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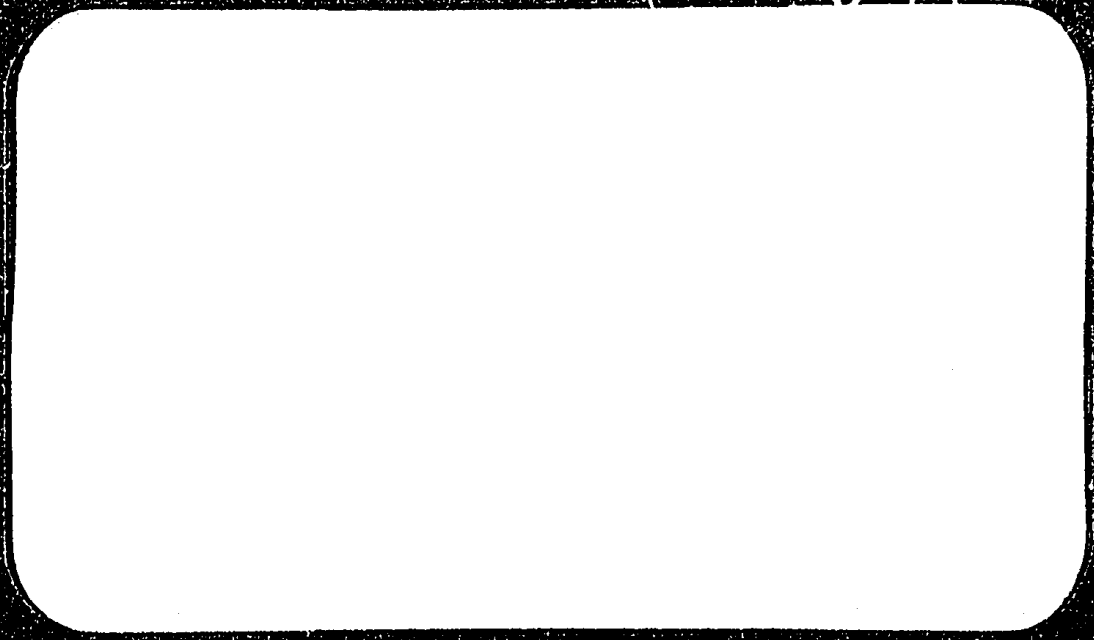
ABSTRACT

This study sought to replicate one in Bardwick's 1971 "Psychology of Women" which found that women were strictly interpersonal and affiliative. The expectation was that the traditional stereotypes of affiliative females and achievement-oriented males would not be as strong today as most people believe. Subjects were 465 college students who responded anonymously to a brief prospective survey for which a coding-by-example scheme was developed by the Bureau of Testing to measure need affiliation and need achievement. Of four chi square tests of differences between the sexes in the two needs under two stimulus conditions, only one reached significance, although all differences were in line with traditional expectations. It was concluded that six-stereotypes in regard to these needs are changing in the college population both by men becoming more concerned with interpersonal relationships and women with pride in school and work. The coding instructions and examples are appended for use by other researchers. (BW)

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This study sought to replicate one in Bardwick's 1971 Psychology of women which found that women were strictly interpersonal and affiliative. Subjects were 465 college students who responded anonymously to a brief projective survey for which a coding-by-example scheme was developed by the Bureau of Testing to measure need affiliation and need achievement. Of four chi square tests of differences between the sexes in the two needs under two stimulus conditions, only one reached significance, although all differences were in line with traditional expectations. It was concluded that sex-stereotypes in regard to these needs are changing in the college population both by men becoming more concerned with interpersonal relationships and women with pride in school and work. The coding instructions and examples are appended for use by other researchers.

Bureau of Testing Project: 210

## Need Affiliation and Achievement: Declining Sex Differences

Patricia W. Lunneborg and Linda W. Rosenwood

Prominent researchers in the psychology of women continue to stress the importance of need affiliation and the secondary role which achievement needs play in the lives of American women. Horner (1970) feels that individual achievement and femininity continue to be viewed as two desirable but mutually exclusive ends. She cites the lower proportion of women college graduates today as compared to the past and the declining numbers of professional women. She posits that the real barrier to female achievement is a psychological one, the motive to avoid success. If a woman achieves, says Horner, she more than anything else expects social rejection as a negative consequence. This threat to her affiliative needs includes fear of being socially rejected, fear of losing one's friends or one's marriageability, fear of isolation or loneliness as a result of success. In contrast, successful achievement in men leads to their expecting increased satisfaction of affiliation needs. One could certainly hypothesize on the basis of Horner's observations that there would be greater concern with affiliation than with achievement in most samples of women surveyed.

Bardwick (1971) similarly says college men are preoccupied primarily with achievement and secondarily with affiliation, but that in college women affiliative motives are dominant and achievement motives secondary. Indeed, she says that until women become completely secure in their family (affiliative) relationships, they are not psychologically free to pursue work achievements. She contends women perceive the world in interpersonal terms and value themselves only insofar as they are loved by others.

Bardwick cites an informal study to prove her point in which she asked female college students what would make them happiest and what made them sad or angry. She reports that she was surprised that this highly educated group gave entirely interpersonal responses. Things that would make them happy were to marry, to have children, to make others happy. Things that would make them sad or angry were rejection by others, death or illness of someone specific. She contended that not one girl in the university gave an achievement type response to these questions, not one said school or occupational success would be a source of joy or sadness (p. 160).

The present study sought to replicate Bardwick's brief projective survey using college men as well as college women. The expectation was that these traditional stereotypes of affiliative females and achievement-oriented males would not be as strong today as most people, apparently including psychologists, believe. Schaeffer (1971), in commenting on a study of job values and desires which had found that males wanted power and profit and females wanted to help other people, pointed out this same study gave evidence of changing mores--of the cultural stereotypes regarding the sexes giving way to more humanistic expectations in regard to work. He warned that the present-day upheaval of sex-typed behaviors may have changed the variables assessed in this research done in the 1950s. While males today might be more humanistic (affiliative), women would be expected to show the influence of the women's liberation movement which is antipathetic to the "youth culture" and stresses striving, working, studying (Time, 1972).



### Procedure

Subjects consisted of 465 college students (279 males, 186 females) tested in undergraduate psychology classes as part of their subject-in-experiments requirements. A one-page H-A-S (Happy-Angry-Sad) survey contained Bardwick's questions, "What would make you happy?", "What makes you angry?" and "What makes you sad?" in addition to biographic items to secure major, class standing, sex, age, and employment status. The only biographic item of interest was sex, but it was embedded in the others to disguise the purpose of testing. Responses were otherwise given anonymously. Male and female student experimenters together read the instructions and collected the surveys on which subjects spent 5 minutes. When results of the study were later fed back to the classes, no subject reported having guessed the variables of real interest.

Fifty cases from an original 515 were randomly drawn for use in developing a scoring-by-example scheme. Using the definitions of  $n_{aff}$  and  $n_{ach}$  given in Bardwick's book, examples were drawn from these 50 cases to illustrate to raters what constituted scorable responses. Sad and angry responses were combined so that for each subject the rater was looking for the presence or absence of the two needs under just two conditions, happy and sad/angry. Each subject thus received four scores, a one or a zero for need affiliation, happy and sad/angry, and for need achievement, happy and sad/angry. Agreement between raters both of whom scored without knowledge of  $S$ 's sex was 95.5%. One rater was the first author who had developed the scoring scheme; the other rater was a naive testing clerk who had no information about the study.

The rating examples contained both examples of scorable responses and unscorable responses for each of the four scores. Happy examples of affiliation included "family," "dates," "to have those I love be happy." Not happy examples of affiliation included "people" (too general), "sex," "self-respect," "being appreciated" (doesn't say by whom or for what). Similarly, sad/angry examples of the affiliation motive were any reference to people close to the subject such as friends and parents, besides such words as "feeling left out," "isolation," "having people I love be sick," "when I hurt someone close to me." Not sad/angry examples were general references to death and loss; to qualify for need affiliation the response had to refer to important people in S's life. Thus, unscorable were "people being mad at me," "being taken advantage of," "hurting people," "losing." The example lists were expanded somewhat after the study, adding responses given by the subjects, and are given in Appendix 1.

#### Results

Of four chi square tests of differences between the sexes in the two needs under the two conditions, only one reached significance ( $< .01$  level), that for affiliation-happy to which 46% of the females gave scorable responses compared with 29% of the males, in line with traditional expectations. The actual frequencies were as follows: affiliation-happy, 82/279 males, 85/186 females; affiliation-sad angry, 94/279 males, 75/186 females; achievement-happy, 122/279 males, 67/186 females; achievement-sad/angry, 78/279 males, 37/186 females. Thus tendencies were observed where the chi-squares were insignificant ( $> .05$  level) for greater affiliation motive in college women and greater achievement motive in college men. However, such tendencies are a far cry from Bardwick's extreme findings.

As is obvious from the above frequencies, Ss gave lots of other kinds of responses than affiliation and achievement. What did make these college men and women happy, sad, and angry? The bulk of their responses were like those which outweighed power, leadership, profit, and fame in the study of job values on which Schaeffer (1971) commented. Even in the 1950s male subjects valued most jobs which led to self-expression and females valued self-expression above security and "helping other people." Today as well, typical sources of happiness in both sexes were internal and had to do with finding one's identity, defining personal goals, growing in self-acceptance and self-awareness. Typical sources of anger and sadness, again for both sexes, were external--war, pollution, poverty, injustice, overpopulation, ignorance. A common type of achievement response was one which actually is a fusion of both motives, that is, the person would be happiest if he could be good at helping other people, "a rewarding career where I can help others."

But in regard to the relative presence of need affiliation and need achievement in the sexes today, this study presents evidence of the breakdown of sex-stereotypes. Important is the lack of statistical significance to three out of the four differences which were in the direction of greater achievement in males and greater affiliation in females. It would thus be more accurate for psychologists to describe college men and women as currently both possessing these needs, with men becoming more concerned with loving and close interpersonal relationships and women more concerned with pride in school and work achievement.



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## Appendix 1

### Clerk's Instructions for Coding H-A-S Surveys

Each survey gets four scores, a zero or a one, for finding or not need affiliation and need achievement under two conditions: happy and sad-angry. It is possible that some surveys will receive a zero for all four scores. It is also possible that a survey will get points for all four needs. Record 1 point if the need is present, zero if it is not.

Read through the examples and memorize the definitions of affiliation and achievement as they relate to the happy examples. Score the entire batch of surveys of these two needs under HAPPY first. Then read through the examples and definitions of aff and ach as they relate to the sad and angry examples. Then score the entire pool of surveys again for these two needs under SAD AND ANGRY.

Examples of responses under happy which would get 1 point for affiliation and 1 point for achievement:

To get a good job with enough money to have a stable, happy family

Again, 1 point for aff and 1 for ach under sad:

To lose a good friend, doing poorly in school

Even when answers are flip such as "to be President of the US," score if possible--this example would be ach.

### Affiliation motive

Refers to S's need to acquire love and to give love, familial love, love of people outside the family, heterosexual affiliation; the need to establish a loving, intimate relationship, to love and be loved; any mention of or reference to friends or family get scores, e.g., if "my wife had a baby."

#### HAPPY EXAMPLES

Roommate  
Family  
Friends  
Being with people I like  
Girls, girlfriends; a chick; my chick  
Someone to care for who also cares  
for me  
Knowing someone cares about me  
To meet a couple of people here that  
would be willing to let me know  
them  
Love  
Marriage  
Companionship  
Affection  
Security in love, home  
To be with the person I love  
Dates  
Good relationships

Being with my husband and other  
friends  
Being with people I like  
Being successful in personal  
relationships  
Getting along with others  
Being desired by others  
Being a likeable person  
Being understood by those close to me  
Making other people happy  
To have those I love be happy  
Making and sharing in the happiness  
of others  
People trusting me and letting me  
trust them in return  
A certain someone to call  
Meeting a groovy person  
To feel wanted

#### NOT HAPPY EXAMPLES

People  
Being with people  
Security (source unidentified)  
Friendly people  
Friendliness  
Meeting new people  
People being happy  
Good company  
Belonging to groups  
Parties  
Sex  
Self-respect (self-love not  
affiliative love)  
To be secure and stable (personal  
security, not interpersonal  
security)  
A phone call (too general)  
Feeling some personal success  
(too general)  
Positive reinforcement

Negative reinforcement  
A warm female body  
A competent lover  
Others sharing my interests (no  
reference to relationship)  
Being treated right  
Being understood  
Being appreciated  
To be accepted for what I am  
Understanding and love toward one  
another (general, abstract, not S's  
wish to love or be loved)  
"If man would come to understand his  
neighbors and accept them as humans"  
(another abstract example)  
Realizing my full potential  
Bringing my sisters and brothers to  
love Christ

### Achievement motive

Refers to S's desire to do something independent of others, according to some criterion of excellence; refers to school work, world of occupations, career achievements; recognition and success for what one does, one's academic or professional role; refers to the wish to succeed in these achievements.

### HAPPY EXAMPLES

Job  
Money, more money only if earning it  
is specifically stated  
Financial security  
A rewarding career where I can help  
others  
Meaningful creative work  
To do interesting, productive  
research  
A responsible part-time job  
Success  
Recognition for a job well done;  
getting a raise  
Being complimented (not being appre-  
ciated); admiration by others  
If I knew what I wanted to do for my  
life's work

Working as a nurse  
Praise  
To be successful  
Making up my mind about my career  
Learning  
To be able to study effectively  
Get through school  
Doing well academically

### NOT HAPPY EXAMPLES

"Getting some kind of revelation to  
know where I'm headed for"  
Finding my place in the world  
Fulfillment of my needs  
Self-appreciation  
Material possessions unless tied up to  
notion of earning them  
Nice home, nice car, etc.  
Doing my own thing  
Becoming the best person I can (per-  
sonal not ach-oriented)  
Working at things I like (note  
generality)  
No money problems  
To have the ability to communicate  
Getting out of this place (as opposed

To get out of college  
An "A" in psychology  
Good grades  
Solving a difficult problem  
To cool all of my classes  
Being smart  
To be brilliant without effort  
To be intelligent  
To create  
Achievement of a goal  
Accomplishing  
To be able to help someone  
Doing something useful with my life  
Fulfillment of my ambitions  
Helping those in need  
Doing something that makes other  
people feel good  
A sense of belonging to something of  
importance  
To be an independent, achieving person  
Becoming a good driver within the year  
Economic independence  
Helping others especially makes me happy  
To be able to eliminate as much injus-  
tice as possible from treatments of  
juvenile delinquents

Learning more about myself  
Being appreciated  
Knowledge, peace, understanding  
(personal, not job-linked)  
Getting the classes I want  
Money, more money  
Know what I'm doing in school  
Know where I'm going in life  
Feeling some personal success (too general)  
Positive reinforcement  
Negative reinforcement  
If I could make it to all of my classes  
all week  
To be caught up with homework  
Power (unless earned)  
Being myself



### Affiliation motive

Refer<sup>s</sup> to S's need to acquire love and to give love, familial love, love of people outside the family and to the possibility of losing love, being rejected, losing a loved one, being alone and separated from loving ones, parting from friends.

#### SAD AND ANGRY EXAMPLES

Family	To see people die*
Mother, father, husband, wife	Death of my father
boyfriend, girlfriend, parents,	Losing someone*
roommate--any reference to people	When I miss someone*
close to S such as "my husband	Not being loved, liked
being unable to discuss things" or	People who make no attempt to
"my overprotective parents" or "my	understand me*
boyfriend mad at me"	Being let down by a friend
Feeling left out	When someone I like puts me down
Feeling I don't matter to anyone	Things that hurt people I like or
Loneliness	love or am close to
Isolation	When I hurt someone close to me (not
Separation; saying "goodbye"	just anyone)
Being alone	When someone I know is sad
Rejection, alienation; turned down	When people I know get hurt
by a chick	Finding myself incapable of loving a
Being stood up	person who so deserves it
Not getting enough contact with	Meeting chicks w/boy friends (said
human beings	by male)
Thinking about people I know and	My relationships w/other people don't
never see anymore	always satisfy me
Having people I love be sick	Not being able to be w/people I'd like
Being away from people I love	to be with

\*These are exceptions to the rule that people must be close to S; seeing people die is very intimate just as "understanding" S is deeper than underestimating him.

#### NOT SAD AND ANGRY EXAMPLES

Losing	Being taken advantage of
Death, sickness (if someone dies)	Hurting somebody's feelings
Narrowmindedness of some people,	Hurting people
inability to see things my way	Heartless feelings toward others
Remarks against myself or things	Backstabbers
I like	People refusing to help others
People underestimating me	Not being understood
People being mad at me	Personal inability (too general)
When people are hurt and don't	Feeling lost and incomplete and insig-
deserve it	nificant (too general)
Sad faces; when someone else is sad	Being stagnant--nonprogressive (too
What is going on between people and	general)
myself	Being married
When I can't communicate with others	Being hurt

To be scorable: References must be to important people in S's life; "some people" is too general, anyone is unscorable. Person must be close to S.



### Achievement motive

Refers to S's desire to do something independent of others according to some criterion of excellence and thus to not succeeding in academics, work, career, to not being recognized for one's accomplishments, to failure in achievement area, to fear of failure in ach; must refer to S's failure (not fear of failure or failure in others)

### SAD AND ANGRY EXAMPLES

Studying in vain for hours  
Not getting answers correct on a test when I know them  
When I do poor on a test  
A low grade on a test  
When I don't get my projects done  
Not being able to study  
Wasting my time  
Worrying about grades  
When I get behind  
Not doing what I am supposed to do  
Copping out  
Failure  
To lose  
Losing  
When I make stupid mistakes; when something wrong about me is pointed out  
My weaknesses; knowing that I myself have many weaknesses to overcome  
Inability to explain (not communicate)  
Inability to cope with a situation; being caught in a situation from which there is no immediate escape or solution  
Losing something I should have had a chance of

A feeling of complete helplessness  
Being denied something I have earned or deserve  
When I let myself down  
Not being able to help someone who obviously needs it  
Pain in others that I can do nothing to help  
Not getting anywhere  
Not able to get a job; not being really into some field  
Inability to accomplish certain objectives  
Wanting to do something I am not physically ready for  
Being unable to help someone who depends on you  
When others I'm just as good as are doing better  
Unsolved problems  
Not understanding explanations  
Being a neurotic housewife who just watches TV  
Having my time filled with things or people I consider a waste

### NOT SAD AND ANGRY EXAMPLES

Failure to understand myself  
Helplessness (too general)  
Tests  
No money, not enough money  
When I lost things; losing something meaningful (too general)  
Incompetence (must be S's)  
Desire to make money  
Anything I cannot get  
Being treated as not competent (hasn't failed)  
Being told I can't understand something  
Defeat of others I see around me  
When I can't communicate with others, say what I want  
Being discriminated against at work

Criticism  
Frustration in classes (too vague)  
Time-consuming busywork  
Thought I may not be following best path thru life (what kind)  
Realization things in life aren't what you want  
Other people's bragging  
Selfishness  
Poverty  
Grade hassles (too general)  
Personal ability (too general)  
Feeling lost and incomplete and insignificant (too general)  
Being stagnant--nonprogressive (too general)