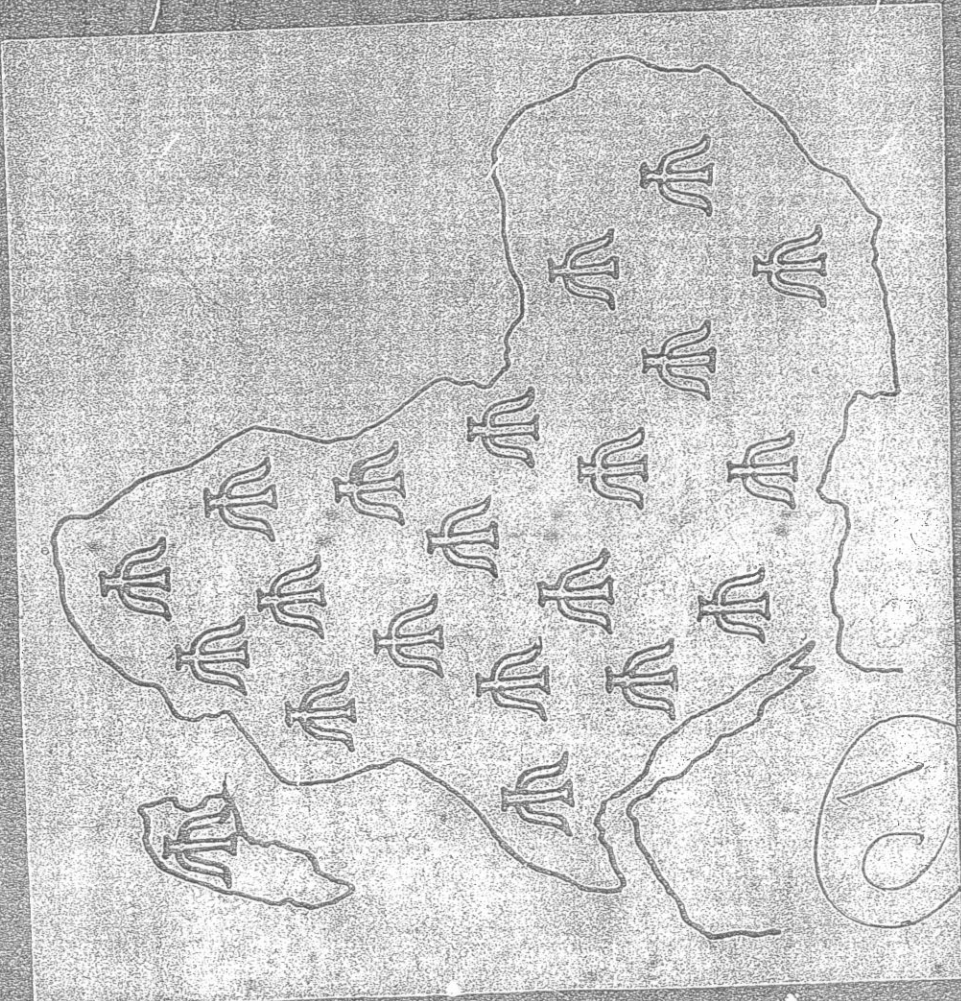


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EDITORIAL

It is all cheers that our authors' works have become permanent features at the Institute for Scientific Information in the last two years. The success story of our journal has been maintained by our authors, readers and subscribers. Please keep up the good work. In this issue, we have fourteen articles. The topics span from clinical psychology, developmental psychology, women studies, industrial, counselling, environmental psychology and history. The inclusion of Olunlade and Adebayo's article strongly represents our belief that the history of a people influences their behaviour. The paper is on the history of our library culture and operations.

Thank you all.

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DECLARATION

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**FEAR OF SUCCESS AMONG NIGERIAN FEMALES:
A CASE STUDY OF WOMEN IN HIGHER EDUCATION**

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ABSTRACT

The belief that females shy away from academic and occupational success underlies the theory of fear of success. The disposition is believed to be more predominant among females in the world than males. Further, it is generally agreed that the African society is still one that is traditional in orientation as regards gender issues. Thus, many a female in such a society may be more predisposed to such cognitive orientation, as compared to her counterparts in the developed world. The thrust of the present study is to find out if, women who by virtue of education and other factors can be found, teaching in higher institutions in the country and equipped with higher degrees are disposed to the fear of success syndrome.

The research, using the fear of success cue instrument revealed a non-disposition to the syndrome among the females, even though the (N) observed was not significant as compared to those who exhibited a tendency towards the syndrome. Among identified factors that could be responsible for those who were disposed towards the syndrome is the cultural setting in which they operate and ingrained cognitive and psychological functioning inherent in them.

INTRODUCTION

Women are believed generally, not to be oriented towards achievement or success outside the home. As much as possible, they avoid "achieving" or "succeeding" because of the notion that it is unfeminine to do so. Research findings by Liben and Signorella (1980) and Lenny (1991) revealed males orienting more to achievement settings and situations than females. Moreover, by adolescence, females are believed to have attuned to the negative consequences of academic and professional attainments. Herein, lies the cognitive orientation often referred to, as fear of success.

The cognitive orientation to avoid success is a tendency that inhibits achievement directed behaviour as a result of feelings and concerns about negative consequences of success in academic and professional settings. Thus fear of success leads to performance inhibition.

The first researcher into such cognitive disposition among females was Horner (1968) in a doctoral dissertation. In the research, she delved into ways and methods used by women to hide themselves behind screens, which could be for a lifetime. In the light of this, a bright and intelligent young woman whose aspiration is to be an attorney may settle for a career as a legal secretary, as a defence mechanism, for she is still in a professional environment of her liking and not really getting out of 'reach'. Horner (1968) went on to say:

Many achievement-oriented women, especially those high in the motive to avoid success, when faced with the conflict between their feminine image and developing their abilities and interest, compromise by disguising their ability and abdicating from competition in the outside world (p.64).

Horner further gave the following as characteristics of fear of success.

1. That, fear of success is a stable characteristics of the personality acquired early in life in conjunction with sex role standard.
2. That it is the disposition to have uncomfortable feelings when successful in competitive achievement situations when such is perceived as being inconsistent with femininity.
3. To expect social rejection as a result of success.
4. The feeling is more aroused in women than men.
5. And it is not equally important for all women. For the feeling is more strongly aroused in women who are highly motivated to achieve and who are highly able.

Horner hypothesized that it is better for respondents to be unaware of what they are being tested for, when one is out to investigate such a phenomena. Therefore, a verbal cue was what she used for her research, while fear of success was inferred from stories written in response to the cues. Such a cue is as

follow:

"After first term finals, Anne finds herself at the top of her medical school class".

The stories written were coded on a present and absent system of negative imagery. A higher proportion of females exhibited fear of success in the study than males. (65% of females and 9.1% of males).

Several researchers in the years immediately following Horner's research attempted finding out more about fear of success disposition among females, inspite of constraints militating against it, especially if one is to go by Horner's view of using cues. Among such researchers were Horner herself in 1971, Alper, (1973), Berens, (1972), Katz (1973), Makosky (1972), Monahan, Kuhn and Shaver (1974), Pappo (1973), O'Leary (1974) and O'Leary and Hammack (1975).

Another popular researcher in the fear of success syndrome is O'Leary (1974). O'Leary asked 169 women who had achieved academic honours at a midwestern University in U.S.A. to give written responses to four cues depicting successful females. The cues represented.

1. Success in a traditionally feminine competitive context.
2. Success in a traditionally masculine competitive context.
3. Social-domestic success and
4. Success achieved vicariously through the accomplishment of a husband.

In a similar study conducted by O'Leary and Hammack (1975). Using the cue "Susan's success in nursing school". Stories written on the cue went thus:

Susan wanted to be a doctor but due to public opinion and stiff competition in doctor's school, she decided to become a nurse. She had the brain and drive it takes, but people tend to look down on female doctors. Besides, she did want to get married some day, and everyone knows you can't hold a job and a household together at the same time. (p.232).

Researchers delving into such cognitive disposition diminished in the eighties and this trend has continued into the nineties. One attributory factor could be the

continued interest in another trait of female psychology, psychological androgyny, and no doubt because of inherent constraints perceived by researchers in studying fear of success. For, if one is to use cue(s), then one needs to take social/cultural dimension into the measuring instrument, apart from having to contest with framing cue(s) in such forms that it does not give itself away on its intents, while at the same time, making sure that it can measure what it purports to measure. This can be further compounded by the difficulties inherent in analysing responses given to cues such difficulties notwithstanding, disposition to avoid success is an area which the present researcher believes still needs attention, especially relating it to psychological androgyny and in developing nations like Nigeria. Taking into cognisance, the dearth of literature on the area in Nigeria, especially using the Horner's model, the researcher believed the present study could be gap-filling.

METHODS

Sample and Sampling Technique

Women in academic setting were used for the study. These group of women were those with at least, the Masters degree, teaching either on part-time basis or as full time University Lecturers from selected Universities in the north, west and east of Nigeria. A total sample of 131 could be made use of. Many could not be used because of non-completion of questionnaire filling. The sample was further reduced as a result of non-use of those who did not respond to the sex role orientation instrument but responded to only the fear of success (FOS) cue instrument alone. This was coupled with the paucity of number of female lecturers in some of the Universities. The sample were randomly selected.

Instrumentation

The investigator designed an instrument labelled fear of success cue to ascertain if the respondents could be said to be disposed to fear of success. This instrument (see appendix I) is a form of the projective technique which is believed to give room for uninhibited expression of opinions, since its purpose would be disguised. Projective techniques have been known to be less susceptible to faking. They also pose little or no threat to respondent's ego. The cue required the women to complete the story in the instrument. The cue in the study was so

designed in the light of paucity of women in the corporate business arena. It was assumed that even if a respondent has some psychometric sophistication, and is familiar with the general nature of the instrument, she cannot predict the intricate ways by which the responses would be interpreted by the designer.

The instrument was turned to psychometric experts in a selected University for their experts opinions, view on the instrument.

Arguments put forward were used as basis for the final form of the instrument. Further, the final form of the instrument was turned in again to experts for a test of its face and content validity.

Thereafter, the instrument was given out to forty women undergoing postgraduate studies in varied fields. Their responses were turned in to three experts for identification of five major themes of fear of success, which ought to have been exhibited by not less than five of the respondents. The identified themes by the three experts were then further collapsed into four major themes in each of the areas of absence and presence of fear of success (see appendix II). Identified steps taken by the investigator was in line with Anastasi (1976) suggestion that the Psychologist would not only rely on his judgement as to what has been observed from a phenomenon, but may go a step forward, to further confirm what has been observed by soliciting the confirmation of the existence of a trait in the phenomenon.

An instrument, Sex Role Orientation Instrument (Mowaiye, 1995) was used to identify the sex role orientation of the respondents. In some instances, the investigator personally distributed the questionnaire while in some other, assistants were used.

Scoring Scheme of the Instrument

The instrument was scored on absence (2) and presence (1) basis on the respondents statements.

In order to classify respondents on the fear of success (FOS) criterion, stories written by them on Ada's business were content analysed. Respondents who wrote stories reflecting happiness at Ada's achievement and sought avenues for more advancement on her business were grouped as not having fear of success (Non-FOS), while those who were negative about her achievement as a female were regarded as having fear of success (FOS). Examples of Non-FOS type stories included:

1. Musing on the struggling years and how good it feels to have succeeded inspite of all odds;
2. Thinking of her assets and what else to buy;
3. Of the next business to come and her board meeting the next day.

Examples of FOS type-stories included:

1. How she would spend the rest of her life alone because she would never get a man to marry with all that money.
2. Who her ideal is, but unfortunately the price of reaching the peak of her personal achievements make her lose this man, for he happens to be one of her business associates.

Frequency counts and the chi-square were used for data analysis.

Research Questions:

1. Do the women under study have the fear of success tendency?
2. Is there any relationship between fear of success and the sex role orientation of the women under study?

RESULTS

Using the simple frequency count, and the chi-square analysis, the research questions for the study were answered. The summary of result is as presented in Table 1.

Table 1: Predisposition of women under study to fear of success

Group	FOS		Non-FOS		Row Total
	N	%	N	%	
Feminine Females	44	(62)	27	(38)	71
Androgynous Females	21	(36)	39	(48)	60
Total	65		66		131

As could be observed from the table, the females under study who are not

disposed towards fear of success is almost proportional in number ($N = 66$) as compared to those who have the tendency towards fear of success ($N = 65$). A further analysis revealed that the number of feminine oriented female lecturers with FOS (62%) is higher than the number of androgynous female lecturers with FOS (36%). Conversely, the proportion of androgynous non-FOS (64%) is higher than the proportion of feminine non-FOS (38%) among the women under study. The chi-square applied to the distribution for significance of difference between the obtained frequencies in the table revealed a significant X^2 value of 8.75, which is greater than the value of 3.8 for 1 df. This shows a significant difference in the frequencies of those with FOS and those without FOS recorded in the table for the androgynous and the feminine groups, even though, according to the table, the number of women with FOS and the Non-FOS did not differ significantly.

DISCUSSION

The research findings of the study revealed the females under study to be disposed to the fear of success (FOS) syndrome. It is significant to note that a high proportion of women who were not predisposed to the fear of success syndrome were equally not traditional in their sex role orientation, and that a high proportion of those who were disposed to the syndrome were traditional and feminine in their sex role orientation. This shows that there is a relationship between one's sex role orientation and the tendency to be disposed to fear of success. The findings is similar to what was obtained in similar studies in other parts of the world. For example, Roberts (1984) and Rogers (1984).

One of the factors that could be responsible for the high number of those who were predisposed to FOS syndrome inspite of their level of education could be because of the cultural setting in which they operate; since it can be argued that one cannot detach one's self totally from one's own society, and because of ingrained psychic contamination which could have had its root at childhood at the adolescence years. Overcoming such contaminations may be difficult. It can be expected however, that as one's sex role orientation differ from the norm, so also will one's perception of success and the disposition to fear of success syndrome.

Such tendencies was reported by Roberts (1984) in a study carried out in the United States of America. He found women with androgynous tendencies not only pursuing non-traditional careers but equally having higher levels of social

competence, and higher levels of self esteem. Such findings were equally collaborated by Reinhardtts (1984), while Allen-Kee (1980) not only found androgynous individuals to be high in self esteem but went ahead to recommend that clinicians should encourage it as it positively correlated with good mental hygiene. In fact, one could say that self esteem may well be a function of one's sex role identity.

Aune and Aune (1996) further opined that where there is a high tendency towards masculinity dimension, there is usually the focus on achievement and power, a low level tendency towards fear of success but that cultures high on the femininity dimension, usually focus on nurturance and relationships. It goes without saying then that in traditional societies where there is a high percentage of females, the tendency towards nurturance and femininity will be high. This may account for why in such societies, nothing is rarely challenged either professionally, politically or socially. -A crave for societal change in these respect may have to start with change in training at childhood.

In conclusion, it is necessary to give such training that would make women less disposed to fear of success at the early stages of their life. A positive psychological self worth equipment is a step towards attaining such expectation. Not having fear of success makes for maximum output enablement from the women in varied fields. This can hasten male and female personality development as well as national development.

APPENDIX I

FEAR OF SUCCESS CUE INSTRUMENT

Ada is the chief executive of her own company, established some five years ago. She holds a Masters degree in Business Administration. She has a beautiful bungalow which she designed and built for her own comfort. Two servants wait on her in her house, and she owns a cute mercedes benz car. Lying on the sofa in her sitting room, her mind wanders. (Please complete the story).

APPENDIX II

KEY TO THE SCORING SCHEME OF THE FEAR OF SUCCESS SCALE ABSENCE OF FEAR OF SUCCESS SCORING SCALE

1. How to establish her business to make it larger and firmer, and responses relating to making other successful moves in business.
2. What she has and needs to change around the office or house like servants, car.
3. How proud she is to be where she is as a female in a man's world. Moves in this connection like a celebration of success.
4. Thinking of the struggling years.

PRESENCE OF FEAR OF SUCCESS

1. Denial of situation.
2. Inhibitions for further achievements.
3. To expect rejection as a result of success.
4. Not feeling comfortable with success and feelings of defensiveness or anxiety about it like what her relations, and friends would say about it.

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