

DOCUMENT RESUME

ED 397 351

CG 027 163

AUTHOR Petty, Steve
 TITLE Fear of Success.
 PUB DATE [92]
 NOTE 59p.; Master's Thesis, Fort Hays State University.
 For a thesis having the same title, submitted to the
 same school, but dealing with college level subjects,
 see ED 354 430.

PUB TYPE Dissertations/Theses - Practicum Papers (043) --
 Reports - Research/Technical (143) --
 Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Achievement Need; *Adolescents; Aspiration; *Fear of
 Success; Goal Orientation; High Schools; *High School
 Students; Motivation; Personality Assessment; *Self
 Efficacy; *Self Esteem; Self Motivation; Success;
 *Underachievement

ABSTRACT

Fear of success in a group of high school students (N=127) was studied, with research findings supporting the following generalizations: (1) high school students with an intermediate level of self-esteem have greater fear of success than those with high and low levels of self-esteem; (2) high school students with BSRI (Bem Sex Role Inventory) classifications of "androgynous" have greater fear of success than those with classifications of "undifferentiated"; (3) gender and age should be interpreted concurrently in examining subjects' fear of success; (4) the family structure in which high school students are living is not associated with fear of success; (5) employment status of high school students is not associated with fear of success; and (6) the population of high school students displays above average levels of fear of success. Six appendices present documentation and instruments used in this study; three tables present data and statistical analysis. Contains 18 references. (TS)

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ED 397 351

FEAR OF SUCCESS

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

Steve Petty

B.S., Fort Hays State University

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ACKNOWLEDGMENTS

A Masters Degree seemed like something everyone else would get except me. When I finally decided this is something I really wanted to do I felt very good about reaching for a big goal. Unless you experience this for yourself, there is no way to really tell someone what it is like to experience this much stress and finally great satisfactions.

I appreciate all my friends that expressed support and encouragement for what I was doing. To Dr. Billy Daley, Dr. Thomas Guss, Dr. Jim Stansbury, and Dr. Warren Shaffer I send a large thank you for the support and assistance I received from each one.

The biggest thank you for her love, support, and hard work when I needed it most, goes to my wife Marilyn. Without her none of this would have been possible for me.

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Abstract

The purpose of the researcher was to study fear of success in high school students. The sample consisted of 127 of which 64 were female and 63 were male. The total sample consisted of 43 freshmen, 28 sophomores, 37 juniors, and 19 seniors. The independent variables were age, gender, family structure, self-esteem, BEM, and employment status. The dependent variable was fear of success scores. Three composite null hypotheses were tested using three-way analysis of variance (general linear model).

A total of 17 comparisons were made plus 4 recurring. Of the 17 comparisons 6 were for main effects and 11 for interactions. Of the 6 main effects 2 were statistically significant at the .05 level. The following main effects were statistically significant:

1. the independent variable self-esteem and the dependent variable fear of success, and
2. the independent variable BEM and the dependent variable fear of success.

The results indicated the following for main effects:

1. high school students with an intermediate level of self-esteem had greater fear of success than those with high and low self-esteem, and
2. high school students classified by the BEM as androgynous had statistically greater fear of success than those classified as undifferentiated.

Of the 11 interactions 1 was statistically significant at the .05 level. The following interaction was statistically significant: the independent variables gender and age for the dependent variable fear of success.

The results of the present study appeared to support the following generalizations:

1. high school students with an intermediate level of self-esteem have greater fear of success than those with high and low levels,
2. high school students with BEM classifications of androgynous have greater fear of success than those with undifferentiated,
3. gender and age should be interpreted concurrently for fear of success,
4. the family structure in which high school students are living is not associated with fear of success,
5. employment status of high school students is not associated with fear of success, and
6. high school students have above average fear of success.

Introduction

Overview

Lewis, Hayes, and Bradley (1992) concluded it seems appropriate to note in career choice that many other variables interact with gender, including socioeconomic status, geographical region, physical health, sexual orientation, and race. These variables seem to be important influences on the sex role stereotype. Females are stereotyped as being dependent, passive, subjective, and subordinate. Males are stereotyped as being dominant, aggressive, independent, and problem solving. The assignment, by sex, to different categories of labor activities such as men's work or women's work, results in occupational sex segregation.

As Matlin (1987) concluded, children's gender typing of occupations tend to increase from kindergarten to about fourth grade and is more flexible in fifth and sixth grade. When children move into the stages of concrete and formal operational thinking, they develop cognitive styles that are conducive to more flexibility.

The results of most studies confirm a tendency for grade school children to choose occupations in accordance with gender stereotypes and girls as a group generally tend to state a smaller number of occupations than boys and tend to choose more gender stereotyped jobs. There is contradictory evidence in the results of recent studies about differences in range of occupations for girls and boys; however, girls appear to be more flexible than boys with regard to personal choices and cultural stereotypes.

Hedin (1985) found considerable inconsistency and ambivalence in the attitudes of the female adolescents in particular. Girls are more likely to see barriers to achieving their goals than boys. The importance of directly addressing the effects of socialization for males is emphasized by their more

rigid career-gender attitudes. These attitudes not only affect their own choices but could likely cause strains in relations with colleagues at work as well as spousal conflict. With the constant interrelations between the sexes the attitudes of one sex will affect the behavior of the other.

Definitions of Fear of Success

Piedmont (1988) defined Fear of Success (FOS) as, "the expectancy held by some women that success in certain achievement-related situations will be followed by negative consequences ... success is equated with loss of femininity that will result in social rejections (p, 468)." Sex-role expectancies gained during pre-adolescence determine gender identity and cultural norms dictate appropriate behaviors for each gender, according to Piedmont. Since competition and success are often called masculine characteristics, women are usually faced with an approach avoidance conflict and associate negative consequences, such as social isolation and loss of femininity, with success.

Condry and Dyer (1976) defined FOS as fear of displaying an inappropriate sex role. Part of what is called fear of success seems to be related to deviation from sex role standards and fear of success does not reflect personality traits in women. Fear of success in males is not so much FOS but a combination of fear of failure and the wish to avoid responsibilities that continued achievement of success brings.

Fear of Success: An Overview

The purpose of the study by Kearney (1984) was to determine if sex differences exist in Fear of Success. The Fear of Success Scale was given to 194 students (108 females and 86 males) from George Washington University. The results were analyze by a t-test to determine any significant differences on total scores. There was no significant difference between the sexes on the overall fear of success scores. Both males and females appear to

be concerned that high achievement would bring negative feelings from others.

Ishiyama and Chabassol (1984) used the Fear of Success Consequence scale in their study to see if fear of academic success was higher between younger adolescents (grades 7-9) and older adolescents (grades 10-12) and if girls have higher FOS than boys in three areas (negative social reaction, positive peer reaction, and increased pressure for success). Subjects for the study consisted of 183 boys and 181 girls from four urban schools in British Columbia, Canada. The students anonymously completed the scale with no previous discussion about FOS. Two-way analysis of variance was done to compare the effects of age and sex on the FOSC score, as well as on the N (negativity), P (positively), and R (responsibility) subscale scores among four comparison groups: (1) young adolescent boys (n=74); (2) young adolescent girls (n=74); (3) older adolescent boys (n=109); and (4) older adolescent girls (n=107). Age and sex differences were found on the FOSC score. A consistent decline of FOS as boys became older while a noticeable drop in girls FOS was found after early adolescence.

On the FOSC scale and all three subscales (negative, positive, and responsibility), the age effect was consistently significant, indicating younger adolescents had higher FOS. The sex effect was also significant. When compared to younger and older adolescent boys, girls showed a higher FOS. The difference between older adolescent boys and girls was not statistically significant but there was a significant sex difference between boys and girls in younger adolescence. The results support the view that fear of success among adolescents is primarily a result of age and of sex.

Cano, Solomon and Holmes (1984) conducted a two phase study involving sex-role identity, masculinity, and how they relate to fear of

success. The nature of the relationship between fear of success and sex-role identity was studied in phase 1. Two analyses were conducted using different measures of sex-role identity. This association was investigated employing a 2 (men, women) x 4 (androgynous, masculine, feminine, undifferentiated) factorial design in which the dependent variable was fear of success. Subjects were 124 male and 80 female students at the University of Kansas. Each subject completed the Bem Sex Role Inventory, the Personal Attributes Questionnaire (PAQ) and the Sadd Fear of Success Scale.

Sex and FOS were investigated using the BSRI to classify subjects, and a 2 x 4 factorial analysis of variance was conducted. A similar analysis was conducted in which the PAQ was used to classify subjects. Both of the analyses yielded a statistically significant main effect for sex: BSRI, $E(1, 196) = 6.66, p = .011$; PAQ, $E(1, 196) = 5.11; p = .025$. In both main effects men had higher fear of success scores than did women. Sex-Role Identity and FOS were also investigated and yielded the following statistically significant main effect: BSRI $E(3, 196) = 4.84, p < .005$; PAQ, $E(3, 196) = 7.49, p < .001$. Masculinity, femininity and FOS were studied using regression analysis to determine the influence of masculinity and femininity for predicting FOS. The following statistically significant multiple R's were found: Bem $R = .21, E(2, 201) = 4.50, p = .012$; PAQ $R = .30, E(2, 201) = 10.01, p < .001$.

Phase 2 data were obtained from the 204 subjects described in phase 1. The data used in phase 2 consisted of (a) the individual item responses given to the 20 items on the masculinity scale of the BSRI, (b) the individual item responses given to the 8 items on the masculinity scale of the PAQ, and (c) the Sadd Fear of Success Scores. Components of masculinity are: assertive, independent, competitive, self-confident, opinionated, decisive, and

analytical. Regression analysis indicated the following: $E(7, 196) = 8.44$, $p < .001$. Within this analysis, four variables were related to FOS: (a) self-confident, $t = 6.27$, $p < .001$; decisive, $t = 2.52$, $p = 0.13$; analytical, $t = 2.37$, $p = .019$; and independent, $t = 2.19$, $p = .029$. These results indicated that high FOS scores were associated with self-confidence, decisiveness, analyticalness, and independence; scores reflecting assertiveness, competitiveness, and opinionatedness were not related to fear of success.

General Studies

Loewenstine and Paludi (1982) studied the relationship between type A/B behavior patterns and motive of success avoidance in women. Type A is defined as: "an action emotion complex that can be observed in any person who is aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and if required to do so, against opposing efforts of other things or persons." Type B is the relative absence of these traits.

Sixty-five female students participated in the study. The Jenkins Activity Survey, Form T, was administered in a group-testing situation. The study compared Type A and Type B women in terms of their motive to avoid success. The women ($n=25$) whose scores placed them greater than 1 SD above the mean of 7.3 were classified as Type A. Women ($n=21$) whose scores placed them 1 SD below the mean were classified as type B. Women were placed in the dichotomous category (A-B) based on one index of pattern A-B behavior; their over-all A-B scores. A 29 item self-report measure of the motive to avoid success was employed. The scale reflects the belief that success avoidance is experienced by women who worry about antagonizing others as a result of succeeding.

Each woman's fear of success score equaled the total number of statements indicative of fear of success that she endorsed. A one-tailed *t* test comparing A-B scores was significant ($t = -7.81$, $df = 44$, $p < .005$). Type B women showed higher fear of success scores ($M = 15.95$, $SD = 5.95$) than Type A women ($M = 5.48$, $SD = 2.77$). For type B women, affiliation and cooperation are more important than competitive achievement.

Yogev (1983) described the professional woman versus the home-oriented woman. She maintained the basic attributes found in most professional occupations are considered masculine: persistence and drive, aggressiveness and emotional detachment were equated with intellectual performance. Career women were thought of to be failures as women or having personality disorders. According to this point of view women had only two options: to have a family and be feminine or to have a career and be sexless. Horner (1972, cited by Yogev, 1983, p. 223) stated the following:

...the motive to avoid success as a stable personality disposition acquired early in life as part of sex role socialization. The most able and most highly motivated women who are competing against men are particularly affected by the fear of success particularly if they are in male-dominated fields. Also part of what has been called fear of success seems to be related to deviation from sex-role standards.

Horner (1968, cited by Henley, 1985, p.103), in her dissertation, stated:

...62 percent of the female subjects, compared with only 9 percent of the men, incorporated negative imagery in stories written in response to success-related cues. While other women, and men, did better at word-game tasks when they were

in a large, mixed-sex group, females whose stories included negative FOS imagery tend to perform better when alone.

Lentz (1982) used 99 undergraduate women in educational psychology classes at Kansas State University for her study. The women were randomly assigned to 1 of 9 possible groups and given the corresponding packet of directions and tasks. One of the following task descriptors was given to each person. (the parentheses in the 3 sets of directions indicate that each set is divided into 3 separate conditions using a male, female or person panel.) Lentz (p. 989) gave the following task descriptors:

1. The research you are involved in today is a study dealing with characteristics that you might have as a female, other than appearance, which would attract a (male, female, person) to choose you for a good friend. We are interested in what (males, females, people) look for in females in deciding whether or not to initiate a worthwhile relationship. The following three assignments that you will complete will be evaluated later by a panel of (males, females, persons) to determine whether they would choose you for a potentially good friend.
2. The research you are involved in today is a study dealing with characteristics you might have as a female, other than appearance, which would attract (males, females, person) to choose you as a co-worker. Assuming this choice is available, we are interested in what (males, females, people) look for in females in deciding whether or not to choose them as a woman with whom they would like to work. The following three assignments that you will complete will be evaluated later by a

panel of (males, females, persons) to determine whether they would choose you as potential co-worker.

3. The research you are involved in today is a study dealing with characteristics you might have as a female, other than appearance, which would encourage a (male, female, person) to casually greet you in passing. We are interested in what (males, female, people) would look for, besides your appearance, in deciding whether to initiate a casual acquaintance. The following three assignments that you will complete will be evaluated later by a panel of (males, females, persons) to determine whether they would choose you for a casual acquaintance.

Three tasks were performed by the subjects. Two instruments were chosen to measure fear of success and one task to measure performance behavior. Thematic Apperception Test Scoring Criteria (TAT), Fear of Success Scale (FOSS), and Anagram Task (AT), were the three instruments used in this study.

A two-way analysis of variance was used for each dependent variable (TAT, FOSS, AT) showing tests of role situation, sex of evaluator, and interaction between role situation and sex of evaluator. Results showed no significant difference in level of FOS scores between groups as measured by the TAT or the FOSS. However, performance behavior revealed significant differences among the 9 groups because of the interaction effect of the sex of the evaluating panel and the situation role descriptors ($F= 3.93, p<.05$).

The analysis showed that women who anticipated evaluation by males for a potential friend performed significantly lower than women who anticipated evaluation by males for a potential co-worker or potential

acquaintance ($F = 3.27, p < .0519$). Women who anticipated evaluation by a panel of persons for a potential acquaintance performed significantly lower than women who anticipated evaluation by persons for a potential friend or a potential co-worker ($F = 5.00, p < .05$). There were not significant differences in situations in which subjects anticipated evaluation by a panel of females. The data relating to analyses of situational task differences showed that in the friendship situation, subjects who anticipated evaluation by males and subjects who anticipated evaluation by females performed significantly lower than subjects who anticipated evaluation by a panel of persons ($F = 5.27, p < .05$). Significant differences were found in the acquaintance situation in which women who anticipated evaluation by a panel of persons performed lower than subjects who were anticipating evaluation by males or females ($F = 4.77, p < .05$). No significance differences were found in the co-worker situation.

Age and Fear of Success

Freilino and Hummel (1985) studied fear of success using 20 undergraduate college women between the ages of 18 and 23 years and 20 undergraduate women over the age of 30 years enrolled at a private women's college. Fear of success was measured by Horner's cue about Anne. Subjects also completed the FOS questionnaire designed by Spence.

It was hypothesized that adult women would exhibit less FOS than college age women. This hypothesis was confirmed by both FOS instruments. A t test ($t = 2.54, p < 0.001$) of the adult versus college age means on the Spence instrument further supported the hypothesis.

Gender and Fear of Success

Gravenkemper and Paludi (1983) studied the fear of success in men and women who were given an ambiguous projective verbal cue free from the

effort, ability, and luck implication. It was hypothesized subjects allowed to define success for themselves (a) would exhibit relatively little FOS imagery and (b) would not show a significant difference in the amount of FOS imagery projected by men and women.

Seventy-nine females and 64 males from introductory psychology classes at the University of Cincinnati participated in the study. Subjects were given a booklet containing 1 of 2 ambiguous verbal cues: "John has succeeded" or "Ann has succeeded." Thirty-six females and 29 males were given the John cue, 43 females and 35 males were given the Ann cue. Fear of success was found whenever a paper contained an example of anticipation or actual occurrence of (a) negative consequences, (b) social rejection, or (c) instrumental activity away from the success.

One of the most important findings of the study was the low amount of FOS imagery projected by men and women. Only 14.1% of the men and 7.6% of the women projected FOS imagery ($p > .05$). When subjects were given the opportunity to define success for themselves, they apparently projected very little FOS imagery onto a cue character.

Piedmont (1988) used 146 psychology students (58 males and 88 females) all of whom volunteered. The following measures were used in the study: Adjective Check List (ACL), Edwards Personal Preference Schedule (EPPS), Fear of success Scale (FOSS), Attribution Scale, and a Cognitive Task. Subjects completed the ACL, EPPS, and FOSS scales before receiving the experimental directions. These subjects were given random assignment to 1 of 3 conditions. Each of the three experimental groups received a different set of instructions concerning the task (male-oriented, female-oriented, and neutral instructions). Although termed male-oriented and female-oriented instructions, their intent was to produce differences in performance between

males and females based on their expectations of success as opposed to receiving actual tasks that differentially captured gender-related abilities. All subjects received the same task. Following the completion of the recognition task, subjects completed the attribution rating scale. These attributions were used as a check on the expectancy of success instructions, to ensure that these instructions, although bogus, did influence subjects' perceptions of the task as being more relevant to one gender than another.

Examining each gender separately, t-tests (two tailed) were used to compare the attribution ratings between subjects in the gender-consistent and inconsistent groups. Females receiving the gender-consistent instructions made significantly higher ratings on the ability ($t = 2.0, df = 61, p < .05$), effort ($t = 2.2, df = 61, p < .05$), and success ($t = 2.7, df = 61, p < .001$) attributions than females receiving the gender-inconsistent performance expectations. For males, those receiving the gender-consistent expectations made significantly higher ratings on the ability ($t = 1.77, df = 38, p < .08$), and success ($t = 2.04, df = 38, p < .05$) attributions than males receiving the gender-inconsistent instructions. These results support the efficacy of the instructions in producing differential expectations of success based on gender. Both males and females, when told by the experimenter that they should outperform members of the opposite gender on the task, attributed more of their performance to ability, and believed they did better on the task than those who did not receive such instructions. The gender-consistent instructions appear to have made the task appear more relevant to individuals and thus they involved themselves in the task more fully. The lower ratings in the gender-inconsistent condition suggested that the instructional manipulation was successful in arousing performance-related conflicts in both males and females.

A study by Wang and Creedon (1989) used 164 junior and senior level students (77 men and 87 women) enrolled at a Southern China University. The paper and pencil test was given in a single session to 10 groups of students, ranging from 10 to 19 subjects in each group. All students were informed that the purpose of the research was to understand some psychological aspects of young Chinese adults.

The students completed Chinese translations of the following scales: Bem Sex Role Inventory, Objective Fear of Success Scale, Multidimensional-Multiattributonal Locus of Central Scale, and evaluation of Chinese painting attributed to artists who differed in gender and status, and a personal goal questionnaire.

Chinese men scored significantly higher on the masculine scale of the BSRI, Long Form than on the feminine scale [$t(74) = 4.31, p < .0001$], and the reverse was true for women [$t(85) = 4.17, p < .0001$]. Chinese men scored significantly higher than women on the masculine scale [$t(161) = 4.03, p < .0001$] and the women scored significantly higher than males on the feminine scale [$t(61) = 7.04, p < .0001$].

On the Objective Fear of Success Scale, Chinese women were significantly more likely to support statements expressing fear of success than were Chinese men [$t(157) = 2.71, p < .01$]. The mean score for Chinese women was 11.8, compared with a mean score for Chinese men of 9.6. (The higher the score on this scale, the greater the tendency for fear of success). In both the Chinese and U.S. samples women fear success significantly more than men. However, among Chinese students of both sexes, the fear of success is substantially higher than among U.S. students.

Family Structure and Fear of Success

No studies were found pertaining to family structure and fear of success.

Self-Esteem and Fear of Success

No studies were found pertaining to self-esteem and fear of success.

Sex Role Orientation and Fear of Success

No studies were found pertaining to sex role orientation and fear of success.

Employment Status and Fear of Success

No studies were found pertaining to employment status and fear of success.

Summary

In summary, results of studies have shown the presence of FOS. Originally thought to be gender related to women, studies have shown that FOS does exist in men as well as women. According to Bem (1985), there is stronger associations of FOS for individuals who are traditional feminine or undifferentiated than for traditional masculine or androgynous individuals.

Statement of the Problem

The purpose of the researcher was to investigate fear of success in high school students.

Rationale and Importance of the Research

School counselors may encounter students who have fear of success. Therefore, a knowledge of the concept and its association with the variables age, gender, family structure, self-esteem, sex role orientation, and employment status could be beneficial to the counselor in his or her work. Also, school counselors work with classroom teachers and other school staff members who might use such information.

The results of the present study contribute to knowledge in the following two ways: (1) the selection and combination of independent variables investigated, and (2) the population study. Also, the variable employment status of the student was a unique contribution.

The results of the present study might benefit administrators and faculty. The results can be used by high school staff and personnel to help with future instruction. By understanding FOS and how it is associated with age, gender, family structure, self-esteem, sex role orientation, and employment status, educators will be able to help students become more aware so they might take control of their attitudes, expectations, and reality. From the knowledge of FOS, teachers could vary their techniques in the classroom. Having knowledge of FOS before entering the job world would be helpful to high school students.

The results of the present study provided information pertaining to the following questions:

1. Is there an association between the age of the student and fear of success?
2. Is there an association between the gender of the student and fear of success?
3. Is there an association between the family structure in which the student lives and fear of success?
4. Is there an association between the self-esteem of the student and fear of success?
5. Is there an association between the sex role orientation of the student and fear of success?
6. Is there an association between the employment status of the student and fear of success?

Composite Null Hypotheses

All null hypotheses were tested at the .05 level of significance.

1. The differences among the mean Fear of Success Scale scores for high school students according to age, gender, and family structure would not be statistically significant.
2. The differences among the mean Fear of Success Scale scores for high school students according to age, gender, and self-esteem would not be statistically significant.
3. The differences among the mean Fear of Success Scale scores for high school students according to sex role orientation, gender, and employment status of the student would not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: age, gender, family structure, self-esteem, sex role orientation, and employment status.

These variables were selected for the following reasons:

1. little research was found pertaining to these variables,
2. the research found was not very current, and
3. the results of the research found were somewhat inconclusive.

Definition of Variable

Four of the independent variables were taken from the Demographic Sheet. The fifth was taken from the Personal Attribute Inventory. The following independent variables were investigated:

1. age - three levels,
level one, 14-16,
level two, 16 and
level three, 17-18;

2. gender - two levels,
 - level one, male and
 - level two, female;
3. family structure - three levels,
 - level one, intact,
 - level two, mother-stepfather, and
 - level three, mother only - father only;
4. self-esteem - three levels,
 - level one, 30-29,
 - level two, 28-24, and
 - level three, 23-0;
5. Bem Sex Role - four levels,
 - a. traditional feminine,
 - b. traditional masculine,
 - c. androgynous, and
 - d. undifferentiated;
6. employment status - two levels,
 - level one, employed and
 - level two, unemployed.

Dependent Variables

The dependent variable was scores from the Fear of Success Scale (FOSS) by Zuckerman and Allison (1976). The instrument consists of 27 items with possible scores from 27 to 189.

Limitations

The following might have affected the outcome of the present study:

1. the sample was not random,
2. sample size,

3. all the subjects came from the same geographic location (Central Kansas and Midwest of the United States), and
4. all information was self-reported by questionnaire.

Methodology

Setting

According to information from Carl Helm (personal communication, February 18, 1996) Great Bend High School was opened in 1873 and moved to its present location in 1950. The enrollment for Spring 1996 was 1018. The student body consisted of 517 males and 501 females. There are approximately 920 white, 15 black and 65 Hispanic students enrolled in Great Bend High School. Over 150 classes are offered at the high school to allow the students the opportunity to pursue studies at the college level or vocational training.

Great Bend, located in Barton County, is a town of approximately 15,000 people in the central part of Kansas. The town took its name from its location on the great bend of the Arkansas River. Founded and sustained by agriculture, Great Bend also owes much of its growth to the oil industry. The recessed economy has taken its toll on agriculture and the oil industry.

Subjects

Permission was received from the high school principal (Appendix A) to use students from two English classes and two mathematics classes. All students present at the time the instruments were administered are included as subjects. 132 copies of the questionnaires were returned. Of these, 127 were complete enough to be used. The sample consisted of 64 females and 63 males, including 43 freshmen, 28 sophomores, 37 juniors, and 19 seniors. The total sample consisted of 127 subjects.

Instruments

Four instruments were used. They were the following:

1. a Demographic Sheet,
2. Fear of Success Scale (FOSS),
3. Bem Sex Role Inventory, and
4. Personal Attribute Inventory.

Demographic Sheet. The demographic sheet was developed by the present researcher. It contains the following: age, gender, ethnic background, academic status, employment status, grade point average and family structure.

Fear of Success Scale (FOSS). Zuckerman and Allison (1976) developed the Fear of Success Scale (FOSS) to investigate subject differences in the motive to avoid success. The FOSS is a 27 item instrument with a 7-point Likert-type scale. Of the 27 statements, 16 are worded so that agreement indicated high fear of success (FOS) while disagreement indicated high FOS for the remaining items. Items describe the benefits of success, the cost of success, and attitude toward success. The instrument is scored according to strongly disagree equals 1 and strongly agree equals 7. The values for the 11 negative statements are reversed for scoring. An individual score is determined by taking the sum of the values for the responses to the 27 items. Possible scores are from 27 to 189 with high scores indicating greater FOS.

Of the 27 statements, the researchers employed 3 samples in the development and refinement of the instrument. They used 183 male and 193 female undergraduate subjects in the first sample, 107 males and 95 females in sample 2, and 36 males and 30 females in sample 3. Horner's Measure of Fear of Success (FOS) and the FOSS was administered to samples 1 and 3. In both samples women scored statistically higher (at the .05 level) than did

men on the FOSS. Samples 1 and 2 were administered the Mehrabian's Scale of Resultants Achievement Motivation. Separate forms were used for men and women, but overall, the results indicated a negative relationship between FOSS and achievement motivation. Among women:

...correlation's between the FOSS and Mehrabian's Scale were $-.23$ ($p < .01$) in Sample 1 and $-.21$ ($p < .05$) in Sample 2. Among males, correlation's between the FOSS and Mehrabian's Scale were $-.08$ (n.s.) in Sample 1 and $-.20$ ($p < .05$) in Sample 2. (p. 425)

The correlation coefficients between FOS and FOSS scores were $.69$ for males and $.73$ for females. The results on Samples, 1,2, and 3 showed women scored significantly higher on the FOSS than men. Content validity was determined by ascertaining the factor loading of each item to the total score of the instrument (Appendix C).

Bem Sex Role Inventory. Short form (BSRI). The BSRI, Short Form, developed by Bem (1985), classified subjects into four types of sex role orientation: androgynous, masculine, feminine, and undifferentiated (Bem, 1985). The 30 item assessment used a Likert-type scale of 1 to 7 on which participants rate sex identity characteristics.

Test-retest reliability showed consistency over time. In a 1973 study, 28 males and 28 females were administered the BSRI on two separate occasions, 4 weeks apart (Bem, 1973, cited in Bem, 1985). Reliability coefficients were $.76$ for males and $.94$ for females. Internal consistency coefficients were $.75$ for females and $.90$ for males, thus demonstrating the items were consistent within themselves. Results of research supported the construct validity of the BSRI. The BSRI classifications have been used as operational definitions in numerous studies involving experimental hypotheses.

Personal Attributes Inventory. The Personal Attributes Inventory (PAI) consists of 50 positive and 50 negative adjectives from Gough's Adjective Check List. This instrument was developed by Thomas Parrish, (1977), Professor at Kansas State University. The examinee is to select 30 adjectives which best describe a target group or the person him/herself. The instrument can be scored according to the number of positive words selected or the number of negative words selected. When scoring employing positive words, scores can range from 0 (very negative) to 30 (very positive) and when scoring from negative words selected, scores may range from 0 (very positive) to 30 (very negative).

Design and Data Collecting Procedures

A status survey factorial design was used. The following independent variables were investigated: age, gender, family structure, self-esteem, sex role orientation, and employment status. The dependent variable was FOS scores. Three composite null hypotheses were tested employing three-way analysis of variance (general linear model) at the .05 level of significance.

The following designs were employed with composite null hypotheses 1 - 3:

- composite null hypothesis number 1, a 3 x 2 x 3 factorial design;
- composite null hypothesis number 2, a 3 x 2 x 3 factorial design;
- composite null hypothesis number 3, a 4 x 2 x 2 factorial design.

A letter was written to the Principal of Great Bend High School requesting permission to employ high school students in a study of fear of success (Appendix A). The principal granted permission to conduct the study. The principal identified one class of freshmen English, one class of sophomore English, one junior level mathematics, and a senior level of mathematics. The teachers of these four classes administered copies of the following instruments: Demographics Sheet, Fear of Success Scale, Bem Sex

Role inventory, and Personal Attribute inventory. These instruments were administered by the teachers reading the Instruction Sheet (Appendix B).

The present researcher then obtained permission from teachers of the following classes to administer copies of the instrument: one freshman English class, one sophomore English class, one junior English class, one sophomore mathematics class, one junior mathematics class, and one senior mathematics class. The present researcher administered copies of the four instruments to these six classes by reading the instruction sheet (Appendix B).

Copies of the instruments were examined for completeness by the researcher. A data sheet was compiled. The data were statistically analyzed by personnel in the computer center of Fort Hays State University.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics,
2. three-way analysis of variance (general linear model),
3. Bonferroni (Dunn) t test for means, and
4. Duncan's multiple range test for means.

Results

The purpose of the researcher was to investigate fear of success in high school students. The sample consisted of 127 of which 64 were female and 63 were male. The total sample consisted of 43 freshmen, 28 sophomores, 37 juniors, and 19 seniors. The independent variables were age, gender, family structure, self-esteem, sex role orientation, and employment status. The dependent variable was fear of success scores. Three composite null hypotheses were tested at the .05 level of significance using three-way analysis of variance (general linear model). The following designs were employed with composite null hypotheses number 1-3:

composite null hypothesis number 1, a 3 x 2 x 3 factorial design;
composite null hypothesis number 2, a 3 x 2 x 3 factorial design;
composite null hypothesis number 3, a 4 x 2 x 2 factorial design;

The results section was organized according to composite null hypotheses for ease of reference. The results for each null hypothesis were presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among the mean Fear of Success Scale scores for high school students according to age, gender, and family structure would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following were cited in Table 1: variables, group sizes, means, standard deviations, F values, and p levels.

Table 1: A Comparison of Mean Fear of Success Scores for High School Students According to Age, Gender, and Family Structures Employing a Three-Way Analysis of Variance (general linear model)

Variables	n	M*	s	F Value	p Value	
<u>Age (A)</u>						
14-15	52	113.8	13.60			
16	30	113.7	14.95	0.19	.8289	
17-18	45	112.3	20.51			
<u>Gender (B)</u>						
Female	65	112.4	14.81			
Male	62	114.1	18.27	0.71	.4028	
<u>Family Structure (C)</u>						
Intact	87	113.0	15.02			
Mother-Stepfather	27	115.7	20.54	0.49	.6160	
Mother only						
Father only	13	112.4	18.06			
<u>Interactions</u>						
				A x B	1.97	.1445
				A x C	1.12	.3499
				B x C	0.03	.9714
				A x B x C	0.48	.6217

*The larger the value the greater the fear of success.

The possible scores and theoretical means are 27-189,108

None of the 7 p values was statistically significant at the .05 level: therefore, the null hypotheses for these comparisons were retained. The results cited in Table 1 indicated no associations between independent variables and the dependent variable. All groups appeared to represent a common population.

It was hypothesized in composite null hypothesis number 2 that the differences among the mean Fear of Success Scale scores for high school students according to age, gender, and self-esteem would not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following were cited in Table 2: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 2: A Comparison of Mean Fear of Success Scores for High School Students According to Gender, Age, and Self-Esteem Employing a Three-Way Analysis of Variance (general linear model)

Variables	n	M*	s	F Value	p Value
Age (A)					
14-15	52	113.8	13.60		
16	30	113.7	14.95	0.16	.8541
17-18	45	112.3	20.51		
Gender (B)					
Female	65	112.4	14.81		
Male	62	114.1	18.27	0.04	.8355
Self-Esteem (D)					
High**	45	110.0 ^g	15.53		
Intermediate	50	117.3 ^h	15.59	3.33	.0394
Low	32	111.5 ^g	18.45		
Interactions					
		B x A		3.39	.0374
		B x D		2.55	.0824
		A x D		0.94	.4426
		B x A x D		0.84	.5027

*The larger the value the greater the fear of success.

**High=Personal Attribute Inventory scores of 29-30 out of a possible scores of 30;

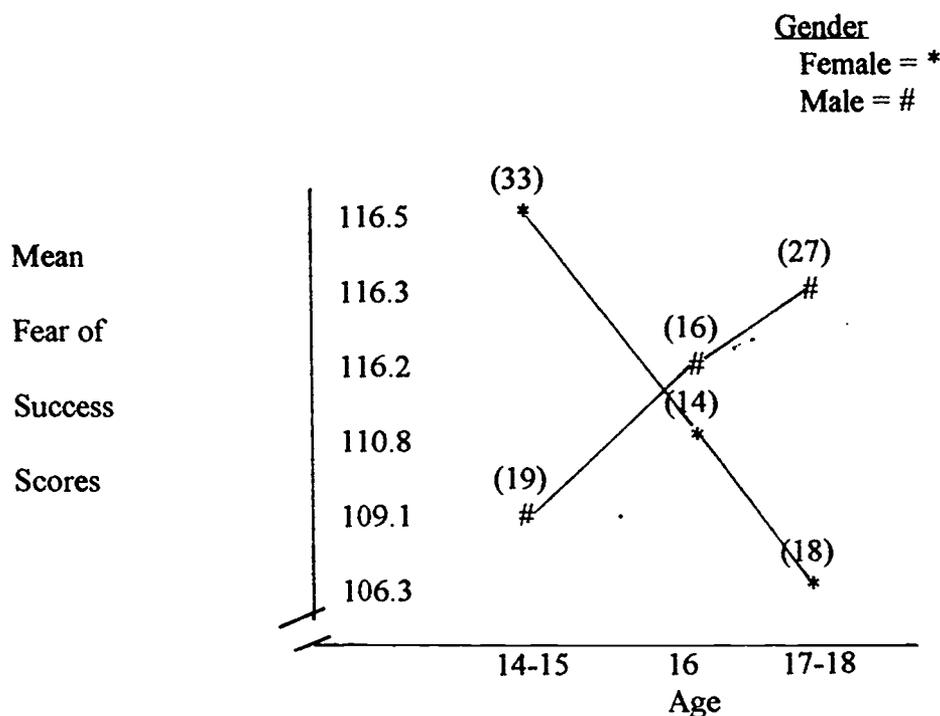
Intermediate = Personal Attribute Inventory scores of 24-28 out of a possible 30;

Low = Personal Attribute Inventory scores of 0-23 out of a possible 30;

^g Difference statistically significant at the .05 level.

Two of the 7 p values were statistically significant at the .05 level: therefore, the null hypotheses for these comparisons were rejected. One of the statistically significant comparisons was for a main effect. The statistically significant main effect was for the independent variable self-esteem and the dependent variable fear of success. The results cited in Table 2 indicated high school students with an intermediate level of self-esteem had statistically greater fear of success than those with high and low. The second statistically significant comparison was for the interaction between the independent variables gender and age and the dependent variable fear of success. This interaction was depicted in a profile plot. Figure 1 contains mean fear of success scores and curves for gender.

Figure 1: The Interaction Between the Independent Variables Gender and Age for the Dependent Variable Fear of Success



The interaction between gender and age for the dependent variables fear of success was disordinal. The results cited in Figure 1 indicated the following:

1. female high school students ages 14-15 had numerically the largest mean fear of success scores of any sub group,
2. female high school students ages 17-18 had numerically the smallest mean fear of success scores of any sub group, and
3. female high school students had numerically decreasing fear of success with increasing age and male high school students had numerically increasing fear of success as they become older.

Table 3: A Comparison of Mean Fear of Success Scores for High School Students According to Gender, Sex Role Orientation and Employment Status Employing a Three-Way Analysis of Variance (general linear model)

Variables	n	M*	s	F Value	p Value
<u>Gender (B)</u>					
Female	65	112.4	14.81	2.10	.1499
Male	62	114.1	18.27		
<u>Sex Role Orientation (E)</u>					
Male	18	113.6	17.07		
Female	35	113.5	17.85	3.42	.0198
Androgynous	49	117.1 ^a	15.55		
Undifferentiated	25	105.0 ^b	13.93		
<u>Employment (F) Status</u>					
Employed	57	113.3	15.05	0.07	.7904
Unemployed	70	113.2	17.78		
<u>Interactions</u>					
		B x E		0.16	.9207
		B x F		0.34	.5585
		E x F		2.26	.0856
		B x E x F		1.32	.2709

*The larger the value the greater the fear of success.

^a^bDifference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

One of the 7 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The statistically significant comparison was for a main effect. The statistically significant main effect was for the independent variable sex role orientation and the dependent variable fear of success. The results cited in Table 3 indicated the following for main effects: high school students classified by the BEM as androgynous had statistically greater fear of success than those classified as undifferentiated.

Discussion

Summary

The purpose of the researcher was to investigate fear of success in high school students. The sample consisted of 127 of which 64 were female and 63 were male. The total sample consisted of 43 freshmen, 28 sophomores, 37 juniors, and 19 seniors. The independent variables were age, gender, family structure, self-esteem, sex role orientation, and employment status. The dependent variable was fear of success scores. Three composite null hypotheses were tested at the .05 level of significance using three-way analysis of variance (general linear model).

A total of 17 comparisons were made plus 4 recurring. Of the 17 comparisons 6 were for main effects and 11 for interactions. Of the 6 main effects 2 were statistically significant at the .05 level. The following main effects were statistically significant:

1. the independent variable self-esteem and the dependent variable fear of success, and
2. the independent variable sex role orientation and the dependent variable fear of success.

The results indicated the following for main effects:

1. high school students with an intermediate level of self-esteem had greater fear of success than those with high and low levels, and
2. high school students classified by the BEM as androgynous had statistically greater fear of success than those classified as undifferentiated.

Of the 11 interactions 1 was statistically significant at the .05 level. The following interaction was statistically significant: the independent variables gender and age for the dependent variable fear of success.

Related Literature and Results of the Present Study

The purpose of the study by Kearney (1984) was to determine if sex differences exist in fear of success. There were no significant differences between mean FOS scores for men and women. The results of the present study did not support those reported by Kearney.

Ishiyama and Chabassol (1984) studied younger adolescent males and females FOS compared to older adolescent males and females. Age and sex differences were found for mean FOS scores. When compared to younger and older adolescent boys, girls showed a higher mean FOS score. A consistent decline of FOS scores as boys became older while a noticeable drop in girls FOS was found after early adolescence. The results of the present study supported those reported by Ishiyama and Chabassol that younger adolescent girls showed greater FOS than younger adolescent boys. However, the results of the present study did not support the finding that older adolescent girls showed greater FOS than older adolescent boys. The results of the present study indicated that older adolescent girls had lower FOS than older adolescent boys.

Cano, Solomon, and Holmes (1984) studied the relationship between the BEM Sex Role and FOS scores. They found a statistically significant

association between FOS scores and the BEM Sex Role. The results of the present study supported these findings in that high school students with intermediate level of self-esteem had greater fear of success than those with high and low.

Freilino and Hummel (1985) studied age and FOS using college students. They reported a significant association between age and FOS scores. Their findings indicated students under 23 years of age exhibited higher FOS than students over 30 years of age. The results of the present study supported the findings that older females have lower fear of success.

Gravenkemper and Paludi (1983) studied the fear of success in men and women using college students. A low amount of fear of success imagery was projected by men and women. Only 14.1% of the men and 7.6% of the women projected FOS at the .05 level. When subjects are given the opportunity to define success for themselves, they apparently projected very little FOS imagery. The results of the present study did not support these findings.

Wang and Creedon (1989) used college level students in China for their study. Chinese women were significantly more likely to express FOS than Chinese men. The results of the present study did not support these findings. The results of the present study indicated higher FOS in younger high school students but as age increased, female students reported less FOS and male students greater.

Generalization

The results of the present study appeared to support the following generalizations:

1. high school students with an intermediate self-esteem have greater fear of success than those with high and low levels,

2. high school students with BEM classifications of androgynous have greater fear of success than those with undifferentiated,
3. gender and age should be interpreted concurrently for fear of success,
4. the family structure in which high school students are living is not associated with fear of success,
5. employment status of high school students is not associated with fear of success, and
6. high school students have above average fear of success.

Implications

The results of the present study may indicate that school personnel should investigate the following in greater depth:

1. self-esteem of students and fear of success,
2. fear of success in older male students, and
3. gender, age, and fear of success of high school students.

Recommendations

The results of the present study appeared to support the following recommendations:

1. the study should be replicated with a large random sample,
2. the study should be replicated in a variety of high schools,
3. the study should be replicated in a variety of geographical locations,
4. self-esteem and fear of success should be studied in greater detail,
5. sex role orientation and FOS should be studied in greater detail, and
6. the relationship among gender, age, and fear of success should be studied in greater detail.

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APPENDIX A
Permission Sheet

Mr. Mike Hester
Great Bend Senior High
Great Bend, Ks 67530

Dear Mr. Hester,

I am writing a thesis dealing with fear of success in the high school students. The purpose of this letter is to get your permission to use some of the English and Math classes at Great Bend High School for the study. The following items will be used for the study: Demographic sheet, Fear of Success Scale, Bem Sex Role Inventory, and Personal Attribute Inventory. There will be no student names used and all results will be completely confidential.

At the present time, my thesis is not complete; however, when it is completed I would be happy to show you any results from the study.

I thank you for your consideration and await your reply.

Sincerely,

Steve Petty

APPENDIX B
Instruction Sheet

Instruction Sheet

Completing the survey instruments should be on a voluntary basis. Anyone not wanting to participate should be excused. No names will be used and complete confidentiality will be followed. Please answer all surveys to your best ability and be sure to complete each form.

Thank you for your participation and help in gathering this information.

APPENDIX C
Demographic Sheet

DEMOGRAPHIC SHEET

Please answer all items so as not to invalidate your surveys.

Age ____ Gender: Male ____ Female ____

PLEASE CHECK ALL OF THE FOLLOWING WHICH APPLY TO YOU:

Ethnic Background

Native American ____ African-American ____ Asian ____

Hispanic ____ Caucasian ____ Other ____

If other, please specify: _____

Academic Status

Freshman ____ Sophomore ____ Junior ____ Senior ____

Employment Status

Full-time (35-40+hr/wk) ____ Part-time (1-34 hr/wk)

Unemployed ____

Grade Point Average (Cumulative)

0.0 - 0.4 ____ 0.5 - 0.9 ____ 1.0 - 1.4 ____

1.5 - 1.9 ____ 2.0 - 2.4 ____ 2.5 - 2.9 ____

3.0 - 3.4 ____ 3.5 - 3.9 ____ 4.0 ____

Family Structure

I spent most of my time from birth to age 18 in the following family structure:

____ intact (biological mother and father)

____ mother and stepfather

____ father and stepmother

____ mother only

____ father only

____ grandparents

____ other, please specify _____

APPENDIX D
Fear of Success Scale

Fear of Success Scale*

In this questionnaire, you will find a number of statements. For each statement, a scale from 1 to 7 is provided, with 1 representing extreme disagreement and 7 representing extreme agreement. This is a measure of personal attitude. There are no right or wrong answers. Please answer all items. For your results to be used, all items must be answered.

1. I expect other people to fully appreciate my potential.
1 2 3 4 5 6 7
2. Often the cost of success is greater than the reward.
1 2 3 4 5 6 7
3. For every winner there are several rejected and unhappy losers.
1 2 3 4 5 6 7
4. The only way I can prove my worth is by winning a game and doing well on a task.
1 2 3 4 5 6 7
5. I enjoy telling my friends that I have done something especially well.
1 2 3 4 5 6 7
6. It is more important to play the game than to win it.
1 2 3 4 5 6 7
7. In my attempt to do better than others, I realize I might lose many of my friends.
1 2 3 4 5 6 7
8. In competition I try to win no matter what.
1 2 3 4 5 6 7
9. A person who is at the top faces nothing but a constant struggle to stay there.
1 2 3 4 5 6 7
10. I am happy only when I am doing better than others

1 2 3 4 5 6 7

11. I thing "success" has been emphasized too much in our culture.
1 2 3 4 5 6 7
12. In order to achieve one must give up the fun things in life.
1 2 3 4 5 6 7
13. The cost of success is overwhelming responsibility.
1 2 3 4 5 6 7
14. Achievement commands respect.
1 2 3 4 5 6 7
15. I become embarrassed when others compliment me on my work.
1 2 3 4 5 6 7
16. A successful person is often considered by others to be both aloof and snobbish.
1 2 3 4 5 6 7
17. When you're on top, everyone looks up to you.
1 2 3 4 5 6 7
18. People's behaviors change for the worst after they become successful.
1 2 3 4 5 6 7
19. When competing against another person, I sometimes feel better if I lose than if I win.
1 2 3 4 5 6 7
20. Once you're on top, everyone is your buddy and no one is your friend.
1 2 3 4 5 6 7
21. When you're the best, all doors are open.
1 2 3 4 5 6 7
22. Even when I do well on a task, I sometimes feel like a phony or a fraud.

1 2 3 4 5 6 7

23. I believe that successful people are often sad and lonely.

1 2 3 4 5 6 7

24. The rewards of a successful competition are greater than those received from cooperation.

1 2 3 4 5 6 7

25. When I am on top the responsibility makes me feel uneasy.

1 2 3 4 5 6 7

26. It is extremely important for me to do well in all things that I undertake.

1 2 3 4 5 6 7

27. I believe I will be more successful than most of the people I know.

1 2 3 4 5 6 7

APPENDIX E
BEM Sex Role Inventory
Short Form

Bem Sex Role Inventory, Short Form (BSR)

The following are a number of personality characterizes. Please use these characteristics to describe yourself. Indicate on a scale from 1 to 7 how true of you these various characteristics are. Please do not leave any characteristics unmarked.

1 2 3 4 5 6 7

never or
almost
never true

always or
almost
always true

- | | |
|------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> 1. Independent | <input type="checkbox"/> 16. Forceful |
| <input type="checkbox"/> 2. Gentle | <input type="checkbox"/> 17. Sensitive to the needs of others |
| <input type="checkbox"/> 3. Adaptable | <input type="checkbox"/> 18. Moody |
| <input type="checkbox"/> 4. Has leadership qualities | <input type="checkbox"/> 19. Aggressive |
| <input type="checkbox"/> 5. Tender | <input type="checkbox"/> 20. Eager to soothe hurt feelings |
| <input type="checkbox"/> 6. Conscientious | <input type="checkbox"/> 21. Reliable |
| <input type="checkbox"/> 7. Assertive | <input type="checkbox"/> 22. Willing to take a stand |
| <input type="checkbox"/> 8. Compassionate | <input type="checkbox"/> 23. Understanding |
| <input type="checkbox"/> 9. Conceited | <input type="checkbox"/> 24. Secretive |
| <input type="checkbox"/> 10. Dominant | <input type="checkbox"/> 25. Defends own beliefs |
| <input type="checkbox"/> 11. Warm | <input type="checkbox"/> 26. Affectionate |
| <input type="checkbox"/> 12. Conventional | <input type="checkbox"/> 27. Tactful |
| <input type="checkbox"/> 13. Strong personality | <input type="checkbox"/> 28. Willing to take risks |
| <input type="checkbox"/> 14. Sympathetic | <input type="checkbox"/> 29. Loves Children |
| <input type="checkbox"/> 15. Jealous | <input type="checkbox"/> 30. Truthful |

APPENDIX F
Personal Attribute Inventory

The Personal Attribute Inventory

Read through this list and select **exactly 30 words** (no more-no less) which describe how you feel about yourself. Indicate your selection by lacing the numbers 1 through 30 in the appropriate space next to each word.

- | | | |
|-----------------------------------------|------------------------------------------|----------------------------------------|
| <input type="checkbox"/> active | <input type="checkbox"/> affectionate | <input type="checkbox"/> alert |
| <input type="checkbox"/> appreciate | <input type="checkbox"/> awkward | <input type="checkbox"/> bitter |
| <input type="checkbox"/> calm | <input type="checkbox"/> careless | <input type="checkbox"/> cheerful |
| <input type="checkbox"/> clearthinking | <input type="checkbox"/> complaining | <input type="checkbox"/> conceited |
| <input type="checkbox"/> confident | <input type="checkbox"/> confused | <input type="checkbox"/> conscientious |
| <input type="checkbox"/> cooperative | <input type="checkbox"/> cowardly | <input type="checkbox"/> cruel |
| <input type="checkbox"/> deceitful | <input type="checkbox"/> dependable | <input type="checkbox"/> despondent |
| <input type="checkbox"/> determined | <input type="checkbox"/> energetic | <input type="checkbox"/> fairminded |
| <input type="checkbox"/> fickle | <input type="checkbox"/> foolish | <input type="checkbox"/> foresighted |
| <input type="checkbox"/> forgetful | <input type="checkbox"/> gloomy | <input type="checkbox"/> good-natured |
| <input type="checkbox"/> greedy | <input type="checkbox"/> handsome | <input type="checkbox"/> hasty |
| <input type="checkbox"/> healthy | <input type="checkbox"/> helpful | <input type="checkbox"/> hostile |
| <input type="checkbox"/> humorous | <input type="checkbox"/> imaginative | <input type="checkbox"/> impatient |
| <input type="checkbox"/> industrious | <input type="checkbox"/> initiative | <input type="checkbox"/> intolerant |
| <input type="checkbox"/> inventive | <input type="checkbox"/> irresponsible | <input type="checkbox"/> irritable |
| <input type="checkbox"/> jolly | <input type="checkbox"/> kind | <input type="checkbox"/> natural |
| <input type="checkbox"/> obnoxious | <input type="checkbox"/> organized | <input type="checkbox"/> original |
| <input type="checkbox"/> patient | <input type="checkbox"/> pleasant | <input type="checkbox"/> poised |
| <input type="checkbox"/> prejudiced | <input type="checkbox"/> progressive | <input type="checkbox"/> quarrelsome |
| <input type="checkbox"/> queer | <input type="checkbox"/> quitting | <input type="checkbox"/> rational |
| <input type="checkbox"/> rattle-brained | <input type="checkbox"/> relaxed | <input type="checkbox"/> resentful |
| <input type="checkbox"/> resourceful | <input type="checkbox"/> rude | <input type="checkbox"/> self-centered |
| <input type="checkbox"/> self-confident | <input type="checkbox"/> self-controlled | <input type="checkbox"/> self-pitying |
| <input type="checkbox"/> selfish | <input type="checkbox"/> shallow | <input type="checkbox"/> shiftless |
| <input type="checkbox"/> show-off | <input type="checkbox"/> sincere | <input type="checkbox"/> slipshod |
| <input type="checkbox"/> snobish | <input type="checkbox"/> spineless | <input type="checkbox"/> stable |
| <input type="checkbox"/> steady | <input type="checkbox"/> stingy | <input type="checkbox"/> strong |
| <input type="checkbox"/> sulky | <input type="checkbox"/> sympathetic | <input type="checkbox"/> tactful |
| <input type="checkbox"/> tactless | <input type="checkbox"/> thankless | <input type="checkbox"/> tolerant |
| <input type="checkbox"/> touchy | <input type="checkbox"/> trusting | <input type="checkbox"/> undependable |
| <input type="checkbox"/> understanding | <input type="checkbox"/> unfriendly | <input type="checkbox"/> untelligent |
| <input type="checkbox"/> unkind | <input type="checkbox"/> weak | <input type="checkbox"/> whiny |
| <input type="checkbox"/> warm | | |