

A COMPARISON OF ATTITUDES TOWARD
SUCCESS CATEGORIZED BY SEX
AND AGE

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CHAPTER I

INTRODUCTION

All the different generations in America take the values and attitudes that were taught to them in their formative years and apply these values and attitudes in the workplace (Massey, 1979). Also, the ever-changing economic and social conditions would seem to make the definition of success different for the various age groups and between the sexes. These differences can also be distinguished by the changes that happen to the individual himself as he grows older and passes through the various stages of adult life (Sheehy, 1978).

Recently the concept of success has taken on new meanings and has caused people to rethink and redefine their values and attitudes toward success (Brothers, 1980). Success is not just money or power anymore, but can vary between people in importance of material possessions, family activities, job satisfaction, or a countless number of other factors. Individuals may now feel free to become successful without having to put an inordinate amount of effort into just one aspect of success, namely material gains (Bolles, 1981).

Background of Problem

In a study of 80,000 business people, the American Management Association (AMA) discovered that 83 percent of the businessmen and women agreed that they had changed, or were changing their attitudes about achievement and success (Brothers, 1980). The definition of success as it applies to each individual is changing in the United States.

Lots of things included in the definitions of success today probably would have been ignored -- or considered frivolous and inconsequential -- in earlier periods. Such things as 'job challenge', the ability to find self-expression, the need to feel one is contributing to something worthwhile that will serve mankind, or the need for free time to fulfill other potentials or goals that would have seemed very foreign to the concept of success held by most of our great grandfathers. But they are extremely important to people today (Brothers, 1980, p. 27).

These changes have been brought about by a broadening of the individual definitions of success. Contributing factors include: (1) the various age groups and the sexes formed their attitudes toward success at times of different prosperity levels in this country (Massey, 1979); (2) the life cycle changes present in each individual as he or she grows older many times cause individuals to examine his or her own attitudes toward success, so mid-life changes can result (Sheehy, 1978); and (3) economic and social pressures in society today often cause a shift in attitudes toward success.

Statement of Problem

Limited information exists on the attitudes people have toward success and how these attitudes vary according to sex and age. People do not always understand what is important to themselves or how their attitudes toward success may be different than someone else's. Understanding these differences could make a significant improvement in communication between people of different ages and sexes.

Purpose

The purpose of this study was to determine how success was perceived by different sexes and ages. People could then use the implications of the study to understand their own motivations as well as the motivations of others.

The following questions were addressed:

1. Are there differences between how men and women perceive success?
2. Do people at different ages perceive success in different ways?
3. What factors influence attitudes toward success to change as people get older?

Limitations of Study

The limitations of the study were:

1. The population of the study area was entirely from people living in Auburn, Alabama.

2. Subjects were selected for the study based on availability.
3. The sample size was limited to 30 in each age group.
4. The limitations inherent in the use of questionnaires applied in this study.

Assumptions of Study

The following assumptions were made for the present study.

1. People were honest in their answers.
2. The definitions of success were adaptable to each individual and provided motivation for future accomplishments.
3. There is a relationship between a person's perception of success and his motivation to achieve success.

Definitions of Terms.

The following definitions were used in this study:

Age levels: For the purpose of this study, three age categories were used. Individuals who were 16-19 years old were in the beginner work group. Individuals who were 35-44 years old were in the intermediate work group and those individuals who were 65 years old or older were in the retired group.

Attitude: For the purpose of this study, attitude was described as how a person perceived his work with regard to how it affected his performance.

Job Satisfaction: Herzberg (1968) described several satisfiers and dissatisfiers as factors in job satisfaction, but basically the factors that lead to positive job attitudes do so because they satisfy the individual's need for self-actualization in work. Job satisfaction is created when these needs are met at an acceptable level in the workplace.

Motivation: Stove (1981) stated that motivation is that which induces action or determines choice. He wrote that a motive is the "inner urge" within the individual which invites him to action, such as an instinct, emotion, habit, impulse, desire or idea. Motivation could then be described as the feeling that acts as a catalyst which causes a change in behavior whether from internal or external sources.

Success: For the purpose of this study, success is categorized into three areas: career success, financial success, and personal success. An individual's actions and beliefs determine if he feels he is a success in any or all of these categories.

Work: According to Webster (1977), work is the labor, task, or duty that affords one his accustomed means of livelihood. Terkel (1974) stated that work is about a

search for daily bread and for recognition as well as money. Work is what gives people value in the marketplace and as a result the type of work done makes strong statements to others as to comparative worth.

Organization of Study

Chapter I introduced the study, presented background information on the changing definitions of success along with the problem of the study, the purpose of the study and definitions of terms. Chapter II includes a review of related literature concerning Bolles' (1981) agricultural model and appropriate environment; Maslow's (1954) Hierarchy of Needs; Herzberg's (1968) satisfiers and dissatisfiers in job satisfaction; developmental stages in adulthood; and a description of Auburn, Alabama. Chapter III reports the procedures utilized in this study, including a description and selection of subjects, creation of the questionnaire schedule, collection of data, and analysis of data. Chapter IV discusses each question in detail and Chapter V includes a summary, conclusions of the study, and recommendations for further study and practice.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Success has many areas of literature that apply. This chapter reviews the literature in the following areas:

1. Defining Success,
2. Self-esteem,
3. Maslow's (1954) Hierarchy of Needs,
4. Job Satisfaction,
5. Adults Searching for Meaning,
6. The Importance of Attitude,
7. Success in the Modern Corporate World,
8. Developmental Stages in Adulthood,
9. The Auburn Environment.

Defining Success

One problem with the definitions of success that are being used is that essentially they are modeled after technology and machines, according to Bolles (1981). Bolles believes that people need to eliminate the industrial models that dominate the way in which people think and talk about themselves in the world of work; the perception of success

flows from that. He states that people should stop thinking of themselves as being "plugged into" a work situation and try instead to follow what he calls the agricultural model. The agricultural model, according to Bolles, is an analogy to a plant and the kind of climate in which it will grow. Bolles believes that success for a particular plant would be found in the climate in which it is best suited.

Bolles' work on the "agricultural model" offered insights into perceptions of work. He believes that a person needs to realize how important work is to his self-esteem, personal worth and self-satisfaction, as well as financial considerations. A person spends over one-half of his waking life in preparing for work, actually working, or recovering from work. Work is important to the emotional makeup for many reasons and should be recognized for the impact it has on people (Bolles 1981).

In Working, Terkel (1974) explored a variety of occupations, how each person accepted work, and how that work affected his or her attitudes toward work and success. Part of the intent of the book was to see how people accepted what they were doing in their work, and whether they were making efforts to improve their situations. Terkel gave many examples of how work was important to people, even in low status, low paying jobs. Even the individuals who were rich or free from the need to work, expressed thoughts that a sense of belonging and a sense of

accomplishment were important to them. Terkel also showed how some people, who do not have material things in life (the restricted definition of success), felt envious and confused about those who did have those things.

People's perception of success may not always be realistic or accurate for each person. For example, "Richard Corey" was a poem written in the 1800s by Robinson. The poem dealt with how poor people of a town envied the rich man of the town, Richard Corey. These people perceived success to be money and power. These same people could not understand why Richard Corey committed suicide. The deaths of Elvis Presley, Freddie Prince, Marilyn Monroe, and others may indicate that to be rich and famous is not enough to be a successful person (Bolles, 1981).

People may be envious of others who have material possessions far greater than their own. However, if they perceive another person's possessions as a mark of success, then it can only be said that the person was in a climate in which he thrives best (Bolles, 1981). However, when that person is taken as a model and it is acknowledged that something worked for him, and it becomes someone else's idea of success, the issue of appropriate environment is totally ignored, according to Bolles (1981).

Korda (1977) described success as a journey or adventure, not a specific destination. He wrote that a person's goals may change in the course of that journey.

Success would come when he met or exceeded his old goals and that new ones would need to be established.

Essential to a broader definition of success is a more positive attitude toward money (Sill, 1966). Sometimes the attitude toward money views it as an object of greed, dishonesty, and many of the things that are wrong with society. According to Sill (1966), a different attitude toward money is important to the understanding of success. Money should be thought of as a useful tool, instead of something to obtain at all costs. Money is not the root of all evil, the love of money is, according to The Bible (1 Timothy 6:10). Sill (1966) provided a list of the useful aspects of money:

1. Money is the medium that we exchange for things.
2. It is planning an industry made negotiable.
3. It is preserved labor.
4. It is stored-up accomplishment.
5. It is food, clothing, and education.
6. It is comfort and peace of mind for elderly people.
7. It may serve as the thermometer of our industry.
8. It may be used as the scorecard for at least one branch of success.
9. It builds churches and fosters righteousness.
10. It has helped win wars and preserve national security.
11. It has built comfortable homes and high educational standards.
12. It fosters research and helps to build up our national health.
13. Through money, we may contribute to the welfare of other people.
14. By its proper use, we can multiply our own usefulness (Sill, 1966, p. 165).

Paramount to having a healthy attitude toward success is the appropriate and stable position of an attitude toward

money (Sill, 1966). Money does many good things when it is used in a healthy way and not when it dictates advantages people can take over others (Sill, 1966).

Self-Esteem

Beyond the basic necessities, a person can reach for other forms of success. Self-esteem is important in understanding the broader definitions of success. Many people have felt that material things showed the worth of someone whether that person felt comfortable with those possessions or not.

The tendency to show off many trappings of affluence and material success is more likely to say to others that we are lacking in self-esteem or self-worth, than that we can afford it. The person with adequate self-esteem doesn't feel hostile toward others, doesn't experience extreme jealousy, isn't out to prove anything, can see the facts more clearly and isn't demanding in his claims on other people (Waitley, 1981, p. 30).

It is not just coincidence that many self-made millionaires have come from poverty and/or broken homes. Gunther (1972) explores the personalities of the self-made super rich and what motivated them. Some common traits were: over one-half lost one or both parents early in life, over one-half failed to graduate from high school and many (twice the normal rate) had been married more than once. When these people were viewed in the context of self-esteem, most started with the environment of a low self-esteem person, and, consequently, money and power became important

to them. To be so strongly motivated to go beyond the basic necessities requires a singular drive to obtain the material things in life (Gunther, 1972). The super rich described in Gunther's book seem to be the epitome of success, but each individual has many different needs in his adult life (Gunther, 1972). How the world is perceived determines a lot of what is obtained in a feeling of success and accomplishment in fulfilling these needs (Hill, 1973).

Hierarchy of Needs

Maslow's (1954) Hierarchy of Needs is a model for which man can understand his needs (see Figure 1). Man works first to satisfy basic physiological needs. If an individual is hungry or thirsty, for example, all other needs will be ignored or pushed aside until the hunger or thirst is satisfied.

Once a person's physiological needs are relatively gratified, there emerges a new set of needs, which Maslow calls "the safety needs" or such things as security, stability, protection, and law and order. If both physiological and safety needs are fairly well met consistently, there arises the needs for love and a sense of belonging. The "esteem needs" emerge at the next level and are classified in two subsidiary sets:

1. The desire for strength, achievement, mastery, competence; and,

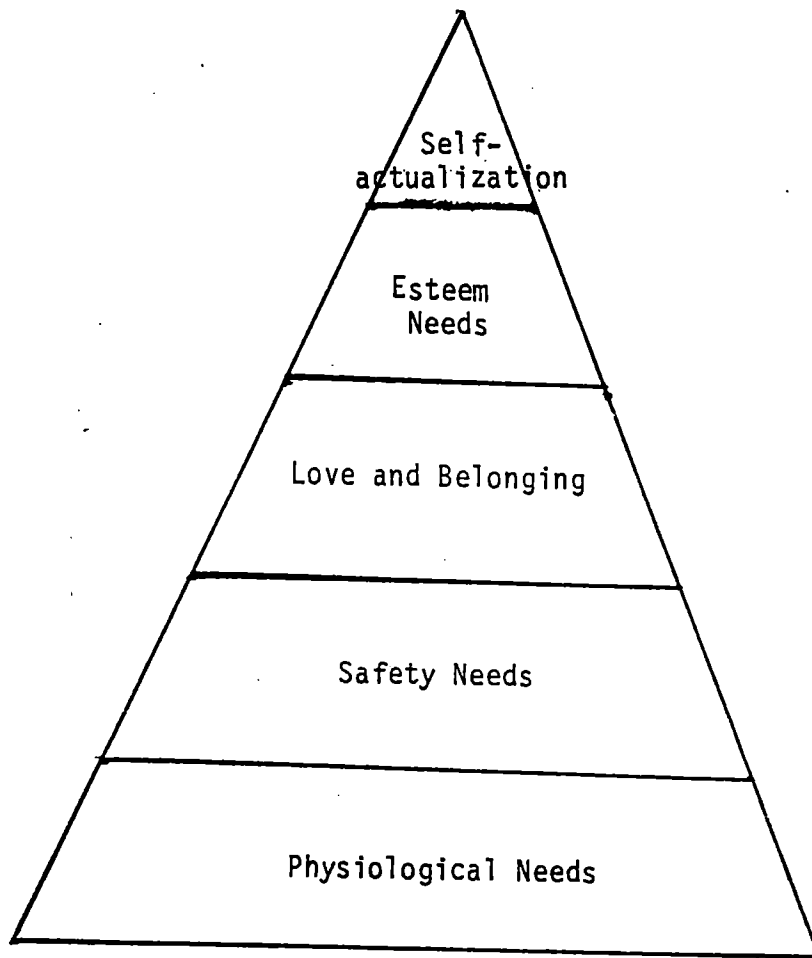


Figure 1

Maslow's Hierarchy of Needs (Maslow, 1954)

2. The desire for prestige or reputation -- status, fame, glory, dominance, recognition.

The uppermost level in Maslow's hierarchy is the need for self-actualization. This involves the person doing that for which he is best suited.

A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. What a man can be, he must be. This term (self-actualization) first coined by Kurt Goldstein ... refers to man's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially (Maslow, 1954, p. 76).

Maslow cautions against applying the hierarchy of needs too rigidly. People vary in the extent to which they feel these needs. The boundaries between the need levels are often vague, and the needs are neither necessarily conscious or unconscious.

For instance, if I may assign arbitrary figures for the sake of illustration, the average citizen may be satisfied, perhaps 85 percent in his physiological needs, 70 percent in his safety needs, 50 percent in his love needs, and 40 percent in his self-actualization needs (Maslow, 1954, p. 76).

Since Maslow's Motivation and Personality was published in 1954, Van Zandt (1981) felt that the situation has changed. He believes the self-actualization quotient is much higher now.

People are motivated differently than they were in the 60's and the 70's. People today are self-actualists. The notion of keeping up with the Joneses is a dead idea. People want quality, not quantity, in their lives, and the definition of quality is highly individual (Van Zandt, 1981, p. 3).

Job Satisfaction

Herzberg (1968) proposed a two-factor theory of job satisfaction. The factors that cause job satisfaction are separate and distinct from the factors that cause job

dissatisfaction. Herzberg called the factors that cause job satisfaction motivators, which are basically high-level factors such as those relating to satisfaction with the job itself. The factors that cause job dissatisfaction were called hygiene factors. These factors are more concerned with conditions of work such as pay and supervision according to Herzberg (1968). Gruneberg (1976) felt the theory was analogous to the distinction between pleasure and pain. The absence of pain does not normally produce pleasure, although it may do so in the short run when one has been suffering severe pain. On the other hand, the absence of pleasure is not, of itself, painful according to Gruneberg.

Herzberg's factors are presented graphically in Figure 2. As indicated in the legend of this figure, the distance from the neutral area shows the percentage frequency with which each factor occurred in the high job-attitude sequences and in the low job-attitude sequences. The width of the boxes represents the ratio of the long-range to short-range attitude effects; the wider the box, the more frequently this factor led to a long-range job attitude change. The factors of recognition and achievement are shaded in this figure to indicate that the width of their boxes portrays a reversal in the long-range ratio. Both recognition and achievement were substantially more short-range in how they were affected by attitude changes.

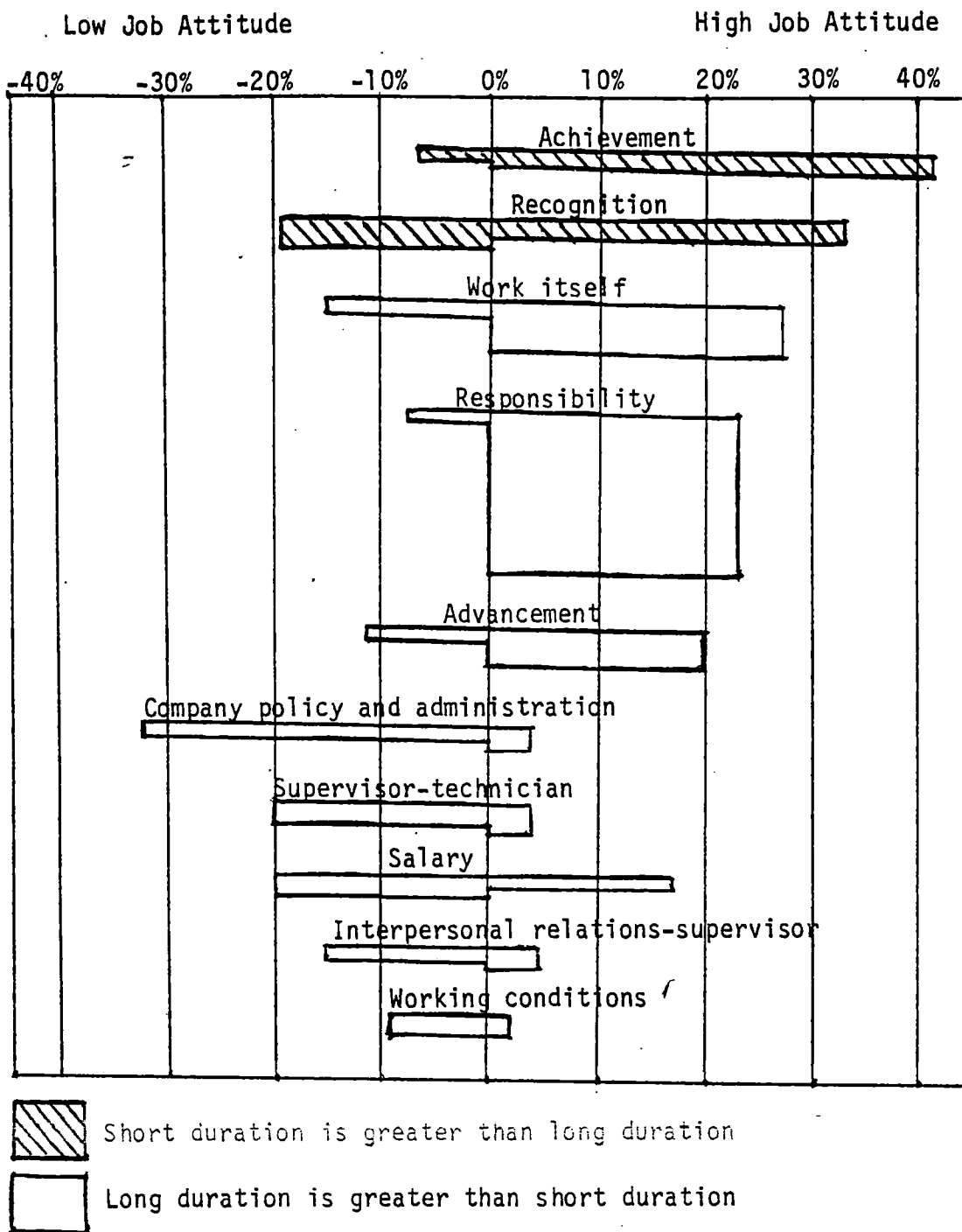


Figure 2
 Herzberg's Factors Concerning Job Satisfaction
 (Herzberg, 1968)

According to Herzberg (1968), the factors that led to positive job attitudes do so because they satisfy the individual's need for self-actualization in his work. Man tends to actualize himself in every area of his life, and his job is one of the most important areas. The conditions that surround the doing of the job cannot give him this basic satisfaction; they do not have this potentially. It is only from the performance of a task that the individual can get the rewards that will reinforce his aspirations. Although the factors relating to the doing of the job and the factors defining goals for the employee are similar, the nature of the motivating qualities of the two kinds of factors are essentially different. Factors in the job context meet the needs of the individual for avoiding unpleasant situations. In contrast to this motivation by meeting avoidance needs, the job factors reward the needs of the individual to reach his aspirations. These effects on the individual can be conceptualized as an actuating approach rather than avoidance behavior.

It is recognized that a man suffering from a severe dietary deficiency is sick. The deprivation of physiological needs has behavioral consequences. The same is true -- although less well recognized -- of deprivation of higher-level needs according to Herzberg. The man whose needs for safety, association, independence, or status are thwarted is sick just as surely as is a man who has rickets.

The man's sickness will have behavioral consequences. It would be a mistake to attribute his resultant passivity, his hostility, his refusal to accept responsibility to his inherent "human nature."

These forms of behavior are symptoms of illness -- the deprivation of social and egoistic needs. The fact that management has provided for these physiological and safety needs has shifted the motivational emphasis to the social and perhaps to the egoistic needs. Unless there are opportunities at work to satisfy these higher-level needs, people will be deprived; and their behavior will reflect this deprivation. Under such conditions, if management continues to focus its attention on physiological needs, its efforts are bound to be ineffective.

People will make insistent demands for more money under these conditions. It becomes more important than ever to buy the material goods and services that can provide limited satisfaction of the thwarted needs. Although money has only limited value in satisfying many higher-level needs, it can become the focus of interest if it is the only means available, according to Herzberg (1968).

Adults Searching for Meaning

Lindeman (1925) explained why adults search for meaning in their lives.

Small groups of aspiring adults who desire to keep their minds by confronting pertinent situations; who dig down into the reservoirs of their experience before resorting to texts and secondary facts; who are lead in the discussion by teachers who are also searchers after wisdom and not oracles; this constitutes the setting for adult education, the modern quest for life's meaning (Lindeman, 1925, p. 11).

These adults use this search to gain meaning in their lives. Frankl (1963), through his experiences in the concentration camp Auschwitz, developed the theory he called logotherapy.

The meaning of life differs from man to man, from day to day and from hour to hour. What matters, therefore, is not the meaning of life in general but rather the specific meaning of a person's life at a given moment ... everyone has his own specific vocation or mission in life; and he can only answer to life by answering for his own life; to life he can only respond by being responsible. There, logotherapy sees in responsibility the very essence of human existence (Frankl, 1963, p. 72).

The Importance of Attitude

Carnegie (1952) dealt with how people can understand each other better and communicate more effectively. Throughout his book, the author stressed that people have certain basic wants and desires and if a person can understand these wants and desires better, he can eliminate many of the barriers in his communication that block him from the success that he wants. This book offered success

as a balanced effort including understanding and accepting individuals and their professions, their families and the people around them.

According to Stone (1981), one of the most influential books ever written on achievement and success was Think and Grow Rich by Hill in 1937. Hill had been asked by Carnegie in 1917 to research the achievers of the era and formulate a success philosophy. This research took 20 years and was composed of interviews. It reflected Carnegie's own philosophy of success. Hill discovered four main traits: (1) a definiteness of purpose, (2) a strong desire to achieve, (3) a strong positive attitude, and (4) strong success habits (punctuality, control of tobacco and alcohol, etc.).

According to Stone, Hill's (1960) philosophy of achievement has been responsible for many monetary successes, but many have also achieved a better outlook on life and became more satisfied with themselves. Hill (1960) stated:

1. Whatever the mind of man can conceive and believe, it can achieve (Hill, 1960, p. 37).
2. There are no limits to the mind, except those we acknowledge (p. 54).
3. Every adversity, every failure and every heartache carries with it the seed of an equivalent or greater benefit (p. 21).
4. Happiness is found in doing not merely in possessing (p. 63).

Hill's (1960) philosophy included that success was the doing of a task and not the end result of that task. Paramount in this "doing" is a person's desire for what he or she is doing and that is where Hill's philosophy meets Bolle's^s agricultural model. Man can develop that desire through introspection and self-study to look for and find his own environment.

Stone (1972) developed, with Hill, a later version of this success philosophy in Success Through a Positive Mental Attitude published in 1960. This book described how a person's attitude was all-important in gaining success in all facets of one's life. From this new insight, one can understand better that how he perceives things has as much to do with his response to these things. A strong self-belief, the habit of going the extra mile (earning more than he is paid) and the universal law of compensation (what is given away will be returned many times over) are facets of this up-dated version of Hill's success philosophy. The book stressed the point that if a person's attitude is good, he can overcome obstacles, raise his standard of living, strengthen his family ties, and generate a peace of mind he may not have known before this time.

According to Stone (1972), The Bible has been instrumental in forming many of the attitudes toward success that exist in the United States today. The Bible (1972) offers several passages for thought concerning success.

may have used its teachings to lead a more successful life (Stone, 1972). The following passages were taken from The Bible:

As a man thinketh in his head, so is he (Proverbs 23:7).

If thou canst believe, all things are possible to him that believeth (Mark 9:23).

Faith without works is dead (James 9:20).

Ask and it shall be given to you; seek and ye shall find; knock and it shall be opened to you (Matthew 7:7).

Success in the Modern Corporate World

Korda (1977) in Success developed a success profile that listed factors in relative importance in becoming a success. According to Korda (1977), the individual himself is the most important factor. Desire, determination, and a good sense of timing are the common denominators of success, but more important than any other factor. It helps to have been born in that quarter of the nation's families headed by someone with a college degree. Success comes easily to those who are the bosses's sons and those who are children of the head of a corporation. These individuals still have a good statistical chance of succeeding the boss/head of the corporation.

It is slightly better to have been born in the Midwestern United States. Forty percent of the country's top 500 executives were born there, although the Midwest

accounts for less than 27 percent of the total population. The successful person has usually attended college, but has not undertaken any postgraduate studies. He typically takes three weeks of vacation a year and works between 45 and 64 hours a week, the success median being 54 hours. Over 50 percent of successful people are the children of upper-middle-class and high income executives. According to Korda, it appears to be better to stick with one company than to change jobs. Nearly 40 percent of the top executives stay with their original company and over 80 percent of them attribute their success to "long experience in their present company" (p. 56).

Although Episcopalians represent a very small percentage of the national population, they represent over 20 percent of the nation's successful executives, with Presbyterians, Congregationalists, Methodists, and Jews following. Baptists and Roman Catholics are under-represented in percentage terms among the successful elite, as are people who have majored in the humanities, the social sciences, education, and the physical sciences.

It is an advantage to have been born in a small, nonauthoritarian family, in which the mother's education was roughly equivalent to the father's and to have been the firstborn child. It is an advantage to be the first born in a small family. "Intelligence declines with family size and with birth order" (Psychology Today, 1979, p. 47).

Garfield, President of the Peak Performance Center in Berkeley, California, gives seminars to Fortune 500 firms on the characteristics of top achievers. As described by Garfield (US News and World Report, 1983) those qualities include: (1) the ability to transcend previous levels of accomplishment, (2) avoiding the "comfort zone", (3) performing work for the art of it -- out of a sense of internal goals -- rather than simply following commands, and (4) a tendency to solve problems rather than assess blame. Also, he recognized a willingness to take risks after considering the worst consequences and the ability to rehearse future actions or events mentally as a way of planning strategy.

Experts also stress the importance of utilizing contacts -- or "networking." Sociologist Granovetter (cited in US News and World Report, 1983) of the State University of New York at Stony Brook, who has studied how people get jobs, says that 80 percent of those with jobs paying more than \$50,000 get them through friends or colleagues. Added to this factor is another ingredient of success: luck. Northwestern University sociologist Jencks, who has researched reasons for income differences, says:

If you look at the variations on what people earn, about one third could be accounted for by IQ, education and family background. Another third might be attributed to such intangibles as leadership ability and communication skills. The rest would be based on luck. (Jencks, 1979, p. 47).

Jencks (1979) described in detail the determinates of economic success in America. He found that those who did well economically typically owed 48 percent of their occupational advantage and 55 to 85 percent of their earnings advantage to family background. Academic ability can result in more schooling which, in turn, can result in jobs with more status and higher incomes. But the effects of test performance on earnings are not very large relative to the overall earnings gap between the rich and poor in general. The best paid fifth of male earners makes about five times what the worst paid fifth makes.

According to Jencks (1979), there is little support for the idea that any single personality trait is of critical importance in determining individual success. Rather, each trait that influences success seems to have small and, for the most part, separable effect. Only when the effects of numerous measures of personality are considered together do they explain even a moderate portion of the observed variation in individual achievement. In general, the personality characteristics that predict success are not closely tied to family status or to schooling. Four years of high school are associated with a 40 percent increase in earnings among men with the same amount of experience.

The best readily observable predictor of a young man's eventual status or earnings is the amount of schooling he has had (Jencks, 1979). This could be because schooling is

an arbitrary rationing device for allocating scarce jobs; or because schooling imports skills, knowledge, or attributes that employers value; or because schooling alters men's aspirations. According to Jencks, available data do not provide enough information to choose between the alternative explanations.

"Luck" could explain as much of the variation in individual's income as "competence". If luck is defined as everything that cannot be personally controlled, then such things as an individual's genes, his or her family, background, or school environment could be considered "luck". It would then follow that competence would often depend on "luck". Given all factors being equal, there will always be differences in income due to forces beyond the individual's control.

Developmental Stages in Adulthood

Levinson (1978) stated that early adulthood is the most dramatic of all eras. A youth of 20 is at the height of his bodily vigor and is getting ready to take his place as a man in the society of adults. He is close to his full height, maximum strength level, sexual capability, cardiac and respiratory capability, and general biological vigor. He is also at his peak in intelligence and in those qualities of intellect that have grown measurably in pre-adulthood, such as memory, abstract thought, and the ability to learn

specific skills, according to Levinson (1978). Within this era, there is a basic sequence of change. Over its course, a man normally moves from being a "novice" adult through a series of intermediate steps to the point where he can assume a more "senior" position in work, family and community. As compared with later eras, early adulthood is distinguished by its fullness of energy, capability and potential, as well as external pressure. In it, personal drives and societal requirements are powerfully intermeshed, at times reinforcing each other and at times in stark contradiction.

At about 40 years of age, a crucial developmental change occurs. Early adulthood is coming to an end and a new season begins to make itself felt. The midlife transition, which lasts from about 40 to 45 years, is devoted to the termination of early adulthood and the initiation of middle adulthood. It is thus a part of both eras.

No single event universally identifies the end of early adulthood as puberty marks the shift between childhood and adolescence. When viewed from an evolving perception over time, though, some characteristics emerge. The person's bodily and mental powers are somewhat diminished, but usually not to the point that it keeps him from maintaining most of his earlier interests. A very gradual decline in instinctal energies may possibly enrich his or her life

instead of limiting it. He or she can be more free from the petty vanities, animosities, envies and moralisms of early adulthood. There is a progression into what Jung (1976) calls "individuation", a developmental process through which a person becomes more uniquely individual. Acquiring a clearer and fuller identity, he or she becomes better able to utilize inner resources and pursue his or her own aims. Of the four psychological functions -- thought, feeling, intuition, and sensation -- he or she develops a balance among them and not the onesidedness of early adulthood.

Late adulthood also is not marked by a single universal event (Levinson, 1978). At about 60 years of age, the reality and experience of bodily decline become almost universal. The death or serious illness of family members or close friends remind him or her of decreasing vigor and capacity. The change away from the power and heavy responsibilities of middle adulthood can be traumatic. In the case of a man, he receives less recognition and has less power and authority as he grows older. But late adulthood can be an opportunity for development as well. As he enters late adulthood, he feels that he has completed the major part -- perhaps all -- of his life work. His contributions to society and to his own immortality are largely completed. He must arrive at some appraisal of his life. The developmental task is to gain a sense of the integrity of his life -- not simply of his virtue of achievement, but of

his life as a whole. If he succeeds in this, he can live without bitterness or despair during late adulthood. Finding meaning and value in life, however imperfect, he can come to terms with death, according to Levinson (1978).

Lowenthal (1975) found that of four age groups (high school seniors, young newlyweds, middle-aged parents, and retirees) both male and female, the youngest group (especially the boys) were the least happy people followed closely by middle-aged women. In assessing life satisfaction, the older men ranked the highest of all eight groups. On this measure, too, the middle-aged women continue to be the least satisfied of all four groups of women according to Lowenthal.

According to Lowenthal (1975), an almost single-minded family-centeredness was the dominate theme through all eight groups. Parenthood was the main transition envisioned by the young; work, education and marriage were viewed largely as a means to an end. There are signs of expansiveness, experimentation, and interest in personal growth among the young men; however, judging from the life styles of the parent generation which they hoped to emulate, they would accede eventually to the nesting inclinations (and to the possessiveness) of the young women. The middle-aged men, for whom the joys and tribulations of active parenting were about to be over, seemed to be mustering all their strength to get themselves through another 10 to 15 years on the job,

so that their style of life would not have to be too drastically altered at retirement. The women approaching the post-parental stage show signs of desperation -- more so if their children gave any indication that they were not choosing to adopt the parental values and way of life. Many of these women expressed a desire for personal growth, a wish to break out of the family confines. In a youth-obsessed society, however, they could envision few realistic possibilities for doing so.

The Auburn Environment

Auburn, Alabama is a college town in the southeastern part of the state with approximately 18,000 permanent inhabitants. Its name comes from a line in a Goldsmith poem, "Sweet Auburn, Lovliest Village of the Plain". The city of Auburn was founded in 1836 and Auburn University was chartered in 1856 making it one of the oldest land grant schools in the South. The enrollment of Auburn University in 1984 was approximately 18,500.

The median family income of the city of Auburn for 1980 was \$19,231 compared to \$19,917 for the entire country. See Appendix A for an excerpt from the 1980 Census Report for Auburn, Alabama. The median family income during the same period for the state of Alabama was \$16,347, making it among the lowest in the nation. The Auburn area is characterized by a very large student population, a variety of blue collar

as well as white collar workers, and a somewhat large retirement population.

Except for Auburn University, Auburn, Alabama is a typical small southern town reminiscent of the town of Mayberry in "The Andy Griffith Show", according to Dempsey (1985). The town of Auburn centers around the University in providing goods and services, so when the students are on a break from classes, the local economy suffers greatly, at times. Auburn is somewhat different from its surrounding towns because of the University. The city of Opelika, five miles away, is very industrial in nature by comparison. It was here that the movie "Norma Rae" was filmed, according to Dempsey (1985). Most of the towns that surround Auburn reflect the relatively low family incomes characteristic of the entire state of Alabama.

According to Dempsey (1985) Auburn is typical of most small southern towns in that, religion is a high priority in the minds of its inhabitants. There are, in the immediate area, 90 different churches. These churches are typically small, but they have a large impact on the lifestyle of Auburn's inhabitants. According to Dempsey (1985), a relatively large number of the students of Auburn University attend church regularly more so than students at most colleges and universities in other parts of the country.

Most of the community interests of the area focus on Auburn University with everything from football games to

visiting lectures to rock concerts. There are a large number of clubs and organizations to join. Boy Scouts, youth groups, Lions Club, Women's Auxiliary, etc., are examples of these organizations, making Auburn very much a family-oriented place to live.

Auburn also has a relatively large retirement community. Wesley Terrace Methodist Home for the Aging is located there and has approximately 500 residents. Also many older adults come to Auburn to retire because of the low cost of living and the activities at Auburn University. According to Dempsey (1985), most of those of retirement age, grew up in the area, liked it, and decided to stay.

There are three main age groups in the Auburn area. The first, of course, would be the very large student population. There are approximately 11,000 students in the 16-19 years age group in this area, according to the 1980 Census (Appendix A). The second group would be the professionals that provide goods and services to the students. These would include car salesmen, bankers, teachers, and many others. There are approximately 2,500 people in the 35-44 years group, according to the 1980 Census. The third group would be the people of retirement age, those 65 years and older. There are approximately 2,500 people in the 65 years and older age group in the Auburn area, according to the 1980 Census.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to determine how success was perceived by different ages and sexes. This chapter includes the following sections: (1) Description and Selection of Subjects, (2) Creation of the Questionnaire, (3) Collection of Data, and (4) Analysis of data.

Description and Selection of Subjects

One hundred and eighty individuals were surveyed to determine their attitudes toward success. All of the individuals came from the Auburn, Alabama area. Three age groups of both sexes were surveyed to represent three phases of a person's working life. These age groups are the first, middle, and last of the age groups used by the U.S. Government in the Census Reports. See Appendix A for a description of the age groups used by the U. S. Census Bureau. Groups A (male) and B (female), 16-19 years old, represented the beginning work experience level; Groups C (male) and D (female), 35-44 years old, represented the middle years of a person's work experience level; and,

Groups E (male) and F (female), 65 years old and older, represented the final work experience level.

The predominate number of people in the 16-19 years group were the students at Auburn University. A random sample of these students was selected from the departments of Air Force Reserve Officer Training Corps (AFROTC) and Family and Child Development (FCD), both classes are electives used by most of the departments at Auburn University. The freshmen and sophomore AFROTC students were selected because they had no commitments to the Air Force at this point in their college careers, and because they were readily accessible. Because AFROTC could not provide enough female respondents, another sample source was selected; Family and Child Development (FCD) 269 entitled "Mate Selection". This course was selected because the respondents would have a variety of academic majors and the availability of female respondents would be excellent. Questionnaires were given to the students during class time. When 30 usable questionnaires from each sex were returned, no further questionnaires were collected.

The predominate number of the 35-44 years group came from those actively working in the Auburn area. Representative samples of each major career group reported in the 1980 Census Report (Appendix A) were used. Respondents from these career groups were selected according to their availability. A factor in the selection process

was the availability/nonavailability of some of the individuals from certain career groups in selecting the final sample. Questionnaires were given to these respondents over 90 percent of the time at their places of employment. When 30 usable questionnaires were obtained from each sex, no further questionnaires were collected.

The predominate number of people in the 65 years and older group were retirees. A sample of these people was selected from the only retirement home in the area, Wesley Terrace Methodist Home for the Aging. Wesley Terrace also has a non-resident program where retirees who live alone can come and socialize with the residents. Approximately 20 percent of the questionnaires used in the study for this age group came from these non-residents. The director of the Wesley Terrace Methodist Home for the Aging gave assistance in identifying respondents who were physically and mentally capable of answering the questionnaires as well as coordinating the selection of the non-residents used in the study. When 30 usable questionnaires were obtained from each sex, no further questionnaires were collected.

Creation of the Questionnaire

The questionnaire was developed by the researcher to collect data. The 11-question, multiple-choice questionnaire was compiled to cover a range of attitudes and opinions toward success. A variety of different types of

questions were used. In creating the questions for the questionnaire, the researcher gave consideration to the differences between different subjects, goals, motivations, and perceptions of success.

The first draft was reviewed by experts in questionnaire construction. After incorporating these suggestions, a field test was conducted on the first draft of the questionnaire. Five subjects were chosen from each category and their responses were noted, as well as their comments on the questions themselves. Minor changes were made to the questionnaire after the field test. See Appendix B for a copy of the final questionnaire.

Collection of Data

The questionnaire was administered to the six groups of subjects between April and August of 1984 in Auburn, Alabama. The questionnaires were given to the respondents in the following manner:

1. The questionnaires for Groups A and B were given to two classes (AFROTC 103 and FCD 269) at Auburn University. All questionnaires from these two groups were collected by the researcher at the same time for each of the two classes.
2. The questionnaires for Groups C and D were given individually to the respondents and collected in the same manner. Approximately 90 percent of the

questionnaires for this group were given at the respondent's homes. Approximately 30 percent of the questionnaires from these two groups were given and collected by two assistants; the remainder by the researcher.

3. The questionnaires for Group E and F were given to small groups approximately 80 percent of the time and given individually to the respondents the rest of the time. All questionnaires for these two groups were given and returned to the researcher at Wesley Terrace Methodist Home for the Aging.

All subjects answered in their own writing. There was no set time limit for the completion of the questionnaire, but the time ranged from four to 20 minutes. The average time was approximately six minutes.

Analysis of Data

To analyze the data collected from the subjects, the researcher compiled the responses for each category. One-way analyses of variance and t tests were used for significant differences by sex and age. The Tukey test was used as a follow-up test.

According to Conover-Iman (1981), the parametric methods described above can be used on the non-parametric rank orders such as those used in this study. This rank

transformation approach can be applied on a variety of analyses with good results. The power with normal populations is about the same whether the analyses is conducted on the actual data or the resulting ranks.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this study was to determine how success was perceived by different sexes and ages. In this section, the results of the questionnaire by sex and by age are presented in detail. Findings are organized according to individual questions and presented in table format. Tests for significance were established between the two sexes and among the same age groups. Each of the six groups had 30 responses for each question.

Demographic Characteristics

Group A consisted of the 16-19 years old males, Group B the 16-19 years old females, Group C the 35-44 years old males, Group D the 35-44 years old females, Group E the 65 years and older males, and Group F the 65 years and older females. In this study, there were 59 college students (30 males and 29 females), 31 college professors (13 were males and 18 females), 13 mill workers (nine males and four females), nine restaurant workers (four males and five females), and four military officers (all males). Also the study included 20 production workers (12 males and eight females), eight public school teachers (all females), 22

self-employed (12 males and 10 females), six car salesmen (all males), and eight housewives (all females). Demographic characteristics of the participants of the study are presented in Table I.

The 180 respondents had lived in Auburn for the following time intervals: 103 (52 males and 51 females) for less than five years, 27 (14 males and 13 females) for between five and 10 years, 13 (six males and seven females) for between 10 and 20 years, and 37 (18 males and 19 females) for greater than 20 years.

Do You Feel You are a Success?

Responses to Question Two are given in Table I. Question Two asked the respondents to tell if they felt they were a success. It had two possible responses: (1) yes and (2) no. Eight of the 90 males (8.89%) responded "no" and 18 of the 90 females (20%) responded "no".

Perceptions of Success by Sex

Responses to Question One are presented in Table II. Question One asked the respondents to rank the following as to what success meant to them: (1) financial success (financial independence, material gains), (2) career success (job level achieved, career you enjoy) and (3) personal success (personal fulfillment, personal happiness).

TABLE I
DEMOGRAPHIC CHARACTERISTICS OF THE STUDY
PARTICIPANTS

Characteristics	N	Sex		
		Male Percent	Female Percent	
Age Groups				
16-19 Years	30	50.0	30	50.0
35-44 Years	30	50.0	30	50.0
65 Years or more	30	50.0	30	50.0
Total	<u>90</u>		<u>90</u>	
Occupation				
College students	30	50.8	29	49.2
College professors	13	41.9	18	58.1
Mill workers	9	69.2	4	30.8
Restaurant workers	4	44.4	5	55.6
Military officers	4	100.0	0	-
Production workers	12	60.0	8	40.0
Public school teachers	0	-	8	100.0
Self-employed	12	54.5	10	45.5
Car salesmen	6	100.0	0	-
Housewives	0	-	8	100.0
Total	<u>90</u>		<u>90</u>	
Years living in Auburn				
0-5	52	50.5	51	49.5
5-10	14	51.9	13	48.1
10-20	6	46.2	7	53.8
>20	18	48.6	19	51.4
Total	<u>90</u>		<u>90</u>	
Perception of Success				
No	8	30.8	18	69.2
Yes	82	53.2	72	46.8
Total	<u>90</u>		<u>90</u>	

There was a significant difference ($p < .05$) between the sexes concerning financial success. Women ($\bar{X}=2.23$)

perceived financial success to be more important than men ($\bar{X}=2.44$) did.

TABLE II
MEAN RANKS AND t VALUES OF PERCEPTIONS
OF SUCCESS CATEGORIZED BY SEX

Type of Success	Sex		t
	Male \bar{X} Rank N=90	Female \bar{X} Rank N=90	
Financial	2.44	2.23	2.01*
Career	2.11	2.28	-1.76
Personal	1.33	1.21	1.60

* $p < .05$

Changes in Attitude Toward Success
Categorized by Sex

Responses to Question Eight are presented in Table III. Question Eight asked respondents to tell whether the type of success had become more, the same or less important to them as they grew older: (1) financial, (2) career, and (3) personal. No significant differences were found.

TABLE III
 MEAN RANKS AND t VALUES OF CHANGES IN
 ATTITUDES TOWARD SUCCESS AS
 RESPONDENTS GREW OLDER
 CATEGORIZED BY SEX

Type of Success	Sex		t
	Male \bar{X} Rank N=90	Female \bar{X} Rank N=90	
Financial	2.02	1.98	.26
Career	2.03	2.14	-.87
Personal	2.80	2.74	.81

* $p < .05$

Perception of Innate Traits
 Categorized by Sex

Responses to Question Four are presented in Table IV. Question Four asked the respondents to rank the following as to which was most important to them in achieving success: (1) inborn traits, (2) desire, (3) persistence, (4) self-confidence, and (5) faith in God.

There was a significant difference between the sexes concerning the perception of desire. Men ($\bar{X}=2.33$) perceived

TABLE IV
 MEAN RANKS AND t VALUES OF PERCEPTIONS
 OF INNATE TRAITS CATEGORIZED
 BY SEX

Traits	Sex		t
	Male \bar{X} Rank N=90	Female \bar{X} Rank N=90	
Inborn Traits	4.23	4.19	.24
Desire	2.33	2.82	-2.68*
Persistence	3.13	3.13	.0
Self-Confidence	2.52	2.51	.06
Faith in God	2.92	2.56	1.44

* $p < .05$

desire to be more important than women ($\bar{X}=2.82$) did. No significant differences were found among the sexes concerning inborn traits, persistence, self-confidence, or faith in God.

Perceptions of Environmental
 Characteristics Categorized
 by Sex

Responses to Question Five are presented in Table V. Question Five asked the respondents to rank the following

list according to which was most important to them in achieving success: (1) level of education, (2) past experiences and environment, (3) organized planning, (4) appearance (attractiveness, height, etc., and (5) Christian lifestyle.

TABLE V
MEAN RANKS AND t VALUES FOR PERCEPTIONS
OF ENVIRONMENTAL CHARACTERISTICS
CATEGORIZED BY SEX

Environmental Characteristics	Sex		t
	Male \bar{X} Rank N=90	Female \bar{X} Rank N=90	
Level of Education	2.16	2.74	-2.99*
Past Experiences & Education	2.47	2.71	-1.34
Organized Planning	2.87	2.98	- .55
Appearance	4.13	3.71	2.69*
Christian Lifestyle	3.78	2.89	2.08*

* $p < .05$

There were three significant differences. Men ($\bar{X}=2.16$) perceived levels of education to be more important than women ($\bar{X}=2.74$) did and women ($\bar{X}=3.71$) perceived appearance

to be more important than men ($\bar{X}=4.13$) did. Women ($\bar{X}=2.89$) perceived a Christian lifestyle to be more important than men ($\bar{X}=3.78$) did. No significant differences were found between the sexes concerning past experiences and education or organized planning.

Perceptions of Preventers of Success

Categorized by Sex

Responses to Question Nine are presented in Table VI. Question Nine asked the respondents to rank the following as to which ones, in their opinion, prevented success the most: (1) fear of failure, (2) lack of belief in one's self, (3) poor initiative, (4) lack of faith in God, and (5) lack of commitment.

There were four significant differences. Women ($\bar{X}=2.22$) perceived a lack of belief in oneself to be a more common preventer of success than men ($\bar{X}=2.99$) did, and men ($\bar{X}=2.83$) perceived poor initiative to be a more common preventer than women ($\bar{X}=3.43$) did. Also, women ($\bar{X}=3.02$) perceived a lack of faith in God to be a more common preventer than men ($\bar{X}=3.78$) did, and men ($\bar{X}=2.90$) perceived a fear of failure to be a more common preventer than women ($\bar{X}=3.38$) did. No significant difference was found between the sexes concerning lack of commitment as a preventor of success.

TABLE VI
 MEAN RANKS AND t VALUES FOR PERCEPTIONS
 OF PREVENTERS OF SUCCESS
 CATEGORIZED BY SEX

Preventers	Sex		t
	Male \bar{X} Rank N=90	Female \bar{X} Rank N=90	
Fear of Failure	2.90	3.38	-2.44*
Lack of Belief in One's Self	2.79	2.22	2.87*
Poor Initiative	2.83	3.43	-3.00*
Lack of Faith in God	3.78	3.02	3.35*
Lack of Commitment	2.57	2.86	-1.57

* $p < .05$

Motivators Toward Success
 Categorized by Sex

Responses to Question Ten are presented in Table VII. Question Ten asked the respondents to rank the following as to which motivated them to achieve more success: (1) financial gains, (2) increased responsibility, (3) increased power/authority, (4) recognition by peers, and (5) increased personal satisfaction.

There were two significant differences at the .05 level. Men ($\bar{X}=3.11$) perceived themselves as significantly

TABLE VII
MEAN RANKS AND t VALUES FOR MOTIVATORS
TOWARD SUCCESS CATEGORIZED BY SEX

Motivators	Sex		t
	Male \bar{X} Rank N=90	Female \bar{X} Rank N=90	
Financial Gains	3.22	3.03	.93
Increased Responsibilities	3.11	3.31	-1.11
Increased Power/Authority	3.44	3.46	- .06
Recognition by Peers	3.11	3.52	-2.03*
Increased Personal Satisfaction	1.56	1.90	-2.00*

* $p < .05$

more motivated by recognition by peers than women ($\bar{X}=3.52$). Also men ($\bar{X}=1.56$) perceived themselves as significantly more motivated by increased personal satisfaction than women ($\bar{X}=1.90$). No significant differences were found between the sexes concerning financial gains, increased responsibility, or increased power/authority as motivators toward success.

Goals Questions by Sex

Responses to Questions Six and Seven are presented in Table VIII. Question Six asked the respondents to rank how important goals were to them: (1) not important, (2)

slightly important, (3) important, (4) very important, and (5) essential.

TABLE VIII
MEAN RANKS AND t VALUES FOR GOALS
QUESTIONS CATEGORIZED BY SEX

Goals	Sex		t
	Male \bar{X} Rank N=90	Female \bar{X} Rank N=90	
Importance of Goals	4.39	4.10	2.39*
Types of Goals	2.56	2.29	2.40*

* $p < .05$

There was a significant difference between the sexes concerning the importance of goals. At the .05 level, men ($\bar{X}=4.39$) perceived goals to be less important than women ($\bar{X}=4.10$) did.

Question Seven asked the respondents to rank which one of the following best described the type of goals they had established for themselves: (1) short-term, (2) intermediate, and (3) long-term. There was a significant difference between the sexes concerning types of goals. At the .05 level, men ($\bar{X}=2.56$) perceived themselves as having

established shorter ranged goals for themselves than women ($\bar{X}=2.29$) had.

Importance of a Positive Mental
Attitude Categorized by Sex

Responses to Question Eleven are presented in Table IX. Question Eleven asked the respondents to rank how important a positive mental attitude (PMA) was in becoming successful: (1) not important, (2) slightly important, (3) important, (4) very important and (5) essential. No significant difference was found between the sexes concerning the importance of a positive mental attitude.

TABLE IX
MEAN RANKS AND t VALUES FOR IMPORTANCE
OF A POSITIVE MENTAL ATTITUDE (PMA)
CATEGORIZED BY SEX

	Sex		t
	Male \bar{X} Rank N=90	Female \bar{X} Rank N=90	
Positive Mental Attitude			
Importance of PMA	4.66	4.56	1.06

Perception of Success by Age

Responses to Question One are presented in Table X. Question One asked the respondents to rank the following as to what success meant to them: (1) financial success (financial independence, material gains), (2) career success (job level achieved, career enjoyment), and (3) personal success (personal fulfillment, personal happiness).

TABLE X
ANOVA SUMMARY FOR PERCEPTIONS OF SUCCESS

Source	D.F.	S.S.	M.S.	F.
Financial Success				
Between Groups	2	8.89	4.45	9.66*
Within Groups	<u>173</u>	<u>76.65</u>	.46	
Total	<u>175</u>	<u>88.54</u>		
Career Success				
Between Groups	2	1.91	.96	2.21
Within Group	<u>173</u>	<u>75.00</u>	.43	
Total	<u>175</u>	<u>76.91</u>		
Personal Success				
Between Groups	2	.43	.22	.83
Within Groups	<u>173</u>	<u>45.06</u>	.26	
Total	<u>175</u>	<u>45.49</u>		

* $p < .05$

There were significant differences among the three age groups concerning financial success, but there were no significant differences among the age groups for career success or personal success. The results of the Tukey test are presented in Table XI. The 65 years and older group ($\bar{X}=2.02$) was significantly different from the other two groups concerning financial success ($\bar{X}=2.50$ for the 16-19 years group and $\bar{X}=2.37$ for the 35-44 years group). The 65 years and older group perceived success to be more important than the other two groups did.

TABLE XI
RESULTS OF TUKEY TEST TO PERCEPTION
OF SUCCESS BY AGE GROUPS

Perceptions of Success	Age Groups		
	A+B (16-19 Years)	C+D (35-44 Years)	E+F (65 years or more)
Financial	<u>2.57</u>	<u>2.37</u>	<u>2.02</u>

Changes in Attitude Toward Success
Categorized by Age

Responses to Question Eight are presented in Table XII. Question Eight asked the respondents to tell whether the three types of success had become more, the same or less important as they had grown older.

TABLE XII
ANOVA SUMMARIES FOR CHANGES IN ATTITUDES
TOWARD SUCCESS AS RESPONDENTS GREW
OLDER BY AGE

Source	D.F.	S.S.	M.S.	F.
Financial Success				
Between Groups	2	4.49	2.25	3.08*
Within Groups	173	126.36	.73	
Total	175	130.85		
Career Success				
Between Groups	2	40.41	20.20	38.78*
Within Groups	173	90.14	.52	
Total	175	130.55		
Personal Success				
Between Groups	2	4.80	2.40	12.73*
Within Groups	173	32.65	.19	
Total	175	37.45		

* $p < .05$

All three types were significantly different at the .05 level. The results of the Tukey test are presented in Table

TABLE XIII
RESULTS OF TUKEY TEST TO CHANGES
IN ATTITUDES TOWARD
SUCCESS BY AGE

Changes in Attitude Toward Success	Age Groups		
	A+B (16-19 Years) \bar{X} Rank N=60	C+D (35-44 Years) \bar{X} Rank N=60	E+F (65 years or more) \bar{X} Rank N=60
Financial	1.90	2.25	1.93
Career	<u>2.55</u>	<u>2.27</u>	<u>1.41</u>
Personal	<u>2.82</u>	<u>2.93</u>	<u>2.54</u>

1=more important
2=same
3=less

XIII. The 65 years and older group ($\bar{X}=1.41$) was significantly different from the other two age groups ($\bar{X}=2.55$ for the 16-19 years group and $\bar{X}=2.27$ for the 35-44 years group) concerning career success.

The 65 years and older group ($\bar{X}=2.54$) was also significantly different from the 16-19 years group ($\bar{X}=2.82$) and the 35-44 years group ($\bar{X}=2.93$). In the 65 years and older group, the respondents felt career success and personal success had become more important to them as they grew older to a greater degree than the other two age

groups. Although the F value for financial success was significant at the .05 level, there were no significant differences between the three age groups when the Tukey test was utilized to identify where the significant differences lay.

Perception of Innate Traits

Categorized by Age

Responses to Question Four are presented in Table XIV. Question Four asked the respondents to rank the following as to which was most important to them in achieving success: (1) inborn traits, (2) desire, (3) persistence, (4) self-confidence, and (5) faith in God.

There were significant differences in three traits at the .05 level. The results of the Tukey test are presented in Table XV. The 65 years and older age group ($\bar{X}=3.46$) was significantly different from the other two age groups ($\bar{X}=4.43$ for the 16-19 years group and $\bar{X}=4.70$ for the 35-44 years groups) concerning inborn traits. The 65 years and older group perceived inborn traits to be more important than the other two groups.

The 65 years and older group ($\bar{X}=3.09$) was significantly different than the other two groups ($\bar{X}=2.28$) for the 16-19 years groups and ($\bar{X}=2.25$) for the 35-44 years group concerning self-confidence responses. The 65 years and older group perceived self-confidence to be less important

TABLE XIV
ANOVA SUMMARY FOR PERCEPTIONS OF
INNATE TRAITS BY AGE

Source	D.F.	S.S.	M.S.	F.
Inborn Traits				
Between Groups	2	48.53	24.27	18.97*
Within Groups	<u>173</u>	<u>221.26</u>	1.28	
Total	<u>175</u>	<u>269.79</u>		
Desire				
Between Groups	2	13.19	6.59	4.32*
Within Groups	<u>173</u>	<u>263.99</u>	1.53	
Total	<u>175</u>	<u>277.18</u>		
Persistence				
Between Groups	2	3.05	1.52	1.38
Within Groups	<u>173</u>	<u>191.50</u>	1.11	
Total	<u>175</u>	<u>194.55</u>		
Self-Confidence				
Between Groups	2	25.87	12.94	10.76*
Within Groups	<u>173</u>	<u>207.99</u>	1.20	
Total	<u>175</u>	<u>233.86</u>		
Faith in God				
Between Groups	2	3.96	1.98	.71
Within Groups	<u>173</u>	<u>479.83</u>	2.77	
Total	<u>175</u>	<u>483.79</u>		

* $p < .05$

from the other two groups. The 65 years and older group ($\bar{X}=2.96$) was significantly different than the 35-44 years group ($\bar{X}=2.33$) concerning desire. The 35-44 years group perceived desire to be more important than the 65 years and

TABLE XV
RESULTS OF TUKEY TEST TO PERCEPTIONS OF
INNATE TRAITS BY AGE

Traits	Age Groups		
	A+B (16-19 Years) \bar{X} Rank N=60	C+D (35-44 Years) \bar{X} Rank N=60	E+F (65 years or more) \bar{X} Rank N=60
Inborn Traits	<u>4.43</u>	<u>4.70</u>	<u>3.46</u>
Desire	2.43	<u>2.33</u>	<u>2.96</u>
Self-Confidence	<u>2.28</u>	<u>2.25</u>	<u>3.09</u>

older group did. No significant differences were found among the age groups concerning persistence or faith in God.

Perceptions of Environmental
Characteristics Categorized
by Age

Responses to Question Five are presented in Table XVI. Question Five asked the respondents to rank the following as to which was most important to them in achieving success: (1) level of education, (2) past experiences and environment, (3) organized planning, (4) appearance and (5) Christian lifestyle.

TABLE XVI
ANOVA SUMMARY FOR PERCEPTIONS OF
ENVIRONMENTAL CHARACTERISTICS
CATEGORIZED BY AGE

Source	D.F.	S.S.	M.S.	F.
Level of Education				
Between Groups	2	20.12	10.06	5.69*
Within Groups	173	305.60	1.77	
Total	<u>175</u>	<u>325.72</u>		
Past Experiences and Environment				
Between Groups	2	20.69	10.35	7.27*
Within Groups	173	246.20	1.42	
Total	<u>175</u>	<u>266.89</u>		
Organized Planning				
Between Groups	2	21.69	10.84	6.12*
Within Groups	173	306.47	1.77	
Total	<u>175</u>	<u>328.16</u>		
Appearance				
Between Groups	2	5.83	2.91	2.59
Within Groups	173	194.33	1.12	
Total	<u>175</u>	<u>200.16</u>		
Christian Lifestyle				
Between Groups	2	11.66	5.83	2.39
Within Groups	173	422.52	2.44	
Total	<u>175</u>	<u>434.18</u>		

* $p < .05$

There were significant differences in three characteristics (level of education, past experiences and environment, and organized planning). The results of the Tukey test are presented in Table XVII. The 65 years and

older group ($\bar{X}=2.05$) was significantly different from the 35-44 years group ($\bar{X}=2.88$) concerning the level of education responses. The 65 years and older group perceived the level of education to be more important than the 35-44 years group did. The differences between the 16-19 years group and the other two groups were not significant concerning level of education responses.

TABLE XVII
RESULTS OF TUKEY TEST TO PERCEPTIONS OF
ENVIRONMENTAL CHARACTERISTICS
CATEGORIZED BY AGE

Environmental Factors	Age Groups		
	A+B (16-19 Years) \bar{X} Rank N=60	C+D (35-44 Years) \bar{X} Rank N=60	E+F (65 years or more) \bar{X} Rank N=60
Level of Education	2.42	<u>2.88</u>	<u>2.05</u>
Past Experiences and Environment	2.67	<u>2.13</u>	2.96
Organized Planning	<u>2.63</u>	<u>2.68</u>	<u>3.41</u>

The 35-44 years group ($\bar{X}=2.13$) was significantly different from the other two groups ($\bar{X}=2.67$ for the 16-19

years group and $\bar{X}=2.96$ for the 65 years and older group) concerning past experiences and environment responses. The 35-44 years group perceived past experiences and environment to be more important than the other two groups did. The 65 years and older group ($\bar{X}=3.41$) was significantly different from the other two groups ($\bar{X}=2.63$ for the 16-19 years group and $\bar{X}=2.68$ for the 35-44 years group) concerning organized planning responses. The 65 years and older group perceived organized planning to be less important than the other two groups.

Perceptions of Preventers of Success

Categorized by Age

Responses to Question Nine are presented in Table XVIII. Question Nine asked the respondents to rank the following as to which one prevented success the most: (1) fear of failure, (2) lack of belief in oneself, (3) poor initiative, (4) lack of faith in God, and (5) lack of commitment.

There were significant differences in two preventers (fear of failure and lack of commitment). The results of the Tukey test are presented in Table XIX. The 35-44 years group was significantly different from the other two groups concerning fear of failure. The 35-44 years group ($\bar{X}=2.68$) perceived fear of failure was a more common preventer of success than the other two groups ($\bar{X}=3.45$ for the 16-19

TABLE XVIII
ANOVA SUMMARY FOR PREVENTERS
OF SUCCESS BY AGE

Source	D.F.	S.S.	M.S.	F.
Fear of Failure				
Between Groups	2	21.26	10.63	6.32*
Within Groups	<u>173</u>	<u>290.96</u>	1.68	
Total	175	312.22		
Lack of Belief in Ones Self				
Between Groups	2	2.03	1.01	.59
Within Groups	<u>173</u>	<u>299.51</u>	1.73	
Total	175	301.54		
Poor Initiative				
Between Groups	2	2.44	1.22	.67
Within Groups	<u>173</u>	<u>315.74</u>	1.83	
Total	175	318.18		
Lack of Faith in God				
Between Groups	2	3.83	1.91	.77
Within Groups	<u>173</u>	<u>427.89</u>	2.47	
Total	175	431.72		
Lack of Commitment				
Between Groups	2	17.30	8.65	5.82*
Within Groups	<u>173</u>	<u>257.34</u>	1.49	
Total	175	274.64		

* $p < .05$

years group and $\bar{X}=3.38$ for the 65 years and older group). The 35-44 years group was significantly different than the other two groups concerning lack of commitment. The 35-44 years group ($\bar{X}=3.13$) perceived lack of commitment to be less common a preventer of success than the other two groups

(\bar{X} =2.55 for the 16-19 years group and \bar{X} =2.41 for the other 65 years and older group).

TABLE XIX
RESULTS OF TUKEY TEST TO PERCEPTIONS OF
PREVENTERS OF SUCCESS BY AGE

Preventers	Age Groups		
	A+B (16-19 Years) \bar{X} Rank N=60	C+D (35-44 Years) \bar{X} Rank N=60	E+F (65 years or more) \bar{X} Rank N=60
Fear of Failure	3.45	<u>2.68</u>	3.38
Lack of Commitment	2.55	<u>3.13</u>	2.41

Motivators Toward Success
Categorized by Age

Responses to Question Ten are presented in Table XX. Question Ten asked the respondents to rank the following as to which motivated them to achieve more success: (1) financial gains, (2) increased responsibility, (3) increased power/authority, (4) recognition by peers and (5) increased personal satisfaction.

TABLE XX
ANOVA SUMMARY FOR MOTIVATIONS TOWARD
SUCCESS CATEGORIZED BY AGE

Source	D.F.	S.S.	M.S.	F.
Financial Gains				
Between Groups	2	11.97	5.99	3.29*
Within Groups	<u>173</u>	<u>314.89</u>	1.82	
Total	<u>175</u>	<u>326.86</u>		
Increased Responsibility				
Between Groups	2	11.33	5.66	3.91*
Within Groups	<u>173</u>	<u>250.47</u>	1.45	
Total	<u>175</u>	<u>261.80</u>		
Increased Power/Authority				
Between Groups	2	35.69	17.85	12.81*
Within Groups	<u>173</u>	<u>241.03</u>	1.39	
Total	<u>175</u>	<u>276.72</u>		
Recognition by Peers				
Between Groups	2	41.27	20.64	13.04*
Within Groups	<u>173</u>	<u>273.72</u>	1.58	
Total	<u>175</u>	<u>314.99</u>		
Increased Personal Satisfaction				
Between Groups	2	17.96	8.98	7.59*
Within Groups	<u>173</u>	<u>204.58</u>	1.18	
Total	<u>175</u>	<u>222.54</u>		

* $p < .05$

There were significant differences at the .05 level in five motivators (increased power/authority, recognition by peers, increased personal satisfaction, financial gains and increased responsibilities). The results of the Tukey test are presented in Table XXI. The 65 years and older group

TABLE XXI
RESULTS OF TUKEY TEST TO MOTIVATIONS
TOWARD SUCCESS CATEGORIZED BY AGE

Motivators	Age Groups		
	A+B (16-19 Years) \bar{X} Rank N=60	C+D (35-44 Years) \bar{X} Rank N=60	E+F (65 years or more) \bar{X} Rank N=60
Financial Gains	3.27	<u>2.80</u>	<u>3.41</u>
Increased Responsibility	3.07	<u>3.57</u>	<u>3.00</u>
Increased Power	3.52	<u>2.83</u>	3.93
Recognition by Peers	<u>3.72</u>	<u>3.68</u>	<u>2.66</u>
Increased Personal Satisfaction	<u>1.40</u>	<u>2.12</u>	<u>1.50</u>

was significantly different from the 35-44 years group concerning financial gains. The 35-44 years group ($\bar{X}=2.80$) perceived financial gains to be a more important motivator for success than the 65 years and older age group ($\bar{X}=3.41$).

The differences between the 16-19 years group ($\bar{X}=3.27$) and the other two groups were not significant. The 65 years and older age group was significantly different than the 35-44 years age group concerning responsibility. The 65

years and older group ($\bar{X}=3.00$) perceived increased responsibility to be a more important motivator for success than the 35-44 years group ($\bar{X}=3.57$). The differences between the 16-19 years group ($\bar{X}=3.07$) and the other two groups were not significant concerning increased responsibility. The 35-44 years group were significantly different from the other two groups concerning increased power. The 35-44 years group ($\bar{X}=2.83$) perceived increased power to be more important a motivator for success than the other two groups did ($\bar{X}=3.72$ for the 16-19 years group and $\bar{X}=3.93$ for the 65 years and older group).

The 65 years and older group was significantly different from the other two groups concerning recognition by peers. The 65 years and older group ($\bar{X}=2.66$) perceived recognition by peers to be a more important motivator of success than the other two groups ($\bar{X}=3.72$ for the 16-19 years group and $\bar{X}=3.68$ for the 35-44 years group). The 35-44 years group was significantly different from the other two groups concerning increased personal satisfaction. The 35-44 years group perceived personal satisfaction to be a less important motivator toward success than the other two groups ($\bar{X}=1.40$ for the 16-19 years group and $\bar{X}=1.50$ for the 65 years and older group).

Goals Questions by Age

Responses to Questions Six and Seven are presented in Table XXII. Question Six asked the respondents to rank how important goals were to them: (1) not important, (2) slightly important, (3) important, (4) very important, and (5) essential. Although the F value for the importance of goals was significant at the .05 level, there were no significant differences among the three age groups when the Tukey test was utilized to identify where significant differences lay.

TABLE XXII

ANOVA SUMMARY FOR THE GOALS
QUESTIONS BY AGE

Question/Source	D.F.	S.S.	M.S.	F.
Importance of Goals				
Between Groups	2	4.15	2.08	3.13*
Within Groups	173	114.76	.66	
Total	175	118.91		
Types of Goals				
Between Groups	2	23.02	11.51	25.69*
Within Groups	173	77.52	.45	
Total	175	100.54		

* $p < .05$

Question Seven asked the respondents to rank which one of the following best described the type of goals they had established for themselves: (1) short-term, (2) intermediate and (3) long-term?

There was a significant difference among the age groups concerning types of goals. The results of the Tukey test are presented in Table XXIII. Each of the three groups was significantly different from the other two. The 35-44 years group ($\bar{X}=1.97$) was more short-term in their perceptions of goals than the other two groups, followed by the 16-19 years group ($\bar{X}=2.43$) and then the 65 years and older group ($\bar{X}=2.86$).

TABLE XXIII
RESULTS OF TUKEY TEST TO TYPES OF GOALS
QUESTIONS CATEGORIZED BY AGE

Goals	Age Groups		
	A+B (16-19 Years) \bar{X} Rank N=60	C+D (35-44 Years) \bar{X} Rank N=60	E+F (65 years or more) \bar{X} Rank N=60
Importance of Goals	4.37	4.02	4.30
Types of Goals	<u>2.43</u>	<u>1.97</u>	<u>2.86</u>

Importance of a Positive Mental Attitude
Categorized by Age

Responses to Question Eleven are given in Table XXIV. Question Eleven asked the respondents to rank how important a positive mental attitude was in becoming successful: (1) not important, (2) slightly important, (3) important, (4) very important, and (5) essential. There were no significant differences among the age groups concerning a positive mental attitude.

TABLE XXIV

ANOVA SUMMARY FOR THE IMPORTANCE OF
POSITIVE MENTAL ATTITUDE
CATEGORIZED BY AGE

Source	D.F.	S.S.	M.S.	F.
Importance of Positive Mental Attitude (PMA)				
Between Groups	2	.41	.21	.52
Within Groups	170	67.26	.39	
Total	172	67.67		

Questions Concerning Changes in
Attitudes Toward Success as
Respondents Grew Older

Question Three asked the respondents to tell in their own words how their attitudes toward success had changed as they had grown older. The responses from all six groups had a common theme: financial success had become less important to them as they had grown older and personal success had become more important. This change in attitude toward financial success was just as strongly expressed in the 16-19 years group as the 65 years and older group. The only exception was the approximately 15% of the 65 years and older group who were financially troubled. The responses to Question Three were personal and individualistic in nature and a variety of responses was given from all six groups.

Summary

Eleven questions were asked of the six groups on their attitudes toward success. There were significant differences between the sexes concerning attitudes toward success. More females (20%) than males (8.89%) considered themselves not to be a success. In comparison to women, men perceived (1) financial success to be less important, (2) desire to be more important, (3) levels of education to be more important, (4) appearance to be less important, (5) a

Christian lifestyle to be less important, and (6) a lack of belief in one's self to be a less common preventer of success.

Men perceived poor initiative and a fear of failure to be more common preventers of success than women did and women perceived a lack of faith in God to be a more common preventer of success than men did. Men were motivated more toward success by recognition of their peers and increased personal satisfaction than women. Men perceived goals to be less important and they had established shorter goals for themselves than women had.

There were significant differences between the three age groups concerning attitudes toward success. The 65 years and older group perceived financial success to be more important than the other two groups did. Also, compared to the other groups, the 65 years and older group felt career success and personal success both became more important to them as they grew older.

The 65 years and older group perceived inborn traits to be more important in achieving success than the other groups. The 35-44 years group perceived the trait "desire" to be more important than the other two groups did. The 65 years and older group perceived level of education to be more important than the 35-44 years group did. The 35-44 years group perceived past experiences and environment to be more important than the other two groups and the 65 years

and older group perceived organized planning to be less important than the other two groups.

The 35-44 years group perceived fear of failure to be a more common preventer of success and lack of commitment to be a less common preventer of success compared to the other groups. The 35-44 years group perceived financial gains to be a more important motivator for success than the 65 years and older group did. The 65 years and older group perceived increased responsibility to be a more important motivator for success than the 35-44 years group did. The 35-44 years group perceived increased power to be more of a motivator for success than the other two groups did. The 65 years and older group perceived recognition by peers to be a more important motivator for success than the other two groups and the 35-44 years group perceived increased personal satisfaction to be a less important motivator toward success than the other two groups.

There were no significant differences among the age groups concerning the importance of goals, but the age groups were significantly different from each other in how they perceived the length of their goals. The 35-44 years group perceived their goals to be more short-term in length than the other groups followed by the 16-19 years group and last the 65 years and older group.

All six groups expressed comments concerning changes in attitudes toward success as the respondents grew older. All

six groups stated financial success had become less important and personal success had become more important as they had grown older.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine how success was perceived by different sexes and ages. In this chapter, the study is concluded by offering a summary and discussion of the results in four parts. The first section gives an overview and summary of the complete study. The researcher's conclusions are presented next, with implications, and recommendations for further research and practice presented in sections three and four.

Summary

Limited information existed on the attitudes people have toward success and how these attitudes vary according to sex and age. Understanding these differences could make a significant improvement in communication between people of different ages and sexes. The purpose of this study was to determine how success was perceived by different ages and sexes.

The questionnaire method used by the researcher provided the opportunity to survey the attitudes of success

of 180 subjects. Thirty subjects were in each of the six groups: three age groups (16-19 years, 35-44 years and 65 years and older) for both sexes. All of these subjects were from Auburn, Alabama. The findings of this study indicated that there were significant differences between the sexes and among different ages concerning attitudes toward success and that these attitudes toward success change as people get older.

Conclusions

Two research design problems recognized in this study are:

- a. The sampling procedures used did not yield a representative sample.
- b. The questionnaire was not tested for validity or reliability.

Subject to these limitations, the conclusions of this study were:

1. There are significant differences between how men and women perceive success. The members of each group showed generally similar traits and attitudes within their groups toward success and what it meant to them.

2. Males and females of different ages perceive success in different ways. A list of factors and attitudes separate the three age groups and both sexes concerning attitudes toward success.

3. Factors that influence attitudes toward success do change as people get older, can be identified, and are generally consistent within each group.

Implications

The results of this study have implications for practice and further research. An educator could use the results of this study to increase the level of understanding of his or her motivations as well as the motivations of his or her students by the following:

1. An educator can reassess and possibly redefine what success means to him or her, as well as to his or her students, to help to establish clearer goals in a variety of pursuits.

2. An educator can compare his or her attitudes toward success to students of different ages and sexes to see possible differences. Recognition of these differences can benefit communication between individuals of different ages and sexes and the educator.

3. An educator can anticipate how his or her attitudes toward success may change as he or she grows older thus making the transitions easier. Also the educator can anticipate changes in attitudes toward success by his or her students so as to offer insight to better communication between the student and the educator.

Recommendations

The educator could develop additional research areas from information related to this study by doing the following:

1. Test the questionnaire for validity and reliability.
2. Conduct a study in which the researcher selects a random sample of subjects to replicate this study.
3. Conduct a study of the attitudes toward success testing the interactions between sex and age.
4. Conduct a study of the cause/effect relationships involved in success to better understand the role of attitudes.
5. Conduct a study of attitudes toward success dependent on the subjects' geographic area, family and personal background, race, marital status, or any of a number of other factors.
6. Conduct a study of attitudes toward success categorized by sex and age compared to various income levels.
7. Conduct a study of financially successful people to find their common attitudes.

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APPENDIXES

Appendix A

1980 Census Report Excerpts

Excerpts from 1980 Census of Population, Occupation, and Income, for Auburn, AL (Census Bureau, Washington, D.C.).

I. Persons by Sex and Age

	<u>Total</u>	<u>Female</u>
Under 1 year	370	190
1 and 2 years	693	315
3 and 4 years	662	344
5 years	302	155
6 years	335	183
7 to 9 years	1,157	616
10 to 13 years	1,558	727
14 years	383	216
15 years	325	192
16 years	353	159
17 years	470	216
18 years	6,453	3,642
19 years	4,018	2,473
20 years	3,192	1,840
21 years	2,909	1,751
22 to 24 years	1,500	875
25 to 29 years	2,160	1,132
30 to 34 years	1,695	800
35 to 44 years	2,355	1,231
45 to 50 years	2,086	1,143
55 to 64 years	1,160	650
65 to 74 years	1,557	943
75 to 84 years	560	406
85 years and older	<u>195</u>	<u>144</u>
	36,448	20,343

II. Persons by Occupation Groupings (16 years and older)

	<u>Total</u>	<u>Female</u>
<u>Blue Collar</u>		
Production	1,817	1,017
Manufacturing	1,542	894
Sales (Retail)	1,542	894
Other	560	314
<u>White Collar</u>		
Professional	514	105
Managerial	395	83
Teachers	1,232	369
Other	438	301
<u>Self-Employed</u>	819	275
<u>Unemployed</u>	711	317
<u>Retired</u>	2,312	1,575
<u>Students</u>	19,453	10,871

III. Family Income, 1980

	<u>Median</u>	<u>Mean</u>
Auburn, Alabama	\$19,231	\$22,858
State of Alabama	\$16,347	\$19,199
United States	\$19,917	\$23,092

Appendix B

Success Questionnaire

The purpose of this questionnaire is to compare the attitudes people have toward success and to see if there are differences between different age groups and the two sexes. Please complete the following questions and the information requested on the following pages. Feel free to make any comments you wish. Thank you for your responses.

1. Rank the following (1 - most important to 3 - least important) as to what success means to you.

Financial success
(financial independence, material gains) _____

Career success
(job level achieved, career you enjoy) _____

Personal success
(personal fulfillment, personal happiness) _____

2. Do you feel you are a success? Yes _____ No _____

3. In what ways has your attitude toward success changed as you have gotten older?

4. Rank the following (1 - most important to 5 - least important) as to which is most important to you in achieving success from the list that follows.

inborn traits _____

desire _____

persistence _____

self-confidence _____

faith in God _____

5. Rank the following (1- most important to 5 - least important) as to which is most important to you in achieving success from the list that follows.

level of education _____

past experiences and environment _____

organized planning _____

appearance (attractiveness, height, etc.) _____

Christian lifestyle _____

6. How important are goals to you? (Check the appropriate answer)

not important _____

slightly important _____

important _____

very important _____

essential _____

7. Which one of the following best describes the type of goals you have established for yourself?

short-term _____

intermediate _____

long-term _____

8. Following each word in the list below, tell whether that type of success has become more, the same or less important to you as you have grown older.

financial _____

career _____

personal _____

9. Rank the following (1 - most common to 5 - least common) as to which ones of the following prevents success the most.

fear of failure _____

lack of belief in oneself _____

poor initiative _____

lack of faith in God _____

lack of commitment _____

10. Rank the following (1 - most important to 5 - least important) as to which motivates you to achieve more success.

financial gains _____

increased responsibility _____

increased power/authority _____

recognition by peers _____

increased personal satisfaction _____

11. How important to you is a positive mental attitude in becoming successful? (Check the appropriate answer)

not important _____

slightly important _____

important _____

very important _____

essential _____

12. Do you have any comments you would like to make about success?

Please answer the following:

1. Male _____ Female _____

2. Age _____

3. Occupation _____

4. Educational level (Check the appropriate answer)

less than high school _____

high school but no college _____

some college _____

college graduate _____

5. How long have you lived in the Auburn area? _____

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VITA

Ronald Keith Russell

Candidate for the Degree of
Doctor of Education

Thesis: A COMPARISON OF ATTITUDES TOWARD SUCCESS
CATEGORIZED BY SEX AND AGE

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Biographical:

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