OWNED LANGUAGE: TAKING RESPONSIBILITY FOR ONE'S THOUGHTS

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OWNED LANGUAGE: TAKING RESPONSIBILITY

FOR ONE'S THOUGHTS

An Abstract

Presented to the

Graduate and Research Council of

Austin Peay State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

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by

Donna L. Moore

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ABSTRACT

A study of the differences in using owned language was carried out among 234 college students. All took the Nowicki and Duke Locus of Control Scale (Nowicki & Duke, 1974) and those that had extreme scores were classified as having either an internal locus of control (N=37) or an external locus of control (N=40). Those 77 subjects participated in a second part of the study that asked them to imagine themselves first in a positive situation, then a negative one, and then to talk about how they felt about it. Their responses were counted and analyzed as being owned or disowned. There were two hypotheses. The first predicted that people with an internal locus of control would use more owned language. The second predicted that people, regardless of whether or not they had an internal or external locus of control, would use more owned language in a positive situation than in a negative one. Results failed to provide support for either of these hypotheses. However, additional analysis revealed an interaction effect between variables in that there were differences between males and females use of owned language depending on the situation they were responding to. In the positive situation, males owned more of their language than females did. The opposite was found to be true in the negative situation in that females owned more language than males. The differences between groups were significant. Implications for these findings are discussed.

OWNED LANGUAGE: TAKING RESPONSIBILITY

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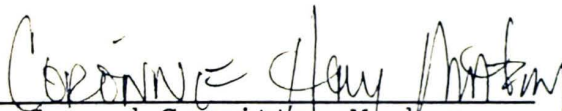of the Requirements for the Degree

Master of Science

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by

Donna L. Moore

March 1993

To the Graduate Council:

I am submitting herewith a Thesis written by Donna L. Moore entitled "Owned Language: Taking Responsibility for one's Thoughts." I recommend that it be accepted in partial fulfillment of the requirement for the degree of Master of Science, with a major in Community Mental Health Counseling.
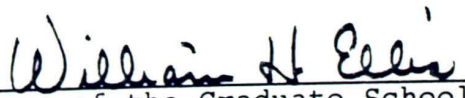
_____
Major Professor

We have read this thesis
and recommend its acceptance:

_____
Second Committee Member

_____
Third Committee Member

Accepted for the Graduate
and Research Council:

_____
Dean of the Graduate School

ACKNOWLEDGEMENTS

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INTRODUCTION

People hold on to certain beliefs about the world in which they live. These beliefs form the foundation for their attitudes about themselves as well as others. In addition to helping them understand the world around them, these beliefs and attitudes offer a sense of control.

Behavior is a concept fascinating to people in that many not only want to know the facts of what happens, but why it does. The cause or the "why" of behavior concerns many people in that they would like to ascertain if the action occurred due to force or by choice.

When discussing the causes of behavior and the elements underlying sets of motivation, one of the primary issues is whether the action is due to something about the person or something about the situation they were in. It is an interesting phenomenon that when given limited information, people often come to different conclusions as to what causes certain behaviors (Kammer, 1982).

Some judgments about behavior can be made by making attributions. Attributions are beliefs concerning why people behave in a certain way. In other words, attributions designate a cause towards one's own or someone else's behavior based on the information at hand. Unfortunately, attributions may not always be fair or

objective and are particularly likely to vary depending on who is involved. Attribution theory is the formal body of information regarding the use of inferences and implied causality (Kammer, 1982). Researchers studying attribution have been concerned with causes that attributors assign to their own behaviors versus attribution concerning others' behaviors (Weber & Vangelisti, 1991).

There are two types of attributions when it comes to describing behavior -- dispositional and situational. Dispositional attributions are those which ascribe a person's behavior to internal factors such as free will and personality traits. When we deem a person's behavior as being caused by external factors such as socialization or social influence, these attributions are considered situational (Brewin & Shapiro, 1984; Lefcourt, 1981; Rotter, 1982).

When our own behavior is unacceptable, we tend to say we are victims of circumstance. We often blame failures and unpleasant experiences on conditions outside ourselves and attribute the cause to situational factors (Brewin & Shapiro, 1984; Filley, 1975; Lefcourt, 1981). However, when we witness this same behavior in others, we are much more likely to say that they are free and purposeful actors and that their behavior is dispositionally determined by internal personality factors (Kammer, 1982; Kelly & Michel, 1980; Lefcourt, 1981).

reverse is true when one's own behavior is examined. We have a tendency to take credit for outcomes which are positive, successful and pleasant . If we do something favorable, we tend to attribute it to some stable, personal attribute that is internal. If we see others do the same, we tend to say it is situational or external (Kammer, 1982; Kelly & Michel, 1980).

The distinction between internal and external factors is of fundamental importance in causal attribution (Lefcourt, 1981; White, 1991). This understanding of the differences in internal and external factors form the foundation for later theories of locus of control. Locus of control is a concept of personality originally described by Rotter (1966) that refers to how people perceive the consequences of their actions.

According to theories about locus of control, people believe their actions to be controlled either by personal variables that are internal, by environmental factors which are external, or by some combination of the two. People who believe that they control their own fate and are responsible for their own successes and failures are said to have an internal locus of control. On the other hand, those who see their lives as guided by forces beyond their control and see success or failure as being the result of luck, chance or fate have an external locus of control (deMan, Hall & Stout, 1990; Lefcourt, 1981; Rotter, 1982).

As one of the most-studied variables in psychology and social science, locus of control has been frequently used to study differences between groups, societies and individuals (Rotter, 1966; Rotter, 1982).

Internal attributions suggest acceptance of personal behavior (Simoni, Adelman, & Perry, 1991). In order for people to change, they have to take responsibility for what they do and, therefore, have an internal style (Seligman, 1991). Some would expect a relationship between internality and good adjustment because the internal subject believes success to be internally caused. Conversely, when internal subjects experience failure, they must blame themselves.

Belief in luck or chance is often seen as a defensive behavior used in an attempt to enable people to preserve their self esteem in the face of failure. It would certainly be more difficult to work with clients in psychotherapy if they feel extraneous factors are in charge of their own fate rather than their own actions (Lefcourt, 1981).

According to locus of control theory, people vary in the amount of responsibility they assume for their future (Lefcourt, 1981; Rotter, 1982). This idea is similar to attribution theory in that the attribution a person makes regarding behavior depends a lot on the point of view of the observer. This point of view will, in turn, affect who

is perceived as responsible for that behavior.

People respond to questions about responsibility for failure and success in terms of their sense of control. Responsibility for one's thoughts and feelings can be seen in different ways, but especially in how one communicates with others. One's language and the way one communicates can be said to be a reflection of one's self. Linguistically, responsibility is assigned by naming specifically the person or persons who caused a set of events to occur (Lamb, 1991).

Language both shapes and reflects our understanding. Consequently, one's personal experiences are reconstructed through talking. It is commonly believed that one can infer behavior from what people say about themselves and significant others (Anderson & Goolishian, 1988; Stamp 1991; Winer, 1971). By speaking for oneself without blaming others, one takes responsibility for the statements one makes as well as one's own thoughts and feelings. It is not necessary to criticize someone else in order to express one's feelings (Alberti & Emmons, 1986; Satir, 1976). When someone claims responsibility linguistically, discussing their own emotion and accountability, these statements are called "I" statements. They are also referred to as owned language (Pfeiffer & Pfeiffer, 1974; Pfeiffer & Jones, 1975; Phoenix Institute, 1982; Ratliffe & Hudson, 1988; Satir, 1976).

"I" messages report about the speaker, communicate self-responsibility, and are focused on the speaker's thoughts and feelings. They do not attempt to control the other. "I" statements are an ideal way to deliver an unambiguous message about our thoughts and feelings (Phoenix Institute, 1982 ; Satir, 1976).

Owning is a means for fostering direct communication (Pfeiffer & Jones, 1974). It is a clear and open expression of thoughts and feelings that involves making free choices. People who use owned language are taking responsibility for their own feelings and thoughts and they are communicating them (Pfeiffer & Jones, 1974; Phoenix Institute, 1982).

"I" statements and owning language are concepts that have been referred to by many different theorists. Rogers (1961) spoke of people "owning" their feelings. Although they may be more upsetting at times, persistent feelings which are owned may be far more rewarding than are attempts to deny or conceal them (Rogers, 1980).

Bowen (1978) refers to the "I" position in psychotherapy as a position in the family in which people can state their own convictions without fear of criticism from others. It is assumed that as the person changes and becomes more differentiated that the number of "I" statements reflecting this change would increase and the number of you, we, our, us statements would decrease.

Differentiated "I" includes observing and speaking for oneself without blaming others (Kerr & Bowen, 1988). To speak for oneself and to accept responsibility of one's own problems is necessary to govern one's own interactions.

Gestalt therapists also make reference to owning and taking responsibility, not only one's actions but also the meanings that are attached to others' behavior. The underlying essence is that it is impossible for anyone "to make someone angry," since it is each person's choice whether or not to become angry. Each person alone is responsible for the meaning attached to the behavior of others and one's anger comes from that meaning (Pfeiffer & Pfeiffer, 1975).

Other Gestalt techniques refer to "it" language and "I" language, which deal with the semantics of responsibility and involvement (Fagan & Shepard 1970). It is common to refer to one's acts in the third person. Therefore, changing "it" language to "I" language enables one to learn to identify more closely with the particular behavior in question and to assume responsibility for it.

The focus of the message in any statement can be inferred from the pronouns used. If "I" is used steadily, the speakers are focusing on their own thoughts. Messages that use "you", "they", "we", "it", or "our" diffuse the focus of the message and are, therefore, not owned (Pfeiffer & Jones, 1974; Phoenix Institute, 1982; Satir,

1977). It is assumed that as people take responsibility in their speech, the number of "I" statements would increase (Kerr & Bowen, 1988; Winer, 1971). Recent research on communication has focused on the study of interpersonal dialogue. This analysis has focused on several areas including locating the intentions of actions through an examination of the objective features of speech (Lamb, 1991; Nelson, 1991) investigating the focus of conversations (Vangelisti, Knapp & Daly, 1990); and attempting to quantify particular characteristics in speech patterns (Winer, 1971).

One attempt to quantify specific characteristics examined the use of I-messages. I-messages with couples have been found to be beneficial when used for conflict resolution (Hay, 1985; Kubany, Richard, Bauer & Muraoka, 1992). Couples using "I" statements reported more positive change in their feelings and rated their partners as having significantly more empathy in paraphrasing their feelings and wishes.

There have been numerous studies using I-messages with children. It has been found that I-messages could be used to influence behavior in the classroom (Peterson, et al., 1979) and with behavior management programs (Martinez, 1986). The goal of these programs is to foster student responsibility. Students learn to use "I" statements instead of criticisms to better communicate their feelings.

This type of assertive program works well in stressing rules, consequences and instilling a sense of responsibility for one's own behavior (Martinez, 1986; Peterson, et al., 1979).

I-messages can be used by parents of children with behavior problems in the home. These statements offer an alternative to blaming and preaching by offering a description of the child's behavior, expression of feeling and the effect of that behavior. I-messages are less likely to produce resistance and rebellion in children (Chant & Nelson, 1982; Peterson, et al., 1979).

I-messages have increasingly been used by physicians in working with their poor clients. Increasing their awareness of their language can help them lessen communication barriers with their patients and to foster self-empowerment through their choice of words they use and the meanings they represent (Ventres & Gordon, 1990).

This study attempted to study specific attributes of language. The purpose of this study was to investigate how the concepts of locus of control, attribution, and owned language might possibly be related by looking at how people describe their behavior in a particular situation.

It was expected that those with an internal locus of control would talk differently (i.e. assume more responsibility for their actions) about the situation than those people who had an external locus of control. The

context of the situation was also expected to have an effect in that if there were pleasant consequences, a person would talk differently about the situation than if the situation were unpleasant.

Based on the existing literature, it is hypothesized that:

1. People with an internal locus of control use more owned language and, conversely, people with an external locus of control use more disowned language .

2. People in a positive situation use more owned language; those in a negative situation use more disowned language. A positive situation can be defined as a situation in which the consequences of an event or series of events is interpreted by subjects to be pleasant, agreeable or favorable towards themselves. A negative situation is one in which the consequences can be interpreted as being unpleasant or disagreeable for subjects.

Chapter 2

METHOD

Subjects

Subjects were 234 undergraduate students (60 male and 174 female) enrolled in introductory psychology courses at Austin Peay State University. Participation was on a voluntary basis and subjects received extra credit in their class for participating. The subjects were given the Nowicki and Duke Locus of Control Scale (1974) as a screening device to determine who were the extreme scorers (internal or externals) on the scale. Internals (N=37) were the subjects who scored from 0-6 and were considered to have an internal locus of control. Those with an external locus of control (N=40) were the subjects scoring from 15-40 and were thereby classified as externals.

The subjects from both groups were then asked to return to participate in the actual study. Of the 77 asked to return (22 male and 55 female), a chi-square test for independence showed that although there was a greater number of females in the study, the proportion of females and males in each part of the study did not change, $\underline{X}^2$ (df=1) = 0, $\underline{p}$ < .05.

Materials

The Nowicki and Duke (1974) Locus of Control scale (Appendix B) was administered to subjects. This scale was normed on college students and as such was a primary selection factor in this test's use in the study. Additionally, this scale was used instead of the somewhat more commonly used Rotter I/E scale (Rotter, 1966) due to the tendency for socially desirable responses that often plagues the Rotter scale.

The subjects classified as internal or external returned for the actual study and were given two situations (one positive, the other negative) to read and then respond verbally based on their perceptions.

Design and Procedure

Testing began by administering the Locus of Control Scale to undergraduate psychology students. After the tests were scored, those scoring in the extreme ranges (0-6 for internals; 15-40 for externals) were asked to return to continue in the study. This design for selection of subjects is similar to one used by Rickards and Slife (1987). Again, participation was voluntary.

There were seventy-seven subjects with extreme scores considered to be either internal ($N = 37$) or external ($N = 40$). The researcher was blind to which subjects were internals and which ones were externals at the time of the testing procedure.

Each subject was tested individually. When tested, they were seated and given a sheet of paper with the instructions and procedures of the study (Appendix C). After reading the instructions and stating that they were ready to begin, they were given a sheet of paper with a hypothetical situation described on it. The situations that the subjects were asked to respond to were coded as being either positive situations or negative ones. A positive situation is one where the results could be construed as enjoyable or pleasant for the subject (see Appendix D). Conversely, a negative situation is one in which the results could be considered unpleasant or disappointing (see Appendix E).

Each subject was presented with both situations. Subjects were treated identically except for the order of presentation of the situation. Situations were presented alternately so that one subject was presented with initially a positive situation and then a negative one; the next subject received the negative situation first and secondly given the positive one. This procedure was repeated for all subjects. Subjects were asked to read the situation aloud and then to think about it for a few moments. If they understood the instructions and had no questions, they were asked to respond to the situation by describing how they felt about it.

All responses were timed and tape-recorded. The first sixty seconds of each response were used for data collection in order to allow potentially for a responding standard among the subjects. If the subjects responded for less than sixty seconds, they were given one of two prompts. The prompts were given in the same order and were repeated whenever the subject stopped responding.

Prompt 1: Please continue.

Prompt 2: Describe how you feel about the events that led up to the outcome.

Chapter 3

RESULTS

The recorded data was analyzed by counting the number
of statements each subject made in each situation. Each
sentence was then broken down further by analyzing the
pronouns in the context of the sentence. This design is
similar to the modified pronoun count (Winer, 1971) which
assessed change in a person's language.

The statements were classified as being owned or
disowned. Owned statements used the pronoun "I" and
involved speaking for oneself; disowned statements included
other pronouns such as "we," "they," and/or "you," and
involved directly or indirectly speaking for others. The
total number of owned statements was computed as a ratio
with the number of owned statements divided by the number
of owned plus the number of disowned statements.

A three-way analysis of variance was used to show the
differences between and within groups in their use of owned
language. The results are shown in Figure 1.

With regard to the between-groups study, it was
hypothesized that the subjects with an internal locus of
control would use more owned language than the subjects
with an external locus of control. The results indicated

Figure 1. Locus of control and owned language.
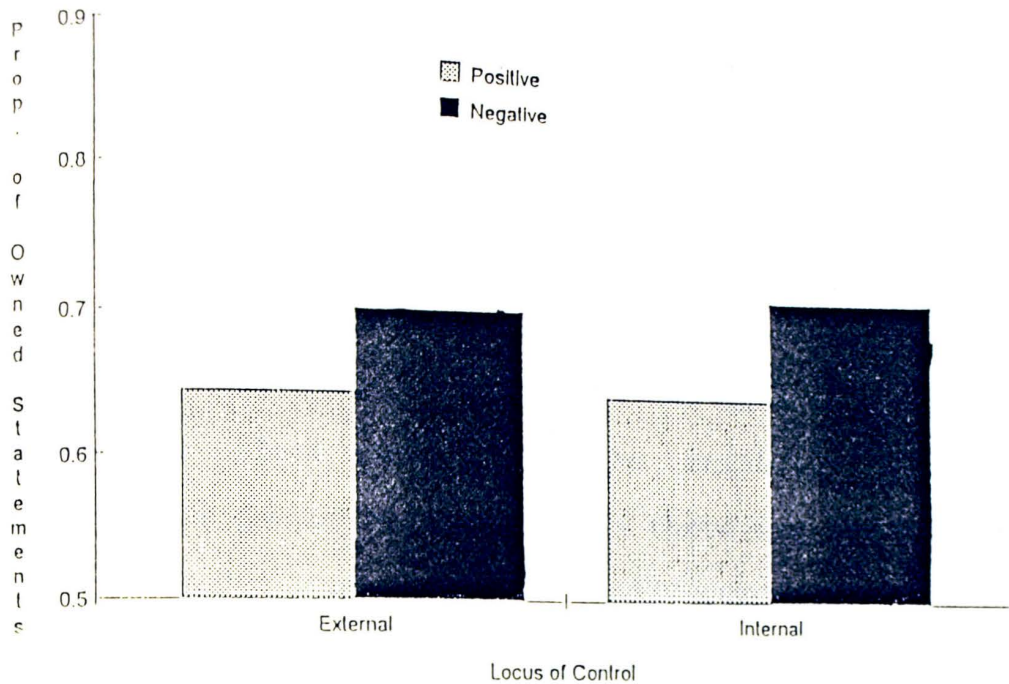
no significant differences between the groups in their use of language, F (1,72)= 0.002, p >.05, MSE = 0.085.

Regarding the within-subjects design, it was hypothesized that as a whole, subjects would use more owned language in a positive situation than in a negative situation, regardless of whether or not they had an internal or external locus of control. The results show that the number of owned language statements used in the positive situation was not significantly different from the number of owned statements used in the negative situation, F (1,72) = 3.181, p > .05, MSE =0.039.

The original hypothesis of the study failed to receive support from the data. The variables of locus of control of the subject and situation response were independent of one another, with one variable lacking reliance on the others, F (1,72) = 0.030, p > 0.05, MSE 0.036. There was no interaction effect between these variables.

Although there was no support for the original hypotheses, additional analysis of the data indicated an interaction effect among all of the variables. When examined for gender differences, a three way analysis of variance showed that there was a difference in how male and female subjects responded to the situation depending on its status as positive or negative (see Figure 2).

Figure 2. Gender differences in owned language.
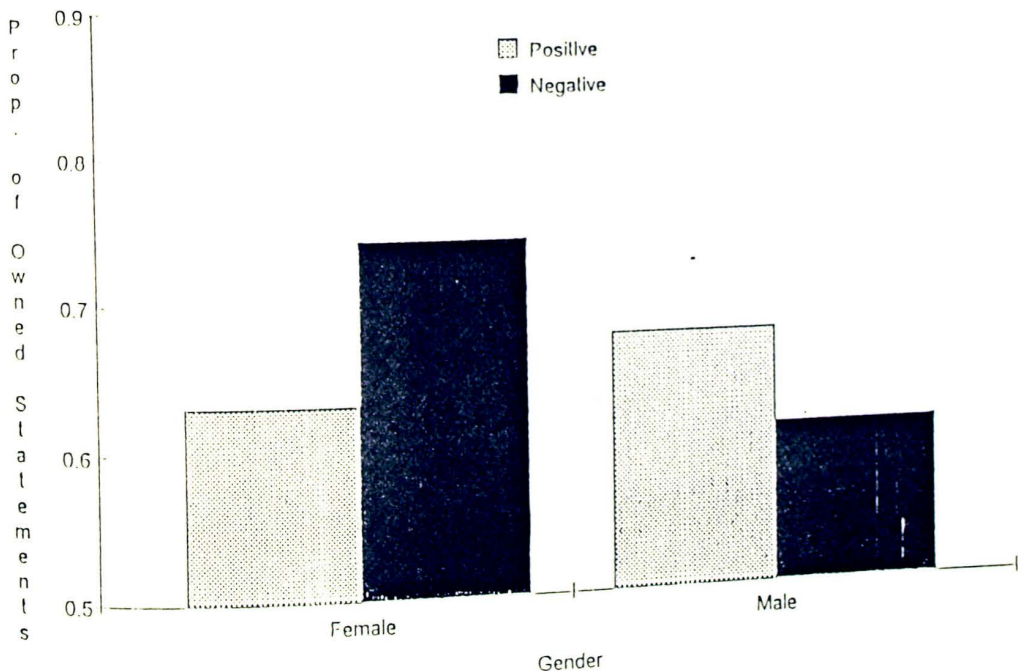
It is evident that there was an interaction effect between subjects depending on gender, F (1,72) = 7.464, p <.01, MSE 0.036, and the differences were significant. Females in the study used more owned language in the negative situation than in the positive one. The reverse was true for the males in the study, who used significantly more owned language in the positive situation than in the negative one.

Chapter 4

DISCUSSION

The results of this study showed that a person's use of owned language was not necessarily contingent upon their classification of having an internal or external locus of control, since subjects' responses did not differ to a degree of significance based upon this particular taxonomy. The analysis also showed that subject usage of owned language was not dependent upon the situation, be it positive or negative.

Analysis also revealed that those with an internal locus of control used more owned language in the negative situation than in the positive, a finding precisely the opposite of what was expected. This would lend support to studies of attribution stating that internal people believe they are responsible for actions, regardless of the outcome being pleasant or not.

Even when behavior and outcome are connected by mere chance, responsibility is likely to be an issue, especially if the outcome is negative rather than positive and the behavior is controllable rather than uncontrollable (Kanekar and Pinto, 1990). It has been found that responsibility attribution increased with the severity of the negative outcome.

An unexpected and interesting finding was that there was a significant difference in the amount of owned language a person used, depending upon the person's gender in relation to the situation being described. Males in the study owned considerably more of their language when talking about the positive situation than the negative. In contrast, females in the study did the opposite, using significantly more owned language in the negative situation than the positive.

Gender differences, although minimally observed with measures of locus of control (Lefcourt, 1966; Rotter, 1966), have been previously found to be measures of attributions in that girls are more likely than boys to attribute failure to lack of ability (Brewin and Shapiro, 1984).

Defense theory holds that defensive illusions guard an individual's well being. People supposedly are less depressed if they claim responsibility for good outcomes yet deny responsibility for bad ones. Self defense is the tendency to see oneself as responsible for good outcomes and not bad; self blame is the opposite tendency to see oneself responsible for bad outcomes but not good (Mirowsky & Ross, 1990). Based on the findings here, one could conclude that the males in the study were responding under the pattern of self defense, and the females used the concept of self blame to explain their behavior.

Along these lines, the use of self blame has been found to be a predictor of coping (Burger, 1981). If people perceive themselves as responsible, they feel they are able to prevent such happenings in the future. To attribute the responsibility to a controllable source is to deny that the occurrence is uncontrollable.

Another factor in the defensive reaction could also be the extent to which the experiment involves and is important to the subject. In private disclosures without the possibility of punitive consequences, a person who accepts responsibility may be held accountable and not liked, whereas a person who does not assume responsibility may be taken at their word and given preference over the former (Nazareth & Kanekar, 1986).

In a similar study, perpetrators and victims of physical and sexual abuse were asked to talk about their own abusive situations. Although this study found significant differences between the groups, locus of control again proved unimportant in how subjects described the event (Moore, 1993). Perhaps locus of control is simply not as accurate a predictor of how a person talks about their experiences as other classifications seem to be.

This area of research obviously contains important implications in several applied areas of interest. The concept of owned language could be applicable in the field

of counseling when assessing a client's progress. Just as thoughts precede action, the realization of change requires communicative action and through this dialogue change can be achieved.

Change in psychotherapy can be described as nothing more than changing meaning derived through dialogue and conversation (Anderson & Goolishian, 1988). Since one aspect of counseling is helping clients to realize and assume responsibility in their own lives, denoting owned language may be a good way to assess the changes they make as they manage to adopt a perspective of accountability.

In addition to looking at clients in therapy, owned language studies could certainly be applied to people taking classes, workshops or seminars that emphasize independence and responsibility. One could look at the members of these classes at both the beginning and end and compare their results to see if a change in accepting responsibility is reflected in language.

Finally, owned language is a concept that also has relevance for those interested in interpersonal communication, in that current trends in the discipline point towards an emphasis on assertiveness and the use of more owned language. By studying how people use both owned and disowned language to represent how they feel, one could then generalize these findings to everyday, practical applications and gain a greater understanding of

interpersonal interactions. One should be aware of the importance in assessing the use of "I" statements to reflect genuine change moreso than merely an apparent change in one's communication skills. Clearly, however, more research is needed to determine fully the potential applications of this realm of study.

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APPENDICES

Appendix A

Informed Consent Statement

The purpose of this investigation is to see how people talk about potentially stressful situations. Your responses are confidential. Any information collected will be used only for purposes of analysis. If identification is necessary, you will be identified by number only. There are no known hazards that may occur from this research. Your participation is completely voluntary, and you are free to terminate your participation at any time without any penalty.

The scope of this project will be explained fully upon completion.

Thank you for your cooperation.

I agree to participate in the present study being conducted under the supervision of a faculty member of the Psychology Department at Austin Peay State University. I have been informed, either orally, in writing, or both, about the procedures to be followed and about any discomfort or risks which may be involved. The investigator has offered to answer any further inquiries as I may have regarding this procedure. I understand that I am free to terminate my participation at any time without penalty or prejudice and to have all data obtained from me withdrawn from the study and destroyed. I have also been told of any benefits that may result from my participation.

_____
Name (Please Print)

_____
Signature

_____
Date

Appendix B

Nowicki & Duke
Locus of Control Scale

Answer the following questions the way you feel. There are
no right or wrong answers. Mark only one answer. Please
answer all of the questions.

Yes ____ No____ 1. Do you believe that most problems will
solve themselves if you just don't fool
with them ?

Yes ____ No____ 2. Do you believe that you can stop
yourself from catching a cold?

Yes ____ No____ 3. Are some people just born lucky?

Yes ____ No____ 4. Most of the time do you feel that
getting good grades means a great deal
to you?

Yes ____ No____ 5. Are you often blamed for things that
just aren't your fault?

Yes ____ No____ 6. Do you believe that if somebody studies
hard enough he or she can pass any
subject?

Yes ____ No____ 7. Do you feel that most of the time it
doesn't pay to try hard because
things never turn out right anyway?

Yes ____ No____ 8. Do you feel that if things start out
well in the morning that it's going to
be a good day no matter what you do?

Yes ____ No____ 9. Do you feel that most of the time
parents listen to what their children
have to say?

Yes ____ No____ 10. Do you believe that wishing can make
good things happen?

Yes ____ No____ 11. When you get punished does it usually
seem it's for no good reason at all?

Yes _____ No_____ 12. Most of the time do you find it hard to change a friend's (mind) opinion?

Yes _____ No_____ 13. Do you think that cheering more than luck helps a team win ?

Yes _____ No_____ 14. Do you feel it is almost impossible to change your parent's mind about anything?

Yes _____ No_____ 15. Do you believe that parents should allow children to make most of their own decisions?

Yes _____ No_____ 16. Do you feel that when you do something wrong there's very little you can do to make it right?

Yes _____ No_____ 17. Do you think that some people are just born good at sports?

Yes _____ No_____ 18. Are most other people your age stronger than you are?

Yes _____ No_____ 19. Do you feel that one of the best ways to handle most problems is just not to think about them?

Yes _____ No_____ 20. Do you feel that you have a lot of choice in deciding who your friends are?

Yes _____ No_____ 21. If you find a four leaf clover, do you believe that it might bring you good luck?

Yes _____ No_____ 22. Did you often feel that whether or not you did your homework had much to do with what kind of grades you got?

Yes _____ No_____ 23. Do you feel that when a person your age is angry at you, there's little you can do to stop him/her?

Yes _____ No_____ 24. Have you ever had a good luck charm?

Yes _____ No_____ 25. Do you believe that whether or not people like you depends on how you act?

Yes _____ No_____ 26. Did your parents usually help you if you asked them to?

Yes ____ No____ 27. Have you felt that when people were angry with you it was usually for no reason at all?

Yes ____ No____ 28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?

Yes ____ No____ 29. Do you believe that when bad things are going to happen they just are going to happen, no matter what you try to do to stop them?

Yes ____ No____ 30. Do you think that people get their own way if they just keep trying?

Yes ____ No____ 31. Most of the time do you find it useless to try to get your own way at home?

Yes ____ No____ 32. Do you feel that when good things happen they happen because of hard work?

Yes ____ No____ 33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?

Yes ____ No____ 34. Do you feel that it's easy to get friends to do what you want them to do?

Yes ____ No____ 35. Do you feel that you have little to say about what you get to eat at home?

Yes ____ No____ 36. Do you feel that when someone doesn't like you there is little you can do about it?

Yes ____ No____ 37. Do you feel that it is useless to try in school because most other people are just plain smarter than you?

Yes ____ No____ 38. Are you the kind of person who believes that planning ahead makes things turn out better?

Yes ____ No____ 39. Most of the time do you feel that you have little to say about what your family does?

Yes ____ No____ 40. Do you think it's better to be smart than to be lucky?

Appendix C

Please read the following situation. After you have done so, you will be asked to talk about your feelings about it for a few moments. You should continue talking until you are asked to stop.

If you do not understand these directions or have any other questions, feel free to ask.

Let the researcher know when you are ready to begin.

Appendix D

SITUATION 1

You are in a class that requires that you work on a group project. Your grade on the project determines your grade for the class. Your grade will be determined not only by your performance alone, but by the group as a whole. While you and some members of the group have been working hard there are others that have been goofing off. Your group receives an "A" for the class. Describe how you feel about the events that took place.

Appendix E

SITUATION 2

You are in a class that requires that you work on a group project. Your grade on the project determines your grade for the class. Your grade will be determined not only by your performance alone, but by the group as a whole. Although some in the group have been working hard, others have been goofing off. Your group receives an "F" for the class. Describe how you feel about the events that took place.