential, and thus have high aspirations; Conventional, Intellectual, and Realistic types tend to underrate themselves (p. 47).

As a result the career selection and expectations that married men and married women make in their lives may have an impact on career aspirations and initial feelings of anxiety about success.

Peters and Hansen (1971) prepared a book of readings on vocational and career development, where they present Holland's theory of vocational choice:

> Essentially, the present theory assumes that at the time of vocational choice the person is the product of the interaction of his particular heredity with a variety of cultural and personal forces, including peers, parents, and significant adults, his social class, American culture, and the physical environment. Out of his experience the person develops a hierarchy of habitual or preferred methods for dealing with environmental tasks. From an ecological standpoint, these habitual methods are associated with different kinds of physical and social environments, and with differential patterns of abilities (p. 141-142).

Therefore, the vocational choice the individual picks for a career has been shaped by a number of influences throughout life.

Esposito (1977) studied the relationship between fear of success and vocational choice in 221 college freshmen. He found among other things that females (black and white) had higher fear of success scores than males. Furthermore, Esposito (1977) suggested "that high anxiety over success is manifested mainly in occupational aspirations" (p. 355). It is apparent that some knowledge of individual attitudes toward vocational choice would increase career awareness and provide more effective career guidance.

Breedlove and Cicirelli (1974) examined fear of success in women and its relationship to type of occupation. Data were collected from 200 undergraduate women concerning their field of study, career aspirations, and their masculinity and ascendency scores, which were related to their degree of

competitiveness. Half of the respondents were asked to complete a story about a woman whose grades ranked high in medical school (nontraditional masculine occupation) and the other half of the respondents completed a story about a woman with high grades in a graduate elementary education program (traditional feminine occupation). They concluded that: (1) women had higher fear of success when confronted with an occupation that was nontraditional and masculine; and (2) that "no relationship was found between fear of success and either college major or occupational aspiration" (p. 188).

In another study, Fottler and Bain (1980) investigated sex differences in occupational aspirations. There were 2,112 Alabama high school seniors who were asked about the occupations they were interested in pursuing as a career. The authors determined that female aspirations were not lower than male aspirations, but simply different. Fottler and Bain summarized their results as follows:

> Overall, 60.4 percent of the females and 60.1 percent of the males aspired to either a professional or a managerial position. Beyond these two higher level occupational categories, aspiration follows along traditional lines of occupational segregation. Females aspire to clerical and service positions, and males aspire to be craftsmen, operatives, or laborers (p. 146).

Such a study reflects that traditional occupations and stereotypes are elements in vocational choice.

## Assessment of Sex-Role Attitudes

Attitude appears to be an essential ingredient in understanding vocational choice. Lockheed (1975) obtained data from 269 undergraduate students at two small western colleges. Subjects were given a cue and asked to write a story concerning sex-role behavior of a female attending medical school. The discussion indicated "that the attitudes of women toward successful women are

more favorable than those of men toward successful women" (p. 49).

Kaley (1971) examined attitudes toward the dual role of married professional women. Sixty married professional personnel in a university research organization and a social service agency were asked to respond to six questions relating to the dual role of professional women. It was determined "that while the married professional woman had positive attitudes toward the professional woman's dual role, the married professional men and caseworkers had negative attitudes" (p. 305). Attitudes also appear to affect how people feel about their career roles and how their families are involved in reaching those goals.

Anderson (1978) examined fear of success imagery in women. One hundred and eighty-one women undergraduates participated in the study and were asked to write stories to several situation cues. A series of nine questions relating to women's attitudes and goals were given to the respondents. The results show a strong indication that fear of success is present in the career-oriented woman, but, "ambivalence was reflected in her lack of a career dedication such as in the desire to make a major contribution to her field and in the sex traditionality of her occupational choice" (p. 244).

A unique study by Peplau (1976) used dating couples to investigate fear of success in women. Ninety-one college aged dating couples were placed in two experimental sessions. In the first session, the participants were tested for fear of success in non-competitive situations and in the second session, the couples were placed in competitive situations. Peplau's purpose was to examine the achievement behavior in women in regard to sex-roles and fear of success. The conclusions reached were that: (i) fear of success is just as prevalent in career women as it is in homemakers; (2) fear of success was not "related to characteristics of a woman's dating partner" (p. 566), and (3) women with

liberal thinking perform better in competitive situations, while traditional women like the non-competitive situations. This study is different in that it is one of the few studies that has used couples in researching fear of success. However, at the same time it is very much like other studies because it focuses primarily on women's achievement behavior. There is a definite need to examine the fear of success attitudes of men in the marital relationship and how they are affected by their achievements. In order to better understand the concerns of married students, it is a necessity for family researchers to consider both men and women in their explorations of the family.

Bar-Tal and Frieze (1977) explored achievement motivation in male and female college students. Their purpose was to determine what attributes contribute to the achievements of undergraduate students. Among other things, they found that the subjects who viewed themselves as high achievers attributed their success to their abilities. However, female college students attribute much of their success to luck; high achieving women and men regarded tasks as easier than low achieving women and men.

Personal values, needs and goals may contribute to the way people feel toward success. Caballero, Giles, and Shaver (1975) concluded that fear of success in adult women occurs more frequently if the woman has non-traditional values. Participants in the study were 33 adult women ranging from housewives to professional workers in the New York metropolitan area. The subjects were given verbal cues and asked to write stories which were coded for the presence or absence of fear of success imagery by Horner's (1968) procedure. They were also given a questionnaire to obtain demographic information and innuendo about sex-role traditionalism and attitudes toward the women's liberation movement. Caballero et al. (1975) commented on their findings:

FOS is more common among nontraditional, politically liberal, well-educated women. Fear-of-success imagery is not, then, simply an expression of traditional attitudes toward ambitious women. It seems to be, rather, a reaction by ambitious women to the threatening conditions they actually encounter (or imagine encountering) (p. 325).

Fear of success appears to be an important issue in the attitudes that women have toward achievement, but there is still a need to examine this concept in married students of both sexes.

## Summary

A discussion of selected literature related to the areas investigated in this study was presented in this chapter. Literature pertaining to the philosophy, current need, and theory of fear of success was presented. Environmental and situational factors in fear of success studies were discussed. Last, a discussion of vocational choice and sex-role attitudes was addressed.

The review indicated that there have been numerous studies of fear of success in women. Research on men is limited and there are virtually no studies on fear of success in married students. The present study is an attempt to identify if the sex and vocational choice of married students is related to fear of success in both academic and general situations.

CHAPTER III

METHODOLOGY

Introduction

The focus of this chapter is to describe the methods and procedures to be used in conducting the study. The purpose of the present research is to examine fear of success in married students in relationship to their sex and vocational choice in both academic and general situations. The methodology of research discussed in this chapter is divided into the following sections: (1) Selection of Subjects; (2) Instrumentation; (3) Procedures; (4) Research Design; and (5) Data Analysis.

Selection of Subjects

The sample for this study was selected from the population of married student housing residents at Oklahoma State University. Only those married students who were pursuing degrees and living in married student housing were considered as comprising the population for this study. Married student housing units serve as a residential facility for college students. They offer housing for a wide variety of married students from all parts of the nation. In addition, it serves students from all socioeconomic classes. Only American students were used in the study as the questionnaires were tapping attitudes that might differ in other cultures.

The size of the random sample (n = 100) needed to generalize to the

population of OSU students living in married student housing was derived from
Statistical Power Analysis for the Behavioral Sciences (Cohen, 1969) with an
alpha of .05, power of .80, and a large effect size. Fifty married female
students and 50 married male students were randomly selected from married
student housing for participation in this study. However, oversampling was
done due to the large number of international students living in married student
housing. A stratified random sample was used to obtain the subjects on the
basis of sex and vocational choice to participate in the study. To accomplish
this goal, a request was made to the Office of Student Services for permission
to use the married student housing residents at Oklahoma State University for
the fall semester (1983). The procedure entailed (a) numbering the married
student housing complex apartments from one to 710, (b) using the random
number table to select three digit numbers for these units and (c) oversampling
subjects since many did not qualify or could not be contacted for the study.
The subject's vocational choice was determined by Holland's (1966) study which
considered subjects majoring in conventional, intellectual, and realistic areas as
underraters, and subjects majoring in the enterprising, social, and artistic areas
as overevaluators (see Appendix A).

<div align="center">Instrumentation</div>

Pappo's (1972) Fear of Success Questionnaire was selected as one of the
data gathering instruments for the study (see Appendix B). This questionnaire
seemed to be the most appropriate instrument for the study to examine fear of
success exhibited by married students in academic situations. It contains 83-
items which are answered in a yes-no format and may be administered in groups
or individually. Furthermore, this questionnaire yields one score; a high score
indicates high fear of success in academic situations while a low score indicates

low fear of success in academic situations. No formal training is required to administer the Fear of Success Questionnaire and the directions are clearly stated. In addition, written permission was obtained to use Pappo's questionnaire for this research (Appendix B). Using the Kuder-Richardson Formula 20 statistical method the internal consistent reliability of the scale was calculated to be .90 in its final form (Pappo, 1972). Vockell (1983) describes the purpose of the Kuder-Richardson reliability as follows: "To determine the extent to which the items on a test are measuring a common characteristic (to assure internal consistency)" (p. 37). The researcher obtained a Kuder-Richardson Formula 20 measure of reliability on this questionnaire at .87. For an assessment of concurrent validity, the Fear of Success Questionnaire has been correlated with four other personality scales (The Debilitating Anxiety Scale, Rotter's I-E Scale, Rosenberg's Self-Esteem Scale, and the Need to Fail Scale) and has been found to have significant correlation coefficients for "characteristics of success-fearers" (Canavan-Gumpert et al., 1978, p. 45).

Another data gathering instrument used in this study was Cohen's (1974/1975) Objective Measure of Fear of Success (see Appendix C). This questionnaire will be used to measure the fear of success exhibited by married student in general situations. A list of 64-items are contained in the questionnaire and are answered in a true-false format. Permission to use this questionnaire in this study was obtained from Cohen (Appendix C). Internal consistent reliability for the questionnaire was found by Cohen to be .90 using the Kuder-Richardson statistical method. In the present study a Kuder-Richardson Formula 20 reliability of .89 was obtained by the researcher. Macdonald and Hyde (1980) comment on the validity of Cohen's scale as follows: "The test was validated by using it to select high and low FOS subjects

and then confirming theoretically important predictions about their behavior" (p. 698). Again, administering this <u>Objective Measure of Fear of Success</u> requires no formal training, but participants in the study were given careful instructions before answering the instrument.

A demographic information sheet was used in the study (see Appendix D). This instrument was developed to obtain information about the characteristics of the sample. It was also developed to obtain information about the sex and vocational choice (college major) of the participants. The content validity of the demographic information sheet was reviewed by the researcher's doctoral advisory committee.

## Procedure

The initial step in the data collection process consisted of obtaining a list of the names and addresses of married student housing residents in the fall of 1983. This was used to randomly select 100 subjects for participation in the study. The subjects were contacted to see if they were willing to participate in the study and to see if they met the qualifications for the study of working on a degree and living in married student housing. If they were willing to participate, and met these qualifications, an appointment was set up to administer the instruments. The interviews were conducted one-on-one to insure that the participants understood the instructions of the questionnaires. The researcher felt that this personal approach was necessary to assure the subjects that their names would be kept confidential and that the research would be handled in an ethical manner.

After the subjects agreed to participate, they were asked to complete a demographic information sheet in order to determine their sex and vocational choice (college major) which was categorized as either an underrated or

overevaluated vocational choice according to Holland (1966). He contended that personality types pursuing Conventional, Intellectual, and Realistic careers underrate their potential, while Enterprising, Social and Artistic personality types overevaluate themselves (see Appendix A). Following this the subjects were administered Pappo's (1972) Fear of Success Questionnaire for academic situations and then Cohen's (1974/1975) Objective Measure of Fear of Success in general situations was given to the participants.

## Research Design

The design utilized in this study was casual comparative in nature (see Figure 1). Four groups were formed: Group 1, married male students who overevaluated their vocational choices; Group 2, married male students who underrated vocational choices; Group 3, married female students who overevaluated their vocational choices; and Group 4, married female students who underrated their vocational choices. This design was chosen because it was considered essential to examine fear of success in both academic and general situations. It was also selected because it allowed the collection of information on the vocational choice of the subjects and its interaction with the sex of the subjects. The use of married students limited the external validity of the study, as does the restriction of the sample to the Oklahoma State University campus. Married male students and married female students served as a control group for one another posing no major threat to the internal validity of the study.

## Data Analysis

The data obtained in this study consisted of structured responses to items regarding the respondent's fear of success in both academic and general

| Groups | Sex | Vocational Choice | Posttest |
|--------|-----|-------------------|----------|
| Group 1   n = 25 | Married Male Students | Overevaluators | FOS Questionnaire<br>Objective Measure FOS |
| Group 2   n = 25 | Married Male Students | Underraters | FOS Questionnaire<br>Objective Measure FOS |
| Group 3   n = 25 | Married Female Students | Overevaluators | FOS Questionnaire<br>Objective Measure FOS |
| Group 4   n = 25 | Married Female Students | Underraters | FOS Questionnaire<br>Objective Measure FOS |

Figure 1. The Research Design

situations. The personal information items were also structured responses, except for several open-ended items that required the participant to state such things as his/her major in college, future occupation and age. The information about the subject's major in college was recoded and put into one of six categories according to Holland's (1966) "Criterion Lists for Fields of Study" (see Appendix A). For the purpose of this study, respondents whose college major fell into the Enterprising, Social, and Artistic categories were considered those who overevaluate their career choices. Respondents whose majors were in the Conventional, Intellectual, and Realistic categories were considered those who underrate their career choices. This was determined by Holland's (1966) theory that Enterprising, Social and Artistic personality types overevaluate their abilities, while the Conventional, Intellectual and Realistic types underrate their potential.

The numerical values of each of the responses were entered onto coding forms, and then scanned and scored by the computer. A two-factor Multivariate Analysis of Variance (MANOVA) utliizing the Global F was used to analyze the data. Basically, the MANOVA apportions multivariate "dispersion to main effect and interaction (or other) sources, but appraises each globally" (Cohen and Cohen, 1975, p. 437). The two-factor MANOVA was selected because there were two independent variables and two dependent variables in this study. In this 2 X 2 multivariate analysis of variance design, the independent variables were sex (male and females) and vocational choice (underraters and overevaluators) and the dependent variables were fear of success in academic situations and fear of success in general situations.

A statistical equation for the Global F MANOVA test is indicated below (Whitla, 1968, p. 110):

$$\Lambda = \left| \frac{\left|S_E\right|}{\left|S_{Hyp} + S_E\right|} \right|$$

where

$\Lambda$ = Wilks's lambda test statistic

$S_E$ = Sum of error matrix

$S_{Hyp} + S_E$ = Sum of hypothesis matrix plus Sum of error matrix

$\left| \quad \right|$ = Finding the determinant of the matrix.

The assumptions that go with MANOVA include random sampling or random assignment, a normal distribution, homogeneity of variance/covariance, independence of groups, and that the dependent variables are correlated (Newman, Personal Communication, Feb. 10, 1984). The MANOVA test is used to help understand and generalize situations with two or more dependent variables.

## Summary

The focus of this chapter was the design and research methodology of this study. Attention was given to the selection of subjects, instrumentation, procedure, research design, and data analysis.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter contains an analysis of the data obtained during the investigation. This study sought to examine fear of success in married students in relationship to their sex and vocational choice in both academic and general situations. The independent variables for the study were sex (males and females) and vocational choice (underraters and overevaluators), with the dependent variables being fear of success in academic situations and fear of success in general situations. The presentation and analysis includes: (1) Descriptive Data, (2) Inferential Data, (3) Discussion, and (4) Summary of Findings.

Descriptive Data

A detailed description of the 100 subjects (50 male, 50 female) who participated in the study is presented in Appendix E. The mean age for the subjects was 23.3 years. A majority (51 percent) of the subjects classified themselves as being in their senior year of college. Approximately 75 percent of the subjects stated that they had no children. Some 73 percent of the subjects had not been employed in a full time professional career prior to working on their present degree. A high percentage (83 percent) of the subjects reported that their spouses were pursuing professional careers. Additional demographic information obtained on the subjects and their families may be

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found in Appendix E.

## Inferential Data

A 2 X 2 multivariate analysis of variance (MANOVA) test was used to analyze the data obtained in the study. This statistical procedure was chosen because there were two independent variables and two dependent variables in the study. The SPSSX (Statistical Package for the Social Sciences Extra) software package was used in this analysis. The following paragraphs examine the hypotheses that were analyzed in the study.

## Sex

The hypothesis that there will be no significant differences in the fear of success scores of married female students and married male students in both academic and general situations was analyzed in the study. Table I contains the information obtained from the multivariate analysis of variance. A significant multivariate F was obtained on the main effect of sex $(F(2,95)=5.92, p< .05)$. This multivariate F was supported by a significant univariate F for fear of success in general situations $(F(1,96)=8.24, p <.05)$. When examining the means of the subjects, a discernable pattern emerged in the responses (Table II). The means on the Objective Measure of Fear of Success, which measured fear of success in general situations indicated that females scored significantly higher in their fear of success scores than males (Females = 96.28 and Males = 90.34). An examination of the means on the Fear of Success Questionnaire, which measured fear of success in academic situations indicated that there was a small difference between males and females (Females = 118 and Males = 116.40). Individual item responses for the questionnaires can be viewed in Appendixes F and G. A strength-of-association test (omega squared $-\omega^2$) was

TABLE I

SUMMARY OF MULTIVARIATE ANALYSIS (MANOVA)

| Source of Variation | Multivariate F | Univariate F |
|---------------------|----------------|--------------|
| Interaction | 1.39 | |
| General | | 2.36 |
| Academic | | 2.46 |
| Vocational Choice | 1.40 | |
| General | | .40 |
| Academic | | .39 |
| Sex | 5.92* | |
| General | | 8.24* |
| Academic | | .52 |

*$p < .05$

TABLE II

MEANS AND STANDARD DEVIATIONS OF
FEAR OF SUCCESS (FOS) FOR SEX
AND VOCATIONAL CHOICE

| Variables | | Academic FOS $\overline{X}$ | SD | General FOS $\overline{X}$ | SD |
|---|---|---|---|---|---|
| Male | | | | | |
| Underraters | n=25 | 113.96 | 12.54 | 89.40 | 10.25 |
| Overevaluators | n=25 | 118.84 | 11.89 | 91.28 | 12.50 |
| Female | | | | | |
| Underraters | n=25 | 119.04 | 10.13 | 98.52 | 10.02 |
| Overevaluators | n=25 | 116.96 | 9.53 | 94.04 | 8.15 |

performed on the main effect of sex and the dependent variable of fear of success in general situations. The results indicated that seven percent of the subjects variability of fear of success in general situations is due to the sex of the subjects.

## Vocational Choice

The hypothesis that there will be no significant differences in the fear of success scores of the subjects in relation to their vocational choice in both academic and general situations was also analyzed in the study. An examination of Table I indicates that there were no significant differences in the fear of success scores of the subjects in relation to their vocational choice in both academic and general situations.

## Sex By Vocational Choice Interaction

The hypothesis that there will be no significant interaction between the sex of the participants and their vocational choice in regard to their fear of success scores in both academic and general situations was also tested in the study. An examination of the multivariate F for the interaction (Table I) indicates that there was no significant sex by vocational choice interaction; therefore, the researcher examined the main effects of sex and vocational choice.

## Discussion

The findings of this research suggest that a significant difference ($p < .05$) does exist in married male and female students on their fear of success as measured by the Objective Measure of Fear of Success for general situations. On the Fear of Success Questionnaire for academic situations there was a small

difference in mean scores between the two sexes. An examination of individual contributions of the two scales indicates that women scored significantly higher in fear of success than men only in general situations. It is recognized that several factors may have influenced the results of this study. First, women have traditionally been homemakers and it has not been until recent years that women have had the job opportunities that allow them to be successful. Perhaps, women feel an extra burden and find it difficult to cope with home and work situations.

Second, many of the items on the questionnaires were related to expressing feelings and emotions. It is possible that women were more open in admitting their fear of success than men. The fact that all of the participants were married may also be another influencing factor. As women and men become successful, they may fear being in competition with their spouse and this could create conflict in their marriage. Additional studies could help us understand many of the factors connected with success and marriage.

Evidence was also presented that suggested the vocational choice of the married students is not related to their fear of success in academic and general situations. Perhaps fear of success has a stronger impact on one's inner desires rather than what a person actually majors in during college. Finally, evidence was presented that indicated that a significant interaction does not exist between the sex of the participants and their vocational choice on fear of success in both academic and general situations.

Generally, the results support the findings of Horner (1968) that women show significantly more fear of success than men. However, this study goes a step further and examines the fear of success concept specifically in married students. The results of this study could be a value for family researchers studying married students. It provides a framework for further investigations

on numerous topics related to fear of success and married students.

## Summary of Findings

From the preceding analysis, the hypotheses in the study were examined. An examination of the MANOVA table (Table I) indicates that the hypothesis that there will be no significant differences in the fear of success scores of married female students and married male students must be rejected as males and females were significantly different in their fear of success scores in general situations. However, the hypothesis that there will be no significant differences in the fear of success scores of the subjects in relation to their vocational choice in both academic and general situations was not rejected. Thus, the null hypothesis of no significant interaction between the sex of the participants and their vocational choice on fear of success in both academic and general situations could not be rejected by these results.

# CHAPTER V

## SUMMARY AND RECOMMENDATIONS

### Summary

The purpose of this study was to examine fear of success in married students in relationship to their sex and vocational choice in both academic and general situations. A stratified random sample was used to obtain the 100 subjects on the basis of sex and vocational choice from married student housing at Oklahoma State University to participate in the study. The instruments used in this study consisted of an 83-item questionnaire by Marice Pappo (1972) examining fear of success in academic situations and a 64-item questionnaire by Nina Cohen (1974/1975) examining fear of success in general situations. Demographic information was also obtained on the subjects.

The design utilized in the study was causal comparative in nature. The independent variables were sex (males and females) and vocational choice (underraters and overevaluators). In this study, subjects majoring in conventional, intellectual and realistic areas were considered underraters, while subjects majoring in enterprising, social and artistic areas were considered overevaluators as determined by Holland's 1966 study (see Appendix A). The dependent variables were fear of success in academic situations and fear of success in general situations. The hypotheses were tested by multivariate analysis of variance (MANOVA).

## Recommendations for Practice

As a result of this study, the following recommendations are made for practioners:

1. Family life educators should study fear of success to determine methods and strategies that could help families cope with stress and anxiety about success. Programs should be developed to educate and instruct family life professionals in helping married couples understand one another and their need to achieve and succeed in society. The content of such programs might involve such things as helping individuals develop more open communication with one another, point out the importance of developing an inter-personal understanding about careers, and teaching men and women how to achieve success and overcome fear and anxiety in reaching their goals.

2. The researcher recommends that faculty and student services professionals become more involved with helping the success fearing student. As these professionals direct students in planning vocations they should help the students assess their task performance in certain areas, understand the personality type of each student, and help the student deal with rather than avoid anxiety and success oriented situations.

3. It is recommended that marriage and family counselors should help clients examine their root attitudes and philosophies about life and success. This might involve examining fear of success and how it is related to other fears that students face in college. By understanding these attitudes and philosophies the counselor can help the client to clarify and interpret his/her ideas about success and how to cope with it.

Recommendations for Further Study

In light of the findings of this study, the following recommendations for further research were made:

1.  Although the present investigation failed to support a significant interaction between the sex of the participants and vocational choice for fear of success in both academic and general situations, future researchers could replicate the study using a larger, random sample. This would increase the power of the statistical test making it more likely "to detect significant differences if they exist" (Bartz, 1981, p. 255).

2.  The present study found a significant univariate F for fear of success in general situations on males and females. A more indepth analysis is needed to determine which aspects of general situations (i.e. financial pursuits, spouse relations, etc.) are the most important contributors to the fear of success in married college students.

3.  It is recommended that a similar study be conducted on married persons already employed in professional situations to determine if fear of success continues on to the work environment. It is reasonable to suspect that married persons may have to cope with many success factors in their jobs and throughout the life cycle. In addition, this could help in understanding the motivation of workers and improve communication between employers and employees.

4.  The researcher recommends a similar study using married couples. This would allow for comparisons between the husband and wife in the marriage and their feelings toward success.

5.  Additional studies are recommended that would compare married persons in college with married persons the same age who are not in college. As

well, a study examining married students who started college and dropped out might help in understanding fear of success and it's relationship to achievement.

Based on this study, there appears to be a definite need for further research on fear of success in married students. Since sex was an important variable in this study, then it is possible that married male students and married female students may face different kinds of pressures and threats when confronted with success-oriented situations. Further studies focusing on how males and females cope with success might help in understanding individual achievement and motivation. This study has suggested that fear of success may be an important concern to married students as they pursue their marriages and college careers simultaneously. It is hoped that this information provides some basis for further investigation in this area.

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APPENDIXES

APPENDIX A

CRITERION LISTS FOR FIELDS OF STUDY

BY

JOHN HOLLAND

# CRITERION LISTS FOR FIELDS OF STUDY

*Underraters
1. Realistic (Revision)                    EAT Majors

| | |
|---|---|
| Agriculture | Agriculture |
| Agricultural Education | Agricultural education |
| Industrial arts | Physical education |
| Engineering | Recreation |
| Forestry | Industrial arts |
| Trade and industry | Engineering |
| Animal husbandry | Forestry |
| Mining | Trade and industry |

Underraters
2. Intellectual                            EAT Majors

| | |
|---|---|
| Architecture | Architecture |
| Biological sciences | Biological sciences |
| Geography | Geography |
| Medical technology | Medical technology |
| Mathematics | Pharmacy |
| Philosophy | Mathematics |
| Physical sciences | Philosophy |
| Anthropology | Physical sciences |
| Experimental psychology | Anthropology |
| Premedical (girls only) | |
| Research engineering | |

Overevaluators
3. Social                                  EAT Majors

| | |
|---|---|
| Health education | Health education |
| Education of exceptional children and mentally retarded | Education of exceptional children and mentally retarded |
| Speech correction | Speech correction |
| Education (unclassified) | Education (unclassified) |
| Nursing | Nursing |
| Occupational therapy | Occupational therapy |
| Physical therapy | Physical therapy |
| Scholastic philosophy | Scholastic philosophy |
| Social work | Social science (general) |
| Premedical (boys only) | American civilization |
| Home economics | Sociology |
| Dietetics | Social Work |
| Physical education | |
| Recreation | |
| Theology | |
| Psychology (except experimental) | |

Underraters
4. Conventional (Revision)                EAT Majors

    Accounting                                Accounting
    Secretarial                               Secretarial
    Business and commercial                   Business and commercial
    (general and unclass.)                    (general and unclass.)
    Business education                        Business education
    Economics                                 Library science
    Finance

Overevaluators
5. Enterprising                           EAT Majors

    Hotel and restaurant                      Hotel and restaurant
    administration                            administration
    Hospital administration                   Hospital administration
    History                                   History
    International relations                    International relations
    Political science                         Political science
    Foreign service                           Foreign service
    Industrial relations                      Industrial relations
    Public administration                     Public administration
    Prelaw
    Sales engineering
    Business administration
    and management

Overevaluators
6. Artistic                               EAT Majors

    Art education                             Art education
    Music education                           Music education
    English and journalism                    English and journalism
    Fine and applied arts                     Fine and applied arts
    (all fields)                              (all fields)
    Foreign language and                      Foreign language and
    literature (all fields)                   literature (all fields)
    Speech (except speech
    correction and therapy)

*Note:   For the purposes of this study the researcher has identified
       each vocational choice as being either as one of an Under-
       rater or Overevaluator.

APPENDIX B

<u>FEAR OF SUCCESS QUESTIONNAIRE</u>

BY

MARICE PAPPO

Dr. Marice Pappo
240 W. 98th Apt. 3D
New York, NY
          10025


July 15, 1983


Ms. Susan Vietzke Peterson
84-12 So. University Pl.
Stillwater, OK
          74075


Dear Susan,

Enclosed is a copy of my Fear-of-Success Scale for academic

success and coding instructions. You have my written permission

to use this questionnaire for research on your doctoral dissertation.


                    Sincerely,

                    Dr. Marice Pappo

## Introduction

This questionnaire is a part of a research program the purpose of which is to improve the understanding of the factors which affect a student in academic situations. As you will see the present questionnaire asks about certain of your personal feelings, attitudes, and experiences.

Obviously, there are no "right" or "wrong" answers to any of these kinds of questions. They merely offer an opportunity to express feelings and ideas with regard to a large range of situations. The research value of this questionnaire will depend on how "straight" you are in stating your feelings and attitudes. Please be as honest as possible.

Please answer all items, giving only one answer for each. If you have any questions at this time ask them.

Instructions:

1. Make sure to place each answer on the <u>answer sheet</u> (not on the questionnaire). Do not put your name on the questionnaire or on the answer sheet.

2. Please answer each item carefully; however, do not spend too much time on any one item. If necessary, guess the answer to an item rather than leave it blank.

3. On your answer sheet, circle the Y (yes) for those items that are more often than not true of your behavior or your opinions.

4. On your answer sheet, circle the N (no) for those items which infrequently or never describe your behavior or opinions.

5. A few items contain "double" statements, for example: "Although, I often get excited by challenging work assignments, they also make me feel uneasy." For such cases, if both parts of the question are more often true than not true for you, circle Y. If only one part of the item is more often true than not true for you, then circle N.

Questions:

1. It is easy for me to concentrate on my studies.

2. I find it difficult to tell my friends that I do something especially well.

3. Frequently, at crucial points in an intellectual discussion my mind goes blank.

4. Often times, I become self-conscious when someone who 'counts' compliments me.

5. Generally, when I complete an important project, I am satisfied with the results.

6. As a game (card game, word games, chess, competitive sport, etc.) reaches the winning point I start thinking about other things.

7. The things that I achieve frequently fall short of my fondest hopes.

8. When playing competitive games I make more mistakes near the end than at the beginning.

9. When I write a paper for school I often feel unsure of my ideas until I check them out with teachers or friends.

10. I used to fantasize about doing something that no one else had ever done before.

11. I like it if a teacher I respect tells me my work is good although it makes me

somewhat uncomfortable.

12. In areas in which I have talent my products are usually not excellent.

13. When I play competitive games I'm often so concerned with how well I am doing I don't enjoy the game as much as I could.

14. Instead of celebrating, I often feel let down after completing an important task or project.

15. I feel I need someone to push me to do the things I want to do.

16. When I am playing a game and people are watching I am extremely aware of their presence.

17. In my family (cousins included) I tended to be near the top academically.

18. I tend to misplace things and then when I need them they are difficult to find.

19. It is important to seek the friendship of people with positions of higher status than yours.

20. When I feel confused about material I am learning I work at it myself until it is resolved.

21. If something is easy for me to learn or to do, I have difficulty imagining someone else having trouble with it.

22. I frequently find it difficult to measure up to the standards I set for myself.

23. When a teacher praises my work I wonder if I can do as well the next time.

24. Often times, I feel as if I do very little studying eventhough I generally get my work done.

25. I tend to get tired while studying.

26. It is more important to try to win a game than to merely play it.

27. I often get very excited when I start a project, but I get bored with it quickly.

28. At times, I believe I have gotten by in school because of the luck and the carelessness of the teachers.

29. Sometimes I find myself daydreaming about accomplishing fantastic feats.

30. While developing a new idea I find that my thinking 'freezes' at a certain point.

31. If I win a competitive game I feel a little bad for the other player.

32. When I study I am very aware of the passing of time.

33. There are school subjects in which I really excell.

34. I sometimes have difficulty bringing important tasks to a successful conclusion.

35. I like working out tricky puzzles and problems even if I'm not sure I can figure them out.

36. Frequently, I wish I was just a little bit smarter.

37. Persuasive people can influence my ideas.

38. When I get a low grade I know I could have done better if I had worked harder.

39. It makes me feel good to tell people about the things some of my friends have accomplished.

40. As a competitive game nears the end I tend to become tired and make more errors.

41. I have had difficulty deciding what work deeply interests me.

42. If someone calls attention to me when I'm doing well, I often feel awkward.

43. When specific work assignments seem to be going extremely well I get scared that I'll do something to ruin it.

44. I try the hardest when my work is being evaluated.

45. My family saw me as the academically successful one.

46. If I get a low grade on a work assignment I feel cheated.

47. Once I have completed a task it seems less valuable.

48. I frequently explore academic areas that I know nothing about.

49. I think I often have good ideas but I frequently forget them.

50. Eventhough I feel that I have a lot of potential, I sometimes feel like a phoney or a fraud.

51. Occassionally, when I am winning a game I get so excited I miss a point.

52. One way to insure failure is to want something too much.

53. There are times when I don't think I have what it takes to be a success in the area I am interested in.

54. It's very difficult to do anything important really well.

55. Others judge you by the people you associate with.

56. When I hear about the accomplishments of my friends I tend to think about what I, myself have or have not accomplished.

57. I often don't do as well as I am able because I put off my work until the last minute.

58. Often when I study I keep thinking of other things that I need to do.

59. My parents inaccurately assessed my intelligence.

60. I feel that it is important for people of higher status to like me.

61. While I'm learning something completely new I find praise necessary.

62. If school tasks are easy to finish I feel as though they were meaningless.

63. If I get a high grade on a work assignment I tend to feel that I fooled the teacher.

64. I become more excited while playing a game if people are watching.

65. When friends whose opinions I value compliment my work I feel good but uneasy.

66. At times, my work piles up so much that I have difficulty completing all of it.

67. Often when I win a competitive game, I get the idea that it was because of the other player's carelessness.

68. At times, my grades amaze me because it seems like I rarely prepare adequately.

69. At times I brag about the accomplishments of my friends.

70. It pays to discuss your ideas with a teacher or friend before handing in a finished paper.

71. If I don't think I can learn to do well at something, I prefer not to try.

72. As I near completing a task compliments may make me uneasy.

73. After studying hard for an exam, I often find the test itself tedious.

74. At times, I have accidentally spilled something on the final copy of a school project.

75. My work is characterized by enthusiastic beginnings and indifferent endings.

76. It is easy to become distracted while taking a test.

77. I am doing exactly the work I want to do.

78. There are areas in which I am talented.

79. If it weren't for some remarkably good luck I would probably not have gotten as far as I have.

80. It is important not to get excited about the things one desires.

81. Without someone encouraging me I might not have done some of the important things I've accomplished.

82. I like the idea of having friends who are in positions of power and influence.

83. Although I have much difficulty doing so, I generally finish essential undertakings.

## Answer Sheet

Please do not put your name on this sheet or on the questionnaire. For each item circle either Y (yes) <u>or</u> N (no).

<u>Page 1</u>

| | | | |
|---|---|---|---|
| 1. Y N | 28. Y N | 55. Y N | 81. Y N |
| 2. Y N | 29. Y N | 56. Y N | 82. Y N |
| 3. Y N | 30. Y N | <u>Page 4</u> | 83. Y N |
| 4. Y N | 31. Y N | 57. Y N | |
| 5. Y N | 32. Y N | 58. Y N | |
| 6. Y N | 33. Y N | 59. Y N | |
| 7. Y N | <u>Page 3</u> | 60. Y N | |
| 8 Y N | 34. Y N | 61. Y N | |
| 9. Y N | 35. Y N | 62. Y N | |
| 10. Y N | 36. Y N | 63. Y N | |
| 11 Y N | 37. Y N | 64. Y N | |
| <u>Page 2</u> | 38. Y N | 65. Y N | |
| 12. Y N | 39. Y N | 66. Y N | |
| 13. Y N | 40. Y N | 67. Y N | |
| 14. Y N | 41. Y N | 68. Y N | |
| 15. Y N | 42. Y N | 69. Y N | |
| 16. Y N | 43. Y N | 70. Y N | |
| 17. Y N | 44. Y N | 71. Y N | |
| 18. Y N | 45. Y N | 72. Y.N | |
| 19. Y N | 46. Y N | 73. Y N | |
| 20. Y N | 47. Y N | 74. Y N | |
| 21. Y N | 48. Y N | 75. Y N | |
| 22. Y N | 49. Y N | 76. Y N | |
| 23. Y N | 50. Y N | 77. Y N | |
| 24. Y N | 51. Y N | 78. Y N | |
| 25. Y N | 52. Y N | 79. Y N | |
| 26. Y N | 53. Y N | <u>Page 5</u> | |
| 27. Y N | 54. Y N | 80. Y N | |

APPENDIX C

OBJECTIVE MEASURE OF FEAR OF SUCCESS

BY

NINA COHEN

Nina Cohen
24 Evelyn Road
Port Washington
New York   11050

September 7, 1983

Susan Peterson
84-12 So. University Place
Stillwater, OK
            74075


Dear Susan,

   I am writing you this letter to give you written permission

to use my questionnaire on fear of success in your research.

                              Best wishes,

                              Nina Cohen

## Introduction and Directions

This questionnaire is about people--what they feel, experience and think about. It's being distributed to persons of all ages and backgrounds. I would like to learn more about people and will need your help in doing that. Obviously, I will learn most if you can be as "straight" as possible in your answers to this questionnaire. There are no "healthy" or "sick" answers, just honest feelings.

The questionnaire contains a series of statements. Please read each one and then circle either T (true) or F (false) on the answer sheet. If you feel that a statement is true or mostly true about you, circle a T on the answer sheet. If you feel it is not true or mostly not true about you, circle an F on the answer sheet. Please use only the Answer Sheet and try to answer all questions.

Thank you for your participation.

1. When I think I've made a particularly "strong" statement to someone I get a bit worried that I might have made them feel bad.

2. I generally feel guilty about my own happiness of a friend tells me that he's depressed.

3. I sometimes get uncomfortable because I've pretended to be more committed to a cause than I really feel.

4. It makes me feel self-conscious to perform a stunt at a party, even if other people are doing the same sort of thing.

5. As a child, I sometimes played sick to get out of something.

6. I must admit that I'm quite nice looking.

7. I've sometimes gone without something rather than have to ask others for it.

8. I dread the idea of walking into a party by myself when most of the others have been there for some time.

9. Often, when I sit down to solve a problem, my thoughts drift off to a bunch of other things.

10. It's pretty difficult to turn down a gesture of friendship without hurting the other person's feelings.

11. I feel uneasy being the center of attention in a group.

12. I frequently find myself not telling others about my good luck so they won't have to feel envious.

13. I often have trouble saying no to people.

14. I frequently find myself making a date or appointment and then dread having to go through with it.

15. I'm very rarely worried that I'll look clumsy or awkward at a social gathering.

16. I'm reluctant to make a large purchase without consulting someone else first.

17. Before getting down to work on a project, I suddenly find a whole bunch of other things to take care of first.

18. I sometimes find myself apologizing for my behavior even though an apology isn't really called for.

19. I must say that I'm pretty confident when it comes to my sexual ability.

20. I hate having a fuss made over me.

21. I'm quite comfortable in the role of group spokesman.

22. Most people are secretly pleased when someone else gets into trouble.

23. I often brood about something I've said which may have been taken in the wrong way by another person.

24. I tend to believe that people who look out for themselves first are selfish.

25. As a child, when I was called on by a teacher, I often felt my stomach sink, even when I knew the right answer.

26. I sometimes cross the street to avoid meeting someone I know.

27. When someone I know well succeeds at something, I usually feel that I've lost out in comparison.

28. I rarely have trouble concentrating on something for a long period of time.

29. It makes me feel uneasy to have to ask other people for things.

30. When I notice that things have been going particularly well for me, I get the feeling it just can't last.

31. I feel uneasy about breaking a date or an appointment.

32. I'm pretty competent at most things that I try.

33. Often, before I act, I consider how others would regard my action.

34. I'd rather give in on most issues than get into heavy debates with people.

35. I'm not one for organizing group activities, though I usually enjoy them once they're under way.

36. I generally feel uptight about telling a boss or professor that I think I'm entitled to a better deal.

37. When I have to ask others for their help, I often feel that I'm being bothersome.

38. I often compromise in situations in order to avoid conflict.

39. On the whole, I'm quite satisfied with the way I look.

40. I have often "woken up" during a lecture or meeting and realized that I haven't heard a word of what was said.

41. I sometimes "play down" my competence in front of others so they won't think I'm bragging.

42. Before I make a final decision about something, I like to check with others about their views and ideas.

43. I sometimes have trouble acting like myself when I'm with people I don't know well.

44. I've often felt a little ashamed of the way my house (apartment) looks.

45. When I've made a decision, I usually stick to it.

46. Before going to some type of social gathering, I'm often uptight that I just won't look good enough.

47. Although I usually begin projects with lots of get up and go, I tend to get bored after a while.

48. Secretly, I think I'm pretty special, but I try not to "let on" to others about that.

49. I often feel self-conscious when someone who 'counts' compliments me.

50. I used to fantasize about doing something that no one else had ever done before.

51. When I'm involved in a competitive activity (sports, a game, work) I'm often so concerned with how well I'm doing that I don't enjoy the activity as much as I could.

52. When people are watching me while I'm doing something, I have difficulty not being aware that they're watching.

53. If it's easy for me to learn to do something, I have trouble imagining anyone else having difficulty with it.

54. If someone calls attention to me when I'm doing well, I feel awkward or embarrassed.

55. Even though I feel I have a lot of potential, I sometimes feel like a phony or a fraud.

56. It pays to check out your ideas with other people before making a final decision.

57. It's important not to get too excited about things one really desires.

58. A sure-fire way to end up disappointed is to want something too much.

59. Instead of celebrating, I often feel let down after completing an important task or project.

60. Mostly, I find that I measure up to the standards that I set for myself.

61. When I'm praised for something, I sometimes wonder if I will be able to do as well the next time.

62. When things seem to be going really well for me, I get uneasy that I'll do something to ruin it.

63. In the lower grades in school, if I got a grade on a work assignment I often felt that I had fooled the teacher.

64. When I have to meet an important deadline, I get so nervous that it's hard to keep my mind on the work I'm doing.

Answer Sheet

Please do not put your name on this sheet or on the questionnaire. For each item circle either T (true) or F (false).

| Page 1 | 28. T F | 56. T F |
|--------|---------|---------|
| 1. T F | 29. T F | 57. T F |
| 2. T F | 30. T F | 58. T F |
| 3. T F | 31. T F | 59. T F |
| 4. T F | 32. T F | 60. T F |
| 5. T F | 33. T F | 61. T F |
| 6. T F | 34. T F | 62. T F |
| 7. T F | 35. T F | 63. T F |
| 8. T F | 36. T F | 64. T F |
| 9. T F | 37. T F | |
| 10. T F | 38. T F | |
| 11. T F | 39. T F | |
| 12. T F | 40. T F | |
| 13. T F | 41. T F | |
| 14. T F | 42. T F | |
| 15. T F | 43. T F | |
| 16. T F | 44. T F | |
| 17. T F | Page 3 | |
| 18. T F | 45. T F | |
| 19. T F | 46. T F | |
| 20. T F | 47. T F | |
| 21. T F | 48. T F | |
| 22. T F | 49. T F | |
| Page 2 | 50. T F | |
| 23. T F | 51. T F | |
| 24. T F | 52. T F | |
| 25. T F | 53. T F | |
| 26. T F | 54. T F | |
| 27. T F | 55. T F | |

APPENDIX D

DEMOGRAPHIC INFORMATION SHEET

DEMOGRAPHIC INFORMATION SHEET

Please do not write your name on the questionnaire.

Please fill in the following questionnaire.

1. Sex:_____ Male _____Female

2. What is your major in college? _____

3. What career are you planning for a future occupation?
   (Please describe fully) _____

   _____

4. I am _____ years old.

5. Year in college: ___Freshman ___Sophomore ___Junior

   ___Senior ___Master's ___Doctoral

6. Number of children: ___0 ___1 ___2 ___3 ___Over 3

7. Were you ever employed in a full time professional career prior to working on
   your present degree?___Yes ___No
   If yes, please specify_____

8. Is your spouse pursuing a professional career? ___Yes ___No

9. Father's Occupation _____ Years of Education_____

10. Father is: ___Married ___Remarried ___Divorced

    ___Separated ___Deceased ___Single (never married)

11. Mother's Occupation _____ Years of Education_____

12. Mother is: ___Married ___Remarried ___Divorced

    ___Separated ___Deceased ___Single (never married)

13. How many children in your family of orientation? _____

    Number of brothers _____ Number of older brothers _____

    Number of sisters _____ Number of older sisters _____

APPENDIX E

DESCRIPTIVE DATA OF THE SAMPLE

TABLE III

DESCRIPTIVE DATA
OF THE SAMPLE

| DESCRIPTIVE DATA | N | % |
|---|---|---|
| **Future Occupation** | | |
| Realistic-Laborers & Skilled Tradesmen | 1 | 1.0 |
| Realistic-Agri & Livestock Workers | 4 | 4.0 |
| Realistic-Engineers | 9 | 9.0 |
| Realistic-Miscellaneous | 1 | 1.0 |
| Intellectual-Phy & Biol Scientists | 3 | 3.0 |
| Intellectual-Related Scientist | 3 | 3.0 |
| Intellectual-College Teachers | 3 | 3.0 |
| Social-Soc Service & Welfare Workers | 25 | 25.0 |
| Social-College Teachers | 1 | 1.0 |
| Social-Miscellaneous | 1 | 1.0 |
| Conventional-Financial Workers | 10 | 10.0 |
| Conventional-Office Workers | 6 | 6.0 |
| Conventional-College Teachers | 3 | 3.0 |
| Conventional-Miscellaneous | 2 | 2.0 |
| Enterprising-Owners & Managers in Bus | 4 | 4.0 |
| Enterprising-Managers & Supervisors | 8 | 8.0 |
| Enterprising-Miscellaneous | 2 | 2.0 |
| Artistic-Creative Artists | 6 | 6.0 |
| Artistic-College Teachers | 1 | 1.0 |
| Homemaker | 1 | 1.0 |
| Undecided | 5 | 5.0 |
| No Response | 1 | 1.0 |
| | 100 | 100.0% |

TABLE III (Continued)

| DESCRIPTIVE DATA | N | % |
|---|---|---|
| **Age** | | |
| 19 | 3 | 3.0 |
| 20 | 6 | 6.0 |
| 21 | 27 | 27.0 |
| 22 | 20 | 20.0 |
| 23 | 14 | 14.0 |
| 24 | 6 | 6.0 |
| 25 | 6 | 6.0 |
| 26 | 5 | 5.0 |
| 27 | 1 | 1.0 |
| 28 | 6 | 6.0 |
| 29 | 1 | 1.0 |
| 30 | 1 | 1.0 |
| 33 | 1 | 1.0 |
| 41 | 1 | 1.0 |
| 43 | 1 | 1.0 |
| | 100 | 100.0% |
| **Year In College** | | |
| Freshman | 3 | 3.0 |
| Sophomore | 10 | 10.0 |
| Junior | 15 | 15.0 |
| Senior | 51 | 51.0 |
| Master's | 16 | 16.0 |
| Doctoral | 5 | 5.0 |
| | 100 | 100.0% |
| **Number Of Children** | | |
| 0 | 75 | 75.0 |
| 1 | 18 | 18.0 |
| 2 | 6 | 6.0 |
| No Response | 1 | 1.0 |
| | 100 | 100.0% |
| **Employed in Full-time Professional Career Prior To Working On Present Degree** | | |
| Yes | 25 | 25.0 |
| No | 73 | 73.0 |
| No Response | 2 | 2.0 |
| | 100 | 100.0% |

TABLE III (Continued)

| DESCRIPTIVE DATA | N | % |
|---|---|---|
| **Type of Professional Career** | | |
| Realistic-Laborers & Skilled Tradesmen | 1 | 1.0 |
| Realistic-Agri & Livestock Workers | 2 | 2.0 |
| Realistic-Servicemen | 1 | 1.0 |
| Realistic-Engineers | 2 | 2.0 |
| Realistic-Miscellaneous | 3 | 3.0 |
| Intellectual-Phy & Biol Scientists | 1 | 1.0 |
| Intellectual-Related Scientists | 2 | 2.0 |
| Social-Soc Service & Welfare Workers | 3 | 3.0 |
| Social-Miscellaneous | 1 | 1.0 |
| Conventional-Office Workers | 5 | 5.0 |
| Enterprising-Sales Personnel | 2 | 2.0 |
| Enterprising-Managers & Supervisors | 1 | 1.0 |
| Artistic-Creative Srtists | 1 | 1.0 |
| No Response | 75 | 75.0 |
| | 100 | 100.0% |
| **Spouse Pursuing a Professional Career** | | |
| Yes | 83 | 83.0 |
| No | 16 | 16.0 |
| No Response | 1 | 1.0 |
| | 100 | 100.0% |
| **Father's Occupation** | | |
| Realistic-Laborers & Skilled Trades | 13 | 13.0 |
| Realistic-Vehicle Drivers | 2 | 2.0 |
| Realistic-Agri & Livestock Workers | 8 | 8.0 |
| Realistic-Servicemen | 3 | 3.0 |
| Realistic-Engineers | 10 | 10.0 |
| Realistic-Miscellaneous | 5 | 5.0 |
| Intellectual-Phy & Biol Scientists | 3 | 3.0 |
| Intellectual-Related Scientists | 5 | 5.0 |
| Social-Religious Workers | 2 | 2.0 |
| Social-Soc Service & Welfare Workers | 6 | 6.0 |
| Social-Miscellaneous | 2 | 2.0 |
| Conventional-Financial Workers | 2 | 2.0 |
| Conventional-Office Workers | 1 | 1.0 |
| Conventional-Miscellaneous | 1 | 1.0 |
| Enterprising-Sales Personnel | 9 | 9.0 |
| Enterprising-Owners & Managers of Bus | 5 | 5.0 |
| Enterprising-Managers & Supervisors | 11 | 11.0 |
| Artistic-Miscellaneous | 1 | 1.0 |
| Retired | 6 | 6.0 |
| No Response | 4 | 4.0 |
| | 100 | 100.0% |

TABLE III (Continued)

| DESCRIPTIVE DATA | N | % |
|---|---|---|

**Father's Years Of Education**

| | | |
|---|---|---|
| 3 | 1 | 1.0 |
| 7 | 1 | 1.0 |
| 8 | 3 | 3.0 |
| 9 | 4 | 4.0 |
| 10 | 1 | 1.0 |
| 12 | 19 | 19.0 |
| 13 | 7 | 7.0 |
| 14 | 9 | 9.0 |
| 15 | 4 | 4.0 |
| 16 | 27 | 27.0 |
| 17 | 5 | 5.0 |
| 18 | 7 | 7.0 |
| 19 | 2 | 2.0 |
| 20 | 8 | 8.0 |
| No Response | 2 | 2.0 |
| | 100 | 100.0% |

**Father's Marital Status**

| | | |
|---|---|---|
| Married | 81 | 81.0 |
| Remarried | 7 | 7.0 |
| Divorced | 4 | 4.0 |
| Deceased | 8 | 8.0 |
| | 100 | 100.0% |

**Mother's Occupation**

| | | |
|---|---|---|
| Realistic-Laborer & Skilled Trades | 5 | 5.0 |
| Realistic-Miscellaneous | 1 | 1.0 |
| Social-Soc Serv. & Welfare Workers | 12 | 12.0 |
| Social-College Teachers | 2 | 2.0 |
| Conventional-Financial Workers | 3 | 3.0 |
| Conventional-Office Workers | 21 | 21.0 |
| Enterprising-Sales Personnel | 4 | 4.0 |
| Enterprising-Owners & Mgrs. of Bus | 1 | 1.0 |
| Enterprising-Managers & Supervisors | 2 | 2.0 |
| Artistic-Creative Artists | 1 | 1.0 |
| Homemaker | 42 | 42.0 |
| Retired | 3 | 3.0 |
| No Response | 3 | 3.0 |
| | 100 | 100.0% |

## TABLE III (Continued)

| DESCRIPTIVE DATA | N | % |
|---|---|---|
| **Mother's Years Of Education** | | |
| 7 | 1 | 1.0 |
| 8 | 3 | 3.0 |
| 10 | 1 | 1.0 |
| 11 | 1 | 1.0 |
| 12 | 38 | 38.0 |
| 13 | 10 | 10.0 |
| 14 | 15 | 15.0 |
| 15 | 4 | 4.0 |
| 16 | 16 | 16.0 |
| 17 | 1 | 1.0 |
| 18 | 5 | 5.0 |
| 19 | 2 | 2.0 |
| No Response | 3 | 3.0 |
| | 100 | 100.0% |
| **Mother's Marital Statis** | | |
| Married | 83 | 83.0 |
| Remarried | 9 | 9.0 |
| Divorced | 8 | 8.0 |
| | 100 | 100.0% |
| **Children In Family Of Orientation** | | |
| 1 | 6 | 6.0 |
| 2 | 27 | 27.0 |
| 3 | 30 | 30.0 |
| 4 | 21 | 21.0 |
| 5 | 7 | 7.0 |
| 6 | 5 | 5.0 |
| 7 | 4 | 4.0 |
| | 100 | 100.0% |
| **Number Of Brothers** | | |
| 1 | 34 | 34.0 |
| 2 | 18 | 18.0 |
| 3 | 7 | 7.0 |
| 4 | 2 | 2.0 |
| No Response | 39 | 39.0 |
| | 100 | 100.0% |

TABLE III (Continued)

| DESCRIPTIVE DATA | N | % |
|---|---|---|
| **Number Of Older Brothers** | | |
| 1 | 28 | 28.0 |
| 2 | 8 | 8.0 |
| 3 | 4 | 4.0 |
| 4 | 2 | 2.0 |
| No Response | 58 | 58.0 |
| | 100 | 100.0% |
| **Number Of Sisters** | | |
| 1 | 41 | 41.0 |
| 2 | 19 | 19.0 |
| 3 | 10 | 10.0 |
| 4 | 2 | 2.0 |
| 5 | 1 | 1.0 |
| 6 | 1 | 1.0 |
| No Response | 26 | 26.0 |
| | 100 | 100.0% |
| **Number Of Older Sisters** | | |
| 1 | 33 | 33.0 |
| 2 | 10 | 10.0 |
| 3 | 4 | 4.0 |
| No Response | 53 | 53.0 |
| | 100 | 100.0% |

Note:     All occupations were coded according to the "Comprehensive Classifications for Vocational Choices and Occupations" (Holland, 1966, p. 110-116).

APPENDIX F

RESPONSES TO <u>FEAR OF SUCCESS QUESTIONNAIRE</u>

# TABLE IV

## RESPONSES TO FEAR OF SUCCESS QUESTIONNAIRE

| Item | Females Yes No. | % | No No. | % | Males Yes No. | % | No No. | % |
|------|----|----|----|----|----|----|----|----|
| 1. It is easy for me to concentrate on my studies. | 26 | 52 | 24 | 48 | 25 | 50 | 25 | 50 |
| 2. I find it difficult to tell my friends that I do something especially well. | 29 | 58 | 21 | 42 | 26 | 52 | 24 | 48 |
| 3. Frequently, at crucial points in an intellectual discussion my mind goes blank. | 17 | 34 | 33 | 66 | 10 | 20 | 40 | 80 |
| 4. Often times, I become self-conscious when someone who 'counts' compliments me. | 35 | 70 | 15 | 30 | 23 | 46 | 27 | 54 |
| 5. Generally, when I complete an important project, I am satisfied with the results. | 45 | 90 | 5 | 10 | 43 | 86 | 7 | 14 |
| 6. As a game (card game, word games, chess, competitive sport, etc.) reaches the winning point I start thinking about other things. | 6 | 12 | 44 | 88 | 12 | 24 | 38 | 76 |
| 7. The things that I achieve frequently fall short of my fondest hopes. | 9 | 18 | 41 | 82 | 15 | 30 | 35 | 70 |
| 8. When playing competitive games I make more mistakes near the end than at the beginning. | 5 | 10 | 45 | 90 | 7 | 14 | 43 | 86 |
| 9. When I write a paper for school I often feel unsure of my ideas until I check them out with teachers or friends. | 25 | 50 | 25 | 50 | 20 | 40 | 30 | 60 |

TABLE IV (Continued)

| Item | Females | | | | Males | | | |
|------|------|------|------|------|------|------|------|------|
| | Yes No. | % | No No. | % | Yes No. | % | No No. | % |
| 10. I used to fantasize about doing something that no one else had ever done before. | 21 | 42 | 29 | 58 | 30 | 60 | 20 | 40 |
| 11. I like it if a teacher I respect tells me my work is good although it makes me somewhat uncomfortable. | 29 | 58 | 21 | 42 | 26 | 52 | 24 | 48 |
| 12. In areas in which I have talent my products are usually not excellent. | 15 | 30 | 35 | 70 | 16 | 32 | 34 | 68 |
| 13. When I play competitive games I'm often so concerned with how well I am doing I don't enjoy the game as much as I could. | 13 | 26 | 37 | 74 | 18 | 36 | 32 | 64 |
| 14. Instead of celebrating, I often feel let down after completing an important task or project. | 7 | 14 | 43 | 86 | 4 | 8 | 46 | 92 |
| 15. I feel I need someone to push me to do the things I want to do. | 17 | 34 | 33 | 66 | 9 | 18 | 41 | 82 |
| 16. When I am playing a game and people are watching I am extremely aware of their presence. | 31 | 62 | 19 | 38 | 20 | 40 | 30 | 60 |
| 17. In my family (cousins included) I tended to be near the top academically. | 41 | 82 | 9 | 18 | 33 | 66 | 17 | 34 |
| 18. I tend to misplace things and then when I need them they are difficult to find. | 18 | 36 | 32 | 64 | 21 | 42 | 29 | 58 |

TABLE IV (Continued)

| Item | Females | | | | Males | | | |
|------|---------|---|---|---|-------|---|---|---|
| | Yes | | No | | Yes | | No | |
| | No. | % | No. | % | No. | % | No. | % |
| 19. It is important to seek the friendship of people with positions of higher status than yours. | 14 | 28 | 36 | 72 | 20 | 40 | 30 | 60 |
| 20. When I feel confused about material I am learning I work at it myself until it is resolved. | 36 | 72 | 14 | 28 | 30 | 60 | 20 | 40 |
| 21. If something is easy for me to learn or to do, I have difficulty imagining someone else having trouble with it. | 26 | 52 | 24 | 48 | 28 | 56 | 22 | 44 |
| 22. I frequently find it difficult to measure up to the standards I set for myself. | 27 | 54 | 23 | 46 | 29 | 58 | 21 | 42 |
| 23. When a teacher praises my work I wonder if I can do as well the next time. | 28 | 56 | 22 | 44 | 23 | 46 | 27 | 54 |
| 24. Often times, I feel as if I do very little studying eventhough I generally get my work done. | 32 | 64 | 18 | 36 | 36 | 72 | 14 | 28 |
| 25. I tend to get tired while studying. | 42 | 84 | 8 | 16 | 32 | 64 | 18 | 36 |
| 26. It is more important to try to win a game than to merely play it. | 8 | 16 | 42 | 84 | 21 | 42 | 29 | 58 |
| 27. I often get very excited when I start a project, but I get bored with it quickly. | 21 | 42 | 29 | 58 | 12 | 24 | 38 | 76 |
| 28. At times, I believe I have gotten by in school because of the luck and the carelessness of the teachers. | 4 | 8 | 46 | 92 | 11 | 22 | 39 | 78 |

TABLE IV (Continued)

| Item | Females | | | | Males | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Yes | | No | | Yes | | No | |
| | No. | % | No. | % | No. | % | No. | % |
| 29. Sometimes I find myself daydreaming about accomplishing fantastic feats. | 23 | 46 | 27 | 54 | 38 | 76 | 11 | 22 |
| 30. While developing a new idea I find that my thinking 'freezes' at a certain point. | 24 | 48 | 26 | 52 | 14 | 28 | 36 | 72 |
| 31. If I win a competitive game I feel a little bad for the other player. | 30 | 60 | 20 | 40 | 20 | 40 | 30 | 60 |
| 32. When I study I am very aware of the passing of time. | 28 | 56 | 22 | 44 | 25 | 50 | 25 | 50 |
| 33. There are school subjects in which I really excell. | 42 | 84 | 8 | 16 | 45 | 90 | 5 | 10 |
| 34. I sometimes have difficulty bringing important tasks to a successful conclusion. | 20 | 40 | 30 | 60 | 19 | 38 | 31 | 62 |
| 35. I like working out tricky puzzles and problems even if I'm not sure I can figure them out. | 32 | 64 | 18 | 36 | 33 | 66 | 17 | 34 |
| 36. Frequently, I wish I was just a little bit smarter. | 35 | 70 | 15 | 30 | 35 | 70 | 15 | 30 |
| 37. Persuasive people can influence my ideas. | 30 | 60 | 20 | 40 | 25 | 50 | 25 | 50 |
| 38. When I get a low grade I know I could have done better if I had worked harder. | 44 | 88 | 6 | 12 | 42 | 84 | 8 | 16 |
| 39. It makes me feel good to tell people about the things some of my friends have accomplished. | 40 | 80 | 10 | 20 | 37 | 74 | 13 | 26 |
| 40. As a competitive game nears the end I tend to become tired and make more errors. | 11 | 22 | 39 | 78 | 4 | 8 | 46 | 92 |

TABLE IV (Continued)

| Item | Females | | | | Males | | | |
|---|---|---|---|---|---|---|---|---|
| | Yes No. | % | No No. | % | Yes No. | % | No No. | % |
| 41. I have had difficulty deciding what work deeply interests me. | 26 | 52 | 24 | 48 | 20 | 40 | 30 | 60 |
| 42. If someone calls attention to me when I'm doing well, I often feel awkward. | 27 | 54 | 23 | 46 | 24 | 48 | 26 | 52 |
| 43. When specific work assignments seem to be going extremely well I get scared that I'll do something to ruin it. | 11 | 22 | 39 | 78 | 15 | 30 | 35 | 70 |
| 44. I try the hardest when my work is being evaluated. | 39 | 78 | 11 | 22 | 30 | 60 | 20 | 40 |
| 45. My family saw me as the academically successful one. | 30 | 60 | 20 | 40 | 34 | 68 | 16 | 32 |
| 46. If I get a low grade on a work assignment I feel cheated. | 16 | 32 | 34 | 68 | 12 | 24 | 38 | 76 |
| 47. Once I have completed a task it seems less valuable. | 11 | 22 | 39 | 78 | 15 | 30 | 35 | 70 |
| 48. I frequently explore academic areas that I know nothing about. | 22 | 44 | 28 | 56 | 24 | 48 | 26 | 52 |
| 49. I think I often have good ideas but I frequently forget them. | 19 | 38 | 31 | 62 | 15 | 30 | 35 | 70 |
| 50. Eventhough I feel that I have a lot of potential, I sometimes feel like a phoney or a fraud. | 8 | 16 | 42 | 84 | 13 | 26 | 37 | 74 |

TABLE IV (Continued)

| Item | Females | | | | Males | | | |
|---|---|---|---|---|---|---|---|---|
| | Yes | | No | | Yes | | No | |
| | No. | % | No. | % | No. | % | No. | % |
| 51. Occassionally, when I am winning a game I get so excited I miss a point. | 18 | 36 | 32 | 64 | 16 | 32 | 34 | 68 |
| 52. One way to insure failure is to want something too much. | 12 | 24 | 38 | 76 | 11 | 22 | 39 | 78 |
| 53. There are times when I don't think I have what it takes to be a success in the area I am interested in. | 29 | 58 | 21 | 42 | 21 | 42 | 29 | 58 |
| 54. It's very difficult to do anything important really well. | 10 | 20 | 40 | 80 | 13 | 26 | 37 | 74 |
| 55. Others judge you by the people you associate with. | 38 | 76 | 12 | 24 | 32 | 64 | 18 | 36 |
| 56. When I hear about the accomplishments of my friends I tend to think about what I, myself have or have not accomplished. | 37 | 74 | 13 | 26 | 33 | 66 | 17 | 34 |
| 57. I often don't do as well as I am able because I put off my work until the last minute. | 30 | 60 | 20 | 40 | 34 | 68 | 16 | 32 |
| 58. Often when I study I keep thinking of other things that I need to do. | 38 | 76 | 12 | 24 | 28 | 56 | 22 | 44 |
| 59. My parents inaccurately assessed my intelligence. | 11 | 22 | 39 | 78 | 4 | 8 | 46 | 92 |
| 60. I feel that it is important for people of higher status to like me. | 19 | 38 | 31 | 62 | 21 | 42 | 28 | 56 |

TABLE IV (Continued)

| Item | Females | | | | Males | | | |
|------|---------|---|---|---|-------|---|---|---|
| | Yes | | No | | Yes | | No | |
| | No. | % | No. | % | No. | % | No. | % |
| 61. While I'm learning something completely new I find praise necessary. | 25 | 50 | 25 | 50 | 16 | 32 | 34 | 68 |
| 62. If school tasks are easy to finish I feel as though they were meaningless. | 17 | 34 | 33 | 66 | 12 | 24 | 38 | 76 |
| 63. If I get a high grade on a work assignment I tend to feel that I fooled the teacher. | 2 | 4 | 48 | 96 | 3 | 6 | 47 | 94 |
| 64. I become more excited while playing a game if people are watching. | 19 | 38 | 31 | 62 | 18 | 36 | 32 | 64 |
| 65. When friends whose opinions I value compliment my work I feel good but uneasy. | 13 | 26 | 37 | 74 | 19 | 38 | 31 | 62 |
| 66. At times, my work piles up so much that I have difficulty completing all of it. | 30 | 60 | 20 | 40 | 28 | 56 | 22 | 44 |
| 67. Often when I win a competitive game, I get the idea that it was because of the other player's carelessness. | 12 | 24 | 38 | 76 | 12 | 24 | 38 | 76 |
| 68. At times, my grades amaze me because it seems like I rarely prepare adequately. | 22 | 44 | 28 | 56 | 28 | 56 | 22 | 44 |
| 69. At times I brag about the accomplishments of my friends. | 33 | 66 | 17 | 34 | 19 | 38 | 31 | 62 |
| 70. It pays to discuss your ideas with a teacher or friend before handing in a finished paper. | 39 | 78 | 11 | 22 | 38 | 76 | 12 | 24 |

TABLE IV (Continued)

| Item | Females | | | | Males | | | |
|---|---|---|---|---|---|---|---|---|
| | Yes No. | % | No No. | % | Yes No. | % | No No. | % |
| 71. If I don't think I can learn to do well at something, I prefer not to try. | 10 | 20 | 40 | 80 | 15 | 30 | 35 | 70 |
| 72. As I near completing a task compliments may make me uneasy. | 4 | 8 | 46 | 92 | 14 | 28 | 36 | 72 |
| 73. After studying hard for an exam, I often find the test itself tedious. | 20 | 40 | 30 | 60 | 12 | 48 | 26 | 52 |
| 74. At times, I have accidentally spilled something on the final copy of a school project. | 2 | 4 | 48 | 96 | 4 | 8 | 46 | 92 |
| 75. My work is characterized by enthusiastic beginnings and indifferent endings. | 12 | 24 | 38 | 76 | 11 | 22 | 39 | 78 |
| 76. It is easy to become distracted while taking a test. | 16 | 32 | 34 | 68 | 19 | 38 | 31 | 62 |
| 77. I am doing exactly the work I want to do. | 24 | 48 | 26 | 52 | 30 | 60 | 20 | 40 |
| 78. There are areas in which I am talented. | 49 | 98 | 1 | 2 | 46 | 92 | 4 | 8 |
| 79. If it weren't for some remarkably good luck I would probably not have gotten as far as I have. | 11 | 22 | 39 | 78 | 7 | 14 | 43 | 86 |
| 80. It is important not to get excited about the things one desires. | 6 | 12 | 44 | 88 | 9 | 18 | 41 | 82 |
| 81. Without someone encouraging me I might not have done some of the important things I've accomplished. | 38 | 76 | 12 | 24 | 27 | 54 | 23 | 46 |

TABLE IV (Continued)

| Item | Females | | | | Males | | | |
|------|---------|---|---|---|-------|---|---|---|
| | Yes | | No | | Yes | | No | |
| | No. | % | No. | % | No. | % | No. | % |
| 82. I like the idea of having friends who are in positions of power and influence. | 32 | 64 | 18 | 36 | 33 | 66 | 17 | 34 |
| 83. Although I have much difficulty doing so, I generally finish essential undertakings. | 37 | 74 | 13 | 26 | 34 | 68 | 16 | 32 |

APPENDIX G

RESPONSES TO <u>OBJECTIVE MEASURE</u>

<u>OF FEAR OF SUCCESS</u>

TABLE V

RESPONSES TO OBJECTIVE MEASURE OF
FEAR OF SUCCESS

| Item | Females | | | | Males | | | |
|---|---|---|---|---|---|---|---|---|
| | True | | False | | True | | False | |
| | No. | % | No. | % | No. | % | No. | % |
| 1. When I've think I've made a particularly "strong" statement to someone I get a bit worried that I might have made them feel bad. | 42 | 84 | 8 | 16 | 34 | 68 | 16 | 32 |
| 2. I generally feel guilty about my own happiness if a friend tells me that he's depressed. | 15 | 30 | 35 | 70 | 7 | 14 | 43 | 86 |
| 3. I sometimes get uncomfortable because I've pretended to be more committed to a cause than I really feel. | 26 | 52 | 24 | 48 | 18 | 36 | 32 | 64 |
| 4. It makes me feel self-conscious to perform a stunt at a party, even if other people are doing the same sort of thing. | 33 | 66 | 17 | 34 | 23 | 46 | 27 | 54 |
| 5. As a child, I sometimes played sick to get out of something. | 22 | 44 | 28 | 56 | 18 | 36 | 32 | 64 |
| 6. I must admit that I'm quite nice looking. | 31 | 62 | 19 | 38 | 26 | 52 | 24 | 48 |
| 7. I've sometimes gone without something rather than have to ask for it. | 43 | 86 | 7 | 14 | 42 | 84 | 8 | 16 |
| 8. I dread the idea of walking into a party by myself when most of the others have been there for some time. | 22 | 44 | 28 | 56 | 12 | 24 | 38 | 76 |

TABLE V (Continued)

| Item | Females | | | | Males | | | |
|------|---------|---|---|---|-------|---|---|---|
| | True No. | % | False No. | % | True No. | % | False No. | % |
| 9. Often, when I sit down to solve a problem by myself my thoughts drift off to a bunch of other things. | 30 | 60 | 20 | 40 | 15 | 30 | 35 | 70 |
| 10. It's pretty difficult to turn down a gesture of friendship without hurting the other person's feelings. | 38 | 76 | 12 | 24 | 34 | 68 | 16 | 32 |
| 11. I feel uneasy being the center of attention in a group. | 28 | 56 | 22 | 44 | 25 | 50 | 25 | 50 |
| 12. I frequently find myself not telling others about my good luck so they won't have to feel envious. | 20 | 40 | 30 | 60 | 19 | 38 | 31 | 62 |
| 13. I often have trouble saying no to people. | 37 | 74 | 13 | 26 | 27 | 54 | 23 | 46 |
| 14. I frequently find myself making a date or appointment and then dread having to go through with it. | 33 | 66 | 17 | 34 | 14 | 28 | 36 | 72 |
| 15. I'm very rarely worried that I'll look clumsy or awkward at a social gathering. | 29 | 58 | 21 | 42 | 31 | 62 | 19 | 38 |
| 16. I'm reluctant to make a large purchase without consulting someone else first. | 40 | 80 | 10 | 20 | 34 | 68 | 16 | 32 |
| 17. Before getting down to work on a project, I suddenly find a whole bunch of other things to take care of first. | 37 | 74 | 13 | 26 | 26 | 52 | 24 | 48 |

TABLE V (Continued)

| Item | Females True No. % | Females True No. % | Females False No. % | Females False No. % | Males True No. % | Males True No. % | Males False No. % | Males False No. % |
|---|---|---|---|---|---|---|---|---|
| 18. I sometimes find myself apologizing for my behavior even though an apology isn't really called for. | 26 | 52 | 24 | 48 | 16 | 32 | 34 | 68 |
| 19. I must say that I'm pretty confident when it comes to my sexual ability. | 34 | 68 | 16 | 32 | 35 | 70 | 15 | 30 |
| 20. I hate having a fuss made over me. | 24 | 48 | 26 | 52 | 37 | 74 | 13 | 26 |
| 21. I'm quite comfortable in the role of group spokesman. | 24 | 48 | 26 | 52 | 26 | 52 | 24 | 48 |
| 22. Most people are secretly pleased when someone else gets into trouble. | 13 | 26 | 37 | 74 | 17 | 34 | 33 | 66 |
| 23. I often brood about something I've said which may have been taken in the wrong way by another person. | 36 | 72 | 14 | 28 | 23 | 46 | 27 | 54 |
| 24. I tend to believe that people who look out for themselves first are selfish. | 34 | 68 | 16 | 32 | 21 | 42 | 29 | 58 |
| 25. As a child, when I was called on by a teacher, I often felt my stomach sink, even when I knew the right answer. | 19 | 38 | 31 | 62 | 18 | 36 | 32 | 64 |
| 26. I sometimes cross the street to avoid meeting someone I know. | 19 | 38 | 31 | 62 | 10 | 20 | 40 | 80 |

TABLE V (Continued)

| Item | Females | | | | Males | | | |
|---|---|---|---|---|---|---|---|---|
| | True | | False | | True | | False | |
| | No. | % | No. | % | No. | % | No. | % |
| 27. When someone I know well succeeds at something, I usually feel that I've lost out in comparison. | 15 | 30 | 35 | 70 | 9 | 18 | 41 | 82 |
| 28. I rarely have trouble concentrating on something for a long period of time. | 24 | 48 | 26 | 52 | 22 | 44 | 28 | 56 |
| 29. It makes me feel uneasy to have to ask other people for things. | 40 | 80 | 10 | 20 | 35 | 70 | 15 | 30 |
| 30. When I notice that things have been going particularly well for me. I get the feeling it just can't last. | 18 | 36 | 32 | 64 | 17 | 34 | 33 | 66 |
| 31. I feel uneasy about breaking a date or an appointment. | 44 | 88 | 6 | 12 | 38 | 76 | 12 | 24 |
| 32. I'm pretty competent at most things I try. | 44 | 88 | 6 | 12 | 45 | 90 | 5 | 10 |
| 33. Often, before I act, I consider how others would regard my action. | 33 | 66 | 17 | 34 | 27 | 54 | 23 | 46 |
| 34. I'd rather give in on most issues than get into heavy debates with people. | 19 | 38 | 31 | 62 | 10 | 20 | 40 | 80 |
| 35. I'm not one for organizing group activities, though I usually enjoy them once they're under way. | 33 | 66 | 17 | 34 | 21 | 42 | 29 | 58 |

TABLE V (Continued)

| Item | Females | | | | Males | | | |
| | True | | False | | True | | False | |
| | No. | % | No. | % | No. | % | No. | % |
|---|---|---|---|---|---|---|---|---|
| 36. I generally feel uptight about telling a boss or professor that I think I'm entitled to a better deal. | 35 | 70 | 15 | 30 | 21 | 42 | 29 | 58 |
| 37. When I have to ask others for their help, I often feel that I'm being bothersome. | 40 | 80 | 10 | 20 | 30 | 60 | 20 | 40 |
| 38. I often compromise in situations in order to avoid conflict. | 37 | 74 | 13 | 26 | 25 | 50 | 25 | 50 |
| 39. On the whole, I'm quite satisfied with the way I look. | 37 | 74 | 13 | 26 | 38 | 76 | 12 | 24 |
| 40. I have often "woken up" during a lecture or meeting and realized that I haven't heard a word of what was said. | 27 | 54 | 23 | 46 | 25 | 50 | 25 | 50 |
| 41. I sometimes "play down" my competence in front of others so they won't think I'm bragging. | 42 | 84 | 8 | 16 | 36 | 72 | 13 | 26 |
| 42. Before I make a final decision about something, I like to check with others about their views and ideas. | 40 | 80 | 10 | 20 | 31 | 62 | 18 | 36 |
| 43. I sometimes have trouble acting like myself when I'm with people I don't know well. | 24 | 48 | 26 | 52 | 24 | 48 | 25 | 50 |
| 44. I've often felt a little ashamed of the way my house (apartment) looks. | 23 | 46 | 27 | 54 | 16 | 32 | 33 | 66 |

TABLE V (Continued)

| Item | Females | | | | Males | | | |
|------|---------|---|---|---|-------|---|---|---|
| | True | | False | | True | | False | |
| | No. | % | No. | % | No. | % | No. | % |
| 45. When I've made a decision, I usually stick to it. | 39 | 78 | 11 | 22 | 44 | 88 | 5 | 10 |
| 46. Before going to some type of social gathering, I'm often uptight that I just won't look good enough. | 27 | 54 | 23 | 46 | 8 | 16 | 41 | 82 |
| 47. Although I usually begin projects with lots of get up and go, I tend to get bored after a while. | 21 | 42 | 29 | 58 | 15 | 30 | 34 | 68 |
| 48. Secretly, I think I'm pretty special, but I try not to "let on" to others about that. | 26 | 52 | 24 | 48 | 23 | 46 | 26 | 52 |
| 49. I often feel self-conscious when someone who 'counts' compliments me. | 24 | 48 | 26 | 52 | 22 | 44 | 27 | 54 |
| 50. I used to fantasize about doing something that no one else had ever done before. | 22 | 44 | 28 | 56 | 27 | 54 | 22 | 44 |
| 51. When I'm involved in a competitive activity (sports, a game, work) I'm often so concerned with how well I'm doing that I don't enjoy the activity as much as I could. | 9 | 18 | 41 | 82 | 21 | 42 | 29 | 58 |
| 52. When people are watching me while I'm doing something, I have difficulty not being aware that they're watching. | 31 | 62 | 19 | 38 | 18 | 36 | 32 | 64 |

TABLE V (Continued)

| Items | Females | | | | Males | | | |
|---|---|---|---|---|---|---|---|---|
| | True | | False | | True | | False | |
| | No. | % | No. | % | No. | % | No. | % |
| 53. If it's easy for me to learn to do something, I have difficulty not being aware that they're watching. | 25 | 50 | 25 | 50 | 27 | 54 | 23 | 46 |
| 54. If someone calls attention to me when I'm doing well, I feel awkward or embarrassed. | 28 | 56 | 22 | 44 | 16 | 32 | 34 | 68 |
| 55. Even though I feel I have a lot of potential, I sometimes feel like a phony or a fraud. | 8 | 16 | 42 | 84 | 12 | 24 | 38 | 76 |
| 56. It pays to check out your ideas with other people before making a final decision. | 44 | 88 | 6 | 12 | 41 | 82 | 9 | 18 |
| 57. It's important not to get too excited about things one really desires. | 8 | 16 | 42 | 84 | 13 | 26 | 37 | 74 |
| 58. A sure-fire way to end up disappointed is to want something too much. | 18 | 36 | 32 | 64 | 16 | 32 | 34 | 68 |
| 59. Instead of celebrating, I often feel let down after completing an important task or project. | 6 | 12 | 44 | 88 | 8 | 16 | 42 | 84 |
| 60. Mostly, I find that I measure up to the standards that I set for myself. | 35 | 70 | 15 | 30 | 32 | 64 | 18 | 36 |
| 61. When I'm praised for something, I sometimes wonder if I will be able to do as well the next time. | 27 | 54 | 23 | 46 | 27 | 54 | 23 | 46 |

TABLE V (Continued)

| Item | Females True No. % | Females False No. % | Males True No. % | Males False No. % |
|------|------|------|------|------|
| 62. When things seem to be going really well for me, I get uneasy that I'll do something to ruin it. | 13  26 | 37  74 | 17  34 | 33  66 |
| 63. In the lower grades in school, if I got a good grade on a work assignment I often felt that I had fooled the teacher. | 2  4 | 48  96 | 2  4 | 48  96 |
| 64. When I have to meet an important deadline, I get so nervous that it's hard to keep my mind on the work I'm doing. | 15  30 | 35  70 | 9  18 | 41  82 |

VITA *n/*

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Doctor of Philosophy

Thesis: FEAR OF SUCCESS AND THE RELATIONSHIP BETWEEN SEX AND VOCATIONAL CHOICE IN MARRIED STUDENTS

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