

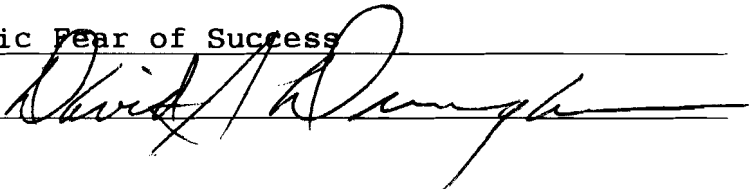
AN ABSTRACT OF THE THESIS OF

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Psychology presented on November 13, 1996

Title: An Examination of the Relationships Among Gender, Sex-Roles, and Academic Fear of Success

Abstract approved:



The purpose of this study was to investigate the relationships among gender and sex-roles on academic fear of success. Participants included 80 volunteers (40 male and 40 female students) whose median age was 19 years. These volunteers are currently enrolled in undergraduate psychology courses at a midwestern university. They completed demographic information regarding gender and age, and responded to two testing instruments: the Pappo Fear of Success Questionnaire and the Bem Sex-Role Inventory.

For this causal-comparative study, a 2 x 4 factorial design was used. A two-way analysis of variance was used to determine the results. Post hoc analysis used the Tukey-HSD procedure to determine if there were significant differences between the four sex-role categories.

Results indicated that students who demonstrated androgynous characteristics exhibited less academic fear of success than students who demonstrated stereotyped feminine sex roles. That is, respondents who displayed a greater level of both masculine and feminine traits are thought to

have greater success in an academic environment than those students who displayed a greater level of stereotyped feminine characteristics.

No significant main effect for gender was noted. Furthermore, no significant interaction (Gender by Sex-Role) was demonstrated.

AN EXAMINATION OF THE RELATIONSHIPS
AMONG GENDER, SEX-ROLES, AND
ACADEMIC FEAR OF SUCCESS

A Thesis
Presented to
the Division of Psychology and Special Education
EMPORIA STATE UNIVERSITY

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

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December, 1996

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ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my three thesis committee members: Chairperson Dr. David Dungan, Dr. Kurt Baker, and Dr. Jan Wheeler. Their support, assistance, and guidance has continued unceasingly. Dr. Marice Pappo telephoned me to express an interest in my work. Furthermore, she has forwarded a copy of the scoring key, and has given written authorization to include the Fear of Success Questionnaire in my thesis.

Cayla Teal has helped with statistical analysis. Dr. Paul McKnab has served adeptly in the role of Associate Chair of the Division, as he has made helpful suggestions in a most positive manner.

In addition, I would like to thank the staff of the Student Life and Counseling Center. Their encouragement has helped me to remain focused and on task. Dr. Pat Wade has been instrumental in counseling me through some difficult times, and helping me to secure campus employment, as well as my graduate internship. Also, special thanks are extended to Sandra Gasca, with whom I have enjoyed working. Thanks, Sandra, for exchanging critical bits of thesis, internship, and BSRB information.

My friends Deb Johnson and Joyce Jost have always been there for me - thanks! I have appreciated their care, concern, and support as I have continued my education.

Finally, I wish to express my appreciation to my parents, brothers, sisters, nieces, and nephews for their continued encouragement, love, and support. Mom and Dad, thanks for everything - you've been wonderful! To them and to the following family members, special thanks for volunteering to help during testing times, the pilot study, and helping me to realize personal and professional goals: Bob, Frankie, and children; Kenny, Judy, and children; Karen, Mark, and children; Becka, Dave, and children; Mary, Rodney, and children; and Jim and Laura. Each of you has contributed in special and unique ways. Again, thanks!

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CHAPTER 1

Introduction

Within the last 30 years, American women have made significant gains in academic and career advancement. The feminist movement, which began in the 1960s, has contributed to giving women the means to seek opportunities and fulfillment other than the traditional one of parenting. Our culture has appeared to accept the fact that women, as well as men, have a need for personal achievement and success. Because women have actively pursued and fought for these goals, it might seem contradictory now to consider whether women fear success. But, as obstacles in women's paths have begun to be removed, a peculiar phenomenon has begun to occur: women appear to be in a state of self-sabotage. In order to understand this apparent paradox, the field of psychology has begun to research this area.

Fear of success has been defined as "a psychological state which manifests itself through 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. Individuals high in the fear of success often learn to behave in a way as to avoid success" (Pappo, 1972, p. 87).

Statement of Problem

Discerning criticism of the field of psychology has allowed certain deficiencies to be identified and addressed. Until the recent past, the field of psychology has undertaken research projects that have been carried out by male experimenters on male subjects. Interpretation of the test results, however, has been applied to both men and women. In cases where research has been performed on both male and female subjects, stereotypical themes still emerge, despite evidence to the contrary (Holmes & Jorgensen, 1971).

Purpose of Study

Previous research has used the Thematic Apperception Test (TAT) as the testing instrument to study need achievement. Results from women's TAT stories contained elements of a motivation to avoid success (Canavan-Gumpert, Garner, & Gumpert, 1978). That is, when experimental conditions stressing "intelligence and leadership" (Horner, 1968, p. 5) were provided to these women, their scores did not rise. But, under neutral conditions, the women's scores were equal to, and, at times, surpassed the men's scores.

Because the validity of the subjective TAT has come under scrutiny in current research practices, more stable tests have become available. Various fear of success tests

include, but are not limited to, Cohen (1974), Good and Good (1973), Pappo (1972), and Zuckerman and Allison (1976). These scales are self-report paper-and-pencil instruments, and have been designed specifically to address issues surrounding the topic of success. The Pappo Fear of Success Questionnaire (entitled "Self Awareness Questionnaire" for purposes of test administration) was administered to undergraduate students, in order to measure fear of success in a modern college population. Pappo's questionnaire appears to be more appropriate to an adult population, and is designed to measure fear of success in academically-related tasks (Chabassol & Ishiyama, 1983; Konstam & Gilbert, 1978; Paludi, 1984; Pappo, 1972).

Significance of Problem

Research has begun on the derailment of success, because success is crucial to leading a more-fulfilled life. Oftentimes, external factors have contributed to an individual getting sidetracked from achieving his or her goals. However, it has been recognized that internal factors also have contributed to conflicts with success. Indeed, these internal factors now are thought by researchers to have a greater impact on lack of achievement or follow-through.

It has been argued by researchers that men and women do not attribute success or fear of success to the same

factors. In addition, the results of previous studies (Pappo, 1972; Tresemer, 1974) did not concur with the results of Horner's study (1968). That is, Horner posited that the fear of success phenomenon is gender-linked, exclusively affecting women. But, according to Pappo (1972) and Tresemer (1974), men and women are almost equally affected by the negative consequences of fear of success. In Tresemer's research, 22 studies were reviewed for gender differences in fear of success: the median rate of fear of success was 47% for women and 43% for men.

Fear of success can reduce an individual's self-confidence, and hinder that individual's self-actualization. Especially devastating to the individual is when fear of success is evidenced during college or graduate school (Reis, 1987). More recent research (Birnbaum, 1975; Hoffman, 1977) contends that fear of success can be "eliminated with age and experience" (Reis, 1987, p. 86). But, until such age and experience can be achieved, fear of success will continue to have detrimental effects on a significant number of individuals.

Review of the Literature

In this section, previous literature will be reviewed, dating back to the Freudian era. The review then will proceed chronologically, encompassing various theories on the fear of success. Although each theory will assist the

reader in comprehending the concept of fear of success, no one theory adequately can explain all facets of this complex issue. However, it is hoped that as more readers become knowledgeable of, and more thorough research is conducted on fear of success, a deeper understanding of this concept will increase.

Initially in his writings, Freud (1915) observed "those wrecked by success" (31, p. 324) who became ill at the threshold of a wish fulfillment. According to the psychoanalytic viewpoint, a neurotic reaction thwarts an individual from completion of a much sought-after goal. When an individual encounters frustrations or roadblocks to fulfilling a forbidden wish, a neurotic reaction occurs. Furthermore, Freud posited the existence of external and internal frustrations. External frustrations are those circumstances beyond the control of the individual, while internal frustrations are those which lie in the conscience of the individual. It is the internal frustrations that are thought to cause the neurotic reaction, and hence, are pertinent to this paper.

Specifically, an unresolved childhood Oedipal conflict persists, and gets conveyed circuitously (Freud, 1915). For example, conflicts involving goals of success arise later in the individual's life. If the goal remains in the abstract future, the individual can strive diligently

towards its accomplishment, while the forbidden wish remains hidden. If, however, the goal nears concrete fruition, anxiety and guilt connected with the original Oedipal conflict recur, and the forbidden wish begins to surface. To counteract the stress of the forbidden wish, the individual unwittingly behaves in such a manner as to insure that the success is never completed (Canavan-Gumpert et al., 1978).

Horney (1936) elaborated on Freud's conceptualization on the fear of success. Horney added a cultural dimension, noting that three influences interact: competition, positive self-regard, and unselfishness (Canavan-Gumpert et al., 1978). During childhood, if a highly competitive environment exists, along with a need for friends and peer approval, anxiety arises in situations where these needs are incompatible. That is, when the individual wants to excel and to be the best, to maintain a positive self-image, and to be self-sacrificing. If success precipitates loss in other desirable areas, and creates peer disapproval and hostility, then the individual is placed in a position of internalized cultural dissonance. If the need for friends and peer approval outweighs the need for success, then the individual acts unconsciously to prevent that success (Canavan-Gumpert et al., 1978; Fried-Buchalter, 1992; Horney, 1936).

Origination of Term Fear of Success

Dissatisfied with the lack of generalizability to women of previous research results on achievement motivation in men, Horner (1968) reframed preceding theories and introjected the term fear of success (also known as the "Horner effect") (Kerr, 1990, p. 136) to explain women's academic and career self-sabotage (Pfost & Fiore, 1990). Horner postulated in her motive to avoid success theory that men and women do not share the same form of achievement-related anxiety. Rather, if women perceive "negative consequences of succeeding such as social disapproval and loss of femininity" (Bartholomew & Schnorr, 1994, p. 251), then they will unconsciously inhibit personal growth. Horner (1972), under laboratory experimental conditions, observed that women performed more poorly when they competed against opposite-sex partners than when they competed against same-sex partners (Weisfeld, Weisfeld, Warren, & Freedman, 1983). These women "characteristically underachieved" (Kerr, 1990, p. 133) against men, but were unable to explain the reason.

For Horner (1972) then, women who are "high-achievement-oriented, high-ability" (p. 172) are especially at risk of this debilitating anxiety. In 1987, Noble observed that gifted women, as opposed to gifted men, have had to "hide their abilities in order to survive

socially" (p. 371). Thus, succeeding professionally in a career would be perceived as failing socially in relationships with men.

Fear of Success and Androgyny

In the early 1970s, Bem began her work on the theory of feminism and gender issues. As a result of her research, the Bem Sex-Role Inventory (BSRI) was developed (Bem, 1972). In addressing achievement motivation issues, Bem assumed that masculine and feminine personality characteristics work in conjunction with, rather than opposed to, one another. Indeed, these characteristics are considered to operate on a continuum, instead of in a bipolar fashion. Furthermore, in order to be a fully functioning individual, not only are these characteristics desirable, they become crucial for success. An individual must learn when to be competitive (traditionally thought of as masculine) and when to be self-effacing (traditionally thought of as feminine), and so forth. Thus, depending on the situation, any given characteristic might be expressed or suppressed. Fear of success, then, occurs when women unconsciously express or suppress characteristics in inappropriate situations in order to forestall that success (Horney, 1936).

Fear of Success and Role-Conflict

In contrast to Horner's and Bem's work is the area of role-conflict (Paludi, 1990). When a woman is in a dual role (e.g., parenting vs. career), guilt and anxiety arise regarding priorities. If she elects to focus on her career, then her need for approval and affiliation at home suffer; if she elects to focus on home and family, then her career suffers. Indeed, her career is no longer a career per se; rather, it is "just a job". Thus, the latter scenario is depicted as fear of success because the woman has chosen to avoid the necessary risk-taking and the perceived alienation of those closest to her.

Unfortunately, the concept of an integrating woman (a woman who combines family and career) has been overlooked as a viable option (Kerr, 1990).

Fear of Success and Roles

More recent research on women's seeming fear of success draws upon roles, or gender relations, as a social problem (Crawford & Marecek, 1989). As Paludi noted in her 1990 article, with previous research on individual women, rather than society at large, a "blame the victim" (p. 165) atmosphere prevailed. Contextually, institutional or situation-centered external forces are more salient than internal forces, according to Paludi.

Fear of Success and Homogeneity

Another area of contention regarding women and success concerns "theorists and researchers ... falling into the trap of viewing women as a homogeneous mass" (Mednick, 1989, p. 1120). Thus, future research should attempt to rectify this deficiency.

Summary and Hypotheses

In conclusion, the subject of women's apparent fear of success remains an active area of research. A number of theorists have attempted to explain the motivation to avoid success. Each of these theorists has contributed information to explain fear of success. Perspectives either have been internal or external in nature. Furthermore, researchers have been interested in determining if fear of success is gender-linked, as Horner suggested, exclusively affecting women. Studies continue to be conducted, in an attempt to further explain the concept of, and basis for, fear of success.

In this study, it was hypothesized that college men would demonstrate less academic fear of success than college women. In addition, it was hypothesized that men and women whose scores on the Bem Sex-Role Inventory (BSRI) reflected an androgynous orientation would demonstrate less academic fear of success than men and women whose scores on the BSRI reflected a stereotyped sex-role orientation.

CHAPTER 2

Methods

Participants

Initially, this study used 143 college men and women from undergraduate psychology courses at a small state university in the Midwest. The students voluntarily participated, and received partial credit as a means of fulfilling course requirements. From the original 143 questionnaire test sets given and scored, 80 sets ultimately were used for this study. This study was oversampled, in order to meet the minimum requirement of 10 subjects per cell, with a total of eight cells. Because some cells were overrepresented (e.g., feminine women), 10 participants were randomly selected in the event that any given cell was overrepresented. In one case, one cell was minimally represented (i.e., feminine men). The 80 participants' median age was 19 years (range 17 to 42 years). The Institutional Review Board for the Treatment of Human Participants at Emporia State University approved the research for the use of human participants.

Research Method

For this study, a causal-comparative research method was utilized. This particular method is useful when the researcher is interested in expressing an associational relationship between two or more variables. Specifically,

the causal-comparative method is implemented when one variable under observation is categorical (e.g., gender), and the other variable under observation is quantitative (e.g., scores on a test).

Statistical Design

For this 2 x 4 (Gender x Sex-Role) factorial design, the following variables were used in the study.

Independent variables = gender, sex-role category.

Dependent variable = academic fear of success score.

Instrumentation

Two questionnaires were used in this study to test the hypotheses. These questionnaires assessed the level of academic fear of success and sex-role orientation.

Demographic information regarding age and gender was obtained from the participants' answer sheets.

Pappo Fear of Success Questionnaire

The first of the two instruments to be administered is the Pappo Fear of Success Questionnaire (FOSQ). The FOSQ is comprised of 83 yes-no items designed to secure an individual's reactions to specifically described situations (Pappo, 1983). One such example of the FOSQ item is the following statement: "Frequently, at crucial points in an intellectual discussion, my mind goes blank." The FOSQ is designed to produce a single score. Those individuals who score high on the FOSQ are thought to experience fear of

success in academically-related areas. Conversely, those individuals who score low on the FOSQ are thought to experience minimal fear of success in academically-related areas. The FOSQ was originally constructed in 1972. In contrast to other fear of success questionnaires (e.g., Cohen, 1974; Good and Good, 1973; Zuckerman and Allison, 1976), the Pappo Fear of Success Questionnaire is intended to identify academic underachievement, which was the focus of this study. The fear of success questionnaires of the aforementioned researchers, on the other hand, are intended to measure fear of success, in general.

Normative data on the sample of 285 students included the following demographics: students who participated in Pappo's original research were taken from a subject pool of four college samples. From a predominantly white, middle class population, 170 female and 115 male participants were studied. When the FOSQ was compared to the Need to Fail Scale (Sarnoff, 1967), concurrent validity was correlated at .77 ($p > .01$), with higher scores indicating a higher need to fail. The reliability coefficient of the FOSQ was .90, based on the Kuder-Richardson Formula 20 (Pappo, 1983). A total of 89, high and low FOSQ subjects, as identified by the measuring instrument, participated in a laboratory experiment designed to test the predictive validity of the FOSQ.

Based on the theory that individuals high in fear of success respond to success cues with anxiety, Pappo (1974) anticipated that, following success feedback, high fear of success individuals would engage in behaviors designed to decrease the threatening stimulus. High and low fear of success participants in a 2 x 2 factorial design were given either success or non-success feedback after completing the first of two reading tests. As predicted, those individuals who scored high on the FOSQ displayed a reduction in score on the second of two reading tests, after having received success feedback from the first reading test.

Bem Sex-Role Inventory

The Bem Sex-Role Inventory (BSRI) was the other testing instrument administered for this causal-comparative study. The BSRI is comprised of 20 masculine personality characteristics (e.g., dominant, independent), 20 feminine personality characteristics (e.g., sympathetic, tender), and 20 neutral characteristics (e.g., solemn, truthful), and is based on a 7-point Likert Scale. The BSRI originally was published in 1974. In contrast to preceding masculinity-femininity scales, the BSRI "treats masculinity and femininity as two orthogonal dimensions rather than as two ends of a single dimension" (Bem, 1987, p. 209). In addition, both masculinity and femininity scales of the BSRI represent affirmative spheres of behavior.

The normative sample was classified into sex-role groups on the basis of a median split. That is, the sample of participants was divided at the median on both Femininity and Masculinity scales, whereby a fourfold classification was derived: femininity, masculinity, androgyny, and undifferentiated. In order for these classifications to be comparable across the two sexes, a single Femininity median and a single Masculinity median were calculated on the basis of a single combined sample including both female and male participants. The combined sample then was weighted in order to equalize the number of female and male participants. All scores were converted into T-scores (Bem, 1981).

Results from the the normative sample provided researchers with a fourfold classification system. Normative data on a sample of 2,000 college undergraduates were subdivided as follows: 39% of the female participants were classified as feminine, 12% as masculine, 30% as androgynous, and 18% as undifferentiated; 12% of the male participants were classified as feminine, 42% as masculine, 20% as androgynous, and 27% as undifferentiated.

Taylor and Hall (1982) performed a meta-analysis of studies relating the BSRI to various "masculine" and "feminine" variables, thus providing validity evidence.

Wilson and Cook (1984) reported internal consistency reliability coefficients of .88 for Masculinity and .78 for Femininity. Yanico (1985) reported test-retest reliability at .56 for Masculinity and .68 for Femininity over a four-year time period. The masculinity and femininity scales proved to be empirically and conceptually independent (average $r = -.03$). Furthermore, the t ratio is internally consistent (average $\alpha = .86$). The t ratio was used, rather than a simple difference score because it allowed the inventory author to determine whether a person's masculinity and femininity scores differed significantly from one another, and if they did, to characterize that person as significantly sex-typed or sex-reversed. Reliability holds over a four-week interval (average $r = .93$). In addition, reliability is uncorrelated with a propensity to describe oneself in socially desirable terms (average $r = -.06$) (Bem, 1987).

Procedures

Group test administration was performed in a classroom setting, during scheduled times. Verbal as well as written instructions were given to participants. Participants read and signed the informed consent form (Appendix A) and then responded to two questionnaires. Two testing instruments were administered in this study: the Pappo Fear of Success Questionnaire (Appendix B) and the Bem Sex-Role Inventory.

Both instruments are self-report paper-and-pencil measurements.

Demographic information of age and gender were requested on the first of the two answer sheets. To insure confidentiality, the participants were instructed not to write their names on either of the two answer sheets. Participants were identified only by code number. Because the Bem Sex-Role Inventory uses adjective descriptors, a thesaurus was made available in the event a participant was unfamiliar with a test term. Participants responded to the questionnaires at their own pace, needing approximately 30 minutes to complete.

Each participant's responses was scored by hand. The raw scores and demographic information for the 80 participants then were entered into an SPSS data file for statistical analysis.

CHAPTER 3

Results

Participants included 40 male and 40 female undergraduate students from a small midwestern university. These 80 students, along with the other 63 students whose results were not factored into this study, received partial credit toward an undergraduate psychology course. The median age of the 80 participants was 19 years, with an age range between 17 and 42. Table 1 presents means and frequencies for each cell of the ANOVA, as well as the pooled standard deviations. In Table 2, an ANOVA Source Table is presented.

This study utilized a factorial design in which the main and interaction effects between two variables were explored. The distribution of scores from the Bem Sex-Role Inventory were split at the normative sample median into categories of feminine, masculine, androgyny, and undifferentiated. For this 2 x 4 factorial design, (Gender x Sex-Role category), a two-way analysis of variance (ANOVA) was performed. Independent variables were gender and sex-role category, and the dependent variable was the raw score on the academic fear of success questionnaire.

Table 1

Cell Means, Standard Deviations, and Cell Frequencies
for Academic Fear of Success by Gender and Sex-Role
Category

<u>Gender</u>	<u>Sex-Role Category</u>			
	Feminine	Masculine	Androgyny	Undifferentiated
Women	44.60 (7.35) (10)	36.80 (9.37) (10)	37.10 (11.55) (10)	37.30 (9.35) (10)
Men	45.10 (11.28) (10)	38.70 (8.03) (10)	34.50 (7.29) (10)	47.20 (6.00) (10)
Total	44.85 (9.27) (20)	37.75 (8.55) (20)	35.80 (9.50) (20)	42.25 (9.18) (20)

Table 2

Analysis of Variance for the Effects of Gender and Sex-Role
Category on Academic Fear of Success

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	Sig of <u>F</u>
Main Effects	1141.25	4	285.31	3.55	.011
Gender	117.61	1	117.61	1.46	.230
Sex-Role	1023.64	3	341.21	4.24	.008
Two-way interaction (Gender by Sex-Role)					
	425.54	3	141.85	1.76	.162
Explained	1566.79	7	223.83	2.78	.013
Residual	5790.00	72	80.42		
Total	7356.89	79	93.13		

A two-way ANOVA was performed, with gender and sex-role category as independent variables and academic fear of success scores as the dependent variable. A significant main effect was found for Sex-Role, $F(3,72) = 4,24$, $p < .0001$. Post hoc analysis, using the Tukey-HSD procedure, found that the androgynous group was significantly different at the 0.05 level than the feminine group. Thus, these findings supported the hypothesis that students who demonstrated androgynous characteristics would exhibit less academic fear of success than students who are sex-role stereotyped. No significant main effects for gender were noted. Furthermore, no significant interaction (Gender by Sex-Role) was demonstrated.

CHAPTER 4

Discussion

The present study was conducted to determine whether gender and sex-role orientation have an effect on academic fear of success. Results of this study indicate that students who exhibit androgynous characteristics have the least amount of academic fear of success. In other words, the results did support the hypothesis that individuals who are able to draw on both masculine and feminine traits would be more successful in an academic environment.

The present study had several limitations that may have produced less salient results. First, both testing instruments are self-report inventories. Participants might have ranked themselves high on the Bem Sex-Role Inventory in order to appear more socially aware. Second, the age of the Bem Sex-Role Inventory testing instrument may need to be considered. The Inventory was published in 1974 using adjective descriptors that were appropriate for that time-frame. It is possible those same descriptors may not be accurate in today's climate of social changes. Third, the relatively small sample size may have contributed to lack of support for the hypotheses. While some groups were overrepresented, and hence, some participants' responses were not utilized, the group containing feminine men was minimally represented.

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APPENDIX A
INFORMED CONSENT FORM

Participation Consent Letter

You are invited to participate in a study to investigate the relationship between personality characteristics and academic situations. You were selected as a possible participant because you currently are enrolled in an undergraduate psychology course at Emporia State University.

If you decide to participate, you will answer two questionnaires designed to assist in the collection of the necessary data to compile the results. Information obtained in this study will be identified only by code number. Your name will be used only to indicate that you participated in the study and received credit for participating.

Your participation in this study is completely voluntary. Your decision whether or not to participate will not affect your future relations with Emporia State University. If you decide to participate, you may withdraw from the study at any time, without affecting your status as a student.

Thank you for your participation. If you have any questions about this research, please ask me. If you have additional questions during the study, I will be glad to answer them. Please feel free to contact me:

Kathy A. Terhune
518 W. 26th St. South
Wichita, KS 67217
(316) 269-9315

I, _____, have read the above information and have decided to participate. I understand that my participation is voluntary and that I may withdraw at any time, without prejudice, after signing this form, should I choose to continue participation in this study.

(signature of Participant)

(date)

(signature of Researcher)

THIS PROJECT HAS BEEN REVIEWED BY THE INSTITUTIONAL REVIEW BOARD FOR TREATMENT OF HUMAN SUBJECTS.

APPENDIX B
PAPPO FEAR OF SUCCESS
QUESTIONNAIRE

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 experience.

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.

Self Awareness Questionnaire

Instructions:

1. Make sure to place each answer on the answer sheet (not 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 game, 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 even though 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 good luck and the carelessness of 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 aware of the passing of time.
33. There are school subjects in which I really excel.
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. Even though I feel that I have a lot of potential, I sometimes feel like a phony or fraud.
51. Occasionally, 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.

Self Awareness Questionnaire
Answer Sheet

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

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

I, Kathy A. Terhune, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Kathy A. Terhune
Signature of Author

12-6-96
Date

An Examination of the Relationships
Among Gender, Sex-Roles, and
Academic Fear of Success
Title of Thesis

Doug Cooper
Signature of Graduate Office Staff Member

12-6-96
Date Received