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THE INFLUENCE OF RACIAL INTEGRATION ON THE ACHIEVEMENT-ORIENTED  
BEHAVIOR OF BLACK AND WHITE INMATES

A Thesis

Submitted to the Faculty

of

Appalachian State University

by

Joseph Glover Grace, III

In Partial Fulfillment of the

Requirements for the Degree

Master of Arts



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THE INFLUENCE OF RACIAL INTEGRATION ON THE ACHIEVEMENT-ORIENTED  
BEHAVIOR OF BLACK AND WHITE INMATES

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## Abstract

Although most of the racial achievement studies in the literature offer clear cut evidence of the typical reaction of blacks on racially integrated achievement tasks, none mentioned the effect that biracial encounter has on the achievement-oriented behavior of whites. Thus, the present study was conducted under the hypothesis that when given an achievement task black prison inmates will display more failure-avoidant behavior in a mixed than in a "black only" condition, while white prison inmates will display more achievement-oriented behavior in a mixed than in a "white only" condition. The task was to putt a golf ball into a cup at a range from one to nine feet, and it was assumed that an achievement-oriented S would tend to select intermediate putting distances while the failure-avoidant S would tend to select more extreme distances. The results indicate that 65.3% of the attempts made by the "whites mixed" condition Ss were at extreme positions in contrast to 55.9% made by the "white only" condition Ss ( $\chi^2=6.32$ ,  $p > .25$ ), and 32% of the attempts made by the "blacks mixed" condition Ss were at extreme positions in comparison to 16.7% by the "black only" condition Ss ( $\chi^2=11.07$ ,  $p < .10$ ). However, the very small sample size in the "blacks mixed" condition attenuates this level of significance. Thus, neither of the predicted differences was obtained at a level of confidence needed to support or expound upon past findings. On the other hand, the "black only" condition Ss were significantly more successful in their attempts than



than the mixed condition black Ss ( $Z=1.94$ ,  $p < .03$ ) and the "white only" condition Ss were significantly more successful in their attempts than the mixed condition white Ss ( $Z=2.64$ ,  $p < .004$ ). These differences could not be explained in terms of achievement-oriented or failure-avoidant behavioral approaches, nor could they be explained in terms of varying age, IQ, education, or anxiety level. Thus, it was concluded that such significant differences reflect the inhibitory effects that integration has produced on the quality of performance of both black and white Ss. In addition, the results of the TAT n Ach measure, the n Ach questionnaire, and the MAS and other more basic data for all 44 adolescent inmates were intercorrelated using Pearson product-moment correlations and significant correlations were discussed.

The first quantitative analysis in the area of achievement motivation began with McClelland's demonstration that college students in an experimentally heightened state of motivation to perform well on certain tests produced more future-oriented imaginative responses having to do with achievement in thematic apperception stories than students who were in a relaxed state at the time of writing thematic apperceptive stories (McClelland, et al., 1949). Then followed a number of exploratory studies (Lowell, 1952; Atkinson, 1953; French, 1955; Wendt, 1955; Atkinson & Raphelson, 1956) guided by the general hypothesis that persons who obtain high thematic apperception need achievement (n Ach) scores under neutral conditions are normally more highly motivated to achieve than persons who obtain low n Ach scores under the same conditions. These exploratory studies examined the relationship between Thematic Apperception Test (TAT) n Ach scores and performance under a variety of conditions and introduced the idea that the strength of motivation to achieve at a particular task in a particular situation must be viewed as jointly determined by a general disposition to achieve, called achievement motive, and an expectancy concerning the consequences of action that is defined by situational cues at the time of performance. Studies influenced by this rationale led to an interest in the effects of strength of expectancy that action will lead to success and incentive value of success at a particular task (Atkinson, 1953; French, 1955; Wendt, 1955; Atkinson & Raphelson, 1956). In 1957 Atkinson formulated the initial statement of a theory of the determinants of achievement-oriented performance in terms of two equally important



achievement-related motives, motive to achieve success ( $M_s$ ) and motive to avoid failure ( $M_{af}$ ). The theory, which is an extension and elaboration of ideas originally advanced by Lewin (1938), Escalona (1940) and Festinger (1942) in the resultant-valence theory of level of aspiration, provided a conceptual framework within which results from studies of individual differences in achievement and/or disposition to be anxious could be integrated and compared.

In the initial statement of Atkinson's theory the behavioral implications of a tendency to approach success and a tendency to avoid failure were explicitly expressed in reference to risk-taking preferences and level of aspiration but the interpretation of how a tendency to avoid failure would influence the level of performance when a subject was given a single task to perform was misperceived in common sense conjecture. At that time it was assumed that the tendency to avoid failure was equivalent to anxiety as conceived by Mandler, Sarason and co-workers in studies of test anxiety (1952). That is, it was assumed that "anxiety about failure" would excite both task-relevant responses and task irrelevant responses. As a result, anxious persons would suffer some performance decrement when anxiety about failure was strongly aroused. However, this deficiency of the initial statement was recognized when subsequent studies were designed to test implications of the theory and the meaning of a negative tendency [tendency to avoid failure ( $T_{af}$ ) = the motive to avoid failure ( $M_{af}$ ) X probability of failure ( $P_f$ ) X incentive value of failure ( $I_f$ )] as distinct from a positive tendency [tendency to approach success ( $T_s$ ) = motive to succeed ( $M_s$ ) X probability of success ( $P_s$ ) X incentive value of success ( $I_s$ )] (McClelland, 1958;

Littig, 1959; Spielberger, 1959; Atkinson, Litwin, 1960; Mahone, 1960; O'Connor, 1960; Atkinson, Bastian, Earl, Litwin, 1960; Brody, 1961; Feather, 1960, 1961, 1962, 1967; Atkinson, O'Connor, 1963; Moulton, 1963, 1965; Raynor, Smith, 1966; Morris, 1967; Franken, Morphy, 1970; Inkson, 1972).

These studies demonstrated that if the tendency having a positive sign that is generated by the product of  $M_s$ ,  $P_s$ , and  $I_s$  implies excitement or activation of a response which is expected to lead to success, then the tendency having a negative sign that is generated by the product of  $M_{af}$ ,  $P_f$ , and  $I_f$  must imply just the opposite of excitement or activation. It must represent a tendency to inhibit (i.e., to avoid the performance of) an act which is expected to lead to failure. This was the interpretation of an activity among a set of activities which differed in apparent difficulty. In reference to the level of performance of a single task, the tendency to avoid failure (conceived as an inhibitory tendency) functions to oppose and dampen the tendency to perform the task. This rather than too much general excitement of responses (Taylor, Spence, et al., 1956) or competing avoidant responses (Mandler, Sarason, et al., 1952) is the revised explanation of the performance decrements suffered by "anxious" people in achievement oriented tests derived from Atkinson's theory of achievement motivation.

A special assumption inherent in this theory is that when the motive to achieve success is dominant within the person he will tend to select tasks of intermediate difficulty. However, when the motive to avoid failure is dominant within the person he will tend to select either very easy or very difficult tasks. This implies that the achieve-



ment-oriented person establishes for himself a realistic level of aspiration, while the failure-avoidant person establishes for himself an unrealistically high or low level of aspiration in order to minimize the arousal of anxiety about failure. In both extremes the failure-avoidant person is protected from failure by either seeming to attempt the impossible or choosing a task at which failure is a remote possibility. This assumption was first observed in a study by McClelland (1958) involving a ring-toss game in which he reported that children presumed to be strong in achievement motive, as measured by graphic expression (Aronson, 1958), tended to take more shots at intermediate distances from a peg than children who were presumed weak in achievement motive (replicated by Atkinson, Litwin, 1960; McClelland, 1961). A number of similar studies have been reported in the literature which substantiate McClelland's findings (Atkinson, 1958; Spielberger, 1959; Mahone, 1960; Brody, 1961; Raynor, Smith, 1966; Morris, 1967; Franken, Morphy, 1970; Inkson, 1972; Tennen, 1973; McClelland, Watson, 1973).

The most recent contribution of major significance to the theory of achievement motivation was provided by Feather in a series of studies dealing with persistence at a task to expectation of success and the strength of achievement related motives (1960, 1961, 1962, 1967). He introduced and confirmed the hypothesis that under certain circumstances persistence in achievement-oriented activity will be greater among more anxious individuals than among individuals who are strongly motivated to achieve. He pointed out that this occurs when the alternative to which the subject might turn represents an even greater threat than the activity in which he is currently engaging.

Probably the most dramatic application of the theory of *n* Ach has been in the study of racial differences. In a biracial study by Rosen (1959) it was noted that the disparity between the socio-economic mobility rate, intelligence scores, and other indexes of "adequacy" between blacks and whites may be largely a result of their different orientations toward achievement. A similar study by Roen (1960) concluded that blacks incorporated "intellectually defeating" personality traits that play a significant role in their ability to score on measures of intelligence. In a series of studies by Katz and his associates (Katz, Goldston & Benjamin, 1958; Katz & Benjamin, 1960; Katz & Cohen, 1962; Katz & Greenbaum, 1963) black students were found to be anxious and unproductive in problem solving situations especially when confronted with white partners. Also, blacks maintained lower estimates of their own capacities in comparison with whites and seemed less assertive than whites. Studies by Battle & Rotter (1963) and Lefcourt & Ladwig (1965) reported that lower class blacks when contrasted to lower class whites appear more failure-avoidant and less confident of their ability to determine their own reinforcements. Battle & Rotter, Lefcourt & Ladwig have attempted to interpret blacks' lack of achievement-oriented behavior as being a function of blacks' generalized expectations that they are powerless to determine their own fates. In more recent studies measuring the *n* Ach of black and white rural school children Minigione (1965) reported that white subjects scored significantly higher than black subjects on McClelland's measure of *n* Ach and scores increased significantly with age. A similar study by Tidrick (1973) substantiates Minigione's findings, except that the pattern of *n* Ach scores was much less clear among her



lower class black and white student subjects. Also, Katz and his associates (Katz, Epps & Axelson, 1964; Katz, Henchy & Allen, 1968; Katz, Atchison, Epps & Roberts, 1972) have demonstrated that when black college students are compared to the achievement standard of white college students their behavior tends to become less achievement-oriented. These findings together with those from sociological and psychiatric investigations (Dollard, 1937; Rose, 1956; Finestone, 1960; Brody, 1961; Lazarus, et al., 1969) have led to the generally accepted conclusions that when blacks enter biracial competitive, achievement-oriented tasks they will have high expectancies of failure and consequently will behave in a failure-avoidant manner.

While most of these studies offer clear cut evidence of the typical reaction of blacks on racially integrated achievement tasks, none mentioned the effect that biracial encounter has on the achievement-oriented behavior of whites. Certainly an intriguing hypothesis would be that as blacks tend to become more failure-avoidant in a biracial achievement situation, whites, conversely, tend to become more achievement-oriented. It is upon this hypothesis that the present study is based, which will require some expansion of the existing methodological design in the area of black and white achievement motivation. In accomplishing this objective it would seem appropriate to use the tendency to select tasks of intermediate difficulty as the performance criterion for achievement motivation, as this has been shown to be a valid and reliable measure of n Ach. Thus, in operational terms, the following hypothesis will be tested:

It is predicted that when given an achievement task black

inmates will display more failure-avoidant behavior (tendency to avoid tasks of intermediate difficulty) in a mixed than in a "black only" condition, while white inmates will display more achievement-oriented behavior (preference for tasks of intermediate difficulty) in a mixed than in a "white only" condition.

#### Method

##### Subjects

For reasons of uniformity and ease of testing youthful offender inmates were chosen to serve as subjects (Ss) in testing the hypothesis. Thus, 60 male prisoners were randomly selected from an I.B.M. print-out of 249 male prisoners who were incarcerated at a youth correctional institute in South Carolina. However, due to a lack of cooperation, inability to read, or an early parole the original experimental group was narrowed to 48 Ss. This group was narrowed still further to 44 Ss (27 whites and 17 blacks) by the elimination of those Ss with IQ's below 70 and those suspected of visual-motor impairment. There were no systematic differences in social class, age, or reason for incarceration between the black and white Ss in the reduced experimental group. For the most part the Ss were of lower class origin and the mean age was 19.0. The typical crime leading to incarceration was breaking, entering and larceny; and the total previous convictions for each S was not less than one nor more than two. Their intelligence levels ranged from 79 to 120 on the Revised Beta (Kellogg & Morton, 1935) with a white mean IQ of 104.4 and a black



mean IQ of 87.6. Their educational levels ranged from fourth to twelfth grade with a white mean achievement of 9.1 years and a black mean achievement of 9.4 years. In addition, none of the Ss reported any particular skill or interest, other than as a spectator, in the game of golf.

### Procedure

Pretesting. Thematic apperception n Ach scores (McClelland, et al., (1953) from selected TAT cards, scores from an achievement motivation questionnaire (Lynn, 1969) and Manifest Anxiety Scale (MAS) scores (Taylor, et al., 1953) were obtained from the 44 Ss under relatively neutral conditions by two white examiners (Es)<sup>1</sup>. Only the TAT cards no. 1, 8 BM, and 14 were used as these are the three which were found to commonly elicit stories about achievement and success (Birney, 1958). These cards were reproduced on paper and each was attached to an answer sheet with four general question areas designed to help the S cover all the elements of a plot (see Appendix A). Also, a 20 item reduced form of the MAS (Bendig, 1956) was combined with the eight item achievement motivation questionnaire and administered concurrently (see Appendix B). Responses to each of the 28 items were made in terms of +3, +2, +1, -1, -2, -3 indicating strong agreement, agreement, slight agreement, slight disagreement, disagreement, and strong disagreement, respectively. In addition, it should be noted that the pre-testing instructions were prefaced by the following general comments by one of the Es:

1. The author and Dr. Jerry L. Salisbury, Director of Specialized Services, S.C. Department of Corrections.

You have been selected to participate in a game of skill which will be held in the next week or so. This game will give you the opportunity to win a little pocket change as well as try and out do your buddies. We will tell you more about the game later but now we need to know a little more about you as a person. So we are going to give you a short survey form and several picture stories for you to complete.

Experimental Groups. Using race as the only distribution criterion Ss were then randomly assigned to one of three experimental conditions-- "white only" group, "black only" group, and mixed group. The "white only" group consisted of 12 whites, the "black only" group consisted of 12 blacks and the mixed group was composed of 15 whites and 5 blacks. Each of the three major groups was divided into sub-groups of four Ss each, with each of the mixed condition sub-groups being composed of three whites and one black.

Apparatus. The apparatus for experimental testing consisted of a large well lighted room, a 4 ft. X 12 ft. section of green carpet, an "electric golfer" putting cup, a golf putter and several golf balls.

Task. The experiment was conducted by having each sub-group (four subjects) separately enter the experimental room where they were greeted by a black and a white tester<sup>2</sup> who demonstrated at close range (about 3 feet) the fundamentals of putting a golf ball into the electric ball return cup. In addition, the testers (Ts) called atten-

2. The author and Mr. James C. Taylor, Evaluator, Specialized Services, S.C. Department of Corrections.



tion to nine stripes marked on the carpet at one foot intervals from the cup. Beside each stripe was a number from 3 to 27 in progressive intervals of three from the cup. The  $T_S$  informed each sub-group that the numbers represented cents and that a designated amount of money could be won by each S simply by putting the golf ball into the cup at a speed in which it will come to rest in the back of the cup and can be returned electronically. It was pointed out that the greater the range the greater the potential earnings, but, also, the more difficult the task. Each S was then given an opportunity to take three practice putts followed by "10 putts for the money" from any or all of the one to nine foot intervals. Success and failure by each S from each selected interval was recorded by the  $T_S$ . After his tenth putt each S's total score was tabulated by the  $T_S$  and announced to the group as total earnings. All  $S_S$  were paid accordingly at the end of each session (after all four sub-group  $S_S$  had putt). When several of the  $S_S$  asked the purpose of the experiment they were informed by the  $T_S$  that it was a research project to determine how accurately young men can putt a golf ball into a cup at various distances when money is at stake.

#### Results and Discussion

The number of putts at each distance was tabulated for the  $S_S$  in each of the four conditions and converted into percentages. As Table 1 indicates there were very marked variations among conditions. Thus, a chi-square test of significance (Bruning & Kintz, 1968) was performed with all attempts at each distance by the  $S_S$  in the four conditions, and a very significant difference in overall pattern was found (chi-square=

Table 1

Percentage of attempts at each Distance

| Condition    | 1   | 2   | 3   | 4   | 5    | 6    | 7    | 8    | 9   |
|--------------|-----|-----|-----|-----|------|------|------|------|-----|
| Black Only   | .83 | .83 | 2.5 | 4.2 | 59.2 | 20   | 8.3  | 1.7  | 2.5 |
| Blacks Mixed | -   | -   | -   | 18  | 50   | -    | 32   | -    | -   |
| White Only   | -   | -   | -   | -   | 21.7 | 22.5 | 29.2 | 11.7 | 15  |
| Whites Mixed | -   | -   | 1.3 | 6.7 | 13.3 | 14.7 | 24   | 12   | 28  |

183.63,  $p < .001$ . This indicates a definite relationship between group membership (assigned condition) and desired putting distance. Therefore, the data in Table 1 was closely examined to determine the pattern of attempts for each condition in relation to all other conditions. It was of course, anticipated that there would be a greater percentage of putts taken from the intermediate range (indicative of achievement-oriented behavior) by the "white mixed" and "black only" condition  $S_S$  than their racial counterparts. Conversely, the "white only" and "blacks mixed" condition  $S_S$  were expected to select comparatively more extreme positions. With this in mind, the frequencies in the first three putting ranges were combined with those in the last three (extreme positions) for all four conditions which permitted achievement-oriented and failure-avoidant behavioral comparisons to be made. It was found that 65.3% of the attempts made by the "whites mixed" condition  $S_S$  were at extreme positions in contrast to 55.9% made by the "white only" condition  $S_S$ . Although this difference is in the predicted direction it is far from significant (chi-square=6.32,  $p > .25$ ). In addition, it was found that 32% of the attempts made by the "blacks mixed" condition  $S_S$  were at



extreme positions in comparison to 16.7% by the "black only" condition  $S_S$ , reflecting a significant difference in the predicted direction (chi-square=11.07,  $p < .10$ ). However, the very small sample size in the "blacks mixed" condition renders this statistical inference of questionable validity and reliability. In fact, any reported differences involving the "blacks mixed" condition should be viewed with reservations. Thus, it appears that neither of the predicted differences was obtained at a level of confidence needed to support or expound upon past findings. However, it should be noted that the "black only" condition  $S_S$  attempted only 16.7% of their putts from the six extreme positions while the "white only" condition  $S_S$  attempted some 55.9% of their putts from these "failure-avoidant" ranges. While this certainly reflects a significant difference between the risk-taking behavior of the two groups (chi-square=18.65,  $p < .005$ ) it would be invalid to conclude that the "black only" condition  $S_S$  exhibited more achievement-oriented behavior than the "white only" condition  $S_S$ . This is substantiated by the fact that the "white only" condition  $S_S$  were slightly more successful in their attempts at extreme distances far from the cup than the "black only" condition  $S_S$  putting from a more intermediate range (see Table 2) and the success of the "white only" condition  $S_S$  approached 50% (realistic level of aspiration).

It should also be noted that the white  $S_S$  in both the mixed and segregated conditions were more successful than the black  $S_S$  at every comparable distance. However, a Z-test (Guilford, 1965) computed on the percentage of success at all distances for all black and white  $S_S$  failed to yield a significant correlation ( $Z=.33$ ,  $p > .37$ ). In addition, the

Table 2

Percentage of Success at each Distance

| Condition           | * | 4  | 5  | 6  | 7  | 8  | 9  |
|---------------------|---|----|----|----|----|----|----|
| Black Only (N=12)   |   | 60 | 42 | 13 | 30 | *  | *  |
| Blacks Mixed (N=5)  |   | 33 | 20 | *  | 19 | *  | *  |
| White Only (N=12)   |   | *  | 62 | 25 | 46 | 57 | 22 |
| Whites Mixed (N=15) |   | 40 | 45 | 23 | 28 | 11 | 26 |

\* distances at which less than five putts were attempted have not been computed.

"black only" condition  $S_S$  were considerably more successful in their attempts than the mixed condition black  $S_S$  and the "white only" condition  $S_S$  were considerably more successful in their attempts than the mixed condition white  $S_S$ . With this in mind the Z-test was again applied to the percentages of success at all distances, and this time significant differences were found between the "black only"  $S_S$  and the mixed condition black  $S_S$  ( $Z=1.94$ ,  $p < .03$ ) and between the "white only" condition  $S_S$  and the mixed condition white  $S_S$  ( $Z=2.64$ ,  $p < .004$ ). These differences in success between groups are also reflected in their total earnings (see Table 3). Such a performance decrement by both black and white  $S_S$

Table 3

Percentage of Success at all Distances and Mean Earnings

| Condition           | % of success for all putts | Mean Earnings |
|---------------------|----------------------------|---------------|
| Black Only (N=12)   | 38                         | .51           |
| Blacks Mixed (N=5)  | 22                         | .35           |
| White Only (N=12)   | 43                         | .80           |
| Whites Mixed (N=15) | 28                         | .56           |



in the mixed condition can not be attributed to failure-avoidant behavior since all distances were accounted for statistically and these groups were out performed by their racial counterparts at both intermediate and extreme positions. Therefore, further investigation was undertaken to determine whether there were any recorded characteristics of Ss which were disproportionately grouped as a result of random distribution. Mean ages, IQ's and educational levels were obtained for all Ss in each of the four conditions. Also, mean scores were tabulated for the TAT n Ach measure, the n Ach questionnaire, and the MAS for all Ss in each condition. As Table 4 indicates, the "white only" and white mixed groups were virtually identical in these statistics,

Table 4

Variables Depicting Mean Scores

| Condition           | Age  | I.Q. | Education Level | Anxiety | N Ach questionnaire | TAT n Ach |
|---------------------|------|------|-----------------|---------|---------------------|-----------|
| White Only (N=12)   | 19.9 | 106  | 9.3             | 65.4    | 33.7                | 4.7       |
| Whites Mixed (N=15) | 20.0 | 104  | 8.9             | 65.6    | 30.4                | 6.2       |
| Black Only (N=12)   | 19.1 | 85.7 | 9.5             | 67.5    | 31.3                | 4.3       |
| Blacks Mixed (N=5)  | 18.4 | 92.8 | 8.2             | 68.8    | 30.8                | 5.0       |

as were the "black only" and "black mixed" groups. Thus, it seems reasonable to conclude that such significant differences reflect the inhibitory effects that integration has produced on the quality of performance of both black and white Ss. It should again be pointed out that some of the reported differences may not have been found had the black Ss been a larger and perhaps more representative sample in the mixed condition.

Also, the IQ differences between the black and white S groups tend to confound the findings, with respect to black-white comparisons. However, the differences found between the mixed condition white Ss and the "white only" condition Ss can be viewed with more confidence since numerically they are more representative and comparable samples with equivalent mean IQ's.

#### Additional Findings

The results of the two n Ach measures, the MAS and other more basic data, for all 44 Ss were intercorrelated using Pearson product-moment correlations (Guilford, 1965). As shown in Table 5, a significant

Table 5

Intercorrelations among Measured Variables

All White Ss (N=27)

|                       | 1      | 2      | 3      | 4       | 5       |
|-----------------------|--------|--------|--------|---------|---------|
| 1 Education           |        | .388** | -.353* | -.314   | -.162   |
| 2 IQ                  | .406   |        | -.262  | -.414** | .168    |
| 3 TAT n Ach           | .316   | .411   |        | -.043   | -.130   |
| 4 n Ach questionnaire | .193   | -.268  | -.235  |         | .586*** |
| 5 Anxiety Scale       | -.431* | -.469* | -.339  | .224    |         |

All Black Ss (N=17)

\*P &lt; .10

\*\*P &lt; .05

\*\*\*P &lt; .01



correlation was found with IQ and educational level for all white Ss, which approaches significance in a correlation of the same variables for all black Ss. This is not surprising since even the Revised Beta is quite academically and culturally based. Another significant finding was a positive correlation of IQ and the n Ach questionnaire for the white Ss, and an insignificant but positive correlation of these variables for the black Ss. Thus, it would seem that as an inmate's IQ increases his desire to achieve also increases.

The most significant finding was a positive correlation for white Ss with respect to manifest anxiety and the n Ach questionnaire. Again, an insignificant but positive correlation was found with these variables for black Ss. Thus, aside from achievement motivation, the n Ach questionnaire seems to have measured such traits as anxiety, tension and perhaps inability to relax. Since these traits have often been shown to be negatively correlated with achievement motivation there remains some question as to this measure's effectiveness in accomplishing the author's intended purpose. Further question is raised when considering that this questionnaire was insignificantly and even negatively correlated with the TAT n Ach measure for both black and white Ss. However, it should be pointed out that Lynn designed the questionnaire to be used in measuring the achievement motivation of college students and businessmen, and several of the questions are inappropriate for use with adolescent prisoners. Therefore, due to the nature of this sample an honest appraisal of the questionnaire's effectiveness can not be made.

Another noteworthy finding is a negative correlation of education

and manifest anxiety for both black and white Ss. Thus, it appears that as the educational level increases in the inmate his feelings of incompetence decrease and he is a more comfortable, confident person. This assumption is supported somewhat by a significant negative correlation of IQ and anxiety for the black Ss. Similarly, this data seems to indicate that as a black inmate's intelligence increases he tends to feel more adequate and less anxious.

#### Summary

The results of the study indicate that 65.3% of the attempts made by the "whites mixed" condition Ss were at extreme positions in contrast to 55.9% made by the "white only" condition Ss ( $\chi^2=6.32$ ,  $p > .25$ ) and 32% of the attempts made by the "blacks mixed" condition Ss were at extreme positions in comparison to 16.7% by the "black only" condition Ss ( $\chi^2=11.07$ ,  $p < .10$ ). However, the very small sample size in the "blacks mixed" condition attenuates this level of significance. Thus, neither of the predicted differences was obtained at a level of confidence needed to support or expound upon past findings. Perhaps this was due to the homogeneous nature of the sample. This is to say that juvenile offenders on a whole are notoriously low achievers, and this is reflected in the extremely low n Ach scores obtained from the TAT n Ach measure. On the other hand, the "black only" condition Ss were significantly more successful in their attempts than the mixed condition black Ss ( $Z = 1.94$ ,  $p < .03$ ), and the "white only" condition Ss were significantly more successful in their attempts than the mixed condition white Ss ( $Z = 2.64$ ,  $p < .004$ ). These differences could not



be explained in terms of achievement-oriented or failure-avoidant behavioral approaches, nor could they be explained in terms of varying age, IQ, education, or anxiety level. Thus, it was concluded that such significant differences reflect the inhibitory effects that integration has produced on the quality of performance of both black and white Ss. In addition, the results of the TAT n Ach measure, the n Ach questionnaire, and the MAS, and other more basic data for all Ss were intercorrelated using the Pearson product-moment correlations. Significant correlations were found with the n Ach questionnaire and MAS ( $r = .586, p < .01$ ), with IQ and the n Ach questionnaire ( $r = -.414, p < .05$ ), with education and IQ ( $r = .388, p < .05$ ), and with education and the TAT n Ach measure ( $r = -.353, p < .10$ ) for all white Ss. Also, significant correlations were found with education and MAS ( $r = -.431, p < .10$ ) and with IQ and MAS ( $r = -.469, p < .10$ ) for all black Ss.

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Appendix A

Name: \_\_\_\_\_

Picture 1

1. What is happening? Who is the person?
2. What has led up to the situation-that is, what has happened in the past?
3. What is being thought-what is being wanted?
4. What will happen? What will be done?

( T.A.T. Card No. 1)





Appendix B

- |                     |                        |
|---------------------|------------------------|
| +3 Strongly agree   | -3 Strongly disagree   |
| +2 Moderately agree | -2 Moderately disagree |
| +1 Slightly Agree   | -1 Slightly disagree   |

- \_\_\_\_\_ 1. I believe I am no more nervous than most others.
- \_\_\_\_\_ 2. I work under a great deal of tension.
- \_\_\_\_\_ 3. I cannot keep my mind on one thing.
- \_\_\_\_\_ 4. I am more sensitive than most other people.
- \_\_\_\_\_ 5. I frequently find myself worrying about something.
- \_\_\_\_\_ 6. I am usually calm and not easily upset.
- \_\_\_\_\_ 7. I feel anxiety about something or someone almost all the time.
- \_\_\_\_\_ 8. I am happy most of the time.
- \_\_\_\_\_ 9. I have periods of such great restlessness that I cannot sit long in a chair.
- \_\_\_\_\_ 10. I have sometimes felt that difficulties were piling up so high that I could not overcome them.
- \_\_\_\_\_ 11. I find it hard to keep my mind on a task or job.
- \_\_\_\_\_ 12. I am not usually self-conscious.
- \_\_\_\_\_ 13. I am inclined to take things hard.
- \_\_\_\_\_ 14. Life is a strain for me much of the time.
- \_\_\_\_\_ 15. At times I think I am no good at all.
- \_\_\_\_\_ 16. I am certainly lacking in self-confidence.
- \_\_\_\_\_ 17. I certainly feel useless at times.
- \_\_\_\_\_ 18. I am a high strung person.
- \_\_\_\_\_ 19. I sometimes feel that I am about to go to pieces.
- \_\_\_\_\_ 20. I shrink from facing a crisis or difficulty.

-2-

- |                     |                        |
|---------------------|------------------------|
| +3 Strongly agree   | -3 Strongly disagree   |
| +2 Moderately agree | -2 Moderately disagree |
| +1 Slightly agree   | -1 Slightly disagree   |

- \_\_\_\_\_ 21. I find it easy to relax completely when I have a holiday.
- \_\_\_\_\_ 22. I feel annoyed when people are not on time for appointments.
- \_\_\_\_\_ 23. I dislike seeing things wasted.
- \_\_\_\_\_ 24. I like getting drunk.
- \_\_\_\_\_ 25. I find it easy to forget about my work outside of normal working hours.
- \_\_\_\_\_ 26. I would prefer to work with a pleasant but incompetent partner rather than with a difficult but highly competent one.
- \_\_\_\_\_ 27. Inefficiency makes me angry.
- \_\_\_\_\_ 28. I have always worked hard in order to be among the best in my own line.

NAME: \_\_\_\_\_